

Academic Support Staff Performance Review and Development System

Job Number:	
Name:	
College:	
Department/Program	

Academic Support Staff Performance Review and Development System Framework

Introduction:

Academic Support Staff Performance Review and Development System is part and parcel of the university Performance Review and Development System designed to improve performance of all employees at Qatar University, and ascertain overall quality of education at Qatar University.

Objectives:

1. Enhance and improve the quality of teaching and learning at Qatar University.
2. Enhance the skills of Academic Support Staff and their contribution to excellence of teaching and learning at the University.

General rules and Head of department duties:

1. Each college is entitled to modify the appraisal criteria providing that developed college version is in alignment with QU base-line system; the college-based system is approved by the VP for Academic Affairs; and Academic Support Staff are made aware and oriented of the college-based system before the start of the performance review cycle.
2. The Academic Support Staff Performance Review and Development System (TAPRDS) is applied to all Academic Support Staff at Qatar University.
3. The HoD may form a department committee to provide advice in assessing any activities or domains included in the evaluation process.
4. The HoD may ask any colleague of the appraised faculty member to observe his/her teaching performance (on the appraised member's demand, due to students' evaluation, or whatever the head deems necessary).
5. Academic Support Staff may submit any additional information deemed helpful to their evaluation.
6. Head of Department meets individually with each Academic Support Staff to
 - a) Discuss his/her performance according to the TAPRDS criteria;
 - b) Present feedback on strengths and prospects for development and/or improvement,
7. Head of Department approves the Academic Support Staff (TA) action plan for the next evaluation period during the evaluation meeting;
8. Head of Department completes the Academic Support Staff individual evaluation report justifying the scores for each of the evaluation category by specific reference to the criteria;
9. HoD provides Academic Support Staff time to review the evaluation report, and request a written response to the report when there is no agreement;
10. HoD responds in writing/online to the TA; such response shall be included in the TA's file;
11. HoD submits a final appraisal report with rationale and reference to specific evidence to the Dean for endorsement;
12. HoD maintains the confidentiality of data submitted by the TA for his/her appraisal and the evaluation results.

Procedure and Timeline

The evaluation period for all categories of Academic Support Staff is based on a calendar year; it begins with the spring semester and ends with the fall semester. Table 1 shows the appraisal process timeline.

1. At the end of the week before the start of classes of the spring semester, Academic Support Staff shall submit online to the HoD all required materials relating to their performance review and professional development;

2. Four weeks before the spring mid-semester break, the HoD will send a statistical overview report to the Dean (not a detailed report). This allows Deans to check for possible inconsistencies or discrepancies;
3. Three weeks before the spring mid-semester break, the HoD should have posted online the preliminary performance appraisal reports for individual Academic Support Staff ;
4. After posting the preliminary reports, the HoD shall meet with Academic Support Staff and discuss their performance evaluation. At the end of the meeting, the TA shall sign the evaluation document indicating that he/she had agree/disagree on the appraisal;
5. Before the spring mid-semester break, the HoD submits the final appraisal reports to the Dean for endorsement;
6. A Academic Support Staff may appeal the evaluation of the HoD by submitting an appeal form to the Dean. Appeal requests should be made during the first week after the mid-spring break;
7. The Dean reviews the appeal applications and decides on appeals within ten working days of receiving the appeal. In coordination with the respective Head of the Department, the Dean specifies a date for meeting with those faculty members whose performance is "less than expected" or "unsatisfactory", and fills out the professional development plan form (appendix 4).
8. The college administration submits the general report on the Academic Support Staff performance to the VP for Academic Affairs.

