

UBC Forestry TA Handbook

DRAFT Version 2.0 - January 2025



Photo by [Shane Rounce](#) on [Unsplash](#)

UBC Forestry

Preface & Acknowledgements

Under Construction.

Table of Contents

Table of Contents	3
Learning Objectives	4
1.0 Responsibilities and Expectations: Understanding the teaching team and your role in it	5
1.1 <i>GAA vs. STA vs. GTA vs. UTA vs. Marker</i>	5
1.2 <i>TA-Instructor Expectations</i>	6
1.3 <i>TA-TA Expectations</i>	7
1.4 <i>TA Position Limitations</i>	7
1.5 <i>Professionalism</i>	8
2.0 Building excellent and inclusive teaching environments	9
2.1 <i>Introducing yourself to the class</i>	9
2.2 <i>TA-Student Interactions: Power and Authority, Boundaries, Conflict of Interest</i>	10
2.3 <i>Instructional Strategies: Facilitating Labs/Workshops/Tutorials</i>	13
2.4 <i>Marking and how to design and use rubrics</i>	17
2.5 <i>Safety: Classroom, Lab and Field</i>	18
2.5.1 <i>Responding and Reporting: Safety and First Aid Incidents</i>	19
2.6 <i>Learning Management System & Educational Technologies</i>	21
2.7 <i>Teaching with Canvas, Educational Technologies, and Audio-Visual Systems</i>	23
3.0 Conflicts and Difficult Situations	24
3.1 <i>Academic Integrity</i>	24
3.2 <i>Discrimination, Harassment and Inappropriate Behaviour</i>	27
3.3 <i>Student Crisis</i>	29
4.0 Privacy and Information Security	32
5.0 Evaluating your teaching skills – Forestry TA questions	34
5.1 <i>Student Evaluation of Instruction surveys</i>	34
5.2 <i>Orientation, Mid-term check-in and Performance Review</i>	34
6.0 TA Resources	35
6.1 <i>TA Mentor Sessions</i>	35
6.2 <i>Resource Hub</i>	35
Appendix	36
Important Contacts	36
Campus-Wide/UBC-wide TA Resources	37
TA Pod Booking & Access	38

Learning Objectives

LO1: Wayfinding and gaining familiarity with resources available to TAs.

LO2: Navigating the core expectations, responsibilities, and limitations of a TA position.

LO3: Successfully resolving unanticipated situations that might arise for TAs.

LO4: Improve TA's ability to support inclusive excellence in teaching and learning environments.

1.0 Responsibilities and Expectations: Understanding the teaching team and your role in it

1.1 GAA vs. STA vs. GTA vs. UTA vs. Marker

GAA: Graduate Academic Assistant – A graduate student employed by the University who completes academic tasks separate from their graduate research program.

STA: Senior Teaching Assistant – A graduate student employed by the University who either:

- (1) Coordinates and/or guides other teaching assistants OR
- (2) Is focused on curriculum development, and has substantial teaching experience, professional development, and/or achievement as a TA.

GTA I: Graduate Teaching Assistant I – A graduate student employed by the University who has two (2) years of experience as a graduate student teaching assistant.

GTA II: Graduate Teaching Assistant II – A graduate student employed by the University with less than two (2) years of experience as a graduate student teaching assistant.

UTA I: Undergraduate Teaching Assistant I – An undergraduate student employed by the University who has not yet earned a bachelor's degree in the posted discipline and has direct interaction with students on more than an incidental basis such as giving feedback on assignments.

UTA II: Undergraduate Teaching Assistant II – An undergraduate student employed by the University who has not yet earned a bachelor's degree in the posted discipline and does not have substantial student contact.

Marker: An undergraduate or graduate student employed by the University who performs marking with no substantial student contact.

Resources:

[UBC-O Graduate Student Employment](#)

[CUPE 2278](#)

1.2 TA-Instructor Expectations

To establish clear expectations with your instructor, it is important to discuss the extent of your responsibilities for the semester before you accept your TA offer. Responsibilities and expectations may differ between instructors and departments. To guide a discussion between you and your instructor, you can use pages 13-19 of this [checklist](#) suggested by the UBC Centre for Teaching and Learning. Once filled out, both the TA and Instructor may wish to keep a copy of the checklist.

The key components of an effective and positive TA-instructor relationship include:

- Mutual trust among the teaching team
- Realistic and consistent expectations among the teaching team
- Maintaining a supportive, understanding, and unified teaching team
- Consistent check-ins (weekly, monthly, based on assignment schedule, etc.)
- Clear instructions and details (e.g., rubrics) regarding grading and feedback

Specific to the Faculty of Forestry, TAs are required to complete the allocation of hours form with the course instructor prior to the beginning of their TA contract. The instructor is responsible for contacting the TA about this form, but in the event they do not, the TA may initiate the conversation regarding the allocation of their hours for the term. The purpose of the form is for each TA to understand how their contracted hours will be delegated to their tasks and responsibilities for the term, e.g., out of your 196 contracted hours, how many will be spent grading exams? This form also serves as an important benchmark for TAs if they feel their hours are being stretched too thin and if their expectations are becoming unclear throughout the term.

Access the form here: [UBC Forestry TA Allocation of Hours Form](#) or contact your department administrator for the form.

For field school TAs, access the field school-specific form here:

[UBC Forestry Field School TA Allocation of Hours Form.](#)

Resources:

[UBC CTLT TA Handbook](#)

[UBC Political Science – TA & Instructor Responsibilities](#)

1.3 TA-TA Expectations

The nature of interactions between TAs may vary based on the specific requirements, structure, and dynamics of the educational institution or program. However, there are key elements of a TA position that apply for all:

- All TAs may collaborate on lesson planning, grading, and providing feedback to students.
- STA and GTA collaborate to support teaching and learning activities, with STA providing guidance, mentorship, and support to GTA.
- TAs engage in discussions, share insights, and address challenges together, benefiting from STA's teaching experience and expertise.
- GTAs offer guidance and support to UTAs, particularly those with limited experience, helping them in their teaching responsibilities.
- TAs share knowledge, provide training, collaborate on tasks, and offer mentorship to UTAs, fostering their development in teaching skills and professionalism.

Respectful communication among TAs is expected regardless of the position type or amount of TA experience. As a TA you are learning about how to support effective and inclusive higher education. When working with other TAs it is important to remember that they too are learning and may make mistakes – be sure to support your fellow TAs! If you have professional concerns about a TA you are working with, discuss these with your STA or instructor.

