This document describes the various classifications of teaching assistants in the Department of Statistics, and provides job descriptions for each classification. It begins with a quick reference guide that serves as a summary. The latter two sections contain details.\(^1\)

The rules and explanations provided here should be understood as guidelines. Faculty instructors will need to use their judgment, taking account of the recommendations here in determining duties most appropriate to the needs of their courses, while adhering to the workload constraints of the assistants assigned to them.

Questions and concerns about any aspect of the Department’s teaching assistant policy should be addressed to the Graduate Advisor or the Department Head.

1 Quick Reference Guide

There are five teaching assistant classifications. Under each classification is a list of the usual associated duties.

- **Regular Teaching Assistant\(^2\)** (TA; 10-12 hours per week)
  - Attend weekly TA meeting;
  - Grade homework and exams;
  - Conduct office hours/review sessions;
  - Attend labs;
  - Proctor exams;
  - Maintain the gradebook;
  - Collect and return homework;
  - Coordinate with other TAs, coordinating TA and undergraduate graders as needed;
  - Execute course policy under course instructor’s direction.

- **Coordinating TA (10-12 hours/week)**
  - Carry out duties selected by the course instructor from those listed in the Regular TA category above;
  - Assist in preparation of and help run weekly TA meeting;

\(^1\)Some of the duties described here are considered part of graduate training and are not compensated as separate work.

\(^2\)International students who are in ITA test category 3 are not allowed to conduct review sessions; international students in ITA category 4 are restricted to grading only.
• Create gradebook;
• Assign gradebook duties and maintain gradebook/roster;
• Assist in the assignment/coordination of lab duties;
• Meet with course instructor regularly (starting the week prior to the first day of class) to clarify course policy, to attend to any administrative and organizational needs that may arise, and to understand key pedagogical issues;
• Execute course policy under course instructor’s direction;
• Calculate mid-semester and final grades;
• Create grading solutions and/or guidelines;
• Assist with instructor’s administrative duties.

❑ **Associate Instructor (15+ hours/week)**
  • Carry out duties selected by the course instructor from those listed in the Regular TA or Coordinating TA categories above;
  • Field student inquiries, including questions about grading, labs and course procedure;
  • Attend regular meetings with the course instructor to discuss pedagogical issues and all aspects of course implementation;
  • Give one or two of the course lectures.

❑ **Half-Time TA Assignment (5-6 hours/week)**
  • Any duties listed in the Regular TA and Coordinating TA categories above, up to the 5-6 hour time limitation.

❑ **Lab Assistant (maximum of 3 hours/week)**
  • Attend labs (lab course) or hold office hours (non-lab course);
  • Serve as back-up proctor for exams (lab courses only);
  • Attend portion of TA meetings related to lab duties or office hours.

**Faculty Concerns**—In addition to the above, faculty need to give special attention to the following items:

❑ **Week Zero**
  • Assign office hours, lab duties, grading and gradebook duties among the course TAs such that the course TA workload is fairly distributed;
  • Set up a designated time for the weekly TA meeting;
  • Request proxy designation from the hub;
  • Convey course policy and the educational motivation for implementation strategies

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³Week Zero is the week prior to the first week of classes
to all course TAs.

☐ Ongoing concerns:
  • Hold weekly TA meeting (discuss pedagogy in addition to course procedure);
  • Monitor TA hours and adjust TA workload as necessary;
  • Be mindful of the ITA categorical restrictions of international students.
2 TA Classifications

This section provides a more detailed description of each TA classification.

2.1 Regular TA (10-12 hours/week)

A graduate student with regular TA assignment may be the only TA assigned to a course or may be working with other TAs either with or without a coordinating TA or associate instructor. When the TA is the only TA assigned to the course, it is a fairly simple process for the TA and course instructor to meet prior to the beginning of the semester and come to an understanding about the TAs responsibilities for the course, and to make sure the TA understands the educational motivation for particular implementation strategies. This meeting should occur as early as possible, with the acknowledgment that the TAs duties may need to adapt and evolve during the semester. The instructor may also wish to set up the TA as a proxy with the Registrar’s Office, so that the TA has access to the course roster.

A TA working with other TAs has the added responsibility of coordinating with the other TAs and possibly a coordinating TA or associate instructor. As soon as possible after the TA assignments are made, the TA should make the course instructor aware of their course schedule and any other regular commitments (e.g. a foreign student attending a regularly scheduled English class in preparation for the ITA exam) so that a fair disbursement of course TA duties may be made efficiently.

