

**Academic Advancement Program  
Peer Learning Unit  
Peer Learning Facilitator (PLF) Position**

**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. 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.

**Director:**

Ifeoma Amah  
1101B Campbell Hall  
(310) 206-2659 ([iamah@college.ucla.edu](mailto:iamah@college.ucla.edu))

**Math & Sciences Lab Coordinator:**

Emmanuel Owaka  
1201B Campbell Hall  
(310) 206-9618 ([eowaka@college.ucla.edu](mailto:eowaka@college.ucla.edu))

**Humanities & Social Sciences Lab Coordinator:**

Bianca Muonekwu  
1112A Campbell Hall  
(310) 794-5093 ([bmuonekwu@college.ucla.edu](mailto:bmuonekwu@college.ucla.edu))

<p><b>Math &amp; Sciences Lab Supervisors:</b> Office: 1201C Campbell Hall</p> <p><b>Chemistry email:</b> <a href="mailto:aap.chemistry.supervisors@gmail.com">aap.chemistry.supervisors@gmail.com</a></p> <p><b>ESCP email:</b> <a href="mailto:aap.escp@gmail.com">aap.escp@gmail.com</a></p> <p><b>Life Science email:</b> <a href="mailto:aap.lifesciences@gmail.com">aap.lifesciences@gmail.com</a></p> <p><b>Physics email:</b> <a href="mailto:Aap.physicssupervisors@gmail.com">Aap.physicssupervisors@gmail.com</a></p> <p><b>Math email:</b> <a href="mailto:aapmathsupervisor@gmail.com">aapmathsupervisor@gmail.com</a></p>	<p><b>Humanities &amp; Social Sciences Lab Supervisors:</b> Office: 1201C Campbell Hall</p> <p><b>Economics/ Management email:</b> <a href="mailto:alejandro.lopez@ucla.edu">alejandro.lopez@ucla.edu</a></p> <p><b>English Composition email:</b> <a href="mailto:prietojavier2016@gmail.com">prietojavier2016@gmail.com</a></p> <p><b>Humanities email:</b> <a href="mailto:manderson68@g.ucla.edu">manderson68@g.ucla.edu</a></p> <p><b>Psychology email:</b> <a href="mailto:a.shambayate@ucla.edu">a.shambayate@ucla.edu</a></p> <p><b>Social Sciences email:</b> <a href="mailto:aap.socialsciences@gmail.com">aap.socialsciences@gmail.com</a></p>
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**\*\*\*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. \*\*\*\*\***

# **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 composition courses almost exclusively one-on-one and focus on the individual's own expression and understanding. 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. Trained in crisis intervention, AAP PLFs provide students with information about campus resources and refer them to the appropriate campus offices.