1.4 TA Position Limitations

The responsibilities and limitations of your TA position will differ based on several key factors such as the position type (see section 1.1) and departmental policy. However, there are limitations that apply to all STA, GTA, and UTA positions:

- TAs may have limited decision-making authority, particularly regarding course content and major instructional changes.
- Their teaching responsibilities may be restricted to specific tasks or topics within a course, limiting their control over the curriculum and teaching methods.
- Time constraints due to other academic commitments can limit the amount of time TAs can dedicate to their TA responsibilities.
- TAs may have limited authority over grading, often following guidelines and criteria set by the course instructor.

If you are unsure about the limitations of your position, or you feel like you are being asked to do work outside of the scope of your responsibilities, raise your concern(s) with your instructor. Alternatively, you may wish to contact your department head.

1.5 Professionalism

Faculty of Forestry Expectations on TA Professionalism

TAs are employees of the UBC, and as such, are expected to uphold the standards of the University. The Faculty of Forestry expects all TAs to act with personal and academic integrity and contribute to a respectful and positive learning environment. If you disagree with any of the policies of the University, the Faculty of Forestry or any of its' departments, you should discuss this with your instructor privately rather than publicly criticizing the University or refusing to abide by its policies. It is your responsibility to be aware of your department's policies and regulations.

As TAs, you are in a position of power over your students and serve as role models and representatives of the university. It is required of all TAs to approach their students, the classroom, and fellow members of the teaching team with respect. Particularly with students, it is paramount to retain a level of patience, understanding and compassion in your correspondence.

Intimate Relationships with Students

In July 2020, the board of governors amended the Sexual Misconduct Policy, prohibiting sexual or intimate relationships between students and teaching team members. In circumstances where there is an existing consensual sexual or intimate relationship that pre-dates a prohibited relationship, the relationship must be disclosed to the Administrative Head of your Unit who will need to take steps according to the University's conflict of interest and Conflict of Interest policy (COI policy). Where an existing Prohibited Relationship has been managed under the COI policy, engagement in the Prohibited Relationship will not constitute a breach of the policy.

UBC recognizes that certain relationships between students and other members of the UBC Community are relationships of heightened trust and vulnerability. Sexual or intimate relationships between individuals in the following classes of members of the UBC Community where there is a supervisory role or where an individual has influence over a student's current or future academic activities, working conditions, or career advancement are Prohibited Relationships: faculty, or Teaching Staff Members, or emeriti and Students

Resources:

[TA Handbook](#)

[UBC SVPRO Prohibited Relationships](#)

2.0 Building excellent and inclusive teaching environments

2.1 Introducing yourself to the class

The first day of class is your opportunity to make a good first impression on your students and start the course off on the right foot. In general, you want to convey to your students that the course is interesting and important and that you will be a knowledgeable and approachable guide for them throughout the term.

A few ways by which we can do this are:

- Introducing yourself to your students. You may want to speak briefly to any pertinent experiences or credentials related to the subject matter of the course such as past or current degree programs. If the class is small enough, you may also wish to have students introduce themselves to you/each other. If you feel comfortable, ask the instructor to include an 'About Me' slide in the slide on the syllabus day lecture and/or include it in the intro lab/workshop/tutorial lecture slides
- State the course expectations of the students clearly, referring to the syllabus as needed. What preparations are required of students before attending classes or labs? Is there an attendance policy? Are there penalties for late work?
- State the expectations students should have of you. When and where are your office hours? What is the best way to contact you? What are the working hours during which students may expect a response from you?
- Best practices. As an experienced student, you have valuable insight into what drives success in the coursework you are helping deliver. Sharing some 'tips & tricks' with your students on the first day of class is often appreciated and can help students feel like you care about their success in the course.

Resources:

[TA Handbook](#)

2.2 TA-Student Interactions: Power and Authority, Boundaries, Conflict of Interest

TA-Student Expectations

- Make sure you are fair and honest in your actions, avoiding any misuse of your authority over students.
- Treat all students equally and respectfully.
- Do not tolerate any personal biases or hurtful comments.

Power and Authority

Power and authority in the classroom, held by the instructor, influence student behavior and interactions. The instructor's effective use of power creates a positive learning environment, while misuse can lead to disengagement and mistrust. Balancing power with fairness and open communication is crucial for fostering a productive classroom atmosphere. In adult education, power is generally derived from expertise and reward powers, as the adults in the classroom are deferring their power to another adult because of a belief that the professor has a superior expertise in a given area of study, as well as the ability to judge their performance in his classroom (Johnson-Bailey & Cervero, 1997).

In the educational context, three types of authority styles are discussed: interventionist, noninterventionist, and internationalist (Smith & Hains, 2012).

- **Interventionist:** These educators believe in high involvement in their students' education and frequently intervene to maintain control. They closely manage student behavior and monitor external stimuli to ensure order in the classroom.
- **Noninterventionist:** Noninterventionist teachers advocate for students to regulate their own behavior. They promote student autonomy in behavior management and learning. They align themselves with students' self-regulatory tendencies and act as assistants to their ambitions rather than controlling stimuli and reactions.
- **Internationalist:** Internationalist educators take a middle ground between interventionist and noninterventionist approaches. They view behavior and stimuli regulation as a partnership between teachers and students, incorporating elements of both philosophies. They are more inclined to negotiate with students to determine what works best for them.

Boundaries

- Respect boundaries between teachers and students in all interactions, including social media.
- Engage only in respectful interactions with others that do not discriminate on grounds protected by the British Columbia Human Rights Code.
- Create environments that are conducive to student learning.
- Respect the confidentiality of student information, the dignity of children, and their right to confidentiality, subject to your legal and professional obligations, which include a duty to report abuse or suspected abuse.
- Treat students and their families with respect and dignity both in their presence and in discussions with other members of educational teams.
- Boundaries are basically mental, emotional, or physical limits you put in place between you and another person so that you can be happy, co-existing individuals. They set expectations for both people in a relationship, whether your roommates, old friends, or new colleagues. They also help to avoid the awkward game of “what does my friend/partner want from me?”
- Be self-aware, know your worth, get consent and respect their decisions, communicate.

Conflict of Interest (COI)

In a classroom, a conflict of interest (COI) arises when a teacher's personal or financial interests hinder their ability to fulfill educational responsibilities impartially. This can lead to favoritism, unfair treatment, and a compromised learning environment. Educators must acknowledge and address potential conflicts of interest to ensure fairness and trust among students. This may involve disclosing relevant relationships or interests and taking necessary actions to mitigate biases or conflicts. A faculty member or other institutional official must recuse him/herself from any discussion or vote relating to a matter where there is a potential for or the existence or appearance of a conflict of interest and will state publicly that there is a personal conflict.

