

NCHU Guidelines for Recruitment and Selection of Teaching Assistants

Enacted in the 327th Administrative Meeting on Apr. 25th & the 329th Administrative Meeting on Jun. 27th, 2007
Amended (Articles 3-14) in the 330th Administrative Meeting on Sep. 19th, 2007
Amended (Articles 1-10) in the 334th Administrative Meeting on Feb. 27th, 2008
Amended (Articles 2 & 3, added Article 4) in the 348th Administrative Meeting on Nov. 25th, 2009
Amended (Articles 4-5, 7, 8, 9, & 11, add Articles 2 & 6) in the 363rd Administrative Meeting on Jun. 22nd, 2011
Amended (Articles 1-7) in the 367th Administrative Meeting on Jan. 4th, 2012
Amended (Articles 5-7) in the 381st Administrative Meeting on Nov. 27th, 2013
Amended (Articles 2-9) in the 394th Administrative Meeting on Sep. 16th, 2015

- Article 1 These guidelines are established to enhance teaching quality, improve learning outcome, and train higher education teaching assistants.
- Article 2 Each academic unit and the Office of Academic Affairs should follow these guidelines when nominating PhD, master, or outstanding bachelor program students for the position of teaching assistant. NCHU trains talents for teaching in advanced education system by providing training at the beginning of each term, teaching experience during the term, and performance evaluation at the end of the term.
- Article 3 The Teaching Assistant Review Committee is in charge of the review of TA training applications. The committee is composed of 9 members, including the Dean of academic affairs, the Dean of student affairs, the Director of the Center of General-Knowledge Education, and the Director of the Center for Development of Teaching and Learning. The Dean of academic affairs is the convener of the committee. The President of NCHU selects full-time faculty members to be committee members for a term of one year.
- Article 4 The Guidelines cover the following five types of teaching assistants:
- 1) Teaching assistant for discussions (Type A): Instructed and supervised by teachers, Type A TAs help students review and lead students in group discussions. Teachers can ask TAs to do the following: discussing course-related issues with teachers regularly, participating and auditing in classes, preparing topics for discussion, leading group discussions, reporting discussion progress to teachers, and providing other supports. Type A TAs are required to arrange regular discussions every week and leads students to work on drills (except the first week of each semester, and the weeks of mid-term exam and final exam), and each drill takes 1 hour. Type A TAs should discuss his/her instruction content with the course instructor in advance and by leading group discussion, encourage students to engage in dialogues and develop critical thinking, rational analysis and communication abilities.
 - 2) Teaching assistants for drills (Type B): Instructed and supervised by teachers, Type B TAs help students review and lead students to complete drills after class. Teachers can ask TAs to do the following: discussing curriculum-related issues with teachers regularly, arranging drill lessons and providing tutoring services for at least 2 hours every week, and providing other supports. Type B

TAs are required to arrange regular recitations every week and lead students in drills (except the first week of each semester, and the weeks of mid-term exam and final exam), and each drill takes 1 hour, so as to develop their competence in core modules.

- 3) Teaching assistants for experiments (Type C): Instructed and supervised by the course instructor, Type C TAs help students review and lead students to conduct experiment in groups. Teachers can ask TAs to do the following: assisting teachers to prepare handouts, experiment materials and reagents for experiment lessons, conducting experiments in advance of classes, assisting students to conduct experiments, maintaining the safety and hygiene of laboratories, cleaning up laboratories after classes, initiating experiment-related discussions, assisting in marking experiment reports, and providing other supports.
- 4) Teaching assistant for general class (Type D): Instructed and supervised by teachers, Type D TAs help students review and assist with teaching. Teachers can ask TAs to do the following: assisting course instructors to prepare handouts, participating or auditing in classes (depending on the requirement of the instructor), assisting with marking assignment, providing tutoring services, and providing other supports.
- 5) Teaching Assistant for student club service learning course (Type E): Trained and supervised by teachers, Type E TAs should lead students to do social service for at least 16 hours, assist teachers to lead students in reflective activities, assist teachers to teach students how to improve and be gratified, assist teachers to organize presentations, collect and submit reflection forms and learning and studying questionnaires.

Only one type of TAs is allowed for each course each semester. Course instructors are not allowed to make request for two (or more) types of TAs.

Article 5 Grant of TAs for university-level general education courses and college-level (including inter-college programs) basic BA courses are subsidized by graduate fellowship fund and the student club service learning courses are subsidized by the NCHU fund. Grant of TAs for department-level courses is subsidized the graduate student fellowship of each department.

Article 6 Application for Request of TAs

- 1) Instructors of university-level general-knowledge education should submit application for request of TAs to the Center for Development of Teaching and Learning based on their needs. The Center of General-Knowledge Education will recommend TAs according to the course objectives and core modules.
- 2) College-level (including inter-college programs) core module is defined as compulsory courses for graduation for at least three departments in one college

or inter-college program. [Teachers may request for type A, B and D TAs to assist them.](#) To request teaching assistants for college-level BA basic courses (including inter-college programs), one should submit the application to the Center of Development for Teaching and Learning via each college, department, or the Office of Academic Affairs.

[3\) Teachers who teach student club service learning courses may request for TAs from the Career Development Center of the Office of Academic Affairs. Teachers may request for a TA for every 30 students, 2 TAs for every 60 students and so forth.](#)

[4\) Each department may establish its specific regulations for requesting TAs for department-level courses.](#)

Article 7 For university-level general education courses, college-level basic BA courses (including inter-college programs) [and student club service learning courses](#), the approval of TA employment [and subsidy are](#) determined by the Teaching Assistant Review Committee based on the budget of the academic year. For department-level courses, the approval of employment and remuneration is determined by each department based on their regulations for graduate student fellowship.

Article 8 [In principle](#), PhD and postgraduate students have priority over junior and senior undergraduate students in TA selection. In principle, [any student can be a teaching assistant but he or she should not take the course in the term.](#)

Article 9 [Teaching-Learning Resources Center holds TA seminar every semester to strengthen TAs' abilities. TAs' performances in the seminar will be submitted to their teachers for the reference of final assessment of TA learning performance and competition for excellent TA.](#)

Article 10 NCHU may organize activities to assess the performance of TAs, for example, class visits, student opinion survey, and TA data inspection. TA with outstanding performance will be rewarded.

Article 11 Course instructors and academic units whose employment of teaching assistants is subsidized must submit a TA assessment report at the end of each term. The report serves as a reference for recruitment in the next semester.

Article 12 In the event of any ambiguity or incompleteness in this regulation, students shall refer to other applicable regulations set forth by National Chung Hsing University.

Article 13 This regulation and any amendments hereto shall take effect after being approved at the NCHU Administrative Meeting.