SAW Peer Mentor Application Packet

The Speaking, Arguing, and Writing (SAW) Program's mission is to *empower leaders who think critically and creatively and who write and speak persuasively*. SAW is a campus program aimed at supporting all students in their development as communicators. SAW Peer Mentors include students from all class years, majors, language backgrounds, and interests. They are selected to become SAW Peer Mentors on the basis of their interpersonal as well as oral and written communication skills.

SAW Peer Mentors use a conversation-based approach grounded in research on peer-led collaborative learning. They work with students to develop transferable skills and to nurture students' feelings of confidence and self-efficacy. Students' choices about language use are often personal and political. SAW Peer Mentors encourage students to think critically about their social contexts, to study language use with rigor, and to claim their own voices.

SAW believes that developing speaking, arguing, and writing skills is a social process. To foster a community of learners among the student body, SAW hires, educates, and places MHC students as SAW Peer Mentors to partner with faculty in courses across the disciplines and to staff the SAW Center.

OVERVIEW OF THE SAW MENTOR POSITION

The SAW Mentor position is a paid on-campus position. Mentors typically work between 6-10 hours per week. A SAW Peer Mentor may work solely at the SAW Center in the MEWS or as a classroom-based Course Mentor each semester. Most mentors take advantage of both opportunities at some point during their time with the program. Course Mentors work directly with a particular faculty member and students enrolled in their respective course. Over the course of the semester, the mentor has the opportunity to work with the same small group of students. The Course Mentor's role is to initiate and to build a mentoring relationship with students via class participation, one-on-one meetings, group discussions, workshops, etc. As a result, the students receive the benefit of a close relationship and regular one-on-one attention to their work. The mentors profit immensely from being mentored in turn by the exceptional MHC faculty members with whom they work.

In addition to their weekly mentoring work, all SAW Mentors engage with the program via 2-3 required staff meetings per semester and through participation in professional development activities. A diverse professional development series is crafted each semester by SAW Program leadership and mentors are required to select several workshops, panels, or discussions to attend.

BECOMING A MENTOR: SPRING 2022 TRAINING COURSE

Students hired into the SAW Program will be enrolled in **CUSP-212-01: Peer Mentoring.** This two-credit course is held during the second half of the spring semester on Monday evenings, 7:15-10:05PM. In this course, you will receive training and education on theories and practices of peer mentoring and collaborative learning to prepare you for working as a SAW Peer Mentor. This course also includes a practicum that will provide you the opportunity to observe and lead several

virtual peer mentoring sessions. These sessions provide hands-on experience and are required to fulfill the practicum component of the peer mentor training.

BECOMING A MENTOR: APPLICATION PROCESS

Application – You are required to complete and submit the SAW Peer Mentor Application in its entirety before being considered as a SAW Peer Mentor. Components of the application include background questions (class year, major, language proficiencies, etc.), short-answer questions, as well as supporting documents (writing sample and resume). Applications are due **January 10, 2022**.

Faculty References – In addition to the application, you are required to seek **two** faculty members who are willing to support your candidacy and who can speak to your ability to work well with other students. If you were nominated to apply, the nominating faculty member can be one of the references. **First-year students** and **transfer students** may solicit **one** recommendation from instructors from previous institutions (including high school) in addition to one Mount Holyoke faculty member. Faculty reference forms must be received by January 10, 2022.

All faculty members, including those who officially nominate a student, must complete a reference form on your behalf. You may give your faculty recommenders a hard copy of the reference form or you may provide them with the web address so they can submit online. The online Faculty Reference Form can be found here: mtholyoke.edu/saw/reference

Interview – From the applicant pool, a number of strong candidates will be invited to participate in an interview. Interviews will take place in late January-early February. Applicants will be notified via email in January about the status of their application and if they have been selected for an interview.

Learn more about the application process: www.mtholyoke.edu/saw/apply
Questions? Please contact saw@mtholyoke.edu

SAW Hiring Information Session:

https://mtholyoke.zoom.us/j/94422758519

December 2, 5-6PM

Meeting ID: 944 2275 8519

Passcode: 139951

SAW Peer Mentor Application
Visit www.mtholyoke.edu/saw/apply to submit your application online!

