

Volume 4, Fall 2002

mcli Forum

Teaching, Learning, and Technology in the Maricopa Community Colleges

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To foster student success, the **mcli** is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs, and resources.



The *mcli Forum* is a publication of the Maricopa Center for Learning and Instruction (mcli), within the Division of Academic Affairs, in the Maricopa Community Colleges. Published bi-annually as a service to faculty, the *mcli Forum* presents feature articles and reports on the programs and services of mcli in support of teaching and learning. This publication is distributed to Maricopa Community Colleges’ residential faculty and administrators. Other Maricopa employees can request to be added to the subscription list or access the electronic version at: <http://www.mcli.dist.maricopa.edu/forum/>

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On the Cover: David Weaver, physics faculty at Chandler-Gilbert Community College, referees Robot Soccer with his students.

Special Announcements

Maricopa Focuses on Critical Thinking

For more information about any of these events, contact the mcli at (480) 731-8300 or visit <http://www.mcli.dist.maricopa.edu/>

Faculty Convocation 2003

January 10, 2003
Phoenix College
Bulpitt Auditorium
8:00 a.m. to 3:30 p.m.

****Registration begins at 8:00 a.m.****

The Engaged Learner: Why Learning Is Not A Spectator Sport
featuring Dr. Diane Halpern

A noted psychologist and leading researcher on applying the science of learning, Diane Halpern will discuss what we are learning about learning. Empirical evidence has shown that learning is rarely, if ever, a passive activity, which may be the best reason for developing learners who are actively engaged in learning tasks. Dr. Halpern will draw upon theories and research from the science of learning to suggest ways that instructors can direct learning activities to promote long-term retention and transfer of learning. Special attention will go to the kind of active learning and democratic pedagogies being used by faculty.

Thinking Critically About Critical Thinking: How To Help Our Students Become Better Thinkers

featuring Dr. Diane Halpern
Phoenix College
John Paul Theatre
1:30 p.m. to 3:30 p.m.

This workshop will be submitted for pre-approval toward Faculty Professional Growth non-academic advancement

The goals of the workshop are to apply the theories and research of cognitive psychology to the development of critical thinking; provide a definition of critical thinking; review several "teachable" thinking skills, including some evidence that critical thinking can be taught and learned; provide numerous everyday examples and exercises designed to promote the transfer of critical thinking skills and dispositions to real-world settings; and discuss ways to recognize when and how to apply the thinking skills needed to analyze arguments, reason clearly, identify and solve problems, and make sound decisions.

Dialogue Day

Promoting Critical Thinking Through Structured Group Activities

featuring Dr. Barbara Millis
February 7, 2003
District Office
Governing Board Room
8:30 a.m. to 4:00 p.m.

This event will be submitted for pre-approval toward Faculty Professional Growth non-academic advancement

Cooperative Learning Part I: Using Group Activities Both Wisely and Well

Participants will discuss the theory and philosophy behind cooperative learning, including the belief in the value and educability of all students and the need to provide cooperative environments that balance challenge and support. Participants will learn how to use cooperative structures to foster academic achievement, student retention, and liking for the subject matter.

Cooperative Learning Part II: Using Group Activities to Foster Deep Learning

Deep learning emerges from the careful sequencing of assignments and activities "orchestrated" by a teacher committed to student learning. The research on deep learning has been ongoing, systematic, and convergent. It involves motivating students to acquire a solid knowledge base through active, interactive learning. This workshop will model how to sequence structured assignments and activities to foster deep learning.

Dialogue Day

Assessing Critical Thinking Through Active Learning

featuring Dr. Charles Bonwell
March 7, 2003
District Office
Governing Board Room
8:30 a.m. to 3:30 p.m.

This event will be submitted for pre-approval toward Faculty Professional Growth non-academic advancement

All instructors want students to become proficient at thinking logically, solving problems, and making decisions. The focus of this session will be ideas and tools for creating learning environments that foster thinking skills for students in all disciplines. Specific topics will include: varied definitions of critical thinking, how course structure and active learning can promote thinking skills, and how we can assess thinking skills effectively. Participants will explicitly identify important disciplinary thinking skills that students should possess and then devise specific active learning strategies and assessment techniques to help learners extend their abilities within the context of a specific classroom assignment.



The Critical Thinking With Richard Paul Dialogue Day (10/4-5/2001) kicked off our ongoing dialogue on students' development of critical thinking.