How to avoid COI as a TA

- Recuse yourself from grading student(s) who: 1) you are friends with outside of class; 2) you have an intimate relationship with; 3) are your relatives; 4) are your colleagues (coworkers, lab mates, officemates, mentee, anyone you interact with outside of an academic setting preceding your TA position)
- Be honest and upfront with the course instructor from the outset of the term and disclose any possible COIs – tip: if you're unsure if something is a COI, it is always better to talk about it rather than keep it to yourself.
- Set clear boundaries with students in your class where there is a COI. Example: if your long-time friend is in the class, make it clear that they cannot text you asking for extra help or drop by your office whenever they want.

What to do when students try to push boundaries and bend the rules? Hold your ground – ultimately, your integrity as TA is not worth compromising. If you ever become uncomfortable and do not know how to manage the situation, seek help from the course instructor and/or utilize faculty resources.

Resources:

[TA Handbook](#)

[Power and Authority in Adult Education](#)

[UBC Academic Policies and Regulations](#)

[Healthy Boundaries: Setting and Respecting them](#)

[UBC COI Policy](#)

[Identifying COIs](#)

2.3 Instructional Strategies: Facilitating Labs/Workshops/Tutorials

Addressing Access & Diversity Accommodations

- prioritize accessibility during their presentations.
- ensure that the content is comprehensible and accessible to all individuals present.
- consider the accessibility factors and make necessary adjustments to ensure that all participants can fully engage with the content being presented. By fostering accessibility, facilitators contribute to a more inclusive learning environment within the university classroom.

A safe learning environment is free of threat of emotional or psychological harm and allows students to risk exploring difficult issues and express their views honestly. Emotional dynamics are different for each student, but there are general ways we can establish a learning climate that allows all students to participate and work with issues that are challenging to them. We want students to express their ideas without threat of judgement or prejudice. We want students to believe that their ideas are valued. Students will experience conflict, but an effective and compassionate instructor can help manage this conflict.

Holley and Steiner (2005) investigated student perceptions of a safe learning environment and discovered the following characteristics:

- The instructor in a safe learning environment:
 - avoided judgement and bias,
 - provided ground rules,
 - demonstrated comfort with controversy and conflict,
 - required classroom participation,
 - demonstrated caring for each student, and
 - shared about self when applicable and appropriate, and
 - was comfortable and knowledgeable.

Language Barriers

- Use clear and concise language
- Provide visual aids and demonstrations
- Encourage active participation
- Foster a supportive and inclusive classroom environment
- Consider language diversity when designing assessments (maybe not for TA?)

Equal opportunities for participation/getting help

- Use varied participation methods (groups, small activities ... For those who doesn't like speaking: written reflections, online discussions...)
- Allow sufficient wait time
- Encourage and value all contributions (Emphasize the value of diverse perspectives and encourage active engagement from everyone in the class.)
- Consider seeking feedback from students to gain insights into their experiences and make necessary adjustments.

Lesson Planning

As a TA, you may be responsible for planning lessons for classes, labs, tutorials and/or workshops. There are several models you may choose to use to plan these lessons—below, we recommend two globally recognized lesson planning models:

CARD

A lesson designed based on this model consists of 4 elements:

1. **Context:** A short description that would provide a general direction and context for what is to follow [Motivation/Learning Objectives (LOs)]
2. **Activity:** Activity/activities that would have the learners go through a concrete experience which, supported by the Context, is the basis for realizing the LOs in the next parts of the lesson [Active Learning/Motivation]
3. **Reflection:** A reflective follow-up activity to the previous stage, where the learners think back on their experience from the Activity stage and try to relate it to the Context and think of possible conclusions. Reflection can be done individually or through discussions [Active Learning/Assessment]
4. **Documentation:** A final activity where the learners document the results of their Reflection, and/or respond to a related question posed by the instructor [Active Learning/Assessment]

The lesson can be concluded by an optional summary or debrief done by the instructor. The CARD Model is particularly suited for lessons which are more process-based rather than outcome-based, or where the LOs deal with moral/emotional (affective) notions.

BOPPPS

The BOPPPS Model is particularly useful for topics that have measurable LOs and organized structures. A lesson designed based on this model consists of 6 elements:

1. **Bridge:** A Bridge (or a Hook) is an opening to the lesson that is intended to catch the attention of the learners for the rest of the lesson and help them relate to the content. Examples: a thought-provoking question, a relevant anecdote, an inspirational quote, visuals, ... [Motivation]
2. **Objectives:** LOs, stated concisely and clearly at the beginning of the lesson. [Learning Objectives]
3. **Pre-Assessment:** A question or an activity intended to evaluate the learners' prior knowledge on the topic. [Assessment]
4. **Participatory Learning:** The main body of the lesson, intended to help the learners achieve the LOs through one or more learner-centered activities. [Active Learning]
5. **Post-Assessment:** A question or an activity intended to evaluate how far the LOs have been achieved. [Assessment]
6. **Summary:** A short review of what has been achieved in the lesson. [checking back on Learning Objectives]

Active Learning

A part of effective and inclusive instruction is incorporating active learning exercises into your lessons. Active learning allows learners to meaningfully engage with content, problem-solve, work in teams, ask questions, and discover their own understanding of content as opposed to conventional one-way, top-down instruction. Active learning can be delivered in many different modes—see below some examples and links to resources:

1. Think-Pair-Share: students split off into pairs and discuss a topic one-on-one and then contribute their discussion ideas to the larger class discussion.
2. Scavenger hunt worksheets: in an ID lab, students are given a worksheet with blank spaces to fill in important ID characteristics about the specimens that they are viewing.
3. Hands-on tasks: in a wet lab, students work in small groups to learn laboratory techniques guided by an instructor.

Resources:

[Queens University Active Learning Index](#)

[Iowa State University Active Learning Index](#)

Asking and Answering Questions

Asking:

- Be clear and concise.
- Use open-ended questions.
- Allow for sufficient wait time.
- Provide equal opportunities for all students to respond.

Answering:

- Practice active listening.
- Respond respectfully and inclusively.
- Provide clear and concise answers.
- Encourage further discussion and diverse viewpoints.
- Admit when uncertain and offer to find answers together.
- Seek clarification and provide constructive feedback.

Resources:

[UBC Accessibility and Inclusivity Guidelines](#)

[Instructional Skills Workshop Network](#)

Inserted below is a handout courtesy of Dr. Neil Leveridge for TA classroom engagement strategies.

Engagement Strategies for Teaching Assistants

Addressing inattentive students in the classroom requires a thoughtful approach to re-engage them without embarrassment or defensiveness. As a Teaching Assistant, your role is to foster a positive and supportive learning environment. Below are strategies and practical techniques to help you:

1. Show Interest in Their Understanding

Encourage students to re-engage by asking questions that show interest in their perspective:

- “What are your thoughts on this topic?”
- “How would you apply this concept in a real-world scenario?”

2. Encourage Participation

Invite students to contribute by asking open-ended questions connected to the lecture:

- “Can you give an example of this from your experience?”
- “What do you find most interesting about this topic?”

