TA/TM WELL-BEING PROJECT

2017-2018 REPORT

SFU Teaching Assistants and Tutor Markers learn skills for maintaining resilience and well-being in grad school and create conditions for well-being in learning environments through their roles.

COMPONENTS

- Introductory Workshop
- Weekly E-mail Inspirations with Practical Tips
- End of Term Check-in and Evaluation

OUTCOMES

- 85% become more aware of strategies for enhancing their own well-being
- 136 TAs involved
- 83% learned new strategies for creating conditions for well-being through the TA/TM role
- 81% experienced positive benefits to their own well-being or personal growth
- 70% have seen positive benefits to students
I liked the reminder that there are people in administration at SFU that deeply care about my well-being!

It was a wonderful reminder system for me to take a moment to concentrate on my personal well-being. My students also liked being able to take 5 mins before tutorial to work on some new skill.

It made me take a little break from my daily frenzy and reflect on myself.

Over time, more students have started speaking out in tutorials, even if they are not confident about their answers.

Just having more discourse around well-being on campus makes me feel more confident both in asking for what I need for my well-being and fore-fronting that with students.

It has been helpful just to be reminded about this periodically because it becomes more of a focus in my daily life and priorities.