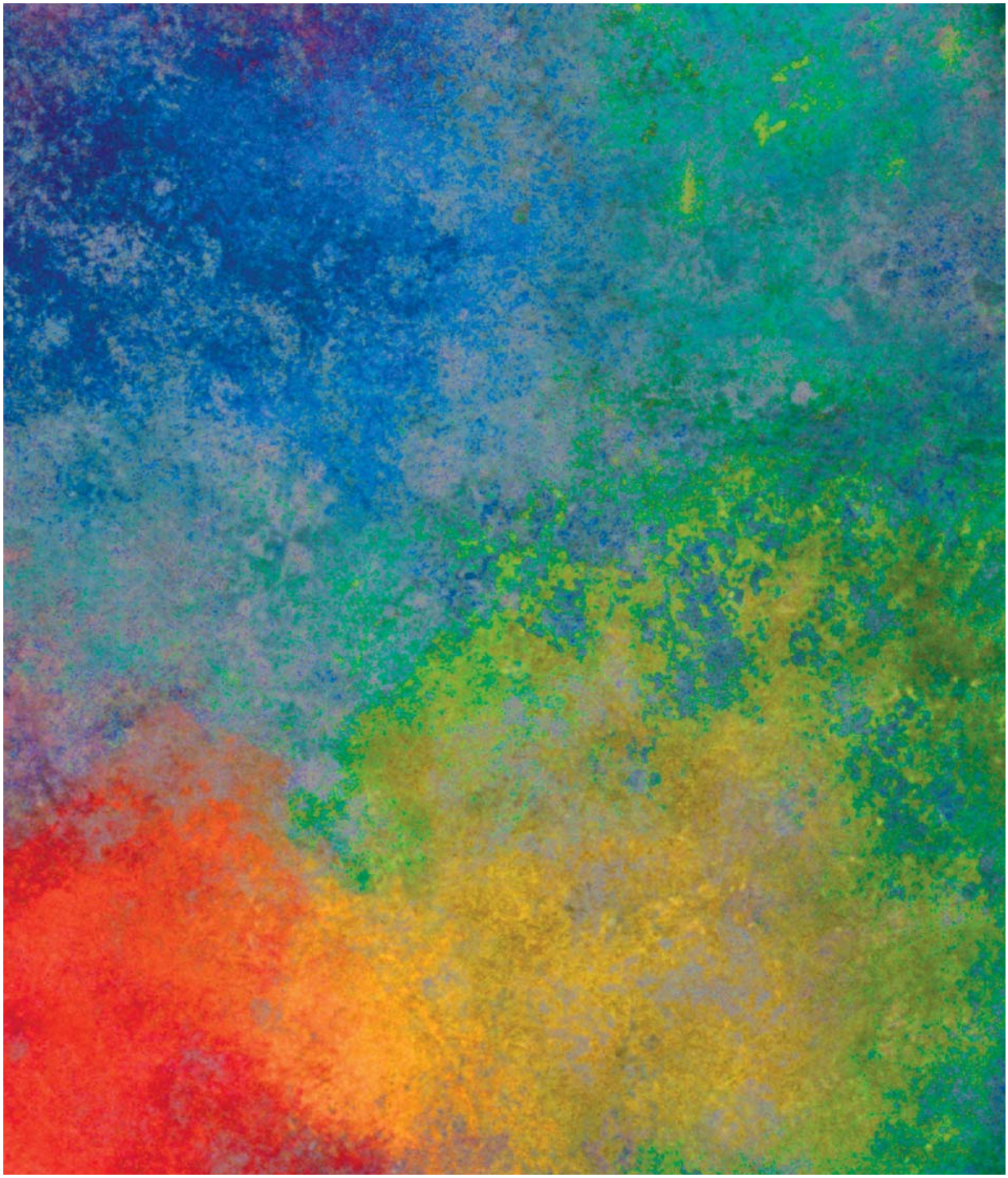
The Teacher's Guide



UCLA
OFFICE OF INSTRUCTIONAL DEVELOPMENT

The Teacher's Guide

5th Edition

UCLA Office of Instructional Development
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The Teacher's Guide

Section A: Policies and Procedures
The University Context

California Public Higher Education

The California system of public higher education has three branches: the ten-campus University of California (UC) system, the 23 California State Universities and Colleges, and the 109 community colleges. These three branches operate under the "California Master Plan for Higher Education," which aims to ensure appropriate educational opportunities for all qualified students. The Master Plan assigns to UC the major responsibility for post-graduate education in the arts and sciences, and the exclusive responsibility in the professions. UC is also designated as the state's primary research institution.

In accordance with the emphasis on research and research training, UC has higher admission standards than the other branches. The minimum requirements for entering freshmen are complex, but, for the most part, the UC system requires incoming students to be at least in the upper one-eighth of the state's high school graduates, while the State Universities and Colleges require them to be in the upper third, and community colleges are open to all high school graduates.

The minimum admission requirements for students transferring to UC from other colleges are more complicated. A major point in the admissions philosophy permits students who did not meet admission standards from high school to transfer to UC as juniors if they achieve at least a B or higher GPA record at community or other colleges. It should be noted, however, that in recent years, there are many more applicants at both the freshman and transfer level than can be accommodated. The caliber of applicants actually admitted to UCLA is therefore much higher in reality than the minimum standards. *http://www.admissions.ucla.edu/Prospect/Adm_tr/tradms.htm*

The University of California

The University of California is dedicated to a three-part mission of teaching, research, and public service. The 10 campuses span the state and have a combined enrollment of over 209,000 students, more than 95 percent of them California residents. About 20% of these students study at the graduate level.

The University of California system is governed by a Board of Regents, whose regular members are appointed by the Governor. The Board of Regents also includes *ex officio* members, including the Governor and other major elected officials. The Regents set broad general University policy, make budget decisions, and appoint the President of the University, the ten chancellors, and the major administrative officers on the various campuses. A system-wide administrative structure oversees the ten campuses.

The Office of the President is the administrative authority governing all ten campuses. Each campus, however, is unique not only in physical appearance and architecture, but in administrative organization, curricular offerings, doctoral programs, and research. Authority and responsibility for guiding the academic mission of each campus rests with the Academic Senate of each campus, the administration, and to a considerable extent on a day-to-day level, the academic department.

University of California and Diversity

The University of California, in accordance with applicable Federal and State Laws and University Policies, does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition (cancer and genetic characteristics) as defined by the California Fair Employment and Housing Act, ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

The UCLA Administrative Context

UCLA has the largest enrollment and the smallest physical campus of the ten UC campuses. In 174 buildings on 419 acres, UCLA serves more than 38,000 students.

The Academic Senate

The Board of Regents has delegated authority in academic matters to the Academic Senate, which determines academic policy for the University as a whole. The University has a long tradition of extensive faculty participation in educational administration through the Academic Senate. The Senate, composed of all tenure track and tenured faculty and many major campus administrators, determines the conditions for admission and the granting of degrees (subject to Regent approval), authorizes and supervises courses and curricula, and advises University administrators on budgets and faculty appointments and promotions.

The following Academic Senate committees are involved in guiding the undergraduate academic programs and course offerings at UCLA: Undergraduate Council; Teaching; Committee on Undergraduate Admissions and Relations with Schools; Education Abroad; Graduate Council; Council on Academic Personnel; and Academic Freedom. The remaining Academic Senate committees and councils affect the instructional mission in less direct ways. The *UCLA Academic Senate* website contains a description of all Senate committees: *http://www.senate.ucla.edu/committee/committeHome.htm*

UCLA's Organizational Structure: The College and Professional Schools

The College of Letters and Science (The College); School of the Arts and Architecture; Henry Samueli School of Engineering and Applied Science; School of Nursing; and School of Theater, Film, and Television offer programs leading to both undergraduate and graduate degrees. The other professional schools—the Graduate School of Education and Information Studies; School of Law; John E. Anderson Graduate School of Management; School of Public Affairs; and in the health sciences, the School of Dentistry; David Geffen School of Medicine; and School of Public Health—offer graduate programs exclusively.

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Each of UCLA's schools has a dean as its chief administrative officer. The College of Letters and Science is headed by an executive dean, with a dean for each of six academic divisions (humanities, life sciences, physical sciences, social sciences, and division of undergraduate education.

Academic Department Responsibilities

UCLA is organized along traditional academic lines. The instructional program revolves around academic subject-matter departments. Faculty are appointed to a department, courses are offered by departments, and most majors are set up within departments. The primary responsibility for curriculum development, curricular innovation, instructional evaluation, and teaching in general, is located within individual departments.

The Requirements of the UCLA Undergraduate Program

To obtain an undergraduate degree, students must satisfy University-wide requirements, College or School requirements, and departmental or interdepartmental major requirements. In addition, there are unit, scholarship, and residence requirements. For detailed information on specific requirements see the UCLA General Catalog, *http://www.registrar.ucla.edu*. The University-wide requirements are Entry-Level Writing or English as a Second Language and American History and Institutions. College or School requirements can include Writing I and II, Quantitative Reasoning, Foreign Language and General Education.

The College and Schools with undergraduate degrees require a general education curriculum that is grouped into three areas or Foundations of Knowledge: Foundations of the Arts and Humanities, Foundations of Society and Culture, and Foundations of Scientific Inquiry. The Foundation courses are designed to reveal to students the ways that research scholars in the arts, humanities, social sciences, and natural sciences create and evaluate new knowledge. The courses introduce students to the important ideas and themes of human culture and foster an appreciation for the many perspectives and diverse voices that may be heard in a democratic society. The number of courses required varies by College and School.

Students can choose from a wide variety of departmental or interdepartmental majors. Admission to a major often requires completion of a set of lower-division courses known as Preparation for the Major courses. The number of upper-division units required in a major varies by discipline, but the minimum number is 36 upper-division units. Students choose a degree objective based on their interests, abilities, and career goals. There is an array of counseling services to assist students in making their choice of major.

The College and Schools have minimum progress regulations that require students to graduate within a certain number of units. Undergraduates in The College have Expected Cumulative Progress (ECP) guidelines that have been designed and approved by the faculty to provide important guideposts for academic progress. ECP processes increase counseling opportunities for students, and students are encouraged to work one-on-one with an academic counselor in their College advising units. By meeting ECP guidelines, students are able to graduate in a timely manner. The College Academic Counseling office has more information for students on ECP guidelines: *http://www.college.ucla.edu/up/counseling/regulations/exprog.htm*

Classification of Courses

Undergraduate courses are classified as lower-division or upper-division. Lower-division courses (numbered 1-99) are often survey courses offering preliminary introductions to the subject field. They are designed primarily for freshmen and sophomores, although upper-division students may enroll in them for unit and grade credit. Upper-division courses (numbered 100-199) are open to all students who have met the prerequisites indicated in departmental requirements or the course description. Preparation generally includes at least one lower-division course in the subject or two years of college-level work.

The UCLA Student

Profile of UCLA Undergraduate Students

The UCLA undergraduate student population is extremely diverse, offering students and faculty a wealth of perspectives, resources, and talents from which they may draw to enhance their education experience. The following information summarizes the demographic and academic characteristics of the students whom instructors will find in their classes.

Age Distribution

The undergraduate population at UCLA is predominantly composed of students who entered the University directly out of high school. In the fall of 2006 the average of new freshmen was 18 while the average age of new transfers is 22.

Financial Profile

In 2006 14,143 students applied for need-based financial aid. Of those, 12, 140 were awarded some need-based scholarship or grant aid, and 5, 035 had their calculated need fully met. The average financial aid package was $14,036, and the average need-based scholarship and grant award was $10,888.

Diversity

The diversity of UCLA's student population yields the wide range of opinion and perspective essential to a great university. In fall of 2006 women made up 59% of first-time freshmen while men made up 41%.

Ethnic minorities constitute over one half of the undergraduate student population. As of Fall 2006, the UCLA undergraduate student body, excluding transfer students, was 44% Asian American, 31% White, 13% Chicano/Latino, 2% African American, less than 1% Native American, 3% International, and 7% Other/Unknown.

Geographic Origin

Undergraduates come from all 50 states and many different countries to study at UCLA, although most students are from California. In the fall of 2006, 92% of freshmen came from California, 6% came from states outside of California, and 1% were from International countries. Ninety-four percent of transfer students came from California, 1% came from states outside of California, and 5% were from international countries.

GPA and Test Scores of Freshmen

The high school fully weighted GPA of new freshmen averaged 4.14, and their SAT scores (25th to 75th percentile) ranged from 1770 to 2080 in fall 2006.

Educational Background

Of the entering freshmen in 2006, 78% came to UCLA from California public high schools, 12% arrived from California private high schools, and 9% were out-of-state or international students. Of students transferring into UCLA with advanced standing (60 semester/90 quarter units completed by the time of transfer), 92% came from California community colleges, 4% from other UC campuses, 1% from California State University campuses, 1% from in-state private universities or colleges, and 2% were out-of-state or international students.

Profile of UCLA Graduate Students

Age Distribution

UCLA graduate students range in age from 18 to over 70, but the majority are in their 20s; in the Fall of 2006, the average age of a graduate student was 29.

Ethnic Diversity

UCLA graduate students are less ethnically diverse than their undergraduate counterparts. In the Fall of 2006, the UCLA graduate student body was 47% white, 23% Asian American, 10% Chicano/Latino, 4% African American, 0.6% Native American, and 9% other.

Geographic Origin

The graduate student body represents a greater geographic diversity than the undergraduate student body. In the Fall of 2006, 65% of UCLA graduate students came from California, 21% came from states outside of California and a full 14% came from International countries.

Financial Profile

A great proportion of graduate students (70%) received financial support, in the form of fellowships, grants, loans, or work-study in 2004, and nearly 40% worked for the University as Teaching or Research Assistants. (Many graduate students both work and receive financial assistance.)

Enrolling and Advising Students

Standard Enrollment Procedures

Schedule of Classes

The quarterly *Schedule of Classes* lists courses by department, number, and instructor, and has information on enrollment restrictions, class meeting times and locations, and final examination times. It also has information about registration and enrollment deadlines, add/drop deadlines, academic policies and procedures, official notices, and counseling contacts. It has search features for class units, instructors, and GE courses. It is available online at *http://www.registrar.ucla.edu/schedule/*. The *Schedule of Classes* is published in early November for Winter Quarter, in early February for Spring Quarter, and in early June for Fall Quarter. The Fall edition lists tentative courses for Winter and Spring quarters.

URSA

The University Records System Access (URSA) gives UCLA students, and those who have been students within the past 10 years, real-time access to their University academic records. Students use URSA for enrollment, as well as for viewing their grades. URSA operates Sunday night from 6 p.m. through Tuesday at 1 a.m. and Tuesday through Saturday from 6 a.m. to 1 a.m., including holidays. URSA is accessed by logging on to *http://www.ursa.ucla.edu.*

Permission to Enroll

If a course indicates that "consent of instructor" or "consent of department" is required to enroll, students must obtain from the instructor a special "Permission to Enroll" (PTE) authorization number that allows them to enroll through URSA. The PTE process allows faculty members or their departments to regulate the enrollment in a course. Instructors can also use PTE numbers to override the computer enrollment procedures or to enroll students beyond the limit. However, the Registrar and the Fire Marshal discourages enrolling students beyond the room capacity; instructors should be forewarned that if they over-enroll their course, it may be impossible for the Registrar's Office to find a larger classroom, especially if the class is scheduled between 9:00 a.m. and 2:00 p.m.

Drop Deadlines

Students may drop courses through URSA without incurring a fee or notation to their transcript on or before Friday of second week; however, it is each student's responsibility to satisfy their financial aid and enrollment requirements. The student's counseling unit can advise him or her of any requirements if necessary. During weeks three and four, students who drop a nonimpacted course after the second week deadline via URSA will incur a penalty fee. Any drop after fourth week will also lead to a notation on the student's transcript.

Students may only drop impacted courses beyond the second week deadline with their instructor's consent. Consent should only be given in the event of an exceptional or extreme circumstance (such as severe illness). Students must obtain a *Late Impacted Drop Petition* or a *Retroactive Drop Petition* from their counseling unit in order to begin the drop process. Once the student obtains your signature, the petition will be reviewed by a committee within the student's College or School. If the student is unaware of drop deadlines or procedures, please advise them to contact their counseling unit or refer to the *Schedule of Classes* at *http://www.registrar.ucla.edu/schedule/*.

Other Enrollment Policies

Auditing

Traditionally, the University has permitted interested individuals, including registered students of the University, to attend lectures without formally enrolling in the class. There are no official arrangements for auditing a course in regular session at UCLA. The student makes arrangements with the faculty member to sit in on his or her class, generally without participating in discussions, exams, or written papers.

The instructor should make the appropriate arrangements concerning the student's participation.

Cell Phone and Pager Policy

Any disruption of a class due to the audible beeping or use of cell phones or pagers is treated as a violation of Section 102.13 of the *UCLA Student Conduct Code* and subjects a student to sanctions up to and including suspension or dismissal. Cell phones and pagers must be turned off while in classes, libraries, or other quiet areas.

Authority Regarding Enrollment and Attendance

A student can be denied enrollment or dropped from a course because he or she has not satisfied the course prerequisite or requirement (Statewide Academic Senate Regulation SR 542). In such cases, if a student appears on the course roster, the instructor should tell him or her to drop the course; the instructor should write a letter to the College noting the reasons. Please note: A student is prevented by URSA from enrolling in lower-division Letters and Science courses with enforced course prerequisites, if those prerequisites have not been met. Some courses with prerequisites may only be coded in "warning status," which allows enrollment but informs the student that the course prerequisite has not been met. Courses with enforced prerequisites are based on the approved "course approval" submitted through campus channels and published in the General Catalog or quarterly supplements. Enrollment information is also available on-line at *http://www.registrar.ucla.edu/catalog*.

Faculty members cannot drop a student from a course for non-academic reasons such as disruptive behavior or excessive absences unless attendance is an academic requirement of the course because of laboratory work, participation, or other integral aspects of the course. If a student is repeatedly disruptive during class, the faculty member should contact the Dean of Students' office (310-825-3871). The Dean is responsible for student conduct issues and strongly recommends that faculty members call to discuss their options. In emergency situations when a student has serious behavioral problems, the Campus Police can be reached by dialing 911 on any campus phone.

Policy Regarding Class Notes

Notes or recordings made by students are for purposes of individual or group study or for other noncommercial purposes reasonably arising from the student's membership in the class or the University. Permission to make notes or recordings falls within the instructor's discretion as informed by instructional purposes, classroom order, property interests, or other reasonable issues arising in the academic context. Notes and recordings may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study, either between students or between a student and a third party. Unless authorized by the University in advance and explicitly permitted by the instructor, commercial use of class notes or recordings constitutes an unauthorized commercial activity in violation of the *UCLA Regulations on Activities, Registered Organizations, and Use of Properties*, Section IV, Paragraph A (*http://www.studentactivities.ucla.edu*). Students who violate this policy are subject to University discipline.

Individual instructors retain intellectual property rights in lecture material, pursuant to U.S. copyright law and California Civil Code 980(a)(1). Misuse of course notes derived from lecture material may also subject an individual to legal proceedings brought by the instructor.

Pursuant to the guidelines reviewed by the UCLA Academic Senate (1973), lecture note subscription services are permitted, if authorized in advance by the University and if approved by the instructor. The Lecture Notes service offered by the Associated Students UCLA is currently authorized by the University to provide a course notes subscription service for particular classes. For such classes, the note taker is approved in advance by the instructor, and the instructor may review the notes before their distribution and sale through the UCLA Store Lecture Notes office in Ackerman Union. The list of classes with such a subscription service is available in Ackerman Union.

Nothing in this policy precludes an instructor from posting the course lecture notes, which they prepare or authorize to be prepared, on the UCLA-provided course website for the class, which the instructor controls. Students permitted by the

instructor to review such course lecture notes are reminded that these policies apply to their use of any such course lecture notes posted on the course website by the instructor.

Special Programs Enrollment

Concurrent Enrollment

Concurrent enrollment—defined as taking courses during regular sessions (Fall, Winter, and Spring terms) for credit at UCLA and, at the same time, at another non-UC institution, including UCLA Extension—is not permitted except in extraordinary circumstances, and no credit is given for such courses unless the approval of the UCLA College or school has been obtained by petition prior to enrollment.

Credit by Examination

Credit by Examination can be earned only in accordance with general policies established by the Faculties of the respective colleges and schools and the Graduate Council (Divisional Senate Regulation A-335). Within the College, eligibility for credit by examination is usually limited to students who have been approved as Departmental Scholars or who are admitted to a departmental honors program or UCLA Honors Programs. Credit by examination may not be used to gain credit for prior knowledge, audited courses, or courses taken elsewhere. Please advise your students that petitions for credit by examination (with fee) are available only through an appointment with a counselor in the Honors Programs Office, A311 Murphy Hall.

Office Hours

Faculty members are expected to post and to keep regular office hours open to students without prior appointment. Office hours are important for students to address problems related to the course and to develop personal relationships with faculty. Because UCLA is large and complex and many students live some distance from the campus, it is difficult for some students to develop the sense of community that is important to their academic success. It is, therefore, important that instructors encourage students to come to their office hours. Depending upon the size of the class, instructors might consider requiring students to visit their office hours once during the first weeks of the quarter; undergraduates report that subsequent visits to office hours are much easier and less stressful than the first visit. Many instructors also add additional office hours or set up student appointments immediately before examinations and paper deadlines, when students are most eager to discuss course material.

Students sometimes turn to faculty for general advice and guidance on a variety of subjects such as choosing useful electives to enhance their careers or improving their chances of getting into graduate school. Instructors are not accountable for dispensing this type of informal advice. For specific queries regarding scholarship, major, and degree requirements, however, faculty should not attempt to answer these questions unless they feel certain they have the correct and current information. Faculty members should refer students to the appropriate advising office in their department, College, or school. Staff counselors and faculty advisors are trained to deal with the complexities of degree and major requirements. Letters and Science students may also use the modeling capabilities of the campus degree audit system, available in department counselors' offices or through URSA. Erroneous advice from faculty will not excuse a student from the requirements. It is often a good idea to telephone the department's academic advisor or the staff counselors in the school or College when consulting with the student. Instructors will, in that way, not only give the student the best advice possible but will also protect themselves from the effects of student misunderstandings and misinterpretations.

During office hours, faculty members may be the first people to notice that a student is having problems, so they should familiarize themselves with the campus resources for counseling and advising. The resources fall into four areas: background and preparation for college work, career planning, personal problems, and individualized teaching and tutoring, are discussed below.

FERPA Guidelines for Faculty

The Family Educational Rights and Privacy Act (FERPA) is federal legislation enacted in 1974 that controls student

records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Although administrators must be concerned with a larger scope of student records, professors, instructors, and teaching assistants need to be aware that the following information within their usual purview is FERPA protected: grades, test scores, graded work, identification numbers (including university I.D. numbers and social security numbers), and student class attendance. Please note that information cannot be released to anyone other than the student—including fellow students, employers, or a parent/guardian—without written permission by the student or a legal directive (see "Examination and Grading at UCLA" for further details.)

Counseling and Advising Students

Academic Advising

Instructors tend to focus on the classroom experience as the critical activity in a university education, but how and what students learn depends on much more than the few hours a week they spend in the classroom. Effective faculty and staff counseling can help students make the most of their UCLA education. Although advising is an important part of faculty teaching responsibility, students often perceive it as a neglected role. According to surveys of UCLA students and alumni, faculty are generally viewed as being unavailable outside the classroom to help students.

Most departments have their own advising programs, and students should be referred there for advising on issues relating to their majors.

Academic Advancement Program (AAP), (1209 Campbell Hall) is the nation's largest undergraduate retention program, a multi-racial, multi-ethnic, and multi-cultural program, promoting academic excellence among the 6,000 UCLA students AAP serves. Students are eligible to be in AAP if their academic profiles and personal backgrounds may impact their university experience and their retention and graduation from UCLA. They are also eligible if they are part of any federally-funded program that requires counseling, tutoring, or mentoring. See *http://www.ugeducation.ucla.edu/aap/*

College Academic Counseling (CAC), (A316 Murphy Hall) provides UCLA undergraduates with counseling on academic regulations and procedures, course selection, preparation for graduate and professional programs, selection of appropriate majors, and the options and alternatives available to enhance a UCLA education. Their website details important regulations and policies for College undergraduates: *http://www.college.ucla.edu/up/counseling/*

The **College Honors Programs** (A-311 Murphy Hall) provides an exceptional educational experience to a diverse group of high-achieving students in an environment that nurtures the growth of the whole student, academically, socially, emotionally, and intellectually. Programs and services include Honors Collegium, Departmental Scholars, Individual Majors Program, Phi Beta Kappa, Honors Scholarships, and specialized counseling and support services for College honors students. *See http://www.college.ucla.edu/up/honors/*.

Instructors who would like to offer an Honors course in their department, teach an Honors seminar, develop an Honors Collegium course, or participate in the College Honors Program in some other way should consult with their department chair and call the Assistant Dean of Honors and Undergraduate Programs (310-825-1752).

In the **College of Letters and Science**, there are four principal advising units: College Academic Counseling (CAC), Academic Advancement Program (AAP), Student Athletics, and Honors Programs. Each unit has been created to address the respective needs on its target population. It is important that students know which advising office to go to in order to meet with a full-time counselor or process College petitions and related requests. For a full list of College counseling resources and special programs offered by the College see *http://www.ugeducation.ucla.edu/*.

In the **Henry Samueli School of Engineering and Applied Science** (6426 Boelter Hall), the Office of Academic and Student Affairs counselors advise students on general degree requirements, planning academic programs for all new students,

scholastic difficulties, petitions to the Dean, evaluation of advanced standing credit, etc. Peer counselors are also available for consultation. New undergraduate students are required to obtain counseling prior to enrollment in classes. For direct counselor information please visit *http://www.seasoasa.ucla.edu/counselor.html*

The **School of the Arts and Architecture** Office of Student Services (2200 Broad Art Center) provides information on University and School requirements and all undergraduate majors in the School. Counselors are available by appointment and on a walk-in basis. The office works closely with the counselors in the various departments of the School to assist students in their academic planning. Students interested in changing their major to architectural studies, art, design/media arts, ethnomusicology, music, or world arts and cultures must consult the appropriate departmental counselor. To learn more about the School of the Arts and Architecture see *http://www.arts.ucla.edu/*.

The **School of Nursing** (2-200 Factor Building)) is ranked in the top 5% of the nation's nursing schools. Student affairs staff provide guidance throughout every step of the Nursing degree programs. For more information see *www.nursing.ucla.edu*

The **School of Theater, Film and Television** (103 East Melnitz Building) provides academic counseling and a wide range of academic support services for its students through the School's Student Services Office. This office also provides prospective students with admission information and advising for all of the School's degree programs. Please visit *http://www.tft.ucla.edu/index.cfm*

Student Athletics, (George Kneller Academic Center in the JD Morgan Center), provides comprehensive academic support for nearly 700 student-athletes in 22 sports. Services include academic counseling and advising, tutorial services, an academic mentor program, graduate school advising, career development education, and student-athlete academic orientation. The adjacent computer lab is open for student-athletes to use from 8:00a.m. – 10:00p.m. Study rooms are available for team study halls, academic appointments, and study groups/review sessions. See *http://uclabruins.cstv.com//academics/ucla-academics.html.*

Career Advising

UCLA Career Center

The campus resource for career education, exploration, and employment is the UCLA Career Center (501 Strathmore Building, 310-206-1915). The Career Center offers individual career advising and counseling to help students assess their skills, interests, and personality, make and re-evaluate career decisions, and investigate career options in business and industry, government, nonprofit organizations, and education.

The Center's services and resources include career counseling, graduate and professional school planning and preparation assistance, career fairs, the Campus Interview Program, 24-hour Internet access to the Career Center's exclusive BruinView employment and internship listings, on-line resume services, and Cyberspace, a convenient on-premise computer laboratory. A multimedia collection of 3,000 books, periodicals, videos, directories, and other materials makes the Career Center Library one of the largest and most comprehensive career information resources in the nation. The Career Center workshop series includes Majors and Careers, Career Options, Skills Assessment, Resume Writing, Interviewing, and Job Search Strategies. Most workshops are offered several times each quarter.

Career Center Internship and Study Abroad Services has helped over 20,000 Bruins get relevant work experience in the U.S. and abroad. Students find internships in the greater Los Angeles area, Sacramento, Washington, D.C., and other U.S. cities. The Center also provides connections to international programs in over 30 countries. See *http://career.ucla.edu* for a complete list of programs and services.

Personal Problems

The **Office of the Dean of Students** (1206 Murphy; 310-825-3871) is a good referral source for students with legal and more general problems in their lives. The Office of the Dean of Students strives to provide both support and challenge for UCLA Students. It supports students through the advisement

of student honor societies, and by recognizing students who have made outstanding contributions to the UCLA community. It also challenges students by holding them accountable for their actions, and holding them to the highest standards of academic and personal integrity. See *http://www.deanofstudents.ucla.edu/*.

If a student complains about a campus office, instructors might suggest that he or she discuss the problem with the **Office of Ombuds Services** (501 Strathmore Building, Suite 105; 310-825-7627). This a place where members of the UCLA community–students, faculty, staff and administrators can go for assistance in resolving conflicts, disputes or complaints on an informal basis. In order to afford visitors the greatest freedom in using its services, the Office is independent, neutral and confidential. See *http://www.ombuds.ucla.edu/*

Student Legal Services (SLgS) (70 Dodd Hall; 310-825-9894) provides legal counseling and assistance regarding a wide range of legal issues to all currently registered and enrolled UCLA students. SLgS is able to help students with a variety of problems, including: landlord/tenant relations; accident and injury problems; domestic violence and harassment; criminal matters; divorces and other family law matters; automobile purchase, repair, and insurance problems; health care, credit, and financial aid issues; and consumer problems. SLgS also frequently assists students with problems they have with other UCLA departments in such areas as housing, financial aid, harassment, discrimination, ADA compliance, student discipline, and faculty misconduct.