In the cases where the TA is serving in a course with a head TA, the head TA should be viewed as a co-worker who has been given additional responsibility in the interest of the efficient administration of the course. While the head TA is not the boss of the regular TA, it is expected that the regular TA honor all requests of the head TA. All TAs are obligated to cooperate with and help each other in the execution of the cumulative task of the group.

2.2 Coordinating TA (10-12 hours/week)

With a larger course enrollment comes the need for more TAs to handle the workload and, thus, the need for the coordination of their duties in an efficient manner. Additionally, administrative needs arise which are not common to a smaller class. In such cases, one TA may be chosen to be a coordinating TA for the course. The difference between a regular TA and a coordinating TA assignment is in the type of duties and the amount of responsibility; the expected time commitment should be the same for both assignments, except for the pre-course preparation described below. The coordinating TA will be responsible for much of the background and administrative work for the course. This is intended to provide the coordinating TAs with useful training for teaching while helping to relieve some of the time pressure on faculty members.

If the coordinating TA does not have prior experience with the particular course, he
or she should consult with prior coordinating TAs of the course about their experience, what pitfalls and problems to expect, previous course policies (and how well they worked from the TAs point of view) and any other necessary general knowledge about the TA requirements of the course.

The semester’s duties of a coordinating TA begin the week prior to the first week of classes (Week Zero) and end when final grades are submitted. Week Zero is crucial to a smooth and efficient semester for the course. During Week Zero, the course instructor and coordinating TA need to meet to discuss course objectives, strategies, and policies; they must come to a formal understanding of the course policies and how they will be implemented. Equally important is that the coordinating TA understands the educational motivation for particular implementation strategies.

Along with the clarification of policies must come a delineation of decision-making authority and responsibility of the coordinating TA; it must be determined under what circumstances the coordinating TA must check with the instructor before responding to student requests. Although this may evolve over the semester, guidelines need to be in place before the course begins. Because it is vital that both parties have a clear understanding of the role and responsibilities of the coordinating TA from the outset, written communication should supplement discussions at meetings.

Also in Week Zero, the instructor and coordinating TA must coordinate the duties and responsibilities of the course’s regular TAs. In particular, office hours and lab duties need to be balanced with the individual TAs schedules. As labs and office hours both commence in week one, this needs to be done ahead of time. The division of labor for this task varies among instructors, but it is not uncommon for the coordinating TA to draw up a preliminary schedule which is then refined as necessary by the instructor.

Since the coordinating TA will be responsible for the set-up of the gradebook and will oversee its maintenance, it is strongly recommended that the coordinating TA be registered as a course proxy for the instructor with the Registrar’s Office as soon as the coordinating TA is assigned to the course. This will give the coordinating TA access to the course roster (in both datafile forms) and will enable the coordinating TA to assist in the entering of mid-semester and final grades.

The coordinating TAs workload may not be as evenly dispersed over the course of the semester as that of a regular TA. In addition to the Week Zero workload, other points in the semester will require additional time. In Week Zero or the first week of class, the gradebook will need to be created. Naturally, as students adjust their schedules, some may add or drop the course. In lab courses, some may also change sections. Thus, over the first few weeks the roster will need to be monitored and gradebook adjusted as necessary. The calculation, review with instructor and submission of mid-semester and final grades will create extra work for those two weeks. In addition, the coordinating TA will usually field all student inquiries; the number of these will naturally vary from week to week. Finally, it is important to note that although the 10-12 hour coordinating TA is not required to put in more work than a regular TA assignment in terms of hours, the additional responsibility does come with additional stress to the coordinating TA.
The coordinating TA is not to be considered the boss of the other TAs. Instead, the coordinating TA is a fellow TA who has been given additional responsibilities; in the execution of those responsibilities it will be necessary to request the performance of particular duties from the other TAs. It is expected that all TAs will cooperate with and help each other in the execution of the cumulative task of the group. In the event that the performance of one of the TAs needs to be addressed, that is the responsibility of the instructor and not the role of the coordinating TA.

2.3 Associate Instructor (15+ hours/week)

The Associate Instructor (AI) is placed in a much stronger position than the coordinating TA. The course instructor should generally view the AI as a partner who may make contributions to every aspect of the course, and be given substantial responsibility. The actual details of the additional responsibility is to be worked out between the instructor and AI no later than Week Zero. Given the scope of this responsibility, it is recommended that the AI begin preparation with the faculty instructor as early as possible once the assignment has been made.