Teaching , Learning, and Assessment

Engaging in the Scholarship of Teaching and Learning (SoTL)

MARIA HARPER-MARINICK, PH.D., MCLI

Scholarly teaching is what every one of us should be engaged in every day that we are in a classroom, in our office with students, tutoring, lecturing, conducting discussions, all the roles we play pedagogically. Our work as teachers should meet the highest scholarly standards of groundness, of openness, of clarity, and complexity. But it is only when we step back and reflect systematically on the teaching we have done, and that systematic analysis and reflection leads to a recounting of what we've done, in a form that can be publicly reviewed and built upon by our peers, that we have moved from scholarly teaching to the scholarship of teaching.

Lee Shulman, President, The Carnegie Foundation for the Advancement of Teaching

In 1905, Andrew Carnegie established The Carnegie Foundation for the Advancement of Teaching “to do all things necessary to encourage, uphold and dignify the profession of teaching.” The Foundation is a non-profit organization governed by an independent, national Board of Trustees. Since 1997, the Foundation has embarked on a national effort to develop the Scholarship of Teaching and Learning (SoTL). As a result of these efforts, the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) was launched in 1998. The main goal of the Academy is “to create a scholarship of teaching and learning that will improve the quality of student learning and the status of teaching.” This is building on the notion of teaching as scholarly work proposed in the Carnegie 1990 report, *Scholarship Reconsidered*, by former Carnegie Foundation President Ernest Boyer, and on the 1997 follow-up publication, *Scholarship Assessed*, by Charles Glassick, Mary Taylor Huber, and Gene Maeroff.

Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, and his colleagues at the CASTL seek to “render teaching public, subject to critical evaluation, and usable by others in their field” in ways that foster significant, long-lasting learning for all students. An underlying principle in SoTL is that teaching needs to be viewed as scholarly work. *To call teaching scholarly work is to see it as a process of ongoing inquiry and reflection. It is to assert that teaching is a matter not simply of standing and delivering (no matter how skillfully or with what eloquence) but also of examining and advancing one’s knowledge and practice* (Pat Hutchings, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching).

What is the Scholarship of Teaching and Learning?

According to Pat Hutchings, SoTL has yet to be fully defined or conceptualized. However, those who embrace SoTL believe that teaching is important as a vehicle to facilitate student learning, that it can be done effectively or ineffectively, and that it can be improved upon; thus it is worth paying more attention to how it is done. It is also assumed that all faculty want to find ways to teach in ways that foster deep and long-lasting learning. The difference between excellent teaching and SoTL is that those who engage in scholarship believe they can always teach better and view their classrooms as an environment for inquiry. They systematically investigate issues of teaching and learning to not only enrich their students’ learning but to contribute to effective teaching practices in their field or discipline. They study and research in their field or discipline; gather evidence; document the work and share the results; and engage in reflective practice. Randy Bass, faculty at Georgetown University and 1998 Carnegie Scholar states that *teaching as a form of scholarship includes a broad vision of disciplinary questions and methods; it includes the capacity to plan and design activities that implement the vision; it includes the interactions that require particular skills and result in both expected and unexpected results; it includes certain outcomes from that complex process, and those outcomes necessitate some kind of analysis.*

How Can One Get Started?

There is no single methodology or best approach for engaging in the scholarship of teaching and learning. The methods to use to conduct inquiry and gathering evidence in the classroom will depend on

the discipline, the research question posed, and the learning environment. One may start with a research question or not. What is most important is one’s willingness to step back, observe phenomena, and record those observations, thus becoming a reflective practitioner.

A starting point may be to think of a potential issue or problem to investigate in your classroom and to design your project by applying the six standards suggested by Glassick, Huber, and Maeroff (*Scholarship Assessed*, 1997):

CLEAR GOALS

- Does the scholar state the basic purposes of his or her work clearly?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify important questions in the field?

ADEQUATE PREPARATION

- Does the scholar show an understanding of existing scholarship in the field?
- Does the scholar bring the necessary skills to his or her work?
- Does the scholar bring together the resources necessary to move the project forward?

APPROPRIATE METHODS

- Does the scholar use methods appropriate to the goals?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

SIGNIFICANT RESULTS

- Does the scholar achieve the goals?
- Does the scholar’s work add consequentially to the field?
- Does the scholar’s work open additional areas for further exploration?



EFFECTIVE COMMUNICATION

- Does the scholar use a suitable style and effective organization to present his or her work?
- Does the scholar use appropriate forums for communicating work to its intended audiences?
- Does the scholar present his or her message with clarity and integrity?

REFLECTIVE CRITIQUE

- Does the scholar critically evaluate his or her own work?
- Does the scholar bring an appropriate breadth of evidence to his or her critique?
- Does the scholar use evaluation to improve the quality of future work?

These *lessons learned* may also serve as a guideline to get started. They were shared by Carnegie Scholars in the book *Opening Lines: Approaches to the Scholarship of Teaching and Learning*, edited by Pat Hutchings.

