

Guidelines for the Evaluation of the Quality of Teaching Support Provided by Teaching Assistants Employed under the Teaching Postgraduate Studentship (TPS) Scheme

1. All part-time Teaching Assistants (TA) employed under the TPS Scheme must be evaluated each semester of appointment for each of the subject(s) that they are assigned to support.
2. The evaluation should be conducted by the “user” department (i.e., the subject-offering department) that the student is employed to provide teaching support to, according to the broad framework and guidelines described in this paper.
3. For subjects with large enrollment (e.g. GUR and BD underpinning subjects) in which TAs are employed to provide teaching and administrative support, the supervising subject leader/teacher(s) concerned would legitimately be the best person(s) to provide feedback for evaluating the performance of the TA.
4. A suggested template for the TA Evaluation Form is attached in Appendix 1 for departments’ consideration. Departments can modify it as appropriate for their own use according to their specific contexts and needs.
5. Where appropriate (i.e., if the TA has been assigned teaching duties that require him/her to interact directly with students either inside or outside of classes), feedback from students should be solicited as additional inputs for evaluating the performance of the TA.
6. TAs are not full-time academic staff members and do not assume the full responsibility for classroom teaching of a subject. To avoid confusion and unnecessary complications, the Faculty-based Student Feedback Questionnaire (SFQ) should not be used for collecting student feedback on the performance of TAs.
7. Given the diversity in the nature of subjects across disciplines and the large variations in the types and extent of classroom teaching that TAs are required to support, departments/teachers concerned are expected to devise and administer their own system for collecting student feedback on the performance of TA (e.g., by purposely-constructed surveys, student focus groups, meetings with student representatives or other means). Some sample student feedback forms for TA Evaluation are given in Appendix 2 for reference. Departments may seek advice from EDC if needed.
8. Results of the TA Evaluation should be used to monitor the quality of teaching support provided by the TAs, and to inform decisions on continued employment or otherwise of the TA being evaluated. Programme leader/chief supervisor of the TA being evaluated should be informed of the results, particularly when the TA is not recommended for re-appointment.
9. Departments are required to submit, annually to VP(AD), a report on the implementation of the Scheme and the TA evaluation results via their respective Faculty Dean/School Board Chair.

Appendix 1: Proposed template for TA Evaluation Form

The Hong Kong Polytechnic University

**Evaluation Form for part-Time Teaching Assistants
Employed under the Teaching Postgraduate Studentship (TPS) Scheme**

Department: _____

Name of TA: _____

Programme of study: _____ Dept: _____

Name of Programme Leader/Supervisor: _____

Subject supported: _____

Semester/Year: _____

1. Please rate the performance of the TA with respect to each of the major duties/tasks assigned to him/her to support the teaching of the subject:

Major duties/tasks	Excellent	Good	Satisfactory	Unsatisfactory	Not applicable	Comments
a. Preparing instructional materials (e.g. handouts, PPT, worksheets, website...)	(4)	(3)	(2)	(1)	NA	
b. Conducting tutorials/seminars/lab sessions	(4)	(3)	(2)	(1)	NA	
c. Grading students' work or assignments and providing feedback	(4)	(3)	(2)	(1)	NA	
d. Supervision of/consultation for student projects	(4)	(3)	(2)	(1)	NA	
e. Liaison/communication between students and the subject teacher	(4)	(3)	(2)	(1)	NA	
f. [Add items if needed]	(4)	(3)	(2)	(1)	NA	
g. [Add items if needed]	(4)	(3)	(2)	(1)	NA	

2. Please rate the overall performance of the TA with respect to each of the following attributes:

	Excellent	Good	Satisfactory	Unsatisfactory	Not applicable	Comments
a. Professional knowledge about the subject	(4)	(3)	(2)	(1)	(NA)	
b. Quality of work	(4)	(3)	(2)	(1)	(NA)	
c. Dependability	(4)	(3)	(2)	(1)	(NA)	
d. Commitment and enthusiasm about teaching	(4)	(3)	(2)	(1)	(NA)	
e. Interaction with staff	(4)	(3)	(2)	(1)	(NA)	
f. Rapport with students	(4)	(3)	(2)	(1)	(NA)	
g. Overall effectiveness as a TA for the subject	(4)	(3)	(2)	(1)	(NA)	

3. Suitability for re-appointment: Definitely Yes May be Definitely No

4. Other comments:

Signature of Subject leader/teacher

Date

Name of Subject leader/teacher

Appendix 2: Sample student feedback forms on teaching of TAs

The following are some examples of feedback forms for collecting student feedback on the teaching of Teaching Assistants used in other universities. Departments are encouraged to make reference to the example forms/items when developing their own forms to suit their particular contexts or needs.

	Link	Focus
Stanford	http://www-stat.stanford.edu/taresources/docs/sampleform.fft	General teaching
Nebraska-Lincoln	http://foodsci.unl.edu/c/document_library/get_file?uuid=3ca47c15-8d4c-4b76-86a4-dae0d7fbdbf6&groupId=3142521&.pdf	General teaching
Michigan State	http://tap.msu.edu/pdf/ta_eval.pdf	A variety, including discussion and lab sessions
Columbia	http://www.columbia.edu/cu/psychology/dept/grad/TA_forms.pdf	General teaching
UC Riverside	http://www.tadp.ucr.edu/wp-content/uploads/2011/02/Lab-Eval-Blank.pdf http://www.tadp.ucr.edu/wpcontent/uploads/2011/02/Lab-Eval-Blank1.pdf	Lab sessions
	http://www.tadp.ucr.edu/wp-content/uploads/2011/02/Discussion-Eval-Blank.pdf	Discussion sessions
Calgary	http://www.ucalgary.ca/chem/files/chem/TA%20Evaluation%20Survey%20form.pdf	Lab teaching
McGill	http://www.physics.mcgill.ca/~cocolios/MGAPS/	Lab, tutoring and general teaching
University of Iowa	http://www.uiowa.edu/~examserv/evaluations/ACE_Item_Pool.pdf	Item Pool on different aspects of T&L

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