The “+” in 15+ hours/week is in recognition that along with this position there may be occasional weeks where the time commitment will be much greater than usual, such as when the AI is lecturing. Aside from these rare situations, the responsibilities should be structured so as to take no more than 15 hours per week.

2.4 Half-Time Assignment (5-6 hours/week)

If the half-time TA is the only TA assigned to a class, they will perform as if it were a regular TA assignment, except that it is expected that the amount of work needed to be performed will not take more than five to six hours per week.

A class may have multiple TAs and also one or more half-time TAs. In this case duties should be spread among the TAs appropriately.

2.5 Lab Assistants (maximum 3 Hours/Week)

Duties of lab assistants are limited to assistance with labs (for lab courses) or holding office hours (for non-lab courses). The lab assistant is expected to attend that portion of the TA meeting which pertains to their assignment, and the course instructor should structure the meeting such that material affecting the lab assistant is discussed as early as possible in the meeting. All necessary preparation time and TA meeting time should be included when computing the weekly duty time, and the total should not exceed the three hour limit. This means that lab assistants will be assigned to cover two labs, or hold two office hours, per week.

For lab courses only, exam proctoring duties may be assigned in a back-up capacity; this means that the lab assistant should be asked to proctor an exam only if there is not
a lab during the week of the exam and the number of other graduate TAs available to proctor is deemed insufficient by the course instructor. This may happen, for example, when one or more of the other TAs are attending class at the time the exam is being administered. In the case of lab assignments, duties for the three-hour TA should cease when the TA exits the lab and should not carry over to recording grades or other duties outside the lab usually associated with the lab “section leader.”

3 TA Duties

The TA is a liaison provided to bridge the gap between students and the instructor. This section contains details on the usual duties a TA may be assigned in fulfillment of that role. In addition to the tasks listed below, all TAs have the responsibility to work with the faculty course instructor and their fellow TAs to create and maintain an optimal cooperative work environment.

**Regular TA and Half-Time Assignment Duties:**

Please note that international students who are in the ICC's ITA test category 3 are not allowed to conduct review sessions; international students in ITA test category 4 are not allowed to conduct office hours or review sessions, attend labs, proctor exams, or collect/return homework.

- **Attend weekly TA meeting**—Every TA is expected to meet with the course instructor weekly to prepare for the coming week and review any problems. In a course with multiple TAs this will be a regular scheduled meeting; when there is only one course TA, this will be more informal as per the preference of the instructor. The TA should come prepared to discuss whatever is necessary (homework, labs, exam proctoring, etc) and should bring all required materials.

- **Grade homework and exams**—Grading is often the largest responsibility of the TA, and comes in many forms. Whether grading an exam or homework, the TA has a responsibility to the students and the instructor to provide fair, accurate and consistent grading and to provide useful comments to the students which are complementary to the formal solutions.

  When there is only a single TA for the course, grading will be done per the directions of the faculty course instructor. This may include composing a grading guideline (dispersion of points/problem) and/or the composition of solutions (see below).

  Multiple TA courses will vary in the dispersion of grading. When grading by problem (i.e. one TA grades the same problem for all students) the TA may be required to compose their own grading guidelines for the problems they grade. When grading by section, a grading guideline should be provided by the coordinating TA or instructor and should be carefully followed in the interest of consistency. With either method, the TA should be sure they understand the motivation behind why the problem was
assigned on the homework/placed on the the exam. Questions about this should be brought up in the TA meeting or otherwise directly to the instructor.

In multiple TA courses, the regular TA should defer to the coordinating TA or instructor regarding the disposition of late homeworks in order to maintain the consistent administration of course policy.

Also in multiple TA courses, the graduate TA may find themselves paired with an undergraduate grader in grading team. In these cases, the graduate TA should provide whatever guidance is necessary to the undergraduate grader for an efficient and fair administration of the course grading policies.

- **Conduct office hours**/review sessions—Most regular TAs will be asked to conduct one or more office hours. Usually, a majority of the questions received will be about the current or previous homework, thus, the TA should be aware of the content on these assignments. As with grading, it is also important for office hours to understand the motivation behind why the problem was assigned. To assist here, the TA should receive a copy of the homework solutions as early as possible, since the solutions usually will emphasize the main objective of the problem. Additionally, the TA will also receive questions about the most current lectures and so should be familiar with what material is currently being covered. Again, a natural place to review this is during the TA meeting. When conducting office hours, the TA should keep in mind that the goal is to help the student understand the material, not solve the problem for them.

