Date: March 10, 2016

Principal Applicant's Name:	**Email Address:**

Name of Faculty and Department:
Faculty of Arts, Department of Sociology (we also train TAs from the Institute for Gender, Race, Sexuality and Social Justice)

Names of Other Applicants (and their affiliations):

This project is: X ☐ **A request for continued funding** (*Please include the 1-page Progress Report as last page.*)
☐ **New**
☐ **Previously submitted but not funded**

Budget Requested from TA Training Fund 2016/2017: $ 5871
Budget Requested from TA Training Fund 2017/2018: $ 6431

Funding Expected from Other Sources / In Kind 2016-17: $ Faculty time in kind
Funding Expected from Other Sources / In Kind 2017-18: $ Faculty time in kind

	2016/17	2017/18
Total number of graduate students in department/program:	50	50
Anticipated total number of Teaching Assistants (includes undergrads)	**85**	**85**
Anticipated number of new Teaching Assistants	**50**	**50**
Anticipated number of Teaching Assistants to be trained	**60**	**60**

1. **TA Training Program Objective: Please state the competencies that graduate students will be expected to develop through your TA Training Program.**

Program Objectives:
At the end of the TA training, TAs should be able to:
1. work with professionalism with faculty, fellow TAs and students
2. deal proactively with matters of academic integrity/plagiarism
3. practice effective time and workload management
4. identify campus learning and mental health resources available to students
5. deal confidently with challenges of diversity in the classroom
6. apply constructive feedback and appropriate grading practices and standards
7. demonstrate teaching methods/mentoring for student writing, presentation and group work
8. practice developing a lecture based on the BOPPS model
9. practice developing assignments, exams, labs based on pedagogical principles
10. conduct effective discussion groups/tutorials using practices informed by teaching pedagogy
11. provide constructive peer mentoring
12. use self-reflection to determine what they did well and what further training/professional development they need.

Training Program:
FOR NEW TAs (Mandatory) (8 hour workshop) – tentative dates for 2016/17 - Friday September 2 and Friday December 30

  Module 1a: TA Welcome and Orientation: (facilitated by department head and/or TA Training coordinator) (1 hour)
  Module 1b: **TA Union Agreement** (facilitated by CUPE union representative) (30 min)
  This part of the workshop will welcome the TAs and discuss relevant UBC policy as well as the Department of Sociology's expectations and procedures. TAs will be asked to set professional goals. The TA union agreement will also be addressed.
  At the end of this module TAs will:
  - Be able to set professional goals
  - Be able to set effective boundaries with students/instructor
  - Be aware of relevant UBC policy and procedures (e.g. academic integrity/plagiarism)
  - Be able to explain the TA union agreement (CUPE)

  Module 2: Time and Workload Management: (facilitated by faculty and grad student TA) (1.5 hours)
  TAs will be introduced to time management, organization and record keeping strategies and will discuss case scenarios.
  At the end of this module TAs will:
  - Be able to practice effective time management strategies
  - Be aware of organization and record keeping strategies

  Module 3: Effective Communication: (facilitated by faculty and grad student TA) (1.5 hours)
  This module will introduce TAs to communication strategies used to deal with a variety of communication issues such as power dynamics in the classroom, quiet/disruptive students, motivating students, and dealing with distressed students. Mental health resources and the early alert system will be discussed. Case scenarios will be used.

At the end of this module TAs will:
- Be aware of power dynamics in the classroom and be aware of strategies to deal with these dynamics
- Be able to communicate effectively with quiet students
- Be able to manage disruptive students
- Be aware of how to assist distressed students and have knowledge of mental health resources and the early alert system
- Have knowledge of motivational strategies (face to face and online)

Module 4: Diversity in the Classroom: (facilitated by faculty and grad student TA) (1.5 hours)
Students will discuss issues of diversity in the classroom building on the "What I Learned in Class Today" video. Case scenarios will be used to practice strategies to manage tensions/conflict and cultivate a positive classroom climate.
At the end of this module TAs will:
- Be able to use professional ethics
- Be able to create an environment of shared respect and responsibility
- Be aware of cultural, gender and sexual diversity
- Have practiced strategies to manage tensions/conflicts
- Be aware of Aboriginal issues (building on "What I Learned in Class Today")
- Be able to locate relevant campus resources (e.g. Access and Diversity)

