UBC Psychology Department

Teaching Assistant Handbook 2013/2014

To accompany Teaching Assistant Development Day

30 August 2013
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Acknowledgements

Ongoing TA Development is made possible by funding from the UBC Office of the Provost Teaching Assistant Training Fund and the UBC Psychology Department.

Thanks to Dr. Lesley Duncan for her crucial efforts developing the initial version of this handbook (2008/2009), and our inaugural TA Development Day 2008. For important input in the early stages of planning in 2008, thanks to Dr. Sheila Woody, Dr. Liz Dunn, Dr. Larry Walker, Dr. Carrie Cuttler, Dr. Kirsten Dalrymple of the Psychology community, as well as Jennifer Jasper and Desiree Mou from the Centre for Teaching and Academic Growth (now part of the Centre for Teaching, Learning, and Technology).

Thanks to all TA Mentors, to Dr. Lesley Duncan, Dr. Lara Akin, Dr. Jasmine Carey, Nicholas Bedo, Jason Martens, Gillian Sandstrom, Dr. Eric Eich, Dr. Boris Gorzalka, Bonnie Schoenberger, for key support and input through the years.

Yours in Teaching and Learning,

The 2013/2014 Teaching Assistant Development Facilitators
Dr. Catherine Rawn (Instructor, Learning Enhancement Area) & Alyssa Croft (PhD Student, Social Psychology)

Please direct all feedback to Catherine Rawn, cdr@psyc.ubc.ca.
# Agenda for the 6th Annual Teaching Assistant Development Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set-up, arrival, coffee and muffins</td>
</tr>
<tr>
<td>8:45</td>
<td>Welcome, purpose, introductions, icebreaker</td>
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<tr>
<td></td>
<td>Session 1: Professionalism in your Teaching Assistantship</td>
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<tr>
<td></td>
<td>Coffee Break</td>
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<tr>
<td></td>
<td>Session 2: Dealing with Critical Situations</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Lunch in Scarfe 200</td>
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<tr>
<td></td>
<td>Session 3: Grading and Evaluation of Student Work</td>
</tr>
<tr>
<td></td>
<td>Coffee Break</td>
</tr>
<tr>
<td></td>
<td>Session 4: Advising Diverse Students to Achieve Academic Success</td>
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<td>Session 5: Opportunities and Resources</td>
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<td>Session 6: Team Based Learning Experience</td>
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<td></td>
<td>Feedback</td>
</tr>
<tr>
<td>~5:00</td>
<td>Adjournment</td>
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## Broad Purposes and Objectives

- To facilitate the development and growth of graduate students in the Psychology Department in their current role as Teaching Assistants and, ultimately, as Teachers of Psychology
- To develop skills in the pragmatics of the TA role (e.g., fairness in grading)
- To provide resources to use now, and for seeking additional training
- To model strategies TAs can use now and in the future
- To help TAs consider learner-centred approaches to policies and actions
- To start conversations about teaching and learning in the Psychology Department
Guidelines for Participation

Guidelines help you as group members determine how you will behave in that group. We will set some guidelines for our experience here today. If you'll be leading small groups of students, you can also use this to help them work together as a group constructively. If things get out of hand, you can always refer back to the guidelines everyone agreed on.

Instructions:

- Read over the guidelines below.
- With your group, discuss those that you think are most important for you to be able to participate fully in the group today. Notice #11 is blank — this allows you to add something if you feel that it is missing from the list.
- With your group, decide on the top THREE guidelines that you think are most important to have for our session today. Write them on the flipchart on your table.

1. Actively contribute to group activities and discussions.
2. When someone has the floor, allow him or her to finish speaking.
3. Be respectful of what others have to say.
4. Acknowledge other’s ideas.
5. Ask questions to clarify important points.
6. Be responsible for returning from breaks on time.
7. Give everyone a chance to speak – do not dominate the discussion.
8. Stay on task.
9. Take outside room breaks only when necessary.
10. Do not have side conversations when others are speaking.
11. Use positive language.
12. ________________________________________________________________

The three guidelines that we think are most important for today's session are:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
Department and University Policies for Future Reference

Keep up to date on these and other policies by visiting the following online resources:

Psychology Department

- http://www.psych.ubc.ca/internal

Faculty of Arts

- http://www.arts.ubc.ca/faculty-and-staff/internal-resources/

University of British Columbia

- http://universitycounsel.ubc.ca/policies/
- http://copyright.ubc.ca/
- http://cupe2278.ca
### Some Key People in the Department

<table>
<thead>
<tr>
<th>Title</th>
<th>Person and contact info</th>
<th>Areas of Expertise</th>
</tr>
</thead>
</table>
| Department Head                    | Dr. Alan Kingstone                                                                      | • Represents interests of Psych Dept at Faculty of Arts, UBC  
• Seeks and negotiates space, funding, etc, to support good research & teaching in our department  
• And much much much more...                                                                 |
| Director of the Graduate Program   | Dr. Sheila Woody and Dr. Geoff Hall  
Email: gradadvisor@psych.ubc.ca                                                      | • ensures that financial support commitment to graduate students is maintained  
• ensures that TAships are assigned equitably  
• determines eligibility for TAships  
• advises students regarding balancing demands of graduate studies and TA employment  
• maintains separation in evaluations between graduate studies and TA employment  
• serves as the ombudsperson, advising and mediating in conflicts                                                                 |
| (Graduate Advisor)                 |                                                                                        |                                                                                        |
| For a full list of the roles and  |                                                                                        |                                                                                        |
| responsibilities of the Director   |                                                                                        |                                                                                        |
| of the Graduate Program, please    |                                                                                        |                                                                                        |
| refer to the Graduate Student      |                                                                                        |                                                                                        |
| Handbook.                          |                                                                                        |                                                                                        |
| Director, Administration           | Tara Martin  
Email: taramm@psych.ubc.ca  
Phone: 604 822 3249                                                          | • Manages administrative functions, supervises office and technical staff.  
• Ensures UBC policies are followed.  
• Administers departmental finances, space and staffing.  
• After contacting the instructor, contact Tara if you are running out of hours (if needed)                                                                 |
| Director of Undergraduate          | Dr. Boris Gorzalka  
Email: bgorzalka@psych.ubc.ca  
Phone: 604 822 3095                                                              | • academic Appeals, undergraduate concerns  
• Threats / serious inappropriate student behavior (after consulting with course instructor, you may decide to consult him if serious enough)                                                                 |
| Studies in Psychology; Graduate    |                                                                                        |                                                                                        |
| Student Finance                    |                                                                                        |                                                                                        |
| Head's Executive Coordinator       | Lawron Leurg  
Email: lawron@psych.ubc.ca  
Phone: 604 822 3244                                                           | • Assists the Dept Head (e.g., facilitates hiring and promotions processes)                                                                 |
| Undergraduate Advisor              | Jennifer Janicki  
Email: ji@psych.ubc.ca  
Phone: 604 822 2892                                                              | • Advises undergraduates, manages administrative functions related to academic programs (e.g., course and exam scheduling, room bookings outside Kenny, marks, program reviews, academic appeals)                                                                 |
| Student Information Support        | Jackie Shaw  
Email: undergrad@psych.ubc.ca  
Phone: 604 822 3144                                                              | • First line of contact for undergraduate academic advising  
• Coordinator of Human Subject Pool (HSP)  
• Student Evaluations of Teaching/TA administrator  
• Assistant to undergraduate advisor                                                                        |
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Operations/HR               | Rosemarie Page            | rosemarie@psych.ubc.ca       | - Small repair contact person  
- Books seminar and conference rooms in building  
- Date stamps late assignments  
- Front line enquiries, mail processing, faxing, certain forms, textbook ordering process, photocopiers |
| Graduate Program Secretary  | Monica Deutsch            | gradsec@psych.ubc.ca         | - Graduate admissions processes  
- Scholarships & funding administration |
| Finance Manager             | Farrah Rajani             | farrah@psych.ubc.ca          | - Assistance with understanding agency/sponsor funding guidelines  
- Pcard reviewer and pcard training  
- Resolve over expenditures  
- Training staff/faculty on the use of the FMS system  
- Processes financial transactions for research and operating accounts (e.g., travel, purchase, & expense requisitions) |
| Information Technology     | Matthew Smith             | matthew.smith@psych.ubc.ca   | - See http://www.psych.ubc.ca/services/helpdesk.psy  
- Audio Visual Equipment booking  
- Stores access (e.g., long-term storage)  
- Oversees department computer labs and lab servers  
- Supervises and provides guidance in configuring computer programs  
- Purchases new computers and advises on purchase of new systems.  
- Introduces new users to services, policies, procedures and computer systems.  
- Resolves network, email and computer problems. |
| Helpdesk Support            | Dusko Pijetlovic          | dusko@psych.ubc.ca           | - Approves/creates Dept. Linux system accounts (e.g., Psychology email addresses: username@psych.ubc.ca).  
- Provides network access, system IP address assignment, domain name registration, Linux questions, server system capacity and software requirements.  
- Maintains building network & department server systems.  
- Answers questions about what the other IT staff can/should do for you. |
| Communications Web Coordinator | Bonnie Vockeyroth         | bonniev@psych.ubc.ca         | - Departmental social media, marketing, and communications  
- Offers support for media interactions  
- Spearheading department website redesign  
- Identifies, writes, and promotes stories about academic work done in the department. |
| **Director, Psychology Clinic** | Brandy McGee  
Email: bmcgee@psych.ubc.ca  
Phone: 604 822 1958 | • Administrative head of the Psychology Clinic.  
• Provides assessment and therapy services, supervises grad students, organizes professional seminars |
|-----------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| **Psychology Clinic Program Assistant** | Derick Chan  
Email: clinic@psych.ubc.ca  
Phone: 604 822 3005 | • Secretary for clinical area faculty and clinic director  
• Maintains clinic library, client appointments, collects fee, reserves rooms |
| **Chair, Honours Admissions Committee** | Dr. Mark Schaller  
Email: schaller@psych.ubc.ca  
Phone: 604 822 2613 | • Responsible for honors program requirements.  
• For student inquiries about the program, refer students to FAQs linked to the Honours webpage: [http://www.psych.ubc.ca/ug-pgm/honours.psy](http://www.psych.ubc.ca/ug-pgm/honours.psy) |
| **Behavioural Neuroscience Area Technician** | Lucille Hoover  
Email: lucille@psych.ubc.ca  
Phone: 604 822 6387 | • 4th floor Behavioural Neuroscience  
• policies, general procedures, animal healthcare, equipment availability/care |
| **Animal Care Technician for Biology/psychology 4th floor** | Alice Chan  
Email: alice@psych.ubc.ca  
Phone: 604 822 6387 | • Animal care procedure and colony rules by giving students orientation when working with animals. |
| **Animal Care Technician** | Anne Cheng  
Email: anne@psych.ubc.ca  
Phone: 604 822 6387 | • Animal care procedure and colony rules by giving students orientation when working with animals. |
Matching Key People and Roles

Match the people on the left with the roles they fulfill on the right. Note that each person can fulfill more than one role.

<table>
<thead>
<tr>
<th>People in Psychology Department</th>
<th>Role</th>
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<tbody>
<tr>
<td>1. Tara Martin</td>
<td>A. Setting clear guidelines for Teaching Assistants</td>
</tr>
<tr>
<td>2. Sheila Woody/Geoff Hall</td>
<td>B. UBC Policy questions</td>
</tr>
<tr>
<td>3. Boris Gorkzalka</td>
<td>C. Course and exam scheduling</td>
</tr>
<tr>
<td>4. Jennifer Janicki</td>
<td>D. Date stamps late assignments</td>
</tr>
<tr>
<td>5. Rosemarie Page</td>
<td>E. Balancing TAing and research</td>
</tr>
<tr>
<td>6. Teaching Assistants</td>
<td>F. Undergraduate mark appeals</td>
</tr>
<tr>
<td>7. Course Instructors</td>
<td>G. Critical links between undergrads and faculty</td>
</tr>
</tbody>
</table>

Do you have questions about who you should go see about a particular TA-related issue? Tara Martin is very busy, but knows everything. Try asking your peers and/or advisors first.

<table>
<thead>
<tr>
<th>My Questions</th>
<th>Resource Person</th>
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Answers to Matching Key People & Roles:

1 = B; 2 = E; 3 = F; 4 = C; 5 = D; 6 = G; 7 = A
General Teaching Assistantship Policies

Psychology Department: Teaching Assistantships Policy and Practice

Goal

Teaching Assistantships in the Department of Psychology are intended to provide academic assistance to instructors and to provide financial support to graduate students enrolled in the Department or those in other departments or programs (e.g., Neuroscience) whose primary supervisor is a member of the Department. This policy is designed to ensure that the needs of the Department are met and that faculty and their students receive equitable access to this funding.

Policy

Most courses are provided with a 6 hour/week TA (equivalent to 96 hours of work per term). Large classes or those with a lab or a significant writing component may obtain additional hours. Instructors of courses with fewer than 50 students that don’t include a lab must provide an acceptable rationale in order to receive TA hours.

Students receiving less than $10,700 in scholarship funding are eligible for one full TA appointment. Those with more funding may receive up to a half appointment (6 hours/week for both terms). This support is also governed by the allocation provided to individual Department faculty members.

Each faculty member is ordinarily entitled to an annual allocation of TA support for graduate students under his or her supervision equivalent to 2 times a full TA position (approximately $21,820). This allocation includes any TA top-ups to fellowships. It does not include “service” appointments required to meet the teaching needs of the Department.

Procedures

In late winter instructors provide the Department with an estimate of the hours needed for each course. Faculty may indicate which students they would prefer to have as their TAs but the appointments must meet the scholarship limitation, preference, and allocation rules outlined here. Hours are assigned to courses, to Statistical Consulting and the Clinical TA position by mid-March based on the submissions and the budget available. A list of appointments is posted in March and students apply for the positions. Decisions for summer session are made by mid-April and for the winter session by the end of June.

In most years not all students will want TA appointments. In order to meet the Department’s needs it is possible that an individual faculty member’s students will exceed the 2 FTE limit. These appointments are designated as “service” appointments and not counted against the 2 allotment. Students who obtain “service” TA appointments retain preference for similar appointments in the following year(s) if they do not receive greater support in subsequent years from research or scholarship sources.
TA appointments for the summer session are viewed as service appointments and may not be used as part of an admission funding commitment.

Appointments follow the regulations agreed upon by the University and CUPE Local 2278. For example, students with a TA appointment in the preceding year often have preference for a similar appointment (up to a maximum of 1 FTE) over new students and that preference is retained for one year at the Master's level and for four years when they continue with the PhD program. Preference is suspended when the student will obtain more research or scholarship funding than they received for a TA appointment in the previous year.

Should it be clear after the course has started that more TA hours are needed than were allocated, the instructor may approach the Chair of the Graduate Finance committee. It is expected that instructors will have office hours and may be responsible for at least part of the marking. Only in cases of serious need where no other acceptable arrangement can be made will additional hours be provided, subject to budget funding.

Instructors must meet with their TAs prior to the start of class, review their anticipated duties and agree on the hours needed and work schedule. Students may work up to 12 hours per week on a regular basis throughout the term. These hours may be compressed into a shorter time period (e.g., marking mid-term or final exams only) provided an agreement is reached early in the term. Instructors may not ask students to work more hours than are covered by their appointment.

The performance of TAs should be reviewed by using the Department’s TA evaluation forms near the end of the course.

**Funding for New Students**

During the admission process faculty will indicate what portion of their 2 FTE TA entitlement will be committed to the new student. Faculty may not rely on “service” appointments (including summer appointments) when identifying funds for new students during the admission process. The student will retain preference for a similar appointment for one more year at the master’s level and 4 years if they continue with the PhD (according to the TA union agreement). Until that person is removed from the preference list (receives scholarship or research funding exceeding their previous year’s TA appointment or voluntarily declines future TA appointments) that portion of the TA allotment may not be used to support a future admission recommendation.

The standard admission funding commitment (2010) is $16,000 per year for two years in the MA program and $17,000 per year for four years in the PhD program. Faculty members who were unable to meet the financial commitments in their students’ admission letters in the current year (e.g., by using research in addition to TA and scholarship funds) may not admit any new students unless they demonstrate how they can meet all financial commitments without relying on “service” TA appointments or come to another agreement with the Chair of the Admissions Committee.

**Adopted:** April 2003 (Department meeting)

**Amended:** August 2008 (TA rate)

**Amended:** August 2010 (Admission funding commitment)
Psychology Department: Typical Duties of a Teaching Assistant

Office Hours
- maintain regular times to meet with students and/or set up appointments
  - to answer questions about course material
  - to discuss examinations, tests or assignments
  - to hold tutorials or provide general advice
- respond to enquiries from students via email

Examinations
- create multiple choice and short answer questions
- help prepare for and invigilate exams
- schedule and invigilate make-up exams (if necessary)
- mark exams and calculate grades (instructors are responsible for submitting final marks)

Note: if your assigned course in the winter session doesn’t have a final exam, you will be assigned to another one that does. TAs with 12 or 9 hour appointments are usually assigned 2 exams; those with a 6 hour appointment usually do 1. If the need arises, some may do more.

