**TA Training Program Funding Application 2022/23 and 2023/24**

* Before proceeding, please **read all criteria, instructions, and cost guidelines**, which have recently been updated, at the TA Training Programs webpage <https://academic.ubc.ca/vpa-initiatives/teaching-learning/ta-training-programs>
* New programs need to complete this application form and the budget template.
* Returning programs need to complete this application form, the budget template (both for the new ask and budget reconciliation for the previous year), and an evaluation report.
* Please expand or contract the tables below as necessary. The application form should be a maximum of 6 pages, using Arial font, 10pt size.
* Email TA.training.fund@ubc.ca if you have any questions about completing the forms.
* Please submit completed forms to Dr. Christina Hendricks, Chair, TA Training Fund Adjudication Committee, and Academic Director, CTLT, via email to TA.training.fund@ubc.ca by 3:00pm on Tuesday May 31, 2022.

# 1. Contact information, budget, and TA numbers

**Date:**

**Name of Principal Applicant and email address:**
For administrative purposes, the Principal Applicant should be a member of UBC’s faculty or staff. However, students may apply if at least one of the co-applicants listed below is a full-time faculty member.

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

**Names of other applicants (and their affiliations) and email address:**

**I have shared this application with the Head/Director of my unit and they have agreed to support the program: (yes or no) \_\_\_\_\_\_\_\_\_\_**

Name of Department Head(s) who you have consulted with on this application:

Note: Heads/Directors must be consulted on TA Training Program applications, be in support of the program, and agree to provide any in-kind support listed on the budget spreadsheet.

**This program is: \_\_\_\_ A program that was funded in the last two-year cycle**

(*Also* *submit an Evaluation Report and Budget reconciliation)*

**\_\_\_\_ A new TA training program for the unit**

**Budget Requested from TA Training Fund 2022/23: $**

**Budget Requested from TA Training Fund 2023/24: $**

Please submit a detailed budget as per [the template](https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/2022-2024-TATraining-BudgetTemplate.xlsx) on the TA Training Programs website, where you can also find further information in the Cost Guidelines.

|  |  |  |
| --- | --- | --- |
| **TA numbers** | **2022-2023** | **2023-2024** |
| Anticipated number of TAs to be trained through this program |  |  |
| Anticipated total number of TAs in the unit |  |  |
| How many of the total number of TAs will be new? |  |  |
| How many of the total number of TAs above will be undergraduates? |  |  |

# 2. Engaging with Indigenous topics

**Do the courses in which your TAs will be working engage directly with Indigenous histories, cultures, or systems of knowledge as part of the curriculum? YES \_\_\_\_\_ NO \_\_\_\_\_\_**

**If yes, how will TAs be prepared to work with these materials and perspectives in their teaching practices? Please provide some details about the consultation process, professional development support and subject expertise that will be drawn from to provide TAs with necessary training and preparation for this area.**

# 3. Equity, Diversity, and Inclusion

**In what ways will TAs be prepared to support the teaching and learning needs of historically underrepresented and marginalized students in their classes?**

# 4. Needs assessment

**When was the last time you did a needs assessment of TAs and Faculty members in your department? What needs were identified, and how are you incorporating the results of the needs assessment into your TA Training program?**
(Note: You can refer to the TA Training Evaluation Report if you have done program evaluation where you investigated the needs of your TAs.)

# 5. TA consultation and involvement

**How were returning or new TAs consulted in the development of this proposal?**

**How will TAs be involved in the development and delivery of the TA Training Program?**

# 6. Consultations with support units

**Please note that consultations in design, delivery and assessment of your program are not mandatory but if another unit is/has been providing consultation, facilitation or other services to your program please note here which units, when, and the nature of the consultation. For example:**

* Consulted with CTLT’s Educational Developer, TA Training Development programs to confirm availability of CTLT staff and cost to support a workshop on engaging students in online courses (April 2022).

# 7. Evaluation of events and other components of the training program

**How will you know that your participants are achieving the outcomes listed on the Program Plan below? Describe the tools and processes that will be used for this end (e.g. feedback forms; focus groups; etc.)**

# 8. Other information

**This section is optional. It may be used to provide additional information or to present and/or expand upon plans haven’t been captured above.**

# 9. TA training program plan

This section is intended as an overview of your program for adjudication purposes, as well as a resource for anyone developing or implementing the program to see the intended components of the program at a glance. This plan is meant to include all components of your program, such as interactive sessions where students are engaged in active learning, lectures, resource development, mentor programs, etc.

# Learning Outcomes

List the learning outcomes for your TA training program here by number (to facilitate connecting them to the components in the tables below). These should be learner-centered & active. For additional support see this [resource on writing learning objectives from Boston College](https://cteresources.bc.edu/documentation/learning-objectives/). Replace the sample text below with your own.

After completing the program, TAs will be able to:

1. Meaningfully and effectively engage students in discussions and activities about Indigenous content and methodologies in \_\_\_\_\_ [discipline].
2. Facilitate inclusive class discussions, and intervene when there are incidents that undermine inclusivity and classroom climate.
3. Apply fair and consistent marking practices.
4. …

# Events

List events such as synchronous interactive workshops, lectures, webinars. Replace the sample text below with your own and add/delete rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Description and who you anticipate will lead** | **Learning Outcomes (from above)** | **Anticipated duration & timing** | **Approx. attend-ance** |
| TA orientation session led by 2 grad student TA coordinators and one faculty member. * Introduce university and department policies and processes
* Interactive sections on marking using a rubric and leading labs
 | 3, 5, 6 | 4 hoursEarly fall 2022 & 2023 | 40 |
| Interactive workshop on inclusive teaching and class climate, led by facilitators from x. | 2 | 1.5 hours Mid-fall 2022 & 2023 | 25 |
| Instructional Skills Workshop: we will use TA training funds to pay for 6 spots in grad ISWs at CTLT. | 6, 7 | 8 hoursTBA | 6 |
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# Other components

If your TA training program has other components, please list and explain them here. These could include creation of resources, asynchronous online modules, mentor programs, or other elements. Replace the sample text below with your own and add/delete rows as needed.

|  |  |
| --- | --- |
| **Name, brief description, and who you anticipate will lead/do the work** | **Learning Outcomes (from above)** |
| Two TA coordinators plus one faculty member will update the TA training handbook, including:* Add information on supporting academic integrity, including links to university resources
* Add links to inclusive teaching resources, including Canvas modules on EDI in teaching and learning
* Update information on grading online using Canvas
 | 3, 5 |
| Continue our TA mentor program:* 4 experienced TAs each mentor 2-3 new TAs by meeting with them at least twice during the year.
* TA mentors will also facilitate 1-2 meetings of all of the new TAs as a group to discuss common questions, issues, and share advice.
 | 8 |
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