

CIVC 101 Teaching Assistant Position Description

Civic engagement is making a difference in the life of individuals and communities through collective, public problem solving. Drexel is committed to becoming “the most civically engaged university in the United States,” encouraging students, staff, and faculty to be responsible members of their local and global communities and to use their skills to make social change on issues affecting our local and global communities. One dimension of Drexel’s commitment is providing academic opportunities to learn about social issues and engage with communities through Community-Based Learning (CBL) courses.

CIVC 101: Introduction to Civic Engagement is meant to be the introductory CBL course—students’ first educational experience in their civic engagement journey at Drexel. The curriculum, managed by the Lindy Center for Civic Engagement and taught by adjunct instructors and Teaching Assistants, gives students a basic understanding of the broad definition of civic engagement and invites students to critically examine key concepts related to civic and community engagement, including identity and social location, community, and systems of power. As a Community-Engaged Learning (CEL) course, students not only learn and discuss concepts in class but also put them into practice by engaging with each other and their communities and reflecting on the deeper meanings of their classroom and community experiences. The course relies heavily on sociological and social justice concepts—recognizing that social issues and barriers to engagement in society are systemic and related to identity, social groups, power, and privilege.

Consistent with the mission and vision of the Lindy Center for Civic Engagement and the University’s goals, below are the learning outcomes for this course. Student will be able to:

- Define civic engagement and community engagement and key concepts such as identity, privilege, community, and systems/systemic inequality.
- Practice skills related to civic engagement (self-awareness, relationship building, dialogue, reflection, etc.) in real-world situations through direct community engagement.
- Identify and critically examine social issues by engaging with them directly, through direct service, class projects, learning, and discussion.
- Envision their own identity as an active, engaged, responsible citizens and recognize how effective actions can affect social change.
- Identify examples of power, privilege, and inequality and be able to explain their impact in everyday life.

Teaching Assistant Role, Responsibilities, and Qualifications

Every CIVC 101 section is taught by an Adjunct Instructor and every instructor is paired with a Teaching Assistant. Teaching Assistants play a vital role both in the classroom and in the overall CIVC 101 team—in the classroom, TAs work with their instructor to shape a role that might include facilitating lessons and discussion, assessing student performance, and supporting students in their projects and assignments. Outside the classroom, TAs are part of a larger community of instructors, teaching assistants, and staff who continually share best practices, classroom tools, and feedback about the course.

Qualifications:

- Interest in a peer leadership role that includes working closely with an adjunct faculty member and facilitating classroom discussion, assessing student performance, and supporting students through their civic engagement-related projects and assignments
- Comfort discussing concepts of civic and community engagement and social justice (race and racism, inequality, discrimination, power and privilege, etc.) and a desire to deepen learning and engagement with these concepts
- Commitment to creating inclusive, equitable, anti-racist classroom environments that center and reduce harm to marginalized students.
- Desire to participate in and contribute to the community of adjuncts, teaching assistants, and staff members who comprise the CIVC 101 team, and possibly to also further your involvement with the Lindy Center overall community

Responsibilities:

- Complete a training before your first working term and meet with an assigned TA mentor
- Attend at least 3 check-in meetings with a CIVC 101 team member (TA Leader or staff member) throughout each term you are working
- Meet regularly with the instructor you are assigned to and complete any tasks they assign to you (within reason and in accordance with what you both agree for the term)
- Attend every class, assisting the instructor with preparation of class materials or facilitation as requested
- Work together with your instructor to shape a classroom role that might include:
 - Facilitating class discussions and making class presentations
 - Assisting instructor with assessment, attendance tracking, and other classroom logistics as needed and agreed upon
 - Tracking student completion of volunteer requirement and/or other projects
- Attend student leadership development workshops throughout the year, as offered
- Assist with new TA recruitment, mentoring and training as needed

TAs should generally expect to spend 3-6 hours per week on their work for CIVC 101, though some weeks of the term are busier than others. Teaching Assistants are paid biweekly (rate is \$10/hour).

In addition to the responsibilities listed below, CIVC 101 TAs are expected to be student leaders within the Lindy Center. Our student leaders demonstrate a personal commitment to civic engagement, serve as knowledgeable resources for others, and are constantly working to develop the civic identities of all Drexel students. We may also call upon TAs to represent the Lindy Center at information sessions and campus events, as well as for further leadership positions (opportunities are generally paid opportunities and some further leadership positions come with a higher hourly rate).