- Find something that you really care about, something you are really interested in learning about, something that fascinates you. ...There have to be aspects of teaching and learning that pique your curiosity, and those are the things you should go after in your investigations. (W. Cerbin)
- Start small and set time limits for the inquiry. (D. Duffy)
- Become familiar with the literature on teaching and learning -- and not only in your own field. (C. Fukami)
- Identify where the resources are to help do the work. (M. Kelly)
- Stay open to various approaches. Experiment with different methods and different kinds of data. (S. Linkon)
- Teaching and learning involve complex and complicated dynamics; it's unreasonable to expect quick, neat answers. (M. Phillips)
- Look closely at what you know, at the knowledge that is the subject matter of your scholarly work. If you want your students to think the way people in a discipline do, create assignments that make it possible for them to make these moves, to understand them, and to reflect on their effects. (M. Salvatori)
- Interact in an interdisciplinary way with other scholars. Periodic conversations with others can be invaluable. Seize any chance to maximize those opportunities. (D. Jacobs)

Practices in SoTL

THE CARNEGIE ACADEMY FOR THE SCHOLARSHIP OF TEACHING AND LEARNING (CASTL)

CASTL is a national network of over 200 institutions of higher education that engage in dialogue about what the scholarship of teaching and learning means and how it can be fostered at their campuses. CASTL's Program in Higher Education is funded by the Carnegie Foundation for the Advancement of Teaching and the Pew Charitable Trusts.

- **The Teaching Academy Campus Program:** This program is coordinated for The Carnegie Foundation for the Advancement of Teaching by The American Association for Higher Education (AAHE) and is designed for institutions of all types that are prepared to make a public commitment to foster and support the scholarship of teaching and learning. The Maricopa Community College District is a member of the Campus Program.
- **Pew National Fellowship Program for Carnegie Scholars:** A Program that brings together outstanding faculty from a variety of institutions and academic fields to design and undertake investigations, for a year, of issues in teaching and learning that will contribute to thought and practice in their fields. Mangala Joshua, Physics faculty at Mesa Community College and 1999 Maricopa Institute for Learning (MIL) Fellow, was a Carnegie Scholar in the 2001 class.

NATIONAL AND INTERNATIONAL CONFERENCES

- The American Association for Higher Education (AAHE) Learning to Change Conference, March 14-17, 2003, Washington, DC
- Colloquium on the Scholarship of Teaching and Learning, March 13-14, 2003, Washington DC
- Lilly Conferences on Teaching

PUBLICATIONS

- *To Improve the Academy* (journal)
- *Excellence in College Teaching* (journal)
- *Change* (magazine)
- *National Teaching and Learning Forum* (newsletter)

OTHER INITIATIVES AT COLLEGES AND UNIVERSITIES

- Teaching Circles: small groups of faculty, 4-10 per group, usually within a discipline or department, who meet throughout the academic year to

work together on a specific issue or concern in their teaching and their students' learning.

- Teaching Academy: multidisciplinary communities of faculty whose scholarly interests and work include teaching and learning.
- Faculty Learning Communities: cross-disciplinary groups of faculty who engage in a yearlong program with a curriculum about how to enhance teaching and learning and with activities that provide learning, development, and communities.
- Individual faculty's study and research
- Teaching and course portfolios

SoTL in Maricopa

MARICOPA INSTITUTE FOR LEARNING (MIL)

The MIL is a fellowship for Maricopa faculty who are interested in examining significant issues in their teaching fields and contributing to the scholarship of teaching and learning through classroom research projects. The MIL program supports the Fellows with time and resources to conduct their research and provides them varied opportunities to engage in scholarly thought, reflection, and dialogue about effective teaching and learning practices. Since the inception of the program in 1999, 22 faculty have participated, representing many disciplines and eight of the Maricopa colleges.

The MIL is not an award for teaching excellence nor an alternative to a sabbatical. The program, initially modeled after the Pew National Fellowship Program for Carnegie Scholars, is an effort to support Maricopa faculty who want to engage in inquiry and reflection about their teaching and how it impacts their students' learning. A secondary goal of the program is to create a community of scholars that will engage their colleagues in public conversations about teaching and learning.

MIL sends a clear message that innovations and research are encouraged and necessary. The experience of the participants in the MIL cadre results in networks of support, dialogue and innovation, so that the district as a whole has a fertile community of scholars who are willing to try new ideas and bring leading edge practices to our colleges. (Dr. Martha Bergin, faculty at GateWay Community College)

Teaching , Learning, and Assessment (cont'd)

The real power of the MIL is that it has the potential to touch faculty and students with a new synergy -- where innovative ideas are created that would not have been possible through individual efforts. (John Gibson, Faculty at Glendale Community College and 2001 MIL Fellow)

Residential faculty interested in participating in the MIL should contact their deans of instruction or faculty developers. Nominations for 2003-2004 fellowships are due December 2, 2002.

