University of Georgia
Department of Anthropology
Teaching Assistant Evaluation

The purpose of this document is to clarify expectations and responsibilities for GTAs and to contribute to their professional development through providing teaching opportunities and constructive evaluations. Instructors and GTAs should meet to discuss this document at the beginning and end of a semester, and as otherwise needed. Note: We strongly recommend that GTAs solicit student feedback. There is a survey template for students to provide feedback for GTAs available on the webpage.

This form should be emailed to Graduate Program Assistant at the end of the semester.

Student name:

Instructor name:

Semester and year: Course name and number:

Meeting 1 date: Meeting 2 date:

Student goals for the class related to professional development (e.g. lecture, design assessments). Students can outline their professional development goals for the semester in the goal boxes. Instructors can detail how they will work with GTAs to provide opportunities to meet their goals. Please note: not all goals can be honored. Student learning outcomes must take priority.

Goal	Comments

Student responsibilities and expectations: The responsibilities and expectations column should be filled out during the first meeting of the instructor and GTAs. The feedback column is an opportunity for instructors to comment on GTA performance during the semester. The feedback provided should be discussed with GTAs.

Responsibilities and Expectations	Feedback
Workload and hours worked:	
Communication:	
Attendance:	
Grading timeliness:	
Grading philosophy:	
Availability and office hours:	
Classroom culture:	
Other:	
Meeting 1: Signatures of TA and instructor	Meeting 2: Signatures of TA and instructor

Possible topics for responsibilities and expectations:

Workload and hourly expectations: Contractual obligations. Prioritization. Documenting hours.

Communication: When GTAs and Instructors will be available via email (time/days). Expected time for responses to emails.

Attendance: How often GTAs should be in the classroom. Timely arrivals. Staying after class to respond to student queries. Travel for conferences or fieldwork.

Grading timeliness: Grading turnaround.

Grading philosophy: Feedback to students. Learning outcomes. Rubrics.

Availability and office hours: Virtual/in-person office hours. Availability to students outside of office hours for ad hoc meetings.

Classroom culture: Learning culture. Attitudes. How to interact with students.