2016-17 Peer Learning Facilitator (PLF) Position

Thank you for your interest in joining the Athletics Peer Learning Lab as part of our staff. We offer UCLA undergraduate student-athletes the opportunity to improve their learning skills and work closely with peers in an academic environment.

**PLF Job Description:**
- Utilize academic expertise and strategies developed through PLF trainings to facilitate course-specific learning assistance for UCLA student-athletes that promotes an interactive learning environment, life-long learning habits, goal setting, teamwork, leadership, and character.
- Adjust strategies for different types of students, subjects, and sessions.
- Help educate students about their responsibilities in peer learning and maintain a positive learning environment in sessions.
- Learn and follow all lab policies, University standards of academic integrity, applicable NCAA Bylaws, and confidentiality requirements.
- Maintain a regular schedule of recurring weekly peer learning sessions as assigned each quarter based on course history, availability, and lab needs.
- Incorporate lab resources to prepare activities before each session to address students’ learning needs.
- Carry out all administrative protocols during each work shift to ensure the smooth operation of the lab.
- Participate in all mandatory initial and ongoing peer learning training activities.
- Prepare accurate and on-time reports, timesheets, evaluations, and other lab forms.

**Salary:**
$14.46 per hour for individual sessions, trainings, preparation, and reporting activities.
$19.40 per hour for group sessions.

**Commonly Offered Courses:**
- Af Amer/Afro-Am M5, 6
- Ancient Near East 10W
- Anthropology 7, 8, 9, 12, 33
- Art History 50, 54, 55A
- Astronomy 3, 4, 5
- Atmospheric & Oceanic Sciences 1, 2, 3
- Chemistry 14A, 14B, 14BL, 14C, 14CL, 20A
- Chicana & Chicano Studies 10A, 10B
- Classics 10, 20, 30
- Communication Studies 10
- Computing 10A
- Desma 8
- Earth & Planetary Sciences/Earth & Space
- Sciences 1, 7, 8, 9, 10, 15, 16, 17
- Economics 1, 2, 11, 41, 101, 102, 103
- English 4W, 10, 85
- English Composition A, 2, 2i, 3, ESL 35
- Ethnomusicology 50A, 50B
- French 1, 2, 3, 4, 5, 6
- Gender Studies/Women’s Studies 10, 102, 103, 104
- Geography 1, 2, 3, 4, 5, 6
- German 56, 59
- Global Studies 1
- Italian 42A, 42C
- Life Sciences 1, 2, 3, 4, 15, 23L, 30A, 30B
- Linguistics 1, 20
- Management 1A, 1B
- Math 1, 2, 3A, 3B, 3C, 31A, 31B
- MCDB 40, 50, 60
- Music 15
- Music History 5
- Philosophy 7, 22, 22w, 31
- Physics 1A, 1B, 1C, 6A, 6B, 6C, 10
- Physiological Science 5
- Political Science 6, 10, 20, 30, 40, 50
- Psychology 10, 15, 100A, 100B
- Religion 11
- Scandinavian 50W
- Sociology 1, M5, 20, 101, 102, 113, M162, M165, 173, M174.
- Spanish 1, 2, 3, 4, 5, 6
- Statistics 10, 13, 112
- World Arts & Cultures 22

Priority consideration given to applications submitted by midnight on Friday, March 11, 2016
Submit in person at 237 Covel Commons
**After-hours drop-box available**

For more information about the PLF position or program, please visit our website:
http://www.uclabruins.com/ViewArticle.dbml?&DB_OEM_ID=30500&ATCLID=208272552
Department of Intercollegiate Athletics

ATHLETICS PEER LEARNING LAB (APLL)

Phone: (310) 206-7526    Email: APLL@Athletics.ucla.edu

2016-17 PLF Application Information

Selection Criteria:
The Athletics Peer Learning Lab seeks to hire PLFs with diverse backgrounds, interests, and interpersonal qualities, with an additional emphasis on identifying applicants whose course interests best match the projected needs for the next academic cycle and can work for the entire 2016-17 academic year. Once we receive and review completed applications, we will contact selected applicants to schedule an interview. Interviews are held until all positions have been filled.