For more information on MIL, visit the web site: <http://www.mcli.dist.maricopa.edu/mil>

LEARNING GRANTS

This program supports faculty and administrators who want to do projects designed to improve, advance, and enrich student learning. The grants are flexible and intended to support ideas and projects at their own stage of development. Qualifying proposals range from formative ideas that explore learning concepts to fully tested models ready to be adopted and disseminated. The submission cycle for 2003-2004 projects opens on December 2, 2002. <http://www.mcli.dist.maricopa.edu/learngrant>

MARICOPA LEARNING EXCHANGE (MLX)

The MLX is an electronic warehouse of ideas, examples, and resources (represented as "packages") that support teaching and student learning at the Maricopa Community Colleges. The MLX gives faculty an opportunity to share their work with their colleagues, thus becoming public. <http://www.mcli.dist.maricopa.edu/mlx>

Other Maricopa Initiatives

GATEWAY COMMUNITY COLLEGE:

Dr. Elizabeth Skinner, 2001 MIL Fellow, began sharing with other faculty members in her department the research she was doing for her fellowship, teaching them concepts in scholarship and teaching along the way so that they could understand her project. In August, the college decided that the focus of the all-faculty in-service program would be SoTL, so that all faculty could learn about SoTL on a campus-wide basis. As a follow up, Elizabeth initiated an ongoing SoTL

In the end, scholarship at its best should bring faculty together.

Ernest Boyer

faculty circle on campus. This circle provides faculty with opportunities to discuss teaching and learning in instrumental and creative ways. The SoTL concept will also provide important input to the upcoming strategic plan for a Center for Teaching and Learning.

GLENDALE COMMUNITY COLLEGE

As a result of MIL Fellows John Gibson's and Nancy Siefer's experience in the MIL, Glendale Community College has started a Forum on Teaching and Learning to bring together faculty from different departments to interact, share, and learn. The first meeting attracted dozens of faculty. The forums are now a monthly program and the leading faculty, Johnnie Clemens May, John Gibson, and Dr. Nancy Siefer are also developing a website and online discussion to involve more of the Glendale Community College community.

MESA COMMUNITY COLLEGE

Dr. Maria Chavira, 2000 MIL Fellow, will be extending the conversations on SoTL to her campus in her new role as faculty developer at the Center for Teaching and Learning. She is organizing faculty dialogues about the scholarship of teaching and learning and how SoTL is different from "good teaching."

Scholarship of Teaching and Learning (SoTL) Resources

Carnegie Academy for the Scholarship of Teaching and Learning-CASTL
<http://www.carnegiefoundation.org/CASTL/highered>

Maricopa Institute for Learning (MIL)
<http://www.mcli.dist.maricopa.edu/mil>

Learning Grants
<http://www.mcli.dist.maricopa.edu/learngrant>

Maricopa Learning eXchange (MLX)
<http://www.mcli.dist.maricopa.edu/mlx>

EXTENSIVE ANNOTATED BIBLIOGRAPHIES
<http://www.carnegiefoundation.org/CASTL/highered/bibliography.htm>

<http://www.ala.org/acrl/resjuly02.html>

ARTICLES/PAPERS

Bass, R. (1999). The Scholarship of Teaching: What's the Problem?. *Inventio*, 1(1).
<http://www.doit.gmu.edu/Archives/feb98/rbass.htm>

Hutchings, P. & Shulman, L. (1999). The Scholarship of Teaching. New Elaborations, New Developments. *Change*, 31(5), pp. 10-15.
<http://www.carnegiefoundation.org/eLibrary/sotl1999.htm>

Huber, M. T. (1999). Developing Discourse Communities Around the Scholarship of Teaching. *Carnegie Chronicle*, 8(6).
<http://www.ntlf.com/html/lib/carnegie/86huber.htm>

BOOKS (AVAILABLE AT MCLI)

Cross, K. P. & Steadman, M. (1996). *Classroom Research: Implementing the Scholarship of Teaching and Learning*. San Francisco, CA: Jossey-Bass Publishers.

DeZure, Deborah (Ed.). (2000). *Learning from Change*. Sterling, VA: Stylus Publishing.

Glassick, C., Huber, M., & Maeroff, G. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco, CA: Jossey-Bass Publishers.

Hutchings, P. (2000). *Opening Lines: Approaches to the Scholarship of Teaching and Learning*. Menlo Park, CA: Carnegie Publications.