SLgS provides students with the information they need to assess their options and, in appropriate cases, will negotiate on behalf of the student, as well as draft letters and legal documents for the student. Students may make appointments by telephone or in person, and there is nominal fee for personal services. The office is open Monday through Friday, 9:00 a.m. to 5:00 p.m., from September through June. See *http://www.studentlegal.ucla.edu/*.

The **Student Psychological Services (SPS)** (John Wooden Center West, 310-825-0768) should be used if a faculty member believes that the student could benefit from professional psychological help. Occasionally, students experience problems with an important relationship, school pressures, family dysfunction, substance use and abuse, or interpersonal conflicts.

A diverse and multidisciplinary staff of psychologists, social workers, and psychiatrists respond to the very broad range of student concerns and problems by offering crisis intervention, brief psychotherapy, group therapy, biofeedback, and/or medication. SPS maintains a strict policy on confidentiality. Registered students of every age and academic achievement can use this service, please see *http://www.sps.ucla.edu/*.

Individualized Teaching and Tutoring

The campus has an excellent academic support network to serve students who wish to improve their academic skills and performance or to supplement lectures with more personal interactive learning experiences. These academic support programs serve both students who need to improve their skills and students who wish to enhance their education. Instructors should announce the appropriate opportunities to their classes at the beginning of each term.

Academic Skills Workshops

The College of Letters and Science Counseling Services offers a wide variety of **Academic Workshops**, such as Improving Academic Success Skills (e.g., Time Management, Study Skills, Test-taking Techniques); Planning for the Future (e.g., Preparing for Graduate Schools and Obtaining Career Positions); and Finding Your Academic Focus (e.g., Choosing a Major, Identifying Your Learning Strengths, and How to Become an Academic High Achiever). Workshops are offered throughout the school year in 203 Covel Commons. A specific schedule giving dates and times of all workshops can be obtained from the program coordinator at 310-825-9315 and *http://www.college.ucla.edu/up/Workshops/*.

Academic Support for Student Athletes

Covel Tutorials for Student Athletes (209 Sunset Village Commons; 310-206-7526) provides course-specific tutoring, by trained undergraduate and graduate peer tutors, mainly in the evening to accommodate athletes' practice schedules. By emphasizing critical thinking and effective academic skills, tutoring fosters students' independent learning. Student athletes should request tutoring early in the quarter. See *http://www.college.ucla.edu/up/CT/athletic.htm*

English Mastery for Second-Language Speaking Students

The **Covel Tutorials ESL Tutoring Lab** (228 Sunset Village Commons; 310-206-1491; Ed Frankel, Coordinator) offers free individual assistance with English grammar, idioms, pronunciation, listening comprehension, and composition for second-language speaking students, with priority for those enrolled in ESL classes. Tutoring is provided by experienced graduate students. Students should call the ESL Lab for appointments. See *http://www.college.ucla.edu/up/CT/ESL.htm*

Foreign Language Instruction, Film Media and Music Recordings

The **Instructional Media Laboratory** (270 Powell; 310-206-1211) offers audio-taped lessons that coordinate with specific texts used in language courses, providing opportunities for individual mastery of foreign language comprehension and pronunciation skills. Recordings of drama, poetry, and music are also available, as are a variety of video and audio materials. Faculty may also request that their own media and/or media from the Instructional Media Collection & Services be placed on reserve for on-site viewing by their students in the Media Lab. See *http://www.oid.ucla.edu/units/imlab*.

Improving Writing and Reading Comprehension

Through the **Covel Tutorials Composition Tutoring Lab** (228 Sunset Village Commons; 310-206-1491), trained undergraduate peer tutors help students generate, organize, and revise papers for any UCLA course. Tutors can also work with students to improve reading comprehension and efficiency. Students should call the Composition Lab for free individual appointments. See *http://www.college.ucla.edu/up/CT/comp.htm*

Preparatory Programs

Each summer, the **Academic Advancement Program** (AAP) six-week **Freshman and Transfer Summer Programs** (F/TSP; 2211 Campbell; 310-206-1571) introduce entering AAP students to the academic rigor and demands of the university and the wide range of campus programs, services, and resources. Students enroll in two university courses and receive close personal attention from faculty, teaching assistants, tutors, professional counselors, and peer counselors. See *http://www.ugeducation.ucla.edu/aap/summer/index.html*.

Tutorials for Historically Underrepresented and Low-Income Students

The **Academic Advancement Program** (AAP) (1201 Campbell; 310-206-1571) offers free tutoring by trained AAP upper-division undergraduates in over 450 courses to all historically underrepresented first-generation college, and low-income students who want to strengthen their quantitative reasoning, reading, writing, and critical thinking skills while mastering course materials. AAP tutoring is primarily done in groups of three to five students except for composition courses, which are tutored almost exclusively one-to-one. Tutors are trained to provide personal as well as academic support. Students must sign up during the first three weeks of each quarter. See *http://www.ugeducation.ucla.edu/aap/.*

Tutoring for Mathematics and Science Courses

The **Covel Math/Science Tutorials** (230 Sunset Village Commons; 310-206-6965) provides weekly small group tutorials and drop-in tutoring, led by trained undergraduate and graduate peer tutors, for selected math and science courses: Mathematics 1, 3A, 3B, 3C, 31A, 31B, 31E, 32A, Physics6A, 6B, 8A, 8B; Life Science 1, 2, and 3; and Chemistry 11A, 11B, 132A, 132B, 153A. Tutorials emphasize learning strategies and analytic problem-solving skills. Students must sign up for group tutorials during the first week of class. Drop-in schedules are posted in the Lab. See *http://www.college.ucla.edu/up/CT/math_sci.htm*

Research Opportunities for Undergraduates

The opportunity to participate in cutting edge research and creative activity is one of the outstanding benefits of attending a research university. UCLA offers undergraduate students many ways to take advantage of this opportunity, from the entry-level Student Research Program -SRP (courses numbered 99) and advanced research seminars and research tutorials (courses numbered 190-199), to departmental honors programs. The two Undergraduate Research Centers' staff helps students define their place in the larger university research community and provides information about undergraduate research programs, scholarships, celebrations, and publications. See *http://www.college.ucla.edu/ugresearch/index.html*

Academic Dishonesty

Academic dishonesty is a disturbing issue that all faculty members would like to avoid. Nonetheless, it is a substantial problem in college teaching and cannot be ignored. A number of major universities have reported studies in which over 75% of students surveyed admitted to engaging in some form of academic fraud (*http://www.academicintegrity.org/cai_research.asp*).

A campus climate that appears to be tolerant of academic dishonesty, when combined with the added pressure that many students feel upon entering college, may actually encourage students who did not cheat in secondary school to adopt such a practice in college and throughout their lives. Faculty indifference to academic dishonesty may, similarly, communicate to students that the values of integrity and honesty in all aspects of academic life are not sufficiently important to justify any serious effort to enforce them. Most students are justifiably outraged when faculty and staff members appear to ignore obvious cases of academic dishonesty. Such feelings, should they become prevalent, will damage the sense of community on campus and alienate some of the best students from the institution. Finally, academic dishonesty deceives those who may eventually depend upon the knowledge and integrity of UCLA graduates.

The responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic standards and values is held by every member of the UCLA academic community. Faculty members, however, play the most important role. They have multiple opportunities to set academic standards, help students understand academic dishonesty, teach students ways to avoid unintentional infractions, identify and confront violators of community standards, and serve as models of academic integrity.

Defining Academic Dishonesty

Prevention is, of course, the best way to protect academic integrity on campus. Prevention can begin only after all members of the community understand the problem. Well-defined expectations and written standards reduce students' uncertainty about the appropriateness of their own actions. Academic dishonesty can be divided into four categories and defined as follows:

Cheating

Intentionally or without authorization from the instructor, using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Unauthorized materials" include other students' test papers during examinations.

Fabrication

Intentional or unauthorized falsification or invention of any information or citation in an academic exercise. Students have been known to create "facts" or citations when they are completing assignments, often at the last minute before they are due.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Students' roommates and friends often overstep the bounds of academic honesty because it is not clear how much collaboration and outside help a particular assignment allows.

Plagiarism

Representing the words or ideas of another as one's own in any academic exercise. For example, a student may copy text from a library book into his or her paper, either verbatim or paraphrased, as though it was his or her own words.
As a faculty member it is essential to be aware of the multiple resources students have access to while preparing for their

writing assignments and term papers—some of which are conducive to plagiarism. In today's information age there are pre-written essays that are available on-line related to multiple subject areas. Students can now purchase research papers and essays, complete with bibliographical references, and turn them in as their own work.

In order to discourage dishonest academic practices faculty members should alert students to review the university's academic honesty codes and regulations at (*http://www.deanofstudents.ucla.edu/conduct.htm*).

Strategies for Promoting Academic Honesty

Although it is unpleasant to realize that some students cheat or plagiarize, it is a fact that all instructors must face. Many instructors routinely incorporate into their course syllabi a statement about academic dishonesty that includes the above definitions of dishonesty, adjusted to fit the course specifically, as well as the consequences of such dishonesty. Faculty members might also advise students of their legitimate alternatives to dishonesty, including consulting with the instructor or their TA about any difficulties that they are encountering with an assignment and the appropriate tutoring options.

In addition, faculty can direct students to resources that help students as they write and research their papers, such as the online library tutorials specifically designed for undergraduate students at (*http://www2.library.ucla.edu/service/891.cfm*). These online tutorials are:

The "Road to Research", a self-paced tutorial in 4 modules: Starting Points, Find It, Judge for Yourself, and Road Etiquette. Students can log in and have their pre-test and quiz scores recorded. Instructors can also log in and view student scores at any time at *http://www.sscnet.ucla.edu/library*

"Bruin Success with Less Stress", a self-paced tutorial defining plagiarism, illustrating how to avoid it by documenting sources, with quizzes: *http://www.library.ucla.edu/bruinsuccess/*

"How-to-Guides," a series of guides for using and thinking critically about research tools, including databases and web sites: *http://www.library.ucla.edu/libraries/college/help/guides.htm*

There are additional steps that faculty can take to reduce the likelihood of such dishonesty and to identify the student who does break the rules of academic integrity:

Examinations

Preparing students: Faculty members should state, preferably in writing and well in advance of an exam, their expectations for academic behavior. For example, let students know whether any materials will be allowed in the exam room, and be as specific as possible in describing those materials; whether collaboration is permitted and what that includes; whether photo identification or bluebooks will be required; if texts are allowed, whether writing in the text or note cards marking pages will be allowed; whether students may enter or leave the room while the exam is in progress. While it is the student's responsibility to ask if he or she is unsure of the instructor's expectations, chances are good that if a behavior is not clearly prohibited, a student might assume that it is allowed. Instructors need not intimidate students, but many students are unaware that cheating may result in suspension or dismissal from the University. Do not belabor the point, but it may be worth mentioning from the outset to forestall any misunderstandings later on. Faculty members should also try to make students aware of the resources available to them if they are having difficulty with the material, including instructor office hours, the Academic Resources Center, special study sessions that TAs might organize, etc. The section on "Course and Curriculum Planning" of this Guide includes other suggestions for apprising students of standards of acceptable behavior and informing them that their instructor is aware of and prepared to deal with academic dishonesty.

Preparing the Examination

Even if instructors are not inclined to have completely different sets of questions for one exam, some disincentive for cheating is achieved by printing the same page on different colored paper so that it appears that different versions are being used, by collating the pages in different orders, or by scrambling the question order on several different versions of the exam. (Of course, instructors who use one of these options should number or letter the exams and have students indicate the appropriate number or letter on their bluebook.) Instructors who allow students to use notes or a page of formulas might consider providing that document themselves at the beginning of the exercise. Blue books can be collected before an exam and redistributed randomly, or faculty members may wish to provide blue books or paper from their department. Faculty members who are inclined to offer make-up exams might consider reordering the questions or using a different exam.

Grading the Examination

On occasion, a grader makes a mistake and marks an answer incorrectly. Many instructors routinely consider requests from students to correct those errors. Unfortunately, some students have attempted to exploit this practice by changing their answers after the exam has been returned and then resubmitting the fabricated work for credit. To minimize the likelihood of such fabrications, some departments photocopy all graded exams before returning them. If department resources do not permit this, some instructors photocopy the graded exam of students who, on earlier exercises, have requested re-grading that resulted in a significant increase in the grade. If another re-grading request is submitted, the returned exam is compared with the photocopy prior to modifying the grade. Another very simple strategy to discourage changes after a graded paper is returned is to draw a line through any remaining space at the end of an essay, lab report, or any other paper that might conceivably be altered.

Papers and Take-Home Exercises

There is no way for instructors to guarantee that plagiarism will not occur in their class. Unfortunately, some students may wish to cut corners, others do not know how to respond to personal crises appropriately, and a few have confused notions of what documentation means. No assignment can be guaranteed plagiarism-proof.

There are, however, a number of useful strategies and tools that can be used to help reduce the likelihood of plagiarism in one's classes. The following suggestions are based on recommendations by UCLA Writing Programs.

Positive Motivation

Faculty members should try to instill in their students a positive attitude toward learning. Do not let them think that the assignment is just one more hoop through which to jump. Faculty members can explain to their students why they have assigned a certain task and assure them that the instructor and TAs will read their work with care and interest.

Tailoring Assignments

Assignments can be tailored to encourage students to produce original work. First, make the topics specific. A broad question is easier to plagiarize for two reasons: (1) students are more likely to flounder, not knowing what the instructor wants, and (2) they can appropriate materials from a larger—and more accessible—pool of resources.

New Assignments

Do not recycle the same assignment quarter after quarter. Students usually know when an assignment is re-used, and some are not above borrowing a friend's paper. Admittedly, creating new assignments can seem like a lot of work, but it can frequently save time later. A side benefit, of course, is that it is more interesting for faculty members to read responses to new topics than to read the same ones over and over again.

The Syllabus

Let students know what plagiarism means at UCLA. Students often are taught different definitions of plagiarism in high school, and they should be informed of the standards that the University expects them to follow. The easiest way to do this is to include a note in the syllabus that defines plagiarism and explains the University's policy toward it. The following is an example of such a statement:

Plagiarism is a serious offense. It is the presentation of another author's words or ideas as if they were your own. University regulations require that any case of plagiarism be sent to the Dean of Students for review. If you have any questions about documentation, quotations, and related matters, please do not hesitate to ask me before submitting your work.

Collaboration

Instructors can discuss with the class what they consider to be an acceptable level of collaboration, especially for researching and writing papers. Students sometimes do not know how to draw a line between discussing an assignment and writing up their ideas with someone else, and need to be informed that the instructor expects their work to be their own and not that of a collaborator, if this is the case.

Rough Drafts

Faculty members might build the process of writing into the assignment by requesting rough drafts. Requiring a rough draft before the final version is due means that students are more likely to begin thinking of their own work and less likely to leave everything until the last minute when, in panic, they might resort to plagiarism. If reading rough drafts is not feasible, instructors might ask students to come in and discuss their plans for writing and researching an assignment. Faculty members can also ask students to submit their drafts and notes along with the final version. This is particularly effective in the case of research papers, as it provides a case history of the student's work. It is also useful for instructors to talk to the class about their own experiences with writing. Students often labor under the misconception that writing is a neat, linear process. Let them know that any writer can face false starts, dead ends, or failed research trajectories on the way to completing good work. Faced with such troubles, students may falsely conclude that the only way to complete an assignment is by plagiarizing.

Oral Presentations

Consider asking students to prepare brief, informal oral presentations based on their assignment; five minutes is probably sufficient. The entire class can benefit from delivering their work orally, and such a requirement serves as a check that students will actually do their own work. A student who copies his or her roommate's paper from last quarter will almost always find it difficult to present work that he or she did not originate.

Use of Sources and Documentation

It is important that students understand the instructor's expectations regarding the use of sources and documentation. Are they supposed to read secondary material or use only their original thinking? What documentation systems are they expected to use? What are acceptable and unacceptable uses of sources for this assignment? Addressing these issues can be of real pedagogical value. Students are often confused about when and how to document in different fields of study.

Checking for Plagiarism

"Turnitin.com" offers faculty a plagiarism detection system that fosters a better understanding of plagiarism while simultaneously encouraging academic honesty. The system—available to faculty through MyUCLA since 2004—allows faculty to submit student work for comparison with other previously submitted student papers, as well as to all bibliographic resources within "Turnitin.com's" database. Instructors have the option of submitting student papers directly or having students submit their work on their own prior to turning it into the instructor for grading. Since submitted papers generate an "Originality Report" that color codes questionable material students are educated in the

differences between borrowed and original work. As such, the tool serves as a method for self review versus an anti-plagiarism tool intended to "catch" dishonest students. This approach offers a more positive message towards promoting academic honesty, rather than one that assumes students are not trustworthy.

Some controversy exists regarding the ethical and legal implications of implementing a teaching tool that has the potential to infringe on a student's intellectual property or rights to privacy under FERPA.

Confronting Academic Dishonesty

Confronting Cheating on Examinations

During the exam, try if possible to get a second opinion from TAs or another observer to confirm the behavior you suspect. If possible, try to move the student who is apparently responsible to another location, creating as little disturbance as possible. Take note of the time, circumstances, and location of the observation. It is also important to take notes as to where the student was sitting in the room, whether there were empty seats separating the student from others, who was sitting nearby, etc. This will be especially useful if trying to compare examinations later. Remove any unauthorized materials that a student is using during an exam, again creating as little disturbance as possible, and note the time and place in the exam.

Instructors should **always** allow the student to complete the exercise. Although it may seem unlikely at the time, there is always a chance that the instructor is mistaken in his or her suspicion.

After the exam, the faculty member should approach the student whom he or she suspects of cheating and explain his or her concerns. Be as objective as possible, and avoid being accusatory.

Confronting Plagiarism

A student's decision to complete an assignment by plagiarizing is one of the most unpleasant experiences a faculty member can face. Instructors may take some comfort in knowing that UCLA not only outlines an official procedure for handling plagiarism but also recognizes the unique contours of each case. A faculty member who believes that a portion of a student's paper was plagiarized should talk with the student. It is probably best not to begin by accusing the student of plagiarism, which may provoke belligerence in a guilty student or create panic in an innocent one. Instead, indicate what the evidence is and ask the student to explain how she or he wrote the paper. Instructors may use the word "plagiarism" when conferring with the student, although he or she will probably become defensive.

Reporting Academic Dishonesty

Instructors may not assign a disciplinary grade (i.e., assign a student an "F" because he or she cheated on the exam). If appropriate, the instructor may tell the student that he or she is assigning a temporary grade of "DR" (deferred report) and referring the issue to the Dean of Students' Office (*http://www.deanofstudents.ucla.edu/*) for resolution. The DR grade will not be calculated into the student's grade point average. Instructors will also want to put their concerns in writing, including copies of the original exam, with altered or copied answers marked and any supporting documentation. Materials should be sent to the Dean of Students' Office for adjudication (Academic Senate Regulation A-315). The Dean of Students will then inform the instructor about the outcome of the investigation and the instructor should in turn notify the Registrar of the final grade outcome.

Professional Behavior

Faculty, in their teaching role, should understand and keep in mind the very special nature of the university and their rights and responsibilities as members of that institution.

Faculty Code of Conduct

The Faculty Code of Conduct, as approved by the Assembly of the Academic Senate, appears in full in The Manual of the Los Angeles Division of the Academic Senate. The parts of the Code that deal with teaching (APM 015 Section II) are reproduced here:

Ethical Principles

As teachers, the professor encourages the free pursuit of learning in students. They hold before them the best scholarly standards of the discipline. The professor demonstrates respect for the student as an individual, and adheres to the proper role as intellectual guide and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that the evaluations of students reflects their true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom. (1966 Statement on Professional Ethics, issued by the American Association of University Professors, revised 1987).

Table A1 — **Types of Unacceptable Faculty Behavior**

1. Failure to meet the responsibilities of instruction, including:
   - (a) arbitrary denial of access to instruction;
   - (b) significant intrusion of material unrelated to the course;
   - (c) significant failure to adhere, without legitimate reason, to the rules of the faculty in the conduct of courses, to meet class, to keep office hours, or to hold examinations as scheduled;
   - (d) evaluation of student work by criteria not directly reflective of course performance;
   - (e) undue and unexcused delay in evaluating student work.

2. Discrimination against a student on political grounds, or for reasons of race, religion, sex, sexual orientation, ethnic origin, national origin, ancestry, marital status, medical condition (Medical condition, according to the California Fair Employment and Housing Act, means "health impairment related to or associated with a diagnosis, for which a person has been rehabilitated or cured."), status as a Vietnam-era veteran or disabled veteran, or, within the limits imposed by law or University regulations, because of age or citizenship or for other arbitrary or personal reasons.

3. Knowing violation of the University policy, including the pertinent guidelines, applying to nondiscrimination against students on the basis of handicap.

4. Use of the position or powers of a faculty member to coerce the judgment or conscience of a student or to cause harm to a student for arbitrary or personal reasons.

5. Participating in or deliberately abetting disruption, interference, or intimidation in the classroom.

Procedures for Disputes and Complaints Against Faculty

The informal procedure for resolving disputes between faculty and students is through the Campus Ombuds Office. The Ombudsperson can advise the parties on grievance procedures, investigate, help identify, and evaluate options for resolution, or act as a neutral mediator in an effort to resolve the issue (see below).

The formal procedure, if a student or other member of the community maintains that a faculty member has violated the Faculty Code of Conduct, is to follow the grievance procedure: the student first attempts to resolve the issue by going to the Chairperson of the department, next the Dean of the School or College, and then the Vice Chancellor for Faculty Relations in that order, if necessary. After exhausting these channels, the student may take his or her grievance to the Academic Senate for review.

The Charges Committee of the Academic Senate reviews charges of violation of University policy brought against faculty by any member of the campus as well as the general community. Matters brought to the attention of this committee can sometimes be resolved informally. Any individual may consult privately with the Chair, or with a member designated by the Chair to bring about the informal disposition. All discussions are held in strict confidence. If the Charges Committee, after a factual investigation, makes a finding of probable cause, the matter is referred to the Committee on Privilege and Tenure. In such a case where probable cause has been found to exist, the Committee on Privilege and Tenure may conduct a formal hearing. It then reports its findings and recommended sanctions (if any) to the Chancellor. The Senate recommendations are also sent to the parties involved in the case and to the Chairs of the University and Divisional committees on Privilege and Tenure. The permissible disciplinary sanctions are written censure, suspension (other than interim suspension with pay), demotion (in rank or in salary step), and dismissal from the employ of the University.

The Committee on Privilege and Tenure also inquires into grievances brought to it by Academic Senate members regarding administrative actions affecting them. The Chair of this Committee or the Chair of the Privilege and Tenure Grievance Committee can direct faculty members to the appropriate committee for matters of misconduct or grievance (Academic Senate Office; 310-825-3851).

Student Code of Conduct

Underlying UCLA's educational goals are basic values that everyone at the University must respect, if UCLA is to function as a community of learners. These goals include intellectual honesty, mutual respect for the individual's right to freedom of thought, belief, and expression; freedom of inquiry; freedom from discrimination on the basis of any arbitrary or personal reasons; and the abhorrence of intimidation, harassment, disruption, or violence aimed at limiting these freedoms or interfering with a student, faculty, or staff member's performance of his or her University activities.

In particular, students are expected to abide by specific conduct regulations (found in the Dean of Students' Office, the Office of Residential Life, the Center for Student Programming, and other Student Affairs offices; available on-line at *http://www.deanofstudents.ucla.edu/conduct.html*). Violations may result in sanctions ranging from a written warning up to dismissal from UCLA and may include mandatory community service work and participation in remedial educational programs. While it is impossible to list all possible violations, the following types of behavior, or attempted behaviors, are provided as examples of prohibited student conduct:

Procedures for Grievance Against Students

Table A2	Types of Prohibited Student Behavior

1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University are examples of prohibited student conduct. Cheating includes such behaviors as fabricating lab data, unauthorized collaboration on assignments, submitting the same paper in more than one course without permission, having someone else take the student's exam, or plagiarizing a paper. (For more specific information on preventing and confronting academic dishonesty, see the preceding section on "Academic Dishonesty.")

2. Forgery, alteration, or misuse of University documents, records, keys, or identifications. For example, forging an instructor's signature on a "Permission to Enroll" slip is a violation of this policy.

3. Theft of, conversion of, or damage to any property of the University or property of others while on University premises. For instance, shoplifting from the UCLA Store is a violation of this policy.

4. Unauthorized entry to or use of University properties, equipment, or resources. A student who went into an instructor's desk and removed an exam without the instructor's permission would have violated this policy.

5. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or any other University activity. For example, a student's continued outbursts in the classroom or a student group's blocking the entrances to a classroom would be violations of this policy.

6. Physical abuse, threats of violence, or conduct that threatens the health or safety of any person on University property or in connection with official University functions. Rape and acquaintance rape are violations of this policy, as are credible threats made to an instructor by a student.

7. The use of "fighting words" by students to harass any person or persons on University property, on other property to which these policies apply as defined by campus implementing regulations, or in connection with official University functions or University-sponsored programs. According to the University-wide Policy on Student Harassment, 'fighting words' are those personally abusive epithets which, when directly addressed to any ordinary person, are, in the context used and as a matter of common knowledge, inherently likely to provoke violence whether or not they actually do so. Such words include, but are not limited to, those terms widely recognized to be derogatory reference to race, ethnicity, religion, sex, sexual orientation, disability, and other personal characteristics. 'Fighting words' constitute harassment when the circumstances of their utterance create a hostile and intimidating environment which the student uttering them should reasonably know will interfere with the victim's ability to pursue effectively his or her education or otherwise to participate fully in University programs and activities.

8. Actual or attempted use, possession, sale, distribution, or manufacture of controlled substances identified in Federal or State law or regulations, except as expressly permitted by law, or of illegally obtained controlled substances on University properties or at official University functions. This includes the actual or attempted use, possession, sale, distribution, or manufacture of alcohol on University properties or at official University functions that is unlawful or otherwise prohibited by University policy or campus regulations.

Faculty members may find it necessary to use formal University channels for handling alleged violations of the Student Conduct Code. The instructor begins the process by submitting a written account of the alleged violation to the Dean of Students. From this point, the Dean of Students will deal with the student directly. The proceedings that follow involve a hearing either by the Student Conduct Committee or an assigned Hearing Officer. The UCLA Student Conduct Code of Procedures, which is available in the Dean of Students Office, outlines this process.

The student will be notified in writing of the conduct in question, the University policies or campus regulations allegedly violated, and student conduct procedures. A counseling interview will then be conducted by the Dean where the charges are discussed and the student's defense is heard. If the student admits culpability, the Dean may impose one or more of the following sanctions: restitution, warning, censure, loss of privileges and exclusion from University activities, suspension, or dismissal.

If the student does not admit culpability and the evidence against him or her is strong, the case is referred to the Student Conduct Committee. The Committee consists of two faculty members, one graduate student, one undergraduate student, and a fifth member appointed by the Chancellor from the staff. A hearing is conducted by the Committee or by a Hearing Officer, after which a final report and recommendation of sanction, if any, is submitted by the Student Conduct Committee to the Chancellor. The student may also submit to the Chancellor any written argument or augmentation to the record supporting the student's position. The final decision is made by the Chancellor as to imposition of sanctions or dismissal of charges.

Avoiding Sexual Liaisons with Students

The University Committee on Privilege and Tenure (UCPT) has adopted the following rules concerning sexual liaisons with students:

Faculty members must understand that "romantic" or any kind of socio-sexual liaison with current students can:

- seriously compromise the student-teacher relationship, to which all faculty members have primary professional responsibilities;
- in a course or class environment, seriously impair the educational environment not only for the principles in the relationship but for the faculty member's other students;
- give rise to charges of unacceptable discrimination by the faculty member's other students in regards to grading, references, access to laboratory equipment or other resources and educational opportunities;
- may prejudice the faculty member's defense in the eventuality that sexual harassment or discrimination charges may arise from such a relationship.

UCPT defines "current student" as any student currently enrolled in a faculty member's course or under a faculty member's supervision or direction for research, honors, thesis work, etc. The UCPT "Statement of Position" does not refer to socio-sexual liaisons existing before or established after the faculty-student relationship.

The Campus Ombuds Office

The Ombudsperson is a neutral and independent person who will listen and help with grievances or concerns from all members of the campus community (students, staff, faculty, administration) on a confidential basis. Acting impartially, the Ombudsperson may investigate unresolved grievances or facilitate the resolution of problems for which there are no established guidelines. The Ombudsperson can also make recommendations for review or change, when the policies or practices of the institution are generating conflicts or grievances.

Individuals seeking informal or non-adversarial approaches to resolving conflicts are especially advised to contact the Ombuds

Office (Suite 105, Strathmore Building; 310-825-7627; *http://www.ombuds.ucla.edu/*). All matters are handled confidentially. No action is taken without the permission of the individuals concerned. The office can provide information regarding the interpretation of university policies and regulations, as well as guidance to individuals who wish to pursue issues on their own. The Ombudsperson can be particularly helpful for those grievances regarding actions that, while they may not constitute a violation of policy, nonetheless are a cause of distress or difficulty for the parties involved.

The Ombuds office is also a designated Sexual Harassment Information Center for students, staff, and faculty. The office staff is experienced in working with issues such as sexual harassment; insensitivity to matters of race, gender, or sexual orientation; abuse of power; and ethics. In addition to responding to individual situations, the Ombuds office can provide brief workshops and presentations on those topics as well as structuring processes for addressing department-wide conflicts around these issues.

Avoiding Complaints

Over the years, the Ombuds Office has observed similarities in the circumstances that lead students to complain formally about faculty members. The great majority of complaints that come to the Ombuds Office could probably be avoided if faculty were aware of behaviors that often lead to such charges. Sensitivity and an emphasis on clear communication are important factors in creating a comfortable classroom situation for students. Because of differences in power, status, and maturity between faculty and students, however, it is very difficult for most students to confront teachers directly about their concerns. Therefore, faculty should be alert to and prepared for the following potential areas for student complaints:

Poor Communication

This can take the form of inadequate or nonexistent syllabi, contradictory instructions, or poorly defined expectations. A critically important precaution for avoiding charges is having specific and clear communication with all students about assignments, expectations, and standards.