Appraisal Timeline

Steps	Start ¹	End
Academic Support Staff submit all files online	Open	End of week before start of classes of the spring semester
HoD sends a statistical overview report to the Dean (Not a detailed report).	Before posting online the preliminary performance appraisal reports to TAs	Four weeks before the spring mid-semester break
HoD posts online the preliminary performance appraisal reports	Beginning of the classes of spring Semester.	Three weeks before the spring mid-semester break
HoD shall meet with TAs and discuss their performance evaluation	After posting the preliminary reports online	Before the spring mid-semester break
HoD submits final appraisal reports to the Dean for endorsement	Before the spring mid-semester break	
Possible appeals from TAs.	Open after the meeting with the HoD and signing the report	One week following the spring mid-semester break
The Dean reviews the appeal requests and decides	First week after the spring mid-semester break	Within ten working days of receiving the appeal.

The Academic Support Staff Performance Review Portfolio:

Academic Support Staff portfolio should contain all the works he/she has achieved during the period of evaluation, in addition to the following items for example:

¹ All dates are given in reference to the QU official academic calendar.

I. Teaching Performance includes:

- a) **Theoretical Teaching:** Teaching/supporting all or part of a theoretic course.
- b) **Practical Teaching:** Teaching/supporting all or part of a practical course.
- c) **Field Training:** Supervising the training of students in schools, companies or other organizations.
- d) **Students' evaluation** (if applicable)

TAs' academic support activities may include:

- a) Assists with instruction and supervision of students in field studies, field trips, internship, etc.
- b) Compile and update manuals and guidelines related to practical sessions, lab sessions, internship, and field trips, etc. under the supervision of the instructor.
- c) Prepare problem sheets and handouts needed for lab/practical setting under supervision of the instructor.
- d) Provides tutorial support for students related to theory and practice components of their program.
- e) Assists with the development of simulated laboratory and classroom learning experience.
- f) Searches for, retrieves, and summarizes up-to-date literature related to topics addressed in courses or in practice experiences.
- g) Prepares lists of useful resources for student use on selected topics.
- h) Assists with grading student examinations, tests, quizzes, project laboratory exercises and assignments under the direct supervision of course instructors.
- i) Provides academic assistance to students during office hours.
- j) Assists with senior students' graduation projects and research related to the mission and service of the university.

II. Research Tasks:

- a) Undertaking research for the college or department;
- b) Participating in scientific research.

III. Service to the department, college, university and community:

- a) Participating in committees inside and outside the university.
- b) Other tasks undertaken for the college or the department as assigned to Academic Support Staff by the department or college heads.

IV. Professional Development:

- a) Participating in various events (conferences, seminars, training courses, workshops)
- b) Participating/enrolling in continuing professional education.

**Performance Review Activities Form for the Evaluation Cycle
(To be filled out by the Academic Support Staff)**

I. Teaching and Teaching Support:

Data of the academic courses whose portfolio will be submitted for evaluation:

Course No.	Course Title	Semester	Number of Students

Components of the Teaching Portfolio for Teaching Tasks			
1. Course syllabus			
- Course data	- Instructor data	- Course description	- Course objectives
- Educational outcomes	- Distribution of contents	- Methods of teaching	- Teaching aides
- Methods of students' evaluation	- Objectives and tasks	- Instructions for students	- References/ sources
2. Course teaching philosophy			
3. Samples of the teacher work in terms of:			
- Innovations introduced into the course content		- Variety of assessment methods	
- Variety of presentation methods		- Innovations introduced into course references & sources	
4. Samples of students' work			
5. Analysis of students' results			
6. Reflection page			
- Updating contents		- Variety of course presentation methods	- Development of evaluation methods
- Problems facing course instructor while teaching the course			- Suggestions for further course improvement
Students' evaluation (if and when applicable)			

II.1. Research Tasks:

Data of the research achievements whose portfolio will be submitted for evaluation:

Components of the Academic Support Staff Portfolio for Research Tasks			
Research Details and Numbers			
The Member's Role in the Research			
- Collecting Resources	- Applying the Research Tools	- Feeding in Data	- Analyzing Data
- Communicating with Publishers	- Coordinating the Research	- Designing Research Tools	
Reflection Page			
Research Achievements	Time Management	Archiving the Research Documents	- Difficulties Encountered by the Member