CARNEGIE SCHOLARS

For a list of Scholars and a description of their work, visit: <http://www.carnegiefoundation.org/CASTL/highered/scholarlist.htm>

ONLINE JOURNALS

Inventio. Creative Thinking About Learning and Teaching. <http://www.doit.gmu.edu/inventio/>

The Journal of Scholarship of Teaching and Learning (JoSoTL). <http://www.iusb.edu/~josotl/>

If you are interested in learning more about the Scholarship of Teaching and Learning and getting started, join us for:

Scholarship of Teaching and Learning Dialogue Day
featuring Dr. Donna Killian Duffy

1998 Carnegie Scholar
Professor of Psychology at Middlesex Community College
Co-author of "Teaching Within the Rhythms of the Semester"

Friday, March 28, 2003
GateWay Community College
Saguaro Room
11:00 a.m. to 4:00 p.m.

Technology



Hybrid Theory★

DAVID WEAVER, PH.D., CHANDLER-GILBERT COMMUNITY COLLEGE

**Since the artists formerly known as Hybrid Theory changed their name to Linkin Park, I figured I could use the name as my title. But seeing what Lars and the RIAA did to Napster, I might want to reconsider...*

I have embarked upon another journey of exploration into the relatively uncharted waters of flex time courses. Like the explorers of old, the promise of potential rewards and the threat of potential dangers are abundant. At the core of my adventuresome spirit is a burning desire to make learning physics more approachable and meaningful for my students.

Some of the assumptions I am making on this journey are:

- Learning can only be constructed, never transferred.
- Meaningful contexts are needed for significant learning construction.
- Hands-on is needed for minds-on.
- Learning is a social enterprise that requires dialogue, be it between students, student-faculty, or student-textbook.
- Students can learn more from their interactions with other students than from their interactions with the faculty or the text. Student-to-student dialogues are typified by a collegial atmosphere while student interactions with texts or faculty are usually governed by an expert-to-novice atmosphere.
- The Carnegie Unit (50 minute in a seat x 16 weeks = 1 credit) is an anachronism. I refer to these as Butt Time Units (BTUs). I have no data, but my instinct is that there is little relationship between BTUs and meaningful learning.

I have called the format that I am using *hybrid*; that is a flexible format that combines in-class time with out-of-class time. In my case, the out-of-class time includes some online activity but a significant portion of it is working on team projects.



David Weaver, physics faculty at Chandler-Gilbert Community College.

My students should expect to spend the same amount of total time on this hybrid course as they would on a non-hybrid version. The old saw is that students should spend two hours doing work outside of class (reading, completing assignments, working on projects) for every hour that they spend in class. Using these standards, my students "should" be spending 12-15 hours per week outside of class on their physics course. However, my research suggests that students often spend less than one hour outside of class for each hour in class. All of my current students are logging their weekly time spent on work, so I should be able to tell you how this flex format compares to the non-flex versions I taught last year.

What I'm Doing

This semester, I am offering two sections of General Physics I (PHY 111) and one section of General Physics II (PHY 112) in a hybrid fashion. The courses normally meet twice per week for roughly three hours (total 6 hours BTU). My hybrid courses come in two flavors:

- Double Up -- Two sections are scheduled on top of each other, say Monday and Wednesday for 3 hours each. In the hybrid, I meet one section for three hours on Mondays and the

other for three hours on Wednesdays. We double the number of students we can fit into a space in the same amount of time.

- Double Down -- After the first week, I split the class in half so that I see a dozen on Mondays and the other twelve on Wednesdays. This mode keeps the room usage equivalent to a regularly scheduled course. However, as I'll explore in greater depth later, it opens up the possibility of offering my classes in something other than a huge, specialized physics lab.

Why I'm Doing It

I've never entertained teaching an online class. While I believe that students learn more from each other than me, I'm not chopped liver! There are skills that I need to help with directly and I can't see doing that any way other than face to face.

I had not considered a middle ground until the January 2002 Ocotillo Technology Visioning Forum at Scottsdale Community College. The guest speaker, architect Philip Parsons, led us through an exploration of how technology and socialization factors affect learning spaces. His ideas opened my eyes to using classroom space and classroom time differently.

The dual ideas of getting more students into the same space and allowing for greater flexibility resonated with me. As that meeting was breaking up, I asked our dean of instruction if there was time for me to get a hybrid class into our fall schedule. Schedules were due the next day (a Friday), but she agreed to hold the schedule until Monday so I could write a description for the schedule.

Technology (cont'd)

Last spring, I offered my courses in a problem/project-based format where students designed and built three projects, exploring the physics within those contexts. Typically, I ran one day of class and they ran the other. On the "class" day, students completed physics labs and other activities that provided the foundation for their projects while they worked on their projects the other day. So, it wasn't a huge leap for me to envision continuing one day with me in charge and off loading their project work to unscheduled times.