Perceived Unfairness

Equal and consistent treatment is essential to students' feeling that they are being treated fairly. Thus, faculty should avoid any signs of favoritism toward students. Equally inappropriate is belittling students or otherwise subjecting them to ridicule. It is important to be equally available to all students. Since many UCLA students have jobs, faculty office hours are not always sufficient to meet their needs. Some provision for student contact beyond office hours, such as additional appointments can make a big difference in accessibility.

Also, recognize that there are sometimes legitimate extenuating circumstances that affect the student's ability to take an exam, show up for class, or meet a deadline. Instructors should be sure that students know their preferences for handling such circumstances. If an instructor requires proof beyond the student's word (e.g., a doctor's note), he or she should let that be known as part of a general policy rather than asking for proof only after a student tells his or her story; students tend to interpret such requests as an expression of disbelief or distrust.

Racial Harassment

A common complaint heard from students of color and international students is the feeling that they are singled out in class to serve as a spokesperson for all persons of their race or nationality. Although an instructor may be well-intentioned in creating an environment in which various viewpoints are heard, the targeted student often feels reduced to his or her racial, ethnic, or national identity. Another source of complaints is the use of negative racial or ethnic humor, or stereotypes. Students' perceptions of the meaning of a teacher's comments —especially regarding racial, ethnic, or sexual matters—are often quite different from what the instructor intended.

Sexual Harassment

The University of California is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Specifically, every member of the University community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited by law and by University policy. It is the intention of the University to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior that violates this policy (Academic Personnel Manual, Section 035-0). Being sensitive to signs of student discomfort in academic, professional, or informal situations may help alert faculty members to the need to clarify a sexually ambiguous situation. Encouraging students to ask questions or meeting with students in groups are options if the instructor is concerned with student perception of his or her intentions.

Section B: Teaching Practice
Course and Curriculum Planning

Designing an Undergraduate Course: Aligning Course Objectives, Assignments, and Assessment

Setting course objectives and goals that align with course assignments and assessment tools is critical to successful course design. Instructors are well advised to develop a concrete set of objectives defining what they expect students to accomplish during their 10 weeks of study. When creating these objectives, instructors should ask themselves what they believe students should know coming into the course, as well as what they should know once the course is completed. For instance, will incoming students be expected to have prior knowledge of the subject matter or experience with specific skills? Will students have the opportunity to improve their writing skills? Will an emphasis be placed on developing critical analysis? How much technology will be implemented throughout the course? Once the course is completed, should students' knowledge of the subject matter be limited to a set of facts or should they have the ability to apply what they have learned in situations outside of the classroom? The questions that underpin the course objectives will depend heavily on the discipline and should eventually be matched to learning activities and assessment.

Given the perceived drop-off in the academic proficiency of lower-division students, instructors face the temptation to lower their expectations of students. Most faculty members do not succumb to this temptation and have, instead, tried to present complex material in a variety of ways that can be understood by a broad range of students. Nonetheless, conflicting student needs create significant challenges for faculty when designing an effective lower-division course. More often than not, students within the same class will complain that the course materials are too advanced or too remedial. Striking the right balance requires planning that often improves with experience. Most departments maintain a file of old syllabi from previous courses, so that new faculty, or faculty teaching a course for the first time, can see how other instructors have handled any potential difficulties.

The following suggestions for course preparation and classroom operations represents the collective view experienced by a group of veteran faculty members when asked about designing an undergraduate course at UCLA.

Preparing Your Course

A course syllabus should be more than a straightforward list of topics, readings, and examination dates for a particular course, although, clearly this information is important. The best syllabi also outline the settings, conditions, expectations, and performance criteria for students in the course (see for example, Grunert 1997). Instructors should provide a syllabus on the course website, and on the first day of the course, so that students can decide with full knowledge whether they wish to stay enrolled in the course. Helpful suggestions regarding likely syllabus content are given in the attached box.

In addition to covering the basics, the best syllabi address most, if not all, of the following questions:

Why Should a Student Take the Course?

How does the course make a difference as part of the discipline? How does it fit into the general education program, or the major? Comments by students who previously took the course can provide a useful peer view. When this idea is implemented using a course website, these comments can include small video or audio clips, although, as with all use of student names and quotations, this public use requires the acquisition (and archiving) of approval forms.

Table B1	UCLA Ombuds Office Suggestions for Course Syllabi Content

Basic Information

Full number and title of course.

Full name and title of instructor.

Office, telephone, and e-mail contact information (and policies for use). Names and contact information of any others involved in the course, such as TAs, discussion group leaders, guest instructors, etc.

Web address for course (available from the divisional or departmental computer support person).

Day(s), time, and location of class meetings, and office hours.

Course Description and Goals

Relation of course to the discipline, the major, or the general education/honors program. Explain all prerequisites for the course, including previous courses taken or a passing score on a placement exam.

Objectives and rationale of the course. Inform students of what they will have gained by the end of the course. Is the purpose of the course to increase their problem-solving abilities, improve their communication skills, sharpen their understanding of moral ambiguities, or to allow them to translate knowledge from one context to another? Why are the objectives important, and how will different parts of the course help students accomplish those objectives?

Explanation of the instructor's grading criteria

Explanation of the relationship between readings and lectures or class activities.

Specific List of Course Requirements

Required texts and other materials, as well as where to find these texts (e.g., UCLA Bookstore, College Reserves).

Class attendance and participation policies. Specify absence and excuse policies (remember that students cannot be graded on attendance unless it is a specific academic requirement). Clarity about what "class participation" means is especially important. Does it include students asking the instructor questions, answering the instructor's questions, and/or responding to other students' comments? Or are there other criteria?

Discussion, group or lab participation policies, including course website bulletin board or electronic discussion participation.

Computer prerequisites/skills needed.

External requirements: field trips, lecture or concert attendance, etc.

Papers or projects (and drafts of same).

Examinations.

Indication of any flexibility in the above requirements, with information about how changes are negotiated.

Statement regarding accommodation for students with disabilities.

Clear Statement of Grading System

Identify the number of points, or percentage of the course grade, assigned to each exam, paper, project, or assignment.

Clearly identify any portion of the course that is required in order to pass the course, such as taking the final exam.

If the course fulfills a major or general education or honors requirement, indicate what minimum grade is needed to fulfill that requirement.

Specify any grade consequences for missing deadlines.

If the class is graded on a curve, explain how the curve works.

Inform students about opportunities for discussing grades.

Table B1 UCLA Ombuds Office Suggestions for Course Syllabi Content (continued)

Academic Integrity

Spell out the class policy regarding student academic misconduct, with specific reference to cheating and plagiarism, and consequences. If the instructor allows students to assist one another or collaborate on homework, papers, or projects, he or she should specify the limits on that collaboration. Can students hand in the same paper? How should they acknowledge the fact and degree of their collaboration? What is the difference between working together and cheating? (See "Academic Integrity" chapter.)

Course Schedule

Give students as much specific detail as is feasible regarding class topics.

Provide questions to guide/focus student thinking on each topic.

Highlight reading assignment deadlines, draft and final paper due dates, and exam dates.

Rules Regarding:

Classroom procedure, if relevant.

Use of materials, computers, or particular software in class, in labs, or during examinations.

Written assignments, including length, acceptability of handwritten work, citation style, and requirements of grammar and format, including punctuation and spelling, and any grading implications of neglecting these requirements.

Supporting material for answers or solutions on quizzes, homework, lab reports, or exams.

Use of e-mail or Web etiquette.

In General:

1. Be as specific as possible.
2. If students are to be held responsible for knowing about oral announcements of requirements during the course (a risky procedure), they should be forewarned in writing.
3. If changes are made in the syllabus, especially related to requirements, grading, or deadlines, these should be distributed in writing, with effort made to reach all students in the course.
4. If the faculty member, or his or her department, has a system of identifying students who do not meet prerequisites or other requirements for the course, it is well to warn them in writing that this can happen, and that it may require their disenrollment at a potentially inconvenient time. (Such notice must also be published in the Schedule of Classes.)
5. In scheduling exams or other written assignments, keep in mind that students should have an opportunity to receive some grade evaluation in the course before the deadline in case they wish to drop the class as a result (see "Counseling and Advising Students" chapter).
6. If the instructor or a colleague has recently been engaged in a time-consuming dispute with a student over a particular issue, it is worth paying attention to the contested issue in preparing future syllabi.
7. Try to make students as aware as possible of any resources that can help them in the course such as the computing commons (CLICC) in Powell (http://www.clicc.ucla.edu/).

(The UCLA Ombuds Office and the Office of Instructional Development gratefully acknowledge Robert Shelton, Ombudsperson at the University of Kansas, for granting permission to borrow heavily from his syllabus memo.)

What are the Objectives of the Course?

Where does it lead, intellectually and practically? Students should be able to find out what they will have gained by the end of the course, and also what they will be able to do better afterwards. Is the purpose of the course to increase their problem-solving abilities, improve their communication skills, sharpen their understanding of moral ambiguities, or allow them to translate knowledge from one context to another? Why are the objectives important, and how will different parts of the course help students accomplish those objectives?

What are the Prerequisites?

Students should be given some ideas about what skills they should already have before taking the course, so they can realistically assess their readiness. Will they be expected to know how to compare and contrast, to analyze and synthesize, or will they be taught those skills during the course? Similarly, will certain computer skills be assumed, or will students be taught the relevant software or web-based skills they need to know? On the course website, links can be added to on-line references of concepts, terminology, formulae, etc., which students are assumed to know and need to be able to use. On-line self-tests of required knowledge provide students with a way to assess their own readiness. If linked to self-study materials, such materials can help students fill in a few missing gaps or review concepts.

Why is the Course Organized in This Way?

Why do the parts of the course come in the order they do? Most syllabi note the order in which topics will be discussed, but make no attempt to explain the way instructors have chosen to organize the course. Sections of the syllabus are usually titled, but only infrequently are questions provided for students to help them put the reading assignments and homework into context. The course website structure can be used effectively to present the relationships between topics and the components of the course (lectures, discussions, readings, assignments, exams, etc.)

What is the Course Format?

Will the course be primarily lectures, discussion, or group work? When a percentage of the grade is for class participation, what does the instructor expect from the student--regular attendance, questions, or answers to questions? Will the students be given alternative ways to achieve success in the class, based on different learning styles? Will any of the delivery or participation be in an electronic format and, if so, how will it be evaluated? The course organization and format also implies a good many expectations on the part of the instructor. The instructor should also state, in very explicit terms, the expectations with regard to: attendance, collaboration with other students, format of written assignments, correct citation practices, and the stance on student conduct in the course.

What is the Purpose of the Assignments?

Students are frequently told how much an assignment will count toward the final grade and how many pages long it must be, but they are rarely given any ideas about what it will demand of them or the goal of the assignment. Will students be required to describe, discuss, analyze, provide evidence, criticize, defend, compare, apply? To what end? If students are expected to present a project to the class, are the criteria for an effective presentation made clear? Is it acceptable for students to work together on assignments? If so, under what conditions and how will the instructor grade the collaborative work? How will technology be used to submit and provide feedback on assignments?

What is the Purpose of the Readings?

Faculty often ask "how much is too much reading?" The answer is, "it really depends on the objectives of the reading." In a philosophy class, one phrase in a text may constitute a whole month's reading. In other courses, instructors may wish students to skim 50 pages for certain key points as the basis for a five minute discussion. While an instructor may have an ideal regarding a student's workload, it is perhaps helpful to think of this in terms of the student's likely context. Most students take 12 credits per quarter, some as many as 15. It has often been suggested that for every hour in class students

should spend two hours in outside preparation. However, many students also have full-time jobs which help to pay for their schooling. While this is clearly not the choice of the instructor, it is helpful to know that many of the students in their class may lead highly complex lives, with jobs, families and other outside responsibilities. This means that they are much more likely to do the reading, if its relevance and the approach that should be taken to it are made very clear.

The easiest way to indicate these elements to students is to give them "questions to guide the reading" on the syllabus. By incorporating the answers to these questions in class, relevance is made clear, and by carefully structuring the questions the intellectual process of engaging a text in the manner of the discipline is modeled. Thus if the one phrase in philosophy generates 20 questions, the student knows he/she had better read in extreme depth and with great care. If the 50 pages only generate one question, the student knows they are looking for a general impression, or perhaps only one particular slant on a complex topic. Even students who have conscientiously done the reading may appear to the instructor not to have done so because they did not know what to look for as they read. Again, questions to guide their thinking as they read help them to participate much more freely and confidently in any ensuing class discussion.

Where Possible Design the Course to Include Significant Written Components

Many students complain about having to write because they are nervous about their composition skills; they will not overcome this anxiety, however, unless they have to write regularly. The inclination to rely exclusively on multiple-choice and true/false examination formats is great in the largest lower-division courses. Students often prefer this format because it rewards those with good memory skills. The format does not, however, tap into the ability of students to formulate arguments, to be precise in their thinking, or to synthesize disparate and seemingly unconnected pieces of data into a logical structure. Instead, open-ended questions, calling either for short, paragraph-length answers or longer essays (either in-class or take-home essay assignments), can test these abilities and more accurately assess students understanding of the complexities of course material (see "Examination and Grading at UCLA" for details.) Students who expect fixed-choice examinations in the class tend to take notes that are highly detailed and filled with facts and figures. Those who expect lengthy writing assignments are more likely to take notes that contain broader, more analytical ideas that would conceivably assist them in developing a written argument or treatise.

Faculty report that the use of electronic mail (either in the form of listservs, bulletin boards, or virtual office hours) can add both a discussion and a writing dimension to courses. Students may need help initially in understanding what constitutes a thoughtful and appropriate posting, how their contributions will be evaluated, and what level of participation/response they should expect from the instructor and teaching assistants. The outcome can be very rewarding however, for instructor and student alike, as students seem to encounter "writer's block" far less often when using electronic means of communication.

For more information on developing written assignments and exams, see the section Student Writing.

What will the Tests Test and Why were Particular Tests Chosen?

Memory? Understanding? Ability to synthesize? To present evidence logically? To apply knowledge in a new context? How will the examinations be structured? What is their relative importance in the course and for the discipline? Is the emphasis in the course on primary or secondary materials and why? This might also be a good opportunity for the instructor to mention his or her stance toward academic dishonesty. Some instructors mention very explicitly at the outset that they photocopy all assignments turned in by students, and that requests for re-grading are compared with the original submission. This statement alerts students to the fact that instructors are very careful in their documentation and grading practices.

Meet with Teaching Assistants (TAs) Regularly to Plan and Review the Course

Meetings with TAs before and during the course are an excellent way to achieve collective goals and to assess the progress of the course. Discussion of course procedures, TA responsibilities, grading expectations, examination construction, and the use of technology such as electronic mail and the course website, will minimize any uncertainties and ambiguities that may arise during the quarter, and ensure everything runs smoothly for everyone involved (see also the Working with Teaching Assistants section below). A separate listserv and website for use by just the instructor and teaching assistants can also assist in the sharing of materials, facilitate on-going discussion and problem solving, and improve communication throughout the course.

Selecting and Ordering Course Textbooks and Related Materials

Textbooks and other course materials play a critical role in a student's college education. They supplement and enhance classroom instruction, provide students with additional references and points of view, and are excellent review tools.

Textbooks

The instructor is the single most important factor in determining students' perceptions of the value of their textbooks. The cost of textbooks has risen dramatically in recent years, and some students may opt to go without a textbook if they believe they can get the information they will be tested on elsewhere. It is important to consider how much of the material covered in class, referred to, and tested on, comes from textbooks when putting a book list together. Books that are not essential to the course curriculum can be placed on reserve rather than ordered by the bookstore (see "University Libraries" chapter for reserve information). Other materials may be distributed via the web, provided the appropriate copyright clearance has been obtained.

Most faculty members order their textbooks through the UCLA Store, operated by the Associated Students UCLA. Depending upon the academic department, books will then be stocked in the textbook area at one of three UCLA Store locations: Ackerman Union, LuValle Commons, or Health Sciences. Instructors should consult with their departmental textbook coordinator to find out where their textbooks will be stocked. Each Store location has one or more textbook buyers who work with faculty, publishers, and distributors. Textbook buyers have many resources with which to assist faculty members, including "Books in Print" and other databases, and publisher catalogs. Faculty members should contact the Store buyers with any questions.

Instructors are asked to submit their textbook lists by a certain date to ensure adequate time to process and order books, so that they will arrive in time for the start of classes. Lead-time is longest for Fall (the due date is in May), so that the buyers can contact faculty with questions or problems before the summer vacation. If requisitions are submitted on or before the due date, the textbook department guarantees that the books will be on the shelves by the first day of class or the students get their textbooks for free. (There are a few exceptions: the guarantee does not apply if the book is out of print or otherwise unavailable from the publisher, or if shipment is delayed by strike or natural disaster.) Faculty members who submit course requisitions on schedule receive courtesy discount cards, good for 20% off in the BookZone (general book) department of the UCLA Store, for that quarter or semester.

The UCLA Store has recently changed its requisition process from a paper-based system to an electronic one. The electronic system parallels the old paper system and uses the Store's website (*www.uclastore.ucla.edu*) to collect requisition information from instructors or department textbook coordinators. Instructors can look up textbook information from previous quarters and search an extensive on-line database for specific information on each title under consideration: ISBN, copyright, edition, and publisher name. Instructors are also asked to provide estimated enrollment figures. Faculty members who experience a large increase in enrollment, decide to cancel a book, or otherwise alter their book list should notify the UCLA Store immediately.

Faculty members should also consider carefully whether they will require a textbook or make it optional. Students tend to buy all required books initially and then weigh the decision to purchase optional texts, depending on the emphasis in class or their particular interest in the subject. Instructors concerned with the total cost of their books will find price information at the UCLA Store website. The UCLA Store works to secure as many used textbooks as possible to save students money.

Some instructors order their textbooks through off-campus bookstores. Faculty members should contact the individual bookstore to ask about lead time and title availability. The information needed is similar to that required by the UCLA Store. In choosing a bookstore, remember that many students do not have access to cars, so try to order books at a store as close to campus as possible. Also, instructors should include the bookstore's name and address on their syllabus and course website.

Course Readers

Sometimes instructors may want to use customized course materials, usually referred to as "course readers." A course reader may be a compilation of materials published in various sources, a reprint of an out-of-print text, unavailable imported material, special class notes, course syllabi, lab manuals, or a prototype text. On campus, Associated Students UCLA operates the Academic Publishing service (*http://www.uclaestore.com/ucla/textbooks.asp?*) to provide course readers. Academic Publishing course readers are stocked on the textbook shelves of the UCLA Store, and Academic Publishing offers a guarantee similar to that of the textbook department, as well as the same courtesy discount card for faculty. Off-campus copy shops in Westwood also produce course readers; these suppliers generally require that students purchase their course readers at the copy shop.

An instructor putting together a course reader must consider the important issue of copyrights. Copyright infringement is a serious matter; publishers who file suit typically name the instructor as well as the copy shop. The University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research (April 1986) spells out "fair use" guidelines so that instructors can avoid copyright infringement. The Policy is on-line at *http://www.ucop.edu/ucophome/uwnews/copyrep.html*. Academic Publishing secures all copyright permissions in accordance with University policy. Faculty members who use off-campus suppliers should make sure that they do the same.

The cost of course readers varies depending upon the royalty charged by the publisher and the number of pages being reproduced. Instructors should get an estimate of the selling price before ordering multiple copies of a reader. Sometimes a single article or illustration significantly increases the cost of the reader, and in these cases an instructor may choose to put that particular item on library reserve instead of including it in the reader. Course readers, once purchased by students, are not returnable or refundable.

Media Resources

A range of non-print resources are available from UCLA libraries and from the Instructional Media Collection and Services for use in classrooms, libraries, and the Instructional Media Lab. The Instructional Media Collection currently has a teaching collection of films and videos. Be sure to book the use of materials well in advance. If the required material is not available, the IMCS will order new material, if it has broad teaching application. Mini-grant funding may be used to request the acquisition or rental of items not currently available (see section on grants below). Acquisition of such materials can be a lengthy process. It is wise, therefore, to place all media requests at the same time as textbook requests are due.

Not all general assignment classrooms are equipped with the full range of projection equipment. In order to ensure the ability to show materials in a classroom, it is critical that instructors discuss their requirements with Audio Visual Services one quarter in advance so that AVS can work with the Scheduling Office to schedule the course into an equipped classroom. Last minute requests can rarely be filled.

Web-Based Resources for Instruction

A broad range of digitized materials is as available to today's instructor as their Internet browser. Places to look first are previous course websites in the departmental archive, College Library electronic reserves, Charles E. Young Research Library discipline-specific web pages, pages maintained by academic associations, repositories such as MERLOT, websites from other institutions of higher education with reputations for excellence in teaching the discipline, and the pages of discipline-specific publishers. In most cases, the pages themselves will make it clear what right the instructor has to copy or link to the electronic materials they wish to use for instructional purposes.

The Instructional Enhancement Initiative

The Instructional Enhancement Initiative (IEI) began in July 1997 with the goal of enhancing instruction with computer-delivered course materials and services throughout the undergraduate curriculum at UCLA. The IEI fee is a course-materials fee paid directly by students each quarter on a per credit basis for courses in the College of Letters and Science. In fall of 2003, the Henry Samueli School of Engineering followed suit and now charges their own course materials fee to support computing resources for undergraduate coursework. In 2006, the fees were $6 a unit for courses within UCLA College and $7 a unit for courses within the Samueli School of Engineering.

Course Websites

If the course has been previously taught, it is highly likely that there are archived versions of websites used for the course in previous quarters. Websites are automatically created for all courses in the College of Letters and Science and in some of the professional schools. The computing support staff in each division and department can provide instructors with information about how to update an existing course website page, or how to create one, and what functions and services are available. For example, the services for the course are likely to include a listserve, a discussion or bulletin board, and a chat room. The specific list of functions will depend on what web software the division or department is running. A good first step is for instructors to make an appointment with the local computing resource person in their department or division.

Support for Instructors

Although it is easy to be enticed by the newest, slickest web page software, it is wise to start by understanding what server software is supported by the staff who will be maintaining the course website. Enthusiasm for innovation and diversity is better directed towards innovative content, enabling the instructor to focus on the course materials while technical colleagues focus on ensuring that there is a reliable and accessible website for the students and teaching assistants. These same support staff will also explain what support is available for the scanning and creation of new materials, and the processes by which to upload files to the course website. Please refer to the chapter on "Technology and Teaching" for more information about other services available to support the integrating technology into a course.

A broad range of services is available at UCLA to support the development and use of technology in instruction. The list of technologies available to enhance instruction is quite varied, ranging from commonplace tools like e-mail and web pages, to assisted help in computer labs or involved design and production, to "teaching the teachers" with technology training. The chapter on "Technology and Teaching," in this Guide, as well as the Office of Instructional Development's website at http://www.oid.ucla.edu, are good places for up-to-date information about support services.

Once Class Begins

Talk to Students about the Structure and Logic of the Course

Beginning with the syllabus, make the structure and logic of the course clear for students. Then continue to emphasize this structure every class, pointing out how each lecture, assignment, reading, or use of the course website, fits into the overall scheme. In this way, the instructor is modeling the form of their own academic discipline for students—by

teaching them how to think like someone well-versed in the field. Subsequent information, when presented to students in this or future classes, will then be absorbed much more easily into the already extant intellectual structure. Additional levels of detail can be added to the syllabus that is posted on the course website, on a week by week (or lecture by lecture) basis, to reflect this growing corpus of information within the course structure.

Make Learning Active

It is very tempting for students to read the Daily Bruin or write letters during a lecture if they feel that they are not accountable for their behavior. If lectures are interspersed with questions to students, it keeps them engaged in the learning process. Although a large lecture class cannot have the same type of discussion as an intimate seminar, it is still possible to involve students in a modified discussion format or engage active participation through new technologies, such as Classroom Response Systems (see "Technology and Teaching" for details). These interactive components of the lecture can also be used to respond to, or further expand upon, questions or comments made in the on-line discussions. Doing so helps to integrate the work outside the classroom with the work being accomplished face-to-face, as well as to increase participation in both types of discussion formats.

Organize Lectures into Distinct Segments, with Appropriate Notes on the Board, Overhead, or Powerpoint

A lecture will be more comprehensible if it is broken down into several 10- to 15-minute mini-lectures. This practice helps students see the structure of the class. It will also give the instructor the chance to build in stopping points for questions or reiteration. Students tend to take substantial notes during the first 15 or 20 minutes of a lecture, with a noticeable drop off in the remainder of the class. Structuring a lecture into smaller, well-defined segments of 15 or 20 minutes will help to offset this declining student attention. Also, effective use of visual reinforcement (e.g., the board, overhead, or laptop projected onto the screen), announces to students that the information to be given is important. Nearly all students will write down information seen visually—and reinforced by the instructor—while barely half will identify and write down critical lecture ideas spoken alone. Instructors should, therefore, give attention to such issues as illegible handwriting or cryptic abbreviations, both of which may frustrate students' note-taking.

It is important to present information on overheads or powerpoint slides at a pace which matches the complexity of the information and the learning required. Augmenting what is being projected with additional information, such as context and examples, will help students effectively take notes in combination with provided lecture notes. Overall, it is very important to remember that just because it is possible to "cover" more material using pre-prepared slides, this does not mean that students can necessarily "absorb" the material any faster.

Talk to Students about Note Taking

Instructors should consider talking to students about the type of notes that they should be taking in the course. Research indicates that high-achieving students take much more extensive notes that include sidebars, comments, and their own reactions to the material. Many faculty make some level of lecture notes available on their course websites. This can be done prior to the lecture or following the lecture. Regardless of the timing, faculty report that this strategy has changed what can be accomplished during the class time itself. Contrary to popular belief, many faculty have found that making lecture notes available prior to the class has resulted in increased attendance and a more targeted discussion, because students come better prepared about the lecture topics. Faculty who remain worried about the effect of posting full sets of notes, might instead post outlines with key concepts written but not defined, so that completion of the notes requires lecture attendance.

Obtain Feedback from Students throughout the Course

There are a number of effective ways to assess the extent to which students understand the content of lectures (see "Measuring and Evaluating Teaching" for detailed list).

Ask questions at various points throughout the class.

Employ a Classroom Response System to gauge student

comprehension.

Randomly select a couple of students at the end of a lecture and ask to borrow their notes until the next class meeting. These notes, when compared with what the instructor thought students were hearing, will be revealing. It will not only tell the instructor how students interpreted his or her presentation, but it will also help focus succeeding lectures and discussions.

Give students a chance to evaluate the course midway through the term; faculty members can design their own mid-term feedback form that asks students particular questions about how confident they are feeling about the material, how they are understanding lectures and discussion sections, how well the reading assignments and lectures are working together, etc. Always be sure to respond to any feedback the very next class, so that students can see that their input into the teaching and learning process is valued.

Have students do a Minute Paper at the end of class. In the last five minutes of class, ask students to write down on a piece of paper either (a) the most important idea they obtained, or (b) the biggest question they have remaining, from the day's class. Collect these and then use student responses to focus your next lecture, or clear up any problems that may be hindering learning.

On-line evaluation forms, quizzes, and questions can provide a quick mechanism for obtaining regular feedback from students, as can using the course listserv or bulletin board.

Regularly Assess Student Progress

It is important to give students short assignments, quizzes, or exams throughout the quarter so that both the instructor and students will know where they stand. Do not make too many assumptions about material that students should know before the course begins. Technical terms, concepts, and formulae should be defined and discussed, even if only in a very brief update, as a lecture topic is introduced. On-line materials, which are specifically targeted to the learning level of the students and to the topic, can provide references to terminology, concepts, formulae and other key concepts which are fundamental to the course, and can be linked to the course website.

Electronic mail discussions, self-assessment in the form of on-line quizzes, and previous exams on the course website, can provide feedback both to the student and to the teaching assistants and instructor on student progress.

Integrate Tests and Assignments Carefully into the Course

Tests and assignments should be an integral part of the course, arising from the same educational goals as the rest of the syllabus. This means that instructors should test in the way they teach, modeling the test/assignment thinking process in class. If discussion-based essays are the method of assessment, questions in class should model the kinds of argument students will write in their essays. If fixed-choice tests are to be used, then instructors should instead model the type of reasoning such tests will require. Access to prior exams and assignment keys are two of the most popular uses of course websites among students.

Approach Fixed-Choice Tests with Care

Writing effective fixed-choice (or multiple-choice) test questions is extremely difficult to do well. If an instructor is forced to use fixed-choice examinations (because of class size), it is always a good idea to scramble questions among several different versions and to position students with empty seats between them as much as possible (see the Academic Dishonesty chapter).

The Office of Instructional Development's Evaluation of Instruction Program (EIP) maintains a test-scoring service that is available to UCLA instructors who teach large undergraduate courses. EIP provides test-scoring forms that are readable by an optical scanner; EIP will then provide the instructor with a detailed statistical report. Taking advantage of this report enables an instructor to review the test questions and assess their reliability (*http://www.oid.ucla.edu/eip*).

Teaching Students with Disabilities

Course Materials for Students with Special Needs

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the Office for

Students with Disabilities (*http://www.osd.ucla.edu/*) and the Disabilities and Computing Program (*http://ww.dcp.ucla.edu/*), serve students with visual impairments, learning disabilities, attention deficit disorders acquired brain injuries, psychological disabilities, hearing impairments, mobility impairments, and health impairments. These offices are available to work with the instructor and the student to help with alternative format needs. They work with faculty to facilitate the most successful learning experience for each student who presents documentation of a specific disability. These centers will also help faculty who may have similar needs.