SECTION 1: Personal Information

Name:_____ MHC Email: _____

Graduation Year:_____ Phone number: _____

Standing (circle):   Traditional Student   Frances Perkins Scholar

Major(s):_____

Minor(s):_____
(if undeclared, please list potential or probable majors and minors)

Language proficiencies (Please indicate level of proficiency such as basic, intermediate, or advanced in both writing and speaking the language. Do not include English.):
_____
_____
_____
_____

Do you have plans to study abroad?   Yes   No

Please state which semester(s) and year(s) you plan to be abroad: _____

Working with SAW requires a commitment of 6-10 hours per week. Individual schedules may vary each semester; however, we expect that this will be your primary paid campus job. Do you have any other work commitments that might conflict with this expectation? Please explain:
_____
_____
_____
_____
_____

All student staff members are eligible to work as mentors in the SAW Center and as classroom-based course mentors. Individual placements are decided each semester depending on Center needs, faculty requests, and student staff interest. Are there particular topics, professors, or courses with which/whom you would be interested in working, should you be needed to mentor in a course?
_____
_____

_____
_____
_____

SECTION 2: Application Questions

Please answer questions 1-6.

1. Why are you applying to work with the SAW Program, and what strengths would you bring to your peer mentoring work? Please be sure to note any mentoring experience you may have.

2. Please describe the writing and/or speaking intensive courses that you have taken. What did you learn from those class(es) and from your professor(s) that you would bring to your work as a SAW mentor?

3. Please describe in your own words the mission of the Speaking, Arguing, and Writing Program. In your view, how does peer mentoring fulfill those missions?

4. Please describe a time when you visited the SAW Center or worked with a classroom-based SAW course mentor. What did you learn from that experience about the kind of mentor you want to be?

5. In what ways do you see working with SAW as an opportunity for your own learning/professional development? What aspects of peer mentoring theory or practice do you hope to learn from the spring training course?

6. SAW mentors are expected to demonstrate a high degree of professionalism when working with their peers and representing the program. What does professionalism mean to you? What behaviors and attitudes are integral to the SAW mentoring position and how would you uphold principles of professionalism as a mentor?

If you have previously applied and are applying again, please also answer the following question:

7. Since you last applied, how have you grown in terms of your views about peer mentoring work and the passion and strengths you would bring to the position?

SECTION 3: Supporting Documents

1. Writing Sample

Please choose a piece of writing that you have previously submitted for a college course. You can submit one 4-8 page paper, two short papers with a total of 4-8 pages, or an excerpt from a longer paper. Include a copy or summary of the assignment prompt for context along with a brief paragraph explaining why you chose that particular writing sample.

A copy of your paper *without* the instructor's comments or grade is preferred.

2. A resume of work experience and activities.

3. Two Reference Forms

> You will upload your writing sample and resume on the online application. Please upload as PDF files in the following file name format:
>
> First Name Last Name_Writing Sample
> First Name Last Name_Resume

You are required to seek two faculty members who are willing to support your candidacy. You should select faculty who can speak to your writing/public speaking abilities, as well as your ability to work well with other students. You are encouraged to preview the reference form so you can select instructors who can best answer questions identified on the form.

Please provide each instructor with the link to the *Faculty Reference Form*:
www.mtholyoke.edu/saw/reference

If you were nominated to apply, and know the name of the nominating faculty member, you can ask that instructor to serve as one of your references. However, they must still complete the online Faculty Reference Form, which is more detailed than the brief nomination form they may have submitted.

First year and **transfer students** may solicit one recommendation from an instructor from their previous institution (including high school).

List the names of your recommenders here:

Reference #1 - Name: _____ Institution: _____

Department: _____ Email: _____

Reference #2 - Name: _____ Institution: _____

Department: _____ Email: _____

The SAW Peer Mentor Application and References are due January 10, 2022