

## APPENDIX E.

### Department Chair Questionnaire Brief

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#### Overview

The Department Chair Questionnaire (DCQ) was used to collect information about faculty development, curriculum design, course evaluation, training Teaching Assistants (TAs), and rewarding best practices in teaching. Administered alongside the Course Data Questionnaire (**Appendix F**), the DCQ was designed to gather qualitative information about teaching and instruction from the perspective of departmental leadership.

#### Data Collection and Analysis

##### Questionnaire Administration

Under the direction of the Dean of Life Sciences Victoria Sork, the Center for Education Innovation & Learning in the Sciences (CEILS) administered the DCQ in February 2015. Faculty chairs from 52 academic departments from 9 academic divisions and schools were emailed a request to complete the questionnaire by March 6, 2015. A second request followed at the end of March in an effort to collect outstanding questionnaires. Forty-nine out of 52 (94.2%) department chairs completed and returned the DCQ. One department requested to opt out of the Building Inclusive Classrooms (BIC) data collection altogether (Classics, Humanities), and the Anderson School of Management and the Department of Comparative Literature (Humanities) did not respond to requests for data. Although not included in the original request, French and Francophone Studies (Humanities) also completed a DCQ and the department's information was included in the final analysis.

##### Instrument

The DCQ instrument included a series of open- and close-ended questions organized into four topical sections: *Questions on Faculty Development*, *Questions on Course Evaluation*, *Questions on TA Training*, and *Questions on Rewarding Best Practices in Teaching*. (See Supporting Document E-1, p. 57, for instrument items.). There were close-ended items asking department chairs to choose from one or more response options as well as open-ended questions requesting that department chairs elaborate in response to a prompt. Where respondents wrote in options other than the ones specified, responses were collapsed into the closest fit or expanded to create new response options. Responses were omitted from analysis when they failed to provide interpretable answers to prompts; however, this was not a common occurrence. The DCQ was

formatted as an MS Word document and respondents were asked to compose their answers and return the completed file to CEILS by email for analysis.

### Data Analysis

The data were compiled, cleaned, coded, and analyzed by a CEILS research analyst. Quantitative data from Items 16 and 17 were organized in Excel spreadsheets for further descriptive analysis in SPSS. Qualitative responses from the seventeen open-ended items were entered into a spreadsheet where they underwent data reduction, which is “the process of selecting, focusing, simplifying, abstracting, and transforming the data” (Miles & Huberman, 1984, p. 23) to make them easier to interpret and manage. During the coding stage, the research analyst and CEILS Director Sanders engaged in an iterative process of inductive categorization, collapsing responses into broader themes. Coding and categorization were also crosschecked for credibility throughout the analysis process with other members of the project team. This approach permitted rich, detailed qualitative information to be distilled into discrete data points for descriptive statistical analysis.

This appendix contains both frequency response tables for each questionnaire item as well as excerpts of qualitative data that communicate the chairs’ ideas through their own voices. Caution should be taken when interpreting quantitative results since the sample was relatively small and not representative of all departments responsible for undergraduate instruction. Additionally, the range of possible responses given by chairs was influenced by several factors including the length of appointment as chair, department size and structure, and organizational culture related to teaching and instruction; as such, comparisons between departments and across divisions/schools should be approached with an understanding that departmental resources and practices vary widely.

## Summary of Findings

### Faculty Development

**Departmental support.** Sixty-four percent (64%) of chairs reported that their departments actively supported teaching-specific faculty development opportunities (Table E-1). This teaching-specific support included encouragement, department- and division/school-sponsored workshops, funding for conferences, and nominations for faculty to attend national training programs. One-fifth (20%) said that their departments did not support faculty efforts to develop their teaching skills; of these 10 departments, 90% represented HASS disciplines. The most common explanation for not offering more support was the lack of a dedicated budget for faculty development.

**Teaching-related mentoring for new faculty.** Most departments (84%) did not have formal programs for mentoring new faculty specifically dedicated to teaching (Table E-2). Most respondents (62%) said that new faculty received informal guidance from senior faculty or from chairs or vice-chairs. Informal mentoring included discussing course evaluations, classroom observation, and providing suggestions for improvement. Although pairing junior faculty with

senior faculty was fairly common practice, there was usually no departmental structure to guide the mentoring relationship. Some departments mentioned external offices such as the Office of Instructional Development (OID) and the Center for Education Innovation and Learning in Sciences (CEILS) as resources for new faculty needing guidance with teaching.

Only 8% of reporting departments reported having programs in place dedicated to mentoring new faculty on teaching. It was common for these formal mentoring programs to take a more holistic approach and combine training efforts in ways that address multiple aspects of the faculty experience: research, service, and teaching. One department chair noted that although there was mentoring for new faculty, there was no equivalent support for tenured professors.

***New instructors training on student evaluation.*** Training for new instructors tended not to address departmental expectations about grading students. Two-thirds of respondents (66%) said that their department did not provide any guidelines for assigning grades or communicate expected grade distributions (Table E-3). Some chairs reported that their departments preferred to allow instructors professional discretion in assigning grades. One chair felt that requesting specific grade distributions would be an unwelcome interference by the department.

Of those chairs reporting that new instructors received some form of grading guidance, 65% were from STEM disciplines. Eight out of 50 departments (16%) reported that they provided new faculty with specific information on expected approaches to grading. One chair described a departmental orientation for new instructors that included reviews of course syllabi, guidelines about criteria for evaluating and grading students, grading scales, and content questions. One department provided a recommended undergraduate grade distribution, and another supplied instructors with historical grade distribution data for all lower and upper division courses; in both cases, final discretion for assigning grades was left to the new instructors' discretion. Six department chairs reported that they referred new instructors to campus grading policies and guidelines outside the department, and three specifically mentioned directing them to *The Teacher's Guide*, an online publication offered by UCLA's Office of Instructional Development (<http://www.oid.ucla.edu/publications/teachersguide>).

Few departments had expectations that instructors would assign a specific distribution of grades. One example following this pattern was a lower division course where the department recommended that no more than 70% of students receive a B-minus or higher. Few department chairs described specific strategies used for grading (i.e., "curving," criterion-referenced, norm-referencing, competency-focused), and there was inconsistency across divisions, schools, and departments about the most acceptable approach to assigning course grades. One respondent said that the department told new instructors that it was *not* the unit's standard practice to grade on a curve, while another explained that new instructors were affirmed in their choice to use either a "curve" or a competency-based scale. The latter chair described that instructors were encouraged to use a scale that emphasizes appropriate mastery of the material and that it was communicated to them that have a responsibility to create assignments and examinations that accurately represent the content of the class.

***Policies governing faculty office hours.*** Over 80% of respondents reported that their departments had specific policies about faculty office hours (Table E-4). Most chairs (54%) said it was required for faculty to hold at least two office hours per week and post the information in the syllabus and on the course website. Other departments with requirements (28%) were less specific about the number of hours or how the information was to be made available to students, and 16% of chairs reported that office hours were not required but said that faculty were encouraged to hold them.

***Criteria for determining teaching assignments.*** Department chairs described a wide range of strategies for determining teaching assignments in their areas. These tended to fall into one of three categories: *faculty-focused*, *department-focused*, or *student-focused*. Although many departments were firmly rooted in faculty-focused rationales (32%) or department-focused strategies (30%), an additional 22% could be described as making decisions that balanced both departmental and faculty interests (Table E-5). It was far less common for teaching assignments to be made to directly benefit student interests; only 16% of responses specifically mentioned helping students meet their academic goals or develop relationships with faculty.

Faculty-focused rationales were defined by:

- an individual-level approach honoring faculty scheduling requests and preferences;
- course assignment according to faculty's area of interest/expertise;
- a focus on ensuring internal fairness and equity of workload;
- incentivized course and curriculum development;
- prioritizing the use of buy-outs and service credits;
- efforts to maintain course assignment consistency

Department-focused strategies were characterized by:

- an organization-level approach described as “meeting department needs;”
- budgetary concerns;
- pressures to hire adjuncts to cover scheduling gaps;
- obligations to enforce campus and departmental policies, guidelines, and norms;
- monitoring faculty fulfillment of minimum job requirements;
- primary decision-making done by chairs, program directors, area heads, and committees

Student-focused criteria included:

- decision-making explicitly framed as having students' interests in mind;
- ensuring course and curriculum availability to meet *students'* needs;

- ensuring that full-time faculty teach core courses;
- assigning faculty with evidence of teaching success to core courses;
- creating opportunities for faculty-student interaction;
- maintaining academic rigor;
- exposure to faculty who are encouraged to develop new courses/implement new approaches to pedagogy

**Training for non-ladder faculty.** Similar to responses about formal mentoring programs for new faculty, there is little specific training for Lecturers or other non-ladder faculty about delivering instruction. Only 14% of chairs reported having formal systems in place to train new instructors about teaching (Table E-6). Of the 39 chairs who reported having no departmental training programs in place, 51% explained that new non-tenure track instructors either received or solicited guidance about delivering instruction from existing faculty as needed. The other 49% reported having no mechanisms in place to train these instructors.

### Course Evaluations

**Departmental review of teaching evaluations.** Department chairs were asked to describe the extent of their involvement in reviewing course evaluations for instructors in their area, and they were asked to describe what actions they took to address problems with instruction that became apparent through student feedback. The questionnaire items were designed to collect information about department chairs' direct responsibilities for addressing issues related teaching quality.

Half of the chairs (50%) reported *not* reading teaching evaluations for each course in their department on a regular basis (Table E-7). In many of these instances, others were responsible for reading student feedback. Approximately one-third (34%) reported reading evaluations quarterly or as soon as they became available. Some chairs were frustrated with delays in information becoming available associated with the recent move to an online system coordinated through the Office of Instructional Development (<http://www.oid.ucla.edu/assessment/eip>).

Approximately half of the chairs said that they reviewed *specific instructors'* course evaluations during personnel actions (i.e., merit and performance reviews, tenure and promotion decisions, re-hire/contract renewals). Nine mentioned reviewing individual teaching evaluations when vice-chairs and staff brought problems to their attention. A majority (88.0%) responded that they personally talked to faculty members when problems were identified in course evaluations; only 8% said that others were responsible for directly addressing teaching problems with instructors (Table E-8).

**Departmental responses to teaching evaluations.** Department chairs were asked about actions they took to improve teaching in response to course evaluations. In many cases, the responses were detailed and outlined various approaches to addressing teaching problems. Three-quarters of respondents (74%) indicated that they handled teaching issues within their own departments

(Table E-9b). Common internal approaches included meeting and working directly with the chair (44%) and assigning the instructor to work with another faculty member in the department (38%; Table E-9a). Additionally, 10% engaged in more inclusive, global approaches to teaching problems by having departmental conversations and meetings about instructional quality. One-quarter of respondents (24%) sought out information and expert guidance outside their department through campus resources such as OID and CEILS. Nearly one-fifth (16%) described handling problems using approaches that did not help instructors improve their teaching abilities. These included doing nothing to address problems, reassigning instructors to classes perceived to be easier, and not rehiring instructors to work in the department. Twelve percent (12%) explained that they had not experienced any teaching problems during their tenure as department chair; however, some offered what they would do if they encountered negative course evaluations.

***Departmental assessment of faculty instruction.*** Chairs were asked to describe other forms of assessment for faculty and instructors who teach undergraduates in their department. The most common form of teaching assessment reported was faculty peer review (62%), which included classroom observations and feedback, reviews of syllabi and course materials, and consultations with the chair (Table E-10a). Table F-10b shows that twice as many HASS departments engaged in peer evaluation compared to STEM departments. One-quarter of respondents (26%) did not perform teaching assessments other than course evaluations at all. Eight departments conducted other forms of assessment and evaluation including soliciting direct student feedback, having faculty engage in self-reflective writing, and mapping student learning outcomes to established disciplinary standards. From the responses provided, it was not clear that assessment was a regular departmental practice; twenty-two chairs described conducting "teaching evaluations" as part of normal personnel reviews but did not provide further details about the frequency, breadth, or depth of these evaluations.

### **Teaching Assistants**

***Teaching Assistant training.*** Chairs were asked to provide information about the types of training required of TAs in their respective departments. Three-quarters (74%) indicated that their departments provided structured preparation and training for classroom instruction (Table E-11). Most of these respondents noted that this training took place through "495" credit-bearing courses designed to teach TAs about college instruction, and 17 chairs provided copies of current syllabi for these courses. Sixty percent of chairs (60%) also reported that instructors and a designated course or curriculum coordinator provided specific training when TAs were assigned to particular courses. Eight departments reported that TAs also had some responsibility to train and prepare themselves in addition to the support they received from instructors and the department.

***Departmental review of Teaching Assistant evaluations.*** Most department chairs (72%) did not review course evaluations for TAs in their department (Table E-12). This was generally the responsibility of Vice Chairs of Education, TA Coordinators, and/or Student Affairs Officers

(SAOs). Several approaches were taken to address problems revealed in course evaluations. The most popular department-level intervention (37%) was to gather information from faculty and call meetings to speak with TAs about their evaluations (Table E-13). These meetings occurred limited numbers of times and often consisted of chairs, vice chairs, faculty, advisors, and/or TA coordinators giving feedback and providing suggestions for improvement. Some responses implied that these meetings included warnings and reprimands about poor performance. The most common response (38%) indicated that chairs expected for problems with TAs to be handled at the individual level, in effect resolving themselves without department-level interventions. These responses carried presumptions that faculty advisors, course instructors, and senior TAs would take the initiative to address and correct problems directly with TAs without involving the chair or other department leadership. Twenty percent of respondents (20%) reported that the department would take active measures to retrain and work with the TA on an ongoing basis until their performance improved, but only 2 chairs mentioned going outside the department to access expert resources such as OID. Twenty-six percent (26%) of chairs reported addressing problems by taking passive corrective actions that do not directly serve to improve individual approaches to teaching. These include not rehiring or retraining TAs in their departments; reassigning TAs to courses or instructors perceived to be better matches for their abilities; warning professors about having to work with weak TAs; and doing nothing.

