



LEARNING COMMUNITIES

Learning Community EPSY Teaching Assistant Role Description & Expectations

Learning Communities provide cohorts of students with opportunities to investigate areas of interest, either based on their major or an interdisciplinary topic, through guided courses and co-curricular activities. Learning Communities develop knowledgeable, responsible, engaged citizens in a culture of inquiry within a learner-centered university. While assisting students with their transition to academic life, they offer a small college feel and a sense of place on a large campus; they promote meaningful and sustained interactions with faculty, staff, and student leaders; and they provide an effective structure for curricular coherence, deeper learning, student success, persistence, and engagement. More than 44 percent of the incoming class participates in a learning community, as well as hundreds of students beyond the first year.

TA Position Description

Note: EPSY Teaching Assistants must be a past Learning Community Floor Mentor.

The Learning Community (LC) EPSY Teaching Assistant (TA) will engage LC Floor Mentors as they navigate their mentoring experience. TAs will act as a resource and positive role model to Floor Mentors and work collaboratively with the other TAs and Instructors to facilitate the learning outcomes of the Floor Mentor EPSY Course. In addition, TAs will utilize consistent verbal and written communication skills to ensure a seamless flow of information between TAs and Instructors and the Floor Mentors, bringing key concerns or themes to the leadership team for consideration and discussion.

TAs will leave the role with...

- A more comprehensive and in-depth understanding of group dynamics and how to foster comradery as the leader of a team
- Improved facilitation and presentation skills
- A deeper understanding of working as part of a team to execute learning outcomes and reach learning goals
- New connections to peers, faculty, and staff

Summer 2022

Each TA will...

- Provide input about Think Tank group formation
- Actively contribute to regular communication to prep for August Training and the fall semester, regularly checking email and group messaging and responding accordingly to begin building a strong community with the group
- Attend, participate in, and in some cases, facilitate sessions during August Training from Monday, August 22-Thursday, August 25 (*tentative dates*)

Fall 2022

Note: TAs will earn 3 credits via their EPSY 3090 course for successfully meeting these expectations. TAs will also be evaluated by their Think Tank members at the end of the fall semester.

Each TA will...

- Attend and contribute to weekly one hour TA Time which will involve important conversations to prep for class and build connection among the TA team and Instructors
- Attend and actively contribute to the weekly two hour Floor Mentor EPSY Class
 - Provide ongoing support, guidance, coaching, and teambuilding among a Think Tank of Floor Mentors through group facilitation in “Think Tank Time”
 - Co-present with the Instructors during at least one class
- Meet individually with each member of their Think Tank at least once in the fall semester and support the Floor Mentors via virtual and in-person communication as-needed and appropriate, sending reminders, check-ins, etc.
- Grade and comment on weekly Floor Mentor logs where the Floor Mentors summarize their mentoring hours for the week and share reactions to their experience
- Provide input on other graded aspects of the Floor Mentor EPSY course
- Submit a personal critical reflection at the end of the semester about their experience as a TA
- Regularly communicate with the Instructors and request individual meeting time for additional support if needed

Spring 2023

- Recruit new TAs from their Think Tanks and have conversations with Floor Mentors about the role, answering questions and encouraging the next group of Floor Mentors to consider the TA opportunity (*could start in November/December 2022*)
- Participate in formal recruitment, interview, and selection activities for new TAs which could include meetings, information sessions, application review, group and individual interviews, and selection conversations
- Participate in and facilitate a transition period for new TAs to get to know the current TA group, their roles, and the expectations
- Continue to support Floor Mentors via monthly gatherings, and individual meetings as requested

There could be other special projects, opportunities, or needs that emerge as part of the TA experience during the course of the year.