

Stats Aid Centre Hours (Sidney Smith Hall, Room 1091)

If holding office hours in the Stats Aid Centre (a drop-in help room) is part of your job:

1. **Be reliable!** Show up and be prepared to work with students for the entire time of the schedule. Stats Aid Centre duties are as important as tutorials and your students and course supervisor are depending on you to be there. If you cannot make it, there will surely be people waiting and waiting, growing frustrated, and likely complaining to the departmental office or your course supervisor. If you cannot make it for hours one day, the best approach is to arrange a substitute who is qualified to help your students or swap deal with another TA. Your supervisor will really appreciate you handling it yourself. If not possible, report the problem ASAP to your supervisor. In an emergency (e.g., traffic accident, illness, etc.), call the Statistical Sciences Department office (416-978-3452), and leave a message that you cannot make it so that a note can be posted at the room or a last minute substitute can be made.
2. Spread your time among all of the students present. Encourage them to take turns asking questions. Consider using the blackboard if a number of students appear to have similar questions or difficulties. You are welcome to speak with students in another language if you can and think it would benefit them, *as long as you do not disadvantage any students who do not understand that language*. If not everyone there speaks the same language, you must repeat everything you say/do in English (regardless of who asked the question) so no students will feel excluded.
3. If you do not know the answer to a question, simply say so but tell them you will find out the correct response for next time. Do not say you don't know because you aren't familiar with that and leave them with their question unanswered. Do look it up and come prepared in your next office hours to address the question.

4. Do not just give quick solutions, especially when you are asked about points of theory or about exercise or test problems. Try to lead students towards understanding for themselves by giving a hint and asking them questions (e.g., What is the next step? Why can't we use ____? How do we know we can use this approach?). This way, you support students through the problem solving process.
5. Do NOT answer assignment questions for students before their due dates, nor confirm whether their answers are correct. You can give small hints or work through textbook problems related to the similar topics, but you have to be much less helpful on graded work than you can be on practice problems.