***Departmental responses to teaching evaluations.*** When asked about what they do as department chairs do to improve TA teaching and training, a majority of department chairs (56%) reported that their actions would take place at the individual level and would consist of remediation, probation, and removal (Table E-14). Twenty-two percent (22%) provided responses indicating they did not personally intervene in TA training and teaching, preferring instead to refer issues to others more directly responsible for their performance. Ten departments (20%) said that they proactively used TA evaluations to inform changes to the 495 TA training curriculum and/or standardize TA guidelines. A small percentage (8%) used the information when designing department-wide workshops, meetings, and other educational sessions about teaching and instruction, and some departments (8.0%) used rewards and incentives for good teaching to encourage successful TA behavior in the classroom.

***Departmental assessment of Teaching Assistant instruction.*** Mirroring patterns seen at the faculty level, most departments (62%) did not engage in assessment of TA performance outside of student evaluations (Table E-15). The next most common assessment (20%) used to help TAs improve was formal written evaluations by the course instructor or by OID staff. Some departments (n=3) offered TAs peer review experiences of their teaching and course materials, and others (n=2) created opportunities for students to provide direct feedback about TA quality.

### **Instructional Practices and Teaching Assistant Responsibilities**

In addition to providing qualitative responses about TA training and evaluation, chairs completed two series of close-ended questions about instructional practices for laboratory/discussion

sections and general TA responsibilities (Table Series E-16 and E-17). Responses for each series of questions have been compiled into narrative form and summarized below.

***Instructional practices for laboratory and discussion sections.*** In courses with separate lab or discussion sections, there are patterns of common TA practices for delivery of instruction, development of course materials, and use of student assignments. For the majority of courses (88%), TAs lead the laboratory or discussion sections (Tables E-16.1 and E-16.2), and they are the ones most likely to answer student questions, not faculty instructors (Tables E-16.7 and E-16.8). Faculty instructors tend to develop section curriculum and materials for most courses, although TAs also develop their own materials both individually and as teams for some courses (Tables E-16.4, E-16.5, and E-16.6). A minority of chairs (32%) reported having any courses that use section materials developed at the department level (Table E-16.3), but a majority (74%) said that at least a few courses in their department use materials standardized across all lab or discussion courses (Table E-16.9). Testing and quizzing students in sections to help them evaluate their learning appears to a somewhat common practice across most sections; while nearly one-quarter of department chairs (24%) were not sure about the extent of the practice, over half (53%) said it happens in few to most courses (Table E-16.10). By contrast, the pattern for ungraded supplemental assignments indicates that very few instructors engage in this practice, with only 2 respondents reporting this as a common practice in their departments (Table E-16.11).

***Teaching Assistant responsibilities.*** Teaching assistants have various work responsibilities, and expectations vary within and across departments. Department chairs were asked to provide responses that best captured the norm for most courses in their area. Most chairs reported that it was mandatory for TAs to attend lectures or primary section meetings (72%; Table E-17.1) with the exception of reporting departments in the Physical Sciences. Most chairs reported that TAs are expected to meet with course instructors on a regular basis (84%; Table E-17.13a). Although 11% of chairs were unsure of the frequency of those meetings and 28% reported that expectations varied by course, nearly half (47%) said that TAs were responsible for meeting with instructors at least weekly (Table E-17.13b). Most chairs (70%) affirmed that deciding how to present course materials in section was a TA responsibility (Table E-17.3). A number of TAs are expected to lead class during the *primary* lecture (36%; Table E-17.11). 36% of chairs said that instructors expected TAs to offer their input about the content of primary lectures or sections (Table E-17.10). This practice is not limited to a particular discipline. Chairs did not comment as to the extent to which TAs involved in teaching primary sections were doing this under direct supervision by the primary instructors.

The most commonly agreed-upon TA responsibilities were related to managing student assignments and examinations. Majorities of chairs agreed that grading assignments (86%) and tests (88%), proctoring examinations (84%), and keeping track of student scores (66%) were TA responsibilities (Tables E-17.4 to E-17.7). Teaching Assistants were also expected to make themselves available to students outside the classroom. Nearly all chairs (n=48) reported holding



office hours as a TA responsibility (Table E-17.8a), and most (72%) said that they were expected to serve two hours per week (Table E-17.8b). All TAs held office hours in-person, and 40% of chairs reported that TAs also spend time helping students online (Table E-17.8c). It was not very common (36%) for TAs to be expected to provide tutoring sessions or other types of supplemental instruction to students (Table E-17.9). Finally, three-quarters of department chairs (74%) said that reading course evaluations about their performance as TAs was included among their responsibilities (Table E-17.12).

### **Rewarding Best Practices in Teaching**

Department chairs were asked about rewarding and recognizing exceptional teaching for both faculty instructors and TAs. Two-thirds of chairs (66%) indicated that their departments reward and recognize exceptional faculty teaching (Table E-18). The response rate was similar (67%) for recognizing exceptional teaching by TAs (Table E-19). More departments had internal awards for TAs (52%) than for faculty (36%). The questionnaire directed respondents to provide information about awards, recognition frequency, evaluation criteria, and the selection process; however, the depth and detail of responses varied greatly and it was therefore challenging to identify patterns across the data. It was, however, possible to determine that departments fell into one of three groups with regard to rewarding and recognizing exceptional teaching:

- Those with established departmental/divisional awards that actively supported a culture of rewarding good teaching;
- Those who nominated instructors and TAs for awards hosted outside their departments/divisions;
- Those who did nothing to reward recognize teaching.

Departments with established reward and recognition cultures tended to also nominate faculty and TAs for external awards. Those who did not have departmental awards cited small departments and fairness issues as reasons for not rewarding best practices in teaching at the departmental level.

### **References**

Miles, M. B., & Huberman, A. M. (1984). Drawing valid meaning from qualitative data: Toward a shared craft. *Educational Researcher* (13)5: 20-30.

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## Faculty Development

Table E-1

Faculty Development: *Does your department support faculty development opportunities that relate to teaching?*

| Divisions/Schools                   | Department<br>Chair<br>Participation<br>n (%) | Responses  |   |  |              |
|-------------------------------------|---|--|---|--|--------------|
|                                     |   | Yes, department<br>actively supports<br>teaching-specific<br>faculty<br>development<br>opportunities.<br>n (%) | Yes, department<br>actively supports<br>unrestricted<br>faculty<br>development<br>which includes<br>research, service,<br>and teaching<br>opportunities.<br>n (%) | No, department<br>does not currently<br>supporting<br>teaching-related<br>faculty<br>development<br>opportunities but<br>would if it were<br>able to.<br>n (%) | No.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                                     | 0 (0.0)  | 1 (20.0)  | 1 (20.0)   | 3 (60.0)     |
| Education (n=1)                     | 1 (100.0)                                     | 0 (0.0)  | 1 (100.0)   | 0 (0.0)  | 0 (0.0)      |
| Engineering & Applied Science (n=6) | 6 (100.0)                                     | 5 (83.3)   | 0 (0.0)   | 0 (0.0)  | 1 (16.7)     |
| Humanities (n=12)                   | 12 (100.0)                                    | 7 (58.3)   | 3 (25.0)  | 1 (8.3)  | 1 (8.3)      |
| Life Sciences (n=8)                 | 8 (100.0)                                     | 7 (87.5)   | 1 (12.5)  | 0 (0.0)  | 0 (0.0)      |
| Physical Sciences (n=7)             | 7 (100.0)                                     | 7 (100.0)  | 0 (0.0)   | 0 (0.0)  | 0 (0.0)      |
| Social Sciences (n=9)               | 9 (100.0)                                     | 4 (44.4)   | 2 (22.2)  | 1 (11.1)   | 2 (22.2)     |
| Undergraduate Education (n=2)       | 2 (100.0)                                     | 2 (100.0)  | 0 (0.0)   | 0 (0.0)  | 0 (0.0)      |
| All Divisions/Schools (n=50)        | 50 (100.0)                                    | 32 (64.0)  | 8 (16.0)  | 3 (6.0)  | 7 (14.0)     |

Table E-2

Faculty Development: *Does your department have a formal program for mentoring new faculty with respect to teaching?*

| Divisions/Schools                   | Department Chair Participation<br>n (%) | Responses   |  |   |
|-------------------------------------|---|---|--|---|
|                                     |   | Yes, department has a teaching-specific formal mentoring program. | Yes, department's holistic formal program includes mentoring on research, service, and teaching. | No, department does not have a formal program, but informal mentoring on teaching may take place. |
|                                     | n (%)                                   | n (%)   | n (%)  | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 0 (0.0)   | 0 (0.0)  | 5 (100.0)   |
| Education (n=1)                     | 1 (100.0)                               | 0 (0.0)   | 1 (100.0)  | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                               | 0 (0.0)   | 3 (50.0)   | 3 (50.0)  |
| Humanities (n=12)                   | 12 (100.0)                              | 1 (8.3)   | 1 (8.3)  | 10 (83.3)   |
| Life Sciences (n=8)                 | 8 (100.0)                               | 3 (37.5)  | 3 (37.5)   | 2 (25.0)  |
| Physical Sciences (n=7)             | 7 (100.0)                               | 4 (57.1)  | 1 (14.3)   | 2 (28.6)  |
| Social Sciences (n=9)               | 9 (100.0)                               | 0 (0.0)   | 2 (22.2)   | 7 (77.8)  |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 0 (0.0)   | 0 (0.0)  | 2 (100.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                              | 8 (16.0)  | 11 (22.0)  | 31 (62.0)   |

Table E-3

Faculty Development: *Does your department provide new instructors any guidelines for assigning grades or communicate expectations to new instructors about the expected grade distribution (e.g., number of As, Bs, Cs, Ds, Fs, etc.) for each undergraduate course offered?*

| Divisions/Schools                   | Department Chair Participation<br>n (%) | Responses   |   |              |
|-------------------------------------|---|---|---|--------------|
|                                     |   | Yes, department provides general guidelines about grading.<br>n (%) | Yes, department communicates expected grade distributions along with general grading guidelines.<br>n (%) | No.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 3 (60.0)  | 0 (0.0)   | 2 (40.0)     |
| Education (n=1)                     | 1 (100.0)                               | 0 (0.0)   | 0 (0.0)   | 1 (100.0)    |
| Engineering & Applied Science (n=6) | 6 (100.0)                               | 2 (33.3)  | 0 (0.0)   | 4 (66.7)     |
| Humanities (n=12)                   | 12 (100.0)                              | 1 (8.3)   | 1 (8.3)   | 10 (83.3)    |
| Life Sciences (n=8)                 | 8 (100.0)                               | 1 (12.5)  | 3 (37.5)  | 4 (50.0)     |
| Physical Sciences (n=7)             | 7 (100.0)                               | 2 (28.6)  | 3 (42.9)  | 2 (28.6)     |
| Social Sciences (n=9)               | 9 (100.0)                               | 0 (0.0)   | 1 (11.1)  | 8 (88.9)     |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 0 (0.0)   | 0 (0.0)   | 2 (100.0)    |
| All Divisions/Schools (n=50)        | 50 (100.0)                              | 9 (18.0)  | 8 (16.0)  | 33 (66.0)    |

Table E-4

Faculty Development: *Please indicate what policies your department has in place with regard to holding office hours.*

| Divisions/Schools                   | Department Chair Participation<br>n (%) | Responses   |  |   |
|-------------------------------------|---|---|--|---|
|                                     |   | Faculty are required to hold at least two office hours per week and post the hours on the course website and syllabus.<br>n (%) | Faculty are required to hold office hours, but the number and posting location is up to instructor.<br>n (%) | Faculty have no formal requirement for office hours but are encouraged to hold them.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 3 (60.0)  | 1 (20.0)   | 1 (20.0)  |
| Education (n=1)                     | 1 (100.0)                               | 0 (0.0)   | 1 (100.0)  | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 5 (83.3)                                | 1 (16.7)  | 2 (33.3)   | 2 (33.3)  |
| Humanities (n=12)                   | 12 (100.0)                              | 10 (83.3)   | 1 (8.3)  | 1 (8.3)   |
| Life Sciences (n=8)                 | 8 (100.0)                               | 2 (25.0)  | 4 (50.0)   | 2 (25.0)  |
| Physical Sciences (n=7)             | 7 (100.0)                               | 4 (57.1)  | 1 (14.3)   | 2 (28.6)  |
| Social Sciences (n=9)               | 9 (100.0)                               | 5 (55.6)  | 4 (44.4)   | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 2 (100.0)   | 0 (0.0)  | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 49 (98.0)                               | 27 (54.0)   | 14 (28.0)  | 8 (16.0)  |

*Note:* Response column calculations include item non-responses (n=1).