3. Check for Comprehension

Inattention may stem from confusion. Use gentle questions to check understanding:

- “Do you have any questions about what we’ve covered so far?”
- “Could you summarize the key point we just discussed?”

4. Connect Personally

Demonstrate care about their learning experience:

- “I noticed you seemed a bit distracted—do you need clarification on anything?”
- “Is there a way I can help make this material more engaging for you?”

5. Redirect Focus

Use subtle redirection to bring attention back to the material:

- “Let’s all take a moment to refocus. Can anyone recap what we just covered?”
- “I’d love to hear everyone’s input—let’s start with [student’s name].”

6. Create Inclusive Activities

Incorporate group discussions or hands-on exercises to naturally draw students back into the class.

7. Provide Positive Reinforcement

Acknowledge and praise students when they participate to encourage continued engagement and foster a positive class atmosphere.

Engagement Strategies for Teaching Assistants

Questions to Avoid

Certain types of questions may discourage or alienate students. Be mindful to avoid:

1. **Accusatory Questions**
 - *Avoid:* “Why aren’t you paying attention?”
 - *Reason:* It can make students defensive and less likely to engage.
 2. **Yes/No Questions**
 - *Avoid:* “Do you understand this?”
 - *Reason:* Students may answer “yes” to avoid further attention, even if they don’t understand.
 3. **Overly Personal Questions**
 - *Avoid:* “Is something at home distracting you?”
 - *Reason:* Intrusive questions can make students uncomfortable.
 4. **Leading Questions**
 - *Avoid:* “Don’t you think you should focus more?”
 - *Reason:* This may come across as judgmental.
 5. **Rhetorical Questions**
 - *Avoid:* “Isn’t this what you’re here to learn?”
 - *Reason:* These may sound condescending.
 6. **Publicly Singling Out**
 - *Avoid:* “You’ve been on your phone for 10 minutes. Why?”
 - *Reason:* Embarrassing students in front of peers can damage rapport.
-

Supporting Students with Diverse Needs

Embrace Cultural Diversity

Recognize and celebrate the diverse cultural backgrounds of your students to make them feel valued while enriching the learning experience.

Use Clear, Simple Language

Avoid idioms and complex phrasing that might confuse students, especially those learning English as an additional language.

Visual and Hands-On Tools

Leverage visual aids, diagrams, and hands-on activities to support learning.

Encourage Group Work

Engagement Strategies for Teaching Assistants

Group activities can be a safe and supportive space for English Language Learners (ELLs) to practice communication.

Tailor Instruction

Adapt your strategies to accommodate varied learning needs, such as providing additional time or modifying tasks.

Provide Constructive Feedback

Focus on content understanding and progress rather than penalizing language errors.

Navigating Educational Differences

Many international students may come from educational systems with different structures, pedagogy, and assessment methods. Be mindful of these differences and adapt your approach:

- Encourage active participation in discussions and group work.
 - Highlight the importance of critical thinking and problem-solving.
 - Provide guidance on the use of technology in classrooms.
-

Final Thoughts

As a TA, your approach to engagement plays a vital role in shaping the learning environment. By being empathetic, inclusive, and adaptable, you can support all students in thriving academically and personally.

2.4 Marking and how to design and use rubrics

As a TA you will likely be involved in the assessment of student's learning via grading of assignments & presentations. The way in which course deliverables are graded is typically built into the course and assignment design. One of the most helpful tools for instructors, TAs, and students is the rubric. Clear and concise rubrics make it easy for students to understand what is expected of them and make evaluation of student performance easy and consistent for the teaching team. Consistency in grading can be difficult, so proper use of rubrics ensures the grades you assign are objective rather than arbitrary or unfair.

Regardless, rubrics also serve as the basis for any student complaints about how they were evaluated for a given assignment – which is something you will likely run into. Pointing to the rubric to indicate why a certain mark has been assigned is a great tool in such situations, so be sure you carefully review the rubric before you start marking and check with your instructor if anything seems unclear.

Feedback: Feedback is an integral part of learning. Students and their learning will benefit greatly from concise and specific feedback on areas of improvement in their work. When marking, be sure to provide some insight into why a student may have lost marks. It can be helpful to pull examples from their work and relate it to the grading rubric. You may also want to provide an example of work that would have scored higher. Low grades without feedback can be extremely discouraging to students, yet large amounts of feedback can also be overwhelming. Helping students focus on the biggest area of improvement with concise, specific, and positive feedback is therefore an important skill to develop as a TA. It is good practice to:

- Provide students with an opportunity to critique their own work before submitting for marks. Although this is not always possible for small assignments, for large assignments this can take the form of a peer-review session.
- Balance the amount of positive and constructive comments that you provide.
- Focus on helping the person you are marking grow.

Time Management: Even with a rubric, marking can take up a lot of time and is an easy way to lose track of your TA hours. If you are unsure how long you should spend on marking each assignment, be sure to ask your instructor so they can give insight into how thorough you should be. After marking a few assignments, be sure to take note of how long it is taking you and do some quick math to see how long it will take you to mark all the student's work.

2.5 Safety: Classroom, Lab and Field

As TAs are UBC employees, upon accepting your hiring offer all TAs are required to complete the following Canvas Catalog courses:

- New Worker Safety Training
- Preventing and Addressing Workplace Bullying and Harassment Training
- Workplace Violence Prevention Training
- Privacy & Information Security Fundamentals Training Part 1 & 2

In addition to the above courses, TAs appointed to courses with a wet lab and/or field component are required to complete the following Canvas Catalog courses:

- WHMIS
- Introduction to Laboratory Safety
- Chemical Safety
- Biological Safety
- Introduction to Laser Safety
- Radiation Safety

Additional courses you may be required to complete as a UBC employee include:

- Safety Supervision at UBC
- Supporting Mental Health in the Workplace for Managers and Supervisors
- Safety Training for Hybrid Work

See the full list of possible required training courses [here](#). Please note: do not use your TA hours to complete additional training courses that you are not required to take—you and your instructor and/or department hiring administrator should determine which, if any, additional courses you are required to take upon accepting your TA offer. Access UBC Canvas Catalog via your CWL login here: <https://login.cpe.ubc.ca/>

If you are experiencing trouble accessing and registering for these required courses, please contact your department administrator. If you are TAing a course in the Forestry building, you should be aware of the following safety equipment:

- AED
- Emergency exits
- Fire extinguisher

2.5.1 Responding and Reporting: Safety and First Aid Incidents

All safety and first aid incidents at UBC must be reported online through the UBC Centralized Accident/Incident Reporting System (CAIRS). It is against the law to discourage or not report an injury or accident that has occurred in your workplace. If the incident involves UBC faculty, staff or student workers, it must also be immediately reported to the supervisor responsible. An incident must also be reported to WorkSafe BC if the incident:

- Results in serious injury or death.
- Involves a major structural failure or collapse of a building.
- Involves the major release of a hazardous substance.
- Involves a fire or explosion that had the potential for causing serious injury.