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, national origin, sexual orientation, gender identity, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: UC Nondiscrimination & Affirmative Action Policy (http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct).

Job Requirements:
• Registered undergraduate at UCLA in Fall 2016.
• Overall GPA of at least 3.25.
• Commitment to work the entire 2016-17 academic year (Fall, Winter and Spring quarter).
• Commitment to attend the entire initial training on Monday, 9/19/16, Tuesday, 9/20/16 and Wednesday, 9/21/16 from 10:00 am – 6:00 pm., as well as ongoing trainings scheduled each quarter.
• Commitment to maintain a regular work schedule and facilitate weekly peer learning sessions from Weeks 2 – 10 each quarter during lab hours: Mondays – Thursdays between 5:30 pm – 9:30 pm.
• Willingness to provide all types of peer learning offered through the labs as assigned, including facilitating group, individual, and/or drop-in appointments and working with the diverse students served by the Athletics Peer Learning Lab.
• Commitment to work a minimum of six hours per week.

Application Components (must be submitted together):
___ 1. Application (pgs. 3-4) for Peer Learning Facilitator (PLF) Position, including:
   A. Applicant Information
   B. Course Interests
   C. Resume (attach)
   D. Responses to Short Answer Questions (attach)
   E. Confirmation of Eligibility
   F. Signature and Academic Record Release

___ 2. Instructor Recommendation Form (pg. 5) attached in a sealed, signed envelope.
The faculty member or teaching assistant from whom you request a recommendation should be familiar with your capacity for critical thinking and your interpersonal abilities. Please assure your recommender that brief comments on the provided form will be sufficient for this application. The recommender should attach a letter only if that is more convenient for him/her.

___ 3. (Optional) Supplemental Application – Composition (pg. 6)
   If you would like to be considered for a position facilitating writing-specific courses such as English Composition, Writing I, or Writing II courses, you must fill out a Supplement Application for Composition in addition to this application.

Priority consideration given to applications submitted by midnight on Friday, March 11, 2016
Submit in person at 237 Covel Commons
**After-hours drop-box available**
# 2016-17 Application for Peer Learning Facilitator (PLF) Position

## A. APPLICANT INFORMATION

<table>
<thead>
<tr>
<th>Last Name, First Name</th>
<th>Student ID#</th>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Email:</th>
<th>Major/Minor(s):</th>
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<tr>
<th>Mailing Address:</th>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
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<tr>
<th>Quarter/year you began at UCLA:</th>
<th>Quarter/year you plan to graduate:</th>
<th>Will you be competing as a UCLA student-athlete in 2016-17? If so, please list sport:</th>
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Please circle - Quarters you are available to work: Summer A 2016  Summer C 2016  Fall 2016  Winter 2017  Spring 2017

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<tr>
<th>How did you hear about this position?</th>
<th>Have you previously applied for this position? If yes, when did you apply (term/year)?</th>
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</table>

## B. COURSE INTERESTS

Please list below all “Commonly Offered” courses you have taken at UCLA - reference page 1. Please do not list courses that are currently in progress or courses taken at another institution.

<table>
<thead>
<tr>
<th>Courses (e.g. History 1A, Psychology 100A, etc.)</th>
<th>Instructor with whom you took the course</th>
<th>Quarter/Year Taken</th>
<th>Grade Received</th>
</tr>
</thead>
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### FOR STAFF USE ONLY:

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<thead>
<tr>
<th>ST:</th>
<th>APP RCVD:</th>
<th>Initial:</th>
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<tr>
<td>APS:</td>
<td>INS:</td>
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</table>
C. RESUME

Please attach a resume. Feel free to include paid and/or volunteer work experiences, as well as academic or extracurricular activities, achievements, or interests.