Assignments, Papers and Presentations
- run scantron forms and calculate results
- read and mark lab reports, essays and essay questions on exams
- evaluate student presentations
- provide written comments on students’ compositions (grammar, format and content)

General Duties
- book and set up instructional equipment (audio-visual, etc.)
- prepare instructional material (e.g., charts, overheads, copying handouts)
- show videos
- attend classes (would only rarely be all classes)
- follow instructions/guidelines provided by instructor when completing duties

Lecturing
- prepare for and lead seminars, tutorials, or discussion groups (faculty member has primary responsibility for the course)

Hours
- these appointments are work assignments rather than a financial subsidy
- a 6 hour/week TA appointment allows a total of 96 hours of work per term or 25% of a full TA
- meet with the instructor early to determine how the hours will be used and keep track of your hours worked. Instructors must have approval from the department before you work additional hours.
- Instructors may need to compress the hours into a short period (e.g., to handle marking) and must discuss that arrangement with the proposed TA prior to confirming the appointment. TAs who are unable to meet reasonable requirements should not accept that appointment.

Note — this is a sample of duties rather than a complete list of all possible tasks. Others may be assigned which are in accordance with the TA union’s collective agreement.
UBC Psychology Department Teaching Fellowships

Starting fall 2009, the Psychology Department unveiled a new term, the Teaching Fellowship, to denote some advanced Teaching Assistant roles that some people in our department hold. The next two pages describe what this term means. You will likely serve as a Teaching Fellow at least once during your graduate program. **NOTE: This document is not yet an official policy.**

Definition of a Teaching Fellow:

If you are a TA who is responsible for a regular (e.g., weekly or monthly) lesson to either a subset of the class or the full class, you are considered, by our Psychology Department, to be a Teaching Fellow (TF). Typical courses that have TFs include: 217 (research methods), 218 (introduction to statistics), 359 (advanced statistics), 308 (social psychology sections with discussion groups), 349/449 (honours), and graduate statistics courses that have a regular lab led by the TF (rather than by the instructor, which happens occasionally). Note that if you are a TA who is giving one or few guest lectures in the course, you are not considered to be a Teaching Fellow.

What this TF distinction means:

**YOU DO MUCH MORE THAN GRADING.** The TF distinction was designed to recognize the difference between TAs who grade assignments and exams, and TAs who teach regularly, in addition to grading assignments and exams (i.e., TFs). This difference has existed in our department for many years, but has not been recognized with a title difference. Note that other departments at UBC do not have this division between TAs and TFs; the TF distinction is meaningful in the context of our department.

**YOU ARE CONTRIBUTING TO TEACHING.** Conceptually, the TF distinction signals that you are making contributions to students in a regular teaching role. Because many graduate students will not teach their own course before graduation, this distinction – and the activities involved in it – demonstrates an active engagement in teaching students.

**THE TF DEVELOPS MARKETABLE SKILLS.** Developing teaching skills is essential preparation for the job market. Securing an academic job requires at least some training and experience in teaching. In addition, the same skills are often useful for communicating your research to a variety of audiences. The TF role gives you practice leading lessons without the pressure of developing an entire course. Among other skills, you may develop your speaking, explanation, group facilitation, and organization skills as well as a teaching mindset (e.g., thinking about how best to teach a particular concept to help students understand well). You also may learn class management techniques, how to prepare for lessons, and how to adapt lesson plans in response to students’ needs.

**YOU CAN ADD TEACHING FELLOW TO YOUR CV.** By definition, the TF involves gaining teaching experience. We encourage you to identify your experience as a Teaching Fellowship on your CV (rather than simply listing “TA”). You may further elaborate this title in your teaching portfolio when you apply for teaching awards and jobs. Check the FAQ page of the Department’s Learning Enhancement website for more information regarding Teaching Fellowships.
What this TF distinction DOESN’T mean:

The TF roles and responsibilities do not extend beyond what the TA Union would consider normal in a TA role. Therefore, TFs are paid at the same hourly rate as other TAs. In some but not all cases, TFs are sometimes granted more hours than our department’s typical allocation (which is 6 hours per week), reflecting their greater workload.

If you are a TF (or think you are), please read on.

PLEASE REGISTER YOURSELF AS A TF BY REPLYING TO THE EMAIL YOU WILL BE SENT. INCLUDE your full name, program and area, email address, course you are a TF for (course code, section number, professor’s name, which term), and whether or not you would like to take part in the Teaching Fellow Development Group (see below). If you are not sure if you are a TF, include a description of what you expect to do during the term and we'll go from there. If you have any other questions about this distinction or group, include those too.

By taking on the TF role, you have signaled an interest in developing your teaching skills. We realize that this can be a bit daunting, but we are here to support you! To do so, we have developed the...

TEACHING FELLOW DEVELOPMENT GROUP. Teaching Fellows are strongly encouraged to participate in informal monthly meetings, each about 1.5 hours. During these meetings, we will share ideas on a reading about a key aspect of teaching, plus discuss each other’s teaching-related successes and challenges.

If you are a TF during either semester, you are invited to join us for the full series. Participants who attend the majority of meetings will earn a Certificate of Participation at the end of the year. Participation in the program can also be listed on your CV.

Some of the topics we will seek to discuss include:

- Key considerations when planning and executing lessons and discussions (e.g., amount of material, speed, clarity, recognizing teachable moments, use of multiple media, use of breaks and mode switches);
- Strategies for eliciting and managing student participation in the classroom;
- Strategies you can use to ensure an inclusive and fair classroom (e.g., how to deal with a slur or potential case of plagiarism);
- Strategies for providing students with ongoing, constructive feedback;
- Reflecting on experiences in the teaching role (successes, things to change next time), thereby developing as a reflective practitioner;
- Synthesize data from self-evaluation and student-evaluations and make a plan to grow from it;
- Personal teaching philosophy;
- Opportunity to learn about and begin your teaching portfolio.
INVIGILATION GUIDELINES

The following guidelines are designed to help invigilators administer examinations. Further questions regarding invigilation can be directed to your department.

1. At the start of the exam, present students with the "Rules Governing Formal Examinations," which are printed on the official exam booklets and available online at www.students.ubc.ca/calendar/index.cfm?tree=3,41,90,0.

2. At the start of every exam, instruct students of procedures in case of an alarm. Detailed procedures are available at www.students.ubc.ca/facultystaff/exam.cfm?page=disruption; a concise version is available for download at www.students.ubc.ca/facultystaff/download/exam_fire.pdf.

3. Consider counting exams before handing them out and again as they are handed back in. Making an identifying mark on exams may discourage students from submitting prewritten pages. Control the distribution of exams and movement of students to ensure no exams are removed from the room. If you have distributed exam papers before students enter the room, collect all exams from unoccupied desks.

4. Arrange students in a pattern that minimizes the possibility for cheating. If the exam is assigned to a classroom, the seats available are usually twice the number of registered students, so students should be assigned to every other seat. Double seating does not apply to exams assigned to the gym. Let students know that glancing at another's papers or exposing their own, even when inadvertent, is a violation of exam rules and could lead to immediate expulsion.

5. Control the movement of students in and out of the room. No student should be permitted to leave within the first half hour, and no student should be permitted to enter after the first half hour. If no students have left the exam room yet, then a student arriving more than a half hour late can be admitted at the discretion of the invigilator. Keep a record of the names of students who leave the room temporarily or who finish early (e.g., by noting the time they leave on their exam booklet).

6. Before the exam, remind students to use the washroom. During the exam, only one student should leave the room at a time. If there are enough invigilators, have one accompany each student to the door of the washroom.

7. Ensure students identify themselves on the exam paper in ink with name, student number, and signature. Require all students to show their UBC card, and check identities against the class list; if a student does not have a student card, ask for other official photo ID, such as a driver's license or U-Pass. Where the identification of a student is prevented by full or partial headdressing, they should be given the opportunity to unveil in a private space in the presence of someone of the same gender.

8. Inform students of the material they are permitted to keep with them (e.g., UBC card, writing instruments, wallet, purse, clear water bottle) or use for the exam (e.g., notes, books, calculator, etc.). During the exam, control the materials that students have within reach—nothing but the essentials should be on the desk. Non-essential and non-valuable material needs to be left out of reach. Confiscate material if the student will not show you what information it contains.

9. Invigilators should circulate frequently and be obviously present at all times. Invigilation duties require you to make every effort to prevent cheating and collusion by immediately inspecting any irregular or suspicious. Talk to the student if you notice behaviour that suggests infraction (e.g., body position, unauthorized materials, etc.). If necessary, move potentially collaborating candidates to seats where communication is impossible. If you suspect any other cheating, ask another invigilator to help observe the candidate(s).

If you catch a student cheating, appropriate action includes confiscating the exam along with any unauthorized material and informing the student of your reason for doing so. The student should then be directed to report to the department head. You will also need to prepare a written report for the department head. Since the penalty imposed may be suspension from the University, it is very important that all procedures are followed correctly. Questions about reporting an offence should be directed to your head or the dean of your faculty.
10. Control the collection of exams to prevent students from leaving with one. For exams of over 100 students, ensure that no one leaves the room in the last 10 or 15 minutes. When time is up, give a clear signal and inform students to put down all writing instruments. Walk around and collect the exams, checking off names as you go, or ask for papers at the front while ensuring that a long line does not develop – these encourage last-minute writing and may allow a student to slip out with the exam. If there is a discrepancy between the invigilation list and the number of papers handed in, do a careful check of the room to confirm that a missing exam has not been overlooked.

11. At the end of the exam, remind students to check their seats for all personal items. Collect any unused exam booklets and return them to the front of the room. Collect any other exam material (e.g., left-over exam paper, students’ notes, forgotten items, etc.) and dispose of them accordingly (e.g., return items to department, recycle paper, etc.).
Teaching Assistant Union

CUPE LOCAL 2278 FOR TEACHING ASSISTANTS

5885 University Blvd (at Wesbrook Mall)
Phone/fax: (604 224 2118)
http://www.cupe2278.ca

CUPE Local 2278 represents UBC Teaching Assistants (TAs), Markers and Instructors at the English Language Institute. All Teaching Assistants are required to join the TA union. Listed below is some information pertaining to the role of the union and the contract the union has with the university, as well as a link to FAQ’s. The GSC elects a representative to CUPE Local 2278 each year in September. This person can be a valuable resource for union related questions.

Collective Agreement

The current Collective Agreement between UBC and CUPE 2278 runs from September 1st 2012 to August 31st 2016. Printed copies of the Collective Agreement are now available and can be obtained at CUPE 2278 TA Orientations, Membership Meetings, or at their office (by appointment). They have written a Quick Reference Guide to the Collective Agreement which provides basic information and links to the relevant articles in the Collective Agreement. Here are the links:

http://cupe2278.ca/blog/?page_id=749

Frequently Asked Questions and Answers: http://cupe2278.ca/blog/?page_id=6
Grading-Related Policies

UBC Faculty of Arts Guidelines for Grading
For use in conjunction with department policies, which follow this section.

Taken from http://legacy.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html

Grading policies aim to ensure all students are assessed fairly in relation to other students in the same class, other students in the course, and other students in other courses. These guidelines establish a framework for the fair treatment of students in Arts courses.

Grading practices and standards
UBC courses are graded on a percentage basis (or pass/fail if the course is so designated). Corresponding letter grades are assigned automatically by the Registrar. (See UBC Calendar, Academic Regulations, Grading Practices).

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>exceptional</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>exceptional</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>exceptional</td>
</tr>
<tr>
<td>76-79</td>
<td>B+</td>
<td>competent</td>
</tr>
<tr>
<td>72-75</td>
<td>B</td>
<td>competent</td>
</tr>
<tr>
<td>68-71</td>
<td>B-</td>
<td>competent</td>
</tr>
<tr>
<td>64-67</td>
<td>C+</td>
<td>adequate</td>
</tr>
<tr>
<td>60-63</td>
<td>C</td>
<td>adequate</td>
</tr>
<tr>
<td>55-59</td>
<td>C-</td>
<td>adequate</td>
</tr>
<tr>
<td>50-54</td>
<td>D</td>
<td>adequate</td>
</tr>
<tr>
<td>0-49</td>
<td>F (Fail)</td>
<td>inadequate</td>
</tr>
</tbody>
</table>

Grading Criteria
The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

80% to 100% (A- to A+)
- Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
68% to 79% (B- to B+)
- Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

50% to 67% (D to C+)
- Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigor.

0% to 49% (F)
- Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

Faculty of Arts Distribution of Grades
Results in an average class of reasonable size will normally fall somewhere within the following broad limits:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade &quot;A&quot;</td>
<td>5% to 25% of the class</td>
</tr>
<tr>
<td>Grades &quot;A&quot; and &quot;B&quot; combined</td>
<td>not more than 75% of the class</td>
</tr>
<tr>
<td>Grade &quot;F&quot;</td>
<td>not over 20% of the class</td>
</tr>
</tbody>
</table>

There will, of course, be exceptions, and none of this should be taken to imply that grades in any course must conform to a bell curve. Generally, the point is to be thoughtful about grading patterns and practices.

Scaling of grades
Marks may be scaled (see Calendar, under Grading Practices). If scaling is required, it will be carried out after each assignment, so that students will know where they stand going into the final examination. If scaling is done on the final examination, students will be informed if they ask to review their examination according to the usual policy.

From the Calendar: Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.
Psychology Department: Grade Scaling

Final course grade distributions in Psychology courses are re-scaled to match the guidelines set out by the Department. This is done to ensure consistency and fairness between sections and between courses. Scaling is achieved by using these guidelines/suggested means and standard deviations in z-score transformations of class grade distributions.

<table>
<thead>
<tr>
<th>Class Performance</th>
<th>Mean</th>
<th>SD</th>
<th>Max</th>
<th>%A+B</th>
<th>%F</th>
<th>%Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>67</td>
<td>14</td>
<td>18</td>
<td>47</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Average</td>
<td>65</td>
<td>14</td>
<td>14</td>
<td>42</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Weak</td>
<td>63</td>
<td>14</td>
<td>11</td>
<td>36</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Psychology 300 and 400 level courses

<table>
<thead>
<tr>
<th>Class Performance</th>
<th>Mean</th>
<th>SD</th>
<th>Max</th>
<th>%A+B</th>
<th>%F</th>
<th>%Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>70</td>
<td>13</td>
<td>22</td>
<td>56</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Average</td>
<td>68</td>
<td>13</td>
<td>18</td>
<td>50</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Weak</td>
<td>66</td>
<td>13</td>
<td>14</td>
<td>44</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

There are a significant number of grade changes that raise students’ marks above the cusp between letter grades. When calculating your final grades, instructors are asked (and may ask you to) review any that fall near a change in standing (e.g., if almost all components were marked in the “A” range consider assigning them a mark in that range if just one part put them slightly below it). If a student should receive a high mark in the range consider giving them a mark two points below the change (e.g., 78% rather than 79%). This will likely lessen the chances that they will feel they deserve a higher grade because they are only 1% short.
Academic Dishonesty and Misconduct

UBC-wide Policies on Academic Dishonesty and Formal Examinations

Academic Honesty and Standards (Refer to the Calendar for more details)

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.

Academic Misconduct

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

1. Cheating, which may include, but is not limited to:
   a. falsification of any material subject to academic evaluation, including research data;
   b. use of or participation in unauthorized collaborative work;
   c. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
   d. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
   e. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).

2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another
person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

4. Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.

5. Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.

6. Falsifying or submitting false documents, transcripts, or other academic credentials.

7. Failing to comply with any disciplinary measure imposed for academic misconduct.

Plagiarism Avoided

The Faculty of Arts booklet "Plagiarism Avoided: Taking Responsibility for Your Work" is available at the Bookstore and online at http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/

Rules Governing Formal Examinations

1. Each candidate must be prepared to produce, upon request, a UBC card for identification.

2. Candidates are not permitted to ask questions of the invigilators, except in cases of supposed errors or ambiguities in examination questions.

3. No candidate shall be permitted to enter the examination room after the expiration of one-half hour from the scheduled starting time, or to leave during the first half hour of the examination.

4. Candidates suspected of any of the following, or similar, dishonest practices shall be immediately dismissed from the examination and shall be liable to disciplinary action:
   - having at the place of writing any books, papers or memoranda, calculators, computers, sound or image players/recorders/transmitters (including telephones), or other memory aid devices, other than those authorized by the examiners;
   - speaking or communicating with other candidates; and
   - purposely exposing written papers to the view of other candidates or imaging devices.
   The plea of accident or forgetfulness shall not be received.

5. Candidates must not destroy or mutilate any examination material; must hand in all examination papers; and must not take any examination material from the examination room without permission of the invigilator.

6. Candidates must follow any additional examination rules or directions communicated by the instructor or invigilator.
Psychology Department: Academic Misconduct (Included in every syllabus)

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to Turnitin—a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in Turnitin's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar and read the University's Policy 69.
Additional UBC policies

Privacy of Email Systems

Taken from http://universitycounsel.ubc.ca/files/2012/11/Fact-Sheet-Privacy-of-Email-Systems.pdf

Privacy Fact Sheet

Privacy of Email Systems

Introduction

1. The purpose of this Privacy Fact Sheet is to answer some common questions about the application of the Freedom of Information and Protection of Privacy Act (FIPPA) to UBC work email systems, such as FASmail. This Fact Sheet does not apply to email systems intended for personal use, such as the Student and Alumni Email System.