Table E-5

Faculty Development: *Please provide the criteria or rationale used to make teaching assignments in your department.*

| Divisions/Schools                   | Department Chair Participation | Responses                                 |   |  |   |   |  |  |
|-------------------------------------|--------------------------------|---|---|--|---|---|--|--|
|                                     |                                | Criteria/rationale mostly faculty-focused | Criteria/rationale mostly faculty- and department-focused | Criteria/rationale mostly department-focused | Criteria/rationale mostly department- and student-focused | Criteria/rationale mostly student-focused | Criteria/rationale mostly student- and faculty-focused | Criteria/rationale balanced among faculty, department, and student interests |
|                                     | n (%)                          | n (%)                                     | n (%)   | n (%)  | n (%)   | n (%)                                     | n (%)  | n (%)  |
| Arts & Architecture (n=5)           | 5 (100.0)                      | 1 (20.0)                                  | 1 (20.0)  | 2 (40.0)                                     | 0 (0.0)   | 0 (0.0)                                   | 0 (0.0)  | 1 (20.0)   |
| Education (n=1)                     | 1 (100.0)                      | 1 (100.0)                                 | 0 (0.0)   | 0 (0.0)                                      | 0 (0.0)   | 0 (0.0)                                   | 0 (0.0)  | 0 (0.0)  |
| Engineering & Applied Science (n=6) | 6 (100.0)                      | 0 (0.0)                                   | 1 (16.7)  | 4 (66.7)                                     | 0 (0.0)   | 0 (0.0)                                   | 0 (0.0)  | 1 (16.7)   |
| Humanities (n=12)                   | 12 (100.0)                     | 3 (25.0)                                  | 1 (8.3)   | 5 (41.7)                                     | 0 (0.0)   | 0 (0.0)                                   | 3 (25.0)   | 0 (0.0)  |
| Life Sciences (n=8)                 | 8 (100.0)                      | 4 (50.0)                                  | 1 (12.5)  | 2 (25.0)                                     | 0 (0.0)   | 0 (0.0)                                   | 1 (12.5)   | 0 (0.0)  |
| Physical Sciences (n=7)             | 7 (100.0)                      | 3 (42.9)                                  | 3 (42.9)  | 1 (14.3)                                     | 0 (0.0)   | 0 (0.0)                                   | 0 (0.0)  | 0 (0.0)  |
| Social Sciences (n=9)               | 9 (100.0)                      | 3 (33.3)                                  | 4 (44.4)  | 1 (11.1)                                     | 0 (0.0)   | 0 (0.0)                                   | 1 (11.1)   | 0 (0.0)  |
| Undergraduate Education (n=2)       | 2 (100.0)                      | 1 (50.0)                                  | 0 (0.0)   | 0 (0.0)                                      | 0 (0.0)   | 1 (50.0)                                  | 0 (0.0)  | 0 (0.0)  |
| All Divisions/Schools (n=50)        | 50 (100.0)                     | 16 (32.0)                                 | 11 (22.0)   | 15 (30.0)                                    | 0 (0.0)   | 1 (2.0)                                   | 5 (10.0)   | 2 (4.0)  |

*Note:* Coding was dependent on the quality of responses provided and is not necessarily representative of departmental practices or philosophies.

Table E-6

Faculty Development: *If you regularly employ Lecturers or other non-ladder faculty to teach courses in your department, please describe how these full-time or part-time instructors are trained to deliver instruction.*

| Divisions/Schools                   | Department<br>Chair<br>Participation<br>n (%) | Responses   |   |   |   |
|-------------------------------------|---|---|---|---|---|
|                                     |   | There is a formal<br>system in place to<br>train non-tenure<br>track faculty. | Non-tenure track<br>faculty<br>receive/solicit<br>informal guidance<br>as needed. | There is no<br>training on<br>instruction for<br>non-tenure track<br>faculty. | We do not use<br>non-tenure track<br>faculty. |
|                                     | n (%)   | n (%)   | n (%)   | n (%)   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                                     | 0 (0.0)   | 3 (60.0)  | 1 (20.0)  | 1 (20.0)                                      |
| Education (n=1)                     | 1 (100.0)                                     | 0 (0.0)   | 0 (0.0)   | 1 (100.0)   | 0 (0.0)                                       |
| Engineering & Applied Science (n=6) | 6 (100.0)                                     | 0 (0.0)   | 2 (33.3)  | 4 (66.7)  | 0 (0.0)                                       |
| Humanities (n=12)                   | 12 (100.0)                                    | 3 (25.0)  | 3 (25.0)  | 4 (33.3)  | 2 (16.7)                                      |
| Life Sciences (n=8)                 | 8 (100.0)                                     | 2 (25.0)  | 5 (62.5)  | 0 (0.0)   | 1 (12.5)                                      |
| Physical Sciences (n=7)             | 7 (100.0)                                     | 1 (14.3)  | 3 (42.9)  | 3 (42.9)  | 0 (0.0)                                       |
| Social Sciences (n=9)               | 9 (100.0)                                     | 0 (0.0)   | 4 (44.4)  | 5 (55.6)  | 0 (0.0)                                       |
| Undergraduate Education (n=2)       | 2 (100.0)                                     | 1 (50.0)  | 0 (0.0)   | 1 (50.0)  | 0 (0.0)                                       |
| All Divisions/Schools (n=50)        | 50 (100.0)                                    | 7 (14.0)  | 20 (40.0)   | 19 (38.0)   | 4 (8.0)                                       |



**Course Evaluations**

Table E-7

Course Evaluations: *For each course taught by your department, when do you, as department Chair or IDP director, review the teaching evaluations?*

| Divisions/Schools                   | Department Chair Participation | Responses |          |   |
|-------------------------------------|--------------------------------|-----------|----------|---|
|                                     |                                | Quarterly | Annually | Chair does not regularly review teaching evaluations for each course in department. |
|                                     | n (%)                          | n (%)     | n (%)    | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                      | 3 (60.0)  | 2 (40.0) | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                      | 0 (0.0)   | 0 (0.0)  | 1 (100.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                      | 2 (33.3)  | 1 (16.7) | 3 (50.0)  |
| Humanities (n=12)                   | 11 (91.7)                      | 5 (41.7)  | 1 (8.3)  | 5 (41.7)  |
| Life Sciences (n=8)                 | 8 (100.0)                      | 2 (25.0)  | 0 (0.0)  | 6 (75.0)  |
| Physical Sciences (n=7)             | 7 (100.0)                      | 1 (14.3)  | 2 (28.6) | 4 (57.1)  |
| Social Sciences (n=9)               | 8 (88.9)                       | 2 (22.2)  | 0 (0.0)  | 6 (66.7)  |
| Undergraduate Education (n=2)       | 2 (100.0)                      | 2 (100.0) | 0 (0.0)  | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 48 (96.0)                      | 17 (34.0) | 6 (12.0) | 25 (50.0)   |

*Notes:* Response column calculations include item non-responses (n=2).

Table E-8

Course Evaluations: *Do you talk with faculty members when problems are identified through the evaluations?*

| Divisions/Schools                   | Department Chair<br>Participation | Responses  |                        |
|-------------------------------------|-----------------------------------|------------|------------------------|
|                                     |                                   | Yes.       | No, someone else does. |
|                                     | n (%)                             | n (%)      | n (%)                  |
| Arts & Architecture (n=5)           | 5 (100.0)                         | 5 (100.0)  | 0 (0.0)                |
| Education (n=1)                     | 1 (100.0)                         | 1 (100.0)  | 0 (0.0)                |
| Engineering & Applied Science (n=6) | 6 (100.0)                         | 6 (100.0)  | 0 (0.0)                |
| Humanities (n=12)                   | 12 (100.0)                        | 12 (100.0) | 0 (0.0)                |
| Life Sciences (n=8)                 | 7 (87.5)                          | 4 (50.0)   | 3 (37.5)               |
| Physical Sciences (n=7)             | 7 (100.0)                         | 7 (100.0)  | 0 (0.0)                |
| Social Sciences (n=9)               | 8 (88.9)                          | 8 (88.9)   | 0 (0.0)                |
| Undergraduate Education (n=2)       | 2 (100.0)                         | 1 (50.0)   | 1 (50.0)               |
| All Divisions/Schools (n=50)        | 48 (96.0)                         | 44 (88.0)  | 4 (8.0)                |

*Notes:* Response column calculations include item non-responses (n=2).

Table E-9a

Course Evaluations: *What actions do you take to improve teaching in response to the evaluations?*

| Divisions/Schools                   | Responses                               |  |  |   |  |  |  |
|-------------------------------------|---|--|--|---|--|--|--|
|                                     | Department Chair Participation<br>n (%) | Chair works individually with instructor.<br>n (%) | Instructor is referred to work with others in department.<br>n (%) | Department works collaboratively to improve overall quality of teaching.<br>n (%) | Instructor is referred to expert guidance outside department.<br>n (%) | Chair does not take actions that improve quality of teaching.<br>n (%) | Chair reports no experience with evaluation problems.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 4 (80.0)   | 1 (20.0)   | 0 (0.0)   | 1 (20.0)   | 1 (20.0)   | 0 (0.0)  |
| Education (n=1)                     | 1 (100.0)                               | 0 (0.0)  | 1 (100.0)  | 0 (0.0)   | 1 (100.0)  | 0 (0.0)  | 0 (0.0)  |
| Engineering & Applied Science (n=6) | 6 (100.0)                               | 3 (50.0)   | 0 (0.0)  | 1 (16.7)  | 0 (0.0)  | 3 (50.0)   | 0 (0.0)  |
| Humanities (n=12)                   | 12 (100.0)                              | 2 (16.7)   | 3 (25.0)   | 2 (16.7)  | 4 (33.3)   | 1 (8.3)  | 4 (33.3)   |
| Life Sciences (n=8)                 | 8 (100.0)                               | 5 (62.5)   | 4 (50.0)   | 2 (25.0)  | 2 (25.0)   | 0 (0.0)  | 1 (12.5)   |
| Physical Sciences (n=7)             | 7 (100.0)                               | 4 (57.1)   | 3 (42.9)   | 0 (0.0)   | 3 (42.9)   | 3 (42.9)   | 0 (0.0)  |
| Social Sciences (n=9)               | 8 (88.9)                                | 4 (44.4)   | 5 (55.6)   | 0 (0.0)   | 1 (11.1)   | 0 (0.0)  | 1 (11.1)   |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 0 (0.0)  | 2 (100.0)  | 0 (0.0)   | 0 (0.0)  | 0 (0.0)  | 0 (0.0)  |
| All Divisions/Schools (n=50)        | 49 (98.0)                               | 22 (44.0)  | 19 (38.0)  | 5 (10.0)  | 12 (24.0)  | 8 (16.0)   | 6 (12.0)   |

*Notes:* Response column calculations factor in item non-responses (n=1).

Department row percentages add up to more than 100% because qualitative coding permitted multiple responses.

Table E-9b

Course Evaluations: *What actions do you take to improve teaching in response to the evaluations?*

| Divisions/Schools                   | Department<br>Chair<br>Participation<br>n (%) | Responses  |   |   |   |
|-------------------------------------|---|--|---|---|---|
|                                     |   | Chair works<br>within department<br>to improve<br>teaching.<br>n (%) | Chair uses expert<br>resources outside<br>department to<br>improve teaching.<br>n (%) | Chair does not<br>take actions that<br>improve quality<br>of teaching.<br>n (%) | Chair reports no<br>experience with<br>this.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                                     | 4 (80.0)   | 1 (20.0)  | 1 (20.0)  | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                                     | 1 (100.0)  | 1 (100.0)   | 0 (0.0)   | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                                     | 4 (66.7)   | 0 (0.0)   | 3 (50.0)  | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                                    | 6 (50.0)   | 4 (33.3)  | 1 (8.3)   | 4 (33.3)  |
| Life Sciences (n=8)                 | 8 (100.0)                                     | 7 (87.5)   | 2 (25.0)  | 0 (0.0)   | 1 (12.5)  |
| Physical Sciences (n=7)             | 7 (100.0)                                     | 6 (85.7)   | 3 (42.9)  | 3 (42.9)  | 0 (0.0)   |
| Social Sciences (n=9)               | 8 (88.9)                                      | 7 (77.8)   | 1 (11.1)  | 0 (0.0)   | 1 (11.1)  |
| Undergraduate Education (n=2)       | 2 (100.0)                                     | 2 (100.0)  | 0 (0.0)   | 0 (0.0)   | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 49 (98.0)                                     | 37 (74.0)  | 12 (24.0)   | 8 (16.0)  | 6 (12.0)  |

Notes: Table reduces data from Table H-9a by collapsing the three left-most columns into a “Chair works within department to improve teaching” category, thereby eliminating redundant department counts.

Response column calculations factor in item non-responses (n=1).

Department row percentages add up to more than 100% because qualitative coding permitted multiple responses.