How to respond to an accident/incident if you are UBC faculty, staff, paid student or practicum student:

- Do not enter the area if there are ongoing risks or dangers.
- Determine if it is an emergency and call 911 if applicable.
- If there is an injury, contact UBC First Aid after calling 911.
- Campus Security officers are Occupational First Aid Level 2 (OFA2) certified, and can provide emergency support 24/7, as well as guide emergency responders to the right place on campus quickly. Contact: 604-822-4444 (Faculty/Staff), 604-822-2222 (Students)
- In response to a cardiac arrest incident, Automated External Defibrillators (AEDs) are available across campus.
- **The AED in the Forest Sciences Center** is located next to the elevator across from the Faculty office (rm 2005).
- To locate an AED elsewhere on campus, visit <https://maps.gis.ubc.ca/webmaps/aed/>

An Automated External Defibrillator (AED) is a portable unit that provides a life-saving shock to a person in sudden cardiac arrest when the heart unexpectedly and abruptly stops beating. Once applied, the AED analyzes a patient's heart activity and determines if a life-saving shock is required. Defibrillators cannot do harm and will only deliver a shock if required.

To report an accident/incident:

- Notify the person(s) responsible for your workplace (supervisor, instructor, etc).
- Injured/affected workers can complete an incident report form at UBC CAIRS

Legal Context – Good Samaritan Act:

In British Columbia, you are not liable for emergency aid unless you are expressly employed for the purpose of delivering aid, or unless withholding aid constitutes gross negligence. Under the Good Samaritan Act, you are not liable for any injury or death caused to a person by your acts or omission in rendering medical services.

Safety is not limited to only external sources—it includes your physical and mental wellbeing. As a TA, you may host office hours one-on-one with students, attend field schools with large groups of students, or demonstrate lab procedures in front of the class. In any case, it is critical to prioritize your physical and mental safety to be successful in your TA position. You should never feel pressured and/or obligated to compromise your own safety as TA—if you do ever feel this way, utilize the available safety resources and speak to the course instructor about your concerns.

Resources:

[UBC Vancouver Safety & Risk Services](#)

[UBC Safe App Download – all UBC Vancouver safety resources & contacts](#)

[UBC Forestry JOHSC](#)

[UBC Forestry Lab Safety](#)

[UBC Forestry Field Safety](#)

2.6 Learning Management System & Educational Technologies

Canvas

- To access Canvas as a TA, the appointment must be processed by the Department Admin in WorkDay. Once processed, the TA role should be enabled in Canvas. Note that accessing Canvas as a TA before the appointment starts or after it ends is not allowed.
- To enhance your skills on using Canvas (e.g., managing content, setting up assessments, etc.), check out [Forestry Canvas Training and Resources](#), and [UBC Canvas Instructor Guide](#).
- Get answers to common queries and access helpful tip-sheets: [Canvas FAQs and Tip-sheets](#).

Zoom

- To schedule and start meetings from the Zoom tab within Canvas, a UBC licensed account is required. Note that TAs are **not** automatically granted UBC-licensed Zoom accounts. To obtain one, email av.helpdesk@ubc.ca with your UBC email address and the faculty/school/department. Upon approval, UBC IT will send an email to activate the new UBC Zoom account.
- Meanwhile, your default email address in Canvas should match your UBC Zoom account to use the Zoom tab in Canvas. [Refer to this link for instructions](#).
- Explore our collection of frequently asked questions and tip-sheets about Zoom for further guidance: [Zoom FAQs and Tip-sheets](#).

Lecture Recording & Live Streaming

- Refer to [UBC Learning Spaces](#) for classroom Audio-Visual (AV) features, and see if the assigned classroom has a [built-in live streaming and recording system](#).
- There are different options for recording and streaming lectures. Check out our [tip-sheets](#) for reserving in-class recording and streaming, using AV systems in various teaching scenarios, and more.
- If you have specific needs (e.g., hybrid lectures and presentations) in Forestry classrooms, reach out to forestry.tls@ubc.ca for consultation, demonstrations, and assistance.

Grading & Final Grades Submission

- Explore the Grading Section in [Forestry Canvas Training and Resources](#) for questions about UBC grading scheme, marking with rubrics, grade posting policies, final grades override, and more.
- Note that final grades must be submitted to UBC either (1) 7 business days following the exam date OR (2) 5 days following the exam date on the last 2 days of the exam period. TAs can help prepare the CSV file of final grades. [See this link for instructions](#).

Copyrights & Student Privacy

- To avoid copyright infringement, check out this [tip-sheet for questions about using third-party owned copyrighted materials, sharing class recordings, and other course content](#).
- See [this flowchart from Copyright at UBC](#) to determine your ability to copy specific works. For more information, visit [Copyright Requirements at UBC](#).
- To protect the personal information of the students (e.g., their personal emails), make sure to read this [tip-sheet for questions about communicating with students, using educational technologies, conducting surveys for course activities, sharing files and recordings, and more](#).

File Storage and Sharing

- Note that each Canvas course has [a 4GB storage limit](#)
- Videos and recordings should be uploaded to [Kaltura \(unlimited space\)](#).
- Large files (e.g., computer lab data) can be shared through [UBC OneDrive](#) and/or [MS Teams](#).

UBC Learning Tool Guide

- Explore the resources for [learning technologies supported by UBC for teaching and learning](#).
- Any use of external websites and software (i.e., not supported by UBC) for teaching must pass [Privacy Impact Assessments](#) (PIA). Contact forestry.tls@ubc.ca for consultation of alternative options and support for the PIA process.

UBC Guidelines on Generative AI

- There is no overall ban on using AI tools in teaching and learning at UBC. As a result, this leaves it as a course-level decision.
- Students should **not** assume that all available tools are permitted. The use of ChatGPT or other generative AI tools does **not** automatically equate to academic misconduct at UBC.
- If not discussed or specified by the instructor, then it is likely prohibited. If it is allowed, instructors should clarify the limitations of use and how it should be acknowledged, and use should stay within those bounds. Read more in the [Generative AI Syllabus](#) for further resources and sample statements.
- Note that generative AI content cannot be accurately detected, and [UBC has decided not to enable Turnitin's new AI-detection feature](#).
- For academic integrity cautions or guidelines for AI tool use in your class, visit the [Academic Integrity at UBC Chat GPT FAQ page](#).
- For further instructional guidance around optional use for students, visit the [FAQ item on whether you can require GenAI in your course](#). You can also check out this page for [the current state of PIA and any recommendations](#) with regards to teaching and learning uses of generative AI.