II.2. Participation in Research Projects: Authoring, Translation /Scientific Articles/ Supervising Graduation Projects

Title	*Type	*Publication Status	Publisher	Nature of Participation 1. Major Researcher 2. Participant 3. Assistant Researcher	Date of Publication

*Type: 1. Translation 2. Authoring 3. Article 4. Supervising graduation projects

*Publication Status: 1. Published 2. Accepted for Publication 3. Research Project 4. Underway

III. Service to the department, college, university and community

Committee or Task	Body/Institution	*Nature of Participation	Date*	
			From	*to

- Nature of Participation: Head, secretary, member
- To: the end of the committee's term.

IV. Professional Development:

Participation in Conferences, Symposiums, Training Sessions, and Workshops

Subject	Category 1. conference 2. symposium 3. lecturer 4. participant	Date	Nature of the participation 1. coordinator 2. head of a session 3. lecturer 4. participant	Organizing Institute / Body	Place

Reflection Page

Filling out the items of this Reflection Page about your performance in the major fields may help the Head of your Department evaluate your overall performance properly. Therefore, please give your judgments about your various activities in the following domains:

*** The Principal Job Duties:**

-
-
-
-

*** Professional Development:**

-
-
-
-

- In the light of the above exposition, indicate the features of your work plan for the following academic year**

Objective	Activity

Academic Support Staff Name:

Signature:

Date:

Rating of Overall Performance (To be filled out by the Department Head)

College/Unit	Department	Faculty	Academic Year
Serial	Main Task	Score	
Rate of the Academic Support Staff Overall Performance			
1.	Teaching performance/portfolio		
2.	Students' opinions (number of students participated: 15)		
3.	Academic advising/Class observation		
4.	Committee Work, assigned duties and tasks		
5.	Research duties/Teaching outputs		
6.	Professional development		
7.	Any other activities-voluntarily or not directly related to your job duties		
Competencies required for execution of the tasks			
1.	Work quality and competency		
2.	Ability to create and initiate		
3.	Promptness of work execution		
4.	The ability to communicate appropriately with the stakeholders		
General Total			

Justification of the result

How do you describe the faculty member's professional relations?

- Good Satisfactory

Appendix (1)
Performance Review Appeal Form

College:	
Department	
Faculty Name:	
Job Number:	

*** Reasons why the results should be reevaluated:**

-

Signature:	
Date:	

This form is to be filled out by Academic Support Staff in case of appealing the appraisal results and then to be sent directly to the dean and a copy to the associate dean.

*** How to submit the application form:**

1. The form should be filled out by the Academic Support Staff and sent to his/her respective Dean's office; copies of the form may be sent to other pertinent offices.
2. The concerned Dean should discuss the evaluation results with the assistant faculty member in the presence of the Head of the Department.
3. After considering the views of both sides of the case, the Dean makes the appropriate decision.

Appendix (2)
Appeal Results Form *

College:	
Department	
Faculty Name:	
Job Number:	
Date:	
Venue:	

Revaluation Results

Academic Support Staff name and signature	
Head of Department name and signature	
Dean's name and signature	
Date	

Appendix (3)
Professional Development Plan Form

In coordination with the Head of the Department, the Dean may specify a date to meet with the Academic Support Staff whose performance was less than expected or unsatisfactory and fill out the professional development plan form.

Purpose of the meeting
Why faculty member couldn't score the required assessment: - -
Main Performance strengths: - - -
Main aspects of performance to be improved: - - - -
Suggestions for improvement (Professional Development Plan)
Major Work Duties: Objectives: - - -
Suggested activities: - - -
Professional development: Objectives: - - -
Suggested activities: - - - -

Academic Support Staff Name and Signature:	
Head of the Department Name and Signature:	
Dean Signature:	
Date	