Table E-10a

Course Evaluations: *What other types of assessment do you conduct for ladder and non-ladder faculty who teach undergraduate courses in your department?*

| Divisions/Schools                      | Department<br>Chair<br>Participation<br>n (%) | Responses                       |   |   |   |                                      |
|--|---|---------------------------------|---|---|---|--------------------------------------|
|  |   | Faculty peer<br>review<br>n (%) | Soliciting<br>feedback<br>from students,<br>TA's, and<br>staff<br>n (%) | Faculty self-<br>reflection<br>exercises<br>n (%) | Evaluation of<br>student<br>learning<br>outcomes<br>against<br>standards<br>n (%) | No additional<br>assessment<br>n (%) |
| Arts & Architecture (n=5)              | 5 (100.0)                                     | 2 (40.0)                        | 1 (20.0)  | 0 (0.0)   | 0 (0.0)   | 2 (40.0)                             |
| Education (n=1)                        | 1 (100.0)                                     | 1 (100.0)                       | 0 (0.0)   | 0 (0.0)   | 0 (0.0)   | 0 (0.0)                              |
| Engineering & Applied Science<br>(n=6) | 6 (100.0)                                     | 2 (33.3)                        | 1 (16.7)  | 0 (0.0)   | 2 (33.3)  | 2 (33.3)                             |
| Humanities (n=12)                      | 12 (100.0)                                    | 9 (75.0)                        | 2 (16.7)  | 1 (8.3)   | 0 (0.0)   | 1 (8.3)                              |
| Life Sciences (n=8)                    | 8 (100.0)                                     | 5 (62.5)                        | 0 (0.0)   | 0 (0.0)   | 0 (0.0)   | 3 (37.5)                             |
| Physical Sciences (n=7)                | 7 (100.0)                                     | 4 (57.1)                        | 3 (42.9)  | 0 (0.0)   | 0 (0.0)   | 2 (28.6)                             |
| Social Sciences (n=9)                  | 9 (100.0)                                     | 8 (88.9)                        | 1 (11.1)  | 0 (0.0)   | 0 (0.0)   | 1 (11.1)                             |
| Undergraduate Education (n=2)          | 2 (100.0)                                     | 0 (0.0)                         | 0 (0.0)   | 0 (0.0)   | 0 (0.0)   | 2 (100.0)                            |
| All Divisions/Schools (n=50)           | 50 (100.0)                                    | 31 (62.0)                       | 8 (16.0)  | 1 (2.0)   | 2 (4.0)   | 13 (26.0)                            |

*Notes:* Row percentages add up to more than 100% because qualitative coding permitted multiple responses. Limitations of item wording led to non-responses being coded as "no additional assessment."

Table E-10b

Course Evaluations: *What other types of assessment do you conduct for ladder and non-ladder faculty who teach undergraduate courses in your department?*

|                               | Department<br>Chair<br>Participation | Responses   |   |  |  |                             |
|-------------------------------|--------------------------------------|---|---|--|--|-----------------------------|
|                               |                                      | Faculty peer<br>review (e.g.,<br>course/lecture<br>observation,<br>review of<br>syllabus and<br>course<br>materials,<br>consultation<br>with chair) | Soliciting<br>feedback from<br>students,<br>TA's, and staff | Faculty self-<br>reflection<br>exercises | Evaluation of<br>student<br>learning<br>outcomes<br>against<br>standards | No additional<br>assessment |
| Disciplinary Areas            | n (%)                                | n (%)   | n (%)   | n (%)                                    | n (%)  | n (%)                       |
| STEM Departments (n=21)       | 21 (100.0)                           | 11 (52.4)   | 4 (19.0)  | 0 (0.0)                                  | 2 (9.5)  | 7 (33.3)                    |
| HASS Departments (n=27)       | 27 (100.0)                           | 20 (74.1)   | 1 (3.7)   | 1 (3.7)                                  | 0 (0.0)  | 4 (14.8)                    |
| All Disciplinary Areas (n=48) | 48 (100.0)                           | 31 (64.6)   | 5 (10.4)  | 1 (2.1)                                  | 2 (4.2)  | 11 (22.9)                   |

**Teaching Assistant Training**

Table E-11

Teaching Assistant Training: *Please indicate the type of training program required for Teaching Assistants (TAs) in your department.*

| Divisions/Schools                   | Department<br>Chair<br>Participation<br>n (%) | Responses  |   |  |   |
|-------------------------------------|---|--|---|--|---|
|                                     |   | Department<br>provides<br>preparation for all<br>TAs (e.g., 495 TA<br>training course).<br>n (%) | Course-specific<br>training is<br>provided by<br>instructor or<br>course<br>coordinator.<br>n (%) | TAs are<br>responsible for<br>their own training<br>and preparation to<br>teach a course.<br>n (%) | TAs receive<br>training in other<br>departments.<br>n (%) |
| Arts & Architecture (n=5)           | 4 (80.0)                                      | 4 (80.0)   | 0 (0.0)   | 0 (0.0)  | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                                     | 0 (0.0)  | 1 (100.0)   | 0 (0.0)  | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 5 (83.3)                                      | 5 (83.3)   | 3 (50.0)  | 2 (33.3)   | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                                    | 9 (75.0)   | 8 (66.7)  | 3 (25.0)   | 0 (0.0)   |
| Life Sciences (n=8)                 | 8 (100.0)                                     | 6 (75.0)   | 6 (75.0)  | 0 (0.0)  | 1 (12.5)  |
| Physical Sciences (n=7)             | 7 (100.0)                                     | 5 (71.4)   | 5 (71.4)  | 2 (28.6)   | 1 (14.3)  |
| Social Sciences (n=9)               | 9 (100.0)                                     | 7 (77.8)   | 6 (66.7)  | 1 (11.1)   | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                                     | 1 (50.0)   | 1 (50.0)  | 0 (0.0)  | 1 (50.0)  |
| All Divisions/Schools (n=50)        | 48 (96.0)                                     | 37 (74.0)  | 30 (60.0)   | 8 (16.0)   | 3 (6.0)   |

Table E-12

Teaching Assistant Training: *Do you, as department Chair or IDP director, review course evaluations for each Teaching Assistant in your department? If not, who is responsible for reviewing the TA evaluations?*

| Divisions/Schools                   | Department Chair Participation<br>n (%) | Responses     |  |
|-------------------------------------|---|---------------|--|
|                                     |   | Yes.<br>n (%) | No, someone else reviews TA teaching evaluations.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 4 (80.0)      | 1 (20.0)   |
| Education (n=1)                     | 1 (100.0)                               | 0 (0.0)       | 1 (100.0)  |
| Engineering & Applied Science (n=6) | 6 (100.0)                               | 1 (16.7)      | 5 (83.3)   |
| Humanities (n=12)                   | 12 (100.0)                              | 4 (33.3)      | 8 (66.7)   |
| Life Sciences (n=8)                 | 8 (100.0)                               | 1 (12.5)      | 7 (87.5)   |
| Physical Sciences (n=7)             | 7 (100.0)                               | 0 (0.0)       | 7 (100.0)  |
| Social Sciences (n=9)               | 9 (100.0)                               | 3 (33.3)      | 6 (66.7)   |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 1 (50.0)      | 1 (50.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                              | 14 (28.0)     | 36 (72.0)  |



Table E-13

Teaching Assistant Training: *For each Teaching Assistant, how does your department address any problems identified through course evaluations?*

| Divisions/Schools                   | Department Chair Participation<br>n (%) | Responses  |                                   |  |  |   |
|-------------------------------------|---|--|-----------------------------------|--|--|---|
|                                     |   | Verbal interventions with department leadership<br>n (%) | Self-resolution presumed<br>n (%) | Active retraining within department<br>n (%) | Providing access to training resources outside department<br>n (%) | Adverse actions that do not lead to TA improvement<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 5 (62.5)   | 2 (40.0)                          | 0 (0.0)                                      | 1 (20.0)   | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                               | 0 (0.0)  | 1 (100.0)                         | 0 (0.0)                                      | 0 (0.0)  | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                               | 1 (11.1)   | 3 (50.0)                          | 0 (0.0)                                      | 0 (0.0)  | 4 (66.7)  |
| Humanities (n=12)                   | 12 (100.0)                              | 3 (11.5)   | 5 (41.7)                          | 5 (41.7)                                     | 0 (0.0)  | 3 (25.0)  |
| Life Sciences (n=8)                 | 8 (100.0)                               | 8 (57.1)   | 2 (25.0)                          | 0 (0.0)                                      | 1 (12.5)   | 3 (37.5)  |
| Physical Sciences (n=7)             | 7 (100.0)                               | 7 (58.3)   | 2 (28.6)                          | 3 (42.9)                                     | 0 (0.0)  | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                               | 8 (38.1)   | 4 (44.4)                          | 2 (22.2)                                     | 0 (0.0)  | 3 (33.3)  |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 2 (100.0)  | 0 (0.0)                           | 0 (0.0)                                      | 0 (0.0)  | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                              | 34 (36.6)  | 19 (38.0)                         | 10 (20.0)                                    | 2 (4.0)  | 13 (26.0)   |

Table E-14

Teaching Assistant Training: *What actions do you take to improve teaching or TA training in response to the TA evaluations?*

| Divisions/Schools                      | Department<br>Chair<br>Participation<br>n (%) | Responses   |  |   |  |  |
|--|---|---|--|---|--|--|
|  |   | Department-<br>level:<br>Ongoing<br>improvement<br>of TA training<br>courses and<br>standardizing<br>TA guidelines<br>n (%) | Department-<br>level:<br>Educational<br>programming<br>and learning<br>opportunities<br>about teaching<br>for faculty,<br>staff, and TA's<br>n (%) | Department-<br>level:<br>Incentives<br>and rewards<br>for good<br>teaching<br>n (%) | Individual-<br>level:<br>Remediation<br>and/or<br>probation<br>n (%) | No actions<br>taken to<br>improve TA<br>teaching or<br>training<br>n (%) |
| Arts & Architecture (n=5)              | 5 (100.0)                                     | 3 (60.0)  | 0 (0.0)  | 1 (20.0)  | 2 (40.0)   | 0 (0.0)  |
| Education (n=1)                        | 1 (100.0)                                     | 0 (0.0)   | 0 (0.0)  | 0 (0.0)   | 0 (0.0)  | 1 (100.0)  |
| Engineering & Applied Science<br>(n=6) | 6 (100.0)                                     | 0 (0.0)   | 0 (0.0)  | 0 (0.0)   | 3 (50.0)   | 3 (50.0)   |
| Humanities (n=12)                      | 12 (100.0)                                    | 2 (16.7)  | 1 (8.3)  | 0 (0.0)   | 7 (58.3)   | 3 (25.0)   |
| Life Sciences (n=8)                    | 8 (100.0)                                     | 3 (37.5)  | 0 (0.0)  | 0 (0.0)   | 5 (62.5)   | 1 (12.5)   |
| Physical Sciences (n=7)                | 7 (100.0)                                     | 0 (0.0)   | 1 (14.3)   | 3 (42.9)  | 5 (71.4)   | 1 (14.3)   |
| Social Sciences (n=9)                  | 9 (100.0)                                     | 2 (22.2)  | 1 (11.1)   | 0 (0.0)   | 5 (55.6)   | 2 (22.2)   |
| Undergraduate Education (n=2)          | 2 (100.0)                                     | 0 (0.0)   | 1 (50.0)   | 0 (0.0)   | 1 (50.0)   | 0 (0.0)  |
| All Divisions/Schools (n=50)           | 50 (100.0)                                    | 10 (20.0)   | 4 (8.0)  | 4 (8.0)   | 28 (56.0)  | 11 (22.0)  |

Table E-15

Teaching Assistant Training: *What other types of assessment do you conduct for TAs who assist with instruction in undergraduate courses taught by faculty in your department?*

| Divisions/Schools                      | Department<br>Chair<br>Participation<br>n (%) | Responses   |   |   |                                      |               |
|--|---|---|---|---|--------------------------------------|---------------|
|  |   | Formal<br>written<br>evaluation of<br>teaching by<br>faculty/OID<br>n (%) | Peer review<br>and<br>evaluation by<br>faculty/senior<br>TAs<br>n (%) | Opportunities<br>for direct<br>feedback from<br>undergrads<br>n (%) | TA grades for<br>375 course<br>n (%) | None<br>n (%) |
| Arts & Architecture (n=5)              | 5 (100.0)                                     | 1 (20.0)  | 0 (0.0)   | 0 (0.0)   | 0 (0.0)                              | 4 (80.0)      |
| Education (n=1)                        | 1 (100.0)                                     | 0 (0.0)   | 0 (0.0)   | 0 (0.0)   | 0 (0.0)                              | 1 (100.0)     |
| Engineering & Applied Science<br>(n=6) | 6 (100.0)                                     | 0 (0.0)   | 1 (16.7)  | 1 (16.7)  | 0 (0.0)                              | 4 (66.7)      |
| Humanities (n=12)                      | 10 (83.3)                                     | 2 (16.7)  | 1 (8.3)   | 0 (0.0)   | 0 (0.0)                              | 9 (75.0)      |
| Life Sciences (n=8)                    | 8 (100.0)                                     | 0 (0.0)   | 1 (12.5)  | 0 (0.0)   | 1 (12.5)                             | 6 (75.0)      |
| Physical Sciences (n=7)                | 7 (100.0)                                     | 4 (57.1)  | 0 (0.0)   | 1 (14.3)  | 0 (0.0)                              | 2 (28.6)      |
| Social Sciences (n=9)                  | 9 (100.0)                                     | 2 (22.2)  | 0 (0.0)   | 0 (0.0)   | 0 (0.0)                              | 4 (44.4)      |
| Undergraduate Education (n=2)          | 2 (100.0)                                     | 1 (50.0)  | 0 (0.0)   | 0 (0.0)   | 2 (100.0)                            | 1 (50.0)      |
| All Divisions/Schools (n=50)           | 48 (96.0)                                     | 10 (20.0)   | 3 (6.0)   | 2 (4.0)   | 3 (6.0)                              | 31 (62.0)     |