D. SHORT ANSWER QUESTIONS

Please write and attach a brief response to each of the following questions:
1. Reflecting on any prior work experiences, what do you see as your strengths and areas for growth as an employee?
2. Describe your most challenging class at UCLA. What made it challenging and how did you handle it?
3. Compare and contrast your most frustrating and your most rewarding group work experiences (e.g., when working in a group for a class assignment, another job, an extracurricular activity, etc.)
4. You get hired at the Athletics Peer Learning Lab and your close friends are very excited that you are working here. They frequently ask what teams you work with and what the student-athletes are like. How would you respond and why would you respond in that way?
5. What are your academic and extracurricular commitments, plans and goals for the 2016-17 academic year?

E. CONFIRMATION OF ELIGIBILITY

Please confirm that you meet the job requirements for this position with your initials on the lines below:
___ I read the 2016-17 Peer Learning Facilitator (PLF) Position Frequently Asked Questions.
___ I will be a registered undergraduate at UCLA in Fall 2016.
___ I can commit to work the entire 2016-17 academic year (Fall, Winter and Spring quarter).
___ I have an overall GPA of at least 3.25 (Please list GPA here: ____________)
___ I can attend the entire mandatory initial training on Monday, 9/19/16, Tuesday, 9/20/16 and Wednesday, 9/21/16 from 10:00 am – 6:00 pm., as well as attend mandatory ongoing trainings scheduled each quarter.
___ I can commit to maintaining a regular work schedule and facilitating weekly peer learning sessions from Weeks 2 – 10 each quarter during lab hours: Mondays – Thursdays between 5:30 pm – 9:30 pm.
___ I am willing to provide all types of peer learning offered through the labs as assigned, including facilitating group, individual, and/or drop-in appointments and working with the diverse students served by the Athletics Peer Learning Lab.
___ I can commit to work a minimum of six hours per week.

F. SIGNATURE AND ACADEMIC RECORD RELEASE

I certify, under penalty of perjury, that all of the information I have provided in the application and the supplementary materials are true and accurate to the best of my knowledge, and all statements are my own. I also hereby authorize members of the selection committee to review and verify my academic records. If selected for this position, I understand that any false, misleading, or incomplete information I have submitted may be considered cause for termination. I also voluntarily waive my right to the privacy of my academic records and give APLL staff permission to review my academic standing on a quarterly basis as long as I work as a peer learning facilitator.

Your Signature: __________________________________________ Date: ________________
2016-17 Application for Peer Learning Facilitator (PLF) Position
Instructor Recommendation Form

Thank you for taking the time to recommend a student for a peer learning facilitator (PLF) position. We value your candid appraisal of the applicant’s ability to facilitate learning assistance for UCLA undergraduates.

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Department:</th>
<th>Instructor Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Student UID#:</td>
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</table>

**PLF Job Description:**
- Utilize academic expertise and strategies developed through PLF trainings to facilitate course-specific learning assistance for UCLA student-athletes that promotes an interactive learning environment, life-long learning habits, goal setting, teamwork, leadership, and character.
- Adjust strategies for different types of students, subjects, and sessions.
- Help educate students about their responsibilities in peer learning and maintain a positive learning environment in sessions.
- Learn and follow all lab policies, University standards of academic integrity, applicable NCAA Bylaws, and confidentiality requirements.
- Maintain a regular schedule of recurring weekly peer learning sessions as assigned each quarter based on course history, availability, and lab needs.
- Incorporate lab resources to prepare activities before each session to address students’ learning needs.
- Carry out all administrative protocols during each work shift to ensure the smooth operation of the lab.
- Report attendance and individualized comments for each student after every peer learning appointment.
- Participate in all mandatory initial and ongoing peer learning training activities.
- Prepare accurate and on-time reports, timesheets, evaluations, and other lab forms.

**Recommendation Instructions:**
Keeping in mind the job description above, please tell us the areas where you believe this student will succeed in this role and note any areas where you anticipate they might struggle. Feel free to write on the reverse or attach a short recommendation.

Once completed, please return your recommendation to the applicant in a **sealed, signed envelope**.

