Faculty Senate APC and OTL Survey of Academic Chairs and Directors
Spring Quarter 2014, n = 30

Approx how many instructors (both TT and NTT) do you oversee in terms of evaluating teaching?
Average = 24, Range from 6-36 when removing Law (200) and Music (70)

Estimate the percentage of emphasis placed on scholarship, teaching and service in your dept.

Tenure Track	Non-Tenure Track
Teaching 39%	Teaching 72%
Scholarship 42%	Scholarship 13%
Service/Other 19%	Service/Other 16%

Thinking only about evaluating teaching, what percentage of the teaching evaluation do you base on student evaluations of teaching?
Average = 65%, Median = 70%
Only 5 of 29 said less than 50%

Teaching performance is vital to the success of my department
10% agreed
90% strongly agreed

How often does your dept discuss teaching issues as a group?
Rarely 10%
Quarterly 57%
Monthly 27%
Weekly 7%

What other methods, besides Student Evaluations of Teaching, do you currently use to evaluate teaching?

None	7%
Instructor self-review/teaching statement	63%
Classroom visits by chair	33%
Classroom visits by peers	27%
Syllabi/course materials review by chair	53%
Syllabi/course materials review by peers	20%
Teaching portfolio	13%
Professional development efforts	57%
Other	37%

(Comments for other: informal/unsolicited/indirect feedback from students, other feedback sources, exit interviews)

To what extent do you use student learning data when you evaluate or review teaching?
  None – 6
  Rarely/a little – 8
  Somewhat/moderately – 10
  Always – 5
  (Comments ranged from "it would not be possible without it" to "rarely due to quantity"
  to "do not use assessment data to beat down professors")

The teaching excellence Initiative, approved by the Faculty Senate in 2011, has been valuable in
my efforts to support and evaluate teaching
  Strongly agree – 13%
  Agree – 3%
  Neither agree or disagree – 73%
  Disagree – 3%
  Strongly disagree – 7%
(related comments: never heard of it, don't recall, not too familiar, a great overview but does
not provide actionable steps yet, not reflective of teaching in my dept, we participated and it
caused us to reflect more systematically on teaching)

What are the main barriers your faculty members face in providing excellent teaching? Themes:
- Time
- Reward structure values research
- Other commitments
- Tenure preference
- Increased administrative burdens
- Class size/language barriers

What support would you like to see to help in your role of supporting teaching excellence in
your dept or unit?
- Pedagogy support/the how-to
- What works/evidence
- Individual support
- Smaller class size/support with international students