2. This Fact Sheet is intended to assist UBC staff and faculty members to understand their obligations under the FIPPA. It is not a substitute for legal advice. If you have questions about the FIPPA, contact the Access and Privacy Manager in the Office of the University Counsel.

Are Emails Subject to the FIPPA?

3. The FIPPA restricts how UBC collects, uses and discloses “personal information”, which is defined as recorded information about an identifiable individual other than business contact information. All information about students is personal information, but the names and work contact information of employees are not. For more information, see the Privacy Fact Sheet What is Personal Information?

4. When UBC work email systems are used to transmit personal information, this personal information is subject to the protection of privacy requirements of the FIPPA.

5. In addition, the FIPPA allows members of the public to request access to “records” held by UBC, subject to limited exceptions. Emails are considered to be records. Therefore, individuals should be aware that there is a possibility that work-related emails may be disclosed in response to an access request under the FIPPA. For more information about access requests, see UBC’s Access and Privacy Webpage.

Are Email Addresses Confidential?

6. Work email addresses (e.g. john.smith@ubc.ca) are not confidential (because they are business contact information, which is public information). Many work email addresses are published on the directory on the UBC website.

7. Personal email addresses (including all student and alumni email addresses) are considered to be personal information and are therefore confidential. Personal email addresses must not be shared with others without the recipient’s written consent. If you need to share personal email addresses for legitimate purposes (e.g. for a class project) you should ask the individuals for their consent, and give them an opportunity to create a temporary email address for that purpose.

8. When sending emails to multiple personal email addresses, you must not place those email addresses in the “To” field because you will expose the email addresses to the other recipients. To hide the email addresses, you must place them in the “Bcc” (blind carbon copy) field.
Is Calendar Information Confidential?

9. For work accounts, free/busy information is not considered confidential, provided that no information about the appointment is visible. However, you must not disclose the contents of the calendar entries unless you are certain that they do not contain confidential information.

Can I Include Personal Information in my Emails?

10. Emails sent between UBC work email accounts are relatively secure. It is acceptable to include small amounts of personal information (and other information of a confidential or sensitive nature) in the body of these emails. However, when you are sending large volumes of personal information, or when the information is highly confidential (e.g., personal health information), you should place this information in an encrypted attachment to the email. Encryption is a process of "scrambling" information to make it unreadable to anyone who does not possess a key. Instructions for encrypting Word and Excel attachments are available on the Information Security website.

11. Emails sent from UBC work email accounts to external email accounts are not a confidential and secure method of communication. Therefore, you must exercise extreme caution when emailing personal information (and other information of a confidential or sensitive nature) outside UBC.

Can UBC’s Email System be Hosted Outside Canada?

12. The FIPPA prohibits UBC from storing personal information outside Canada or allowing it to be accessed from outside Canada, unless consent has been obtained from the person the information is about. Because UBC’s work email system is used to send personal information, it must be hosted in Canada.

13. The majority of third party email providers (Hotmail, Gmail, etc.) cannot be used for UBC business purposes because they store data outside Canada. Consequently, UBC’s work email system is hosted on campus to ensure compliance with privacy and security requirements.

Can I Check My Emails When I am Travelling Outside Canada?

14. Yes. While the FIPPA prohibits UBC from allowing personal information to be accessed from outside Canada, it makes an exception for faculty or staff who are temporarily travelling outside Canada.

How do I Respond to Emails from Accounts Hosted Outside Canada?

15. Many students use Hotmail or Gmail accounts, which are hosted outside Canada. If a student or another party initiates contact with you using such an account, it is acceptable for you to respond to their email and to discuss the individual’s personal situation if the individual requests you to do so. However, you cannot disclose information about anybody else.

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1 Section 30.1 of the FIPPA
2 Section 33.1(1)(e) of the FIPPA
3 Section 33.1(1) of the FIPPA
Can I Use my UBC Email Account for Personal Purposes?

16. While work email accounts are intended for official use, UBC policy authorizes the incidental personal use of these accounts, provided such use does not interfere with the user’s job performance and is not otherwise an inappropriate use under relevant policy or legislation. An example of an “incidental personal use” of your UBC email account would be sending a short message to a friend inviting him to lunch. You should not use your UBC email account for long or sensitive personal communications.

17. If you use your UBC email account for personal uses, keep in mind that your communications may not remain private. While the University does not, as a routine matter, inspect personal emails stored on UBC email accounts, it may need to access these emails under certain circumstances, e.g. responding to lawful subpoenas or court orders; investigating misconduct and determining compliance with University policies; and searching for electronic messages, data, files, or other records that are required for University business continuity purposes.

Can I Auto-Forward my UBC Email Account to a Non-UBC Account?

18. Automatically forwarding or redirecting UBC email accounts to outside service provider accounts (“auto-forwarding”) is only acceptable for UBC faculty and staff members who have appointments at other institutions and have difficulty managing multiple work email accounts. Under these circumstances, it is acceptable to auto-forward the UBC email account to the email account at the other institution, provided that:

a. the other institution is a public sector institution located in Canada;
b. the other institution’s email system is at least as secure as UBC’s email system; and
c. the staff or faculty member ensures that copies of emails of business value are returned to a UBC system, so that they are managed in accordance with UBC’s Records Management Policy.

19. For example, UBC faculty members who work at Vancouver General Hospital generally use email accounts supplied by Vancouver Coastal Health (VCH). It is acceptable for these individuals to auto-forward their UBC email accounts to their VCH accounts. Most emails do not have to be retained because they are transitory in nature, or are copies of records that exist elsewhere. However, any emails which are considered to have evidential value must be retained so that they are secure and accessible to other UBC employees in the event they are needed. This may require printing them to paper, transferring them into UBC email, or capturing them in an electronic record keeping system.

20. Except as provided above, auto-forwarding is prohibited, for the following reasons:

a. Privacy: Many UBC emails contain personal information, and the FIPPA requires UBC to ensure that this information is stored and accessed in Canada and is adequately protected from unauthorized access. For example, forwarding work emails to Gmail or Hotmail accounts would violate the FIPPA because these services are hosted outside Canada and are not secure.
b. Security: Some UBC emails contain confidential or sensitive information, e.g. passwords. This information may not be adequately protected if it is stored on an external account.
c. Records management: UBC’s Records Management Policy requires staff and faculty members to manage and preserve records of value, which includes email messages. Emails that are stored on external email accounts may not be preserved as required under that policy.

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4 Policy #104
21. UBC's Information Security Office can provide more advice about whether an institution’s email system complies with the above requirements.

Can I Link my UBC Email Account to a Non-UBC Account?

22. Linking is a process where you give an external service provider your UBC CWL username and password so that it can download new emails on your behalf. You are not permitted, under any circumstances, to link your UBC email account to an outside service provider account. Sharing your CWL credentials with a third party is a serious violation of UBC security policy.

Can I Access my UBC Email Account Using a Mobile Device?

23. You may only use a mobile device, such as a smartphone, to access your UBC email account if proper security controls are in place. If emails or other sensitive documents are stored on your mobile device, they should be encrypted. For more information about the security of mobile devices, see the Information Security website.

How Long Do I Have to Retain Emails?

24. There is no special retention period for emails. Each email is a separate record that must be retained for the length of time prescribed in the applicable Records Schedule issued by the University Archives under UBC's Records Management Policy.

25. For more information, contact the Records Manager in the University Archives.

What are the Consequences of Breaching the FIPPA?

26. A breach of the FIPPA may constitute an offence and may be subject to investigation and sanctions by the Information and Privacy Commissioner. In addition, it may result in disciplinary action by UBC.
Discrimination and Harassment

Title:

Discrimination and Harassment

Background & Purposes:

Discrimination and harassment, including sexual harassment, can occur between individuals of the same or different status, and both men and women can be the subject of harassment by members of either gender. Discrimination and harassment, including sexual harassment, can involve individuals or groups; can occur during one incident; or over a series of incidents including single incidents, which, in isolation, would not necessarily constitute discrimination or harassment; can be direct or systemic; and can occur on campus or off, during working hours or not.

The impact of behaviour on the complainant subject to the reasonable person test defines the comment or conduct as discrimination and harassment.

This policy is to be interpreted in a way that is consistent with the UBC Calendar statement on academic freedom. Neither this policy in general, nor its definitions in particular, are to be applied in such a way as to detract from the right of faculty, staff, and students to engage in the frank discussion of potentially controversial matters, such as age, race, politics, religion, sex and sexual orientation. These are legitimate topics and no University policy should have the effect of limiting discussion of them or of prohibiting instructional techniques, such as the use of irony, the use of conjecture and refutation, or the assignment of readings that advocate controversial positions, provided that such discussion and instructional techniques are conducted in a mutually respectful and non-coercive manner.

Neither this policy in general, nor its definitions in particular, are to be applied in such a way as to detract from the right and obligation of those in supervisory roles to manage and discipline employees and students subject to managerial and instructional practices.

The fundamental objectives of this University policy are to prevent discrimination and harassment on grounds protected by the B.C. Human Rights Act, and to provide procedures for handling complaints, remedying situations, and imposing discipline when such discrimination and harassment do occur.

In addition, the University has the obligation to ensure that its policy and procedures are fair and are applied fairly. It is therefore necessary to provide an environment in which victims of discrimination and harassment, including sexual harassment, feel free to bring complaints forward. It is equally important that those against whom allegations are made have a full and fair opportunity to meet those allegations.

1. General

1.1. The University of British Columbia is committed to providing its employees and students with the best possible environment for working and learning, an environment that allows friendship and collegiality to flourish. Every student and member of faculty and staff at the University of British Columbia has the right to study and work in an environment free from discrimination and harassment, including sexual
harassment. The University therefore does not condone discrimination and harassment, including sexual harassment, of any kind. Indeed, the University regards discrimination and harassment as serious offenses that are subject to a wide range of disciplinary measures, including dismissal or expulsion from the University.

1.2. The University and all members of the University community share responsibility for ensuring that the work and study environment at UBC is free from discrimination and harassment. Specifically, Administrative Heads of Unit (see definition) bear the primary responsibility for maintaining a study and work environment free from discrimination and harassment, including sexual harassment; Administrative Heads of Unit are free to act, and should act, on this responsibility, whether or not they are in receipt of individual complaints; and the knowledge and experience of the Equity Office are available to all members of the University community.

1.3. This policy addresses discrimination and harassment on grounds protected by the B.C. Human Rights Act.

2. Definitions

2.1. Academic freedom at UBC is defined in the UBC Calendar: “The members of the University enjoy certain rights and privileges essential to the fulfillment of its primary functions: instruction and the pursuit of knowledge. Central among these rights is the freedom, within the law, to pursue what seem to them fruitful avenues of inquiry, to teach and learn unhindered by external or nonacademic constraints, to engage in full and unrestricted consideration of any opinion. This freedom extends not only to the regular members of the University but to all who are invited to participate in its forum. Suppression of this freedom, whether by institutions of the state, the officers of the University or the actions of private individuals, would prevent the University carrying out its primary functions. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding and preserving this central freedom. Behaviour which obstructs free and full discussion, not only of ideas which are safe and accepted, but of those which may be unpopular or even abhorrent, vitally threatens the integrity of the University’s forum. Such behaviour cannot be tolerated.”

2.2. Administrative head of unit is Director of a service unit; Head of an academic department; Director of a centre, institute or school; Principal of a college; Dean; Associate Vice President; University Librarian; Registrar; Vice President; or President.

2.3. Discrimination refers to intentional or unintentional treatment for which there is no bona fide and reasonable justification. Such discrimination imposes burdens, obligations, or disadvantages on specific individuals or groups as defined by the British Columbia Human Rights Act (1984, amended 1992). The grounds protected against discrimination by the British Columbia Human Rights Act include age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and unrelated criminal convictions. The Act contains a number of exemptions and defenses. For example, the University’s Employment Equity Policy, which has as its object the amelioration of conditions of disadvantage, is exempt from a complaint of discrimination under the Act. Similarly, the Supreme Court of Canada upheld the University’s policy on mandatory retirement, and therefore, it also is exempt under the Act.

2.4. Harassment refers to physical, visual or verbal behaviour directed against a person for which there is no bona fide and reasonable justification. Such behaviour adversely affects specific individuals or groups as defined by the British Columbia Human Rights Act. (see definition of discrimination for a listing of protected grounds.)
2.5. *Reasonable person test* refers to an assessment of responsibility that takes into account not only what the complainant and respondent actually experienced, knew, or understood about one another or the situation, but also what a reasonable person in each of their circumstances would or ought to have experienced, known, or understood.

2.6. *Sexual harassment* refers to comment or conduct of a sexual nature by a person who knows or ought reasonably to know that the conduct or comment is unwanted or unwelcome. The conduct or comment detrimentally affects the work or study environment or leads to adverse job- or study-related consequences for the victims of harassment.

2.7. *Systemic discrimination* refers to policies or practices that appear neutral, but which contain unjustifiable or unreasonable barriers that lead to adverse job- or study-related consequences for members of groups protected by the B.C. Human Rights Act.
Response to Threatening Behavior

Title: Response to Threatening Behaviour

Background & Purposes:

UBC strives to provide an environment in which all individuals can work and study without threat to personal safety. This policy outlines UBC's response when an emergency situation, caused by a direct or indirect threat, to personal safety or violence towards any member of the University community, occurs. It also deals with situations that are not emergencies, but in which personal safety is a concern. It gives the Personal Security Coordinator at UBC Vancouver and the Safety and Environmental Officer at UBC Okanagan the authority to organize an effective response to incidents and cases. It ensures that senior administrators are kept appropriately informed of developments in every case.

1. General

1.1. Members of the University Community who are faced with an urgent situation involving threatening or violent conduct, where there is reasonable belief that the safety of persons may be threatened, should contact the police immediately. This includes such situations as threats, threatening letters and bomb threats. The University will take steps to remove immediately from campus a person who exhibits violent or threatening behavior. Individuals may be suspended from the University and barred from the campus on a continuing basis for violent or threatening behavior. The University will pursue appropriate legal and disciplinary measures in such cases. In addition, UBC coordinates responses to non-emergency situations involving personal security through the Personal Security Coordinator at UBC Vancouver and the Safety and Environmental Officer at UBC Okanagan.

2. Definitions

2.1. A Personal Security Emergency exists when a reasonable person believes that there is an imminent risk to personal safety and that there is a need for immediate intervention.
Emergency Protocols

THE UNIVERSITY OF BRITISH COLUMBIA

Campus Security
2133 East Mall
Vancouver, B.C.
Canada V6T 1Z4
http://www.security.ubc.ca

EMERGENCY RESPONSE PROTOCOLS

A serious act of violence may be defined as an incidence of violence or potential violence which poses an imminent threat to members of the University community.

The personal safety and security of our campus community is of the greatest importance and the University strives to ensure the safety of its students, staff, faculty and visitors. The following response protocols are designed as guidelines to help you respond appropriately in case of situations which may compromise your personal safety.

Extensive and reasonable care has been exercised in the preparation of this document. It is designed to function as a guide for creating awareness and not as a hard and fast set of rules. Identifying threats and dealing with difficult situations can be unpredictable and vary by incident. Incidents may require only the most rudimentary application of the suggestions made, but may also require extremely complex intervention procedures that are beyond the scope of this document.

Response Protocols: Hazardous Materials

Fire or Explosion:
- Evacuate immediate area, closing door behind you.
- Activate fire alarm.
- If possible and safe, control fire with the appropriate extinguisher but do not place yourself or others in danger.
- Do not attempt to rescue injured persons if doing so places you in danger.
- Everyone must evacuate the building when a fire alarm sounds; closing doors as they leave.
- Call 911 to ensure that the Fire Department received the alarm and call Campus Security.
- Wait for emergency personnel outside the main entrance of the building. Provide information on hazardous materials involved.
- Do not re-enter the building until Emergency Services Personnel give permission to do so.

Large Chemical, Biohazard, or Radiation Spills:
- Shut down equipment and evacuate immediate area
- Isolate area and prevent re-entry.
- Call 911 and Campus Security (Campus Security will inform HS&E).
- Provide the following information about the spilled material:
  - Location - Street Address - Building/Department - Room Number.
  - Injuries.
  - Chemical name - Quantity - Hazards.
- Do not hang up until the operator releases you.
- Contact the Provincial Emergency Program 1-800-663-3456 if the spill is reportable as defined by the British Columbia Waste Management Act, Spill Reporting Regulations.
- Wait for emergency personnel outside the main entrance of the building. Provide MSDS information if possible.
- Inform Supervisor or Department Head.
Gas Leaks:
- Do not pull fire alarm – this could cause an explosion.
- Call 911 and Campus Security.
- Shut down equipment.
- Evacuate building, closing doors as you leave.

Response Protocol – Emergency Evacuation

It is important to be familiar with the nearest designated building exit for your area, as well as the location of the nearest fire extinguisher.