Students with disabilities at UCLA are capable individuals who experience some limitation that calls for adaptation of materials or alternative methods, or environments to facilitate their most successful learning. Accommodations are varied and specifically designed to meet the disability-based needs of each student. Accommodations for students with visual impairments, for example, may include readers, taped textbooks from Recordings for the Blind and Dyslexic, extended time for examinations (with a proctor to read and record test questions), or use of materials in Braille. A hard-of-hearing student may employ an assistive listening device that is used by the faculty to transmit a clear signal to the student so that the student may hear the lecture without interference. Deaf students may use sign language interpreters. Note takers are provided as well, because it is difficult for a deaf student to watch an interpreter and take notes simultaneously.

Additional support for students with disabilities may include: priority enrollment; special materials, such as large-print textbooks; assistive technology, such as the voice recognition or voice synthesizer program; and disability-management counseling. All accommodations are designed to provide access to the educational process. On-campus van service, housing assistance, and parking assistance are provided for students with mobility impairments.

See the section on "Technology and Teaching" for further information about enabling universal access.

Curricular alternatives and innovations

Considerable help is available at UCLA for instructors who wish to implement curricular innovation in their undergraduate courses. Assistance can come from specific programs dedicated to curriculum enhancement, from grants and mini-grants for individuals, from the infusion of technology, and from individual consultation on pedagogical issues. Most of this assistance is available through units administered by the Office of Instructional Development.

Programs for instructional innovation

Collegium of University Teaching Fellows (CUTF)

The Collegium was initiated in 1993-94 to provide a mechanism for UCLA's very best advanced graduate students to develop and offer a lower-division seminar in their field. The opportunity is open to advanced graduate students in all divisions of the College and across the professional schools. The experience of developing and leading a lower-division seminar serves as a "capstone" to the teaching apprenticeship experiences of UCLA's best graduate students who will seek employment in higher education. CUTF fellows each work with a faculty mentor in developing and conducting their seminars. Interested parties should contact Collegium staff at 310-206-8998 for details. See *http://www.oid.ucla.edu/students/cutf/index.html/.*

Fiat Lux seminars

Fiat Lux seminars (courses numbered 19) span the rich array of fields studied at UCLA. The seminars, taught by faculty in areas of their expertise, inform freshman students about topics of intellectual importance and enable them to participate in critical discussion of these topics with a small group of peers. Since the seminars illuminate the many paths of discovery explored by UCLA faculty, the seminars take their name from the motto of the University of California: Fiat Lux—Let There

be Light. See *http://www.college.ucla.edu/fiatlux/*.

Undergraduate Student Initiated Education (USIE)

Undergraduate Student Initiated Education (USIE) is an innovative program designed to provide a select group of juniors and seniors in the College of Letters and Science with the opportunity to develop and facilitate, under close faculty supervision, a lower-division seminar for their peers. The application and selection period is during Fall Quarter. During Winter Quarter, facilitators work closely with their faculty sponsors through a two-unit independent study focused on the content area of their proposed course, and participate in a two-unit pedagogy seminar with other student facilitators. Through these studies, student facilitators develop for review and approval a formal syllabus for their spring seminars. Mentorship with faculty sponsors continues during the Spring Quarter as students conduct their seminars.

The student facilitated spring seminars are 1-unit and graded on a Passed/Not Passed basis. They are offered through the faculty mentor's department. Enrollment for the seminars is through URSA and opens in late March. Each seminar is capped at 20 students. Students can enroll in a USIE seminar only twice in their undergraduate careers. Units earned in USIE seminars do not count toward the College's 216 maximum unit limit. Units do count toward Minimum Progress and Expected Cumulative Progress. See *http://www.college.ucla.edu/usie/*.

Center for Community Learning (CCL)

The UCLA Center for Community Learning – CCL (A265 Murphy Hall, 310-825-7867) provides opportunities for junior/senior students to link hands-on experience with classroom education. Many courses and programs are offered that require fieldwork in the form of internships or community service projects. In all instances, students are expected to apply the theories found in lectures and course readings to their experiences in the field. To help facilitate this goal, CCL provides a trained staff of graduate student coordinators who work with faculty, monitor students' progress, and help students to integrate course concepts with their fieldwork. In all, CCL serves over 2,000 students per year enrolled in its courses, and many others on a walk-in basis. Interested students should visit *http://www.college.ucla.edu/up/ccl/* for more information.

Center for American Politics and Public Policy (CAPPP)

The UCLA Center for American Politics and Public Policy in Washington, D.C. is committed to promoting significant research on American politics and public policy, to developing programs that educate students in the processes of the United States, and to providing ideas, scholarship, and knowledge to policy makers and other interested publics in California and the nation.

As part of its research commitment, CAPPP supports a Faculty Research Fellowship program. Fellowships are awarded for an academic year to assist UCLA faculty in initiating, conducting, or completing research focusing on politics and/or public policy in the United States. A Graduate Research Fellowship is also awarded each year. Graduate fellows work on their own projects and assist with faculty research.

CAPPP sponsors an annual Speakers Series on a topic of general interest to scholars and the public in the area of American politics and public policy. In addition, faculty research fellows organize speakers focused on topics related to their individual research projects.

All awards are made competitively on the basis of applications solicited each year from faculty and graduate students across the campus. Decisions are made by the Center's Advisory Committee. See http://www.cappp.ucla.edu/.

UC Center Sacramento

The University of California Center Sacramento (UCCS) Scholar Intern Program is a visionary opportunity for UC students to have professional experiences and skill-building opportunities while they live, intern, and conduct research in California's capital. UCCS is dedicated to providing students from all majors and each UC campus with an opportunity to

participate in internships tailored to their goals. See http://www.college.ucla.edu/up/ccl/uccs.htm.

Honors Seminars and Advanced Honors Seminars

Course numbers 89 and 189 are reserved for honors seminars and advanced honors seminars. The seminars are one-unit adjuncts to primary lecture courses at the lower- and upper-division levels. By using standard course enrollment procedures, faculty and students receive appropriate workload credit.

The one-unit honors seminars are designed to provide students enrolled in a lecture course an opportunity to meet separately with a faculty member in a small-group setting. The seminars explore content beyond that provided in the lecture course and discussion section. Adjunct honors seminars may be created in advance of the first day of class, or they may be added after the lecture begins in response to requests from interested students who want to participate in an adjunct honors seminar. In all cases, the seminars must be established by the end of the second week of the term.

Honors Collegium

The Honors Collegium (A311 Murphy, 310-825-1553) is an innovative educational alternative designed primarily for UCLA's promising freshmen and sophomores. Several honors seminars are taught each year by Letters and Science faculty representing the broad range of academic fields and disciplines on campus. Honors Collegium courses are generally interdisciplinary, and those in the lower-division carry general education credit. Each course is under the direction of a single faculty member distinguished in the field. See http://www.college.ucla.edu/up/honors/hchome.html.

Student Research Program (SRP)

The Student Research Program –SRP (courses numbered 99) assists undergraduates in obtaining research skills, in defining academic interests and objectives, and in becoming part of the larger university research community. SRP is designed as an entry-level experience, particularly suited to lower-division and first-quarter transfer students, and allows undergraduates early in their academic career to participate in research or engage in scholarly efforts under the direction of a faculty mentor. Typically, a student spends three to six hours per week working on the faculty research. See http://college.ucla.edu/urc-care/srp.htm.

Pedagogical Innovation

New faculty tend to teach in the way they themselves were taught. More experienced teachers may find that at particular moments in their career, they feel "stale." In either case, the instructor may feel somewhat dissatisfied with their current teaching methodologies and may be looking for new approaches. For those who feel this way, the following are suggestions that have proved successful for others:

Discuss Teaching with Colleagues

Peers are often a good source of ideas regarding how to teach a difficult concept in such a way that students find it more accessible. In departments where peer discussion of teaching is an acceptable part of disciplinary scholarship, visiting colleagues' classes can also be an excellent source of ideas and inspiration.

Search Disciplinary Journals

Most academic disciplines have at least one journal dedicated to teaching. Try seeking out discipline-specific publications and exploring them for ideas.

Look at Teaching in Other Departments

Faculty within a discipline often teach in similar ways, and for good reason—certain techniques make good sense. However, this disciplinary uniformity may limit the potential for innovation. Some of the best teachers, therefore, look for ideas outside their own discipline. What might be old hat in one department may be innovative in another, and vice versa. Conversations about teaching methods across disciplines can, therefore, be very fruitful. Try also looking at the web sites of colleagues in departments known for their innovative teaching.

Consider an Individual Consultation with an Instructional Improvement Specialist

Instructional improvement specialists are trained to consult faculty on any teaching issues they may have. Such specialists can offer ideas on both improvement and innovation. Since they consult university-wide, they have usually acquired a large pool of suggestions that can be applied in diverse settings. Such consultations are entirely confidential, and thus low-risk. Various techniques can be employed including videotaping before and after implementation of an innovation, one-on-one curriculum design, referral to technology specialists, and student focus group sessions. In all cases, instructors should first make an initial appointment with a consultant to develop a plan that will meet their individual needs (http://www.oid.ucla.edu/).

Grants and Mini-Grants for Instructional Improvement and Innovation

Instructional improvement grants support major projects designed to enhance curricular experimentation and development and to improve undergraduate instruction. The Office of Instructional Development (60 Powell, extension 59149, http://www.oid.ucla.edu/) provides consultation and support services to proposal writers and then coordinates and administers funded grants. Proposals should address the specific needs of an undergraduate course or curriculum, and represent an appropriate and cost-effective response to a clearly defined pedagogical problem. Each proposal should indicate the level of faculty, departmental, or interdepartmental support, include an itemized budget, and indicate a calendar for completion.

The following is a brief description of grant categories and the instructional improvement efforts they might support:

Mini-Grants

All regular UCLA faculty are eligible to apply for a mini-grant for the undergraduate courses they teach. Teaching assistants are likewise eligible for mini-grants, but only with the approval of faculty responsible for the course. Any small-scale project offering instructional enrichment is eligible. An individual faculty member's request may not exceed $750 for any academic year, and these funds may not be used to supplement regular departmental supplies and expenses budgets. Appropriate uses of these funds have included film rental, slide development, student field trip transportation, distinguished guest speaker honoraria, purchase of instructional software, and a variety of other small-scale instructional improvement efforts.

Major Curricular and Pedagogical Development Grants

These grants support major faculty, department, and college-initiated projects designed to enhance curricular development and instructional improvement of undergraduate offerings. Requests for proposals for the coming academic year are sent to deans, department chairs, and interested faculty in early Winter and then are due in Spring (http://www.oid.ucla.edu/). The Chancellor's Committee on Instructional Improvement Programs reviews all proposals and monitors the implementation of those selected for funding.

Suggested Readings:

Angelo, T.A. & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers, (2nd ed)*. San Francisco, CA: Jossey-Bass.

Bosworth, K. & Hamilton, S.J. (Eds.) (1994). Collaborative learning: Underlying processes and effective techniques. *New Directions for Teaching and Learning*, 1994(59).

Grunert, J. (1997). *The course syllabus: A learning-centered approach.* Bolton, MA: Anker Publishing.

McKeachie, W.J. & Svinicki, M. (2006). Countdown for course preparation. In McKeachie, W.J., *Teaching tips: Strategies, research, and theory for college and university teachers*. Boston, MA: Houghton Mifflin.

Miller, W.R. & Miller, M.F. (1997). *Handbook for college teaching*. Sautee-Nacoochee, GA: PineCrest Publications.

Neff, R.A. & Weimer. M. (Eds.). (1990). *Teaching college: Collected reading for the new instructor.* Madison, WI: Magna Publications.

Sorcinelli, M.D. & Elbow, P. (1997). Writing to learn: Strategies for assigning and responding to writing across the disciplines. *New Directions for Teaching and Learning*, 1997(69).

Sutherland, T.E. & Bonwell, C.C. (Eds.). (1996). Using active learning in college classes: Range of options for faculty. *New Directions for Teaching and Learning*, 1996(67).

Student Writing

Your Student's Background in Writing

Your students have had a varied history of writing and composition instruction, but some patterns do exist. Because most are graduates of California public schools, it is likely that their high schools, even in affluent districts, had large classes with many demands placed on their teachers. As a result, they probably did not receive much direct instruction in writing, nor did they receive much specific response to their writing. In addition, their assignments probably called for information retrieval, summary, or statements of opinion—not the kind of argumentative or analytical tasks required by most university-level assignments.

Depending on the level of class you're teaching, your students may have completed some of UCLA's writing requirements for undergraduates:

University wide Analytical Writing Placement Examination

A requirement of all UC students, this is satisfied by a majority of UCLA students by taking a placement exam in the spring of their senior year of high school. If they do not pass the exam, they must take either English Composition 2 or ESL 35. Satisfying this requirement with a grade of C or higher is a prerequisite for Writing I.

Writing I

A majority of UCLA students meet this requirement, which focuses on general academic writing, by taking English Composition 3 or ESL 36. Satisfying this requirement with a grade of C or higher is a prerequisite for Writing II.

Writing II

For students in the College of Letters and Science, this requirement introduces them to discipline-specific writing. They fulfill the requirement by taking a course designated with a "W" (e.g., English 100W) taught within a department or program in the College. First-year students can satisfy both the Writing I and Writing II requirements by participating in the year-long Freshman Cluster Program.

Given that writing is central to a liberal arts education—and is a vital life skill—teaching writing effectively is essential. Your primary job when teaching writing is to help students refine and develop their central ideas. To emphasize clarity and logic, you'll want to think through your students' writing process and consider the ways you can best help them.

Writing Assignments

Think of an individual assignment as a group of activities—a "package"—that collectively focuses on the writing process. These activities can include clarifying the assignment for your students, breaking down the assignment into stages, helping them with the process of drafting and revising and, finally, evaluating their work with points or a grade. You may even help your students to reflect on their writing once they've complete the assignment.

When drafting a writing prompt, the following questions will help define the assignment's objectives, as well as help to determine what you should cover in class to best prepare your students to write:

- What is the primary intellectual task the assignment requires?
- What do students need to know to successfully write this assignment?
- What do they have to do?
- What is the scope of the assignment in terms of course readings and outside material (what is required and what is prohibited)?

Are the "helper" questions included to stimulate student thinking clearly marked as such, rather than as questions for them to answer one by one?

Where might students get into trouble with this assignment?

Where would you begin if you were writing this assignment?

Then break down the assignment into the steps your students must take to complete the assignment, such as gathering data or identifying relationships among texts. To take them through the process of doing the assignment, create in-class activities or give them take-home work to discuss the next time you meet. Sometimes it's helpful to show your class a couple of examples of the sort of work you're expecting from them. Most departments keep archived copies of good student writing.

Pre-Writing

Determine which writing and conceptual skills are required by the assignment, and then let your students practice them. Create short reading assignments and in-class exercises that exemplify the kinds of thinking and writing your students should do to complete their full assignment. If the size or scope of your class prohibits in-class exercises, instruct your TAs to conduct them in their discussion groups. While you or your TA should demonstrate the skills students will be employing, such as how to do a close reading or work with different types of sources, you should have students do some of this work themselves. You might, for instance, have small groups brainstorm evidence to support a particular thesis, or ask students to bring in thesis statements for the class to critique. The bottom line is that students can't learn writing skills and strategies from just watching you. As a plus, your students' hands-on engagement with the material and methods of inquiry will lead to an active, multi-vocal classroom.

Responding to Student Writing

Although undergraduate writing frequently exhibits problems in grammar, syntax, word choice, and punctuation, restrain yourself from writing too much on a student's text. Let's face it: you can write better than they can. But your students will become discouraged if you rewrite their work. Instead, signal your reaction as a reader who is, for example, confused, surprised, or even delighted, rather than as someone looking solely for technical precision. Encourage your students to express their thoughts more clearly and concisely, while pointing out patterns of error or awkwardness instead of attempting to "fix" each problem.

You'll make the most impact on your students as writers if you assist them in recognizing and then addressing their conceptual or rhetorical difficulties. This way, they can apply what they learn to other writing situations they encounter, both on and off campus. You can provide feedback on your students' writing in several ways. Consider these three ways to respond to your students' work.

Respond in Writing: Whether you're responding to student writing on a hardcopy or online, first read the essay through quickly without marking anything. You'll get an idea of the main issues to comment on rather than getting caught up in all the mistakes you see. Focus your notes in the margins on just two or three main issues, such as argument, development, and organization. Try to avoid making generic statements such as, "interesting" or "relevance?" Instead, respond briefly to the particular point: "I'm confused. Do you mean X or Y?" You should note repeated blunders in grammar or diction. If you see multiple problems in sentence expression, mark up one paragraph or a few lines as a model for how the student can rework the prose. We're good at pointing out what's not working, so don't forget to say what is working, such as good insights into the material. Your comments at the end of a student's work should begin by acknowledging what it has succeeded in doing, even if it's only recognizing what it has attempted to accomplish. Refer to the notes you've made in the margins as concrete examples of the principle issues

you're discussing in your end note. Let your students know that you'll be looking for improvement either in the revision (if allowed) or in the next essay assignment. You may want to recommend that they see you or a campus tutor for more clarification or assistance.

Respond in Peer Review: If peer review workshops are appropriately structured and focused, they can supply students with useful feedback on their drafts and help them be more critical readers of their own work. Peer review can complement or even replace the instructor's comments, particularly late in the quarter when students are more fluent in discussing writing. You can use peer review for most stages of the writing process, from thesis statements, to individual sections, to entire drafts. Provide specific written directions for guiding the peer review, either on a handout, on an overhead, or on the board. When planning your class, remember to account for the time it takes for students to swap, read and make written and/or verbal comments on their peers' work. Avoid making groups of more than three or four students, and make sure to get permission from each of them to have their work read by their classmates.

Respond in Conferences: Holding individual or small group conferences to talk about student writing is optimal in many ways. Whereas we normally read in isolation and can only guess at what the writer means, the writer's presence enables you to clarify the intended meaning and allows the student to understand his or her goals for the paper. Encourage each student to take notes on the conversation, which should be as dynamic as possible.

Grading Student Writing

You'll find that evaluating writing assignments with some sort of grading guide leads to a fairer allocation of grades or points. Grading rubrics usually describe the features that will constitute A-range work, B-range work, C-range work, and so on (or the equivalent points). You can sketch your own set of grade expectations for a particular assignment or develop one collaboratively with your TAs. Focus on the main features of a piece of student writing—for example, its analysis or structure—rather than solely on one feature, such as the thesis or grammar. Holistic assessments of student writing accomplish this by valuing the effectiveness of the whole piece—its thesis, evidence, logic, language, grammar, mechanics—more than its individual parts.

Tutoring Resources

Referring students to one of UCLA's tutorial centers is an excellent way for them to have a thoughtful conversation about writing and can relieve you of being their only source of consultation. Recommending a tutor is especially useful if you want a student to work on the patterns of grammatical or syntactical error or a particular stage of the writing process. Apart from the Athletic Department's tutoring program for its athletes, the primary campus resources are listed below:

Covel Tutorials Composition Lab and the Covel Tutorials ESL Tutoring Lab offer free peer tutoring in 228 Covel Commons. Students are required to make appointments M-R 9am-9pm and F 9am-5pm (310-206-1491). Drop-in tutoring is available M-R 7pm-9pm. Tutoring referral forms are available; you can also arrange for a Covel tutor give a brief presentation to your class. *http://www.college.ucla.edu/up/aitc/tutoring.html*

Academic Advancement Program (AAP) Tutorial Services offers free tutoring to AAP students in 1214 Campbell Hall. Students are eligible for AAP "if their academic profiles and personal backgrounds may impact their university experience and their retention and graduation from UCLA" (AAP website). You can encourage your AAP students to reach their Humanities tutor at 310-825-8060. *http://www.ugeducation.ucla.edu/aap/tutoring/index.html*

The WRITe Project

The WRITe program is a resource for TAs across all disciplines who teach writing. The WRITe website offers five short teaching modules that provide short, clear lessons on some of the most common and fundamental writing problems

we see at UCLA. It also provides a wealth of supplementary teaching materials that instructors may choose to teach as class lessons using overhead transparencies, pass out as handouts, or post to their own course websites. Please visit *http://write.oid.ucla.edu* for more information.

Examinations

The quality and fairness of exams is a critical, and often stressful, aspect of work for most instructors. When constructing examinations and quizzes, first decide what goals, definitions, concepts, and values are absolutely essential to the unit you are teaching. Similarly, establish which intellectual skills you want your students to acquire. Then consider the constraints on the exam format and schedule. Will exams be in-class, take-home, open- or closed-book, multiple choice, short answer, or essay? How many exams will there be—a single midterm, two midterms, a series of quizzes, or a final? Students feel a compelling need, sometimes from the first day of class, for this information and to know the relative value of each exam.

In order to write effective exam questions, you need to keep in mind that learning involves various levels of cognition that range from recalling or recognizing information to critically analyzing or synthesizing information.

After you have written your questions, examine them and classify them according to the categories of thought involved in answering them. You may find that most of them simply involve memory, and that with a few small changes you can produce questions that require a higher level of thought.

Examinations usually produce a high degree of anxiety for students. You can help minimize this by establishing a policy regarding exams and grading and by stating it explicitly. Determine whether you will offer review sessions, if makeup exams will be possible, or if questions will be answered during the exam. In addition, tell your students when the grades will be posted or when the corrected exams will be returned.

More on Grading

Grading is a major concern of most instructors. Some new instructors are quite harsh at the beginning to show that they have high standards. Others, who disdain the grade system, are quite lenient. Often, instructors, after acquiring some experience with grading, settle on a middle ground. Be cautious of trying to force your value system on students as you grade their work. When you express your values, make it clear that you are doing just that and not explicating some ultimate truth. Remember that whatever grading standards you use, they are inevitably somewhat arbitrary, and to some extent reflect your values.

Grades should conform to the practice in the department and to UCLA policy. Grading policies of the department, college, or campus may limit the grading procedures that can be used and force a basic grading philosophy on each instructor in that administrative unit. Departments often have written statements that specify a method of assigning grades or mandated percentages of A's, B's, C's, D's and F's that may be indicative of implicitly stated grading policies.

Grading plans should be agreed upon ahead of time with the TAs assigned to the course; they should then be communicated to the class at the beginning of the quarter. By informing students early in the quarter about course priorities, the instructor helps students to structure their work. Students should be informed about which course activities will be considered in their final grade; the importance or weight of exams, quizzes, homework sets, papers, and projects; and which topics are more important than others. All of this information can be communicated effectively as part of the course outline or syllabus.

Grading plans stated at the beginning of the course should not be changed without thoughtful consideration and a complete explanation to the students, preferably in writing. Altering or inconsistently following a grading plan is analogous to changing the rules in the middle of the game. It becomes extremely difficult and frustrating to participate. When the rules need to be changed, all of the players must be informed and, hopefully, will be in agreement as to what the new rules are.

Any grading components of a course should be approached with care and accuracy. Carefully written tests and/or graded assignments (homework papers and projects, for example) are keys to accurate grading. In view of the many ways course grades are used, each should most accurately reflect the level of competence of each student.

The number of components or elements used to assign course grades should be large enough to enhance high accuracy in the final grade. The minimum number of tests, quizzes, papers, projects, and/or presentations needed must attempt to secure as much relevant data as is reasonably possible to ensure that the course grade will accurately reflect each student's achievement level.

Instructors can alleviate some of the anxiety associated with grading by considering methods which de-emphasize individual competition and focus instead on learning. Group projects are one way to achieve this. Another suggestion is to avoid grading on the basis of a normal curve. If standards are constant from year to year, students can work with each other even in classes where exams and grades are based on individual work. A basic understanding of concepts and relationships is frequently improved by discussing ideas with peers. Encourage the formation of study groups to enhance learning in this regard.

Because grading standards are unavoidably subjective, it is useful to try to see each student during office hours (or your TAs' office hours depending on class size) before the end of the quarter and estimate his or her probable grade. This technique generally works well because it allows students to know where they stand and gives them some control over their final grade, as well as the responsibility of deciding what to do about it. However, for some, grades may not be the best or most-informative form of feedback about student achievement. For these individuals, a letter grade does not necessarily indicate meaningful or valuable feedback.

No matter what method you use, some students invariably will complain about their grades. Take these students seriously; recalculate their scores or reread their exams. It is possible that you made a mistake. If you did not, be firm but gentle, state your standards, and refrain from extended arguments.

Undergraduates at UCLA place considerable importance on their grades. Some instructors spend hours discussing grades with students. This occurs frequently in classes in which grades are based on essay exams. At times it seems that every student who receives a "D," most of those who get "C's," and many of those who get "B's" come in for their hour to argue that their essays deserved the next higher grade. There are ways to reduce the frequency of such incidents. The key is communication. Let the students know what you expect, and be reasonably consistent in asking for it. It is advisable to hand out a sheet delineating your expectations. (i.e. importance of critical analysis, reference to readings, use of outside sources, paper length, structure, etc.)

Since many students are not used to writing such papers, shorter papers with the option of writing the paper twice helps improve writing greatly. On the first reading pay careful attention to the structure of the arguments, pointing out both strengths and weaknesses. Ask questions that direct the students' attention to points they may have missed, responses to the arguments that they need to consider, other sources, and so forth. Doing so leads to comparatively few complaints about grades, because students appreciate that they are given sufficient opportunity to get help and improve.

Examinations and Grading at UCLA

Assigning Course Grades

Most veteran instructors agree that examinations and grading remain one of the more challenging aspects of teaching. While the basic Academic Senate Regulations on grading are straightforward, special circumstances often confuse the process and have the potential to lead to complex decisions. The following information offers suggestions for addressing difficult situations.

According to Academic Senate Regulations, the instructor in charge of a course shall be responsible for determining the grade of each student in the course. The standards for evaluating student performance shall be based upon the course description as approved by the appropriate course committee (Divisional Senate Regulation A-306B). The final grade in a course shall be based upon the instructor's evaluation of the student's achievement in the course (Divisional Senate Regulation A-306C).

Students enroll in courses on either a letter grade or a Passed/Not Passed (P/NP) basis (Satisfactory/Unsatisfactory for graduate students). Some courses allow for a choice of grading basis, while others allow only P/NP grading or only letter grading.

Table C1 UCLA Grade Categories

The following are the grades that undergraduate and graduate students may be assigned:

Undergraduate students

- A+ = Extraordinary
- A = Superior
- B = Good
- C = Fair
- D = Poor
- F = Failure
- P = Passed (achievement at grade C level or better)
- NP = Not Passed
- I = Incomplete
- IP = In Progress (for multiple-quarter courses)
- DR = Deferred Report

Graduate students

- A = Superior Achievement
- B = Satisfactorily demonstrates potential for professional achievement
- C = Passed but work does not indicate potential for professional achievement
- F = Failure
- S = Satisfactory (achievement at grade B level or better)
- U = Unsatisfactory
- I = Incomplete
- IP = In Progress (for multiple-quarter courses)
- DR = Deferred Report

For all students, the grades A, B, C, and D may be modified by a plus (+) or minus (-) suffix, to raise or lower the student's grade point average. The one exception is the A+ grade, which will not raise a student's grade point average because it carries the same number of grade points as the A grade. An F grade yields no unit or course credit.

For graduate students, the grades A, B, and S denote satisfactory progress toward an advanced degree, but a C grade must be offset by higher grades in the same term for a student to remain in good academic standing. The Schools of Dentistry, Medicine, and Law maintain separate grading systems for their graduate students.

Dealing with Special Circumstances

Incomplete (I) Grades

Faculty members may assign an "I" grade when a student's work is of passing quality but is incomplete for a good reason, such as illness. Instructors should not assign an "I" without talking to the student about the course to make sure that the student is in fact planning on finishing the coursework rather than simply taking a failing grade. A grade of I means that only a small portion of the work of the course—a term paper, a lab experiment, or an examination—remains to be finished. The work must be completed by the end of the next quarter in which the student is registered or the "I" will lapse to an "F", "NP", or "U." The student should not enroll in the course for a second time while making up the Incomplete. When giving an Incomplete, the faculty member accepts the responsibility for making it possible for the student to make up the work during the next quarter. An instructor who will not be on campus during that quarter should make arrangements for administration of the process and alert the department chair who will authorize the final grade. The dean of the student's College or school may extend the time for completion of incomplete work in extenuating circumstances (Divisional Senate Regulation A-309B).

To record completion of the course and final grade, an instructor must send a UCLA Report of Academic Revision form, available in each department, to the Registrar's Office. Once the grade is received by the Registrar's Office, a confirmation is issued to the department and/or instructor. Faculty members should not give the form to the student to file.

Deferred Report (DR) Grades

An instructor should assign a "DR" grade if a student's work is complete but a grade cannot be assigned because of disciplinary proceedings (such as suspected plagiarism or cheating) or other problems. The instructor must send the Dean of Students a letter explaining the reasons for assigning a "DR" grade (see Academic Dishonesty section); the Dean will provide a copy to the student in accordance with the Student Conduct Code.

Note: instructors sometimes mistake the "DR" grade for a drop notation. Students use URSA or petitions to drop a class. The "DR" grade should only be used for pending disciplinary issues.

Correction of Grades

All grades, except "DR", "I", and "IP", are final when the faculty member submits final grades to the Registrar. No change of grade, with the exception of an "I", may be made on the basis of reexamination or the completion of additional work. However, if the faculty member has made a clerical error or procedural error in assigning a grade, the Registrar is authorized to change it when the instructor submits a UCLA Report of Academic Revision form, obtained from the department. If the faculty member requests a grade change more than one year after the original filing, his or her signature must be validated for authenticity by the department chair (Divisional Senate Regulation A-313). The Chair of the Academic Senate can also change a grade if it has been determined that the instructor has assigned a grade on other than academic grounds. See Divisional Senate Regulation A-306D for details.