Module 5: Feedback/Grading/Evaluation: (facilitated by faculty and grad student TA) (1.5 hours)
This module will introduce new TAs to the Faculty of Arts grade standards and will discuss how to align assessment with learning objectives, provide constructive feedback, set appropriate standards, have consistency in grading and deal with grade conflicts. Case scenarios will be used.
At the end of this module TAs will:
- Be able to identify methods for providing constructive feedback
- Be able to articulate strengths and well as constructive improvements
- Be able to align assessment/evaluation with learning objectives
- Have consistency in outcomes
- Be able to set appropriate standards
- Be able to deal with complaints/grade conflicts

Module 6: Wrap up and feedback: (facilitated by TA Training coordinator) (30 min)
Remaining questions will be address and feedback on the workshop will be solicited

FOR ALL TAs (Mandatory)

Refresher Sessions: (facilitator Senior TA) (1 hour) (October, February)
These session will be held over lunch with the goal of providing an opportunity to discuss TA challenges in an atmosphere of peer support. Content may include a refresher on communication strategies, grading and diversity in the classroom.
TAs will share strategies under the guidance of the Senior TA.

TA Training Feedback Session: (facilitated by department head and TA Training coordinator) (1 hour) (December)
The goal of this workshop is to allow TAs an opportunity to reflect on their TA practice in the term and to provide feedback on the TA training so that it can be revised accordingly.
At the end of this workshop TAs will:
- Participate in self-reflection
- Provide feedback on the TA training

FOR ALL TAs (optional - by sign up) – tentatively scheduled for September 2016 except for sessions 5 and 6

Session 1: Conducting Discussion Groups/Tutorials: (facilitated by faculty and a grad student TA) (1.5 hours)
Sociology 100 TAs and others who are interested will be introduced to facilitation techniques and will discuss best practices.
At the end of this module TAs will:
- Be prepared to structure a discussion(know how to begin, set the tone)
- Be aware of their audience (e.g. by name)
- Be able to identify strategies to ensure completion of readings
- Be able to frame intellectually challenging questions
- Be able to use inclusive participation techniques
- Be able to address and use non-verbal signals
- Be able to deal with bumps (e.g. airtime hogs)

Session 2: Preparing a Lecture: (facilitated by faculty and grad student TA) (1.5 hour)
Senior TAs who are interested in teaching will be introduced to teaching and learning styles, develop learning objectives and will be given an opportunity to teach a lesson in an undergraduate course. Additional guidance beyond the workshop will be provided by Instructors during the lesson development process.
At the end of this workshop TAs will:
- Be aware of different teaching and learning styles
- Be aware of the BOPPPS model of lesson development (Bridge, Objectives, Pre-Assessment, Participatory

Learning, Post-Assessment, Summary)
- Practice developing learning objectives for a lesson
- Sign up to give a lecture in an undergraduate course (optional and voluntary) (which will be digitally recorded and peer reviewed during the post teaching observation feedback session that will be facilitated by the Senior TA; see session 5 and 6 below). TAs will form teaching squares or triads depending on number interested.

After the workshop TAs who sign up to teach will prepare and deliver a lesson for the class they will TA in term 1, 2 or both.

Session 3: Mentoring student writing/presentations/group work: (facilitated by faculty and librarian) (1.5 hrs)
This workshop will introduce TAs to common challenges students face in writing, presentation and group work assignments and will practice dealing with these challenges using case scenarios. Writing center and library resources will be presented.
By the end of this workshop TAs will:
- Be aware of library resources that can help students with their research/writing
- Have knowledge of writing center services for undergraduate students
- Be able to address common challenges in writing, presentation and group work assignments

Session 4: Developing Assignments/Exams/Labs: (facilitated by faculty and grad student TA) (1.5 hours)
This workshop will introduce students to example assessment strategies (e.g. CTLT online resources) and will allow them to practice developing an assignment or writing exam/lab questions and a grading rubric/scheme which aligns with learning objectives.
At the end of this workshop TAs will:
- Be able to align assessment strategies with learning objectives
- Have practiced developing assignment/exam/lab questions
- Have practiced developing a grading rubric/scheme in line with learning objectives
- Be able to post teaching and learning resources in STAR (Sociology Teaching Artifacts Repository)

Session 5 and 6: Teaching squares/triads post teaching observation feedback: (facilitator Senior TA and TA Training coordinator) (1.5 hours) (November, March)
This workshop builds upon the preparing a lecture workshop provided in Session 2. TAs will learn how to provide peer feedback on the digitally recorded lessons taught in undergraduate classes.
At the end of this workshop TAs will:
- Be aware of common teaching challenges
- Be able to identify areas in their own teaching that they would like formative peer feedback on
- Have practiced providing one-on-one feedback to other TAs
- Reflect on their teaching practices