The following procedure must be followed in case of an emergency evacuation of the building when the fire alarm sounds:
- If possible shut down equipment and secure hazardous materials
- Everyone in the building must immediately evacuate the building in an orderly fashion as possible, using the pre-determined (closest) exits (in case of fire, check doors for heat before opening).
- Instructors are responsible to evacuate their class.
- Each floor should have Fire Wardens who will direct the evacuation as quickly as possible in a safe and controlled manner.
- Do not use the elevators unless you have received specific authorization to do so.
- If there is a special needs person(s) in the building, 1 or 2 monitors should be assigned to assist them to evacuate or to stay with them in a safe place until the Fire Department arrives. Do not leave them alone.
- All building faculty, staff, students and visitors must follow the instructions of the Fire Wardens, Campus Security, Police, Fire or Ambulance when asked to evacuate the building.
- NO ONE shall re-enter the building following a fire or fire drill until permission has been given by the Fire Department, Police or Campus Security.
- If you suspect someone was not evacuated or you have any information about the incident that prompted the alarm, report to Emergency Response Personnel.

Response Protocol – Suspicious Individual

- Report any suspicious individual or activity to Campus Security at 604-822-2222.
- Give your location, name and reason for calling.
- Be ready to provide a physical description of the individual: age, weight, hair color and length, clothing, facial hair and any other distinguishing features.
- If the individual is in a vehicle, attempt to get the vehicle make, model and color as well as the license plate number, if possible.
- Follow the instructions provided to you by Campus Security.

Response Protocol – Potentially Armed Person

1. If you witness an armed individual on campus at any time, do not approach the person. Try to remain calm. Call 911 immediately and then Campus Security at 604-822-2222. Give your location, name and reason for calling.

- If possible, be ready to provide a physical description of the individual:
  - Age
  - Weight
  - Hair color and length
  - Clothing
  - Facial hair
  - Distinguishing features

- If the individual is in a vehicle, attempt to get the vehicle:
  - Make
  - Model
  - Colour
  - License plate number
2. If an armed suspect is outside your building:

- In the event of an immediate threat remove yourself from any open area and try to get to the closest safe location and remain there until an all clear* instruction is given by the Police or Security (the ideal location has a door that locks, no windows facing the threat, some means of communication available like a phone and has a secondary exit).
- Turn off all the lights, close and lock all windows and doors.
- Close all window blinds and curtains.
- If you can do so safely, get all individuals on the floor and out of the line of fire.

3. If an armed suspect is inside the building:

- If it is possible to flee the area safely and avoid danger, do so.
- If flight is unsafe or impossible, lock all doors and secure yourself in your space.
- Close all window blinds and curtains.
- Contact 911 or Campus Security 604-822-2222 with your location if possible.
- Get down on the floor or under a desk and remain silent.
- Get individuals on the floor and out of the line of fire.
- Ensure that your cell phone is not on ring mode.
- Wait for the "all clear" instruction.

4. If an armed suspect comes into your class or office:

- There is no specific procedure which can be recommended to ensure your safety in this situation.
- Attempt to get the word out to other staff/students if possible.
- Call 911 or Campus Security 604-822-2222 if possible.
- Put distance between yourself and the offender. Make use of shielding if possible i.e. desk, filing cabinet, etc. between you and the offender.
- Do not challenge the offender. If flight is impossible, attempt to negotiate with the individual.
- If possible, keep an escape route behind you.
- Demonstrate an interest in solving the problem. Attempt to communicate to the individual that your main goal is to HELP them, not hinder them.
- If the offender leaves your area, lock your door immediately. Remain in the area (unless your safety is in jeopardy), and await further instructions from authorities.

Response Protocol – Bomb Threats

The majority of bomb threats are made with the intent of disrupting normal business. However, every bomb threat must be investigated to ensure the safety of building occupants. If you have received a bomb threat, call 911 and then Campus Security at 604-822-2222. Be prepared to provide the information from the Bomb Threat Check Sheet.

If you receive the bomb threat call:
- Stay calm and keep the caller on the line if possible.
- Do not upset the caller and indicate your willingness to cooperate.
- Permit the caller to say as much as possible without interruption.
- If they don’t give you much information, ask a lot of questions (see bomb threat check sheet).
- Take notes on everything said.

If you are asked to leave the building:
- Leave by the nearest and safest exit.
- Take personal items such as purses, lunch containers, briefcases etc.
- Make a quick visual sweep of your area for any unusual items.
- DO NOT TOUCH anything suspicious – Report any suspect object to the Emergency Services Personnel.
BOMB THREAT CHECK SHEET

Be calm. Be courteous. Listen. Do not interrupt the caller. If possible, get the attention of other personnel by a signal or note.

The call: date/time: 
Received on line: 

Keep the caller on line as long as possible. Ask to have the message repeated. Try to get the answer to these questions:
1. When is the bomb going to explode? 
2. Where is the bomb? 
3. What does it look like? 
4. What kind of bomb is it? 
5. What will cause it to explode? 
6. Did you place the bomb? And why? 
7. Where are you calling from? 
8. What is your name and address? 

Caller's gender: 
Caller's age: 
Caller's voice: 
Background noise: 
Other: 
Callers' exact words: 

Time call ended: 
Call received by: 

Emergency Numbers:
Police Fire Ambulance 911
Hazardous Materials 911
Campus Security 604-822-2222
Poison Control Centre 604-682-5050

Additional Information:
For information on responding to other emergencies such as chemical, biological and radiation spills, visit: http://www.hse.ubc.ca

UBC's Response to Threatening Behaviour Policy #14
http://www.universitycounsel.ubc.ca/policies/policies.html
Safety Procedures

UBC Department of Psychology
Departmental Safety Procedures – Summary

Emergency phone number (police, ambulance, fire) = 911
UBC Security (Patrol) = 822-2222
Campus First Aid = 822-4444

Safety Committee – The Department of Psychology Safety Committee is chaired by Alan Kingstone (822-9230, room 3104). A full list of committee members and a copy of the minutes from their meetings is posted in our mailroom. Meetings are held each month if there are items to discuss. An email notice is distributed prior to each meeting. Feel free to suggest items for discussion.

Safety Policies – All members of our Department are expected to be familiar with several policies (as outlined in the orientation checklist) and procedures relating specifically to your lab environment. Those in Behavioural Neuroscience have considerably more to learn and must meet with their supervisor and attend an orientation session presented by departmental staff in that area.

Emergency Contacts – Each lab has emergency procedures and emergency contact information posted. If you are unable to locate that information, contact your supervisor immediately.

Emergency Preparedness – To reduce the potential hazard in earthquakes, supplies and equipment must be placed, stacked or stored in a stable and secure manner such that heavy and/or hazardous materials are stored at or below the level of a working bench or table or are behind cupboard doors that can be securely closed. Be sure that the heaviest material in file cabinets is in the bottom drawers. If you are concerned about how equipment or bookshelves are secured, bring this to the attention of your lab manager or faculty supervisor. More information is available from the Occupational Hygiene Officer at 604-822-2643.

Fire Drills – The names of floor wardens are posted in the corridors on each floor. Familiarize yourself with them and with the best route for you to take in an emergency. When a fire alarm is activated everyone must vacate the building at once.

First Aid Kits and Attendants – Each labs has a basic first aid kit. Band-aids and antiseptic fluid may be obtained from our main office. We do not dispense any kind of medication (e.g., pain killers). Our first aid attendants are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Anne Cheng</td>
<td>4352</td>
<td>822-6387</td>
</tr>
<tr>
<td>Peter Graf</td>
<td>3110</td>
<td>822-6635</td>
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</tbody>
</table>

Department Safety Manual – If you wish to review the entire Safety Manual, see the Chair (Alan Kingstone) or the Secretary (Rosemarie Page) of our Safety Committee.

Incident/Accident Reporting Process – If you are aware of a hazardous situation, or are involved in an incident causing physical harm, contact your supervisor immediately. You may need to complete an official report and if that is the case, there should be copies in your lab’s safety kit but if not, contact the Safety Committee Secretary (822-2755), or the Department Manager (822-3249). If you note non-urgent problems in the Kenny building, use the Building Problem Report form available on our website or report the problem directly to your supervisor or the Department Manager.

Personal Security – UBC has several programs such as the AMS Safewalk (822-5355) and the Security Bus (www.security.ubc.ca or www.trek.ubc.ca). Familiarize yourself with their programs.

General Information – The UBC Dept. of Health Safety and Environment website contains very useful information. Review it soon at www.safety.ubc.ca.
Session 1: Professionalism in Your Teaching Assistantship

Upon completing this session, participants will be able to

- Articulate core and uncommon TA activities;
- List key skills and qualities of TA excellence, including
  - critical skills required of a TA (such as organization, communication, professionalism, listening) along with specific behaviors they can do to demonstrate these skills;
  - qualities that make a great TA (e.g., professional manner, knowledgeable, enthusiastic, strong communication skills) as well as TA practices that can hinder the experience for the TA, instructor and/or students;
- Consider the importance of setting a clear and mutually supportive plan with the instructor;
- List important questions to ask your instructor regarding roles, responsibilities, and hours;
- Identify resources on campus for students who have specific academic and non-academic needs;
- Design a method for keeping record of student performance and their own hours usage.
- Discuss strategies for invigilating exams and how to store them afterward.

**TA Tasks**

<table>
<thead>
<tr>
<th>Common Tasks</th>
<th>Less Common or Special Tasks</th>
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Learning in Context

UBC & Psychology Department

Course

Material
Method
Climate
Purpose

People

Instructor
TA(s)

Students
## Policies for Students

One way to avoid difficult issues with your students is to clearly know your responsibilities and boundaries. Discussions with your course instructor are vital for this. A second important way to avoid difficult issues is to develop your own guidelines or policies and communicate those to students in your course. Setting policies and guidelines that honour you, the instructor, and your students can help the course run smoothly throughout the term.

The table below lists a number of domains in which you could set policies. Depending on the instructor, you may have more or less input into your policies for each of the domains. At different times in your TA/teaching career you will likely set some or all of these policies for yourself.

To equip you for those decisions, discuss in your groups what types of policies you and other people have set in the past for each domain. What other options are there, beyond those that have been tried before? Jot down some options for each policy that you might like to try out in the future. To help you decide, think about the full course context, including implications for you, the instructor, and the students.

<table>
<thead>
<tr>
<th>Policy Domain</th>
<th>Options &amp; Rationale</th>
</tr>
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<tbody>
<tr>
<td>Email responses generally</td>
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<tr>
<td>Email responses at exam time</td>
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<tr>
<td>Office Hours</td>
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<td>Grade Changes</td>
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<td>Late Assignments</td>
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<tr>
<td>Pre-Reading Early Paper Drafts</td>
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<tr>
<td>Other</td>
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## Students in Crisis

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>WEEKDAYS</th>
<th>AFTER HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death</td>
<td><strong>Police 911 and Campus Security 604-822-2222 and VP Students Office 604-822-3955</strong> (after hours via Campus Security)</td>
<td></td>
</tr>
<tr>
<td>Suicide • Imminent threat or attempt</td>
<td><strong>Emergency Services 911 and Campus Security 604-822-222</strong></td>
<td></td>
</tr>
<tr>
<td>Suicide • Suicidal thoughts</td>
<td><strong>Counselling Services 604-822-3811 or Student Health Service 604-822-7011</strong></td>
<td></td>
</tr>
<tr>
<td>Acute Emotional Distress</td>
<td><strong>Counselling Services 604-822-3811</strong></td>
<td></td>
</tr>
<tr>
<td>Medical Emergency (e.g. heart attack, severe bleeding, life threatening injury in a lab)</td>
<td><strong>Emergency Services 911 and Campus Security 604-822-2222</strong></td>
<td></td>
</tr>
<tr>
<td>Illness, injury</td>
<td><strong>Student Health Service 604-822-7011</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Sexual Assault Services should only be called if requested by victim or if a life threatening situation exists. | **Counselling Services 604-822-3811**  
**Student Health Service 604-822-7011**  
**Emergency Services 911**  
**Campus Security 604-822-2222** |
| Students in need of emergency funding | **Student Financial Assistance and Awards 604-822-5111** |
| Missing Student | **Campus Security 604-822-2222** |
| Extremely disruptive student endangering the safety of themselves and/or others | **Police 911 and Campus Security 604-822-2222 and VP Students Office 604-822-3955** (after hours via Campus Security) |

Crisis Counselling and Suicide Prevention  
24-hour crisis lines  
- BC-wide: 1-800-SUICIDE (1-800-734-2433)  
- Greater Vancouver: 604-872-3311  
**Emergency, Vancouver General Hospital**  
920 West 10th Avenue, Vancouver  
604-875-4995 (24 hours)

The VP Students office coordinates the University's response to critical incidents involving students, works with faculties and departments to gather information, supports the affected students and surrounding student community, and coordinates communication.

The VP Students office is a resource for instructors and administrators who need help with a student who is in very difficult circumstances and past efforts to resolve their problems have not been successful.

Student Health Service, Counselling Services, Campus Security, the RCMP and other resource groups work with the VP Students office to ensure students receive the support they require.

Please contact the VP Students office at 604-822-3955 if you have any questions regarding a student in crisis.
## Resources for Students

See the UBC English Department TA handbook ([http://www.english.ubc.ca/grad/ta_handbook.pdf](http://www.english.ubc.ca/grad/ta_handbook.pdf)) for more.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
<th>Uses/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Advising</td>
<td><a href="http://students.arts.ubc.ca/advising/">http://students.arts.ubc.ca/advising/</a></td>
<td>Degree navigation, Academic Concessions</td>
</tr>
<tr>
<td>Access and Diversity</td>
<td><a href="mailto:access.diversity@ubc.ca">access.diversity@ubc.ca</a>, <a href="http://www.students.ubc.ca/access">www.students.ubc.ca/access</a></td>
<td>Support &amp; accommodation for students with disabilities (e.g., note taking, special exam considerations)</td>
</tr>
<tr>
<td>Centre for Arts Student Services (CASS)</td>
<td><a href="http://students.arts.ubc.ca/">http://students.arts.ubc.ca/</a></td>
<td>Academic &amp; career planning, diverse learning experiences (e.g., study abroad)</td>
</tr>
<tr>
<td>Learning Commons</td>
<td><a href="http://learningcommons.ubc.ca/">http://learningcommons.ubc.ca/</a></td>
<td>Fantastic &amp; Comprehensive! Connects students to academic community learning resources</td>
</tr>
<tr>
<td>The Writing Center</td>
<td><a href="mailto:writing.centre@ubc.ca">writing.centre@ubc.ca</a>, <a href="http://cstudies.ubc.ca/writing/resources.html">http://cstudies.ubc.ca/writing/resources.html</a></td>
<td>Noncredit courses on academic, professional, and creative writing Free tutoring service Online Writer's Workshop Help for ESL Students</td>
</tr>
<tr>
<td>UBC Library Reference and Instruction, Help and Support</td>
<td><a href="http://help.library.ubc.ca/">http://help.library.ubc.ca/</a>, <a href="http://services.library.ubc.ca/">http://services.library.ubc.ca/</a></td>
<td>Writing &amp; documentation workshops, subject librarians, how-to guides on literature searches. Very helpful!</td>
</tr>
<tr>
<td>Counseling Services</td>
<td><a href="http://www.students.ubc.ca/livewelllearnwell/counselling-services/">http://www.students.ubc.ca/livewelllearnwell/counselling-services/</a></td>
<td>Students experiencing difficulties that you cannot and perhaps should not address. See Students in Crisis list for more detailed contacts.</td>
</tr>
<tr>
<td>UBC Student Services Learning Skills</td>
<td><a href="http://www.students.ubc.ca/success/study.cfm">http://www.students.ubc.ca/success/study.cfm</a></td>
<td>Workshops: learning skills, study habits, exam preparation, etc.</td>
</tr>
<tr>
<td>First Nations House Of Learning (FNHL)</td>
<td><a href="http://www.longhouse.ubc.ca">www.longhouse.ubc.ca</a></td>
<td>Support for Aboriginal/Indigenous students</td>
</tr>
<tr>
<td>Equity and Inclusion Office</td>
<td><a href="http://www.equity.ubc.ca">www.equity.ubc.ca</a></td>
<td>Confidential advice on harassment, human rights &amp; diversity issues</td>
</tr>
<tr>
<td>Student Health Services</td>
<td><a href="http://www.students.ubc.ca/livewelllearnwell/visit-a-doctor/">http://www.students.ubc.ca/livewelllearnwell/visit-a-doctor/</a></td>
<td>Counseling, health, and wellness; Medical and psychiatric concerns</td>
</tr>
</tbody>
</table>
What to Ask the Course Instructor before Class Starts

The relationship between you and the course instructor can be professional, productive and mutually beneficial, or it can be dissatisfying or unfair to both or either party (or any combination thereof). To help this relationship start off effectively, and to help prevent some issues later on, we recommend that you discuss the following questions with the instructor as soon as possible in the term. Each instructor is different; make sure you refer back to this list for each new TAship.

