**TA Training Evaluation Report for the Past Two Years: 2022-2024**

* This form must be submitted with any application for programs that were funded in 2022-2024.
* Do not change the pagination of this form, or increase its length. Complete and submit as a PDF.

# Contact information and TA numbers

**Name of Principal Applicant and email address:**

**Faculty and Department/School/Unit:**

|  |  |  |
| --- | --- | --- |
| **TA numbers** | **2022-2023** | **2023-2024** |
| Anticipated number of TAs to be trained (refer to your 2022-2024 application) |  |  |
| Actual number of TAs trained |  |  |

# 1. Learning outcomes for the program

Copy and paste from your 2022-2024 application, if they remain the same. Put them in a numbered list to facilitate reference in the tables below.

1. …
2. …

# 2. Evaluation of training sessions/events

*Replace the sample text below with your own and add/delete rows as needed.*

This section should not exceed one page. If your evaluation results do not fit on this page, you may provide a shorter summary here, and add an appendix to your submission if desired.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Brief description of session** | **Learning Outcomes**  | **Duration and Dates** | **Attendance** | **How did you evaluate whether learning outcomes were met, and what were the results?** |
| TA orientation, focusing on department policies and practices, fair and consistent marking using rubrics. | 3, 5, 6 | 4 hours Sept. 2020 Sept. 2021 | 2022: 332023: 37 | Feedback forms completed at the end of the sessions: * 2022: 88% reported that they felt prepared to effectively use a marking rubric, 96% said they understood & could apply effective practices for marking consistency. 35% wanted more time to practice using a rubric during the session.
* 2023: 85% reported that they felt prepared to effectively use a marking rubric, 98% said they understood & could apply effective practices for marking consistency. 24% said they would have liked more information about supporting academic integrity in assessments.
 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# 3. Evaluation of other components

*Replace the sample text below with your own and add/delete rows as needed.*

If there were other components in your program, please explain here how they were evaluated. If you did any broader evaluation of the program, please explain that here too. This section should not exceed one page. If your evaluation results do not fit on this page, you may provide a shorter summary here, and add an appendix as additional pages in this document if desired.

|  |  |  |
| --- | --- | --- |
| **Name and brief description** | **Learning Outcomes**  | **How did you evaluate whether learning outcomes were met, and what were the results?** |
| TA mentor program | 3, 5 | We met with TA mentors as a group, and TA mentees as a group separately to discuss the mentor program and any suggestions they may have for improvement. All mentees agreed that having someone to talk to for questions and advice raised their confidence and reduced stress around being a new TA. All mentors and mentees agreed that it would be good to have at least two meetings a year where all mentors and mentees meet together to share effective practices as well as ways to address common challenges.  |
| Surveys about the TA training program overall | 1-7 | We surveyed faculty at the end of the two-year cycle to get their feedback on whether they felt the TAs they had worked with were achieving the learning outcomes of the program. Results indicated that faculty felt there should be more focus on facilitating effective and inclusive discussion meetings, and addressing controversial topics in classes. We also surveyed TAs at the end of each year to see if they felt they had achieved the learning outcomes. In each year, about 90% of TAs said that they had.  |
|  |  |  |

*Sections 4 and 5 together should not exceed one page.*

# 4. EDI and Engaging with Indigenous topics

Please elaborate on what was done within the TA training program to support TAs in areas related to EDI and Indigenous topics, for instance:

* Supporting an equitable and inclusive learning environment, including how their teaching practices can support underrepresented and marginalized students.
* Becoming familiar with the historical, cultural and political contexts of the Indigenous lands in which their teaching takes place.
* Where relevant to the courses or the discipline, teaching content or methods that directly address Indigenous histories, cultures, and/or systems of knowledge.

*Enter response here*

# 5. Future Directions

Based on the evaluation results, what will you keep doing in your TA training program in the future?

*Enter response here*

What will you add or change to the program, based on the evaluation results?

*Enter response here*

# 6. Anything else you want to add

This section is optional and should not exceed ½ page.

*Enter response here*

# 7. Budget reconciliation

Please complete a budget reconciliation spreadsheet for 2023-2024 to submit along with your application for new funding.

Please note that the department/unit is responsible for any deficits from the previous two years; new funding for 2024-2026 cannot be used to cover previous deficits.

The remaining balance from last year’s funding (2023-2024) will be deducted from your upcoming Year 1 budget request for 2024-2025. The adjudication committee is unable to consider requests for remaining balances to be carried forward.