For more information about the PLF position or program, please visit our website:
http://www.uclabruins.com/ViewArticle.dbml?&DB_OEM_ID=30500&ATCLID=208272552
(This page is intentionally blank - to be used for instructor’s comments if the application is printed double-sided)
Additional Job Requirements for Composition PLFs

- Facilitate peer learning sessions that address students’ academic writing concerns.
- Commit to facilitating a minimum of three (3) weekly composition sessions every quarter during employment, in addition to other assigned subject-specific sessions.
- Attend all mandatory additional training activities for Composition PLFs.

Application Instructions for Composition Supplement:
1. Attach two samples of your academic writing (one copy of each).
2. Attach a brief statement explaining why you selected these two papers for your application. Then, pick one and describe your writing process for that paper from beginning to final draft.
3. Review the student writing sample below and then attach your written response to the following questions: What are the highest priority concerns in this paper and how would you suggest the student revise them?

Writing Prompt: Using the narrative patterns, themes, conventions, etc. associated with the 1940’s screwball comedy genre (which differs from a traditional romantic comedy), argue that the film(s) indeed fulfill(s) the genre requirements of a screwball. Assume the reader has seen the film(s) and avoid merely writing a plot summary of the film. Use details from the film to support your ideas. What genre conventions remain? Which have been discarded or subverted? Do these changes hurt or help it as a successful comedy? Be certain your essay has a thesis with a point of view to argue rather than merely be a “book/movie” report.

In all of the films the non-heroes live up to the role that they play, with the women dominating the men, and the men being completely helpless in their lack of control. In these comedies of the 1940’s, there are handsome, strong men who are the head of the house, yet it is actually the women who have all the control. As Gehring states, “That is, the woman leads the charge while the male holds back” (Gehring 34). In addition, both men and women display values that the audience would not conform to, which is what makes screwball comedies different from your typical romantic comedies. These antihero roles present in screwball comedies from the 1940’s can be found in today’s films where a character does not conform to the values of the audience or is completely helpless in a situation.

In the movie “His Girl Friday” Walter Burns finds out that his ex-wife Hidy is about to get married to Bruce. For example, he gets Bruce arrested, and Walter sends an attractive person down to get Bruce in trouble. Another example of this type of anti-hero is in the movie, “Libeled Lady”, when Warren Haggerty gets sued by Myrna Loy for falsely accusing her of breaking up a marriage putting it into the papers. Also in the movie, William Powell is the anti hero because he tricks Myrna Loy into falling in love with him, so that he could try to get her to drop the charges. This makes him an anti hero because he is making her fall in love with him to make her drop the charges.

In the movie “My Favorite Wife,” Nick Arden is the antihero because he is completely helpless and has no control over his life. For example, he did not know that his wife was alive after being shipwrecked seven years ago, so he went off and married. He is completely helpless in this situation because he has no idea that his wife was alive. In “My Favorite Wife” Nick Arden becomes the anti hero when he arrives back home with his new wife, to find out that his ex wife is there waiting on him pretending as if she is an old friend. When he walks in the door to find his new wife there he had a look of shock and disbelief on his face. He possesses the qualities of an anti hero because he is in a situation with two women and has no control over what is going on. He is at the mercy of both of these women.

As Gehring states, “More often than not, the screwball comedy male must suffer a ritualistic humiliation of the hands of the zany heroine and/or the plot itself.” (Gehring, 2) Typically the way that the woman acts make it seem as if the man is weak has no control over what is going on in the situation.
2016-17 Peer Learning Facilitator (PLF) Position
Frequently Asked Questions

What’s a PLF? How is it different than “tutoring”?  
That is an excellent question! “PLF” stands for peer learning facilitator. Peer learning is both similar to and different than tutoring. “Peer learning” emphasizes the idea that PLFs and students can both learn from each other and values the input of both parties in the learning process equally. Additionally, “facilitators” work collaboratively with students to develop a learning plan, but it is the students who drive and carry out the plan. We will define the PLF role further and discuss effective strategies for sessions during training if you are selected.

Do you require previous experience?  
Previous experience is a great foundation, but it is not required to be selected.

