

# MOUNT HOLYOKE<sup>SM</sup>

## LIBRARY, INFORMATION, AND TECHNOLOGY SERVICES TECHNOLOGY MENTOR MENTOR JOB DESCRIPTION

The LITS Technology Mentor Program is an initiative designed to offer additional creative and collaborative support to foster the effective integration of technology into the curriculum. The Technology Mentor program is a course-oriented, peer-based model -- paired with a particular faculty member, under the guidance of a RIS professional, student technology mentors work closely with a faculty member and the students enrolled in her course to support related technology needs. Ideally, technology mentors are students who have previously taken the course and/or are majors in the department through which the course is offered; however, this is not a requirement. Comfort with technology and enthusiasm for teaching and education are a must. Experience with web design software, audio and video editing software, and/or WebCT is preferred. All technology mentors will be trained to provide basic support in the planning, development, execution and evaluation of technology-based projects. A mentor's specific responsibilities depend largely on the faculty needs and course objectives. Throughout the semester, assigned duties and workflows related to a course are likely to vary and might include:

- Holding office hours for project consultation with students enrolled in the course
- Offering training workshops on specific software or equipment associated with assignments
- Brainstorming with the faculty member on the creative uses of particular technologies to meet course objectives
- Providing faculty feedback on the effectiveness of a particular technology-based assignment or tool used in the classroom
- Attending the course regularly, engaging in course readings, and contributing to class interactions
- Developing prototypes or models of a technology-based tool that will be used for instruction in the course

In addition to these responsibilities, all mentors are expected to attend weekly staff meetings, keep logs of job activities, and maintain a friendly, approachable, and professional demeanor when representing LITS. Additional duties may be assigned as needed.

Questions? Please contact Julie Habjan Boisselle or Owen Ellard, LITS.  
Fall 2004 [Adapted from the SAW Program]

**LIBRARY, INFORMATION, AND TECHNOLOGY SERVICES  
TECHNOLOGY MENTOR  
MENTOR APPLICATION**

**Name:**

**Email:**                      **Campus Mailbox #:**

**Residence Hall & Room #:**

**Room Phone:**

**Major:**                      **Class Year:**

**Academic Disciplines/Subject Areas of Interest, besides Major:**

**Technology Skills (software packages with which you are comfortable either supporting one-on-one, teaching to a group of students, or both):**

**Teaching Experience:**

**Skills You are Open to and/or Eager to Learn:**

**Do you qualify for work-study?**

**All new mentors are required to return to campus Sept. 7&8 for paid training.  
Are you able to make these dates?**

**# of Hours/Week Desired:**

**Schedule (please note specific hours that you are *unavailable*):**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Please return to Julie Habjan Boisselle or Owen Ellard, LITS  
Fall 2004 [Adapted from the SAW Program]

**LIBRARY, INFORMATION, AND TECHNOLOGY SERVICES  
TECHNOLOGY MENTOR  
MENTOR EMPLOYMENT CONTRACT**

**By signing below, you commit to the following responsibilities as a LITS Technology Mentor:**

- I will work up to 10 hours per week during the semester at the “Level 2” pay scale (\$7.25/hour) and submit bi-weekly time sheets to the Instruction Services Coordinator by the Sunday before the appropriate dates (posted on the back of time sheets).
- I will attend all staff meetings (weekly) and training sessions as part of my work schedule. I understand that if I must miss a meeting, my absence must be communicated ahead of time to the Instruction Services Coordinator. I recognize that these meetings are integral to the ongoing communication and support of the program and will not miss more than two through the course of the semester. These meetings will account for approximately 1 hour of my work schedule weekly.
- I will negotiate the specific duties of my remaining hours per week of employment with my assigned faculty member and then share them with the Instruction Services Coordinator. These duties might include but are not necessarily limited to:
  - attending class meetings and engaging in course readings, as designated by my assigned faculty member
  - holding “office hours” and/or training sessions for peers enrolled in the course, as requested by my assigned faculty member
  - leading and/or monitoring online project collaborations
  - developing prototypes or models of technology-based tools to support the course
- I will show up for work on time. If I must miss any scheduled work times, I will notify both the faculty member and Instruction Services Coordinator with as much advanced notice as possible. I understand that both of these parties *and* the students enrolled in the course will be relying on my support.
- I understand that as a representative of LITS, I will be expected to uphold the highest standard of professional behavior, both in the classroom and at the LITS complex.
- I understand that my job performance will be evaluated during the course of my employment, mid-semester (verbal) and at the close of the semester (written). I also agree to reflect regularly on my role in this position and raise any questions or discomforts that I may have immediately with the Instruction Services Coordinator and/or faculty member.
- I understand that I am required to attend paid training for new Technology Mentors on September 7 & 8, no exceptions.
- I understand failure to meet any of these duties and obligations may jeopardize my employment status.

I have read, and I agree to uphold the expectations and job duties in my role as a LITS Technology Mentor. I understand that I will be expected to adhere to these duties to the best of my ability, and I understand that continued employment is contingent on my performance in carrying out these duties.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Print Name)

Please return to Julie Habjan Boisselle or Owen Ellard, LITS  
Fall 2004 [Adapted from the SAW Program]

**LIBRARY, INFORMATION, AND TECHNOLOGY SERVICES  
TECHNOLOGY MENTOR  
MENTOR/FACULTY EXPECTATION WORKSHEET**

**Course:**

**Semester:**

**Faculty:**

**Mentor:**

This worksheet is intended to be a tool to facilitate planning discussions between the technology mentor and faculty member. It is intended simply to be a guide, please do not feel you need to limit yourselves to what is covered below, in fact LITS explicitly hopes that you will use this discussion time as an opportunity to *brainstorm* innovative ways that you may work together! After you have met and believe you have a good sense of your mutual expectations, please do write your thoughts on this worksheet though -- it's always helpful to articulate something in writing and it will be valuable for future reference. Please give a completed copy to the RIS liaison working with the course too.

- **How many class meetings will the mentor be expected to attend? What will be her role?**
  
  
  
  
  
  
  
  
  
  
- **How much will she be expected to participate in class? Will she need to prepare with class readings as part of her work?**
  
  
  
  
  
  
  
  
  
  
- **What skill sets will be required of the mentor?**
  
  
  
  
  
  
  
  
  
  
- **What technology will be required (hardware *and* software) to support the course?**