3.0 Conflicts and Difficult Situations

3.1 Academic Integrity

“Academic integrity is both a value and a set of skills that must be learned and refined over time. Instructors have a responsibility to set clear expectations around academic integrity in their courses, to model honest behaviors as teachers and scholars and to make space for students to develop their understanding of academic integrity.”

As a core value of the university, every student is held to high standards of academic integrity. It is the responsibility of every student to understand types of academic misconduct, and it is the responsibility of every instructor to help students avoid issues involving academic misconduct and be able to detect instances of misconduct when they do occur. As a TA, you are very likely to be involved in grading assignments and may find yourself in a position where you identify instances of academic misconduct in student work. As a TA, it is your responsibility to communicate with your instructor about such instances, who will then determine the appropriate response to the situation. To best support your instructor in promoting and maintaining a high level of academic integrity in your course, it is important to be familiar with the definition(s) of academic misconduct. At its core, academic misconduct may be defined as “any conduct by which a student gains or attempts to gain an unfair academic advantage or benefit thereby compromising the integrity of the academic process or helping or attempting to help another person commit an act of academic misconduct or gain, or attempt to gain, an unfair academic advantage.” The UBC Academic Calendar further identifies six common categories of academic misconduct:

1. Falsification

Falsification is defined as providing false or incomplete information to UBC. This may include (but is not limited to) falsifying a doctor’s note or lying about being sick during an exam, or the misrepresentation of academic data, source material, methods and findings.

2. Cheating

Cheating is defined as providing or using unauthorized methods or information to gain academic credit using dishonest means. This may include (but is not limited to) changing answers on a previously graded exam or assignment, using answers from other students on an exam or assignment, using an unauthorized cheat sheet during an exam, or obtaining answers prior to an exam.

3. Plagiarism & Patchwriting

Plagiarism is defined as presenting someone else's work as your own without providing proper attribution and citation. In addition, making minor changes to the phrasing of someone else's written work without proper attribution and citation is known as patchwriting, which is also considered a form of plagiarism. It is of course acceptable to use other people's work and ideas as a starting point. Students are often encouraged or even required to incorporate well-cited introductions, reviews, methods, etc. in their work.

4. Self-Plagiarism

Self-Plagiarism is defined as reusing and/or submitting your own academic work as new work without proper attribution and citation, and without approval from the instructor.

5. Impersonation

Impersonation is defined as pretending to be someone else and performing work on their behalf or having someone pretend to be you and perform work on your behalf. This concept extends to contracting someone to impersonate you, or complete work on your behalf – known as contract cheating.

6. Contract Cheating

Contract cheating is defined as willfully enlisting another person or organization, with or without payment, to complete work and/or assignments. This includes submitting work/answers provided by a tutor or family member, even if they have not been paid for that work.

If you believe a student may be engaging in academic misconduct... Report it to your instructor!

Forestry TAs who notice academic misconduct must report it to their instructor. The instructor is then responsible for the next steps to take. The report must pass through several stages of consideration and review before disciplinary action is taken.

If the instructor determines that the incident was a misunderstanding or a learning moment, then the process stops, no report is made and no record is kept. Learning moments may, depending on the criteria of the assignment, result in a reduction of the grade despite there being no academic misconduct.



Resources:

UBC Academic Integrity Toolkit: Everyone plays a part in supporting and enhancing academic integrity at UBC. Below are seven key resources that TAs and instructors may find helpful:

1. Academic integrity website: <https://academicintegrity.ubc.ca/>
2. Canvas modules: academicintegrity.ubc.ca/modules
3. Syllabus language: academicintegrity.ubc.ca/generative-ai-syllabus
4. Generative artificial intelligence: academicintegrity.ubc.ca/chatgpt-faq
5. Classroom discussions: academicintegrity.ubc.ca/take-five
6. Academic misconduct: academicintegrity.ubc.ca/regulation-process
7. Contact the Academic Integrity Hub at academic.integrity@ubc.ca

<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-honesty-and-standards>

3.2 Discrimination, Harassment and Inappropriate Behaviour

“The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work and study in a positive and supportive environment, free from harmful behaviours such as bullying and harassment.” - UBC Statement on Respectful Environment for Students, Faculty and Staff

Addressing Disrespectful Behaviour in the Teaching Environment

As a TA it is your responsibility to address any respectful environment concerns such as bullying and harassment. You are expected to **proactively maintain a respectful environment** in the classroom and prevent disrespectful behaviour where possible. If you have concerns about an incident of disrespectful behaviour, you should contact your instructor, department head or the dean’s office. If you are experiencing disrespectful behaviour **from your instructor**, faculty or staff, you should contact the TA union or the UBC Ombudsperson or the Associate Vice-President, Students.

If you feel comfortable doing so, instances of inappropriate behaviour may be addressed directly by calmly approaching the individual displaying the behaviour and informing them their behaviour is unwelcome and does not comply with university standards. If you do not feel comfortable directly approaching the problematic individual(s), contact your instructor or department office as soon as possible.

Note: *It is recommended that you keep written records of incidents – including date, time, location, and a brief description. If problematic behaviour persists, documented records could be useful for your instructor, department, or the Dean’s office in addressing the situation.*

UBC is a diverse institution, with many students, faculty and staff coming from different places, cultures, and backgrounds. In some instances, classroom conflict can arise from differences in cultural norms, or political and religious beliefs. It is important to note that a complaint from a student about certain behaviour should not automatically translate into an accusation of inappropriate behaviour by a TA towards a student. Rather than addressing this yourself, speak with your instructor about the incident, or contact the Associate Dean – Equity, Diversity & Inclusion.



Resources & Steps for Harassment & Discrimination Complaints

Including bias, microaggressions, bullying, sexual harassment, racism



Do you want guidance/support, would you like to disclose, or would you like to file a report?***



For sexual harassment and misconduct incidents:
 > Sexual Violence Prevention and Response Office (SVPRO) (<https://svpro.ubc.ca/> 604-822-1588)
 > AMS Sexual Assault Support Center (<https://www.amssasc.ca/> 604-827-5180)

For discrimination & bullying: UBC Equity and Inclusion Office:
 > Human Rights Advising (<https://equity.ubc.ca/how-we-can-help/human-rights-advising/>)

STUDENTS | For general inquiries:
 UBC Office of the Ombudsperson (<https://ombudsoffice.ubc.ca/>)
 GSS Peer Support (<https://gss.ubc.ca/peersupport/>)

STAFF/FACULTY/POSTDOCS | For external guidance: Employee and Family Assistance Program:
 Morneau Shepell (<https://www.workhealthlife.com/> 1-844-880-9137)

ALL employees and students who feel harassed and/or discriminated against are encouraged to tell someone.