2. What will the participants in your TA Training program do to help them develop the competencies listed above? (
-TAs will participate in a series of TA workshops (as described above)
-A TA handbook will be distributed
-TAs will be given one-on-one peer mentoring and formative feedback by a Senior TA
-The department's online teaching resource repository (STAR) will be developed and expanded and made available to all TAs.
Workshops have been developed based on faculty and previous TA feedback. TAs will engage in exercises to help build these competencies (e.g. discussion of scenarios): complete readings or review handouts related to the issues discussed; participate in brainstorming and breakout sessions to deal with specific issues (e.g. marking, feedback): watch a short UBC-based video on Aboriginal issues in the classroom.

3. TA Training Program Assessment: How will you know that your participants are developing the competencies listed above?
We will know through a variety of means:
-anonymous feedback forms after each TA training session to assess whether TAs feel they are being provided with the resources/information they need
-instructor evaluations of their TAs at the end of term
-review of student evaluations of TAs at the end of each course
-Senior TA and TA Coordinator attendance at CTLT events (e.g. TA CoP)
-peer reviews by Senior TA providing one on one feedback on teaching
-debrief session with TAs regarding feedback/mentoring experience
-TA survey and focus group for self- reflection feedback and program feedback

4. TA Training Program Timeline. (The timeline table is provided as a guideline. Please add or subtract rows as required and/or add space immediately below the table to outline what will take place and when.)

Event & Description *Please list competencies (from #1 above) to be covered at each event.	Length (hours)	Anticipated Date(s)	Number of Participants
Training workshop for new TAs – offered twice. Will address competencies (from #1 above): 1, 2, 3, 4, 5, 6.	8hrs	Sept 2 2016 Dec 30 2016	50 total

Refresher sessions – offered twice. Competencies will depend on topics requested but will likely address 5 and 6.	1 hr	Oct 2016 Feb 2017	30-35 each
TA Training feedback session. Competency 12.	1.5 hrs	Dec 2016	40
Conducting Discussion Groups/Tutorials. Competency 10.	1.5 hrs		25
Preparing a Lecture. Competency 8.	1.5 hrs		25
Mentoring student writing/presentations/group work. Competency 7.	1.5 hrs		25
Developing Assignments/Exams/Labs. Competency 9.	1.5 hrs		25
Teaching squares/triads post teaching observation feedback – offered twice. Competencies 11 and 12.	1.5 hrs	Nov 2016 Mar 2017	20 total

5. **Do the courses in which your TAs will be working engage directly with Aboriginal history, cultures, or systems of knowledge as part of the curriculum? ___x__ YES _____ NO**
   If yes, how will TAs be prepared for these encounters?

We address a range of issues related to intercultural communication, including issues of discrimination, indigeneity, racialization, sexuality, and stereotyping. Please see above diversity in the classroom module for new TAs. We expect this to also be discussed in the refresher sessions. We plan to continue to consult with Amy Perrault and/or a Positive Space staff member in the development of this module.

6. **What kinds of social and cultural diversity will your TAs encounter in the classroom and curriculum?**

Differences by social class, gender, sexuality, ethnicity, racialization, age, country, first language, religion, immigration status, first generation university students, and disability status are the main social and cultural diversity differences TAs will encounter.

   What will be done to prepare TAs for these encounters?

Our module on diversity in the classroom focuses explicitly on raising awareness and providing specific examples of teaching moments that are helpful in addressing classroom diversity. Social and cultural diversity is raised in each of the other workshops, although not as centrally (e.g. definitions of plagiarism and how these are variously understood by different cultural traditions). Amy Perrault and Positive Space staff member will continue to be consulted in the development of this workshop to help TAs understand issues around indigeneity and diversity, and describe available resources at UBC for TAs.

7. **Are you involving senior TAs in your TA Training program? If so, how?**

New to our program this year – we plan to hire a Senior TA that will help with the organization of the TA Training program, but more importantly, be the official peer contact person for all TAs with questions/concerns. This senior TA will also set up a TA 'buddy system', matching a junior TA with a senior TA in a mentoring arrangement so that TAs can feel supported throughout the term. The Senior TA will also facilitate some of the TA Training sessions (see program in #1 above).
In addition to the Senior TA, grad student TAs will be asked to co-facilitate workshop modules and sessions with faculty (see program in #1 above).