Potential Benefits

STUDENTS

For students, my hybrid format offers location and temporal flexibility. Other than the three hours per week with me, the other 9-15 hours of physics learning can be done wherever and whenever is convenient for the students and their teammates. They may gain a reduction in required travel time (and money). More importantly, in this format, students will gain skills in time management and accentuate their self-motivation. There is no way students will survive this class without taking considerable responsibility for their learning.

FACULTY

Faculty also may gain location and temporal flexibility with a potential



As a physics class project, these students built robots that are tested in "robot soccer."

reduction in required travel time (and money).

A significant gain is the potential for greater one-on-one interaction with each student by moving some of the interactions online. As much as I try to reach each student individually in class, it is impossible to partition my time. However, with regular online assignments, I interact with each student individually and the students must interact with each other weekly in writing.

INSTITUTION

We may increase student retention by making our class schedules more flexible and help address parking demands. In conversations with architects about our master plan, I learned our college's growth is limited by available parking. By offering hybrids, we can also be more efficient with our room utilization. In fact, we may not need such specialized facilities as a large physics lab if we can design future learning spaces that will accommodate a dozen hybrid physics students.

Potential Drawbacks

STUDENTS

Many students may find it too easy to get off track and/or not keep up with their work. This is a very different style of class for them. Some may prioritize their hybrid class lower since it doesn't have the same urgency of a class that meets more often. Moreover, students might miss some socialization opportunities by being on campus less.



David Weaver's students worked in teams to build robots that compete in a "soccer war" -- this type of project activity lends itself to a hybrid format.

FACULTY

This format is new for faculty too. Faculty may find that hybrid courses take more preparation (e.g. structuring assignments for the out-of-class time, creating online assignments).

While national teaching models argue for reduced class sizes, extra loading for teaching, and additional pay for course preparation, is there a push to do all of this with the same policies as we currently have for traditional classes? There may be an expectation that faculty teaching hybrid/online courses will spend the same hours on campus as those with traditional schedules. I am also wary of doing this for FTSE sake -- there may be a push to use hybrid and online courses as a means to generate more FTSE in the same space for the same (or less) cost. My reasons for hybrids come more from a desire to teach more effectively.

INSTITUTION

Colleges will face challenges as more hybrid courses are offered. They may find that it costs more to serve fewer students. They also will need to redefine and manage policies regarding faculty accountability and room scheduling. Through all this, everyone must continue to ensure the accountability for student learning.



How Will I Know If It Is Working?

The answer is complicated by my approach! As a scientist, I know that useful experiments typically control all but one variable. However, I have always been supremely unscientific about my approach to teaching and learning. In addition to offering all of my courses in a hybrid mode, I'm also experimenting with various other instructional novelties this semester.

PROJECT BASED

Instead of covering physics in a topical, chapter-based format, I've developed three projects for each course that provide a context for the physics. In PHY 111, students begin the semester by building a water balloon launcher with the goal of hitting me. The second project is to launch an egg over a 10 foot wall and hit a target without the egg breaking. Did I mention they have to build a medieval siege engine (e.g. catapult, trebuchet, onager, etc.) to do it? Finally, they have to build a wheeled vehicle to transport an ostrich egg around an obstacle and get as close to a wall as possible, but not too close (since 25% of the egg will be hanging off the front end of the vehicle). For their first project, the PHY 112 students cannibalize electronics parts from broken VCRs, etc. to get the supplies to build a robot. Next, they create their own CD and CD player (using a pocket LASER pointer) that "plays" middle C (I'll give extra kudos for systems that play a one octave scale and even more kudos for any that play a recognizable song). Finally, they need to design the means by which to travel to a planet in the closest solar system (Alpha Centauri) and back within their lifetime.

NO TESTS

I noticed that beyond a driver's license office, the *only* place that people encounter tests is in school. Thus, I decided that I could develop more

authentic ways of assessing student knowledge and a better way to evaluate their performance.

To get a "C" in the class, students need to participate in class and all the weekly online activities. They also submit a weekly journal of their physics activities (this is how I'm tracking how much time they spend on their class) and will begin submitting a weekly Microsoft Project plan for their current projects. At the end of each project, they each need to submit a robust, coherent project model that details the verbal, visual, and symbolic aspects of the physics involved, plus each group will submit a digital story of the project.



David Weaver monitors the progress of a robot soccer match.

To get a "B," students need to also write a formal technical paper about each of their projects.

An "A" requires an additional paper for each of the projects where they explore how the physics of the moment applies to something in their life (hobby, interest, etc.). All submissions are deemed acceptable, or not, by me. If not acceptable, students get it back with guidance as to how to make it acceptable.

