Infosession: 2024 CUES Spanning Boundaries Challenge on Teaching & Learning Assistants

Monday, January 29, 2024
Land Acknowledgement

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2023 MECha Workshop: Teaching & Learning Assistants in the Classroom Across Disciplines

Read Now | Consensus Guidance >>>

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Session Outline

• TA/LA Spanning Boundaries (SB) Challenge: Grant & Submission Overview
• TA/LA Recommendations: Key Takeaways
• SB Grant Preparation: Proposal Design, Research & Institutional Impact
• Q&A
• Speed Dating/Networking

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TA/LA Spanning Boundaries (SB) Challenge: Grant & Submission Overview

**AIM**
Advance innovation and change for TAs/LAs in the UArizona learning experience through collaborative innovation and scholarship in teaching and learning.

**RATIONALE**
There is a large variety in how TAs and LAs are selected, assigned, supported, and trained across the University. Contributing to a culture that supports teaching teams and values what diverse TAs/LAs bring to the student experience is critical.

**APPROACH**
- Cross-disciplinary & cross-unit collaborations
- Alignment with the **CUES mission**
- Alignment with **TA/LA recommendations**
- Deliberate centering of UArizona institutional identities (borderland land grant, HSI, AA&U, R1)
- Consideration of University assets, resources, and needs

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Office of the Provost
Center for University Education Scholarship
FUNDING
• One project will be selected and funded for up to two years, **starting in Fall 2024**.
• Budget is **not to exceed a total of $100,000** over the duration of the project.

ELIGIBILITY
• Call is open to **cross-unit** or **cross-discipline** University teams.
• Teams must include **50% or more** tenure-track, continuing-status track, or career-track faculty.

KEY DATES
• Phase I: Pre-proposals due on **February 14, 2024** by 11:59 pm.
• Phase II: Full proposals (by invitation only) due on April 22, 2024.
  NOTE: invitations to submit for Phase II will be extended by March 8, 2024.

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**Center for University Education Scholarship**
Key Takeaways

Understanding Duties and Responsibilities

• Variability in roles and forms of compensation across programs and departments can lead to confusion in duties, expectations, etc.

Training and Mentoring

• Resources are available at the institutional level and beyond, but these are not always well known, nor well suited for all variations of roles.

Providing Equitable Environments

• Equity issues regarding TA/LA assignments, responsibilities, etc., in departments/across campus.
• Increased diversity of teaching teams may help improve outcomes for diverse learners.

Gathering Information on Impacts

• Existing literature lacks evidence-based knowledge about how different TA/LA teams impact student outcomes.
SB Grant Preparation: Proposal Design, Research & Institutional Impact

What examples of proposals are envisioned?

Examples include but are not limited to...

- Design studies to develop and expand on TA/LA training in varying settings and levels
- Develop and assess the impact of culturally sensitive training on TA/LA engagement and success in working with diverse populations, in different educational settings
- Study the experiences of international and underrepresented students in TA/LA roles
- Design studies to assess how diverse teaching teams may improve engagement and achievement for diverse learners
- Investigate what strengths do TAs/LAs bring to various classroom settings and modalities (online, active learning, online active learning) and how to enhance them
Design Considerations

- Contribute to scholarship within the mission of CUES
- Poised to impact practice and broader impacts
- Leverage MECha Workshop Recommendations
- Informed by:
  - related research, e.g., on culturally sensitive curricula
  - inclusive practices
  - existing resources on campus and beyond
Resources

UCATT: University Center for Assessment, Teaching, and Technology
https://ucatt.arizona.edu/

Certificate in College Teaching
https://ucatt.arizona.edu/teaching/college-teaching-program

UA D2L Discover Courses:
GTA Training Materials
Learning Assistant Training Course (ITP)
Learning Researcher Training Course (ITP)
Instructional Manager Training Course (ITP)

Learning Assistant Alliance
https://www.learningassistantalliance.org/

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Speed Dating/Networking

• 5 Minutes – Organize
  o Write your name/project idea on sticky sheet, post around room

• 10 Minutes – Review
  o Circulate, adding your name to projects of interest

• 10 Minutes – Discuss (Part 1)
  o Return to a project of interest for networking

• 5-10 Minutes – Discuss (Part 2)
  o Return to additional projects, as needed
CUES Distinguished Fellowships Competition
Nominations due April 1, 2024 | Read More >>>

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