1. How many hours is the TAship? (e.g., 6 hours per week, 12 hours per week)
2. What should I do if I think I might run out of hours? Is there a set amount of hours at the instructor wants me to alert him/her? (e.g., half done, 25% hours left)
3. What is my role in the course? E.g., attend class, marking, office hours, teaching, grades entry?
4. What do I do if I feel I am not able to complete requested tasks?
5. Can I have a copy of the Syllabus? Check to be sure my contact information is listed correctly, and that I have the correct contact information for the instructor as well.
6. What are the assignments throughout the course? When are they due?
7. What is expected of me for exams? Is there a midterm that needs to be invigilated?
8. How long will I have to grade materials after they’re handed in? In what format would the instructor like the data (e.g., excel, SPSS)?
9. How will grading work? Will I be given Rubric? Expected to create one? Need to use Scantron?
10. Will I be asked to review assignments, test questions for possible confusion, lack of clarity, identify issues with the application of rubric before assignment is given to students?
11. If the grading rubric becomes problematic as I mark, do I have the flexibility to make changes in point allocation, or should I contact the instructor?
12. What is the policy on late assignments, missing exams, etc.? What is my role in dealing with these issues? (e.g., do I send all of these questions to the instructor? Or do I deal with them?)
13. What is the policy on reviewing exams/assignments after they’ve been returned to students?
14. What is the policy regarding requests for re-grades or changes to marks? Is this something I can/should do, or is this up to the instructor?
15. Am I expected to teach, give lectures, run seminars? If so, will I make up my own materials/lesson plans or will they be provided? If provided, how much leeway do I have to make changes?
16. Are there opportunities for teaching that may not be required of me? If I would like the opportunity to teach, can this be arranged?
17. If I will be teaching, will the instructor provide feedback on my performance? Can I arrange for a peer to come and give me feedback on my teaching? How will I make sure I get useful feedback from learners?
18. 
19. 
20. 

Keeping track of hours worked as a TA

Why is it a good idea to keep track of your hours?

1. 
2. 
3. 

What types of activities should be included in your tracking?

---

Sample Hours Tracker Spreadsheet from Excel

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hours</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9</td>
<td>1:15-3:45</td>
<td>2.5</td>
<td>photocopies, class, mtg with instructor</td>
</tr>
<tr>
<td>Jan 10</td>
<td>10:45-11:45, 12:45-1:00</td>
<td>1.25</td>
<td>lab prep</td>
</tr>
<tr>
<td>Jan 11</td>
<td>10-12, 12:20-3:30</td>
<td>5</td>
<td>lab prep, lab, class</td>
</tr>
<tr>
<td>Jan 12</td>
<td>9:30-10:10</td>
<td>0.75</td>
<td>organization, email list</td>
</tr>
<tr>
<td>Jan 12</td>
<td>9:15-9:30p</td>
<td>0.25</td>
<td>email</td>
</tr>
<tr>
<td>Jan 15</td>
<td>8:00-9:30, 9:45-10:15</td>
<td>2</td>
<td>lab prep</td>
</tr>
<tr>
<td>Jan 16</td>
<td>2-3:30</td>
<td>1.5</td>
<td>class</td>
</tr>
<tr>
<td>Jan 17</td>
<td>2:00-4:00</td>
<td>2</td>
<td>office hour</td>
</tr>
<tr>
<td>Jan 17</td>
<td>8:15-9:15</td>
<td>1</td>
<td>lab prep</td>
</tr>
</tbody>
</table>

Key Features:
- It's in Excel, so can calculate hours worked very easily using addition function.
- Has the maximum number of hours you're paid for the whole semester right there at the top, so you know when you're approaching it.
- Can sort by activity so can inform instructor how long it took you to mark each assignment, to prep for each class, etc. This information can be very important for instructors who are designing exams and papers in subsequent years.
- Dates allow you to inform instructor of heavy clustering of hours – perhaps to forewarn future TAs.

Get into the habit of recording hours so it becomes a routine part of your day.
Session 2: Dealing with Critical Situations

Upon completing this session, participants will be able to

- Generate strategies for assisting dealing with instructors & diverse students effectively;
- Consider and practice options for dealing with instructors & students effectively;
- Practice communication skills in the context of dealing with challenging situations with students and instructors;
- Defend your response to challenging student inquiries in a professional manner

Critical Incident Simulation Exercise

The fourteen scenarios in this packet contain critical issues that were nominated as challenging by your Teaching Assistant peers since 2008.

The purpose of the present exercise is to practice responding to critical issues in a way that will ultimately lead to satisfaction and fairness for all involved parties. This can be quite challenging, because it is hard to respond honestly without leading other people to become defensive or hostile.

The exercise involves three roles, and all group members should have at least one opportunity to play each role. The three roles are Speaker, Responder, and Coach, and their corresponding tasks are as follows:

- **Speaker (student or instructor or fellow TA)** -- Choose a scenario (or make one up) and say the critical remark
- **Responder (TA)** -- Respond in a way that is likely to help rather than increase the problem
- **Coach** -- Provide candid feedback on the strengths and weaknesses of the response, including alternative response strategies

To get the most out of this exercise, it is important to spend as much time as possible actually **practicing responses**, rather than simply discussing the critical incidents, and the Coaches should be as open as possible in their feedback. To begin the exercise, one person should play the role of Speaker, one should play the role of Responder, and any remaining group members should play the role of Coach. Let the conversation build for a minute or so before the critical remark is made, and let it continue for a little while after the response is given. Then, once the Speaker and Responder have concluded their interaction, the Coach should critique the response, noting strengths and areas for potential improvement. Rotate roles for another practice round with a new Speaker and Responder. Do not worry about getting through all the scenarios or adhering precisely to the scripted comments -- the scenarios are simply designed as icebreakers to facilitate the exercise. For each incident, you may want to jot down some options for how to deal with it—and prevent it—effectively and professionally.
IMPORTANT NOTE

If you prefer not to participate as Speaker or Responder, you may elect to serve as Coach. It is worth noting, however, that aside from today's exercise, few of us will ever have the opportunity to practice methods of dealing with critical incidents in front of supportive "coaches" who are willing to give us feedback about how we did. Please consider how rare this opportunity is and use the time to your advantage.

Scenario 1

Speaker: Student
Responder: Teaching Assistant

Background: A student is unhappy with the mark you gave his/her paper and comes to your office hour. You did not have a grading rubric, but instead gave overall marks with no comments.

Comment: "I need a higher grade because if I don't get an 80 in this course I won't get in to grad school."

Professional options for fixing the problem:

Strategies to prevent this from happening:
Scenario 2

Speaker: Student in Introductory Psychology

Responder: Teaching Assistant who TAs this Introductory Psych class

Background: The student comes to your office hour hoping for clarification of concepts from a unit that the TA does not know very well (e.g., a TA from Social/Personality being asked about the Neuroscience unit, or vice versa).

Comment: "How does this concept differ from this other one?"

Professional options for fixing the problem:

Strategies to prevent this from happening:

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Scenario 3

Speaker: Student who is not used to speaking and writing in English

Responder: Teaching Assistant

Background: You marked a paper and the author struggled with sentence structure and word choice. You strongly suspect the student is having difficulty mastering the English language. You invite the student to your office hour with a personal email.

Comment: "I can't believe I failed this paper! But I've never had to write a paper in English before."

Professional options for fixing the problem:

Strategies to prevent this from happening:
Scenario 4

Speaker: Student in a challenging research methods or stats course (e.g., Psyc 217, 218, 359, 366)

Responder: Teaching Assistant/Fellow for that course

Background: This student is very much struggling with the course, and visits with you often. Your meetings are productive—they help the student learn—but they are taking away from your ability to meet with other students in the course and they are complaining.

Comment: “I really appreciate how much time you’re spending with me; it’s really helping.”

Professional options for fixing the problem:

Strategies to prevent this from happening:

Scenario 5

Speaker: Teaching Assistant A for the course, 4th year grad school

Responder: Teaching Assistant B for the course, 2nd year grad school

Background: There are two TAs in this course, and you’re trying to divide up a large stack of papers for grading.

Comment: “I graded the multiple choice and some short answer questions for the midterm; you just marked the rest of the short answer questions. So let’s divide up this pile 40% for me and 60% for you.”

Professional options for fixing the problem:

Strategies to prevent this from happening:
Scenario 6

Speaker: Student

Responder: Teaching Assistant

Background: Teaching Assistant overhears a conversation between two students leaving the class.

Comment: Directed toward another student: "I don’t think the TA knows what’s going on in this course. She doesn’t look any older than I am."

Professional options for fixing the problem:

Strategies to prevent this from happening:

Scenario 7

Speaker: Research Supervisor

Responder: Graduate Student / Teaching Assistant (*not* for Research Supervisor's course)

Background: Graduate student has accepted a 12-hour (full) TAship that involves some teaching, in order to gain some teaching experience and earn some extra money.

Comment: "I don’t think you should TA anymore. It’s taking too much of your time away from research."

Professional options for fixing the problem:

Strategies to prevent this from happening:
Scenario 8

Speaker: Student

Responder: Teaching Assistant

Background: You and your co-TA graded papers using a rubric. However, you did not discuss how each of you was using the rubric while you were grading.

Comment: “My friend and I had very similar essays but I only got a 60% and she got an 80%. You graded my paper, but the other TA for this course graded my friend’s. I want more marks.”

Professional options for fixing the problem:

Strategies to prevent this from happening:

Scenario 9

Speaker: Instructor

Responder: Teaching Assistant

Background: The class is a moderately large section of intro psych (N = 180), and you are new to the TA role.

Comment: “I just realized a conference I’m speaking at falls on the same day as our class midterm. Would you mind invigilating it alone?”

Professional options for fixing the problem:

Strategies to prevent this from happening:
**Scenario 10**

Speaker: Teaching Assistant A

Responder: Teaching Assistant B

Background: You are invigilating an exam with over 300 students writing.

Comment: "I think there's a person in the back row who's cheating. What do we do?"

Professional options for fixing the problem:

Strategies to prevent this from happening:

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**Scenario 11**

Speaker: Instructor

Responder: Teaching Assistant

Background: In a course with 100 students, students are assigned to write a 5 page essay. You graded it once, resulting in a mean of 80%, and you were asked to re-grade it.

Comment: "The mean of these papers is still 75%. I'd like you to re-grade them please to achieve the required mean of 67%.”

Professional options for fixing the problem:

Strategies to prevent this from happening:
Scenario 12

Speaker: Instructor

Responder: Teaching Assistant

Background: You are about to grade a stack papers, but realized you have only a vague idea of what to give and take marks for. You ask the instructor for guidance, who replies...

Comment: “Read 10 of them and you’ll get a sense of what distinguishes the good from the bad ones. If you can’t figure it out, let me know.”

Professional options for fixing the problem:

Strategies to prevent this from happening:

Scenario 13

Speaker: Teaching Assistant

Responder: Whoever you think you should go to first

Background: After the students have received their grades for the midterm, you are working on the master grades file. All of a sudden, you say to yourself...

Comment: “Something has gone horribly wrong! Every student received the grade for the person one higher, alphabetically, on the list!!”

Professional options for fixing the problem:

Strategies to prevent this from happening:
Scenario 14

Speaker: Student
Responder: Teaching Assistant

Background: A student received a C on the second midterm—just like he or she did on the first midterm. Both tests had multiple choice and written components. He or she has come to your office hour and is unhappy.

Comment: "Why does the Psychology Department grade on the curve? It's so stupid! Doesn't this just mean that no matter how hard I try I'll never get higher than a C?"

Professional options for fixing the problem:

Strategies to prevent this from happening:
Guided Reflection from Critical Incidents Simulations

This guide is based on the ORID model of questioning. You also can use ORID to help groups discuss a common experience, or to help them reach a decision. A handout explaining the ORID questioning technique follows this page.

1. What were the main things that happened during the critical incidents?

2. What grabbed your attention the most? Where did you struggle?

3. What did you learn from the critical incidents?

4. Given this experience, what are your next steps? How will you use this information?
## Focused Conversation or “ORID” Approach to Questioning

Start with a common experience (e.g., video clip, reading done prior to class, reading done in class, scenario).

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Questions about facts and external reality that people take in with their senses. Keep people focused on what they observed with their senses. Disallow interpretations and opinions at this stage.</td>
<td>What happened? What did you see?</td>
<td></td>
</tr>
<tr>
<td>Reflective</td>
<td>Questions to call forth immediate personal reaction to the data, an internal response, sometimes emotion or feelings, hidden images and people’s past associations with the facts.</td>
<td>What does it remind you of? What grabbed your attention the most? What words or phrases still linger in your mind? Where did you struggle?</td>
<td></td>
</tr>
<tr>
<td>Interpretive</td>
<td>Questions to draw out meaning, values, significance, and implications for the individual or group by building on the data from the objective level plus associations from the reflective level.</td>
<td>Why is this happening? What are we learning from this? What does this mean for us?</td>
<td></td>
</tr>
<tr>
<td>Decisional</td>
<td>Questions to elicit resolution, enable the individual or group to make a decision in response to the event or about the future.</td>
<td>How might you use this? How would you summarize your learning? What are your next steps?</td>
<td></td>
</tr>
</tbody>
</table>

Compiled from
Summary: Professionalism and Critical Incidents

1) Where would you send a student who is experiencing a major family crisis (e.g., a death or parental divorce)?

2) What are two reasons why it’s a good idea to track your hours worked as a TA (or TF)?

3) What could you do to indicate that you weren’t just brushing off a student in crisis?

4) Identify the 3 most vital questions you’d like to ask the instructor before you TA.

5) Describe what do to with student work (e.g., exams) during and at the end of the course.
Session 3: Grading and Evaluation

What is Evaluation?

As defined by the American Evaluation Association, evaluation involves assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness.

Brainstorming Questions

1. Why do we evaluate?
2. What forms of evaluation have you come across as a TA?
3. What did you find most effective? Least effective?
4. What are qualities of effective Evaluation/Feedback? Why are they effective?
5. How could you improve both the effectiveness of the evaluating process on written assignments for both yourself and the learners whose assignments you’re evaluating?

Grading Rubrics

What is a Grading Rubric?

Simply stated, a grading rubric is a guide for the evaluation of learner papers, projects, or exams. It defines expectations and identifies the grading criteria point by point.

- A rubric is a scoring guide that seeks to evaluate a student’s performance based on the sum of a full range of criteria rather than a single numerical score.

- A rubric is an authentic assessment tool used to measure students’ work.
  - Although the same criteria may be considered, expectations should vary according to one’s level of expertise. The performance level of a novice is expected to be lower than that of an expert and would be reflected in different standards. For example, in evaluating a paper, a first-year learner may not be expected to write a coherent synthesis of information to earn a high evaluation. A fourth-year learner would need to write a coherent synthesis in order to earn high marks.

- A rubric is a working guide for students and teachers, often handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged. Sometimes only a partial rubric is handed out – one that is still useful for students as guidance while leaving room for interpretation.

- A rubric can enhance the quality and efficiency of both learning and instruction.
Why use a Grading Rubric?

A rubric provides a clear set of criteria for judging students’ work. Many experts believe that rubrics improve students' end products and therefore increase learning by specifying the factors on which the learner will be graded. When students receive rubrics beforehand, they understand how they will be evaluated and can prepare accordingly, focusing specific points. When teachers or TA’s evaluate papers or projects they may know implicitly what makes a good final product and why. Rubrics make it easier for instructors and TAs to understand these factors explicitly, provide a framework when explaining grades, and help guide students’ learning and use of feedback. Developing a grid and making it available as a tool for students’ use will provide the scaffolding necessary to improve the quality of their work and increase their knowledge.

Consider rubrics as part of your planning time, not as an additional time commitment to your preparation. Once a rubric is created, it can be used for a variety of activities. Reviewing, reconceptualizing, and revisiting the same concepts from different angles improves understanding of the lesson for students. An established rubric can be used or slightly modified and applied to many activities. For example, the standards for excellence in a writing rubric remain constant throughout the school year; what does change is students' competence and your teaching strategy. Because the essentials remain constant, it is not necessary to create a completely new rubric for every activity.

Advantages of using rubrics:

- Teachers/TA’s can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
- Students have explicit guidelines regarding expectations.
- Students can use rubrics as a tool to develop their abilities.
- Teachers/TA’s can reuse rubrics for various activities.

Analytic and Holistic Rubrics

What's the difference between analytic and holistic rubrics?

- Analytic rubrics identify and assess components of a finished product.
- Holistic rubrics assess student work as a whole.

Which one is better?

Neither rubric is better than the other. Both have a place in authentic assessment, depending on the following:

- **Who is being taught?**
  - Because there is less detail to analyze in the holistic rubric, younger students may be able to integrate it into their schema better than the analytic rubric.

- **How many teachers are scoring the product?**
  - Different teachers have different ideas about what constitutes acceptable criteria. The extra detail in the analytic rubric will help multiple grades emphasize the same criteria.
Rubric Reminders:

1. Neither the analytic nor the holistic rubric is better than the other one.
2. Consider your students and grader(s) when deciding which type to use.
3. For modeling, present to your students anchor products or exemplars of products at various levels of development.

How do I create a Grading Rubric?

Learning to create rubrics is like learning anything valuable. It takes an initial time investment. However, once the task becomes second nature, it actually saves time while creating a higher quality student product. Good rubrics take thought and planning to be effective. They need to be lucid in the explanation of grading standards. To create a rubric that is pedagogically sound, the instructor/TA needs to be sure of the assignment’s objective. Nevertheless, once a general format for assignment categories has been decided upon (i.e. essays, research papers, presentations, etc.), the rubric may be easily updated.