**Instructional Practices**

Table E-16.1

Discussion/Lab Section Practices: *Faculty instructors lead the lab or discussion sections.*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options       |                         |                          |   |                          |
|-------------------------------------|----------------------------------|------------------------|-------------------------|--------------------------|---|--------------------------|
|                                     |                                  | <i>All<br/>courses</i> | <i>Most<br/>courses</i> | <i>A few<br/>courses</i> | <i>Not<br/>applicable<br/>to any of<br/>our<br/>courses</i> | <i>I'm not<br/>sure.</i> |
|                                     |                                  | n (%)                  | n (%)                   | n (%)                    | n (%)   | n (%)                    |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 1 (20.0)               | 0 (0.0)                 | 2 (40.0)                 | 2 (40.0)  | 0 (0.0)                  |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (100.0)                |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 0 (0.0)                | 1 (16.7)                | 4 (66.7)                 | 1 (16.7)  | 0 (0.0)                  |
| Humanities (n=12)                   | 11 (91.7)                        | 0 (0.0)                | 0 (0.0)                 | 4 (36.4)                 | 7 (63.6)  | 0 (0.0)                  |
| Life Sciences (n=8)                 | 7 (87.5)                         | 0 (0.0)                | 1 (14.3)                | 2 (28.6)                 | 4 (57.1)  | 0 (0.0)                  |
| Physical Sciences (n=7)             | 7 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 4 (57.1)                 | 3 (42.9)  | 0 (0.0)                  |
| Social Sciences (n=9)               | 8 (88.9)                         | 0 (0.0)                | 0 (0.0)                 | 6 (75.0)                 | 2 (25.0)  | 0 (0.0)                  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 0 (0.0)                | 1 (50.0)                | 0 (0.0)                  | 1 (50.0)  | 0 (0.0)                  |
| All Divisions/Schools (n=50)        | 47 (94.0)                        | 1 (2.1)                | 3 (6.4)                 | 22 (46.8)                | 20 (42.6)   | 1 (2.1)                  |

Table E-16.2

Discussion/Lab Section Practices: *Teaching Assistants lead the lab or discussion sections.*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options   |                         |                          |   |                          |
|-------------------------------------|----------------------------------|--------------------|-------------------------|--------------------------|---|--------------------------|
|                                     |                                  | <i>All courses</i> | <i>Most<br/>courses</i> | <i>A few<br/>courses</i> | <i>Not<br/>applicable<br/>to any of<br/>our<br/>courses</i> | <i>I'm not<br/>sure.</i> |
|                                     |                                  | n (%)              | n (%)                   | n (%)                    | n (%)   | n (%)                    |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 2 (40.0)           | 2 (40.0)                | 0 (0.0)                  | 1 (20.0)  | 0 (0.0)                  |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)            | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (100.0)                |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 2 (33.3)           | 4 (66.7)                | 0 (0.0)                  | 0 (0.0)   | 0 (0.0)                  |
| Humanities (n=12)                   | 11 (91.7)                        | 6 (54.5)           | 4 (36.4)                | 0 (0.0)                  | 1 (9.1)   | 0 (0.0)                  |
| Life Sciences (n=8)                 | 8 (100.0)                        | 6 (75.0)           | 2 (25.0)                | 0 (0.0)                  | 0 (0.0)   | 0 (0.0)                  |
| Physical Sciences (n=7)             | 7 (100.0)                        | 3 (42.9)           | 4 (57.1)                | 0 (0.0)                  | 0 (0.0)   | 0 (0.0)                  |
| Social Sciences (n=9)               | 9 (100.0)                        | 4 (44.4)           | 3 (33.3)                | 2 (22.2)                 | 0 (0.0)   | 0 (0.0)                  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)           | 0 (0.0)                 | 1 (50.0)                 | 0 (0.0)   | 0 (0.0)                  |
| All Divisions/Schools (n=50)        | 49 (98.0)                        | 24 (49.0)          | 19 (38.8)               | 3 (6.1)                  | 2 (4.1)   | 1 (2.0)                  |

Table E-16.3

Discussion/Lab Section Practices: *The department develops the materials for use in every section of the course.*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options       |                         |                          |   |                          |
|-------------------------------------|----------------------------------|------------------------|-------------------------|--------------------------|---|--------------------------|
|                                     |                                  | <i>All<br/>courses</i> | <i>Most<br/>courses</i> | <i>A few<br/>courses</i> | <i>Not<br/>applicable to<br/>any of our<br/>courses</i> | <i>I'm not<br/>sure.</i> |
|                                     | n (%)                            | n (%)                  | n (%)                   | n (%)                    | n (%)   | n (%)                    |
| Arts & Architecture (n=5)           | 4 (80.0)                         | 0 (0.0)                | 1 (25.0)                | 0 (0.0)                  | 3 (75.0)  | 0 (0.0)                  |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 0 (0.0)                  | 1 (100.0)   | 0 (0.0)                  |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 1 (16.7)                 | 5 (83.3)  | 0 (0.0)                  |
| Humanities (n=12)                   | 11 (91.7)                        | 0 (0.0)                | 0 (0.0)                 | 1 (9.1)                  | 10 (90.9)   | 0 (0.0)                  |
| Life Sciences (n=8)                 | 7 (87.5)                         | 1 (14.3)               | 1 (14.3)                | 2 (28.6)                 | 3 (42.9)  | 0 (0.0)                  |
| Physical Sciences (n=7)             | 7 (100.0)                        | 1 (14.3)               | 2 (28.6)                | 3 (42.9)                 | 1 (14.3)  | 0 (0.0)                  |
| Social Sciences (n=9)               | 8 (88.9)                         | 1 (12.5)               | 1 (12.5)                | 0 (0.0)                  | 6 (75.0)  | 0 (0.0)                  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 0 (0.0)                  | 2 (100.0)   | 0 (0.0)                  |
| All Divisions/Schools (n=50)        | 46 (92.0)                        | 3 (6.5)                | 5 (10.9)                | 7 (15.2)                 | 31 (67.4)   | 0 (0.0)                  |

Table E-16.4

Discussion/Lab Section Practices: *Faculty instructors develop the materials used in the sections.*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options       |                         |                          |   |                          |
|-------------------------------------|----------------------------------|------------------------|-------------------------|--------------------------|---|--------------------------|
|                                     |                                  | <i>All<br/>courses</i> | <i>Most<br/>courses</i> | <i>A few<br/>courses</i> | <i>Not<br/>applicable<br/>to any of<br/>our<br/>courses</i> | <i>I'm not<br/>sure.</i> |
|                                     | n (%)                            | n (%)                  | n (%)                   | n (%)                    | n (%)   | n (%)                    |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 1 (20.0)               | 1 (20.0)                | 1 (20.0)                 | 1 (20.0)  | 1 (20.0)                 |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (100.0)                |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 1 (16.7)               | 3 (50.0)                | 2 (33.3)                 | 0 (0.0)   | 0 (0.0)                  |
| Humanities (n=12)                   | 11 (91.7)                        | 2 (18.2)               | 6 (54.5)                | 2 (18.2)                 | 1 (9.1)   | 0 (0.0)                  |
| Life Sciences (n=8)                 | 8 (100.0)                        | 1 (12.5)               | 6 (75.0)                | 1 (12.5)                 | 0 (0.0)   | 0 (0.0)                  |
| Physical Sciences (n=7)             | 7 (100.0)                        | 1 (14.3)               | 2 (28.6)                | 4 (57.1)                 | 0 (0.0)   | 0 (0.0)                  |
| Social Sciences (n=9)               | 9 (100.0)                        | 0 (0.0)                | 5 (55.6)                | 3 (33.3)                 | 0 (0.0)   | 1 (11.1)                 |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)               | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (50.0)                 |
| All Divisions/Schools (n=50)        | 49 (98.0)                        | 7 (14.3)               | 23 (46.9)               | 13 (26.5)                | 2 (4.1)   | 4 (8.2)                  |

Table E-16.5

Discussion/Lab Section Practices: *Individual Teaching Assistants develop their own materials to use in the sections.*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options       |                         |                          |   |                          |
|-------------------------------------|----------------------------------|------------------------|-------------------------|--------------------------|---|--------------------------|
|                                     |                                  | <i>All<br/>courses</i> | <i>Most<br/>courses</i> | <i>A few<br/>courses</i> | <i>Not<br/>applicable<br/>to any of<br/>our<br/>courses</i> | <i>I'm not<br/>sure.</i> |
|                                     | n (%)                            | n (%)                  | n (%)                   | n (%)                    | n (%)   | n (%)                    |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 1 (20.0)               | 1 (20.0)                | 1 (20.0)                 | 1 (20.0)  | 1 (20.0)                 |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (100.0)                |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 0 (0.0)                | 1 (16.7)                | 4 (66.7)                 | 1 (16.7)  | 0 (0.0)                  |
| Humanities (n=12)                   | 11 (91.7)                        | 1 (9.1)                | 3 (27.3)                | 5 (45.5)                 | 1 (9.1)   | 1 (9.1)                  |
| Life Sciences (n=8)                 | 7 (87.5)                         | 0 (0.0)                | 1 (14.3)                | 4 (57.1)                 | 1 (14.3)  | 1 (14.3)                 |
| Physical Sciences (n=7)             | 7 (100.0)                        | 0 (0.0)                | 4 (57.1)                | 3 (42.9)                 | 0 (0.0)   | 0 (0.0)                  |
| Social Sciences (n=9)               | 9 (100.0)                        | 1 (11.1)               | 3 (33.3)                | 4 (44.4)                 | 1 (11.1)  | 0 (0.0)                  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)               | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (50.0)                 |
| All Divisions/Schools (n=50)        | 48 (96.0)                        | 4 (8.3)                | 13 (27.1)               | 21 (43.8)                | 5 (10.4)  | 5 (10.4)                 |



Table E-16.6

Discussion/Lab Section Practices: *Teaching Assistants work collectively to develop materials to use in the sections.*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options       |                         |                          |   |                          |
|-------------------------------------|----------------------------------|------------------------|-------------------------|--------------------------|---|--------------------------|
|                                     |                                  | <i>All<br/>courses</i> | <i>Most<br/>courses</i> | <i>A few<br/>courses</i> | <i>Not<br/>applicable<br/>to any of<br/>our<br/>courses</i> | <i>I'm not<br/>sure.</i> |
|                                     | n (%)                            | n (%)                  | n (%)                   | n (%)                    | n (%)   | n (%)                    |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 1 (20.0)               | 1 (20.0)                | 1 (20.0)                 | 1 (20.0)  | 1 (20.0)                 |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (100.0)                |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 0 (0.0)                | 1 (16.7)                | 3 (50.0)                 | 1 (16.7)  | 1 (16.7)                 |
| Humanities (n=12)                   | 11 (91.7)                        | 0 (0.0)                | 4 (36.4)                | 5 (45.5)                 | 1 (9.1)   | 1 (9.1)                  |
| Life Sciences (n=8)                 | 8 (100.0)                        | 1 (12.5)               | 1 (12.5)                | 5 (62.5)                 | 0 (0.0)   | 1 (12.5)                 |
| Physical Sciences (n=7)             | 7 (100.0)                        | 0 (0.0)                | 0 (0.0)                 | 4 (57.1)                 | 2 (28.6)  | 1 (14.3)                 |
| Social Sciences (n=9)               | 9 (100.0)                        | 1 (11.1)               | 3 (33.3)                | 4 (44.4)                 | 1 (11.1)  | 0 (0.0)                  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)               | 0 (0.0)                 | 0 (0.0)                  | 0 (0.0)   | 1 (50.0)                 |
| All Divisions/Schools (n=50)        | 49 (98.0)                        | 4 (8.2)                | 10 (20.4)               | 22 (44.9)                | 6 (12.2)  | 7 (14.3)                 |

Table E-16.7

Discussion/Lab Section Practices: *Faculty instructors answer students' questions during lab or discussion sections.*

| Divisions/Schools                   | Response Options           |         |                    |                     |                      |   |                      |
|-------------------------------------|----------------------------|---------|--------------------|---------------------|----------------------|---|----------------------|
|                                     | Department Chair Responses |         | <i>All courses</i> | <i>Most courses</i> | <i>A few courses</i> | <i>Not applicable to any of our courses</i> | <i>I'm not sure.</i> |
|                                     | n                          | (%)     | n (%)              | n (%)               | n (%)                | n (%)                                       | n (%)                |
| Arts & Architecture (n=5)           | 5                          | (100.0) | 1 (20.0)           | 1 (20.0)            | 0 (0.0)              | 1 (20.0)                                    | 2 (40.0)             |
| Education (n=1)                     | 1                          | (100.0) | 0 (0.0)            | 0 (0.0)             | 0 (0.0)              | 0 (0.0)                                     | 1 (100.0)            |
| Engineering & Applied Science (n=6) | 6                          | (100.0) | 0 (0.0)            | 2 (33.3)            | 3 (50.0)             | 1 (16.7)                                    | 0 (0.0)              |
| Humanities (n=12)                   | 11                         | (91.7)  | 0 (0.0)            | 0 (0.0)             | 3 (27.3)             | 5 (45.5)                                    | 3 (27.3)             |
| Life Sciences (n=8)                 | 7                          | (87.5)  | 0 (0.0)            | 0 (0.0)             | 3 (42.9)             | 3 (42.9)                                    | 1 (14.3)             |
| Physical Sciences (n=7)             | 7                          | (100.0) | 0 (0.0)            | 0 (0.0)             | 3 (42.9)             | 4 (57.1)                                    | 0 (0.0)              |
| Social Sciences (n=9)               | 8                          | (88.9)  | 0 (0.0)            | 0 (0.0)             | 5 (62.5)             | 3 (37.5)                                    | 0 (0.0)              |
| Undergraduate Education (n=2)       | 2                          | (100.0) | 0 (0.0)            | 0 (0.0)             | 0 (0.0)              | 1 (50.0)                                    | 1 (50.0)             |
| All Divisions/Schools (n=50)        | 47                         | (94.0)  | 1 (2.1)            | 3 (6.4)             | 17 (36.2)            | 18 (38.3)                                   | 8 (17.0)             |