Currently, a room is available in the Old Student Center (OSC 219) for TAs to hold their office hour(s). It is recommended that this room be utilized, so the TA does not disturb their office-mates. The TA should note that students will arrange their daily schedule around office hours when they plan to attend. Thus, it is vital that the student both be on time and stay for the entire hour (the TA should not leave 45 minutes into the hour if no one is there—often a student’s class schedule will overlap and they cannot make it to the beginning of the office hour). In cases of emergency, the TA should try to find a replacement to cover the office hour for them, or in a worse case scenario, make sure a notice is left for the students.

Upcoming exams will also naturally spur additional questions in office hours. Also, the course instructor may decide to provide an additional review session for the students prior to an exam which would be conducted by one or more of the TAs. Here the TA should be sure to be aware of the content required of the students for the exam.

- **Attend labs**—In courses which contain lab units, the TAs may be assigned to cover one or more lab sessions. The labs will vary by course, but usually the students will receive a lab worksheet at the beginning of the period which they will work through. The primary function of the TA is to assist the student in understanding the material covered in the lab. The TA should keep in mind that the purpose of these labs is to
provide additional instruction via a highly structured lesson. As such, the primary purpose of the TAs presence in the lab is to assist in the learning process, and not to evaluate or judge the student’s current knowledge.

When multiple TAs are assigned to a lab section, there will be appointed a lab section leader. It is the section leader’s responsibility to carry out any administrative functions of the lab. All other TAs and undergraduate lab TAs (if any) should defer to the section leader on administrative and course policy issues. These include carrying out course policy with regard to lab attendance and lateness. The lab section leader should understand course policy with regard to when decisions must be deferred to the coordinating TA or course instructor. (For example, suppose a student in section B shows up for section A’s lab and course policy states that students must attend their own lab section unless pre-approved by the coordinating TA. It is the lab section leader’s responsibility to handle this situation, and all the section leader is to do is to determine if pre-approval was granted and let the student stay or ask them to leave accordingly. Note that in this scenario, the course policy does not allow the lab section leader to make an independent decision about whether the student has a valid reason the attend the other section; a different instructor’s course policy may allow such as decision.) Such course policies are put in place for the consistent and fair treatment of a large number of students. The other TAs should assist the lab section leader with the collection of necessary lab materials (such as cover sheets) and the dispersion/collection of homework if either is being done during the lab period. If undergraduate lab TAs are assigned to help cover the lab, the graduate TAs should provide guidance as necessary. Also, it is the responsibility of the lab TAs and the lab section leader in particular to advise the course instructor of any problem occurring during the lab session as soon as possible. For instance, if there is a problem with the lab instructions, or if an undergraduate lab assistant is late, the course instructor should be notified.

When the lab is to be carried out with the aid of a computer, the TA should review it on the computer; problems with the lab instructions can be highly disruptive and actually trying the lab on the computer will help eliminate them, as well as enable the TA to answer instructional questions more efficiently during the lab.

Each lab will be reviewed in the TA meeting prior to that lab’s administration. The TA should be furnished with a copy of the lab with enough time to review the lab prior to the TA meeting. It is then the TAs responsibility to review the lab prior to the meeting and be ready to discuss necessary items. Reviewing the lab has three goals: (i) to eliminate any problems with the content of the lab, (ii) to eliminate any problems with the lab instructions and (iii) to ensure that the TA understands the lab’s objectives.

- **Proctor exams**—A TA may be expected to or asked to proctor an exam. When proctoring, the TA should be furnished a copy of the exam in advance in order to review the content, so that they may be familiar with the questions and clarify any
confusing points ahead of time. In addition, the instructor may ask for feedback regarding the exam, as a review of the difficulty level and content.

When proctoring, it is important to understand when it is appropriate to answer a student’s question during an exam. The student is responsible for a particular body of material for the exam and answering a question about that body of material may undermine the intent of the question and/or provide that student with unfair advantage. The TA should clarify with the instructor what is and is not appropriate/allowed to be answered prior to the exam if necessary. Additionally, during the exam the TAs should share the questions asked of them and the responses given, so that no student receives an unfair advantage because TA $X$ answered a question that TA $Y$ did not.

- **Maintain the gradebook**—When there is a single TA assigned to the course, that TA will both create (see below) and maintain the gradebook. When there are multiple TAs assigned to the course, one or more of them will maintain the gradebook. Maintaining the gradebook includes recording all grades and making sure the gradebook is consistent with the course roster.

