**Fall and Winter sessions 2019 – 2020**
**POSTED: July 11, 2019**
**DEADLINE: Applications due on or before July 19, 2019 at 5 pm**

# EMERGENCY POSTING

| TITLE | NUMBER OF POSITIONS | SIZE OF APPOINTMENT | DATES OF APPOINTMENT | QUALIFICATIONS | DUTIES |
|---|---|---|---|---|---|
| Teaching Assistants' Training Program (**TATP Trainer – based on St. George campus**)<br><br>Seeking eight Representatives from:<br><br>**- Engineering**<br><br>or<br><br>**- Physical or Life Sciences**<br><br>or<br><br>**-Social Sciences**<br><br>or<br><br>**-Humanities** | 2 | 210 hours<br><br>at the SGS II rate (as of May 1, 2019) | July 1, 2019 *<br><br>to<br><br>April 30, 2020<br><br>* must be available for 5 days of training (July 29 to August 2, 2019)<br><br>Peak periods of work include August, early to mid September and early January; TATP staff must be available during these periods. | **Required:**<br>• Evidence of superior communication skills<br>• Motivated, innovative individual who works well independently and in a team<br>• **Experience as a TA in Engineering, Physical or Life Sciences, Social Sciences or Humanities**<br>• 2 or more years of experience as a TA<br>• Currently-registered graduate student (Master's or PhD) in Unit 1 of CUPE 3902<br>• Experience in planning and leading tutorials and/or labs; lecturing; designing and grading assignments<br>• Evidence of superior TA performance<br>• Evidence of having reflected on experiences encountered as a TA and the ability to adapt and relate such experiences to various situations in different contexts<br>• Evidence of having reflected on own approach to teaching and learning<br>• Knowledge and skills to contribute to programming in one or more of the following areas: equity and access in teaching and learning; educational technologies; reflective practice and teaching skills teaching dossiers<br><br>**Preferred, though not required:**<br>• Upper-year doctoral candidate, preferably ABD<br>• Experience in conducting workshops<br>• Knowledge of or participation in TATP programming<br>• Experience in mentoring or coaching<br>• Experience supervising teaching assistants<br>• Experience delivering training<br>• Experience teaching in more than one department, discipline or university<br>• Experience with Indigenous pedagogies and work with institutions or organizations on answering the Truth and Reconciliation Commission of Canada's Calls to Action<br>• Experience with accessible teaching practices (e.g. Universal Instructional Design)<br>• Experience with anti-oppression informed pedagogies (e.g. critical pedagogy, anti-racist pedagogy)<br>• 2 years' experience as a TA or CI at the University of Toronto | The TATP Trainer will work within a team under the supervision of the Assistant Director, CTSI/TATP and TATP Coordinators to perform the following duties:<br>• Advising TAs on teaching skills aimed at improving TA performance, in order to enhance the quality of the undergraduate learning experience<br>• Organization, promotion and delivery of a Tri-Campus TA Day in August 2019 and Training Days on all three campuses at the start of the Fall and Winter terms<br>• Assisting with the administration of the TATP Certificate Program, including evaluating the in-class teaching of TAs, evaluating teaching dossiers and leading Microteaching workshops<br>• Preparing and delivering training sessions for new and returning TAs on all three campuses in Fall 2019 and Winter 2020, in consultation with departments and divisions<br>• Assisting with the organization, promotion and delivery of the TATP Workshop Series each Fall and Winter<br>• Developing and/or conducting other workshops as needed on TA-related issues (grading, leading discussions, working with your supervisor, etc.)<br>• Assisting when needed with TATP programming on the UTM and UTSC campuses<br>• Assisting with special projects, such as the revision or development of online resources, or Teaching Tip Sheets, etc.<br>• Conducting in-person consultations with TAs<br>• Advising departments on TA training matters<br>• Promotion of the TATP office and its services<br>• Assisting with the TA and CI Awards<br>• Liaising with the Centre for Teaching Support & Innovation<br>• Additional duties as required |

Standards and policies are available in the Office of the Provost and in the CUPE Local 3902 office. This job is posted in accordance with the CUPE 3902 Unit 1 Collective Agreement.

Applications **must** include:
* Curriculum vitae
* Cover letter (1 to 2 pages, single spaced)
* Teaching philosophy statement (maximum 1 to 2 pages single spaced),
* 3 sample teaching materials which you designed (e.g. lesson plans, workshop outline and materials, study guides or other learning resources created for students, assignments and assignment instructions, course syllabi),
* List of all teaching assistant and course instructor positions (university and/or college based) and description of responsibilities for each role.
* Names and contact information for 2 referees, including at least one faculty member who has supervised the applicant in a TA position

Complete application must be sent to:

Michal Kasprzak, Assistant Director,
Centre for Teaching Support & Innovation / Teaching Assistants' Training Program,
4$^{th}$ Floor, Robarts Library,
130 St. George St.,
Toronto, ON, M5S 3H1.


The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from racialized persons / persons of colour, women, Indigenous / Aboriginal People of North America, persons with disabilities, LGBTQ persons, and others who may contribute to the further diversification of ideas.

The University of Toronto invites all qualified applicants to make application.

Positions posted here are open to Graduate Students in the School of Graduate Studies, Postdoctoral Fellows and Undergraduate Students in the University of Toronto.

Preference in hiring shall be given to Graduate Students enrolled in the School of Graduate Studies of the University of Toronto or those who have made application to be enrolled in the School of Graduate Studies of the University of Toronto.

The University strives to be an equitable and inclusive community, and proactively seeks to increase diversity among its community members. Our values regarding equity and diversity are linked with our unwavering commitment to excellence in the pursuit of our academic mission. The University is committed to the principles of the Accessibility for Ontarians with Disabilities Act (AODA). As such, we strive to make our recruitment, assessment and selection processes as accessible as possible and provide accommodations as required for applicants with disabilities. If you require any accommodations at any point during the application and hiring process, please contact uoft.careers@utoronto.ca.