Table E-16.8

Discussion/Lab Section Practices: *Teaching Assistants answer students' questions during lab or discussion sections.*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options   |                     |                      |   |                      |
|-------------------------------------|----------------------------------|--------------------|---------------------|----------------------|---|----------------------|
|                                     |                                  | <i>All courses</i> | <i>Most courses</i> | <i>A few courses</i> | <i>Not applicable to any of our courses</i> | <i>I'm not sure.</i> |
|                                     | n (%)                            | n (%)              | n (%)               | n (%)                | n (%)                                       | n (%)                |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 3 (60.0)           | 1 (20.0)            | 0 (0.0)              | 1 (20.0)                                    | 0 (0.0)              |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)            | 0 (0.0)             | 0 (0.0)              | 0 (0.0)                                     | 1 (100.0)            |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 3 (50.0)           | 2 (33.3)            | 0 (0.0)              | 1 (16.7)                                    | 0 (0.0)              |
| Humanities (n=12)                   | 11 (91.7)                        | 5 (45.5)           | 4 (36.4)            | 0 (0.0)              | 1 (9.1)                                     | 1 (9.1)              |
| Life Sciences (n=8)                 | 8 (100.0)                        | 6 (75.0)           | 1 (12.5)            | 1 (12.5)             | 0 (0.0)                                     | 0 (0.0)              |
| Physical Sciences (n=7)             | 7 (100.0)                        | 4 (57.1)           | 3 (42.9)            | 0 (0.0)              | 0 (0.0)                                     | 0 (0.0)              |
| Social Sciences (n=9)               | 9 (100.0)                        | 5 (55.6)           | 2 (22.2)            | 2 (22.2)             | 0 (0.0)                                     | 0 (0.0)              |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)           | 0 (0.0)             | 0 (0.0)              | 0 (0.0)                                     | 1 (50.0)             |
| All Divisions/Schools (n=50)        | 49 (98.0)                        | 27 (55.1)          | 13 (26.5)           | 3 (6.1)              | 3 (6.1)                                     | 3 (6.1)              |

Table E-16.9

Discussion/Lab Section Practices: *All lab or discussion sections use the same prepared materials.*

| Divisions/Schools                   | Department Chair Responses |          | Response Options   |                     |                      |   |                      |
|-------------------------------------|----------------------------|----------|--------------------|---------------------|----------------------|---|----------------------|
|                                     |                            |          | <i>All courses</i> | <i>Most courses</i> | <i>A few courses</i> | <i>Not applicable to any of our courses</i> | <i>I'm not sure.</i> |
|                                     | n (%)                      | n (%)    | n (%)              | n (%)               | n (%)                | n (%)                                       |                      |
| Arts & Architecture (n=5)           | 4 (80.0)                   | 0 (0.0)  | 1 (25.0)           | 0 (0.0)             | 2 (50.0)             | 1 (25.0)                                    |                      |
| Education (n=1)                     | 1 (100.0)                  | 0 (0.0)  | 0 (0.0)            | 0 (0.0)             | 0 (0.0)              | 1 (100.0)                                   |                      |
| Engineering & Applied Science (n=6) | 6 (100.0)                  | 2 (33.3) | 1 (16.7)           | 3 (50.0)            | 0 (0.0)              | 0 (0.0)                                     |                      |
| Humanities (n=12)                   | 11 (91.7)                  | 1 (9.1)  | 5 (45.5)           | 1 (9.1)             | 3 (27.3)             | 1 (9.1)                                     |                      |
| Life Sciences (n=8)                 | 7 (87.5)                   | 2 (28.6) | 3 (42.9)           | 2 (28.6)            | 0 (0.0)              | 0 (0.0)                                     |                      |
| Physical Sciences (n=7)             | 7 (100.0)                  | 2 (28.6) | 1 (14.3)           | 3 (42.9)            | 1 (14.3)             | 0 (0.0)                                     |                      |
| Social Sciences (n=9)               | 9 (100.0)                  | 1 (11.1) | 4 (44.4)           | 3 (33.3)            | 0 (0.0)              | 1 (11.1)                                    |                      |
| Undergraduate Education (n=2)       | 2 (100.0)                  | 0 (0.0)  | 0 (0.0)            | 0 (0.0)             | 2 (100.0)            | 0 (0.0)                                     |                      |
| All Divisions/Schools (n=50)        | 47 (94.0)                  | 8 (17.0) | 15 (31.9)          | 12 (25.5)           | 8 (17.0)             | 4 (8.5)                                     |                      |

Table E-16.10

Discussion/Lab Section Practices: *Testing or quizzes are administered for additional student self-evaluation.*

| Divisions/Schools                   | Department<br>Chair<br>Responses |          | Response Options       |                         |                          |   |                      |
|-------------------------------------|----------------------------------|----------|------------------------|-------------------------|--------------------------|---|----------------------|
|                                     |                                  |          | <i>All<br/>courses</i> | <i>Most<br/>courses</i> | <i>A few<br/>courses</i> | <i>Not<br/>applicable<br/>to any of<br/>our<br/>courses</i> | <i>I'm not sure.</i> |
|                                     | n (%)                            | n (%)    | n (%)                  | n (%)                   | n (%)                    | n (%)   |                      |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 1 (20.0) | 1 (20.0)               | 0 (0.0)                 | 1 (20.0)                 | 2 (40.0)  |                      |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)                | 0 (0.0)                 | 0 (0.0)                  | 1 (100.0)   |                      |
| Engineering & Applied Science (n=6) | 5 (83.3)                         | 0 (0.0)  | 2 (40.0)               | 2 (40.0)                | 0 (0.0)                  | 1 (20.0)  |                      |
| Humanities (n=12)                   | 11 (91.7)                        | 1 (9.1)  | 1 (9.1)                | 3 (27.3)                | 2 (18.2)                 | 4 (36.4)  |                      |
| Life Sciences (n=8)                 | 6 (75.0)                         | 0 (0.0)  | 4 (66.7)               | 1 (16.7)                | 0 (0.0)                  | 1 (16.7)  |                      |
| Physical Sciences (n=7)             | 7 (100.0)                        | 0 (0.0)  | 3 (42.9)               | 2 (28.6)                | 2 (28.6)                 | 0 (0.0)   |                      |
| Social Sciences (n=9)               | 8 (88.9)                         | 1 (12.5) | 2 (25.0)               | 2 (25.0)                | 2 (25.0)                 | 1 (12.5)  |                      |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 0 (0.0)  | 0 (0.0)                | 1 (50.0)                | 0 (0.0)                  | 1 (50.0)  |                      |
| All Divisions/Schools (n=50)        | 45 (90.0)                        | 3 (6.7)  | 1<br>3 (28.9)          | 11 (24.4)               | 7 (15.6)                 | 11 (24.4)   |                      |

Table E-16.11

Discussion/Lab Section Practices: *Supplemental assignments (i.e., beyond those in the lecture or primary section) are part of the course but do not contribute to the student grade.*

| Divisions/Schools                   | Department Chair Responses |          | Response Options   |                     |                      |   |                      |
|-------------------------------------|----------------------------|----------|--------------------|---------------------|----------------------|---|----------------------|
|                                     |                            |          | <i>All courses</i> | <i>Most courses</i> | <i>A few courses</i> | <i>Not applicable to any of our courses</i> | <i>I'm not sure.</i> |
|                                     | n (%)                      | n (%)    | n (%)              | n (%)               | n (%)                | n (%)                                       |                      |
| Arts & Architecture (n=5)           | 4 (80.0)                   | 0 (0.0)  | 0 (0.0)            | 0 (0.0)             | 2 (50.0)             | 2 (50.0)                                    |                      |
| Education (n=1)                     | 1 (100.0)                  | 0 (0.0)  | 0 (0.0)            | 0 (0.0)             | 0 (0.0)              | 1 (100.0)                                   |                      |
| Engineering & Applied Science (n=6) | 6 (100.0)                  | 1 (16.7) | 0 (0.0)            | 2 (33.3)            | 0 (0.0)              | 3 (50.0)                                    |                      |
| Humanities (n=12)                   | 10 (83.3)                  | 0 (0.0)  | 0 (0.0)            | 2 (20.0)            | 4 (40.0)             | 4 (40.0)                                    |                      |
| Life Sciences (n=8)                 | 6 (75.0)                   | 0 (0.0)  | 0 (0.0)            | 3 (50.0)            | 3 (50.0)             | 1 (16.7)                                    |                      |
| Physical Sciences (n=7)             | 7 (100.0)                  | 0 (0.0)  | 1 (14.3)           | 1 (14.3)            | 4 (57.1)             | 1 (14.3)                                    |                      |
| Social Sciences (n=9)               | 9 (100.0)                  | 0 (0.0)  | 0 (0.0)            | 3 (33.3)            | 3 (33.3)             | 3 (33.3)                                    |                      |
| Undergraduate Education (n=2)       | 2 (100.0)                  | 0 (0.0)  | 0 (0.0)            | 1 (50.0)            | 0 (0.0)              | 1 (50.0)                                    |                      |
|                                     |                            |          |                    |                     | 1                    |   |                      |
| All Divisions/Schools (n=50)        | 45 (90.0)                  | 1 (2.2)  | 1 (2.2)            | 12 (26.7)           | 6 (35.6)             | 16 (35.6)                                   |                      |

**Teaching Assistant Responsibilities**

Table E-17.1

Teaching Assistant Responsibilities: *Attend lectures or primary section meetings (mandatory attendance)*

| Divisions/Schools                   | Department<br>Chair<br>Responses<br>n (%) | Response Options  |   |  |   |                                  |  |
|-------------------------------------|---|---|---|--|---|----------------------------------|--|
|                                     |   | <i>Yes, this is a<br/>TA<br/>responsibility.</i><br>n (%) | <i>No, this not a<br/>TA<br/>responsibility.</i><br>n (%) | <i>It varies<br/>by course.</i><br>n (%) | <i>It is<br/>optional<br/>for TAs.</i><br>n (%) | <i>I am<br/>unsure.</i><br>n (%) | <i>This is not<br/>applicable<br/>to our<br/>courses.</i><br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                                 | 5 (100.0)   | 0 (0.0)   | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Education (n=1)                     | 1 (100.0)                                 | 0 (0.0)   | 0 (0.0)   | 0 (0.0)                                  | 0 (0.0)   | 1 (100.0)                        | 0 (0.0)  |
| Engineering & Applied Science (n=6) | 6 (100.0)                                 | 3 (50.0)  | 2 (33.3)  | 0 (0.0)                                  | 0 (0.0)   | 1 (16.7)                         | 0 (0.0)  |
| Humanities (n=12)                   | 12 (100.0)                                | 10 (83.3)   | 2 (16.7)  | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Life Sciences (n=8)                 | 8 (100.0)                                 | 8 (100.0)   | 0 (0.0)   | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Physical Sciences (n=7)             | 7 (100.0)                                 | 1 (14.3)  | 3 (42.9)  | 1 (14.3)                                 | 1 (14.3)  | 1 (14.3)                         | 0 (0.0)  |
| Social Sciences (n=9)               | 9 (100.0)                                 | 8 (88.9)  | 1 (11.1)  | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Undergraduate Education (n=2)       | 2 (100.0)                                 | 1 (50.0)  | 0 (0.0)   | 1 (50.0)                                 | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| All Divisions/Schools (n=50)        | 50 (100.0)                                | 36 (72.0)   | 8 (16.0)  | 2 (4.0)                                  | 1 (2.0)   | 3 (6.0)                          | 0 (0.0)  |

Table E-17.2

Teaching Assistant Responsibilities: *Attend lectures or primary section meetings on an occasional or periodic basis*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 0 (0.0)  | 4 (80.0)   | 0 (0.0)                         | 0 (0.0)                                | 1 (20.0)                | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 3 (50.0)   | 2 (33.3)   | 0 (0.0)                         | 0 (0.0)                                | 1 (16.7)                | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 1 (8.3)  | 8 (66.7)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 3 (25.0)  |
| Life Sciences (n=8)                 | 8 (100.0)                        | 1 (12.5)   | 6 (75.0)   | 0 (0.0)                         | 0 (0.0)                                | 1 (12.5)                | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 3 (42.9)   | 1 (14.3)   | 0 (0.0)                         | 1 (14.3)                               | 2 (28.6)                | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 2 (22.2)   | 3 (33.3)   | 0 (0.0)                         | 0 (0.0)                                | 1 (11.1)                | 3 (33.3)  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 1 (50.0)                        | 0 (0.0)                                | 0 (0.0)                 | 1 (50.0)  |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 10 (20.0)  | 24 (48.0)  | 1 (2.0)                         | 1 (2.0)                                | 7 (14.0)                | 7 (14.0)  |



Table E-17.3

Teaching Assistant Responsibilities: *Decide how to present course subject/material in lab or discussion sections*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 2 (40.0)   | 3 (60.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 5 (83.3)   | 1 (16.7)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 9 (75.0)   | 1 (8.3)  | 0 (0.0)                         | 0 (0.0)                                | 1 (8.3)                 | 1 (8.3)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 5 (62.5)   | 2 (25.0)   | 0 (0.0)                         | 0 (0.0)                                | 1 (12.5)                | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 5 (71.4)   | 1 (14.3)   | 0 (0.0)                         | 0 (0.0)                                | 1 (14.3)                | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 8 (88.9)   | 1 (11.1)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)   | 0 (0.0)  | 1 (50.0)                        | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 35 (70.0)  | 9 (18.0)   | 1 (2.0)                         | 0 (0.0)                                | 4 (8.0)                 | 1 (2.0)   |