Considering Final Examination Issues

Final exams are a critical component of many courses, and over the years UCLA has instituted a number of regulations and policies concerning finals:

> An instructor's method of evaluation must be announced at the beginning of the course. The method may include a final written examination, a term paper, a final oral examination, a take-home exam, or other examination device (Divisional Senate Regulation A-332A).
>
> Although faculty members have the freedom to select the form of assessment that best fits their course, the examination methods must be of reasonable duration and difficulty and in accordance with applicable departmental policies. Final written examinations should not exceed three hours' duration and should be given only at the times and places established by the department chair and Registrar (Divisional Senate Regulation A-332A).

Instructors may return final examinations (or copies) to students. They are otherwise required to retain exams for student access until the end of the next succeeding regular quarter (Divisional Senate Regulation A-332C).

If a final written examination is one of the regular requirements in the course, there can be no individual exemption from the examination (Statewide Senate Regulation SR 770) except as provided in Statewide Senate Regulation 772D, which allows a graduating student to be excused from final exams by their major department in their final term.

It is the responsibility of the student to make sure final examination times do not conflict by checking the Schedule of Classes (http://www.registrar.ucla.edu/schedule/).

No term grade except an Incomplete may be revised by reexamination of the student (Statewide Senate Regulation SR 780B).

Setting Alternate Examination Dates

In compliance with Section 92640(a) of the California Education Code, the University must accommodate requests for alternate examination dates at a time when that activity would not violate a student's religious creed. This requirement does not apply in the event that administering the test or examination at an alternate time would impose an undue hardship that could not reasonably be avoided. Accommodations for alternate examination dates are worked out directly and on an individual basis between the student and the faculty member involved.

In general, students should make such requests of the instructor during the first two weeks of any given academic term, or as soon as possible after a particular examination date is announced by the instructor.

Students and instructors unable to reach a satisfactory arrangement should contact the Campus Ombuds Office or the Office of the Dean of Students.

Instructors who have questions or who wish to verify the nature of the religious event or practice involved should contact the Campus Ombuds Office or the Office of the Dean of Students for assistance.

This policy has been reviewed and approved by the Academic Senate Undergraduate Council. Faculty members should remember that while it is fully within their discretion to make arrangements with individual students for alternate examination times, including final examinations, they must conduct the scheduled final examination for the class as a whole at the times and places established by the department chair and the Registrar's Office.

Maintaining Student Confidentiality

According to the Family Educational Rights and Privacy Act (FERPA), and UCLA policy on privacy and confidentiality of student records, instructors cannot post grades by name or leave exams out for pick-up by students. The confidentiality issue may seem an unnecessary annoyance, but many students are really quite uncomfortable about public posting of grades. Also, there is an increasing problem with thefts of exams and papers that have been left out unattended.

To comply with legal and policy requirements, graded materials should only be returned by the following means:

Faculty members may hand out papers directly to students during class or office hours. If the instructor cannot recognize a student, he or she should check the student's photo ID.

Faculty members can arrange for someone in the department to hand out graded materials to students who come to the office to collect them; in this case, it would be advisable for the department office staff to check the photo ID of every student. The instructor is free to restrict the hours of collection. Instructors should check with their department before employing this option.

So far as posting grades is concerned, faculty members cannot circumvent the privacy issue by using student numbers or initials. These are considered personally identifiable in Federal Privacy laws. If posting grades is the only feasible option, obtain signed waivers from students before using student numbers or initials. Final course grades are available to students through URSA within 48 hours of grade submission to the Registrar.

The following activities are routinely done by faculty members not aware that they are violating FERPA:

Providing grades via e-mail, phone, or postcard—FERPA does not consider these confidential means of transmitting information,

Circulating printed class list with student name and ID (e.g. from the Registrar) for use in attendance—this practice violates both the confidentiality of identification numbers and attendance under FERPA guidelines,

Including a student's course grade in a letter of recommendation—under FERPA guidelines, course grades may not be disclosed without written permission,

Placing papers, exams, lab reports, etc. in publicly accessible places, particularly a common box where students must go through everyone else's work to find their own or passing back papers, exams, lab reports, etc. by circulating an entire set for individuals to find their own—under FERPA guidelines, students may not have access to other students' graded work without written permission,

Public posting, including course/institutional website, of grades by university ID, partial or full Social Security Number, phone number, etc. without prior written permission—FERPA prohibits the use of identifiable numbers that can be linked or traced to students, and

Allowing students to pick up graded work for a classmate.

The following are suggested practices allowed under FERPA guidelines:

Ask students to create a PIN number that only the student and professor know (this is the most legally sound way to post grades).

Obtain voluntary consent to post grades by student number.

Mail grade, with written consent, to student via postal service in self-addressed envelope provided by the student.

Leave papers, exams, lab reports, etc. with an assistant or receptionist to give to students or place papers, exams, lab reports, etc. in a sealed envelope with the student's name on it in a departmental mailbox.

Individual Course Grading Standards and Policies

Grading inevitably involves some sort of comparison. Instructors compare students to their internal standard of excellence, to a set of objective standards, to other students in the class, or, most probably, some combination of all of these. Grading standards at UCLA vary across departments and instructors. Despite their differences, departments can agree on the following guidelines for grading based on Academic Senate regulations and principles of fairness:

Grades should be based solely on an evaluation of the student's achievement of the course goals as outlined in the course description and syllabus and approved by appropriate Senate committees.

Grades should conform to the practices of the department and the institution.

Grading plans should be communicated to the class at the beginning of the term and should not be changed without significant consideration and a thorough explanation to the students (preferably in writing).

Once a grade is assigned, it should be changed only in cases of clerical or procedural errors in calculating and assigning grades. Regarding of exams is permitted, but not reexamination of students (Divisional Senate Regulation A-313).

The main conflict with these guidelines comes from assignment of "I" grades to allow students to retake all or part of a course, and from changes of final grades based on considerations other than a student's work in a course. There are considerable pressures from students to raise their final grades, or to give them an Incomplete, so that they will have a chance to do better. Common arguments often involve blaming the instructor for previous scholarly failure, or may invoke some personal trauma which prevented studying. Examples: Unless you raise my "D" to a "C", I will be dismissed from school; I am pre-med, and the "C" you gave me will probably keep me out of medical school; or I had a big fight with my girlfriend/boyfriend and couldn't concentrate on my final exams.

In order to avoid serious misunderstandings of this nature

at the end of the quarter, instructors might consider the following issues when formulating their individual course grading policies, and make a point of explaining these policies to students at the beginning of the course:

Policy on Changing Grades

Many instructors inform students that they will not change a student's grade once assigned. Instructors should assure students that they always carefully consider a grade before assigning it. Instructors may be willing to recheck students' scores, but it is against University policies and regulations to change a grade based on a student's scholastic or personal situation, and it is not fair to other students in the class. Once again, it is advisable to incorporate the policy regarding these matters into the course syllabus and openly discuss it in class at the first meeting.

Student Personal Situations

When an instructor is concerned about a student's personal situation, he or she should check with the student's staff counselor in their school or for the available options (see Enrolling and Advising Students section). It is not one course alone that leads to a scholastic problem. Typically, a student's academic difficulties are due to a continuing pattern of poor performance. Concern about a particular student's dismissal should be weighed against the morality of changing a grade or allowing a course repeat through assigning an Incomplete without considering all other students in the class.

Supporting TA Authority

If teaching assistants (TAs) are doing the grading for a course, the instructor should decide before the course begins how to handle grade disputes. If a student is displeased with the grade assigned by his or her TA, will the instructor review the examination or paper (informing the TA that there is a dispute)? Or will the instructor make a blanket policy of standing by the TA's grade? Whatever policy the instructor decides in this regard, it is important to inform both the TA(s) and the students at the beginning of the course. Generally, it is preferable for the instructor and TA(s) to present a united front on such questions, rather than to allow students to undermine a TA's authority by circumventing them.

Emphasizing Fairness

Anything an instructor can do to emphasize fairness in grading is helpful. For example, faculty members may choose to maintain student anonymity in grading as an attempt to assess each student's work in an unbiased fashion. The instructor can code examinations or have students fold back the front page of their blue books before turning them in. Of course, for classes in which students are working on long-term papers or projects that involve personal consultations with the faculty member, he or she will be well-acquainted with students' work and anonymity will be much harder to achieve.

Whether to Grade on the Curve

Grading on the curve involves assigning grades on the basis of how each student compares with other students in the class, rather than on the basis of the degree to which the student has achieved some benchmark standard of performance. The instructor must decide whether he or she wants to evaluate the extent to which students have mastered the course material or whether they merely understand it better than other people in the class. In making this decision, it is important to consider the desired atmosphere in the classroom. Grades that rest on peer ranking may create competition or even hostility among students, whereas an absolute grading scale sometimes adds incentive for students to work or study collaboratively. Add and drop policies vary by College and school and may affect a grading curve.

Grading Strategies

Using Test Scoring Services

The Evaluation of Instruction Program maintains a test scoring service which is available, on a limited basis, to UCLA instructors who teach large undergraduate courses. The guiding philosophy of the test scoring service is to make the scoring of multiple-choice exams more efficient with the intention that the reports generated should be used by instructors to improve the testing process itself. The service does not seek to encourage the use of multiple choice examinations where student learning may be better assessed through other means. It is, for example, pedagogically difficult to justify the use of multiple-choice

examinations in courses with fewer than 75 students. Short answer questions, essay questions, research papers, group projects, oral presentations, performance testing, and a variety of other assessment procedures should be considered in such circumstances.

Those with larger courses, who are interested in using the test-scoring service, should employ the test-scoring forms (provided free of charge by EIP), which will then allow the optical scanner/software to read student responses and compile a variety of detailed statistical reports for the instructor's information.

Essay Grading

The following are some suggested strategies that may help those grading essay exams (see Student Writing section for additional information).

Handing Out Criteria Ahead of Time

Handing out grading criteria ahead of time helps to keep an instructor on track when grading, and will also be useful if any students query their grades later. In the case of an exam, make explicit the criteria by which students will be judged. In the case of a written assignment, hand out the grading criteria with the assignment, giving a written description of expectations.

Setting up a Grading Key

Ideally, the grading key should be constructed by the instructor in consultation with the TAs at the same time as the exam or assignment. It can then be given to students at the same time, so that potential misunderstandings can be minimized.

Issues of Quality Control and Multiple Sections

It is very important for TAs in multi-section classes to coordinate their grading keys, both with each other and with the instructor of the course. Problems of consistency often can be solved by having TAs grade one question across sections rather than within a section.

Maximizing the Use of Time with a Grading Sheet

Instructors are often torn between their need to get through a large pile of tests/assignments and their desire to give detailed comments to each student. Also, they often find that, by the time they reach the 20th paper, they have written the same comment many times. This problem can be prevented, and the use of instructor time maximized, by using a grading sheet that can be clipped to each student's paper. If the instructor needs to keep detailed records (because students need to show improvement during the course, for example) then these sheets can easily be photocopied. A grading sheet might consist of:

A Summary of the Common Mistakes Everyone Made—Before beginning, read a sample of the papers through to get a sense of what the common mistakes/misunderstandings are, and list them. The instructor can then simply check the relevant items for each student.

A Shortened Version of the Grading Criteria (which may have been given to the students in advance)—Again, the instructor can check what applies and underline what has been missed.

A Space for Comments—This is where the instructor can best use his/her time to address the particular needs of the individual student.

Grading Participation

Several instructors require that students participate in lab or discussion sections. In some cases section participation can be a substantial part of a student's overall grade, so it is probably best not to leave grade assignment to an arbitrary decision at the end of the quarter. Rather, at the beginning of the quarter, it is helpful to establish with the class what system will be used to grade participation. This is usually some combination of attendance and useful contribution to the educational goals of the section. Again, coordination of the participation grading system among TAs assigned to the course is essential, especially if they are to help the instructor with its implementation.

Electronic Grade Submission

Pursuant to a collective recommendation by the Academic Senate Executive Committee, the Graduate and Undergraduate Councils, and administrative officers, it was determined that electronic-only submission of final grades would significantly benefit students, faculty, and staff. As such, since fall quarter 2005 paper grade rosters are no longer printed. All final grades must be submitted electronically through the *MyUCLA Gradebook* the *Gradebook Express*, *http://www.my.ucla.edu/*. Both versions allow faculty to delegate access to TAs or departmental staff to help enter grades; **however, only faculty of record for a class may submit final grades to the Registrar**. The schools of Law, Medicine, and Dentistry are not included in this because of their separate record systems and grading methods which are not currently supported by the *MyUCLA Gradebook*.

Both *Gradebook* and *Gradebook Express* require a UCLA Logon (formerly Bruin OnLine) e-mail account. New accounts can be set up, user names can be obtained, and passwords can be reset online at *http://www.bol.ucla.edu/services/accounts/*. Faculty who need help with accounts can contact the help desk at 310-267-4357, option 2, or e-mail *consult@ucla.edu*. Additionally, *Gradebook* and *Gradebook Express* require that the faculty member's e-mail be recorded in the Campus Directory database. There are various options for what information is displayed in the web directory. Contact a departmental representative to add or update the directory listing.

Instructors have access to their grade rosters via *MyUCLA Gradebook* or *Gradebook Express*. If a student listed on the grade roster never attends or stops attending class during the quarter, record the grade F for that student, and note in the remarks section the reason for the F and whether the student has taken the final exam. Note: do not use the DR (deferred report) grade to indicate a drop. Students must use URSA or petition to drop a class. The DR grade is only used when disciplinary issues are pending resolution.

In cases where a student completes a course but his or her name does not appear on the grade roster, the instructor should instruct the student to file a petition with his or her College or school. The documentation required to approve the late addition of a course to the student's study list varies by College and school.

Students can view their final grades and comments from instructors immediately through their MyUCLA pages. In URSA, viewing times vary. Grades submitted Monday through Friday can generally be viewed the next business day. Grades submitted on Saturday or Sunday can generally be viewed within two business days.

Students may request official transcripts through URSA or from the Registrar's office about three weeks after the quarter ends.

Late Grade Submission

Instructors' cooperation in getting final grades to the Registrar promptly is critical so that scholastic reports (such as dean's honors lists and subject to dismissal reports) and student transcripts can be prepared. In addition, no course evaluations can be released until grades have been submitted.

The deadline to submit grades is one week after the end of finals week.

The Registrar's Office sends instructors who have not submitted their grades a Special Request for Missing Grade form for each student in the class. Late final grades are not accepted in any by any other method once the electronic deadline has passed.

Suggested Readings:

Jacobs, L.C. & Clinton I. C. (1992). *Developing and using tests effectively: A guide for faculty*. San Francisco: Jossey-Bass.

McKeachie, W.J. & Svinicki, M. (2006). Countdown for course preparation. In McKeachie, W.J., *Teaching tips: Strategies, research, and theory for college and university teachers*. Boston, MA: Houghton Mifflin.

Neff, R.A. & Weimer. M. (Eds.). (1990). *Teaching college: Collected reading for the new instructor*. Madison, WI: Magna Publications.

Ory, J.C. & Ryan, K.E. (1993). *Tips for improving testing and grading*. Newbury Park, CA: Sage.

Table C2	Sample Grading Sheet

Date_____ Student name:_____

Course/Section _____ Assignment # _____

Major concepts relevant to this assignment

-
-
-

Grading criteria employed

A.

B.

C.

D.

Comments:

Working with Teaching Assistants

Teaching Assistant Categories and Duties

The University regards graduate students employed as teaching assistants (TAs) as academic apprentice personnel, since teaching assistantships are designed to give graduate students training experience for future teaching careers. TA conduct and discipline are, therefore, governed by the principles and procedures in the Academic Apprentice Personnel Manual. In general, TAs are full-time graduate students employed for a maximum of 20 hours a week (also known as 50% time) in order to assist an instructor in teaching an undergraduate course.

Since the University considers TAs to be academic apprentices, this means that the faculty member will serve as mentor, as well as supervisor, to TAs in the course. In this capacity, talking with TAs about the organization of the course, lectures, understanding of the material, and so on, will help graduates on their path toward professional status. Faculty may also be asked by the TA, or by the department, to observe TA sections and, in some cases, write observation letters for TA teaching files or dossiers. In return, TAs often have a closer relationship with the students in a class than does the instructor. This makes them an excellent resource to consult in both the planning and running of the course. Although TAs report to faculty members, they are also colleagues and fellow teaching professionals in the course, and as such can provide invaluable input and perspective into producing a seamless curriculum.

The duties of teaching assistants are varied and may include assisting the faculty member in the preparation of course materials, conducting discussion, quiz, laboratory, or field sections scheduled by the faculty member, assisting in the evaluation and grading of student work, holding office hours, and proctoring examinations. In some departments, TAs provide the entire instruction of a lower-division course under the supervision of a faculty member assigned oversight for the course. In addition, many of these TA functions now take place in an electronic environment and may, therefore, involve the TA in the implementation of instructional new media.

The Teaching Assistant and the Faculty Supervisor

Faculty member with Teaching Assistants (TAs) are well advised to actively establish open communication with their TAs from the very beginning of the course and maintain good communication throughout the quarter. Misunderstandings occur between faculty and TAs when they do not communicate or when either one takes the other for granted. It is important for faculty to express the exact nature of their expectations regarding their TAs' role in instruction prior to beginning the course. The following are some issues that should be discussed before the course begins:

How much latitude does the TA have in the course?

What exactly are the goals of the course?

Is there a guiding methodology for the course with which TAs and students should be familiar?

Are there any additional materials that would help the TA be better prepared for the course?

What is the procedure for handling student complaints, issues of plagiarism, or cheating?

Who will make up the exams?

What kinds of exams will they be?

Exactly how are grades to be determined?

When will TAs be expected to turn in grades from midterms and the final to the faculty member?

Table C3 Teaching Assistant Categories at UCLA

Although this "Teacher's Guide" and many University publications often refer to all graduate student teaching employees as "teaching assistants," TAs at UCLA are actually appointed at different levels and titles depending on their experience and availability of positions. Appointments and advancements are not automatic but depend on the department and availability of funds. The teaching levels available to graduate students are as follows:

Teaching Assistant

This is the first step in the three graduate teaching positions available. A teaching assistant is a graduate student who may not have previous teaching experience, but who satisfies criteria established by the hiring department and any relevant language criteria established by the Graduate Division. Teaching assistants serve as course assistants for undergraduate courses and are supervised by regular faculty members.

Teaching Associate

A teaching associate is a graduate student who has completed the requirements for a master's degree, or at least 36 units of graduate course work and has had at least one year of approved teaching experience. Like teaching assistants, they are supervised by the regular faculty member in charge of the course to which they are assigned.

Teaching Fellow

A teaching fellow has been formally advanced to candidacy and has at least two full academic years of approved teaching experience. Teaching fellows are advanced course assistants and apprentice teachers who are expected to be able to provide the entire instruction of a lower division course, but they are permitted to do so only under the general supervision of the regular faculty member in charge of the course.

Percentage and Use of TA Time

Teaching assistants, associates, and fellows are customarily employed for 50%, or 20 hours of work per week. Some departments hire TAs to work fewer than 20 hours per week, such as 25 percent, or 10 hours per week. University regulations prohibit the employment of students in apprentice titles for more than 20 hours per week; exceptions are possible only through requests by the department to the Graduate Division, and are not routinely granted.

The 20 hours per week of a typical TA appointment is intended to include time spent in preparation, teaching, office hours, reading, grading, and attending lectures by the faculty member in charge of the course. It is the responsibility of the instructor to design the course so that the TAs' appointment-related duties do not take more time than the hours of their appointment. In some cases, faculty members will help with grading duties to ensure that their TAs are not overworked. With the increasing use of technology in undergraduate instruction at UCLA (such as maintaining email communication), the need to help TAs carefully define their use of time has become even more sharply apparent.

Their teaching load should allow time for TAs to fulfill their own academic obligations as graduate students. Teaching assistants are required to take at least eight units per quarter for the duration of their appointments. This minimum course load establishes their full-time enrollment status for academic purposes. If a teaching assistant must take a leave of absence or withdraw from the University, his or her appointment is terminated. A TA's request for a leave of absence will not be processed until the department terminates the appointment.

For complete information regarding basic academic regulations for graduate students, see the General Catalog (available on-line at http://www.registrar.ucla.edu/catalog) and the Standards and Procedures for Graduate Study at UCLA, available from the Student and Academic Affairs Section of the Graduate Division, 1255 Murphy, *http://www.gdnet.ucla.edu/*

The UCLA TA Training Program

The Office of Instructional Development's (OID) campuswide Teaching Assistant Training Program (160 Powell, extension 62622, http://www.oid.ucla.edu/units/tatp) funds and supports individualized training programs in approximately 40 departments and schools on campus. The campuswide TA Training Program works closely with department faculty through the approximately 45 TA Consultants (TACs) hired each year. TACs are experienced teaching assistants, appointed by their departments as lead TAs, who train new TAs and serve as a teaching resource. In a two-tier system, all TACs are first trained centrally, and then return to their home departments to run discipline-specific programs there. Thus an instructor who has suggestions for aspects of teaching that he or she would like included in departmental TA training, should contact their local TAC. If the department is one of the few without a TAC, the department might consider contacting the campus-wide TA Training Program to discuss applying for a departmental TAC in future years.

In addition to supporting departmental programs, the campus-wide TA Training Program offers several university-wide TA services. For example, the program conducts a one-day conference for all beginning teaching assistants each September, just prior to the beginning of the academic year, and organizes further workshops for advanced TAs throughout the year. The program also offers the Test of Oral Proficiency (TOP) exam, and appropriate subsequent referrals, for non-native English-speaking TAs who need to satisfy University of California-mandated language proficiency requirements before taking up their appointment. In addition, the program maintains a large supply of publications and resource materials for TAs. All TAs may also apply to the TA Training Program for mini-grants to improve and enrich undergraduate instruction in their classes.

Departmental TA Guidelines

Some departments have recently developed written documents that guide the interaction between their supervising faculty and teaching assistants. These documents outline the general and specific responsibilities of TAs in the department, and they often specify frequent and routine meetings between

faculty and TAs to discuss examination content, grading criteria, laboratory or discussion section problems, and other matters that may arise. Instructors supervising TAs are advised to review a copy of their departmental guidelines prior to designing the role TAs should play in their course.

Other Graduate Student Teaching Roles

In addition to the three levels of teaching assistant described above, graduates fulfill several other important teaching-related roles at UCLA.

Collegium of University Teaching Fellows (CUTF) – As a CUTF fellow, a graduate student may design and teach their own undergraduate seminar on a one-time only basis. The selection process for fellows is very rigorous. Prior to teaching their course, fellows are mentored through a seminar developed specifically for the Collegium by a past chair of the Academic Senate Committee on Teaching. Faculty may wish to encourage their most experienced graduate TAs to apply for this program, which is administered through the Office of Instructional Development.

Graduate Student Researchers (GSRs) – Faculty members may also receive GSRs for research assistance. Although GSRs are not teaching positions, they may use their time in helping faculty members with course enhancement and development. They may do background research for a class, collect materials for a course reader, and fulfill any other duties that do not directly involve teaching or grading. GSRs also assist instructors in non-teaching-related professional research. This position can provide valuable experience for a graduate student. Faculty members interested in hiring a GSR should contact their department.

Guest Lecturers – The University recognizes that graduate student guest lecturers can enrich courses and be advantageous to both the students enrolled in them and the graduates themselves. However, this is only the case where the guest lecture is treated as a professional development experience with the faculty supervisor giving input and feedback both before and after the class. This does not work well if, for example, the instructor merely uses the guest lecture to fill in while he or she is away at a conference. In addition, only the regular instructor can be responsible for course content, teaching methods, supervision, and evaluation of students. Instructors should refer to their department for campus policies on reporting guest lectures.

Readers – As a general rule, readers are appointed on an hourly basis to assist with the reading and grading of students' papers and exams under the guidance and supervision of faculty members. Readers must have earned at least a "B" grade in the course for which they are reading, and are not to be used as teaching assistants or graduate student researchers. However, the School of Public Health is an exception to this, since its "Special Readers" lead discussion sections and essentially fulfill the duties of TAs. In all cases, service as a reader does not count as qualifying experience for TA or GSR appointments. In addition, a reader cannot be a student enrolled in the class.

Suggested Readings:

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Curzan, A. and Damour, L. (2000). *First day to final grade: A graduate student's guide to teaching*. Ann Arbor, MI: University of Michigan Press.

Lambert, L.M., Tice, S.L., & Featherstone, P.H. (Eds.). (1996). *University teaching: A guide for graduate students*. Syracuse, NY: Syracuse University Press.

Nyquist, J.D., & Wulff, D.H. (1996). *Working effectively with graduate assistants.* Thousand Oaks, CA: Sage Publications.

Office of Instructional Development. (1997). *The TA handbook*. University of California, Los Angeles: Regents of the University of California.

Technology and Teaching

The Relationship between Technology and Teaching

Incorporating technology into teaching continues to be an evolving, mercurial topic. Because technology changes at lightening-speed, attempting to provide guidelines for using specific technological tools may prove less valuable than spending the same time providing guidelines on using technology in general.

A key to successful use of technology is identifying course learning objectives and seeking technologies that can help support those objectives. By focusing on the content instead of the technology, instructors can find success with a minimal investment in utilizing common technologies. Those more adventuresome instructors will find additional methods for using technology in broader ways. However, it is important to keep in mind that technology cannot "save" a badly developed curriculum or "rescue" a poor teacher; indeed, it may exacerbate an already poor situation. Surveys reveal that poor use of classroom technology can frustrate students and lead to disenchantment by instructors. As such, it is advisable for faculty to discuss their concerns about their teaching with a peer or a faculty development consultant at the Office of Instructional Development before undertaking a "technology overhaul."

Although the process of infusing technology into instruction may begin with a simple step, such as using a course management system, it can grow to include a broad range of information, tools, and software packages. The fact that many technology options exist should not be viewed as a mandate to use them. Instead, instructors should determine the appropriate technology necessary to meet the teaching goals for their specific topic and course. Most importantly, the technology chosen must be accessible to the students and function coherently together.

Using technology in teaching is always a trade-off between the time and effort spent creating and maintaining it, and the educational gains achieved by using it. To ascertain whether a given technology is worth employing, an instructor needs to ask if it is the best or only way to accomplish the desired goal. For example, developing a web site with links to relevant web sites and/or pages of text and graphics may seem worthwhile at first glance, but prove counter-productive if printing numerous pages requires too much of a student's time or money when compared with purchasing print copies. On the other hand, creating a simple animation to elucidate a difficult concept, and projecting it either in class or on the web, may serve to clarify the concept far better than could a static, two-dimensional image.

It is a reasonable assertion that most students will remain more comfortable with the rapid adoption and change in the world of technology than most faculty. Students tend to have fewer responsibilities, less professional demands, and more leisure time to invest in the social networking that can help ease adopting new technologies. Maintaining a feel for how students view and use technology may help inform an instructor's approach to technology in order to support his or her teaching.

Knowing, for example, that using Google has become the de facto method for student research may help an instructor tailor a lecture illustrating research methodologies and judging the value of sources. Knowing, too, that many students use instant messaging or computer chat to stay connected with one another may help an instructor manage expectations and set parameters for communication and response-time. Balancing the uses of technology and the availability of technology can help ease the generational tensions that sometimes arise between a Baby-Boomer's measured acceptance of technology and the Net Generation's enthusiastic embracing of the latest techno-trend.

Even if an instructor is quite reluctant to adopt something

new, there are instances where instructors are well-advised to engage with technology on a minimal level. These range from the practical (e.g., scanning images for data projection, because slide projectors are slowly being phased out of manufacturers' inventory) to the mandated (e.g., course websites, electronic submission of grades). But outside of these areas, an instructor should only introduce and use those technologies they are comfortable with. For instance, if using an overhead projector and transparencies meets an instructor's pedagogical needs, the comfort with using them may outweigh the benefits that might be achieved by adopting PowerPoint for classroom presentations.

On the other hand, technology can be a wonderful catalyst for rethinking an entire course or a single concept. In the process of reviewing specific teaching goals, the possibilities of appropriate uses of technology can become integral to the innovation process. The content and learning goals will inform the selection of the technology tool, and the tool itself will open up new teaching and learning possibilities. It is this iterative process which inspires instructors who think hard about their teaching to explore the potential of technology without becoming overwhelmed by the need to change an entire course all at once.

Steps to Incorporating Technology into Instruction

Define Instructional Goals: The first step to infuse technology into instruction is to start with teaching and learning goals and then to select the most appropriate technology to achieve those goals. Using technology for its own sake can be a frustrating experience for instructors and their students, often with little instructional value derived from what can be enormous on-going investments in hardware, software, and time.

Collaborate with Colleagues: Having established instructional goals, an instructor can then review how technology has been used by colleagues and departments elsewhere to enhance a specific topic or course. Often it is possible to use or adapt what already exists, adding small innovative changes over time. For example, the decision to develop a new digital learning object (DLO) is best made as a joint decision with other colleagues who teach the course, or may make use of the DLO, and with local support staff who will likely have the job of maintaining the software and supporting its use.

Collaborate with Students: Motivating students to invest in, and learn how to use a tool for which they see no long-term application will be difficult. If specialized software or hardware is required for a course, it is critical that the department provide sufficient access, training, and support. Students may require additional motivation to learn to use these specialized tools if they experience learning difficulties. The tools selected should be supported by the departmental or divisional technology support centers, readily available to students and widely used in undergraduate instruction at UCLA.

Collaborate with Departments: Integrating technology in instruction will be achieved most easily if the technology component of the curriculum is developed in collaboration with local (departmental or divisional) computer support staff. The ramifications of taking an independent route can be a costly investment for the instructor, student, and support staff. Many resources at UCLA are available to help faculty at the local level. Many departments and divisions provide consultation and support for instructors to develop web pages and other types of digital materials.

Common Campus Computer Resources

UCLA Websites

The UCLA website (*http://www.ucla.edu*) offers access to a wide variety of campus resources and information. Its main page provides links to campus services and organizations, campus calendars, maps, the campus directory, campus news, and UCLA Store. The main page also boasts a "Current Events" section that highlights weekly campus events. New sites and features are added frequently to its extensive content pages. In addition, the College of Letters and Science, all of the professional schools, and every department maintain their own websites.