In lab courses with multiple sections, the gradebook is kept in sections which match the lab sections. Often, the lab section leader will also keep the gradebook for that section.

- **Collect and return homework**—A TA may be responsible for the collection/return of homework. This may occur in lab or at the beginning/end of lecture. Often, security measures will be put in place to avoid lost homework and false student claims that an assignment was turned in. For example, the TA may be asked to count and record the number of homework papers collected.

- **Execute course policy under course instructor’s direction**—Every course has mechanisms put in place by the instructor in order for the semester to run smoothly. Every TA is expected to faithfully carry out these policies. The TA also has the responsibility to let the instructor know when a policy is not working as planned.

- **Coordinate with other TAs, coordinating TA and undergraduate graders as needed**—In larger courses several TAs will be working towards the common goal of efficiently dispensing with all that courses TA duties. Every TA is this situation has a responsibility to all the others to diligently perform their assigned duties, cooperate with the coordinating TA and their fellow TAs and to help the other TAs whenever necessary.

- In addition to the usual duties described above, other duties may occasionally be assigned. All courses are unique and the needs of an individual course may even differ in successive offerings. Furthermore, faculty will differ in what they require of
their TAs. Examples of other duties include the creation of solutions (as described below) and occasionally attending lecture.

*Coordinating TA (10-12 hours/week) Duties:*

- **Carry out duties selected by the course instructor from those listed in the Regular TA category**—as described above.

- **Assist in preparation of and help run weekly TA meeting**—The coordinating TA may be asked to assist with the organizational and administrative structure of the meeting. The coordinating TA should meet with the instructor if necessary prior to the meeting to prepare.

- **Create gradebook**—At the beginning of the semester, a gradebook is to be established in accordance with the needs and instructions of the faculty course instructor. This is more easily accomplished if the coordinating TA is established as a course proxy with the HUB, so that the coordinating TA has direct access to the course roster. The roster is available in two formats (the datafile, which is comma delimited and the roster, which is displayed in columns) and depending on how the gradebook is set up, either may be preferred (e.g. for the S-plus based gradebook written by Tom Nichols, the datafile is easier to work with). Note that the datafile is not available the entire semester.

- **Assign gradebook duties and maintain gradebook/roster**—Once the gradebook is established, it must be determined which TA(s) will record the grades. The coordinating TA may be asked to help make these assignments. Additionally, the roster will need to be closely monitored up to the add/drop deadline as students will often change their registered course load early in the semester, adding and dropping and changing course lab sections. This occurs, for example, when students get into a class for which they were originally wait-listed and need to resolve schedule conflicts/overload. The coordinating TA should expect several roster changes early in the semester, and so may want to delay in the creation of the gradebook until it is needed, to avoid as many corrections as possible.

- **Assist in the assignment/coordination of lab duties**—During Week Zero (see Section 2.2) the coordinating TA might be asked to assist in the instructor’s task of the assignment and coordination of lab duties among the course TAs and undergraduate lab assistants (if any). Here the challenge is to coordinate between the available schedules of those who will be assigned lab duty and the scheduled lab periods. Naturally, the overall even assignment of TA workload must also be considered here.

- **Meet with course instructor regularly (starting the week prior to the first day of class)** to clarify course policy, to attend to any administrative and
organizational needs that may arise, and to understand key pedagogical issues—All coordinating TAs should have frequent meetings (other than the regular TA meeting) with the instructor. Section 2.2 provides more detail on the scope and content of these meetings, which will vary with the individual faculty members and the amount of authority and responsibility granted to the coordinating TA.

- **Execute course policy under course instructor’s direction**—with any course, it is crucial that all students are treated fairly. When course enrollment is large, equitable treatment is a greater challenge. Thus, it is crucial that the course policies on homework, labs, etc., be well thought out and consistently enforced. Responsibility for the diligent enforcement of these policies will often fall to the coordinating TA. Failure to consistently apply the policy could ultimately lead to complications and additional work for the faculty course instructor.

- **Calculate mid-semester and final grades**—With the coordinating TAs easy access to the gradebook, it is natural for the coordinating TA to be asked to calculate mid-semester or final grades as per the grading mechanisms set forth in the syllabus. The coordinating TA should keep in mind that rarely should this mean starting from scratch. Prior coordinating TAs have developed and refined functions in S-plus for the calculation of grades in these courses. The coordinating TA should consult prior coordinating TAs for the course for access to these. Future iterations of gradebook programs may also include such a function.