This can include the GUIDANCE/SUPPORT resources, a friend, your manager/supervisor, or the FoF contacts below:

- FOR STUDENTS**
 - > Erica Triggs (Director, Graduate Student Academic Services), erica.triggs@ubc.ca
 - > Chiara Longhi (Undergraduate Director, Student Services), chiara.longhi@ubc.ca
 - > Nicole Adoranti (Embedded Counsellor), nicole.adoranti@ubc.ca
- FOR STAFF**
 - > Leslie Fernandez (Associate Director for Administration and Operations), leslie.fernandez@ubc.ca
- FOR FACULTY/POSTDOCS**
 - > Nicholas Coops (FRM), nicholas.coops@ubc.ca
 - > Richard Hamelin (FCS), richard.hamelin@ubc.ca
 - > Stavros Avramidis (WS), stavros.avramidis@ubc.ca
- FOR EVERYONE**
 - > Hisham Zerriffi (Associate Dean for EDI), hisham.zerriffi@ubc.ca
 - > Greg Smith (Safety Program Director), greg.smith@ubc.ca

For internal UBC investigation or option for Alternative Resolution*** UBC Investigations Office (<https://io.ubc.ca/>)

Discrimination and harassment can also be reported to the BC Human Rights Tribunal. Contact the Equity and Inclusion Office for more details (<https://equity.ubc.ca/how-we-can-help/human-rights-advising/>).



If the disclosure contains information about criminal activity, supervisors, managers, and heads are obliged to involve the police.
 To file a criminal report or conduct external investigation, report to police:

- > If the assault occurred on UBC campus, you can report to the RCMP. (University Detachment: 2990 Wesbrook Mall; 604-224-1322)
- > If the assault occurred in Vancouver, you can report to the Vancouver Police Department (2120 Cambie Street; 604-717-3321)
- > If the assault occurred outside of Vancouver, you can report to the police in the city where the incident occurred.

*FoF Member: Student, Postdoc, Staff, Faculty

Disclosure vs. reporting: Disclosing is sharing information with UBC or a member of the UBC Community about an incident or incidents of harassment. **An individual may choose to Disclose harassment without making an investigations report. Please note that disclosing could lead to informal report to keep as a record within FoF. Reporting is providing a statement of allegations to the Office of Investigations or police about an incident or incidents of harassment and will lead to an investigation.

***Alternative resolution (AR): refers to an array of non-investigation responses including restorative justice, mediation, and online resolution options.

For Frequently Asked Questions (FAQ) visit:



Resources:

Forestry-specific resources: <https://forestry.ubc.ca/about/equity-diversity-inclusion/read-watch-listen/>

Five D's of being an Active Bystander: Distract, Delegate, Document, Delay, and Direct: <https://righttobe.org/guides/bystander-intervention-training/>

<https://students.ubc.ca/campus-life/equity-diversity-inclusion-resources/responding-discrimination>

<https://hr.ubc.ca/working-ubc/respectful-environment>

[Respectful Environment UBC](#)

[UBC Bullying and Harrassment Prevention](#)

3.3 Student Crisis

As a TA, you are not expected to individually counsel students; however, via the instructor you may direct students to support resources if they are in crisis.

A student in crisis could be:

- A student who has explicitly asked you and/or the instructor for help
- Is consistently absent/late/leaving early
- Underperforming in the course at any point in the term
- Displays concerning behaviour in the learning environment (triggering verbal language, withdrawn body language)
- Consistently distracted in the learning environment

There are many reasons why students may be in crisis, and it is important to protect the privacy of the student if they choose to share sensitive information with you. As a TA, you are not obligated to be involved in any student situations that you are not comfortable with or may be personally triggering to you. Students in crisis may be redirected to the course instructor for additional support and as a TA, it is important you brief the instructor on any pertinent information needed to support the student in crisis.

If you identify a serious or concerning situation with a student, you may tell the course instructor to submit a report to UBC Early Alert system here:

<https://facultystaff.students.ubc.ca/systems-tools/early-alert>.

*Important: TAs may NOT submit Early Alerts, only a course instructor may do so.

Nicole Adoranti is a Canadian Certified Counsellor who is “embedded” in the Faculties of Forestry and Land and Food Systems and is specialized in helping Forestry and LFS students. Nicole provides workshops and outreach support tailored specifically to the concerns that Faculties of Forestry and Land and Food Systems students commonly experience. She can also meet students individually to find out more about their particular concerns and work collaboratively to make a wellness plan that is right for them. Learn more about Nicole’s role in forestry [here](#). In the box below, see three key recommendations from Nicole:

UBC Counselling Services: https://students.ubc.ca/health/counselling-services .
All students in Forestry can call them at 604-822-3811 to set up a time to meet with Nicole.
UBC Student Assistance Program: https://students.ubc.ca/health/ubc-student-assistance-program-sap .
Students can access this 24/7 and it is free + confidential.
UBC Student Health Service: https://students.ubc.ca/health/student-health-service .
The team is excellent when dealing with mental health appts. Nicole Adoranto can also facilitate referrals for students.

Resources:

<https://wellbeing.ubc.ca/early-alert>

<https://students.ubc.ca/health>

<https://wellbeing.ubc.ca/reachout>

<https://forestry.ubc.ca/students/mental-health-wellbeing/>

3.4 Disputes with Faculty Members

Disputes and disagreements with course instructors may arise. Most of these disagreements may be settled through open communication with the instructor - be sure to conduct yourself professionally in such situations and prioritize maintaining a respectful academic environment. If you cannot come to an agreement with your instructor, and you feel like the issue should be raised to a higher authority, you may wish to inform the department head of your concerns. If you do not feel comfortable approaching the course instructor for any reason, you may wish to discuss your situation with your department head.

If you feel like you are being subjected to objectionable and/or unwanted behaviour that is verbally or physically abusive, vexatious or hostile, that is without reasonable justification, and that creates a hostile or intimidating environment for working, learning or living, it is important to report the offending behaviour to your immediate supervisor, manager, department head, or administrative head. If you feel like no action has been taken in response to your complaint, you may wish to contact the HR advisor to initiate an investigation.

Resources:

<https://www.facultyassociation.ubc.ca/collective-agreement/legal-decisions/>

[Home | Bullying and Harassment Prevention at UBC](#)

4.0 Privacy and Information Security

As a TA, you have an obligation to protect the personal information and privacy of your students. Under the Freedom of Information and Protection of Privacy Act (FIPPA), UBC is required to maintain an effective privacy management program which addresses privacy impact assessments, handling of privacy breaches, and privacy awareness. FIPPA regulates the activities of all UBC staff, faculty members, employees and volunteers. FIPPA does not regulate the activities of students unless they are acting as employees or volunteers. In general, personal information from students may only be collected if it “relates directly to and is necessary for an operating program or activity” of UBC (section 26(c) of the FIPPA). You are only authorized to use personal information for the purpose for which it was obtained.