Bruin OnLine

Through Bruin OnLine, all UCLA faculty, students, and staff have the option of using e-mail, Internet access, and a web space. The Bruin OnLine service consists of telephone access numbers and software to form a complete package of free internet access. Users can download software or learn how to adopt their current software to work with Bruin OnLine at *http://www.bol.ucla.edu/*.

My UCLA

The amount of information on the web can be bewildering to students and faculty who may have a specific goal in mind (e.g., finding out when the mid-term is scheduled for a course). The College web site, *http://my.ucla.edu/*, provides a customized single point of entry for faculty, students, and staff providing a variety of links and services. For example, faculty can set-up a template for their assignments in the Gradebook or submit their grades via Gradebook Express; students can view a list of all their current course web sites, review their course grades, and obtain information about student services; and staff can use the portal as a staring point to campus services and view their vacation and sick leave accruals.

Technology services are also provided by campus-wide organizations:

Academic Technology Services (*http://www.ats.ucla.edu*) encompasses project consulting, the Visualization Portal, the Technology Sandbox, Research Computing Technologies, Statistical Computing, Software Central, and Disabilities and Computing.

Communications Technology Services operates the campus backbone and remote access services, and supports Bruin OnLine;

College Library (*http://www.clicc.ucla.edu*), see University Libraries chapter, offers instruction in Internet access, use of the on-line Library catalogue and the California Digital Library, and critical thinking about information resources;

The Office of Academic Computing offers high-performance computing services, a visualization lab, and software licensing services;

The Office of Instructional Development (*http://www.oid.ucla.edu*) provides a broad range of technology services described below.

Computer Resources for Faculty at UCLA

Many departments and schools offer a full host of technology services to faculty. The Center for Digital Humanities and Social Sciences Computing, for example, offer classroom computer labs available for instruction, software training, and other kinds of technology assistant for the faculty in those respective disciplines.

The Campus Library Computing Commons (the "CLICC Lab"), located in Powell Library, also makes available their two computer labs. CLICC's services are available to any enrolled student, faculty, or staff member with a valid BOL account. See *http://www.clicc.ucla.edu/* for more information.

The Office of Instructional Development's Teaching Enhancement Center (TEC) offers individual faculty training and technology workshops in support of undergraduate classroom instruction. TEC aims to fill the gap between department resources focused on infrastructure and campus resources focused on large-scale research initiatives by providing equipment, facilities, and one-on-one training sessions to explore the potential for technology to enhance individual courses. See *http://www.oid.ucla.edu/tec/*.

Computer Resources for Students at UCLA

In addition to services such as Bruin Online, UCLA students have access to computers at the College Library and various computer labs throughout the campus. Students can also access computers at the residence halls, in departmental computer labs and in Powell Library. The website *http://www.computerlabs.ucla.edu/* lists locations of student computer labs.

Instructors should be cognizant that all students do not live on campus and that their time may be limited by off-campus employment or family responsibilities. In the event that students do not have access to a home computer—or do not have the time to stand in the often significant lines of students waiting to get into the various on-campus computer labs—a technology

driven course may be prohibitive. As such, it is advisable that instructors make their expectations for computer access clear on the first day of class.

In addition, instructors should anticipate that students will have vastly disparate knowledge of computer and Internet technology. Some instruction of this technology may be necessary for courses that have a significant computer or Internet component. The College Library (*http://www.library.ucla.edu/*) offers introductory courses in Internet technology every quarter. Instructors who will be using the Internet in their courses should alert students to the Library course schedule (or even require attendance at one or more of the courses) as well as provide additional instruction as appropriate.

Computer Resources for the Disabled

The Disabilities and Computing Program (*http://www.dcp.ucla.edu/*) provides adaptive computing support to all members of the UCLA community, including students, faculty, and staff with permanent and temporary disabilities. This computing support is provided in three areas:

Computer Access

Instructors who will be using instructional computing facilities and who have a student who may have difficulty using a computer keyboard, mouse, display, or standard height computer table should contact the Disabilities and Computing Program (DCP) as early as possible. DCP staff is available to work with instructors and department computing support coordinators to help make instructional computer labs accessible to students with disabilities.

Information Access

Students with sight impairments due to blindness, low vision, learning disability, or orthopedic disability may have difficulty reading print materials or information on computer displays. This might include course reading lists, textbooks, class handouts, library on-line information systems, etc. The DCP works together with the Office for Students with Disabilities (OSD) and the Library to assist instructors in providing information to students in alternative formats (including Braille, large print, computer file, and audio tape).

Computer-Based Compensatory Tools

A student with a disability may have difficulty with tasks not typically accomplished with a computer, such as taking class notes, writing an exam, or reading a book. The DCP develops computer-based tools to help students compensate for their functional disability, including talking lap-top computers available for check-out, voice-controlled computers for writing, and reading machines for listening to texts. The DCP also supports a joint project with OSD that provides students with learning disabilities with selected class text materials on disk, and computer-based reading and proofreading software to assist them in their reading and writing.

The responsibility does not lie solely with these support services. Each instructor and TA also has an important role to play. The web is being used more and more frequently to provide access to instructional materials, to facilitate class discussions, to turn in assignments, to provide and receive feedback, and to obtain grades. Each web function, therefore, needs to be designed with the needs of disabled students in mind, and each service needs to have a backup plan, so that unsuccessful access to the web does not lead to unsuccessful participation in the course. It is useful to remember that many of the features which enable equal access to the physically disabled student also help ensure access to the students with less than adequate technology (i.e., older computers, software, printers, and modems). For information about how to develop web pages which ensure universal access, please refer to: *http://www.dcp.ucla.edu/resources/accessibility.htm.*

Incorporating Technology into Instruction

Technology can be used a number of ways in instruction: it can help offset some of the administrative tasks of classroom management, be used to spark creative and innovative assignments, and can be used to develop and deploy lessons to assist both remedial students and advanced students. An instructor needs to first define the educational goals and identify specific problems. The scenarios that follow may help spur thinking about the use of technology.

Are office hours overcrowded or underused? Are there students

who are too shy to meet face-to-face, or have schedules which do not coincide with the available hours? Perhaps using e-mail will facilitate broader communication between the instructor and students, while increasing communication among the students themselves. How will the extra load of reading and responding to email postings be balanced with other teaching responsibilities?

A large class may contain a group of advanced students who tend to dominate in-class discussions. Creating a private message board for these students might give them a sense of importance and enable the passive students to participate more in in-class discussions. Yet, would monitoring these web-based discussions require more attention and time than an instructor can devote?

Is there prerequisite material you feel is vital for your course? Do students come unprepared to tackle the core material in your course? Do you wish you had time to teach a set of lessons that you feel will round out the student's ability to understand the material? With some forethought and dedicated work, an instructor can create modules or develop web pages that can be used to assist the uninitiated or provide additional incentives for the more rapid learners. If your course management system provides an online assessment tool, you may be able to create pools of questions to share with your colleagues to generate low-maintenance graded assignments that can be reused quarter to quarter.

In addition to approaching technology in terms of solving problems or improving targeted areas, an instructor can think about each of the major components of teaching a course and evaluate the impact of introducing technology to each of them. Experience advises one additional note regarding using technology in the classroom: Instructors need to be prepared for the usual delays and setbacks of working with computers, and know what to do when things do not work. As with all lesson plans, a "plan B" is always a good idea.

Below are three major areas of interest to instructors: The Classroom, Course Management, and Student Work. Each area includes sample questions to aid instructors with their decision to implement technology into their courses. Needless to say, there are many, many more questions to be asked and decisions to be made (which will in turn lead to more questions). Good sources of ideas and advice can be found in discussions with colleagues, librarians and technology support staff, as well as on course web sites at UCLA and elsewhere. References to such services and information can be found throughout this guide.

The Classroom

Technology can be used to integrate teaching and learning both inside and outside the classroom. For example, an instructor can raise an issue in class which has appeared on the class discussion board, weaving it into the classroom discussion. Careful thought about intended goals, coupled with on-going experimentation mixing and matching these two contexts can often lead to innovation. A few of the issues to think about are:

How can technology influence student attendance and interest?

What is the best use of face-to-face classroom time? How can use of electronic information and communication change, supplement, or complement what happens in the classroom?

How can technology be used to improve the quality of information given in class?

How does participation in class change when lecture notes are provided electronically prior to class? Can students be expected to be better prepared? Can students be expected to learn the material delivered in lectures independently?

How can the time spent in the classroom be better integrated with activities accomplished outside the classroom using technology?

How can technology be used to improve the way information is presented in class to increase comprehension?

How can student participation be stimulated by using technology in class?

Classroom Example: How can Technology Influence Student Attendance and Interest?

The traditional classroom offers students an opportunity to come together in one place with other human beings to learn and discuss topics of interest. Technology can increase the value of this contact in several ways:

Classroom presentation technology such as a Classroom Response System (e.g., clicker) can engage students by making lectures more interactive, while simultaneously allowing instructors to keep track of whether students understand the material.

In an electronic classroom, instructors can offer students hands-on experiences with technology. For example, instructors can illustrate the professional use of database programs or spreadsheets through practical application that goes beyond the simple "how-to" presentations in the product tutorials. It is possible to schedule individual class sessions in a computer lab, in departments, or in shared facilities such as the College Library Instructional Computing Commons (CLICC) electronic classrooms in Powell.

Some instructors fear that students will not attend class at all if they already have access to lecture notes, a comprehensive course website, a podcast or webcast, and a textbook; however, studies have shown that students use alternate content channels for review and rarely as a substitute for the classroom lecture. Nevertheless, students may have other course responsibilities or personal issues that prevent attendance from time to time. In such cases, the conscientious student has an opportunity to review missed lectures. Perhaps an instructor can even entice the less conscientious student, who relies too heavily on alternative content channels, to attend by showing them that they are truly missing something when they do not come to class.

New media applications have strong potential for engaging students when first implemented; however, as with any other teaching tool, new media applications can be overused or used inappropriately. For instance, there are times when writing on the white-board may encourage students to contemplate the subject matter in a way that perfectly constructed slides do not. Including student participation in the development of an idea that is mapped out on the white-board may be necessary from time to time to help students stay engaged. Similarly, if the technology being employed requires a great deal of low-lighting to be appreciated students may become sleepy. It is important to turn the lights up frequently and ask questions to help students stay engaged.

Thinking through the issues related to incorporating new technology into a course allows the instructor to feel confident that the time required to learn and develop the technology will be well spent.

Managing a Course

Using technology to assist with the administrative responsibilities of a course can save time, as well have an impact on both the content and teaching of a course. Moreover, the benefits associated with developing technology tools for one course will remain a valuable resource for future course development. Some of the decisions to be made are:

How can technology be used to create more meaningful assignments?

How can a course web site in combination with class/section discussion boards be exploited to distribute course information? What types of information are best delivered to the student via electronic mail, the web site, or printed handouts? When is redundancy of delivery methods necessary?

How can electronic access to accurate course rosters simplify the tracking of student progress by instructors, teaching assistants and students? What tools are available?

How can technology be used to integrate the lecture with the associated discussions or labs, or to help maintain consistency across sections of a course?

How can the components of the syllabus, lecture notes and reading materials be expanded to include access to new types of information (video, audio, real-time, remote, etc.)? What information formats are easy/difficult for students to access?

How do the purpose, use, and schedule of office hours change when on-line communication is also available? How

can the workload be predicted and managed? How will TAs be affected?

How can technology be used to assist in both preventing and checking for plagiarism?

What elements need to be retained as the permanent record of the course and how does technology simplify and change the record? For example, if there is no longer a text for the course, how will students reference prior required material for future courses?

Which technology-assisted components of the course should be included in the instructor's teaching portfolio? How can scholarly teaching innovation be well represented and rewarded in personnel decision-making?

Course Management Example: How can Technology be Used to Create More Meaningful Assignments?

There are a number of questions to consider in creating assignments, and there are ways in which new media can help the instructor reflect upon the relevant issues.

Using on-line feedback and conferencing can help instructors know whether students really grasped material sufficiently well to do the next assignment.

New media may help to teach difficult concepts and motivate students to perform at a high level.

E-mail lists or electronic conferencing/bulletin board systems can avert disaster by allowing the instructor to clear up confusion about or misreading of the assignment before it is due.

On-line systems can encourage and make it possible for students to work together productively.

New media can make researching assignments more rewarding for students by providing them with more current data, or data not easily accessible from other sources (e.g., on-line foreign language newspapers).

Student Work

Technology can help instructors offer a wide range of learning opportunities and types of information to students. Questions to consider when devising tools to help your students are:

How can technology help instructors assist under-prepared students?

Can technology be used to help students assess their own readiness for the course or for each new topic? Can technology be used to help students fill in the gaps in their knowledge or review concepts which are prerequisites for the course?

How can technology be used to create more meaningful assignments?

What topics or concepts typically bore/discourage/mystify/cause problems for students? How can technology help change this picture by stimulating interest, providing practice, giving alternative perspectives, or including additional resources?

How can technology be used to link students to external experts and current research?

In what ways can technology be used to keep instructors and teaching assistants informed about student progress, as well as help students assess their own progress?

Student Work Example: How can Technology Help Instructors Assist Under-Prepared Students?

New media can help students gain a better understanding of the subject matter by providing on-line access to searchable glossaries, old exams and keys, or even a single, simple animation that can greatly enhance an explanation—especially for visual learners. Links to informative sites that present subject content in ways that are more adaptable to different student learning styles are also helpful. Likewise, interactive tutorials that adapt to the individual needs of the learner are available. Be forewarned, however, that it can be time consuming to build interactive tutorials and can represent new hurdles for the students who must learn to use them effectively.

Electronic conferencing can be used to encourage collaborative learning between students and to receive

immediate feedback on their understanding.

UCLA Office of Instructional Development (OID) Resources for Teaching with Technology

OID has a broad range of services intended to support faculty in undergraduate teaching. Of these, the following are specifically designed to help faculty link teaching goals with technology solutions:

Audio Visual Services (B125 Campbell, 310-206-6591, http://www.oid.ucla.edu/avs/) provides media equipment, consultation, and training in the classroom use of audio recording and playback, public address systems, 35mm film slide and overhead transparency projection, video playback (VHS, S-VHS, and laserdisc), data and video projection, and access to the general assignment classroom network (GACnet). Not all of the 200 general assignment classrooms are equipped for network access and media presentation. Therefore, it is critical that instructors contact AVS one quarter in advance to ensure the course is scheduled in a room with the required features.

Instructional Media Collections & Services (IMCS) (46 Powell, 310-825-0755, *http://www.oid.ucla.edu/imcs*) is UCLA's central resource for the collection and maintenance of educational and instructional media. Staff can assist instructors in locating materials, and Mini-grants are an appropriate source of funding for the acquisition of new material. IMCS is authorized to monitor compliance with federal law and University guidelines regarding the use of copyrighted video.

Instructional Media Lab (270 Powell, 310-206-1211, http://www.oid.ucla.edu/imlab/) provides access to course-related materials for self-study, group instruction, and research. Instructors may select materials from the Instructional Media Collections & Services holding, or the Film and Television Archive Research and Study Center (46 Powell, extension 65388), or they may place specially prepared materials such as lectures or demonstrations on reserve for students.

Instructional Media Production (62-073 Center for Health Sciences, 310-825-7771, *http://www.oid.ucla.edu/imp/*) provides fee-based production services to create state-of-the-art instructional materials for both large and small projects. Professional staff will assist faculty in developing their ideas and turning them into innovative instructional tools.

Teaching Enhancement Center (160 Powell, 310-206-4599, tec@oid.ucla.edu, *http://www.oid.ucla.edu/tec/*) offers group and individual consultation to instructors and their teaching assistants on creating, adapting and using multimedia materials in teaching. TEC has computers with software for creating media materials, which instructors may use on a drop-in or appointment basis. Courses and workshops are also offered on specific topics.

Videoconferencing (B125 Campbell, 310-206-6597, vidcon@ucla.edu, *http://www.oid.ucla.edu/units/avs/vc/*) provides the opportunity to bring non-local experts and students into instruction. This interactive two-way audio and video technology can be scheduled for use in a single class or to teach an entire course at multiple campuses simultaneously. Use of this very limited resource requires advance scheduling of at least one quarter.

Information regarding these and other OID services is available at *http://www.oid.ucla.edu/*.

Suggested Readings:

Bender, T. (2003). *Discussion-Based online teaching to enhance student learning: Theory, practice and assessment*. Sterling, VA: Stylus Publications.

National Research Council (U.S.) Committee on Learning Research and Educational Practice. (2000). *How people learn: Brain, mind, experience, and school: Expanded edition*. Washington, DC: National Academy Press.

Educause (2007). Teaching and Learning. Retrieved April 17, 2007 from *http://www.educause.edu/content.asp?page_id=645&parent_id=107&bhcp=1*

eLearn Magazine. (2006). "Education and Technology in Perspective." Retrieved April 17, 2007 from *http://www.elearnmag.org/*

The Texas Education Network. (2007). Professional Resources for all Educators. Retrieved April 17, 2007 from *http://www.tenet.edu/profrec/technology.html*

University Libraries

The UCLA Library system is large and spread out, and students may feel overwhelmed and anxious when given an assignment that requires them to use the library. Even advanced students may not know how to identify, locate, evaluate, and use the full range of print and electronic information materials they need. It is always worthwhile to check the level of students' experience and ability with library and information sources when planning an assignment that includes research beyond the assigned readings. An instructor who expects students to use the library or specialized resources, or who has a large class should consult with library staff beforehand to facilitate any arrangements helpful for his or her students. The names and telephone numbers of contacts in each library unit are listed on the Library web page at *http://www2.library.ucla.edu/libraries/533.cfm*

Charles E. Young Research Library

The Charles E. Young Research Library (YRL) primarily serves the research needs of faculty and graduate students from the humanities and social sciences, the School of Public Policy, and the Graduate School of Education & Information Studies. Of the more than eight million volumes in the UCLA Library collections, over three million are housed in the YRL. Also located in the building are the Department of Special Collections, the East Asian Library, as well as Library Administration and Library Development, which handles donations and fundraising.

College Library

The College Library, located in the Powell Library Building, provides instructional and supplementary materials including classics, standard works, and text books needed by undergraduates in the humanities, the social sciences, and the sciences.

Most UCLA students have never used a large decentralized academic library before coming to this campus; undergraduates should therefore be encouraged to use the College Library. Its collection of books and periodicals is specifically designed to meet their study needs. Course reserve materials, which may include lecture notes, past examinations, and Academic Publishing Service (APS) readings as well as books and articles are listed in the College Library Reserves database at *http://www2.library.ucla.edu/service/reserves.cfm*

College Library also offers online help in information researching, plagiarism avoidance and documentation specifically for students:

The "Road to Research" is a self-paced tutorial in 4 modules: Starting Points, Find It, Judge for Yourself, and Road Etiquette. Students can log in and have their pre-test and quiz scores recorded. Instructors can also log in and view student scores at any time at *http://www.sscnet.ucla.edu/library*

"Bruin Success with Less Stress" is a self-paced tutorial defining plagiarism, illustrating how to avoid it by documenting sources, with quizzes: *http://www.library.ucla.edu/bruinsuccess/*

"How-to-Guides" is a series of guides for using and thinking critically about research tools, including databases and web sites: *http://www.library.ucla.edu/libraries/college/help/guides.htm*

"Information Literacy Help Menu" offers a complete list of a wide range of types of help available to UCLA instructors for their students: *http://www.library.ucla.edu/college/services/instructorhelp.htm*

Special Collections

The Department of Special Collections, housed in the Charles E. Young Research Library, provides access to the UCLA Library's central collection of rare books and manuscripts in the humanities and social sciences, as well as transcripts of interviews conducted by the UCLA Oral History Program. The Department's rare book holdings consist of some 333,000 volumes, while its non-book holdings comprise more than 30 million manuscripts, 5 million photographs and negatives, ephemera, maps, works of art, architectural drawings and models, and other graphic arts material.

Other special collections include: Arts Library Special Collections, Elmer Belt Library of Vinciana, Louise M. Darling Biomedical Library History and Special Collections, William Andrews Clark Memorial Library, Music Library Special Collections, and the UCLA University Archives. Location information for each library is located at the Special Collections homepage at *http://www2.library.ucla.edu/libraries/special.cfm*

Subject Libraries

The resources of other campus libraries are devoted mainly to subjects related to the interests of departments or schools in which they are situated, but their materials are available to all faculty and students. The UCLA Library system includes the following subject libraries: Arts, Biomedical, East Asian, Law, Management, Music, and Science and Engineering.

In addition to the UCLA Library, many other information resources are available to the UCLA community. The archives and collections listed below are independently managed by individual UCLA departments and centers: ASUCLA library, American Indian Studies Center Library, Asian American Studies Center Reading Room, Center for African American Studies Library, Chicano Studies Research Center Library, English Reading Room, Ethnomusicology Archive, Film and Television Archive, Institute for Social Science Research Data Archives Library, Instructional Media Library, and the UCLA Oral History Program. For information about access policies and hours of service, contact the archive or library directly: *http://www2.library.ucla.edu/libraries/902.cfm*

Specialized Services

Listed below are a number of services that instructors can use to facilitate students' library use and that may also be helpful to faculty members in conducting their own research:

Library Databases

UCLA Library Catalog

For comprehensive access to the UCLA Library's holdings, it is essential to use the UCLA Library Catalog *http://catalog.library.ucla.edu/*. Demonstrations and searching classes are offered at some libraries at the beginning of fall quarter. Arrangements can be made with the appropriate library to schedule UCLA Library Catalog training for particular classes.

MELVYL

As an initiative part of the California Digital Library, MELVYL *http://melvyl.cdlib.org/* is the University of California's online catalog, containing records of the library holdings at all ten UC campuses, in addition to the California State Library, the California Academy of Sciences, the California Historical Society, the Center for Research Libraries, the Giannini Foundation of Agricultural Economics Library, the Graduate Theological Union, the Hastings College of the Law Library, and the Lawrence Berkeley National Laboratory Library.

Article Databases

The UCLA Library and the California Digital Library license many databases for UCLA students and faculty that provide online access to the complete text of scholarly journal articles in a huge array of academic disciplines, newspaper articles, and popular magazines. For access to article databases, go to *http://www2.library.ucla.edu/search/db.cfm*. Information about accessing the databases from off campus is at *http://www.2.library.ucla.edu/service/1999/cfm*

Library Instruction

The library offers instruction on research strategies, specialized reference tools, the effective use of online catalogs and article databases, and other methods for accessing the collections and retrieving, evaluating, and managing information. When tailored to course content, library instruction can help enhance the scope and quality of sources students use for assignments.

Librarians are available to give class presentations, which can include demonstrations of online catalogs and hands-on learning of databases to access scholarly articles. Librarians can create Web pages with links to key databases, bibliographies of relevant reference sources, and other instructional materials for individual courses. Librarians are also available for individual and small group consultations outside of class time.

Orientation Tours

Some libraries offer scheduled tours and orientations at the beginning of fall quarter, and all libraries offer tours and instructional sessions throughout the year by appointment. Information and library contacts can be found at *http://www2.library.ucla.edu/libraries/533.cfm*

Reserves

Putting required readings on reserve helps students avoid the problem of searching for volumes that are in use, checked out, or waiting to be shelved. To provide instruction to students, the UCLA Library partners with faculty to offer class reserves. Please bear in mind that thousands of reserve items must be processed each term and that this significant workload cannot all be handled in the week before classes begin. Instructors are asked to supply reserve lists well in advance so library staff can provide timely access to assigned materials.

Materials for most undergraduate courses in the humanities and social sciences are placed on reserve at the College Library. Reserves for other undergraduate classes can be placed at the appropriate subject library or at the College Library, for classes with large enrollments. Reserves for graduate-level courses are located at the appropriate subject library or the Research Library. To access course reserve instructions visit: *http://www2.library.ucla.edu/service/reserves.cfm*

Student Library Assignments/Research Projects

Librarians are available to discuss in advance projects that require the use of library resources and to offer suggestions for implementing them. The objective of the consultation is to make sure the library has sufficient resources to meet the goals of the assignment and to determine whether special instruction for the class is advisable. A consultation in advance is particularly important when the class is large and the term papers or research projects require use of library resources.

If students come to see you one by one, asking for help with their research and cannot demonstrate that they can do research for the coursework you have assigned, students may want to use tailored online research guides for specific courses or subjects. By investing a couple of hours in working with a librarian you can create a web page of information resources for your course.

To make an appointment for consultation for the appropriate library visit: *http://www2.library.ucla.edu/service/6347.cfm*

Section C: Rewarding Teaching
Measuring and Evaluating Teaching

Defining and Measuring Effective Teaching

Effective teaching can be defined, very simply, as activities that promote student learning. It encompasses all of those instructor behaviors that foster student learning of the instructor's and/or of the institution's educational objectives. Ideally, the students will also share at least some of these objectives. This definition of effective teaching includes curriculum and course development, advising, and supervision of student research as well as classroom performance. Given this broad definition, no single approach is sufficient for evaluating effective teaching. Rather, student ratings, self-reviews, peer evaluations, and objective criteria such as student performances and improvements are all useful tools for evaluating different aspects of teaching.

Table 1.1 below indicates some important sources of data that can be used to measure effective teaching. The sources fall into three main types: students, peers, and the instructor him/herself (through self-reflection). Since measuring teaching is clearly not an exact science, the more varied the data sources, the more useful the measurement is likely to be.

Since there is a great deal of focus on student evaluations used to assess teaching at UCLA, much of the remainder of this guide pertains to the implementation of this particular measure. However, the other two sources of data can provide valuable additional insight, and should be considered as part of any comprehensive approach.

Data from students: Systematic Student Evaluations

The Student Evaluation System at UCLA

The Office of Instructional Development's Evaluation of Instruction Program (EIP) helps to assess and improve teaching at UCLA by providing instructor evaluation services for instructors and TAs across campus. At the end of each quarter, instructors have the opportunity to solicit formal evaluations from students enrolled in their classes. EIP distributes, collects, and processes evaluation forms via a network of departmental coordinators. Interested instructors should first contact their department evaluation coordinator, or may reach the centralized Evaluation of Instructional Program at 310-825-6939 (*http://www.oid.ucla.edu/eip*).

EIP's standard evaluation forms, which cover most teaching situations for faculty and TAs, were designed in consultation with faculty committees, national experts on assessment, and recommendations from UCLA and System-wide surveys of faculty, TAs, and students. While most departments on campus use the standard campus-wide forms, a few departments and schools have devised their own standard forms that are distributed and administered by EIP. The Faculty Consultation Service can work with departments and individuals to develop questionnaires for special needs.

Policy on Data

The Evaluation of Instruction Program seeks to provide as secure an environment for data as it can. The forms are stored for processing in a physically safeguarded location. Data are compiled centrally only for the numerical scores. In addition to individual instructor scores, larger collective comparison data (e.g. for Divisions, or Schools) are also calculated. These compiled individual and comparison data are returned to Department Chairs along with the original student forms. Each Department may devise its own particular policy on how data are presented, distributed, or made openly available. Most often, the forms are returned to the instructor so that the written comments may be read firsthand. Some departments choose to transcribe the comments for small seminars to protect the identity of the students. The numerical data are provided by the Evaluation of Instruction Program in electronic format, and include both departmental scores and appropriate comparison data. The Evaluation of Instruction

Table C4 Sources of information about teaching

The following is a list of some important sources of information about teaching and their main advantages and disadvantages for evaluation purposes.

Students

Systematic Student Evaluations

These are very important for a global picture of the course. The students are the ones who are doing the learning, so their perception is important. Their response often highlights strengths and weaknesses. However, students are not subject matter experts. Also, students' ratings are sometimes influenced by their own motivations, attitudes and needs.

Interviews with Students

This is a very useful evaluation procedure which can yield much information in a short time. A group of students from a course are interviewed by other faculty about their experience in a course. A structured format is followed and typically, a consensus view of the nature of the course—its strengths, weaknesses, and problems—emerges in 15 to 20 minutes. The difficulties with this technique are associated with the training needed to do the interviews and report the results, and the selection and recruitment of the sample of students interviewed.

Long-Term Follow-Up of Students

Surveys or interviews with seniors and alumni can yield information based on a wider context of university and life experience than given by the usual end-of-course student survey. However, reaching alumni can be difficult so response rates are often low.

Peer Review

Classroom Visits

Visits by other faculty can provide information about the process of teaching. However, correct use of this procedure is time consuming. It is best done when training can be provided, and two or more visits can be arranged by at least two observers. In addition, this technique is most effective when prefaced by a discussion between the instructor and observer regarding the goals of the class.

Colleague Evaluation of Materials

Colleagues have the expertise to evaluate the quality of a course as evidenced by its content and format. Colleagues can also evaluate student achievement as indicated by performance on exams and papers.

Self Reflection

Teaching Activities, Reports and Self-Reviews

The instructor's statement of his/her goals for the course, teaching methods and philosophy, student outcomes, and plans for improvement are a critical source of information. Oftentimes, there may be external factors, bad classes, difficult teaching problems and experiments with innovative teaching techniques (which may lower ratings initially before ultimately raising them) on which only the instructor can reflect. A systematic self-review has the potential for contributing significantly to the instructor's teaching improvement by focusing on the strengths and weaknesses of the course in light of his/her original course objectives. If the instructor notes broad shifts from the course's original objectives it may lead to a reassessment of methodological approaches when drafting future courses.

Measures of Student Achievement

When appropriate tests are available, measures of student learning are a prime criterion of effective teaching. However, valid direct measures of student learning require considerable developmental effort. Also, interpretation of achievement tests requires some comparable measures of student motivation and interest. There are a number of informal assessment techniques which may be employed to gather this information. (See for example, Angelo and Cross, 1993.)

Program does not release individual instructor data except to the Department or to the individual instructor. External requests for such data are referred to the Departments. External requests for comparison data (without any individuals identified) are generally granted.