There are three main elements to any Instructional Rubric: the grading criteria, the scale, and the descriptions of the criteria. All three elements will be different for each teacher and each project. The following steps will help you create a rubric

- Determine the concepts to be taught.
- Develop a grid. Put criteria on one axis and performance levels on the other
- Choose the criteria to be evaluated.
  - 4 - 15 items/criteria using brief statements each focusing on a different skill
  - must be a measurable criteria
- Plug in the concepts and criteria.
- Select terms to use in measuring performance range or scoring levels
  - Needs Improvement...Satisfactory...Good...Exemplary
  - Beginning...Developing...Accomplished...Exemplary
  - Novice...Apprentice...Proficient...Distinguished
  - Numeric scale ranging from 1 to 4 etc. - avoid odd numbers to disallow readers "sitting on the fence" with mid-range scores.
  - If appropriate, a score of zero may be included.
- Name the evidence to be produced.
- Write descriptive statements for each range or level.
  - Begin with describing the highest level.
  - Note the key words used which will generally be what changes as you write the lower performance descriptions.
  - The lowest level may be the minimum acceptable performance or a description of anticipated flaws in a performance.
  - Try using words that convey degrees of performance: Depth, Breadth, Quality, Scope, Extent, Complexity, Degrees, Accuracy...
- and words that present a clear range, such as from complete to incomplete, major to minor, consistent to inconsistent, always to rarely...
  - Share the rubric with students before they begin writing (if at all possible).
  - Evaluate the end product. Compare individual students' work with the rubric to determine whether they have mastered the content.

Sample Rubric for Grading Participation used in University Classes

<table>
<thead>
<tr>
<th>Criterion</th>
<th>0-3</th>
<th>4-7</th>
<th>8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance – mental and physical</td>
<td>Missed many classes and did not participate when present</td>
<td>Attends class regularly, but did not actively participate</td>
<td>Attends nearly every class and plays an active role in discussions</td>
</tr>
<tr>
<td>Engagement</td>
<td>Demonstrates noticeable lack of interest in the material</td>
<td>When prepared, participates constructively and makes relevant comments</td>
<td>Comments advance the discussion and the material</td>
</tr>
<tr>
<td>Preparation</td>
<td>Never prepared</td>
<td>Preparation is inconsistent</td>
<td>Arrives fully prepared for every class</td>
</tr>
<tr>
<td>Discussion dynamics</td>
<td>Frequently disruptive in class and there is no interaction during group work</td>
<td>Class discussion and dynamics are not affected by student's presence</td>
<td>Actively supports, listens to, and engages peers during group work</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Frequently late for class</td>
<td>Inconsistently on time for class</td>
<td>Very rarely late for class</td>
</tr>
</tbody>
</table>
## Using a Rubric

Use the rubric below to re-grade Sample Essay 1. Be sure to include at least one positive comment and one constructive criticism for the student.

<table>
<thead>
<tr>
<th>Comments/Feedback</th>
<th>Points Earned</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong>: Describe what you did and what happened (8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly summarizes the strategies used, including example(s).</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Explains the purpose of the behaviour modification (e.g., reduce an annoying habit?).</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Appropriate level of detail to set up the reader for the application section.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Application (14)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chooses an appropriate way to apply the theory or finding from learning research.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Accurately explains how behaviour modification applied either operant or classical conditioning. High marks for demonstrating thorough understanding of conditioning principle.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Evaluates success of behaviour modification. High marks for considering success in relation to the conditioning principle and the way it was implemented.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recommendations for improving behaviour modification are based on learning research. High marks for showing mastery of this principle, or expanding based on linkage to related principle.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Appropriately paraphrases and credits the ideas of others (text or class notes). For example, using paraphrasing rather than quotations. Referencing ideas that belong to others, and then adding one’s own ideas to them.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Style and Referencing (3)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing showcases ideas in a clear, concise, and grammatically acceptable way.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>In-text citations and a reference list are accurate (i.e., in accord with the model given in the assignment handout).</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL/OVERALL SCORE</strong></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>
Sample Essays

Instructions given to Psych 100 students: Use one or more conditioning principles to train an animal to do something, and then discuss how you applied the conditioning principle(s).

Sample Essay 1

The main goal of my attempt is to alter my friend’s disruptive and persistent annoying habit – texting her boyfriend while she is engaged in a conversation with other people. I have tried a few strategies from operant conditioning to achieve my goal. I used several approaches, including reward, silent treatment and confiscation of cell phone to train away her behaviour. Although her behaviour is not totally eradicated, the frequency has been substantially reduced. As a reward, I offered her a candy every time she controls herself from being distracted by the ring tone of her cell phone when her boyfriend calls. While candy was initially an effective incentive, my friend soon resumed to her old habit. Hence, the offer of candy was changed to the offer of Slurpee, a commodity that offers longer and greater satisfaction for her. I also used silent treatment and stopped the conversation when she distractedly began to text her boyfriend in the middle of our conversation. Lastly, I took away her cell phone by pretending to borrow it from her during our conversation.

Knowing that the behaviour, texting someone when engaged with others in a conversation, is a behaviour that can be emitted voluntarily and is shaped by the consequences that follow the behaviour, I decided to use operant conditioning to modify my friend’s behaviour. The reward of candy and Slurpee is positive reinforcement whereas silent treatment and confiscation of cell phone are punishment and response cost respectively. Rewarding her candy or Slurpee is a positive reinforcement to stop her from using her phone to text as the candy or Slurpee becomes a desirable stimulus to strengthen the behaviour of not texting during a conversation. The silent treatment, on the other hand, serves as a form of punishment with the introduction of an undesirable stimulus, apathy, to discourage her from texting. Taking her cell phone away is an example of response cost as I removed a pleasant stimulus, cell phone, to deter her from texting.

In my attempt, response cost achieved more success in stopping her from texting during a conversation because the removal of cell phone had direct impacts on her, letting her know that texting during our conversation would result in the negative consequence of having the cell phone taken away. The other two techniques, however, were not very effective. The candy, as a pleasant stimulus in the form of a positive reinforcement ended with only little success because it was not a very strong incentive to my friend. The upgrade of reward from candy to Slurpee as a more attractive stimulus presented the challenge of accessibility as I cannot provide Slurpee for her immediately. Without an immediate positive consequence, improvement in behaviour slackened. To improve the effectiveness of this technique, rewards have to be both attractive and immediately attainable. Also, variable ratio should be used instead of fixed ratio to ensure consistency in the targeted behaviour even after the reward stops. The silent treatment strategy did not work because such punishment intensifies the unwanted behaviour – applying the silent treatment to stop the conversation did the opposite to encourage active conversation to continue, as silence is contrary to the goal of the punishment – continuation of conversation. To be more effective, the punishment should be carried out clearly on the behaviour that is intended to punish. However, punishment has less effectiveness in deterring unwanted behaviour because it not only fails to provide constructive advice, but also results in anxiety and subversive behaviours. Therefore, punishment is not as desirable or effective as other techniques such as positive reinforcement and response cost.
Sample Essay 2

The subject of this study was my female sibling, aged 13. The purpose was to eliminate an undesirable habit: lack of cleanliness and organization. Specifically, the subject did not clean her room. The subject was asked politely to clean her room yet she did not comply. She was also warned that if she did not comply, her Nintendo game system would be confiscated right after being told to clean her room. After multiple attempts to talk the subject into cleaning her room, her Nintendo game system was taken, and the cleanliness of her room was subjectively ranked over a week period on a scale of very clean, somewhat clean, and messy. The results were collected daily over a one week period after confiscating the Nintendo game system. On a three point scale of room cleanliness the subject displayed a cleanliness of somewhat clean on the first three days. On the fourth day the subject was reminded that in order to receive her game system again the room had to be spotless. From the fourth day onwards the room was very clean.

An operant conditioning learning method was employed, as the behaviour of cleaning ones room is a voluntary behaviour and not an instinctive behaviour like classical conditioning (Lilienfeld et al. 2011). Thus, by using the operant conditioning method for a voluntary behaviour, a favorable outcome is more likely to occur. Operant conditioning is based on the consequences that follow certain behaviours, which would in this case be punishment for a detrimental behaviour. In order to eliminate this detrimental behaviour, a form of punishment, response cost was employed. This involved the removal of a pleasant stimulus, her Nintendo game system (Lilienfeld et al. 2011). By removing the pleasant stimulus, the aim of the study was to see if the unwanted behaviour would be suppressed and eventually eradicated. The hypothesis was that if a pleasant stimulus (Nintendo game system) was confiscated routinely, the subject would be more likely to clean her room and thus develop a habit of it. By confiscating the game system, the subject would then do what is asked of her if reasonable, and thereby would expect her game system back in return for cleaning her room. In accordance to Thorndike’s law of effect, it is expected that a response followed by an annoying consequence is less likely to occur (Lilienfeld et al. 2011). In this case the response of not cleaning the room would be less likely to occur if the consequence is unwanted by the subject.

The technique was successful since the pleasant stimulus was powerful, and confiscating that stimulus enabled the subject to clean her room in hopes that she may receive her pleasant stimulus again after cleaning. In effect, the game system was a powerful stimulus which created a more powerful punishment. In order to improve the experiment, the study could have been conducted over a longer time period, perhaps over a month. This may have led to more conclusive evidence if in fact the behaviour had been changed permanently or if the subject could have lost interest in her game system, leading back to her detrimental behaviour. If this occurs, then the same learning treatment can be used for another pleasant stimulus and thus may cause the subject to understand that in order to prevent the removal of pleasant stimulus she must permanently change her behaviour. A possible addition to this technique may involve reinforcing the undesired behaviour with a desired behaviour ((Lilienfeld et al. 2011). This is most effective as a reward may be given to the subject in addition to the return of the game system, thus providing two incentives to clean her room.

References
Rubric Calibration Activity

Use the rubric below to practice fair, consistent grading with another TA. Be prepared to explain your rationale for the point values you assigned and come to an agreement regarding what gets high/low marks. Once you've reached consensus, grade Sample Essay 2.

<table>
<thead>
<tr>
<th>Comments/Feedback</th>
<th>Points Earned</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary:</strong> Describe what you did and what happened (8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly summarizes the strategies used, including example(s).</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Explains the purpose of the behaviour modification (e.g., reduce an annoying habit?).</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Appropriate level of detail to set up the reader for the application section.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Application (14)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chooses an appropriate way to apply the theory or finding from learning research.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Accurately explains how behaviour modification applied either operant or classical conditioning. High marks for demonstrating thorough understanding of conditioning principle.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Evaluates success of behaviour modification. High marks for considering success in relation to the conditioning principle and the way it was implemented.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Recommendations for improving behaviour modification are based on learning research. High marks for showing mastery of this principle, or expanding based on linkage to related principle.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Appropriately paraphrases and credits the ideas of others (text or class notes). For example, using paraphrasing rather than quotations. Referencing ideas that belong to others, and then adding one's own ideas to them.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Style and Referencing (3)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing showcases ideas in a clear, concise, and grammatically acceptable way.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>In-text citations and a reference list are accurate (i.e., in accord with the model given in the assignment handout).</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL/OVERALL SCORE</strong></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exemplary</td>
<td>Good</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Purpose</td>
<td>The writer's central purpose or argument is readily apparent to the reader.</td>
<td>The writing has a clear purpose or argument, but may sometimes digress from it.</td>
</tr>
<tr>
<td>Content</td>
<td>Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.</td>
<td>Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.</td>
</tr>
<tr>
<td>Organization</td>
<td>The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.</td>
<td>The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.</td>
</tr>
<tr>
<td>Feel</td>
<td>The writing is compelling. It hooks the reader and sustains interest throughout.</td>
<td>The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Tone</td>
<td>Sentence Structure</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Exemplary</td>
<td>The tone is consistently professional and appropriate for an academic research paper.</td>
<td>Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.</td>
</tr>
<tr>
<td>Good</td>
<td>The tone is generally professional. For the most part, it is appropriate for an academic research paper.</td>
<td>Sentences are well-phrased and structured. The flow from sentence to sentence is generally smooth.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>The tone is not consistently professional or appropriate for an academic research paper.</td>
<td>Some sentences are awkwardly constructed so that the reader is occasionally distracted.</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>The tone is unprofessional. It is not appropriate for an academic research paper.</td>
<td>Errors in sentence structure are frequent enough to be a major distraction to the reader.</td>
</tr>
</tbody>
</table>

Note: The table is not fully visible due to cropping or image quality issues.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of References</td>
<td>Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.</td>
<td>Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.</td>
<td>Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.</td>
<td>References are seldom cited to support statements.</td>
</tr>
<tr>
<td>Quality of References</td>
<td>References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, …). The reader is confident that the information and ideas can be trusted.</td>
<td>Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, …). The reader is uncertain of the reliability of some of the sources.</td>
<td>Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.</td>
<td>There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.</td>
</tr>
<tr>
<td>Use of Most Recent Edition of the Publication Manual of the American Psychological Association (APA)</td>
<td>APA format is used accurately and consistently in the paper and on the &quot;References&quot; page.</td>
<td>APA format is used with minor errors.</td>
<td>There are frequent errors in APA format.</td>
<td>Format of the document is not recognizable as APA.</td>
</tr>
</tbody>
</table>
# Sample Grading Rubric for Written Assignment in Forestry 521C at UBC

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(35 %) Quality of Topic and Analysis</td>
<td></td>
</tr>
<tr>
<td>Outstanding (90-100)</td>
<td>The paper asserts a thesis that is significant in terms of the main themes of the course and that requires several levels of analysis to prove. In the process of proving the thesis, the paper uses technical terms correctly, presents logical arguments correctly, and generally is persuasive regarding the utility and accuracy of the asserted thesis. In addition, the argument of the paper contains originality, the assertion of ideas that go beyond those offered in the supporting documentation.</td>
</tr>
<tr>
<td>Excellent (80-89)</td>
<td>The paper asserts a thesis that is significant in terms of the main themes of the course and that requires several levels of analysis to prove. In the process of proving the thesis, the paper uses technical terms correctly, presents logical arguments correctly, and generally is persuasive regarding the utility and accuracy of the asserted thesis.</td>
</tr>
<tr>
<td>Good (68-79)</td>
<td>One of the characteristics of an excellent answer is omitted or poorly done.</td>
</tr>
<tr>
<td>Fair (55-67)</td>
<td>Two of the characteristics of an excellent answer are omitted or poorly done.</td>
</tr>
<tr>
<td>Unacceptable (≤ 54)</td>
<td>Three of the characteristics of an excellent answer are omitted or poorly done.</td>
</tr>
<tr>
<td>(35 %) Quality of documentation, supporting evidence, and use of data</td>
<td></td>
</tr>
<tr>
<td>Outstanding (90-100)</td>
<td>The paper shows that the author knows enough about the argument to select the best and most up-to-date secondary materials that deal with the main points of the paper. These materials are used to assist in proving the arguments of the paper. If the argument requires presentation of data to support it, the data do in fact support the assertions and are well documented. Potential ambiguities are identified and dealt with. In addition to secondary materials, the paper draws upon primary materials to provide evidence in support of the argument of the paper.</td>
</tr>
<tr>
<td>Excellent (80-89)</td>
<td>The paper shows that the author knows enough about the argument to select the best and most up-to-date secondary materials that deal with the main points of the paper. These materials are used to assist in proving the arguments of the paper. If the argument requires presentation of data to support it, the data do in fact support the assertions and are well documented. Potential ambiguities are identified and dealt with.</td>
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</tr>
<tr>
<td>Unacceptable (≤ 54)</td>
<td>Three of the characteristics of an excellent answer are omitted or poorly done.</td>
</tr>
<tr>
<td>(10%) Organization</td>
<td></td>
</tr>
<tr>
<td>Outstanding (90-100)</td>
<td>The paper addresses its topics in a logical order. Each paragraph has one major idea. All main ideas are supported by well-explained evidence. Connections between paragraphs are clear. There is an introductory and concluding paragraph. Overall, the content and flow of the argument is extremely clear from the beginning to the end of the paper.</td>
</tr>
<tr>
<td>Excellent (80-89)</td>
<td>The paper addresses its topics in a logical order. Each paragraph has one major idea. All main ideas are supported by well-explained evidence. Connections between paragraphs are clear. There is an introductory and concluding paragraph.</td>
</tr>
<tr>
<td>Good (68-79)</td>
<td>One of the elements of logical development is poorly done.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Fair (55-67)</td>
<td>Two of the elements of logical development are poorly done.</td>
</tr>
<tr>
<td>Unacceptable (≤ 54)</td>
<td>Organization unclear; paragraph structure poor; transitions poor; the essay is hard to follow.</td>
</tr>
</tbody>
</table>

(10%) Mechanical Style and References

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (90-100)</td>
<td>The paper can be read quickly, with no pauses to puzzle out the meaning at any point.</td>
</tr>
<tr>
<td>Excellent (80-89)</td>
<td>Uses appropriate vocabulary, sentence length, and punctuation. Language is clear and concise. It exhibits a clear awareness of audience (preference for third person or first person, no use of second person). Active voice dominates. Sources are clearly identified and consistently cited.</td>
</tr>
<tr>
<td>Good (68-79)</td>
<td>Some sentences are too long, others have passive voice when active voice would work. Word usage is not always correct, and some sentences are unclear.</td>
</tr>
<tr>
<td>Fair (55-67)</td>
<td>Contains many inappropriate use of the features of this category, such as too many words, addressing a vague audience, and misused words.</td>
</tr>
<tr>
<td>Unacceptable (≤ 54)</td>
<td>The author seems completely unaware of audience, sentences are clumsy, and meaning is obscured.</td>
</tr>
</tbody>
</table>

(10%) Grammar

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (90-100)</td>
<td>Absolutely no errors in grammar.</td>
</tr>
<tr>
<td>Excellent (80-89)</td>
<td>Consistently correct subject/verb agreement. Correct sentence structure, consistency in person, tense, and number, and clear pronoun references. Spelling is correct.</td>
</tr>
<tr>
<td>Good (68-79)</td>
<td>A few errors in grammar</td>
</tr>
<tr>
<td>Fair (55-67)</td>
<td>Many errors in grammar.</td>
</tr>
<tr>
<td>Unacceptable (≤ 54)</td>
<td>Grammar is definitely below any reasonable standard of acceptance at a post-secondary institution.</td>
</tr>
</tbody>
</table>
Sample Grading Sheet for Written Assignment in Forestry 521C at UBC

This grading sheet was photocopied and used to record grades and comments for each paper.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Levels of Achievement</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Topic &amp; Analysis (35%)</td>
<td>Outstanding (90-100)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent (80-89)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good (68-79)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair (55-67)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unacceptable (54 and lower)</td>
<td></td>
</tr>
<tr>
<td>Quality of Documentation (35%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical Development (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Style (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar (10%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graded by: ___________________________  Date: ____________  Weighted sum of scores: ___________________________
Sources for Rubric Session

Web resources

Teaching Tips for TAs - Grading Rubrics:
http://oic.id.ucsb.edu/sites/default/files/Grading_rubrics.pdf

Rubric Template: http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

Steps in developing Rubrics: http://web.njit.edu/~ronkowit/teaching/rubrics/rubric_steps.htm

A great website with links to more great websites about rubrics:
http://web.njit.edu/~ronkowit/teaching/rubrics/index.htm

Other resources


Session 4: Helping our Diverse Students Succeed.