Table E-17.4

Teaching Assistant Responsibilities: *Grade, score, or evaluate assignments (e.g., quizzes, homework, papers or other written assignments)*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 4 (80.0)   | 1 (20.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 6 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 10 (83.3)  | 2 (16.7)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 8 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 5 (71.4)   | 0 (0.0)  | 1 (14.3)                        | 1 (14.3)                               | 0 (0.0)                 | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 9 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)   | 0 (0.0)  | 1 (50.0)                        | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 43 (86.0)  | 3 (6.0)  | 2 (4.0)                         | 1 (2.0)                                | 1 (2.0)                 | 0 (0.0)   |

Table E-17.5

Teaching Assistant Responsibilities: *Grade, score, or evaluate examinations (e.g., midterms, final exams)*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 4 (80.0)   | 1 (20.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 5 (83.3)   | 0 (0.0)  | 1 (16.7)                        | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 10 (83.3)  | 2 (16.7)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 8 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 7 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 9 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)   | 0 (0.0)  | 1 (50.0)                        | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 44 (88.0)  | 3 (6.0)  | 2 (4.0)                         | 0 (0.0)                                | 1 (2.0)                 | 0 (0.0)   |

Table E-17.6

Teaching Assistant Responsibilities: *Proctor examinations*

| Divisions/Schools                   | Department<br>Chair<br>Responses<br>n (%) | Response Options  |   |  |   |                                  |  |
|-------------------------------------|---|---|---|--|---|----------------------------------|--|
|                                     |   | <i>Yes, this is a<br/>TA<br/>responsibility.</i><br>n (%) | <i>No, this not a<br/>TA<br/>responsibility.</i><br>n (%) | <i>It varies<br/>by course.</i><br>n (%) | <i>It is<br/>optional<br/>for TAs.</i><br>n (%) | <i>I am<br/>unsure.</i><br>n (%) | <i>This is not<br/>applicable<br/>to our<br/>courses.</i><br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                                 | 3 (60.0)  | 2 (40.0)  | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Education (n=1)                     | 1 (100.0)                                 | 0 (0.0)   | 0 (0.0)   | 0 (0.0)                                  | 0 (0.0)   | 1 (100.0)                        | 0 (0.0)  |
| Engineering & Applied Science (n=6) | 6 (100.0)                                 | 5 (83.3)  | 0 (0.0)   | 1 (16.7)                                 | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Humanities (n=12)                   | 12 (100.0)                                | 10 (83.3)   | 2 (16.7)  | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Life Sciences (n=8)                 | 8 (100.0)                                 | 8 (100.0)   | 0 (0.0)   | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Physical Sciences (n=7)             | 7 (100.0)                                 | 7 (100.0)   | 0 (0.0)   | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Social Sciences (n=9)               | 9 (100.0)                                 | 8 (88.9)  | 1 (11.1)  | 0 (0.0)                                  | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| Undergraduate Education (n=2)       | 2 (100.0)                                 | 1 (50.0)  | 0 (0.0)   | 1 (50.0)                                 | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| All Divisions/Schools (n=50)        | 50 (100.0)                                | 42 (84.0)   | 5 (10.0)  | 2 (4.0)                                  | 0 (0.0)   | 1 (2.0)                          | 0 (0.0)  |

Table E-17.7

Teaching Assistant Responsibilities: *Input scores for homework or other class assignments into MyUCLA Gradebook or other type of spreadsheet*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 2 (40.0)   | 2 (40.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 1 (20.0)  |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 4 (66.7)   | 2 (33.3)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 9 (75.0)   | 1 (8.3)  | 0 (0.0)                         | 0 (0.0)                                | 1 (8.3)                 | 1 (8.3)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 6 (75.0)   | 1 (12.5)   | 0 (0.0)                         | 0 (0.0)                                | 1 (12.5)                | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 4 (57.1)   | 1 (14.3)   | 1 (14.3)                        | 0 (0.0)                                | 1 (14.3)                | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 7 (77.8)   | 1 (11.1)   | 0 (0.0)                         | 0 (0.0)                                | 1 (11.1)                | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)   | 0 (0.0)  | 1 (50.0)                        | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 33 (66.0)  | 8 (16.0)   | 2 (4.0)                         | 0 (0.0)                                | 5 (10.0)                | 2 (4.0)   |

Table E-17.8a

Teaching Assistant Responsibilities: *Are available for office hours*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 4 (80.0)   | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (20.0)                | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 6 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 12 (100.0)                                       | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 8 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 7 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 9 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 2 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 48 (96.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 2 (4.0)                 | 0 (0.0)   |

Table E-17.8b

Teaching Assistant Responsibilities: *How many office hours per week?*

| Divisions/Schools                   | Department<br>Chair<br>Responses<br>n (%) | Response Options                  |                                    |                                      |   |
|-------------------------------------|---|-----------------------------------|------------------------------------|--------------------------------------|---|
|                                     |   | <i>One hour per week</i><br>n (%) | <i>Two hours per week</i><br>n (%) | <i>Three hours per week</i><br>n (%) | <i>Four or more hours per week</i><br>n (%) |
| Arts & Architecture (n=5)           | 3 (60.0)                                  | 0 (0.0)                           | 1 (33.3)                           | 1 (33.3)                             | 1 (33.3)                                    |
| Education (n=1)                     | 0 (0.0)                                   | 0 --                              | 0 --                               | 0 --                                 | 0 --  |
| Engineering & Applied Science (n=6) | 5 (83.3)                                  | 0 (0.0)                           | 3 (60.0)                           | 2 (40.0)                             | 0 (0.0)                                     |
| Humanities (n=12)                   | 12 (100.0)                                | 2 (16.7)                          | 10 (83.3)                          | 0 (0.0)                              | 0 (0.0)                                     |
| Life Sciences (n=8)                 | 8 (100.0)                                 | 0 (0.0)                           | 7 (87.5)                           | 1 (12.5)                             | 0 (0.0)                                     |
| Physical Sciences (n=7)             | 7 (100.0)                                 | 1 (14.3)                          | 4 (57.1)                           | 2 (28.6)                             | 0 (0.0)                                     |
| Social Sciences (n=9)               | 7 (77.8)                                  | 1 (14.3)                          | 5 (71.4)                           | 1 (14.3)                             | 0 (0.0)                                     |
| Undergraduate Education (n=2)       | 2 (100.0)                                 | 0 (0.0)                           | 2 (100.0)                          | 0 (0.0)                              | 0 (0.0)                                     |
| All Divisions/Schools (n=50)        | 44 (88.0)                                 | 4 (9.1)                           | 32 (72.7)                          | 7 (15.9)                             | 1 (2.3)                                     |

Table E-17.8c

Teaching Assistant Responsibilities: *How are TA office hours conducted?*

| Divisions/Schools                   | Department Chair<br>Responses | Response Options |               |                                      |
|-------------------------------------|-------------------------------|------------------|---------------|--------------------------------------|
|                                     |                               | <i>In-person</i> | <i>Online</i> | <i>Both in-person<br/>and online</i> |
|                                     | n (%)                         | n (%)            | n (%)         | n (%)                                |
| Arts & Architecture (n=5)           | 3 (60.0)                      | 0 (0.0)          | 0 (0.0)       | 3 (100.0)                            |
| Education (n=1)                     | 0 (0.0)                       | 0 --             | 0 --          | 0 --                                 |
| Engineering & Applied Science (n=6) | 5 (83.3)                      | 3 (60.0)         | 0 (0.0)       | 2 (40.0)                             |
| Humanities (n=12)                   | 10 (91.7)                     | 5 (50.0)         | 0 (0.0)       | 5 (50.0)                             |
| Life Sciences (n=8)                 | 8 (100.0)                     | 6 (75.0)         | 0 (0.0)       | 2 (25.0)                             |
| Physical Sciences (n=7)             | 6 (85.7)                      | 5 (83.3)         | 0 (0.0)       | 1 (16.7)                             |
| Social Sciences (n=9)               | 7 (77.8)                      | 5 (71.4)         | 0 (0.0)       | 2 (28.6)                             |
| Undergraduate Education (n=2)       | 1 (50.0)                      | 0 (0.0)          | 0 (0.0)       | 1 (100.0)                            |
| All Divisions/Schools (n=50)        | 40 (80.0)                     | 24 (60.0)        | 0 (0.0)       | 16 (40.0)                            |



Table E-17.9

Teaching Assistant Responsibilities: *Provide tutoring sessions or other types of supplemental instruction to students in the course*

| Divisions/Schools                   | Department<br>Chair<br>Responses<br>n (%) | Response Options  |   |  |   |                                  |  |
|-------------------------------------|---|---|---|--|---|----------------------------------|--|
|                                     |   | <i>Yes, this is a<br/>TA<br/>responsibility.</i><br>n (%) | <i>No, this not a<br/>TA<br/>responsibility.</i><br>n (%) | <i>It varies<br/>by<br/>course.</i><br>n (%) | <i>It is<br/>optional<br/>for TAs.</i><br>n (%) | <i>I am<br/>unsure.</i><br>n (%) | <i>This is not<br/>applicable<br/>to our<br/>courses.</i><br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                                 | 4 (80.0)  | 0 (0.0)   | 0 (0.0)                                      | 0 (0.0)   | 0 (0.0)                          | 1 (20.0)   |
| Education (n=1)                     | 1 (100.0)                                 | 0 (0.0)   | 0 (0.0)   | 0 (0.0)                                      | 0 (0.0)   | 1 (100.0)                        | 0 (0.0)  |
| Engineering & Applied Science (n=6) | 6 (100.0)                                 | 1 (16.7)  | 2 (33.3)  | 0 (0.0)                                      | 0 (0.0)   | 3 (50.0)                         | 0 (0.0)  |
| Humanities (n=12)                   | 12 (100.0)                                | 4 (33.3)  | 4 (33.3)  | 1 (8.3)                                      | 0 (0.0)   | 2 (16.7)                         | 1 (8.3)  |
| Life Sciences (n=8)                 | 8 (100.0)                                 | 2 (25.0)  | 3 (37.5)  | 0 (0.0)                                      | 0 (0.0)   | 3 (37.5)                         | 0 (0.0)  |
| Physical Sciences (n=7)             | 7 (100.0)                                 | 1 (14.3)  | 2 (28.6)  | 0 (0.0)                                      | 3 (42.9)  | 1 (14.3)                         | 0 (0.0)  |
| Social Sciences (n=9)               | 9 (100.0)                                 | 3 (33.3)  | 1 (11.1)  | 0 (0.0)                                      | 0 (0.0)   | 2 (22.2)                         | 3 (33.3)   |
| Undergraduate Education (n=2)       | 2 (100.0)                                 | 1 (50.0)  | 0 (0.0)   | 1 (50.0)                                     | 0 (0.0)   | 0 (0.0)                          | 0 (0.0)  |
| All Divisions/Schools (n=50)        | 50 (100.0)                                | 16 (32.0)   | 12 (24.0)   | 2 (4.0)                                      | 3 (6.0)   | 12 (24.0)                        | 5 (10.0)   |

Table E-17.10

Teaching Assistant Responsibilities: *Offer input regarding the content for course’s lecture (or primary section)*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 0 (0.0)  | 4 (80.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 1 (20.0)  |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 3 (50.0)   | 2 (33.3)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 1 (16.7)  |
| Humanities (n=12)                   | 12 (100.0)                       | 5 (41.7)   | 3 (25.0)   | 0 (0.0)                         | 0 (0.0)                                | 3 (25.0)                | 1 (8.3)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 3 (37.5)   | 4 (50.0)   | 0 (0.0)                         | 0 (0.0)                                | 1 (12.5)                | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 2 (28.6)   | 2 (28.6)   | 0 (0.0)                         | 2 (28.6)                               | 1 (14.3)                | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 3 (33.3)   | 2 (22.2)   | 0 (0.0)                         | 0 (0.0)                                | 2 (22.2)                | 2 (22.2)  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 2 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 18 (36.0)  | 17 (34.0)  | 0 (0.0)                         | 2 (4.0)                                | 8 (16.0)                | 5 (10.0)  |

Table E-17.11

Teaching Assistant Responsibilities: *Lecture or present material on a limited basis during the lecture or primary section meetings*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 2 (40.0)   | 2 (40.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 1 (20.0)  |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 1 (16.7)   | 4 (66.7)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 1 (16.7)  |
| Humanities (n=12)                   | 12 (100.0)                       | 6 (50.0)   | 4 (33.3)   | 0 (0.0)                         | 0 (0.0)                                | 1 (8.3)                 | 1 (8.3)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 3 (37.5)   | 4 (50.0)   | 0 (0.0)                         | 0 (0.0)                                | 1 (12.5)                | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 3 (42.9)   | 3 (42.9)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 1 (14.3)  |
| Social Sciences (n=9)               | 9 (100.0)                        | 2 (22.2)   | 2 (22.2)   | 0 (0.0)                         | 0 (0.0)                                | 2 (22.2)                | 3 (33.3)  |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 1 (50.0)   | 0 (0.0)  | 1 (50.0)                        | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 18 (36.0)  | 19 (38.0)  | 1 (2.0)                         | 0 (0.0)                                | 5 (10.0)                | 7 (14.0)  |

