



## EMCC Adjunct Faculty Mentoring Program – Description/Paradigm

The Adjunct Faculty Mentoring Program (AFMP) is the Applied Integration component of Estrella's Adjunct Faculty Professional Development. Consistent with mentoring research representing diverse organizational settings and research specific to higher education, the mentoring component was created by the EMCC Adjunct Faculty Professional Learning Community. It has a two-fold purpose: the transfer of best practices to the classroom, and continuous improvement of teaching and learning.

This innovative mentoring program is in alignment with the following:

- MCCCCD Strategic Plan
- EMCC Vision, Mission, Purposes, Values
- EMCC Learning College Initiative
- Engage Estrella (EMCC is demonstrating a commitment to facilitating a mentoring culture)

While there are many different perspectives on best practices in mentoring and specific programs vary significantly based on goals, underlying philosophy, types of mentoring relationships, duration of relationship and measures of success, the AFMP can be described through the following key characteristics:

### **1) AFMP mentoring philosophy is based on the Learning Centered Paradigm**

- Since MCCCCD's mentoring training is based on the learning centered paradigm, the AFMP is also based on this philosophy

### **2) AFMP is Peer to Peer Mentoring**

- There is no power differential between the mentor and the mentee – both individuals are EMCC instructors

### **3) AFMP mentoring defines the mentor as a facilitator, navigator and resource, not an evaluator**

- It is assumed that the mentor and mentee come to the relationship with some shared knowledge and experience in addition to their own talents, strengths, knowledge, skills and experiences (i.e., it is not an expert-novice relationship)
- The mentor is helping the mentee use their personal strengths and achieve their personal goals for improving teaching and learning (in part, based on learning from the Workshop Component of the Adjunct Faculty Professional Development Initiative)

### **4) AFMP mentors and mentees were self-nominated and supported by Division Chairs. An ad hoc committee matched mentees and mentors.**

- It is not assumed that mentors-mentees need to be from the same discipline – teaching strategies can be applied and adapted throughout EMCC courses (i.e., *good teaching is good teaching*)

### **5) AFMP will take place during the Spring 2014 semester**

- Mentors and mentees will attend a joint training in January, meet during the semester, and complete the program with end of semester program evaluations

### **6) AFMP will be evaluated based on Mentee and Mentor self reports at the conclusion of the program**

- The perceived value of the mentoring experience will be captured through a Mentor Survey and a Mentee Survey