Surveys and Information Storage

As a TA, you may be asked to collect surveys from your students. When possible, UBC recommends conducting surveys anonymously. If you are not collecting any personal information, there are no privacy or security concerns. If you are collecting personal information however, you must comply with FIPPA requirements around the collection, storage, use and security of personal information. In addition, it is important to note that UBC cannot store any personal information outside of Canada without explicit written consent from the individual the information is about. Notably, many cloud-based platforms such as Google Drive and Dropbox may not store their data in Canada and can therefore not be used to store any personal information about students.

Email Systems Privacy

As a TA, your correspondence with instructors and students should be via Canvas, or through your UBC-assigned email address. Email traffic between UBC work email accounts is considered relatively secure, but you should still exercise caution when disclosing highly personal information. If sensitive personal information is to be shared via email, it should be attached as an encrypted attachment. Emails sent from a UBC address to a non-UBC address are not confidential, nor are they considered secure.

Many students use non-UBC Email services such as Gmail, which are hosted outside Canada. If the student initiates contact with a non-UBC email, it is acceptable for you to respond and discuss their personal situations (i.e., grades) if requested by the student. It is important to note that a student’s non-UBC email address is considered personal information and cannot be shared with instructors or other students without consent from the student. When sending emails to multiple recipients, this is particularly important. You cannot place email addresses in the “To” field and must instead place them in the “Bcc” field.

Under no circumstances should you automatically forward or redirect emails sent to your UBC email to a personal email, as this poses significant security, privacy, and record management concerns. In addition, it is not recommended you access your UBC email on mobile devices unless appropriate security controls are in place. Finally, members of the public may place an access request under FIPPA for information, it is important to note that any work-related correspondence may be disclosed in response to such a request.

Reporting a Privacy Breach

Individuals may file a complaint with the Information and Privacy Commissioner if they believe their privacy has been breached. If you have reason to believe there has been a privacy breach, you are required under FIPPA to file a UBC Privacy Breach Reporting Form with Legal Counsel, Information and Privacy. If the breach is related to a computer security incident, you are also required to file a report with the IT Security Office in accordance with the UBC Incident Response Plan. If the breach involves theft or other illegal activity, it must also be immediately reported to Campus Security.

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.

Resources:

[UBC Access and Privacy](#)

5.0 Evaluating your teaching skills – Forestry TA questions

5.1 Student Evaluation of Instruction surveys

At the end of each semester, courses and instructors are evaluated under the Student Evaluation of Instruction (SEI) surveys. These surveys are centralized via UBC administration, i.e., not faculty-specific, and optional for students to complete. TAs may opt-in and choose to be evaluated by students, and TAs will receive a feedback report from the survey. Many TAs opt-in to be evaluated as the feedback report may be added to a teaching portfolio. Below is an example of the type of evaluation questions that may be used to assess TAs:

Answers use the 5-point Likert scale: Not Applicable/Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree)

- The TA was well prepared.
- The TA was competent in teaching technologies as relevant to the course(s).
- The TA was considerate of students.
- The TA communicated the subject matter effectively.
- The TA built and supported an inclusive environment for all students.
- Please comment below on what your teaching assistant did well and your suggestions for improving the course and the teaching effectiveness of your teaching assistant. At all times please be respectful, specific and constructive in your comments. (Malicious or otherwise inappropriate comments will be discarded.)

Additionally, the student feedback from these surveys will help inform future iterations of the Forestry TA Training Program.

5.2 Orientation, Mid-term check-in and Performance Review

Under construction.

6.0 TA Resources

Among the many links and resources provided in this handbook, there are plenty more opportunities to connect with the TA team. This section of the handbook will be continuously updated as more resources and training opportunities become available.

6.1 TA Mentor Sessions

TA Mentor Email: forestry.ta.mentor@ubc.ca

TA Mentor Sessions Calendar: Fridays 11 AM – 12 PM via Zoom during Forestry Teaching and Learning Support Drop-in Sessions, 1-2 TA mentors will be available in a breakout room.

Midterm in-person drop-in mentor sessions: dates will be announced via email notices during the term.

6.2 Resource Hub

Forestry Teaching & Learning Support: <https://teachingsupport.forestry.ubc.ca>

Appendix

Important Contacts

<i>Dean's Office & Student Services</i>	
Sarah Gergel – Associate Dean, Academic	sarah.gergel@ubc.ca
Scott Hinch – Associate Dean, Students	scott.hinch@ubc.ca
Hisham Zerriffi – Associate Dean, Equity Diversity and Inclusion	hisham.zerriffi@ubc.ca
Chiara Longhi – Director, Student Services	chiara.longhi@ubc.ca
Nicole Adoranti – Embedded Counsellor	nicole.adoranti@ubc.ca
Joris (Xuan) Jun – Transfer Program Manager	joris.jun@ubc.ca
<i>UBC Forestry Teaching and Learning Support & IT Support</i>	
Forestry IT Help	forestry.ithelp@ubc.ca
Michelle Zeng – Senior Manager, Educational Strategies	michelle.zeng@ubc.ca
Frederick (Yangqian) Qi – Teaching and AV Support Specialist	yangqian.qi@ubc.ca
TA Mentor Hotline	forestry.ta.mentor@ubc.ca
<i>Department Administrators</i>	
<i>Forest Resource Management:</i>	
Joanne Dean	joanne.dean@ubc.ca
Margie Heras	margie.heras@ubc.ca
Jemma Tao	jemma.tao@ubc.ca
<i>Forest and Conservation Sciences:</i>	
Natasha Thompson	natasha.thompson@ubc.ca
Andrea Chan	andrea.chan@ubc.ca
Sylvia Ho	sylvia.ho@ubc.ca
<i>Wood Science & CAWP</i>	
Ivy Fung	ivy.fung@ubc.ca
Genny Go	genny.go@ubc.ca
<i>Union – CUPE 2278</i>	
Sam Connolly – Component 1 Chair	comp1chair@cupe2278.ca
Find your department representative via Gracy Buckholtz – Vice-president	vp@cupe2278.ca
President	president@cupe2278.ca
Member Inquires	advocate@cupe2278.ca
Administration	admin@cupe2278.ca

Campus-Wide/UBC-wide TA Resources

[UBCO - TA Development](#)

CTLT Graduate & TA programs: <https://ctl.t.ubc.ca/programs/graduate-student-ta-programs/>

CIRTL Foundations of Pedagogy: <https://cirtl.ubc.ca/get-involved/cirtl-associate/foundations-of-pedagogy/>

TA Pod Booking & Access

Booking guide under construction – contact your department administrators for support.