Table E-17.12

Teaching Assistant Responsibilities: *Review course evaluations that describe their performance as Teaching Assistants*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 3 (60.0)   | 2 (40.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 4 (66.7)   | 2 (33.3)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 9 (75.0)   | 2 (16.7)   | 0 (0.0)                         | 0 (0.0)                                | 1 (8.3)                 | 0 (0.0)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 7 (87.5)   | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (12.5)                | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 5 (71.4)   | 1 (14.3)   | 0 (0.0)                         | 1 (14.3)                               | 0 (0.0)                 | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 7 (77.8)   | 1 (11.1)   | 0 (0.0)                         | 0 (0.0)                                | 1 (11.1)                | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 2 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 37 (74.0)  | 8 (16.0)   | 0 (0.0)                         | 1 (2.0)                                | 4 (8.0)                 | 0 (0.0)   |

Table E-17.13a

Teaching Assistant Responsibilities: *Attend meetings on a regular basis with the faculty instructor(s) of the course*

| Divisions/Schools                   | Department<br>Chair<br>Responses | Response Options                                 |  |                                 |  |                         |   |
|-------------------------------------|----------------------------------|--|--|---------------------------------|--|-------------------------|---|
|                                     |                                  | <i>Yes, this is a<br/>TA<br/>responsibility.</i> | <i>No, this not a<br/>TA<br/>responsibility.</i> | <i>It varies<br/>by course.</i> | <i>It is<br/>optional<br/>for TAs.</i> | <i>I am<br/>unsure.</i> | <i>This is not<br/>applicable<br/>to our<br/>courses.</i> |
|                                     | n (%)                            | n (%)  | n (%)  | n (%)                           | n (%)                                  | n (%)                   | n (%)   |
| Arts & Architecture (n=5)           | 5 (100.0)                        | 3 (60.0)   | 2 (40.0)   | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Education (n=1)                     | 1 (100.0)                        | 0 (0.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (100.0)               | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 6 (100.0)                        | 6 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                       | 12 (100.0)                                       | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| Life Sciences (n=8)                 | 8 (100.0)                        | 7 (87.5)   | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 1 (12.5)                | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                        | 6 (85.7)   | 0 (0.0)  | 0 (0.0)                         | 1 (14.3)                               | 0 (0.0)                 | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                        | 6 (66.7)   | 2 (22.2)   | 0 (0.0)                         | 0 (0.0)                                | 1 (11.1)                | 0 (0.0)   |
| Undergraduate Education (n=2)       | 2 (100.0)                        | 2 (100.0)  | 0 (0.0)  | 0 (0.0)                         | 0 (0.0)                                | 0 (0.0)                 | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 50 (100.0)                       | 42 (84.0)  | 4 (8.0)  | 0 (0.0)                         | 1 (2.0)                                | 3 (6.0)                 | 0 (0.0)   |

Table E-17.13b

Teaching Assistant Responsibilities: *How frequently?*

| Divisions/Schools                   | Department<br>Chair<br>Responses<br>n (%) | Response Options                |   |   |                                  |   |
|-------------------------------------|---|---------------------------------|---|---|----------------------------------|---|
|                                     |   | <i>At least weekly</i><br>n (%) | <i>At regular<br/>intervals<br/>during the<br/>quarter</i><br>n (%) | <i>It varies by<br/>course/instructor.</i><br>n (%) | <i>I am<br/>unsure.</i><br>n (%) | <i>Not<br/>applicable,<br/>no meetings</i><br>n (%) |
| Arts & Architecture (n=5)           | 4 (80.0)                                  | 0 (0.0)                         | 0 (0.0)   | 1 (25.0)  | 1 (25.0)                         | 2 (50.0)  |
| Education (n=1)                     | 1 (100.0)                                 | 0 (0.0)                         | 0 (0.0)   | 0 (0.0)   | 1 (100.0)                        | 0 (0.0)   |
| Engineering & Applied Science (n=6) | 4 (66.7)                                  | 3 (75.0)                        | 0 (0.0)   | 0 (0.0)   | 1 (25.0)                         | 0 (0.0)   |
| Humanities (n=12)                   | 12 (100.0)                                | 7 (58.3)                        | 2 (16.7)  | 2 (16.7)  | 1 (8.3)                          | 0 (0.0)   |
| Life Sciences (n=8)                 | 8 (100.0)                                 | 6 (75.0)                        | 0 (0.0)   | 2 (25.0)  | 0 (0.0)                          | 0 (0.0)   |
| Physical Sciences (n=7)             | 7 (100.0)                                 | 2 (28.6)                        | 0 (0.0)   | 5 (71.4)  | 0 (0.0)                          | 0 (0.0)   |
| Social Sciences (n=9)               | 9 (100.0)                                 | 4 (44.4)                        | 1 (11.1)  | 1 (11.1)  | 1 (11.1)                         | 2 (22.2)  |
| Undergraduate Education (n=2)       | 2 (100.0)                                 | 0 (0.0)                         | 0 (0.0)   | 2 (100.0)   | 0 (0.0)                          | 0 (0.0)   |
| All Divisions/Schools (n=50)        | 47 (94.0)                                 | 22 (46.8)                       | 3 (6.4)   | 13 (27.7)   | 5 (10.6)                         | 4 (8.5)   |

**Rewarding Best Practices in Teaching**

Table E-18

Rewarding Best Practices in Teaching: *Does your department recognize and reward exceptional teaching by instructors? If so, please describe any awards given to instructors, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.*

| Divisions/Schools                   | Department Chair Participation<br>n (%) | Responses   |   |              |
|-------------------------------------|---|---|---|--------------|
|                                     |   | Yes, department rewards instructors' exceptional teaching with awards internal to department/division.<br>n (%) | Yes, department recognizes exceptional teaching by nominating instructors for external awards.<br>n (%) | No.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 0 (0.0)   | 2 (40.0)  | 3 (60.0)     |
| Education (n=1)                     | 1 (100.0)                               | 1 (100.0)   | 0 (0.0)   | 0 (0.0)      |
| Engineering & Applied Science (n=6) | 6 (100.0)                               | 5 (83.3)  | 0 (0.0)   | 1 (16.7)     |
| Humanities (n=12)                   | 12 (100.0)                              | 1 (8.3)   | 5 (41.7)  | 6 (50.0)     |
| Life Sciences (n=8)                 | 8 (100.0)                               | 5 (62.5)  | 2 (25.0)  | 1 (12.5)     |
| Physical Sciences (n=7)             | 7 (100.0)                               | 4 (57.1)  | 0 (0.0)   | 3 (42.9)     |
| Social Sciences (n=9)               | 9 (100.0)                               | 1 (11.1)  | 5 (55.6)  | 3 (33.3)     |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 1 (50.0)  | 1 (50.0)  | 0 (0.0)      |
| All Divisions/Schools (n=50)        | 50 (100.0)                              | 18 (36.0)   | 15 (30.0)   | 17 (34.0)    |

*Note:* Some departments both confer awards internally and nominate instructors for external awards; their responses are only counted once within the "internal" category.

Table E-19

Rewarding Best Practices in Teaching: *Does your department recognize and reward exceptional teaching by Teaching Assistants? If so, please describe any awards given to TAs, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.*

| Divisions/Schools                   | Department Chair Participation<br>n (%) | Responses   |   |              |
|-------------------------------------|---|---|---|--------------|
|                                     |   | Yes, department rewards TAs' exceptional teaching with awards internal to department/division.<br>n (%) | Yes, department recognizes exceptional teaching by nominating TAs for external awards.<br>n (%) | No.<br>n (%) |
| Arts & Architecture (n=5)           | 5 (100.0)                               | 0 (0.0)   | 1 (20.0)  | 4 (80.0)     |
| Education (n=1)                     | 1 (100.0)                               | 1 (100.0)   | 0 (0.0)   | 0 (0.0)      |
| Engineering & Applied Science (n=6) | 6 (100.0)                               | 2 (33.3)  | 0 (0.0)   | 4 (66.7)     |
| Humanities (n=12)                   | 12 (100.0)                              | 7 (58.3)  | 3 (25.0)  | 2 (16.7)     |
| Life Sciences (n=8)                 | 8 (100.0)                               | 5 (62.5)  | 0 (0.0)   | 3 (37.5)     |
| Physical Sciences (n=7)             | 7 (100.0)                               | 7 (100.0)   | 0 (0.0)   | 0 (0.0)      |
| Social Sciences (n=9)               | 9 (100.0)                               | 4 (44.4)  | 3 (33.3)  | 2 (22.2)     |
| Undergraduate Education (n=2)       | 2 (100.0)                               | 0 (0.0)   | 1 (50.0)  | 1 (50.0)     |
| All Divisions/Schools (n=50)        | 50 (100.0)                              | 26 (52.0)   | 8 (16.0)  | 16 (32.0)    |

*Note:* Some departments both confer awards internally and nominate TAs for external awards; their responses are only counted once within the "internal" category.



**Supporting Document E-1***Department Chair Questionnaire Items*

## “General Questions on Departmental Practices for Department Chairs and Directors”

*Questions on Faculty Development:*

1. Does your department support faculty development opportunities that relate to teaching? Please provide specific examples, which, for instance, may include travel funds to attend workshops or professional meetings related to education.
2. Does your department have a formal program for mentoring new faculty with respect to teaching? If so, briefly describe how it works.
3. Does your department provide new instructors any guidelines for assigning grades or communicate expectations to new instructors about the expected grade distribution (e.g., number of As, Bs, Cs, Ds, Fs, etc.) for each undergraduate course offered?
4. Please indicate what policies your department has in place with regard to holding office hours from among the following items (circle the answer choice that best applies):
  - 1- Faculty are required to hold at least two office hours per week and post the hours on the course website and syllabus
  - 2- Faculty are required to hold office hours, but the number and posting location is up to instructor
  - 3- Faculty have no formal requirement for office hours but are encouraged to hold them
5. Please provide the criteria or rationale used to make teaching assignments in your department.
6. If you regularly employ Lecturers or other non-ladder faculty to teach courses in your department, please describe how these full-time or part-time instructors are trained to deliver instruction.

*Questions on Course Evaluations:*

7. For each course taught by your department, when do you, as department Chair or IDP director, review the teaching evaluations?
8. Do you talk with faculty members when problems are identified through the evaluations?
9. What actions do you take to improve teaching in response to the evaluations?
10. What other types of assessment do you conduct for ladder and non-ladder faculty who teach undergraduate courses in your department?

*Questions on TA Training:*

11. Please indicate the type of training program required for Teaching Assistants (TAs) in your department by circling all that apply:
- 1- Department-provided preparation for all TAs (e.g., 495 TA training course)
  - 2- Course-specific training provided by instructors or course coordinator
  - 3- TA responsible for his/her own training and preparation to teach a course

Please provide a copy of the syllabus for the required 495 TA training course taken by students who teach courses in your department.

12. Do you, as department Chair or IDP director, review course evaluations for each Teaching Assistant in your department? If not, who is responsible for reviewing the TA evaluations?
13. For each Teaching Assistant, how does your department address any problems identified through course evaluations?
14. What actions do you take to improve teaching or TA training in response to the TA evaluations?
15. What other types of assessment do you conduct for TAs who assist with instruction in undergraduate courses taught by faculty in your department?

*Instructional Practices:*

16. For those courses in your department that include discussion or lab sections, please use the following scale to respond to all the items in the list below that apply:
- 1- All courses
  - 2- Most courses
  - 3- A few courses
  - 4- Not applicable to any of our courses
  - 5- I'm not sure
- 16a. Faculty instructors lead the lab or discussion sections.
- 16b. Teaching Assistants lead the lab or discussion sections.
- 16c. The department develops the materials for use in every section of the course.
- 16d. Faculty instructors develop the materials used in the sections.
- 16e. Individual Teaching Assistants develop their own materials to use in the sections.
- 16f. Teaching Assistants work collectively to develop materials to use in the sections.
- 16g. Faculty instructors answer students' questions during lab or discussion sections.
- 16h. Teaching Assistants answer students' questions during lab or discussion sections.
- 16i. All lab or discussion sections use the same prepared materials.
- 16j. Testing or quizzes are administered for additional student self-evaluation.
- 16k. Supplemental assignments (i.e., beyond those in the lecture or primary section) are part of the course but do not contribute to the student grade.

*Teaching Assistant Responsibilities:*

17. For those courses in your department that utilize Teaching Assistants, what are their responsibilities? Mark all that apply. If unsure, indicate with a question mark (?). If not applicable to any of your courses, enter "N/A".
- 17a. Attend lectures or primary section meetings (mandatory attendance)
  - 17b. Attend lectures or primary section meetings on an occasional or periodic basis
  - 17c. Decide how to present course subject/material in lab or discussion sections
  - 17d. Grade, score, or evaluate assignments (e.g., quizzes, homework, papers or other written assignments)
  - 17e. Grade, score, or evaluate examinations (e.g., midterms, final exams)
  - 17f. Proctor examinations
  - 17g. Input scores for homework or other class assignments into *MyUCLA Gradebook* or other type of spreadsheet
  - 17h. Are available for office hours
    - If so, how many hours per week?
    - If so, are office hours conducted in person, online, or both?
  - 17i. Provide tutoring sessions or other types of supplemental instruction to students in the course
  - 17j. Offer input regarding the content for course's lecture (or primary section)
  - 17k. Lecture or present material on a limited basis during the lecture or primary section meetings
  - 17l. Review course evaluations that describe their performance as Teaching Assistants
  - 17m. Attend meetings on a regular basis with the faculty instructor(s) of the course
    - If so, how frequently?

*Questions on Rewarding Best Practices in Teaching:*

18. Does your department recognize and reward exceptional teaching by instructors? (Y/N)

If so, please describe any awards given to instructors, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.

19. Does your department recognize and reward exceptional teaching by Teaching Assistants (Y/N)?

If so, please describe any awards given to TAs, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.