

## **UCS 160/161 Undergraduate Teaching Assistant, Academic Enhancement Center 2024/25** **Academic Year Position Description**

*This is a part-time undergraduate student employment position supporting academic skills development of URI undergraduates in all majors.*

**Title:** Undergraduate Teaching Assistant, UCS 160, 161

**Reports to:** UCS 160/161 course coordinator; course section instructor

**Basic function:** Undergraduate Teaching Assistants assist instructors and support students in the one-credit *UCS 160: Success in Higher Education* and *UCS 161: Becoming a More Self-directed Learner* courses

**Compensation:** starts at \$14.00 per hour.

### **Specific duties and responsibilities include:**

- Meet with course instructor at the start of semester and as needed to establish section-specific responsibilities and work expectations and plan your work accordingly
- Attend and actively participate in UCS 160 or 161 class meetings
- Assess and evaluate course homework assignments and provide written feedback to students
- Consult with students in 1-1 meetings to help them better address their individual academic challenges and needs, apply appropriate strategies, and develop skills
- Record class attendance and maintain records of homework evaluations and 1-1 consultations
- Connect students to other campus resources as needed for additional support
- Participate in pre-service and ongoing training activities as assigned
- Plan and facilitate in-class student activities with the support and supervision of the course instructor

### **Competitive candidates will:**

- [Be eligible to work as an undergraduate student](#) for URI
- Demonstrate an awareness of common challenges students face in achieving academic success
- Demonstrate strong planning, organizing, and studying skills
- Be able to model effective academic behaviors and learning mindsets
- Demonstrate an ability to apply solution-focused thinking
- Be able to participate in mandatory pre-service and ongoing trainings
- Demonstrate an awareness of and sensitivity to the challenges students face that relate to intersecting cultural, racial, ethnic, gender-based and religious identities
- Demonstrate understanding of inclusive teaching practices
- Demonstrate awareness of active learning and studying strategies
- Be able to provide supportive feedback to students

### **Preference may be given to candidates who:**

- Have experience as tutors, especially with college students
- Have a GPA of 3.0 or higher
- Have successfully completed the UCS 160 and/or 161 courses with a grade of B+ or higher
- Have completed or are currently enrolled in courses which focus on teaching or cognitive psychology
- Demonstrate understanding of a peer consultant's role in supporting learning

To apply for this position, please [complete the application linked here](#), and upload your resume where indicated. Questions? Contact UCS 160/161 Coordinator David Hayes at davidhayes@uri.edu