- **Create grading solutions and/or guidelines**—For a class with high enrollment, it is recommended that the solutions be written using \LaTeX for future use. When grading is being done by section, so that multiple graders are grading the same questions, the coordinating TA is often given the task of creating grading guidelines to increase consistency across graders. It is recommended that the coordinating TA first review (or fully grade) several student papers (roughly 15) to acquire an idea of what typical mistakes might be made. The concern of consistency across graders may be eliminated by assigning the grading such that a single grader grades each question. This will require additional monitoring by the coordinating TA to make sure an efficient handling occurs, so that the papers are still returned to the students in a timely manner.

- **Assist with instructor’s administrative duties**—Other administrative duties, not previously described above, may also be occasionally assigned to the coordinating TA. For example, the university monitors the progress of minority students; occasionally, this will require forms reflecting the grades of various minority students in the class to be forwarded to the proper entity. The coordinating TA may be called upon to execute these forms.

- In addition to the usual duties described above, other duties may occasionally be assigned. All courses are unique and the needs of an individual course may even
differ in successive offerings. Furthermore, faculty will differ in what they require of their coordinating TAs. Examples of other duties the coordinating TA may be asked to fulfill include fielding student inquiries (as described below) and assisting the instructor in the submission of grades.

**Associate Instructor (15+ hours/week) Duties:**

- **Carry out duties selected by the course instructor from those listed in the Regular TA or Coordinating TA categories**—as described above.

- **Field student inquiries, including questions about grading, labs and course procedure**—One of the most important ways the AI can help reduce the burden of the faculty course instructor is by handling student inquiries. One common type of inquiry involves the grading of a homework assignment or exam question. Usually, the AI will field all these inquiries and answer them in a consistent manner, consulting the instructor only for guidance on the enforcement of course policy or for matters that the policy does not address, although this may vary for individual classes.

Other common inquiries to which the TA will typically respond have to do with lab and late homework policy. Typically, the instructor will ask the class to direct any inquiries regarding an exception in homework or lab policy (e.g. asking to attend another lab section) to the AI. The AI will then consistently respond to these inquiries in accordance with the policies set forth by the faculty course instructor, consulting the instructor only for guidance or for matters that the policy does not address.

It is recommended that if any of the above duties are given to the AI, that any inquiry sent to the instructor which is not of an unusual nature be directed to the AI for a response, in the interests of consistency and the preservation of the granted authority.

With the fielding of student inquiries, the AI may end up spending hours responding to a large volume of e-mail. The instructor should be careful to instruct the class as to when it is acceptable to e-mail the AI (past rules have included, for example, that the student should consult the syllabus and course web-site for an answer before bothering the AI).

- **Attend regular meetings with the course instructor to discuss pedagogical issues and all aspects of course implementation**—Recent and upcoming lectures will be used as natural reference points for the discussion of teaching strategies. The goal of the meetings is for the AI to gain a better understanding of how to best reach students under different classroom environments (with emphasis on large lecture classes).
• **Give one or two of the course lectures**—As part of the educational experience, the AI shall have the opportunity to give one or two of the course lectures. The faculty instructor may observe the lecture(s) and provide constructive feedback. Alternatively, the faculty instructor may find it useful to have the AI lecture at a time when the instructor has a conflicting commitment (such as attending a conference). Due to the time consuming nature of preparing the lecture, strong consideration should be given to the AI’s schedule and other obligations before lecturing duties are assigned. Ideally, the faculty instructor and AI would jointly plan a time that is good for the AI to lecture.

**Lab Assistant (maximum of 3 hours/week) Duties:**

• **Attend labs**—A maximum of two lab assignments (as described in Section 2.5). Lab section leader duties may be assigned, so long as they do not carry-over outside the lab classroom (e.g. the lab assistant may be designated to enforce lab policy during the lab and return homework and exams, but responsibility for the collection of cover sheets or homework should fall to a full time TA). It is noted that on occasion, the lab assistant, in the capacity of lab section leader, may need to have a brief (i.e. less than 5 minute) conversation with the instructor to advise of a problem which occurred during the lab. Whenever possible, such notice to the instructor should be handled by a full time TA.

• **Hold office hour(s)**—non-lab courses only. A maximum of two office hours a week shall be assigned (as described in Section 2.5).

• **Serve as back-up proctor for exams**—lab courses only, as described above and in Section 2.5.

• **Attend portion of TA meeting necessary to carry out above**—as described above and in Section 2.5.