8. **How were TAs in your department/program consulted in the development of this proposal? How will TAs be involved in the development and delivery of the TA Training program?**

We always hold a feedback workshop to seek input from current TAs and we have done that again this year. Grad student TAs will co-facilitate the training sessions/modules as per the descriptions in question 1 above.
Last year, in addition to our feedback session in December, we collected survey data from TAs, faculty and students. These yielded insights into priority areas for TA training. We have added several sessions as suggested by the feedback: preparing a lecture, effective communication, peer mentoring, mentoring student writing/presentations/group work, developing assignments/exams/labs, and refresher sessions. Our plan is to once again collect survey data from faculty, TAs and students for the 2016-2017 training cycle to know what changes to make for the 2017-2018 cycle.

9. **When was the last time you did a needs assessment of TAs and Faculty members in your department? How have you incorporated the results of that needs assessment in your TA Training?**

Faculty needs assessment was done last year (survey). TA needs assessment was done last year (survey) and every year (feedback session). We did a major overhaul on our program last year as a result of the survey data. This year the main changes were to the structure of the program (mandatory 1 day session for new TAs before the start of term and optional sessions for experienced TAs as well as the incorporation of a Senior TA to help facilitate the program, set up mentorship pairs and be the peer point of contact for concerns/issues regarding TAing.

10. **Support units contacted/consulted:**

Unit/Resource	Person Contacted	Date of Contact	Nature of Contact
CTLT	Joseph Topornycky, Manager, Graduate Student Programs	At TA CoP meetings (two years) as well as prior year meetings regarding this grant	Advice on content
CTLT	Shaya Golparian, Educational Developer	Meeting on Jan 26, 2016 and at TA CoP meetings (2 years)	Review of application and advice on content
CTLT	Amy Perrault, Strategist for Aboriginal Initiatives	Prior year meetings	Feedback on diversity session

11. What has changed in the structure of your program over the past two years? What were the changes based on and what are the results of those changes?

Based on faculty, TA and student survey feedback, we doubled our TA training hours and expanded our topics covered (see question 8 above). Based on TA feedback this year, we have restructured the program and incorporated a Senior TA model (see question 9 above).

12. Other information   (Please note: Other information is not required. This space may be used to provide additional information or to present and/or expand upon plans that don't "fit" into the structure of this form.)

TAs will be advised to attend the CLTL workshops in Peer Mentoring and the Feedback on Presentations workshop.
We have asked to purchase two seats at the ISW for senior TAs.

13. Total Budget

Include detailed information on salaries and benefits, supplies, equipment. Indicate funds carried forward from 2015/16 and any funding from other sources, including in-kind support (value not required for in-kind support).

Description	Cost Breakdown	Requested from 2016-17 TA Training Fund	Requested from 2017-18 TA Training Fund	Amounts from other sources, and/or carryover from 2015/16
New TA workshop (offered twice a year) (expect 50 participants/year)	Grad student facilitator honoraria $250 * 4 =$1000; Breakfast and lunch/drinks for 50 people = $400; Supplies (e.g. TA binders/manuals, handouts, photocopies, markers, name tags) for 50 people = $300	$1700	$1700	Five faculty co-facilitators (in kind)
New TA manual development (one time fee) - assistance from grad student TA	$34 per hour for 10 hours	$340		Faculty time (in kind)
Lunches and drinks for 9 additional sessions (expected number of participants/session 25-30)	25 people * 9 sessions * $5	$1125	$1125	Four faculty co-facilitators (in kind)
Supplies and Expenses (for the 9 sessions) -photocopying -Misc (markers, clip boards, name tags)		$250 $100	$250 $100	
Senior TA to advertise events, prepare materials, set up room, clean up, collect feedback, develop mentor/mentee matches, provide one-on-one consultation with TA peers, facilitation of 4 sessions	$34 per hour for an estimated 60 hours	$2040	$2040	Faculty mentoring (in kind)
Three graduate student facilitators for the sessions	$34 per hour for 8 hours for each facilitator	$816	$816	Nine faculty mentors (in kind)
Seats for Graduate TAs in ISW (2)	$200 x 2 seats	$400	$400	
		$6771 -$900 **$5871**	**$6431**	Carryover 2015/16 estimated = $900

_____   _____
Principal Applicant's Signature and Date   Department Head's Signature and Date