Upon completing this session, participants will be able to

- Apply Robert Bjork’s concept of desirable difficulties to generate realistic and effective strategies for assisting diverse students to develop study skills.
- List non-threatening ways to reach out to students, particularly those who are struggling to succeed.
- Describe individual differences (e.g., cultural communication styles) that might influence students’ learning and interactions with TAs/instructor.

Study Strategies: What to Recommend & Why

Demonstration

Follow the directions given by the facilitator. Please do not write in the area below until specifically directed to do so.

1. Name: ____________________________ Circle one: blocked or interleaved?
2. Name: ____________________________ Circle one: blocked or interleaved?
3. Name: ____________________________ Circle one: blocked or interleaved?
4. Name: ____________________________ Circle one: blocked or interleaved?
5. Name: ____________________________ Circle one: blocked or interleaved?
6. Name: ____________________________ Circle one: blocked or interleaved?
7. Name: ____________________________ Circle one: blocked or interleaved?
8. Name: ____________________________ Circle one: blocked or interleaved?
9. Name: ____________________________ Circle one: blocked or interleaved?
10. Name: ____________________________ Circle one: blocked or interleaved?
11. Name: ____________________________ Circle one: blocked or interleaved?
12. Name: ____________________________ Circle one: blocked or interleaved?

Which strategy do you think helped you learn more? Circle one of the options:

Blocked  about the same  Interleaved

Scoring

How many interleaved names did you recall correctly? ______
How many blocked names did you recall correctly? ______
Key Terms

Desirable difficulty: A kind of study strategy that requires a response that “engages processes that support learning, comprehension, and remembering” (Bjork, 2010). Examples of manipulations that introduce desirable difficulties (Bjork, 1994, as summarized in Bjork, 2010)
- varying the conditions of learning
- distributing or spacing study or practice sessions
- using tests (rather than presentations) as learning events,
- providing “contextual interference” during learning (e.g., interleaving rather than blocking practice)

Spacing effect: a robust effect in which “items studied once and revisited after a delay are recalled better in the long term than are items studied repeatedly with no intervening delay” (Kornell & Bjork, 2008, p. 585).

Applying What You Know

In your small group, generate concrete study strategies that you can recommend to students hoping to improve their learning. Apply what you just learned about desirable difficulties and/or other research.

1.

2.

3.

4.

5.
References and Further Resources


# How to Start these Conversations with Students (or: Dealing with the Empty Office Hour Problem)

<table>
<thead>
<tr>
<th>Potential barriers (real or imagined) that prevent students from seeking your help</th>
<th>How might you, as a TA, help students overcome these barriers?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What could signal that a student might benefit from some one-to-one help?</th>
<th>How might you, as a TA, reach out to that student?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Learning & Teaching During Office Hours

Technically, office hours are those times during the week when you are expected to be in your office, and available to hold individual conferences with your students. Office hours provide opportunities for TAs and students to learn from and about each other, and can be a positive experience for both. It is essential for students to feel they can come to you with concerns and questions relating to the class and to the course materials. Let them know that they are welcome.

Why Office Hours are Important
These individual conferences can provide opportunities:

• For you to find out, first hand, how the class is going, and what concepts are clear or unclear to one or more students.
• For you to get to know more about your students as individuals, and have an improved understanding of their performance in class and on assignments.
• To develop insights into the class that you might never gain from working with them in a large group.
• For students to get to know you as an individual.
• For students to explain a behavioural problem.
• For students to discuss grades individually, or to question the marking of an exam.
• For advising, tutoring, and reassuring or supporting students.

Let students know that they can use your office hours not only for problems, but also for questions, for clarification of material covered in class, for help with study habits, or just to talk about some of the fascinating material you have been exposing them to in class.

Tips for Encouraging Students to come to your Office Hours

• Invite them individually.
• Write a comment on a paper: for example, “Please see me about this.”
• Stress the importance and value of office visits both to you and to them.
• Post answers to quiz or homework problems inside your office door.
• However, remember that a teaching assistant is a teacher, and not a counselor. If students need assistance with a personal or financial matter, direct them to the appropriate agency.

The Logistics of Office Hours: When, Where and How Long to Schedule Them

As well as meeting with students in your office, you have the option of meeting with them in a more informal setting like the SUB, or a coffee shop. If the conversation deals with a sensitive issue, meet in the privacy of your office.

• Keep your office door open during all office hours (unless you are discussing a sensitive issue with a student).
• Vary the time for office hours – for example, have office hours Mondays, 10-11 am, and Wednesdays and Thursdays, 2-3 pm, not just Monday, Wednesday, Friday, 8-9 am.
• When you write your hours on a board or on a handout, be sure to add “and by appointment,” so that those students who are unable to meet with you during your scheduled hours know that they can arrange a meeting at another time if they wish to.
• After you have scheduled your office hours, keep them. Show up on time, and remain for the full office hour period. If you must make a cancellation, notify your students ahead of time that you will not be in.
• Check with your department to determine the required number of office hours you are expected to keep.
• If you are sharing an office with other TAs, try to coordinate your schedules so that each of you has office hours at different times. That way you won’t be disturbing each other, and you and your students will have more privacy.
Challenging Office Hour Situations: Dealing with Complaints and Problems

General Tips
- Adopt a positive mindset and approach each problem in a positive yet realistic manner.
- Remember not to take student anger or frustration as a personal attack.
- Don’t be surprised if students do not visit you regularly during the semester. They are more likely to drop in before and after an examination, before an assignment is due, and the week prior to final exams.

Listen Carefully to Students
- Express honest concern about the difficulty perceived by the student and show them that you find their concerns important. Students often worry that they are wasting your time. By listening attentively and responding thoughtfully, you can help alleviate their anxiety.
- Don’t be afraid to say, “I don’t know, but I’ll find out for you.” You should realize that you won’t always be able to provide all the answers to questions students may ask.

Personal Problems
- If the problem is personal, determine whether the student is asking for more than you are expected or able to provide.
- Sometimes support, encouragement, and being a good listener can help the student alleviate personal stress.
- If the problem seems to persist, or if you are concerned about the student’s safety or wellbeing, refer the student to one of the counselling services on campus (See Resources for Students below).
- Remember that you are not the student’s personal counselor.

Course Problems
- If the problem is course related, guide the students to find solutions on their own.
- Ask probing questions to identify the students’ difficulties and/or misconceptions, and to determine what information students need. Students often cannot articulate what they do not understand, and may give vague statements about not understanding anything, when that is not the case.
- Provide a framework or strategy for solution, and assist the student in practicing the solution.
- Use precise, specific vocabulary to help the student learn the steps to solving a problem. For example: “Do you have a specific question?”, “How do you begin?”, “Determine what you need.”
- Suggest that the student rework the problem or topic when s/he gets home.

What Would You Do?

Listed below are some situations which you might face in your office. Think about how you would handle these situations ahead of time, so that you can deal with them positively should they occur. Discuss your ideas with an experienced TA or a TA coordinator in your department, or your supervisor, to get some feedback.
- A student challenges the course grade you gave him/her the previous semester.
- You are correcting a test (or paper), when you realize that you have seen that unique solution (or read that paper) before.
- A student requests a paper be re-graded because s/he is not proficient in English.
- A student objects to your assignment, claiming it is not practical, that there is not enough time to do it, or that it violates his/her values (ethics, beliefs).
- A student criticizes you (your English, your lack of clear explanations, your appearance, your choice of topic) in class or in your office.
- A student asks you for a date.
- A student suggests favours will be given if you reconsider a grade.
- A student wants a make-up test. S/he missed the first test due to illness or for other reasons.
- A student cries in your office because s/he is very upset over a grade or a personal tragedy.

Summary: Helping Students Succeed

1) What are three concrete strategies you can recommend for students wanting to study more effectively after a poor test performance?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

2) What barriers (real or imagined) might students experience that prevent them from seeking your help?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

3) Under what circumstances might you, personally, consider reaching out to a student to offer guidance on academic matters?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

4) Where would you send a student who has extreme trouble writing in English?

__________________________________________________________________________________
Session 5: Opportunities and Resources

Upon completing this session, participants will

- Know what CTLT is and what it offers
- Identify Psychology's pedagogical society, Society for the Teaching of Psychology, and what it offers (including the journal Teaching of Psychology)
- Articulate 2 personal teaching-related goals to develop this year

Documenting Your Teaching Development

Just like you'll be working on developing a CV, graduate school is a great time to develop your teaching portfolio. A teaching portfolio can serve a variety of purposes, and is often used during the academic job search, promotion and tenure process, and for personal and professional development. In addition, at some point during your graduate school career you may want to submit a portfolio for consideration for the Graduate TA Teaching Award (see http://www.vpacademic.ubc.ca/awards/gradta/index.htm for more information and criteria).

Some typical contents include:

- Teaching philosophy statement
- Teaching activities
  - Summary of teaching responsibilities (courses, duties, class sizes)
  - Summary of supervision and advising of students (e.g., RAs)
  - Publications and professional contributions
  - Activities engaged in to improve teaching (e.g., workshops attended)
  - Committee service related to teaching (e.g., representative on curriculum committee)
- Evidence of teaching effectiveness
  - Student evaluations of teaching (qualitative and quantitative data)
  - Peer evaluations of teaching (e.g., graduate student peer, course instructor, or other instructor)
  - Teaching awards, nominations, accolades
  - Self-evaluation

What this means for you right now:

- Document and save everything!
- "Everything" can include, but is not limited to course evaluations from your students, thank you notes from students or course instructors, details of courses you TA, names of RAs you help mentor and ways in which you helped them, teaching materials you develop (e.g., study aides for students, labs, lesson plans)...

See TAG's resource guide on Teaching Portfolios for more information about developing a teaching portfolio: http://tag.ubc.ca/resources/selected-teaching-learning-topics/teaching-portfolios-2/
Guided Reflection for Professional Development

1. What were the main things that happened today?

2. What ideas still linger in your mind? What grabbed your attention the most? Where did you struggle?

3. What did you learn from today? What meaning does today have for you?

4. Given this experience, what are your next steps?

5. How will you use this information to inform your practices as a TA this year?

6. Taking a longer-term perspective, what do you want to know more about with respect to teaching/TAing?
Further Goal Setting

Rank the following goals to reflect their importance to you. Rank from 1 to 6, with 1 being MOST important.

_____ Teaching students facts and principles of the subject matter
_____ Providing a role model for students
_____ Helping students develop higher order thinking skills
_____ Preparing Students for jobs and careers
_____ Fostering Student development and personal growth
_____ Helping Students develop basic learning skills

Based on your past experience, how do your actions as a Teaching Assistant help you to achieve your most important goals?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________


Areas for Professional Development

Short Term

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Long Term

Specific Goals to Guide my Development

Short Term

Long Term
## Resources to Help you Achieve your Goals

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
<th>Uses/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Department Learning Enhancement Area</td>
<td>Drs. Sunaina Assanand, Steven Barnes, Michael Souza, Catherine Rawn</td>
<td>The overall goal of the Learning Enhancement area is to create a community of teaching practice within the Psychology Department. This goal includes activities to promote effective teaching practices, to facilitate opportunities for professional development, particularly with respect to teaching and learning, to promote and help create a supportive learning environment for undergraduates, graduate students and faculty.</td>
</tr>
<tr>
<td>UBC Psychology Mentoring Program</td>
<td>Contact people for 2013/2014: Graduate Students TBD</td>
<td>Training and support with mentoring directed studies, honours, 366 students and research assistants. Receive a Certificate of Participation upon completion.</td>
</tr>
<tr>
<td>Centre for Teaching, Learning, and Technology</td>
<td><a href="http://cftt.ubc.ca/">http://cftt.ubc.ca/</a></td>
<td>This unit offers a diverse array of support, including: Online resources for teaching and learning; Seminars and workshops; Instructional Skills Workshops; Graduate Certificate in Teaching in Higher Education; Peer Coaching for presentations; Mini-library of teaching &amp; learning books; Resource handouts packets (e.g., classroom management, teaching portfolios); Wall of topic-specific handouts (e.g., leading discussions, developing written tests, assessing your teaching effectiveness) Seminars and workshops on technology in teaching topics; e-Portfolios; wikis/blogs; WebCT/Vista tutorials; i-clickers</td>
</tr>
<tr>
<td>UBC Library</td>
<td><a href="http://www.library.ubc.ca">www.library.ubc.ca</a></td>
<td>Plagiarism resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper-writing and research resources for grad and undergrads</td>
</tr>
<tr>
<td>Education Library (SCARFE building)</td>
<td><a href="http://www.library.ubc.ca">www.library.ubc.ca</a></td>
<td>Research journals and books on teaching and learning</td>
</tr>
<tr>
<td>Office of Teaching Resources in</td>
<td><a href="http://teachpsych.org/otrp">http://teachpsych.org/otrp</a></td>
<td>Sample peer-reviewed syllabi</td>
</tr>
<tr>
<td>Psychology</td>
<td>Resources for teaching</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Society for the Teaching of Psychology (APA Division 2)</td>
<td>Journal: Teaching of Psychology (available online at UBC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional society you can join (only $25)</td>
<td></td>
</tr>
<tr>
<td>Course Resources on the Web</td>
<td>Resources for the teaching of Social Psychology (and Research Methods)</td>
<td></td>
</tr>
<tr>
<td>International Society for the Scholarship of Teaching and Learning</td>
<td>Society that promotes approaching teaching from a scholarly perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on evidence-based teaching practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotes research investigating teaching and learning</td>
<td></td>
</tr>
<tr>
<td>University of Waterloo Centre for Teaching Excellence</td>
<td>Excellent downloadable handouts on a variety of topics, e.g., teaching large classes,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessing learning, creating your professional CV, course and class preparation, writing</td>
<td></td>
</tr>
<tr>
<td>Association for Psychological Science Teaching Resources</td>
<td>Course and class planning material (videos, demonstration ideas) from all subfields of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>psychology.</td>
<td></td>
</tr>
<tr>
<td>Your Peers and Instructors!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Voices of Experience: Learning from Mentors and Last Year's New TAs

In January 2013, we asked last year's new TAs to list things they wish they knew when they started. Here's what they told us...

- Identify instructors' expectations early
- Keep track of hours
- Discuss work with other TAs
- Let students arrive at the answer (don't just answer for them)
- How to combine grading files
- Costs/benefits of using Excel vs. SPSS
- Answer emails as quickly as possible
- More assignments in the course = more work for you
- Don't forget: they are undergrads
- Lower your expectations (you were not a typical undergrad)
- Expect grading to take twice as much time as you think it will
- Being repetitive is actually helpful
- Be more approachable
- You are capable

Notes from Mentor Q&A:
Session 6: Team Based Learning Experience

The purpose of this session is three-fold:

- to summarize and recap some key take-home messages of the day, ensuring everyone has learned some basic facts and messages;
- to experience a new way of learning that is at the forefront of innovative learning in higher education;
- to have fun 😊.