Retaining Data

Most departments develop a reliable system for storing numerical data from teaching evaluations. It is less common for departments to retain written comments. Because such data are often used when compiling dossiers for personnel decisions, faculty should be careful to keep copies of their own evaluations. Even normally reliable systems sometimes have unexplainable lapses, and it can be extremely difficult (if not impossible) to re-establish such data after the fact. In addition, it may be useful to annotate records with information that might provide insight into any anomalous results (e.g. "the class was scheduled into a room that was frequently impacted by construction noise," or "it was my first attempt to develop group projects and they did not work the way I had hoped.")

Some departments retain only overall ratings, and again, instructors would be better advised to keep data which encompass all the individual items on the form. Such information can often expand on understanding why certain classes may have been rated higher or lower.

Most evidence of teaching data is used within a period of six years after the time it was collected. Based on actual requests for re-establishing older records, eight years would provide a more certain time frame. Comparison data, such as to other instructors in the department or to the overall University mean, should likewise be kept in order to provide bases for comparison, should later disputes arise. Faculty who are nominated by their departments for teaching awards also find some of the written comments useful in documenting what students find particularly compelling about their teaching.

Disputed Data

In the infrequent situation that the integrity of the data are disputed (e.g. if forms are intercepted by the instructor or the chair before processing, or considerably more forms are returned than the number of students enrolled in the course) what facts are known are forwarded to the Committee on Teaching for any further consideration of action. Other Senate Committees may become involved as appropriate.

Student Questionnaire Administration Procedures

Since student ratings are sensitive to a wide variety of situational factors, it is very important that questionnaire administration procedures are consistent. The goal is to get candid feedback focused on instructional issues from as many students in the course as possible. The following general guidelines for collecting student ratings may help instructors achieve this goal:

Protect Student Anonymity

It is important that students not be identified in any way with their evaluations, otherwise less than candid responses are likely. In particular, students fear that an adverse rating might negatively impact their course grade. It is, of course, difficult to maintain confidentiality of student raters in small classes and individual study courses. There is no simple solution to this problem. One option is to have the departmental coordinator type up the responses in such cases.

Have a Third Party Administer Evaluations

In order to protect anonymity, evaluation questionnaires should not be administered by instructors or TAs. Rather, a responsible student or the department evaluation coordinator should be appointed to collect the completed questionnaires and deliver them to the department office.

Time Questionnaire Administration Appropriately

Ratings should be collected during the last two weeks of the quarter. Students should be forewarned that evaluations will be done on a certain date so that they will be in class and will be prepared. Administration of evaluations at the final exam or other test is not recommended.

Emphasize the Importance of Evaluation

It is advisable to give students some context for the evaluation, especially for first year students. It is useful for them to know that the department and instructor value their comments, and the use to which they will be put. Distributing questionnaires at the beginning of the class period and allowing sufficient time for students to complete them, all contribute to the sense of importance placed upon a student's opinion, and are hence likely to produce more constructive results.

Interpreting Quantitative Student Evaluations for a Course

Several weeks after the end of each quarter, instructors will receive their students' responses to the formal questionnaires, along with a summary sheet of statistical information, including mean, median, and standard deviation of the questionnaire responses. Instructors should keep the following points in mind when interpreting the results:

Procedures

Were reasonable procedures (such as suggested in the preceding section) used to collect the ratings?

Sample Size/Response Rate

How many students in the class completed the questionnaires? Responses from less than two-thirds of the class should be viewed with caution. The minimum number of student raters in a class should be 8 to 10; a sample of 15 or more students increases reliability and generalizability of the results. It should be noted, however, that even in such "small sample" situations the qualitative comments may still be extremely valuable.

Making Comparisons

The average ratings can be interpreted according to an absolute scale or relative to the ratings of other courses and instructors. For example, a mean rating of 6.5 on a 9-point scale for overall course evaluation may seem "above average." Taking them at their word, students rated this course as adequate. It may be, however, that 70 percent of similar courses are rated above 6.5. Thus, relative to other courses, the 6.5 rating was in the lower third. Which interpretation is correct? The answer is that both interpretations are useful. The course was judged positively, but students were not particularly excited by it.

The Campus Context

In making comparisons, it may be helpful to consider the campus context. Means do vary considerably between departments and divisions, or between different kinds of courses. Departments are, therefore, encouraged to keep records regarding their own norms.

Variability of Responses

The variability of student responses is important diagnostic information. For example, consider an average course rating of 7 on a 9-point scale with a small standard deviation, say of 1.0 or so. This means that most students rated the course as 6, 7, or 8. On the other hand, the same average rating with a larger standard deviation, say 3.4, indicates a greater range of ratings that may suggest problems with the course. It is also important to look at the total distribution of ratings. For example, there are sometimes bimodal distributions of ratings in which a large group of students really liked the course and another large group of students disliked it. This could indicate two different ability or interest groups in the class, which would be worth exploring further for future iterations of the course.

The Importance of Other Variables

Although student response to a course is important for evaluation and teaching improvement, it should not be used as the only measure of teaching. Student ratings are affected by many variables including course content, amount of work, expected grades, class size, and students' own needs and attitudes.

Interpreting Quantitative Student Evaluations for Personnel Decisions

Faculty members are often concerned about how evaluation results will be used by their departments in administrative personnel decision-making. Although details of the process differ among departments, the substantial body of research literature on the use of student course and instructor evaluations

suggests that the following practices be observed:

- Guidelines for administration and explanations of how ratings will be used should be consistent and well-publicized.
- Small differences between scores should be kept in perspective.
- Multiple sets of student ratings should be used in administrative decision-making.
- Global ratings (i.e., overall ratings of the instructor) are more often used than specific items (such as the instructor's organization or communication skills) for making personnel decisions. While this may be the most convenient measure, decision-makers might note that global ratings are also those most likely to reflect personal bias on the part of students.
- Ratings for any single instructor or course should be considered in conjunction with university, college, division, department, and even specific course norms.
- Multiple sources of information should be used in administrative decision-making. In other words, numerical ratings should be only one piece of the larger picture.

Further Help for Faculty Concerned about Student Evaluations

Perhaps the most common concern that faculty members express about the evaluation process is that students do not take the evaluations seriously and that students are not aware of the gravity of their input into the tenure and merit review process. Research and experience show that instructors who openly announce to students that they themselves take student input seriously are usually the recipients of the most constructive comments.

The vast body of research on student ratings that has accumulated over the years also suggests that student ratings correlate highly with the ratings conducted by one's own colleagues and even, in some instances, with self-ratings. The high correlation holds up, however, only when students are asked to judge selected aspects of teaching. Students as consumers are well-equipped to assess the clarity of presentation, to comment on organizational matters, to rate the quality of student/instructor interaction, and even to assess their own learning to some extent. Students are not, however, the best judges of whether what they are learning is current, whether the instructor's perspective is biased, or even whether the selection of course material was appropriate for the achievement of course goals.

Instructors occasionally deride quarterly evaluations because they believe that students cannot make accurate judgments regarding a course or instructor until the students have been away from the course, or even the university, for several years. While it has proven to be very difficult for researchers to obtain a representative sample in longitudinal follow-up studies, the research shows that, in general, alumni who had been out of school for five to ten years rated instructors much the same as did the students currently enrolled. Current research also provides little substantiation for the widely held belief that only warm, friendly, humorous instructors win the "ratings game." Most students are quite able to discriminate between glossy presentations with little substance and less flashy lectures with relevant content.

If a faculty member's number one concern about evaluation of instruction results is how they will be used in personnel decision-making, the number one concern among students is that their feedback will not be acted upon. It is, therefore, crucial that having conducted any type of feedback activity with students, instructors be seen to respond to the results. This may not be as easy as it sounds, since bimodal distributions, for example, can make obvious courses of action elusive.

It is important for faculty—particularly first-time faculty—to remember that some students can be insensitive or may lack the maturity necessary to deliver constructive criticism in a non-threatening manner. At times, their comments are overstated and short on diplomacy. While such comments can be very discouraging, if they come from only a few students, they represent only an extreme point of view. However, if such

comments come from a majority of the students, advice from a trusted peer or from an objective consultant might be useful. Even if painful, they may contain insight into teaching issues that can be addressed—but again, only if they present a cogent argument, not just a personal attack.

Consultation

Faculty are well advised to seek consultation when deciphering their teaching evaluations. Quite often an outside perspective offers insight to evaluation data that may not be apparent to the recipient of the evaluation. Speaking with peers or mentors within one's department or at other universities may help discern new approaches to instructional improvement.

Instructors who wish for advice outside of a departmental context are welcome to contact the Office of Instructional Development's Faculty Consultation service. The office offers consultation to faculty on all aspects of teaching and learning. The objective is to help them reflect on their classroom practice and suggest strategies for improvement. Faculty Consultation services take the form of individual consultation by appointment, workshops for groups of interested faculty, and seminars in college teaching tailored for individual schools/departments. Professional consultation is given based on an analysis of some initial inquiry, or on the provision of such data as a classroom video taped by Audio Visual Services or a set of evaluation results administered through the Evaluation of Instruction Program (EIP). All consultations are strictly confidential and participation by faculty is entirely voluntary.

Supplemental Types of Evaluation

While end of term student questionnaires continue to be the predominant type of instructor evaluation in most departments, various instructional needs often warrant the inclusion of additional evaluation strategies. The usefulness of an evaluation strategy depends on the desired level of detail necessary and the timeframe within which the data are required. The following section offers a range of techniques that vary from informal feedback strategies to help address current term teaching improvement, to more elaborate processes that garner in depth evaluative data for ongoing improvement.

Informal Feedback Strategies

Questioning—A very simple tool for checking effective teaching is to incorporate specific questions within a lesson to gauge student understanding of the material. For example, an instructor may ask students to verbally answer a question similar to one that will be asked on an exam. This tool is more useful than simply asking if students have any questions because students who are confused may not be able to articulate their questions. Moreover, some students may falsely believe they understand the lesson and not ask questions. Checking for understanding within a lesson helps the instructor discover students' level of learning and to make adjustments during the lesson itself.

Classroom Response Systems—A problem with simple questioning is that an instructor generally will get a response from only one or two students rather than the entire class. This problem can be resolved with a few strategies that fall under the Classroom Response umbrella.

The first strategy is the easiest to implement. An instructor asks a multiple choice question or makes an agree/disagree statement about the material. Students indicate by the position of their thumb whether they believe the answer is A (upright), B (sideways), or C (downward) or Agree (upright) or Disagree (downward). The instructor can then quickly look around the room to determine how many students have the correct answer.

The second strategy involves the use of colored index cards. Its method is identical to the first strategy except that the instructor is using color coded cards for the responses. The advantage of using colored index cards is that they are easier to see than thumbs.

The third strategy involves the use of hand-held remote controls ("clickers") to measure student responses. The technology is linked to software in a computer—either a laptop or a classroom computer—and can keep a record of student responses.

Many instructors use this technology by imbedding the question into their presentation software. Both the instructor and students receive immediate feedback to the responses. In addition to the recordkeeping aspect of this system, a primary advantage of clickers is student anonymity in their responses in the classroom. A major disadvantage is the cost and performance reliability of the clickers themselves.

Open Class Discussion—This technique can be used either during the class session or by monitoring student online discussion. By asking discussion questions that require critical thought, instructors are able to gauge students' understanding of the lesson material and whether they are making necessary connections to other course material. Many times students believe they know the material but their misunderstandings are revealed during discussion.

Minute Paper—This evaluation tool is done at the end of class several times during the quarter. It derives its name from the fact that students spend no more than one minute answering any number of questions. The instructor reads the responses before the next class meeting and responds appropriately. Examples of questions asked are:

> What was the most important thing you learned during class?
>
> What unanswered questions do you have?
>
> What was the muddiest point for you?
>
> At what point this week were you most engaged as a learner?
>
> Can you summarize today's lesson in one sentence? If so, please summarize it.
>
> What has been most helpful to you this week in learning the course material?

Index Card—A variation on the Minute Paper is for the instructor to write the responses to the following questions on a 3 x 5" index card following a lesson: "What worked? What didn't work? What are some ideas for changing the lesson?" The 3 x 5 card limits the amount of information than can be written down and serves as a reminder to write down ideas but to only spend a few minutes writing them down. Attach the card to the lesson notes to serve as a reminder the next time the lesson is taught.

Course Exams and Assignments—Student success on course exams and assignments are a powerful data source on teaching effectiveness. A short questionnaire at the end of exams can ask students to identify which questions were the most difficult to answer and why they were difficult. A pattern may develop that can be used to make changes. Additionally, an instructor may ask students to critique assignments. Questions instructors may ask are:

> Were instructions clear?
>
> Did the assignment help students learn course material?
>
> Were the expectations reasonable for the time-frame?
>
> How many hours were devoted to completing the assignment?

Mid-Quarter Evaluation—An effective way of gauging student learning and satisfaction is via anonymous mid-quarter evaluations. The evaluations can take a variety of forms. A simple survey asking students to describe what is working, what is not working, and suggestions for change can be conducted via paper-pencil or online. Many of the course management systems have tools that allow anonymous feedback. Instructors need to check with their system's administrator to find out how to do it. Many instructors provide 15-25 minutes of class time to a neutral party for the purpose of getting feedback from students. A more formal method is to use the same forms that are used for course evaluations. One thing to note is that even if course changes cannot be made during the quarter the evaluation takes place, mid-quarter evaluations allow instructors to engage in dialogue with their students regarding the teaching-learning process and students will feel more positive toward the instructor.

Data from Students: Interviews with Students

A procedure using interviews with students is an excellent technique for obtaining rich, in-depth information about student reaction to courses and instructors. Two methods have proven useful. The first involves an interview with a group of students. The second procedure uses a series of interviews with single students.

The procedure is simply to have two or more colleagues (either in an instructor's department or from other departments) interview a group of students from a current course. Alternatively, a group of former students may be interviewed. The interview usually takes no longer than 30 minutes, and a brief two or three page report is completed by the interviewers. A group interview requires some planning, but it is not a difficult technique to use and it can yield valuable information. An instructor may request group interviews when he or she wants some candid student feedback at midterm, or after a course is completed. A department may also want to use this technique to get information for personnel actions such as tenure decisions, accelerations, or special teaching awards.

The Interviewers

Usually colleagues from the instructor's department or other departments do the interviews. It is best to use two interviewers, one to ask all the questions, the second to record the responses. Alternatively, the Faculty Consultation service offer consultation regarding the training of interviewers.

Conference with Instructor

The interviewers should meet the instructor to learn the course characteristics, goals, instructor's concerns and make arrangements for the interview. This meeting should decide the issues to be stressed in the interview, such as course objectives, organization, workload, instructor skills, instructor-student relationships, students' attitudes, and the like. The instructor may have special concerns that should be considered

Table C5 **Sample interview schedule for a focus group with students**

The instructor of this class has asked for your feedback on his/her teaching of the class. Your comments will be treated with the strictest confidence. Suggestions from this focus group will be summarized and relayed anonymously to the instructor to improve his/her teaching. Please take a few minutes to answer the questions below before we discuss them as a group. Be as specific as possible, giving examples to illustrate your points. The more constructive you are, and the more suggestions you can give, the more you will help your instructor to improve, both in this and in other classes. Thank you in advance for your time.

1. Do you feel that your instructor is well-organized in this class? (Please explain your answer with an example. You might wish to comment on time management, presentation of concepts, or clarity of explanations)
2. Do you find it easy to identify the main points from each class? (Please comment with reference to ways the instructor helps you take notes, or uses other methods to summarize or emphasize main points.)
3. Do the exams/quizzes relate well to the class material? (Please comment on whether questions are fair, and reflect concepts taught in class.)
4. Is the feedback you receive on assignments helpful? How might feedback you receive be improved to help you to learn better?
5. Please identify key strengths your instructor could build on to improve his/her teaching.
6. Please identify any barriers which prevent you learning in this class. Wherever possible please suggest specific ways in which the instructor could help you to overcome these barriers.
7. How appropriate was the instructor's use of technology in this class? How did the use of technology enhance your learning experience, if at all?

in structuring the interview. Decisions should be made about whether the report should be written and/or oral and who should receive copies.

Constructing the Interview Schedule

After meeting with the instructor, the interviewers should formulate some of the questions for the interview. Table 1.2 provides suggested questions. Issues frequently arise during an interview which suggests a line of questioning not anticipated in the interview schedule. Probing students' comments may sometimes be more useful and appropriate than asking all the questions on the schedule.

Data from Students: Interviews with Students

A convenient time for the interview is the last 20-30 minutes of a class period. Unless class time is used for the interview, it is difficult to get a representative group. In conducting the interview, one interviewer should concentrate on asking the questions, the other on recording the answers and comments. Taping interviews is not recommended because of the problem of maintaining confidentiality.

The instructor should briefly discuss the purpose of the interview with the class before the interviewers arrive. After introducing the interviewers, the instructor should leave.

Group Size

The size of the group is an important variable. In a small group (less than 12-15), the interviewers can more easily probe for in-depth information. With a larger group, the number of students who want to comment makes in-depth coverage more difficult. You can divide the class group into smaller groups of about five and select one person from each group to act as a recorder and one as a spokesperson. If you are dividing the group up, then first have the smaller groups meet individually and arrive at a consensus on the predetermined questions. Then after 10 minutes of discussion time, have each spokesperson report one response to each of the questions.

Alternatively, to get a representative sample of students from large classes, the interviewers may want to use the instructor's course list and/or grade book to select a small number of students to participate in the interview. In larger classes, students may feel more comfortable writing down their responses before participating in a group discussion.

Data from Peers

While peer review of teaching may take many forms, at UCLA it most often involves class observation. Classroom visitation is a form of evaluation strongly supported by faculty as a useful source of information. When colleague observation is undertaken for instructional improvement, the most important considerations in establishing systematic and fair procedures are:

Number and Timing of Visits

In courses taught exclusively by the lecture method, at least two visits by each colleague evaluator are advisable. If the instructor employs a variety of teaching strategies (such as lecture, discussion, student presentations, or role playing), it becomes very difficult to choose one or two class sessions that would be typical or would give a balanced picture of the instructor's teaching. In some small classes, the presence of an observer may be more distracting than in a larger class, and frequent observations by several colleagues during a single term might be problematic. The number and timing of visits should probably be worked out between colleague evaluators and the faculty member being evaluated, to assure an adequate evaluation with minimal disruption.

Explicit, Appropriate Criteria and Guidelines

A set of explicit criteria by which colleague observers are asked to judge the quality of teaching will make the evaluations much more reliable and the evaluations made by different colleagues more comparable. For colleagues observing strictly for the purpose of evaluation, the criteria help to guide the observations. For colleagues who have ongoing contact and observation, they help to summarize the impressions developed over numerous observations. The number of criteria should be kept small and appropriate to the type of teaching done in the department. The format may consist of open-ended questions, or rating scales, or a combination of these.

Criteria should reflect aspects of teaching on which there is

broad departmental consensus and for which faculty observers would be in the best position to provide information. For example, faculty observers might be asked how well prepared the instructor was for the class session, but should not be asked to comment on the instructor's accessibility to students outside of class if this has not been observed. Colleagues may reasonably be asked to comment on the instructor's coverage of a topic or on the appropriateness of the teaching strategy, but should not be asked to evaluate student motivation or satisfaction, which can only be inferred at best. Comments about actual student participation, however, would be appropriate.

Special Teaching Situations

Colleague observation and evaluation of clinical teaching present problems analogous to those which arise with small classes. Clinical teaching takes place most often in a one-to-one or small group context. In this case, the presence of several colleague observers would be intrusive and might significantly disrupt the teaching and practice situation. On the other hand, many clinical settings provide a natural situation for colleague observation. Indeed, colleagues often work side by side in clinical settings and frequently observe one another's teaching. Observation for evaluation should take advantage of these opportunities in much the same manner as evaluation based on observation in team-taught courses. There should be some indication as to the content, frequency, and length of the observations on which the evaluation is based. Where such natural observation is not possible and special visits for colleague observation-evaluation are needed, only one observer should have an opportunity to make several observations over a period of time. The development of criteria for the evaluation of clinical teaching should follow the guidelines for regular courses, although the specific items would be different and would be sensitive to the nature and purpose of clinical teaching. For example, in medicine, the observer might be asked to comment on the instructor's integration of biomedical theory and clinical management or on the actual demonstration of a procedure or technique.

Constructive Feedback

Feedback to the faculty member is an important consideration in designing departmental peer review procedures. For evaluations to be useful for the improvement of teaching, feedback and discussion are essential, yet this may present certain problems of confidentiality when colleague evaluation is conducted as part of the personnel process.

Sensitive Implementation

Many instructors are understandably anxious about peer evaluation. Departments implementing new systems of colleague observations should be sensitive to the problems and insecurities among faculty that will inevitably arise. The suggestions summarized above are also useful for instructors to keep in mind when observing their TAs in discussion or laboratory sections and writing up their evaluations.

Data from Oneself

In conducting a self-review of a course, faculty members may wish to compare their own pre-course objectives or expectations with perceived post-course outcomes. A model whereby the instructor assesses the abilities and knowledge of students before and after the introduction of an innovation or improvement effort is especially useful for evaluating new courses or courses with significant changes in content or structure. Often, however, instructors may not have planned for a self-evaluation before the course began; the self-evaluation can then look only at course outcomes.

When faculty members are interested in examining their own teaching behavior, rather than course outcomes, they can follow an end-of-course format similar to that used by students. An instructor might use the same form and complete it from the point of view of self-perceived behavior. Alternatively, they might benefit from completing the student form from the perspective of what they expect, on the average, that students will say; instructors might complete a self-evaluation form at the same time that students complete their evaluations and then compare results. Also, instructors can arrange to videotape a

class and then observe their performance, focusing on particular teaching skills of interest. While this latter technique can be extremely valuable, it is usually best achieved with the help of a faculty consultant, who can help the instructor to focus on the key elements. Individuals looking at videotapes of themselves often are biased towards seeing only the negative elements.

Faculty should expect that their self-review in most cases will be more favorable than reviews by students. If these self-evaluations are included as part of the dossier (see "Documenting teaching using a teaching portfolio or dossier" section below), instructors may wish to comment on any deficiencies noted or discrepancies between self and student evaluations. The comment should not attempt to defend one's self-review as being more accurate than that of the students, or to discourse on every aspect of the course. Rather it should be considered as additional information that can assist reviewers in interpreting student data or in understanding how the self-review contributed to course changes or modifications in teaching style.

Suggested Readings:

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Documenting and Improving Teaching

Documenting Teaching Using a Teaching Dossier or Portfolio

At a research university such as UCLA, faculty are generally more aware of colleagues' research than their teaching. Further, getting information about colleagues' teaching is more difficult than getting information about their research. There are usually a variety of concrete materials to use in evaluating research, including articles, books, artistic contributions, expert testimony, and various measures of professional recognition. Because teaching is usually a transaction between a single faculty member and one or more students, colleagues' knowledge of this transaction is necessarily limited. The teaching dossier or portfolio, analogous to an art portfolio, has been proposed as one solution to the issue of documenting effective teaching.

Such a portfolio usually contains a thoughtful and thorough narrative supported by appendices of teaching materials. Portfolios are often an essential part of the personnel decision-making process for instructors. Also, a good self-review narrative can be very useful for improving one's teaching, for winning a teaching award and for applying for future positions. As was stated earlier, documenting teaching effectiveness often leads to teaching improvement, and even reward.

Possible Contents of a Teaching Portfolio

Seldin (1991) lists the kinds of materials that one might include in a teaching portfolio. The specific items selected will depend on an instructor's particular teaching assignment and activities. However, the real secret of assembling a successful portfolio relies on knowing whom to ask for what. Some of his ideas for sources of data are given below. The Office of Instructional Development would like to thank CELT (The Center for Excellence in Learning and Teaching) at The Pennsylvania State University for permission to adapt their "Creating a Teaching Portfolio" guide for the UCLA context in this section.

Portfolio Sources

Data from Oneself for Portfolio Use

Self-analysis and self-reflection are far too often overlooked in the assessment of teaching and learning, yet they are central not only to the processes of assessing teaching, but also of improving it. Thus they are an essential part of any teaching portfolio.

Faculty members can provide their own perspective on virtually every aspect of instruction. Self-reports should be primarily descriptive as opposed to evaluative—what were you trying to do, why, how, and what was the result? Consequently, these documents will more easily reflect development than those from other sources. Self-reports should also be compared with data from other sources. Because feedback that provides new information is most likely to produce change, it is by virtue of such comparisons that personal growth and improvement occur. Data from oneself might include:

- list of courses taught, with brief descriptions of course content, teaching responsibilities, and student information
- statement of philosophy of teaching and factors that have influenced that philosophy
- examples of course material prepared and any subsequent modifications that were made to accommodate unanticipated student needs
- sample syllabus or lesson plan
- record of teaching discoveries and subsequent changes made to courses regularly taught
- description of efforts to improve teaching (e.g., participating in seminars and workshops, reading journals on teaching, reviewing new teaching materials for possible application, pursuing a line of research that contributes directly to teaching, using instructional development services, and contributing to a professional journal of teaching in your discipline)

evidence of reputation as a skilled teacher, such as awards, invitations to speak, and interviews

personal reflections on your growth and change as a teacher (including awards won and indicating future teaching promise)

Data from Others

Obviously, different people can provide different kinds of information about an instructor's teaching. For example, it is probably counterproductive and inappropriate to ask students about the breadth and completeness of an instructor's content knowledge since, from their point of view, such expertise should be a given. The more obvious and appropriate judges of this information would be department colleagues. Likewise, such colleagues are usually not good judges of whether an individual is prepared for class, arrives on time, or is available for office hours. Clearly, getting the right kinds of input from each group of individuals is what will give a portfolio its strength and depth.

Students

As the immediate beneficiaries of teaching, students are in an ideal position to report and comment on a number of variables, such as which instructional strategies helped them learn the most and whether the instructor came prepared to class, was available during office hours, or provided useful comments on papers. Other data that only students can report involve any change in their level of interest as a result of taking the course, how much the course challenged them, and whether they felt comfortable asking questions. The most common ways of obtaining student feedback about these aspects of teaching include:

interviews with students after they have completed the course

informal (and perhaps unsolicited) feedback, such as letters or notes from students

systematic summaries of student course evaluations—both open-ended and restricted choice ratings

honors received from students, such as winning a Distinguished Teaching Award.

Other materials often referred to in the literature on teaching portfolios are the "products of good teaching." In a sense, these are really a subspecies of the broader category "data from students" and might include:

examples of the instructor's comments on student papers, tests, and assignments

pre- and post-course examples of students' work, such as writing samples, laboratory workbooks or logs, creative work, and projects or fieldwork reports

testimonials of the effect of the course on future studies, career choice, employment, or subsequent enjoyment of the subject

Colleagues

Colleagues within the department/school are best suited to make judgments about course content and objectives, the instructor's collegiality, and student preparedness for subsequent courses. Departmental/school colleagues can provide analyses and testimonials that serve as a measure of:

mastery of course content

ability to convey course content and objectives

suitability of specific teaching methods and assessment procedures for achieving course objectives

commitment to teaching as evidenced by expressed concern for student learning

commitment to and support of departmental/school instructional efforts

ability to work with others on instructional issues

reports from classroom observations

statements from those who teach courses for which the instructor's course is a prerequisite

evidence of contributions to course development, improvement, and innovation

Administrators

The most significant administrators who may not necessarily be included in the previous category are the department chair and the school or divisional dean. In their supervisory capacity, these administrators are generally well suited to make summary statements about overall performance over time. In doing so, they can help those who will read and interpret the portfolio by organizing and assimilating all the other information from various sources. It is also appropriate that these individuals draw attention to special recognition for teaching such as a university-wide or department/school teaching award, such as the university Distinguished Teaching Award.

Arrangement and Presentation of Portfolio Components

An instructor's teaching portfolio is, and indeed should be, highly personal. There is, therefore, no specifically recognized format. In the most general sense, such a portfolio is likely to contain a short reflective narrative followed by an appendix of supporting documentation. Beyond this, selection and arrangement should be done so as to best reflect the argument you wish to make (for example, that one should be selected for the job, or be given departmental funding to teach a course).

Reflective Narrative

This is a key piece of any portfolio. It includes the major claims an instructor wishes to make about their teaching, and indicates how these claims support their case. It is always advisable to use specific examples which narrate these claims and which give them flavor. For this one can draw on the previous section, Data from Oneself.

Supporting Materials/Data/Documents

These elements are used to illustrate the claims and examples in the reflective narrative, and hence to support the overall argument. For this one can draw mostly, though not exclusively, on the prior section, Data from Others. One might include, for example, a table of standardized student evaluations, as well as a sample lesson plan or syllabus. Supporting materials are most conveniently located in appendices. They need to be carefully selected so as to not be too lengthy (just pick the clearest example to support the point), and should be arranged and labeled for the convenience of the reader. Points made in the narrative should be referenced to specific pages or parts of the appendices if at all possible.

Getting Feedback as Part of the Process

Once a portfolio outline is complete, and before the final draft is written, it is always a good idea to check it for balance. In particular, it is important to make sure that the "data from others" comes from multiple sources (students as well as colleagues).

In addition to making a strong case for an applicant, a portfolio should reflect the instructor as a person. As is the case for teaching in general, the best portfolios are those that are constantly revised and updated. Input from colleagues and friends can be invaluable in this process.

Developing a Comprehensive Departmental System of Evaluation

The routine use of all of the evaluation methods listed is not recommended. Rather, it is suggested that departments develop comprehensive systems which use these different teaching evaluation methods selectively and appropriately to assess the quality of instruction and to provide a valid picture of an individual's teaching. The basic elements of a comprehensive system are:

Instructor Consent

Teaching evaluations should only be done with knowledge and consent of the instructor.

Teaching Committee

It is recommended that departments, when possible, establish teaching committees to monitor the quality of instruction and conduct teaching evaluations.