ALL DIGITAL SUBMISSIONS

For the first time ever, all work submitted by students will be paperless.

DIGITAL STORY TELLING

Rather than the ubiquitous (and sometimes "pointless") PowerPoint presentations, we are experimenting with student teams creating digital video stories about each of their projects. I have "trained" each of the teams to use Apple's iMovie to create a 5-7 minute movie that details the research, development, construction, performance, etc. of their projects.

Conclusion

My theory is that the hybrid/flex time course format will work well for most of my students and for me. After twelve years of teaching in a traditional time format, I am finding that I have to significantly modify my own time management so that I can keep students doing meaningful work in class and outside class while maintaining a positive class atmosphere.

We are in the 4th week of this semester and I am almost caught up with the assessment of what I have asked them to do. I hope to stay ahead next semester. However, I probably would have said the same thing at this time of the semester for the last 20 years! ▲

Special Feature

Reflections On My Sabbatical: 2001–2002

James Cervantes, MCC / English
**RESEARCH ELECTRONIC PUBLISHING AND
 WRITE A COMPARISON WITH
 TRADITIONAL PUBLISHING**

The main objective was to complete and prepare for submission a manuscript of poems that a web publisher had expressed an interest in publishing. However, subsequent research into electronic publication revealed that no one engages in first-time publication of original, book-length works. Instead, electronic publication is confined to previous print publications for archival purposes, or e-books.

As further exploration, I polled poets, writers, teachers, and editors regarding their choice of medium for publication, their reasons for those choices, and their electronic reading habits. It appears that electronic chapbooks are the preferred format for original writing on the web. Though there are publishers of electronic chapbooks, there is not yet a review medium for their publications; an online review for those publications, *RelativeLinks*, was a by-product of this project.

**Madeleine Chowdhury, MCC / Math
 VISUALIZATION IN CALCULUS**

The goal of my sabbatical project was to synthesize my previous research results regarding visualization in calculus. My objective was to design visual objects/manipulatives to bridge fundamental concepts through the calculus sequence. As a result, I have a small collection of manipulatives and computer-rendered objects and animations.

In analyzing fundamental concepts, I realized I'm only at the surface of conceptually understanding some theorems. The depth I understand some concepts, like the fundamental theorem of calculus as related to Stoke's Theorem, for example, is not at the point that leads me to designing/developing appropriate and viable visual tools. However, most respected researchers in math education

concur there is one individual who has come close to making this conceptual bridge, and he is at ASU!

My sabbatical project leads to new paths of frustrations and growth (similar to what students experience!).

**Martin Etchart, PC / English
 COMPLETION OF RESIDENCY REQUIREMENTS
 AND DISSERTATION WORK ON A PH.D. IN
 CREATIVE WRITING**

I spent two semesters (Fall 2001 and Spring 2002) completing the residence requirements for my Ph.D. program, and constructing and revising my dissertation. My residence requirements took me from Santa Fe, New Mexico, to Washington, D.C., as I attended seminars on nature writing and critical fiction. My dissertation included a Bildungsroman (coming-of-age) novel and accompanying contextual essay. My novel, entitled, *Aritzona* (aritz = oak, ona = good) employed aspects of the Basque storytelling tradition including the use of Euskera (the Basque language) and the recounting of Basque fables and legends. The accompanying contextual essay gave a brief overview of the Basque people, their country, language, and origin, and placed *Aritzona* within the context of the Basque storytelling tradition. The work I completed prior to my sabbatical enabled me to finish my doctoral program within the sabbatical time frame. I officially received my Ph.D. in Creative Writing with an emphasis on Basque studies on April 30, 2002.

**Gene Fazio, MCC / English
 CREATE A PROGRAM OF TRAINING LITERACY
 VOLUNTEERS AND PLACE THEM IN
 COMMUNITY CENTERS**

I went into my sabbatical looking to create a manual that would show college students how to teach composition to school children. During my sabbatical, I realized that the technology for teaching large numbers of students at one time is ineffective when working with students on a one-to-one basis. One-to-one

instruction provides tutors with the opportunity to individualize and personalize instruction. For example, teachers spend the majority of instructional time explaining and teaching students how to do something. In contrast, tutors can lead students through a series of activities and use instructional time to respond individually and personally to their needs. After my sabbatical, I continued developing writing activities. A grant from Arizona Public Service enabled me to hire college students to try the writing activities with school children. In June of 2002, I worked for a week in a fourth grade classroom fine-tuning these writing activities. The composition manual demonstrates the difference between teaching and learning literacy through explaining "how to," and causing and acquiring new literacy abilities by doing.

