

Academic Advancement Program Math/Sciences Lab 2019-2020 Peer Learning Facilitator (PLF) Application

The Academic Advancement Program (AAP) provides collective learning and counseling services for eligible students. AAP opposes discrimination in all of its forms, including discrimination based on race, ethnicity, gender, sexual orientation, political views, disability, religion, or any other basis prohibited by law. The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: UC Nondiscrimination and Affirmative Action Policy.

Thank you for your interest in applying to be a PLF in the AAP Math and Sciences Lab. Your application is valid for one quarter. Should you remain interested in working beyond the current quarter, please contact the appropriate PLF supervisor each quarter to update your application. (See list below.)

Although new hiring for the academic year takes place at the end of Spring Quarter and the beginning of Fall Quarter, we accept applications at any time during the year. There is a two-step selection process:

1. The PLF supervisor for each discipline makes an initial selection of candidates based on completed written applications (such as the one attached) and a review of each candidate's academic record.
2. The supervisor then contacts the qualified PLFs for an in-person interview. The committee uses the interview to assess candidates' competence in the discipline and relevant courses, PLFs' experience, interpersonal skills, and knowledge of AAP's mission and goals and the objectives of the AAP PLF program. Other factors that may affect hiring include the variety of courses that the candidate can effectively handle, the number of hours that the candidate is available to commit to (relative to student demand) and the number of quarters that he/she will be available to work. **Only those candidates selected for interviews will be informed of the status of their application.** Selected candidates will be notified by phone; unsuccessful candidates will be notified by e-mail.

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Physics	Diana Nielsen	dnielsen97@ucla.edu

******NOTE: If you are not contacted for an interview and/or hired after being interviewed, your application will be kept on file for possible consideration during the academic year. ******

(Please detach and keep for your information.)

PEER LEARNING FACILITATION PHILOSOPHY

AAP fosters excellence, not remediation. AAP provides free, collective learning to AAP students in various courses in its Math/Sciences and Humanities/ Social Sciences Labs. The program does this primarily with the help of undergraduates who are themselves successful upper division students. AAP is not a program that one enters late in the quarter to remedy academic difficulties. Both PLFs and students commit to the program for a quarter, attending all available sessions.

The Peer Learning Facilitators seek to help AAP students assess and develop the reading, writing, quantitative reasoning, and analytical and critical thinking skills necessary for success at the university. They provide students with the intellectual challenge, encouragement, and personal support they need to recognize their own authority as thinkers and learners. PLFs also act as mediators and mentors, helping AAP students deal with the academic expectations at UCLA.

For the most part, the mentors facilitate in small groups. This approach fosters discussion and allows students to listen to, grapple with, and articulate new and different perspectives. It helps students develop the tools necessary for scholarly inquiry and enables them to work collaboratively, to help one another, and to see that they can rely on classmates as well as on teaching assistants and PLFs in the learning process.

Humanities mentors facilitate courses in small groups or one-on-one. These sessions focus on the individual's own expression and understanding. For courses that are composition-based, they treat writing as a process of ongoing revision, teaching students to critically evaluate and edit their own writing.

Sessions allow the PLF to get a close-up look at what skills, experiences, and background knowledge the student brings to the course. Sessions also allow PLFs and students an opportunity to get to know and trust one another.

AAP grounds its pedagogy in the following beliefs:

- 1) To become active and critical thinkers, students must assume responsibility for the learning that occurs in sessions. AAP PLFs do not reproduce the role of the instructor. They supplement instruction by getting students to engage course materials actively, critically, and independently through questioning, dialogue, and debate. PLFs aim to place students at the center of the collective learning session, making them responsible for interpreting materials, questioning concepts, and testing the ideas they encounter in their classes.
- 2) Students recognize their own intellectual authority only in an environment that combines rigorous academic expectations with encouragement, support, and respect. AAP PLFs encourage students to share their experiences and insights freely during sessions; they provide students with constructive feedback that acknowledges the value of the students' ideas and validates their potential as aspiring scholars; they actively challenge students' perceptions and help them appreciate the power and value of their ethnic and socio-economic heritages.

Effective PLFs are intellectual mentors who offer their personal support and their knowledge of campus life. They know how to mediate problems and situations that have roots in distinctly non-academic spheres: in feelings of alienation, anxiety about family expectations, financial pressures, and the like. AAP PLFs provide students with information about campus resources and refer them to the appropriate campus offices.

**ACADEMIC ADVANCEMENT PROGRAM
PEER LEARNING FACILITATOR POSITIONS**

GREAT JOB! GREAT EXPERIENCE! GREAT PAY!

The Academic Advancement Program (AAP), which has historically served underrepresented and low-income students, currently provides peer learning, mentoring, research, and counseling services for all AAP-eligible students.

We are currently accepting applications for a PEER LEARNING FACILITATOR (PLF) Positions for the 2019 -2020 academic year.