Team-Based Learning Quiz

We have explored a lot of topics today! The purpose of this quiz is to check that you can recall some of the basic facts and attitudes required for being an effective TA. Please do not write any identifying information on this quiz sheet.

Circle the best option for each question. You have 15 minutes to complete this quiz on your own, without looking at your handbook. You will have the opportunity to discuss the questions with your team later.

1. Why is it important for TAs to track their hours?
   a. Because they will be fired if they don’t.
   b. Because TAs need to turn them in to the department after every TAship.
   c. To ensure they are not exceeding the number of hours they are paid for.
   d. Trick question. It isn’t important.

2. A student has come to your office hours with a list of questions. Some of these you are able to answer; some have you completely stumped. Which of the following is the least professional way to respond to these questions to which you do not know the answer?
   a. Come up with an answer off the top of your head – offering any insight is better than no answer at all.
   b. Admit you don’t know and instruct the student to go find out on her own.
   c. Pull out the textbook and look up the answer together.
   d. Admit you don’t know, look up the question later, and reply to the student via email.

3. Where is the best place to send a student who is experiencing life crises?
   a. Student Services in Brock Hall
   b. Counselling Services in Brock Hall
   c. CTLT in I. K. Barber Learning Centre
   d. Arts Advising in Buchanan (or Science Advising in the Chemistry/Physics Building)
   e. The Psychology Clinic in the Kenny building
4. You find an error in the grades file you sent to the professor. What is the most professional way to handle this situation?
   a. Contact the professor only if grades have not yet been released to students; otherwise, ignore it.
   b. Ignore it if grades have been submitted to the university.
   c. Wait until students complain; then make the necessary changes and submit them to the professor.
   d. Contact the professor immediately and explain what happened and which students are affected.
   e. Correct the grades in the master grades file, and continue using the new one. There is no need to mention this kind of change to the professor.

5. Why does the Psychology Department have class average requirements?
   a. To prepare students for the competitive workplace environment.
   b. To strive toward equity across different sections of the same psychology courses.
   c. To strive toward equity with other departments in the Faculty of Arts.
   d. To discourage students from becoming psychology majors.

6. A student comes to you and tells you that he or she is struggling in your course. Which of the following scenarios are you least responsible for dealing with completely by yourself?
   a. Talking to the student about how to best deal with a recent breakup
   b. Discussing the student's study environment to look for possible distractions
   c. Examining how deeply the student encodes the information while reviewing
   d. Working to convince the student that with the right strategies, he or she will be able to find success

7. Rewriting lecture notes, word for word, may not be a sufficiently good study tool because:
   a. this approach leads to increased stress.
   b. if you are not working on deep encoding of the information, it is less likely to be remembered.
   c. lecture notes are not an effective tool for exam preparation.
   d. you do not get the repetition you need to strengthen your memories.
   e. it takes a lot of time to do.
8. When building an effective grading rubric, what factor(s) influence how you assign the numeric values to the various performance levels (i.e., the ranges of scores that fall across the top of the grid)? From the options below, which set of factors would help you create the most effective rubric?

   a. the assignment’s learning goals/outcomes; how you would have completed this assignment as an undergraduate; the actual ability of the class to meet the assignment’s learning goals
   b. how you would have completed this assignment as an undergraduate; expectations given students’ grade level; the actual ability of the class to meet the assignment’s learning goals
   c. how you would have completed this assignment as an undergraduate; expectations given students’ grade level; your feelings toward the class
   d. how you would have completed this assignment as an undergraduate; expectations given students’ grade level; how much each component should be worth of the overall total
   e. the assignment’s learning goals/outcomes; expectations given students’ grade level; the actual ability of the class to meet the assignment’s learning goals

9. What are the class average requirements for the Psychology Department?

   a. 67 for a good class, 65 for an average class, 63 for a weak class
   b. 70 for a good class, 68 for an average class, 66 for a weak class
   c. Option B for first and second year classes; option A for third and fourth year classes
   d. Option A for first and second year classes; option B for third and fourth year classes
   e. None of the above options is correct

10. What does Turnitin.com do?

    a. Provides a percent plagiarized score for each paper in the class.
    b. Compares students’ papers to each other.
    c. Compares students’ papers to all online and primary source materials.
    d. All of the above.
    e. B and C only.

11. After grading a stack of 50 papers, you realize that your mean is 80% and standard deviation is 5%. What is the most professional way to handle this?

    a. Return the graded papers to the professor because you have completed your job.
    b. Subtract a particular percentage from all papers.
    c. Discard all your previous work and your rubric and start over.
    d. Go through the papers again, this time distinguishing excellent from average from below average and so on until you have appropriate A/B/C/D/F categories. Then adjust your grading.
    e. Go through the papers again and make adjustments to the grading of each paper.
12. What can you do to cultivate a professional relationship with the course instructor?
   a. Stop by his or her office to drop off unmarked papers while on your way to a party.
   b. Take more than a day to respond to an email marked urgent.
   c. Take him or her out for lunch.
   d. Offer to grade extra assignments that go beyond your allotted hours.
   e. Take initiative (e.g., set a meeting at the beginning of term to clarify expectations).

13. Which of the following opportunities to gain teaching experience is unavailable until PhD candidacy?
   a. Facilitate student projects during Research Methods labs (Psyc 217; or Psyc 366 for Bachelor of Science students).
   b. Teach a class of your own, as the instructor.
   c. Guide students toward completing hands-on assignments by offering tutorials and class demonstrations of SPSS in Introduction to Statistics (Psyc 218).
   d. Give a guest lesson in an undergraduate course taught by an instructor.
   e. Participate in an Instructional Skills Workshop at CTLT.

14. A student who has trouble writing in English asks you to review a paper she wrote for the class you TA for. You agree. As you read, it seems that two sentences describing an empirical journal article are phrased at a much higher level of complexity than the rest of the paper, and include jargon terms you don’t think the student would understand, given her level of study. There are no quotation marks around this passage. What is the most professional first step to take in this situation?
   a. Not mention it. Give the student the benefit of the doubt. After all, this is just a draft.
   b. Ask the student questions about that section of text to find out if she merely forgot quotation marks, didn’t realize she needed them with a full citation, or was intentionally trying to pass off the work of others as her own.
   c. Suggest the student visit the Writing Centre right away, as you are not qualified to give advice in situations like this.
   d. Accuse the student of plagiarism and report it to the instructor and to Boris Gorzalka (Undergraduate Program Director).
   e. Accuse the student of plagiarism and report it to the instructor and to the Associate Dean of Students.

15. Under what circumstance(s) is a grading rubric unnecessary?
   a. When grading short answer questions on an exam.
   b. When you are the only TA for that course.
   c. When there are fewer than 50 students in the course.
   d. When the instructor will review your grading.
   e. None of the above.
16. What grade would you assign to the following paragraph? It was written by a real first year Introduction to Psychology student. The assignment was to use one or more conditioning principles to train an animal to do something, and then discuss how they applied the conditioning principle(s). Use the rubric that follows, assign a specific percent, and add comments in the margins.

a. A (8-10 out of 10)
b. B (6.8-7.9 out of 10)
c. C (5.4-6.7 out of 10)
d. D (5.0-5.3 out of 10)
e. F (below 5.0 out of 10)

For my experiment the unconditioned stimulus was the sound of [my dog] Milky’s leash which she responded automatically to and the unconditioned response was Milky’s tail wag and lift of the head which was her automatic response to the sound. The neutral stimulus (soon to be conditioned stimulus) was the song that I had chosen which did not elicit any response from her. For two weeks I would play the song (neutral stimulus) right before Milky’s leash jingled (unconditioned stimulus) and watch her reaction of lifting her head and wagging her tail (unconditioned response). After two weeks, I was hoping for the neutral stimulus to turn into the conditioned stimulus and the unconditioned response to turn into the conditioned response. However, I was not able to obtain this goal. The neutral stimulus (the song) stayed neutral (as in there was still no response when the song was played) and her unconditioned response (tail wag and head up) stayed unconditioned as she still only responded this way to the unconditioned stimulus (which was the sound of her leash). Pavlov’s classical conditioning did not work for my experiment and learning had not occurred. After I had discovered my experiment had failed, I discovered a huge factor that I had overlooked when carrying out the experiment. The reason why my experiment didn’t turn out the way I hoped was most likely my lack of consistency with playing the music every time Milky was about to go for a walk. Although I dashed downstairs to play my music every time she was about to go out, I didn’t think about the times where my mother would have taken her out for a walk while I was at school.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Max points</th>
<th>Points earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses an appropriate way to apply the theory or finding from learning research.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accurately explains how behaviour modification applied either operant or classical conditioning.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High marks (4/4) for demonstrating thorough understanding of conditioning principle.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluates success of behaviour modification.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High marks (4/4) for considering success in relation to the conditioning principle and the way it was implemented.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Max: 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Quiz Answers*

University of British Columbia  
Department of Psychology  
2136 West Mall  
Vancouver, BC, V6T 1Z4  
Tel: (604) 822-2755 Fax: (604) 822-6923

Consent for TA Development Program Evaluation: TA Development Day Survey

DATE: 8 June 2011, VERSION 1  
Principal Investigator:  
Dr. Catherine Rawn, Instructor-I, Department of Psychology, University of British Columbia  
Email: cdrawn@psych.ubc.ca, Phone: 604.822.2513

Co-Investigator:  
Alyssa Croft, PhD Student, Department of Psychology, University of British Columbia  
Email: acroft@psych.ubc.ca

Purpose of Program Evaluation: The purpose of this program evaluation is to evaluate our Psychology Department Teaching Assistant (TA) Development activities (e.g., TA Development Day, Drop-in Technology Workshops). We are interested in exploring the potential impact of these activities on TAs’ emotions and attitudes toward their TA role, as well as their perceived and actual job knowledge. In addition, we are interested in feedback about how helpful TAs perceive our programs to be, so we can make appropriate adjustments annually. We have created a series of brief surveys to evaluate these goals throughout the 2013/2014 year.

Purpose of This Particular Survey: This survey is meant to evaluate how well TA Development Day is meeting the emotional, professional, and specific job knowledge needs of incoming TAs. Feedback specific to today’s events will inform changes to next year’s TA Development Day.

Procedure: If you choose to complete this survey, you are indicating your consent for us to include your data in our program evaluation for this coming year, as well as to compare it to data collected in future years of this program. The questions on this survey ask about how you feel about your upcoming Teaching Assistantship, how prepared you feel to engage in many common TA activities, what challenges you expect to face, and your vision of an excellent TA. Additional questions seek your impressions of how helpful specific aspects of today’s workshop were. The whole questionnaire will take about 10 minutes to complete.

You will be asked to complete similar questions after TA Development activities throughout the year. You will have the opportunity to opt out of any of these surveys at any time, and you will be asked to choose whether you wish to renew your consent each time. If you complete more than one survey this year, we need a method to allow us to link your responses across surveys while maintaining your anonymity. Therefore, the first question on each survey is a unique code that you re-create each time. Neither of the investigators have access to any information that would allow us to use that code to identify you.

Confidentiality: Your identity will be kept strictly confidential. All of your questionnaire results will be kept anonymous. None of the datafiles will contain any information that would permit anyone to link the results with you. All electronic data will be stored in a password protected computer. Your name will not be associated with
your responses in any way, and we will not be able to identify your responses at any time throughout the study. Only the investigators, Dr. Catherine Rawn and Alyssa Croft will have access to any of your test results.

**Remuneration/Compensation:** Each time you complete a survey this year, you will have the option to have your name entered in a grand prize draw for $100. The draw is to be held in April. You may withdraw from any survey at any time without jeopardy to your contest entry. In addition, you may gain the satisfaction of contributing to the teaching and learning community in the Psychology Department.

**Contact Information about the Study:** If you have any questions or desire further information with respect to this survey or the entire study, you may contact either of researchers listed above.

**Contact for Concerns about the Rights of Research Participants:** If you have any concerns about your treatment or rights as a research participant, you may contact Researcher Subject Information Line in the UBC Office of Research Services at 604-822-8598.

**Consent:** Your participation in this survey is entirely voluntary and you may refuse to participate or withdraw from this survey at any time without jeopardy.

**Completing this survey indicates that you consent to participate in this survey and allow us to compare your data to those gathered in future years of the program.**
Thank you for taking the time to give us your feedback. It will be instrumental in evaluating the day and in the design of future TA Development Programs. Indeed, we have relied on feedback from previous years’ participants to make key changes to the program this year. Feel free to use point form.

1. Please provide the following values to help us preserve your anonymity throughout the year as we conduct program evaluation on TA Development programming. We will link these values together as your anonymous code, and will separate it from your identifying information in all future surveys.

   Your day of birth (e.g., 29th day of the month): ____________
   Female/primary parental figure’s day of birth (e.g., 07th day of the month): ____________
   First four digits of UBC student number (e.g., 9945): ____________

2. Please complete the following sentence fragment.

   An excellent TA...

3. Right now, to what extent do you feel each of the following emotions when considering your upcoming TA position and duties?

<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Moderately</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxious</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Aware</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Concerned</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Excited</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Alone</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Scared</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Comfortable</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Supported</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interested</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Capable</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Prepared</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
4. **Right now,** when considering your upcoming TA position and duties, to what extent do you feel prepared to engage in each of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not At All Prepared</th>
<th>Moderately Prepared</th>
<th>Very Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting effectively with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interacting effectively with course instructors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Using a grading rubric or key to evaluate written work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Creating a grading rubric or key to evaluate written work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Providing effective written feedback to students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interacting meaningfully with students for whom English is an additional language</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Explaining the grading norms in the psychology department</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Recommending campus resources to students with specific needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Recommending a variety of study strategies to struggling students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Tracking the number of TA hours you have worked</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Admitting mistakes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Admitting gaps in knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Adding to information from fellow TAs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Approaching an instructor for whom you are TAing to discuss responsibilities and expectations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Maintaining students' confidentiality</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Keeping student records (e.g., electronic grades files, paper exams) organized and complete</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Using the Scantron machine to score multiple choice exams</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Using Turnitin.com to investigate possible plagiarism for essays</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Feedback specific to today's workshop**

5. What were the most valuable aspects of this workshop?
6. I would like to suggest the following ideas for improving next year's TA Development Day:

Why?

_________________________________________________________________________________

_________________________________________________________________________________

7. What was the most important message you learned today?

_________________________________________________________________________________

_________________________________________________________________________________

8. Administrative and logistics. Please circle the appropriate number that reflects how you feel for each aspect of the workshop.

<table>
<thead>
<tr>
<th>ADMINISTRATIVE AND LOGISTICS</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration procedure</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Facilities/location</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Refreshments/food</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Teamwork among facilitators</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Convenience of date</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Flow of the workshop</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Please comment specifically on any of the above:

_________________________________________________________________________________

9. Facilitation and design. Please circle the appropriate number that reflects how you feel for each aspect of the workshop.

<table>
<thead>
<tr>
<th>FACILITATION AND DESIGN</th>
<th>Not Helpful</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual aids</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interactive style</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for personal reflection</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for sharing ideas / brainstorming</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Opportunities for creativity / creative expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Modeling of teaching techniques by facilitators</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use of Handbook throughout the day</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Handbook as future resource</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>
### FACILITATION AND DESIGN

<table>
<thead>
<tr>
<th>Not Helpful</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity of experience and educational background in your small group</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Your TA Mentor</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Your small group members</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Learning from peers (large and small group)</td>
<td>1 2 3 4 5</td>
<td></td>
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</table>

Please comment specifically on any of the above:

---

10. Topic Sessions. Please circle the appropriate number that reflects how you feel for each aspect of the workshop.

#### TOPIC SESSIONS

<table>
<thead>
<tr>
<th>Not Helpful</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professionalism in TA Role (managing relationships with students &amp; instructors)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Dealing with critical incidence (scenarios)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Grading &amp; Evaluation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Helping our Students Succeed (e.g., desirable difficulties)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Opportunities &amp; Resources (including Q&amp;A with mentors)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Team Based Learning Review Quiz</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

Please comment specifically on any of the above:

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11. Overall Impression

<table>
<thead>
<tr>
<th>Not Helpful</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering everything, how helpful did you find today for preparing you to be an effective TA?</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

---

Thank you for taking the time to participate in this program evaluation. It will be instrumental in evaluating the event and in the design of future TA Development Programming.

As a token of our appreciation, you have the option of entering a draw for $100. The draw is to be held in April 2014. To enter, please complete the attached page, tear it off, and submit it to either Alyssa Croft or Dr. Catherine Rawn.
TA Development Program Evaluation Draw Entry

Thanks for completing this survey! If you wish to be entered in the $100 grand prize draw in April, please complete the fields below. Note that this information is kept completely separate from your data, which remains completely anonymous and confidential. If you have any questions or concerns about this, please contact Dr. Catherine Rawn (cdrawn@psych.ubc.ca).

FirstName: __________________________

LastName: __________________________

Email address or phone number so we can contact you if you win in April!

____________________________________

Don't forget to separate this sheet from your data when you hand it in to either Alyssa Croft or Catherine Rawn!