

## Comparison of Student Course Support Roles

Role	Duties	Limits	Faculty responsibilities	Hours	Training
Teaching Fellow	(Graduate students only) May lead sections or laboratories, which can include designing a lesson plan and providing supplementary instruction; hold office hours and lead review sessions; work one-on-one with students; grade undergraduate work	May not substitute for an absent faculty member, nor are they responsible for preparing course materials, any clerical work associated with the course, or administering examinations. No graduate student may teach a lecture course independently or supervise teaching fellows	Meet weekly with the teaching fellows for that course and observe at least one section of each teaching fellow; preparing their own course materials, including syllabi, papers, essays, lectures, homework assignments, problem sets and examinations, and scoring keys; reserving and printing course materials; obtaining audiovisual equipment; maintaining course websites; managing the distribution of students in sections at the start of the term; recording grades and reporting them at the end of term; administering their own examinations; grading graduate students' examinations and graduate students' coursework that requires qualitative evaluation.	TF Level 10 (6---10 hours per week) or TF Level 20 (15---20 hours per week)	GSAS requires training for all first-time TFs; addresses policies such as Title IX, inclusivity, academic integrity, basic teaching strategies (offered by the CTL each semester)
Undergraduate Learning Assistant	(Undergraduate students only) May hold office hours, lead review sessions, and work one-on-one with students. They are permitted to grade student work, although the expectation is for "blind" grading—where students' names are hidden from the ULA during grading—and that they grade quantitative assignments. ULAs may grade graduate student work when the faculty member provides them with an answer key, may be asked to attend class	Cannot work as ULAs during reading period and exam week; under no circumstances may ULAs grade essays or perform any type of qualitative assessment; cannot be a ULA for a friend in the course	Same as for TF plus: closely supervise ULA, be involved in ULA training, hold weekly staff meetings, offer guidance for assigned grading duties such as providing a rubric and facilitating blind grading, review ULA grading and must be responsible for calculation and assignment of final grades, observe each ULA at least once per term, either by visiting during the ULA's office hours, or by observing the ULA's discussion section, and offer feedback and suggestions; provide alternative sources of support during reading period and exam week	Up to 12 hours per week	Coordinated in partnership with departments; CTL training required for all first and second time ULAs; covers basic pedagogy and topics such as confidentiality, inclusivity, academic integrity, and Title IX issues
Course-Based Peer Tutor	(Undergraduate students only) May hold office hours and work with students in groups; may work one-on-one with students who need special attention; may be asked to attend class; must keep records and report usage data to the CTL.	Cannot grade work; may elect not to work during reading period	Recruiting students for this role; orienting tutors to course requirements and deadlines; meeting with tutors 2---3 times a term to check in; being available for tutor questions throughout the term; collecting information about students' experience with tutoring.	Up to 10 hours per week	CTL-led training covers basic pedagogy and topics such as confidentiality, inclusivity, academic integrity, and Title IX issues
Grader	(Undergraduate or graduate students) Typically used to evaluate quantitative assignments or other work where grading criteria are more objective (e.g., problem sets, coding assignments, and lab reports)	Typically does not have direct contact with students	Recruiting students for this role	Up to 10 hours per week	None