JOB DESCRIPTION

- Facilitating student learning sessions individually and in groups
- Attending discipline meetings and working with other Peer Learning Facilitators
- Maximum of 12 hours per week. Pay rates vary from \$15.96 to \$21.42 per hour, depending on student status and type of work

ELIGIBILITY CRITERIA

- Currently enrolled at UCLA
- Excellent interpersonal and communication skills
- Overall G.P.A of 3.0 or higher preferred
- Command of course material as demonstrated by performance in course/s and interview
- Demonstrated sensitivity to multiculturalism and openness to diverse points of view
- Interest in helping other students to develop independent learning skills
- G.P.A of 3.0 in relevant courses required and G.P.A 3.5 preferred
- Commitment to work the whole academic year preferred
- The completion of at least one full undergraduate academic year at UCLA by June 2019 preferred
- Past tutoring/teaching experience and/or experience with AAP, FSP, TSP, or EOP programs preferred
- Understanding of the goals of AAP and the objectives of AAP Peer Learning Unit preferred
- AAP members preferred

SELECTION PROCESS

Applicants will be screened according to eligibility criteria and a selected group will be interviewed, generally by an interview committee. An applicant's previous employment with AAP, student evaluations, and supervisor evaluations will also be considered.

Please include a copy of the most recent (unofficial) undergraduate/graduate transcripts with the application.

Return to Axel Hernandez in 1214 Campbell Hall.

Additional PLF Information

In addition to providing your general information on the previous page, please include the following documentation with your completed application and turn it in to Axel Hernandez in 1214 Campbell Hall.

1. A resume that includes the following:

- a. Your educational background (*high school, community college, current education as a UCLA student*)
- b. Previous/Current employment
- c. Previous/Current volunteer experience
- d. Previous/Current membership in student and professional organizations
- e. Listed honors and awards
- f. Relevant skills

2. A cover letter that addresses the following questions:

- a. Elaborate on your reasons for applying to become an AAP Peer Learning Facilitator (PLF). How does the PLF position relate to your lifetime goals?
- b. What is the purpose of AAP? How can you use the AAP PLF position to advance the philosophy and pedagogy of AAP?
- c. Describe your experience working with multicultural, underserved, and underrepresented communities. How do you relate to these communities? How does the AAP PLF position address the needs of these communities and UCLA students from these communities?

****Note:** This cover letter should be at maximum 2 pages, double spaced, Times New Roman, 1-inch margins, 12-point font. Failure to follow these guidelines will render your application incomplete.

3. Attach an UNOFFICIAL Student Transcript (most recent).

PREVIOUS APPLICABLE EMPLOYMENT

**THIS IS NOT
TO BE RELEASED TO
THE PUBLIC**

Please show a full account of your time from the date of your first academic (or otherwise relevant) employment up the present including any periods when you may not have been employed. Show your most recent position first, followed by prior employment. Indicate part-time appointments and leaves of absence. Show salary or approximate annual earnings in all cases. Please include all previous University California employment. You may attach supplementary information.

DATES MONTH and YEAR	INSTITUTION, FIRM OR ORGANIZATION AND LOCATION	RANK, TITLE OR POSITION	APPROXIMATE HOURLY SALARY
FROM: TO:			

NAME _____

EDUCATION

DATES OF ATTENDANCE	NAME OF SCHOOL, COLLEGE, UNIVERSITY OR HOSPITAL (INTERN & RESIDENT)	LOCATION	MAJOR, SUBJECT OR FIELD	DEGREES OR CERTIFICATES	DATE RECEIVED

Please indicate areas of sub-specialization.

Please list memberships in scholarly societies, civic organizations, etc.

Please list honors or awards.

A. I CERTIFY THAT ALL STATEMENTS THAT I HAVE MADE ON THIS APPLICATION FORM AND ANY SUPPORTING DOCUMENTS I HAVE SUBMITTED WITH THIS APPLICATION ARE TRUE AND COMPLETE TO BE THE BEST OF MY KNOWLEDGE AND BELIEF. IF EMPLOYED, I UNDERSTND THAT ANY FALSE, MISLEADING, OR INCOMPLETE INFORMATION I HAVE SUBMITTED MAY BE CONSIDERED CAUSE FOR EMPLOYMENT TERMINATION.

B. I ACKNOWLEDGE THAT I HAVE READ AND UNDERSTAND THE FOLLOWING INFORMATION:

This PLF position is classified under the “Tutor” status and is an **exempt**, bi-weekly position. If an applicant should have another job on campus concurrent to the PLF/tutor job, a review of the positions for non-exempt or exempt status, appointment percentage and pay cycle, will be conducted to determine whether the **applicant may hold a PLF/tutor position AND another student position for the 2019-2020 academic year** (including but not limited to employment with ASUCLA, Residential Life, Teaching Assistant, etc.) in accordance with applicable personnel policies. **If a PLF would like to be considered for other on-campus positions during the 2019-2020 academic year, they must:**

- 1) make a formal request to their PLF Supervisor**
- 2) receive written approval from their respective Lab Coordinator.**

If there are any questions regarding an applicant’s current employment classification status, the applicant should contact their position’s corresponding Human Resource Department.

Print Name: _____

Signature _____ **Date** _____