Teaching Files

In order to develop a continuous record of evaluation, it is recommended that all departments maintain teaching files for all faculty. Systematic student ratings, course materials, and other information relating to teaching would be placed in the file on an ongoing basis. Such materials can then be used by the faculty member or department to construct a teaching dossier, or portfolio whenever one is needed.

Regular Evaluations

In many departments, end-of-course student ratings and faculty self-reviews are sufficient for regular evaluation.

Special Evaluations

It is not necessary to evaluate in great detail all courses taught by all faculty every quarter. Extensive evaluations using classroom visits or interviews with students should be reserved for instructors who request additional evaluation in order to improve his/her teaching, or when a department has questions about the quality of teaching for critical personnel decisions. Extensive evaluation is also appropriate for new course development or at times of major curriculum reorganization or development.

Different Department Systems

Teaching assignments vary within and between departments, and it is expected that departments will develop their own systems which emphasize different evaluation methods. The following section contains an example of a particular departmental evaluation system.

Information for Students

Certain information from the comprehensive evaluation system can be useful for students in program planning and course selection. Information about the course organization, reading, grading and test procedures, previous student evaluations and faculty comments about their course might be provided to students with the instructor's consent.

A comprehensive system of teaching evaluation will require more time and effort than our current methods, but the additional effort to develop a credible and equitable system is well worth it. Many faculty believe that such decisions warrant a comparable commitment of time. More importantly, given the potential impact on the faculty member's professional career, especially with the increased attention given to university instruction and its outcomes, evaluation of teaching effectiveness merits a serious commitment from everyone involved to provide an accurate and fair assessment. Perhaps most importantly, the process helps everyone on the faculty to become more effective teachers.

Both departmental instructional programs and faculty teaching assignments vary widely. A single fixed set of rules and procedures for evaluation cannot meet the needs of all departments. However, the principles outlined in table 1.3 should provide a useful framework on which departments can build their own evaluation program.

Suggested Readings:

Arreola, R. (2000). *Developing a comprehensive faculty evaluation system: A handbook for college faculty and administrators on designing and operating a comprehensive faculty evaluation system*. Bolton, MA: Anker Publishing.

Davis, B.G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass.

Edgerton, R., Hutchings, P., & Quinlan, K. (1991). *The teaching portfolio: capturing the scholarship in teaching*. Sterling, VA: Stylus Publishing.

Seldin, Peter. (1991). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. Bolton, MA: Anker Publishing.

Seldin, P. (1993). *Successful use of teaching portfolios*. Bolton, MA: Anker Publishing.

Seldin, P. & Associates. (1999). *Changing practices in evaluation teaching: A practical guide to improved faculty performance and promotion/tenure decisions*. Bolton, MA: Anker Publishing.

Shore, B.M., Foster, S.F., Knapper, C.K., Nadeau, G.G., Neill, N. & Sim, V.W. (1986). *The teaching dossier: A guide to its preparation and use*. Ottawa, ON: The Canadian Association of University Teachers.

Table C6	An example of a departmental system

Department X is a moderate sized department (35 FTE) with large undergraduate and graduate programs. Because there are many TA-run discussion sections in the large lecture and lab courses, graduate teaching assistants are an important part of the instructional effort. The department has a Teaching Committee to monitor the evaluation system and to advise faculty on teaching.

Instructor Teaching Files

Files are maintained for all faculty by the staff person who handles academic personnel. Faculty are asked to put copies of all syllabi, other instructional materials, evaluations, and the like, in their teaching file. Faculty are required to get systematic student ratings for all of their courses using a standard form for the evaluation.

Senior and Alumni Surveys

As part of periodic Academic Senate Reviews, the department has surveyed seniors and alumni about both the program and the quality of faculty instruction. The results for all faculty are summarized and placed in the teaching files.

Faculty Portfolio or Dossier Preparation

Faculty under consideration for merit increases or promotion are asked to prepare a reflective teaching narrative. The narrative includes a self-appraisal in which faculty are asked for self-ratings and comments on student ratings, as well as a teaching activities report in a standard format. Faculty have access to all materials in their teaching file when preparing their dossier and should carefully select appropriate samples for the appendices to their narrative.

Special Review Reports

Faculty at critical career points: tenure decisions, full professor, professor VI, and also for some accelerated advancements, receive a more careful review using group interviews with students, classroom visits, solicited letters from alumni, or other methods depending on what is most appropriate for the teaching responsibilities of the faculty member under consideration. When possible, these special procedures are carried over the year or so preceding the review for advancement.

Teaching/Learning Consultation

Faculty may request special reviews for teaching improvement purposes at any time. Also, the department may suggest to some faculty, based on their departmental review, that they should obtain diagnostic appraisal and assistance using the various programs offered by the department, or the campus Faculty Consultation Program.

Departmental Committees

The department review procedure for advancement use an ad-hoc subcommittee. All of the material collected for teaching, research, and service is evaluated by this committee and a report and recommendation is made to the full department which votes on the appointment.

Teaching Colloquium

All candidates for departmental hiring are required to give a teaching colloquium as part of the interview process. Students, graduates and faculty are invited to attend and vote on the candidate's performance.

Rewarding Teaching at UCLA

Since 1985, the Office of Instructional Development has co-sponsored, along with the Academic Senate Committee on Teaching, the Andrea L. Rich Night to Honor Teaching. This event honors all of the recipients of the distinguished teaching awards. Contact the Committee on Teaching, for information about these awards see *http://www.senate.ucla.edu/committee/COT/Teach.htm*.

Distinguished Teaching Awards (Senate Members)

Each year, the UCLA Alumni Association presents Distinguished Teaching Awards to five Academic Senate members. The highly prized awards are presented at the annual Alumni Association Awards for Excellence ceremony and selection of recipients is based on recommendations by the Academic Senate Committee on Teaching. Nominations are solicited from academic departments during the fall quarter.

1961

John F. Barron
Economics
Hector E. Hall
Physiology
Kenneth N. Trueblood
Chemistry and Biochemistry

1962

Charles W. Hoffman
Germanic Languages
Thomas P. Jenkin
Political Science
Ken Nobe
Chemical Engineering

1963

Carl W. Hagge
Germanic Languages
Wendell P. Jones
Education
Robert H. Sorgenfrey
Mathematics
Saul Winstein
Chemistry and Biochemistry

1964

Mostafa A. El-Sayed
Chemistry and Biochemistry
Leon Howard
English
Moshe F. Rubinstein
Civil and Environmental Engineering

1965

E. A. Carlson
Biology
W. R. Hitchcock
History
Allen Parducci
Psychology
William R. Romig
Microbiology and Molecular Genetics

1966

George A. Bartholomew
Biology
William P. Gerberding
Political Science
Hans Meyerhoff
Philosophy
Joseph E. Spencer
Geography

1967

Basil Gordon
Mathematics
J. A. C. Grant
Political Science
William Matthews
English
David S. Saxon
Physics and Astronomy
E. K. L. Upton
Physics and Astronomy

1968

Edward W. Graham
Chemistry and Biochemistry
W. James Popham
Education
Sidney C. Rittenberg
Microbiology and Molecular Genetics
Robert P. Stockwell
Linguistics
Fred N. White
Physiology

1969

Robert J. Finkelstein
Physics and Astronomy
Douglas S. Hobbs
Political Science
J. E. Phillips
English
Raymond M. Redheffer
Mathematics
Margaret I. Sellers
Microbiology & Immunology

1970

Ehrhard Bahr
Germanic Languages
Joseph Cascarano
Biology
B. Lamar Johnson
Education
Daniel Kivelson
Chemistry and Biochemistry
Richard D. Lehan
English

1971

Vernon E. Denny
Chemical Engineering
Peter N. Ladefoged
Linguistics
Arthur D. Schwabe
Medicine
Duane E. Smith
Political Science
Andreas Tietze
Near Eastern Languages and Cultures

1972

Barbara K. Keogh
Education
James N. Miller
Microbiology and Immunology
David S. Rodes
English
Ned A. Shearer
Speech
Charles A. Wes
Chemistry and Biochemistry

1973

Kirby A. Baker
Mathematics
David Evans
Chemistry and Biochemistry
Albert Hoxie
History
Nhan Levan
Electrical Engineering
Judith L. Smith
Physiological Science

1974

Robert B. Edgerton
Anthropology, Psychiatry and Biobehavioral Science
David S. Eisenberg
Chemistry and Biochemistry
Victoria A. Fromkin
Linguistics
Robert C. Neerhout
Pediatrics
Andrea L. Rich
Speech

1975

Alma M. Hawkins
World Arts and Cultures
Morris Holland
Psychology
Paul M. Schachter
Linguistics
Stanley A. Wolpert
History
Richard W. Young
Neurobiology

1976

Marianne Celce-Murcia
Teaching English as a Second Language and Applied Linguistics
Jesse J. Dukeminier
Law
George R. Guffey
English
Marilyn L. Kourilsky
Education
Chand R. Viswanathan
Electrical Engineering

1977

Michael J. B. Allen
English
Henry M. Cherrick
Dentistry
Richard C. Maxwell
Law
J. William Schopf
Earth & Space Sciences
Verne N. Schumaker
Chemistry and Biochemistry

1978

William R. Allen
Economics
Michael E. Jung
Chemistry and Biochemistry
J. Fred Weston
Management
Thomas D. Wickens
Psychology
Johannes Wilbert
Anthropology

1979

Steven Krantz
Mathematics
Paul I. Rosenthal
Communication Studies
Christopher Salter
Geography
James H. White
Mathematics
Stephen C. Yeazell
Law

1980

A. R. Braunmuller
English
Fredi Chiappelli
Italian
Kenneth L. Karst
Law
Richard F. Logan
Geography
Ronald F. Zernicke
Physiological Science

1981

Arnold J. Band
Near Eastern Languages and Cultures
Charles L. Batten, Jr.
English
Lucien B. Guze
Medicine
Gerald Lopez
Law
Andy Wong
Dentistry

1982

Dean Bok
Neurobiology

Robin S. Liggett
Architecture and Urban Design, Urban Planning
William Melnitz
Theater
Joseph K. Perloff
Medicine
Karen E. Rowe
English

1983
Claude Bernard
Physics and Astronomy
Bryan C. Ellickson
Economics
Robert S. Elliott
Electrical Engineering
Albert D. Hutter
English
Charles M. Knobler
Chemistry and Biochemistry

1984
Robert Dallek
History
Hooshang Kangerloo
Radiological Sciences
Jeffrey Prager
Sociology
Stanley Siegel
Law
Sandra A. Thompson
Linguistics

1985
Patricia M. Greenfield
Psychology
David F. Martin
Computer Science
Mark W. Plant
Economics
Ross P. Shideler
Scandinavian Section, Comparative Literature
William D. Warren
Law

1986
Roger A. Gorski
Neurobiology
Patricia A. Keating
Linguistics
Leonard Kleinrock
Computer Science
Martin Wachs
Urban Planning
Scott L. Waugh
History

1987
Lawrence W. Bassett
Radiological Sciences
E. Bradford Burns
History
Kenneth W. Graham, Jr.
Law
Howard Suber
Film and Television
Richard A. Yarborough
English

1988
Alison G. Anderson
Law
Ann L. T. Bergren
Classics
Charles A. Berst
English
Michael J. Goldstein
Psychology
Richard L. Sklar
Political Science

1989
John B. Garnett
Mathematics
Kathleen L. Komar
Germanic Languages
William G. Roy
Sociology
Stephen Yenser
English
Eric M. Zolt
Law

1990
Peter Narins
Biology
Gary B. Nash
History
John S. Wiley
Law
Merlin C. Wittrock
Education
Ruth Yeazell
English

1991
Michael R. Asimow
Law
Edward G. Berenson
History
Robert A. Bjork
Psychology
Margaret FitzSimmons
Urban Planning
Kenneth R. Lincoln
English

1992
Bruce L. Baker
Psychology
Paul B. Bergman
Law
Robert B. Goldberg
Molecular, Cell, and Developmental Biology
Peter E. Kollock
Sociology
Eugen Weber
History

1993
Calvin B. Bedient
English
Richard B. Kaner
Chemistry and Biochemistry
Katherine C. King
Classics
William G. Ouchi
Management
Bruce Schulman
History

1994
David A. Binder
Law
Jon P. Davidson
Earth and Space Sciences
Melvin Oliver
Sociology
Barbara L. Packer
English
E. Victor Wolfenstein
Political Science

1995
Noriko Akatsuka
East Asian Languages and Cultures
Douglas Hollan
Anthropology
V. A. Kolve
English
Jerome Rabow
Sociology

Paul V. Reale
Music

1996

Walter Allen
Sociology
Judith A. Carney
Geography
William M. Gelbart
Chemistry and Biochemistry
Phyllis A. Guzé
Medicine
Peter B. Hammond
Anthropology

1997

Uptal Banerjee
Molecular, Cell and Developmental Biology
Kris D. Gutierrez
Education
Susan McClary
Musicology
Arnold B. Scheibel
Neurobiology, Psychiatry and Biobehavioral Sciences
Ivan Szelenyi
Sociology

1998

George Bernard
Dentistry
Verónica Cortínez
Spanish and Portuguese
Wayne Dollase
Earth & Space Sciences
Jayne Lewis
English
Joshua S.S. Muldavin
Geography

1999

Grace Blumberg
Law
Alessandro Duranti
Anthropology
Richard Gold
Radiological Sciences
N. Katherine Hayles
English
Bernard Weiner
Psychology

2000

Scott Chandler
Physiological Science
Efrain Kristal
Spanish and Portuguese
Hector Myers
Psychology
David Sklansky
Law
Robert Watson
English

2001

Michael Colacurcio
English
Glen MacDonald
Geography
Kevin Terraciano
History
James Trent
Education
Brian Walker
Political Science

2002

Christopher Anderson
Mathematics
Steven Clarke
Chemistry and Biochemistry
Anne Kostelanetz Mellor
English
Lee Todd Miller
Pediatrics
Grant Nelson
Law

2003

Joseph DiStefano III
Computer Science and Medicine
Robin Garrell
Chemistry & Biochemistry
A.P. Gonzalez
Film, Television and Digital Media
Mitchell Morris
Musicology
Kirk Stark
Law

2004

David Kaplan
Philosophy
Kathryn Morgan
Classics
Mark Morris
Physics and Astronomy
Freshman Cluster Program
Jesús Torrecilla
Spanish & Portuguese
Joan Waugh
History

2005

Roger Bourland
Music
Robert Fovell
Atmospheric & Oceanic Sciences
Elma González
Ecology and Evolutionary Biology
Elizabeth A. Marchant
Spanish and Portuguese
Mike Rose
Education
Keith Stolzenbach
Civil and Environmental Engineering

2006

Robert Gurval
Classics
Patricia McDonough
Education
Albert Moore
Law
Kenneth Nagy
Ecology and Evolutionary Biology
David Rigby
Geography
Geoffrey Symcox
History

2007

John Agnew
Geography
Devon Carbado
Law
Valerie Matsumoto
History/Asian American Studies
Behzad Razavi
Electrical Engineering
Daniel Solórzano
Education
Blaire Van Valkenburgh
Ecology and Evolutionary Biology

Distinguished Teaching Awards (Non-Senate Members)

Beginning in Spring 1985, the Office of Instructional Development (OID) began sponsorship of awards for instructors who are not members of the Academic Senate. This category includes lecturers, adjuncts, and clinical faculty.

1985

L. Geoffrey Cowan
Communication Studies
Mary Elizabeth Perry
History
Linda Diane Venis
English

1986

David Cohen
Mathematics
Johanna Harris-Heggie
Music
Paul Von Blum
Interdisciplinary

1987

Carol D. Berkowitz
Pediatrics
Jeffrey I. Cole
Communication Studies
Cheryl Giuliano
Writing Programs

1988

Jeanne Gunner
Writing Programs
Art Huffman
Physics and Astronomy
David G. Kay
Computer Science

1989

S. Scott Bartchy
History
Bonnie Lisle
Writing Programs
Kenneth R. Pfeiffer
Civil Engineering and Psychology

1990

Lisa Gerrard
Writing Programs
Andres Durstenfeld
Biology
Dorothy Phillips
Physiological Science

1991

Marde S. Gregory
Speech
Betty A. Luceigh
Chemistry and Biochemistry
Cheryl Pfoff
Writing Programs

1992

Janet Goodwin
TESL and Applied Linguistics
Janette Lewis
Writing Programs
Yihua Wang
East Asian Languages and Cultures

1993

Stephen Dickey
English
Sondra Hale
Anthropology
Jutta Landa
Germanic Languages

1994

Steven K. Derian
Law
Linda Jensen
TESL and Applied Linguistics
Shelby Popham
Writing Programs

1995

Nicholas Collaros
French
Kristine S. Knaplund
Law
Christopher Mott
English

1996

Scott Bowman
Political Science
Timothy Tangherlini
Scandinavian Section
G. Jennifer Wilson
Honors and Undergraduate Programs

1997

William McDonald
Film and Television
Stuart Slavin
Pediatrics
Sung-Ock Sohn
East Asian Languages and Cultures

1998

Paul Frymer
Political Science
George Gadda
Writing Programs
Julie Giese
English

1999

Patricia Gilmore-Jaffe
UCLA Writing Programs
Emily Schiller
English
Scott Votey
UCLA Emergency Medicine Center

2000

Nicole Dufresne
French
Thomas Holm
Law
Richard Usatine
Family Medicine

2001

George Leddy
International Development Studies Program
Sandra Mano
Writing Programs
L. Jeanne Perry
Molecular, Cell & Developmental Biology

2002

Steven Hardinger
Chemistry & Biochemistry
Colleen Keenan
Nursing
Cynthia Merrill
Writing Programs

2003

Marjorie Bates
Chemistry & Biochemistry
Anita McCormick
Writing Programs
Richard Stevenson III
Dentistry

2004

Andrew Hsu
Philosophy
Kimberly Jansma
French and Francophone Studies
Jennifer Westbay
Writing Programs

2005

Susan Griffin
Writing Programs
William Grisham
Psychology
Anahid Keshishian
Near Eastern Languages and Cultures

2006

Roger Bohman
Molecular, Cell, and Developmental Biology
JoAnn Damron-Rodriguez
Social Welfare
Gerald Wilson
Ethnomusicology

2007

Nancy Ezer
Near Eastern Languages and Cultures
Fred Hagigi
Public Health
Eric Marin
Film, TV & Digital Media

Distinguished Teaching Assistant Awards

The UCLA Senate also rewards Teaching Assistants for exceptional performance and efforts to improve their capabilities as instructors by selecting five TAs annually for the Distinguished Teaching Awards. Faculty members may contact their department for information about nominating a TA or supporting a TA's application.

1975

Catharine Edwards
Political Science
Wayne Evans
Chemistry and Biochemistry
Sydney M. Flanigan
Bacteriology
Gregory Lunstrum
Biology
Edward F. Stoddard
Geology
Judith Susilo
Dance

1976

Chris Cagan
Mathematics
Hsi-Chao Chow
Chemistry and Biochemistry
Michele La Rusch
Philosophy
Larry L. Loeher
Geography
Gloria Switzer
French

1977

Jeffrey Cole
Communication Studies
Terence d'Altroy
Anthropology
Kathie Husk
Germanic Languages
Sharon Klein
Linguistics
Marilyn McMahon
Theater
James (Pat) Miller
Mathematics
Maria Palacios de Erickson
Spanish and Portuguese
Dwight Riskey
Mechanics and Structural Engineering
Lynn Vogel
Spanish and Portuguese

1978

Joeseph P. Beaton
Geography
Alice Kumagai
Mathematics
Thomas Parker
History
James Reed
Philosophy
Rosemarie Szostak
Chemistry and Biochemistry

1979

Clive Bull
Economics
Janice Devine
Geography
Mary Catherine-Harlow
Philosophy
Donald Harn
Biology
Mel Raab
Mechanics and Structural Engineering

1980

Ellen Caldwell
English
Richard Janda
Linguistics
Susan Kennedy
Dance
Randall Moore
Biology
Debra Watanuki
Kinesiology
Bryn Stevens
Biology (Honorary Mention)

1981

Rachel Cohon
Philosophy
Anneliese Gerl
Germanic Languages
Patricia Gilmore-Jaffe
English
Alissa Schulweis
History
Lorraint Tiffany
Kinesiology

1982

Cheryl Bolin
English
Andres Durstenfeld
Biology
Gary Mar
Philosophy
Dorothy Phillips
Kinesiology
Nancy Sasao
Oriental Languages

1983

Constance Coiner
English (Independent Ph.D.)
Michael Frazer
Mathematics
Stuart Rugg
Kinesiology
Holly Thomas
Philosophy
Judith Ann Verbeke
Biology

1984

Hector Campos
Spanish & Portuguese
David Christensen
Philosophy
Howard Gillman
Political Science
Leo Hanami
East Asian Languages and Cultures
Suzy Holstein
English
Lioba Moshi
Linguistics
Susan Neel
History
Paul Padilla
History

1985

Hannah Balter
Sociology
Bruce Brasington
History
Bruce Chaderjian
Mathematics
Barbara Hawkins
TESL and Applied Linguistics
Jeremy Hyman
Philosophy
Julia N. Pennbridge
Anthropology
Laurel Cohen-Pfister
German
Stuart Shigeo Sumida
Biology
Reed Wilson
English
Perry Powell
Kinesiology

1986

Daniel Kerman
Anthropology
Laura Kuhn
Music
Nina Leibman
Theater, Film, and Television
Hans Pfister
Physics and Astronomy
Shelby Popham
English
Keith Simmons
Philosophy
David Smallberg
Computer Science

1987

Mary Docter
Spanish and Portuguese
Karin Hamm-Ehsani
Germanic Languages
Linda Lohn
English
Peter Master
TESL and Applied Linguistics
John Quackenbush
Physics and Astronomy

1988

S. Michael Bowen
English
Laura Cummins
Anthropology
Michael Gehman
Philosophy
Ruth Anne Lawn
Classics
Elisa V. Liberatori Pratti
Italian

1989

Stephen M. Buhler
English
Leslie Ann Knapp
Anthropology
Pamela T. Lopez
Biology
Mario S. Picazo
Atmospheric Science
Katharina von Hammerstein
Germanic Languages

1990

Roger Florka
Philosophy
Margaret A. Harmon
Biology
Matthew K. Matsuda
History
Robert Metzger
English
Monika R. Sudjian
Germanic Languages

1991

Sophia K. Darwin
Mathematics
Clayton Dube
History
John Michael Kearns
Classics
Susan Koshy
English
Rachel R. Parker
Sociology

1992

Pamela Bleisch
Classics
Marc Dollinger
History
William Gleason
English
Laurie Pieper
Philosophy
Jill Stein
Sociology

1993

Glen Appleby
Mathematics
Katherine Beckett
Sociology
Blaise Eitner
Biology
Wendy Fonarow
Anthropology
Kimberly Monda
English

1994

John Denman
Anthropology
Steven Herbert
Geography
Mahafarid Lashgari
Germanic Languages
Michael Murashiege
English
Eleanor Townsley
Sociology

1995

Nathan Brandstater
Chemistry and Biochemistry
Anthony Gopal
Physics and Astronomy
Gilda Ochoa
Women's Studies
Daniel Sutherland
Philosophy
Rebecca Winer
History

1996

Kimberly Carter-Cram
French
Stavros Karageorgis
Sociology
Timothy McGovern
Spanish and Portuguese
Michael Ryall
Economics
Adam Wasson
English

1997

Joan Chevalier
Slavic Languages and Literatures
Alan Kessler
Political Science
Joseph Nevins
Geography
Rebecca Resinski
Classics
Linda Van Leuven
Sociology

1998

Shana Bass
Political Science
Matthew Carlton
Mathematics
Zoran Galic
Molecular, Cell & Developmental Biology
Emily Magruder
English
Earl Williams
Psychology

1999

Timothy Clary
Geography
Vanessa Herold
French
John Hetts
Psychology
Rhoda Janzen
English
David Klein
Chemistry & Biochemistry

2000

Deborah Banner
English
Campbell Britton
Theater
Giuseppe Cavatorta
Italian
Sandra Pérez-Linggi
Spanish and Portuguese
Dean Tantillo
Chemistry and Biochemistry

2001

Thomas Dubois
History
Caryl Lee Benner
Spanish & Portuguese
Nancy Llewellyn
Classics
Ronald Den Otter
Political Science
Andrew Sargent
English

2002

Robert Gedeon
Sociology
La'Tonya Rease Miles
English
Margaret Scharle
Philosophy
Emma Jane Scioli
Classics
Christina Yamanaka
History

2003

Louis deRosset
Philosophy
Ramela Grigorian
Art History
Gordon Haramaki
Musicology
Bryan Lockett
Classics
Theresa Romens-Woerpel
Geography

2004

Anthony Friscia
Organismic Biology, Ecology, and Evolution
Freshman Cluster Program
David Sanson
Philosophy
Indre Vida Viskontas
Psychology
Kelly Suk Yong Yi-Kang
Spanish and Portuguese
Jerome-Ieronymos Zoidakis
Chemistry and Biochemistry

2005

Sébastien Breau
Geography
Adam W. Fingerhut
Psychology
Catherine Fountain
Spanish and Portuguese
Lorenzo F. Garcia, Jr.
Classics
Joseph W. Hwang
Philosophy

2006

Denise Cruz
English
Brent James
Spanish and Portuguese
Stephan Pennington
Musicology
Moss Pike
Classics
O. James Rocha
Philosophy

2007

Melanie Ho
English
Matthew Lockard
Philosophy
Marcie Ray
Musicology
Sadaf Sehati
Chemistry and Biochemistry
Carolina Sitnisky
Spanish and Portuguese

Appendix: Resources for Improving Teaching

General Publications on Improving Teaching

The following titles are considered seminal works in the field. However, they are but are a small sample of the many publications dedicated to college pedagogy. Also, many authors and professional associations have written or edited books and articles about teaching within specific disciplines, which can be found in an instructor's home department.

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college faculty* (2nd ed.). San Francisco: Jossey-Bass.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Davis, B. G. (1993). *Tools for Teaching*. San Francisco: Jossey-Bass.

Eble, K. E. (1994). *The Craft of Teaching*. San Francisco: Jossey-Bass, 1994.

McKeachie, W. J, (2006). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th ed.). Boston, MA: Houghton Mifflin Company.

Journals

AAHE Bulletin. Washington, DC: American Association for Higher Education. A long-established monthly newsletter of the Association which features key current themes and initiatives nationally.

Exchange. Idea Center, Manhattan, KS: Kansas State University. Newly named newsletter from the IDEA Center at Kansas State. This center was, for many years, shepherded by Professor William E. Cashin, who developed the Center's reputation through a series of nationally known "IDEA papers" on various topics. Particularly influential, were the papers on evaluation which summarized the extensive research in the field in a very accessible yet scholarly manner. Cashin retired in 1998 at which time 34 IDEA papers existed. Email: *Idea@ksu.edu*.

New Directions for Teaching and Learning. San Francisco, CA: Jossey-Bass Inc., Publishers. Each quarterly journal volume is dedicated to a particular topic and has a guest editor who collects articles from known scholars in the field.

The Chronicle of Higher Education. Washington, DC: The Chronicle of Higher Education. A weekly newspaper dedicated to higher education and including extensive national job opportunities. Also on-line at *http://chronicle.com*.

The Journal of Higher Education. Columbus, OH: Ohio State University Press. A bi-monthly journal containing articles of an analytical nature.

Official University Publications

Academic Apprentice Personnel Manual. Policies and procedures for academic apprentice personnel and other graduate student employees. Available as a PDF document from the Graduate Division at *http://www.gdnet.ucla.edu/gss/appm/aapmanual.pdf*.

Guide Evaluation of Instruction. Published by the Office of Instructional Development, this guide offers insight into the University's policies and procedures regarding the evaluation process, provides interpretive techniques, for making sense of student survey data, presents informal evaluation methods and feedback tools and suggests resources for consultation and assistance. A brief literature review and bibliography of seminal work in the field of instructional evaluation is offered as well.

Schedule of Classes. Quarterly information on classes, meeting places, times, instructors, exam schedule, and enrollment procedures. Available every term from campus bookstores, *http://www.registrar.ucla.edu/schedule*.

The TA Handbook. An aid to teaching assistants distributed to all UCLA TAs each year. The handbook contains basic information on University policy as it relates to TAs and a useful discussion of teaching problems.

University of California Academic Personnel Manual. Academic Personnel Policies are issued by the President of the University of California. The Academic Personnel Manual (APM) includes policies and procedures pertaining to the employment relationship between an academic appointee and the University of California, *http://www.ucop.edu/acadadv/acadpers/apm/welcome.html*.

UCLA Academic Senate Manual. Available from the Academic Senate Executive Office. Provides a wide range of information relating to the University as a whole and guidance as to where policy can be found, *http://www.senate.ucla.edu/SenateLinks/formsdocspage.htm.*

The UCLA Call. A Summary of Academic Personnel Policies and Procedures, *http://www.apo.ucla.edu/call/*.

UCLA Campus Profile. A small handbook issued yearly that summarized interesting and important data about UCLA enrollments, budgets, and organization. Office of Academic Planning and Budget, *http://www.apb.ucla.edu*.

Information for Faculty on Academic Integrity. Resources that help faculty in protecting academic integrity at UCLA are available from the Office of Dean of Student including Faculty Guide to Academic Integrity; Confronting Academic Dishonesty; and Reporting a case of Academic Dishonesty, *http://www.deanofstudents.ucla.edu/faculty.html*.

UCLA Faculty Handbook & Resource Guide. Available from the Academic Personnel Office. A reference guide to the services and facilities available to academic employees of UCLA, and where to find them.

UCLA General Catalog. Gives detailed descriptions of all majors and courses. Also contains information on UCLA facilities, academic requirements, and procedures, *http://www.registrar.ucla.edu/catalog/*.

University of California Policies Applying to Campus Activities, Organizations, and Students (Parts A and B). A system-wide publication outlining policies on the general functioning of the campuses. *http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html*