Can a TA write a recommendation for me?  
Yes, but we strongly encourage instructor recommendations if possible.

I’ll be missing a quarter because of study abroad, etc. Can I still work here?  
We seek facilitators who can commit a full academic year to working here and hiring preference will be given accordingly. However, you are still welcome to apply.

How do I schedule an interview?  
Selected applicants will be contacted for interviews throughout spring quarter.

How can I prepare for the interview?  
You will be given instructions when the interview is scheduled.

What should I wear to the interview?  
Please dress as you would for any other job interview.

When will I hear back about hiring decisions?  
Our selection process typically takes the entirety of spring quarter and we aim to make all hiring decisions no later than the end of spring quarter.

How big are my sessions going to be?  
We offer individual and small group learning assistance, typically ranging from 1 – 8 students per sessions.

What types of sessions will I have?  
All facilitators are assigned to subject-based sessions tied directly to a specific UCLA course. In addition, facilitators may apply to be a composition facilitator. Please see the supplemental composition application (optional) for more information.

Do I need to have taken a class to facilitate it?  
We only assign facilitators to subject-based sessions for courses they have previously taken here at UCLA. We will not assign facilitators to subject sessions for courses transferred in from another institution. However, facilitators may facilitate composition sessions even if they have not taken a Writing I and/or Writing II course at UCLA. Please see the supplemental composition application (optional) for more information.
How are courses assigned?
There are a variety of factors used to assign courses each quarter, such as: facilitator’s course history and availability, student-athlete learning needs, team practice and athletic competition travel schedules, staff recommendations and lab needs.

How many classes will I facilitate?
PLF’s class assignments will vary from quarter to quarter. Generally, one class translates to about 2-3 hours of work per week. Most facilitators are assigned a minimum of 2 or 3 classes each quarter.

How many hours can I expect to work?
PLFs agree to work a minimum of six hours per week. Your work hours will vary based on which classes you are asked to facilitate and how many sessions you have for those classes. We take your hour requests into consideration when scheduling assignments.

What time are sessions usually scheduled?
Regular lab hours are Mondays – Thursdays between 5:30 pm and 9:30 pm.

How are work schedules determined?
Work schedules are set each quarter based on the combined availabilities of the facilitator, students, and peer learning space. Facilitators must submit availability to work on three days per week and on three time slots per day (e.g. 6:30pm, 7:30pm, and 8:30pm).

Do sessions continue during midterms or finals week?
Sessions are held weeks 2 – 10 and facilitators are expected to show up to the sessions at the regular weekly meeting times as scheduled, even during busy midterm and end of quarter exams.

What if I have to miss for medical school interviews, etc.?
We request that facilitators plan ahead if they expect to be interviewing and schedule sessions on days of the week when they won’t be traveling frequently.

I only want to facilitate individual sessions. Is that possible?
It is not possible to request to only facilitate individual sessions. However, most composition sessions are one-on-one.

Where do sessions take place?
At the Athletics Peer Learning Lab (APLL) on the 2nd floor of Covel Commons.

How do facilitators prepare for the sessions?
Facilitators are paid additional time to prepare for their sessions, which may include activities such as creating session plans or worksheets, meeting with the professor or other peer learning staff, reviewing course readings or notes, attending portions of lecture, etc. During trainings, we will discuss how to best use the allotted time to prepare.

What sort of training do you provide?
We conduct intensive orientation training at the beginning of each school year and a wide variety of additional ongoing training activities throughout each quarter. All trainings are mandatory. Specific dates and mandatory training requirements will be noted in your offer letter if you are selected. PLFs are paid for mandatory training.

Are there opportunities for advancement?
Yes, we have additional leadership opportunities available for continuing PLFs who wish to become PLF Supervisors.

What’s it like to work with student-athletes?
The students we work with are as diverse and varied as any other group of individuals, so we will talk a lot about how to work with all types of students at orientation training in the fall.

Other Questions?
Please contact our office by visiting 237 Covel Commons, sending an email to APLL@athletics.ucla.edu or calling (310) 206-7526