**Jacqueline Fergusson, GWCC / Chemistry
 & Biology**

**FULLFILL THE RESIDENCY REQUIREMENT FOR A
 DOCTORATE IN EDUCATION**

The four main objectives set for my sabbatical year were to complete 24 credit hours of study in courses required for a Doctorate in Education; to fulfill the residency requirements at the University of Nebraska-Lincoln; to experience face-to-face interactions with my mentors, faculty, and students at the University of Nebraska-Lincoln; and to complete my comprehensive final exams. These objectives were all realized. Many of the courses were taken online, which allowed me to experience online learning from a unique perspective. The skills and knowledge I have gained from my studies have sharpened my ability to mentor students, colleagues, and alumni, and have given me first-hand knowledge on the merits and challenges of online learning. In short, I now have the theoretical background required to engage in a broader sphere of responsibility within the Maricopa system in the future.



Sidney Ford, CGCC / Accounting

ONLINE INSTRUCTION WITHIN THE ACCOUNTING DEPARTMENT

My sabbatical objectives and activities were to experience the online course environment from both a student's view and an instructor's view, and in the process develop effective online courses based on CGCC's student preferences and approaches to learning.

I fulfilled the objectives by taking four courses at California State University at Hayward and earning a Certificate in Online Teaching and Learning. The courses were all online.

The experiences I had helped me become a better instructor for both traditional face-to-face (ftf) classes as well as online instruction. Not only did I learn technical aspects of teaching online, I also learned and gained a better appreciation of different learning styles.

I also attended and participated in CGCC's workshop on Hybrid courses this past summer, July and August, 2002. It was decided that my first course will be a hybrid course, which means some of our meetings will be ftf. Currently, my Blackboard web site, Accounting 230 and Accounting 240, is under construction for eventual online/hybrid delivery: http://personalweb.cgc.maricopa.edu/pecos_faculty/ford/web/

Thomas Foley, GCC / Mathematics & Computer Science

FLASH WEB TUTORIALS FOR CALCULUS

I published tutorial web pages on some topics covered in first semester courses in calculus while I was at Embry-Riddle Aeronautical University. Each web page was done in Flash, and they emulate an animated and interactive lecture. Flash software was used to achieve the desired sophistication in the web pages, which included vector animation and interactive event driven responses using object oriented programming in ActionScript. The web address <http://glory.gc.maricopa.edu/~tfoley/calculusstuff> contains links to these Flash modules. The modules can be accessed by anyone on the web. The feedback from students and faculty has been very positive.

Sally Jacobs, SCC/ Mathematics

COMPLETION OF PH.D. IN CURRICULUM AND INSTRUCTION WITH A MAJOR IN MATH EDUCATION

I completed and successfully defended my dissertation for a Ph.D. degree in Curriculum and Instruction (mathematics education) from ASU. The dissertation was an exploratory study investigating calculus students' notions about the concept of variable in the contexts of function, limit, and derivative. The findings indicate that students think about variable in qualitatively different ways, depending on whether they have a calculational versus conceptual orientation to the mathematical task at hand. Also, in the context of limit and derivative, their conceptions of variable are somewhat less flexible. Finally, a Variable Conceptions Framework for analyzing student conceptions of variable is proposed.

John Lampignano, GWCC / Diagnostic Medical Imaging

UPDATE KNOWLEDGE AND SKILLS NECESSARY TO CREATE DISTANCE EDUCATION COURSES

My project was to research, design, and develop course materials for distance delivery in medical imaging. Through various experiences and course development, I became more knowledgeable and confident in the design and implementation of distance education courses. I'm convinced that distance education will continue to be a major "player" in diagnostic medical imaging. Through its use, imaging students can be reached that may not otherwise have an opportunity to attend a class on campus. By offering course work online, access is provided to populations excluded previously due to geographical or financial constraints.

Similar to a long journey, my sabbatical has taken some unexpected side-trips and set-backs. Accomplishments include the editing of two existing distance courses and the development and implementation of two new imaging courses this semester at GWCC. Overall, it was a year filled with rich experiences and personal growth. I'm returning to my campus with a new perspective toward distance education.

Thomas Lombardo, RSC / Psychology

THE ODYSSEY OF THE FUTURE: SCIENCE, TECHNOLOGY, AND THE COSMOS

This book is the second volume of a comprehensive study on the future that I am writing. This volume covers the future of science, technology, space exploration, and the effects of all these developments on the future of nature and humanity. I describe and evaluate different contemporary views and various trends and possibilities, surveying the writings of notable scientists, science fiction writers, and futurists. Some of the futurist topics I discuss are ongoing efforts to explain the origin, composition, and future of the universe; the benefits and dangers of technology, computers, and information technology; artificial intelligence, robotics, global intelligence, biotechnology, and genetic engineering; cyborgs, immortality, evolutionary theory, the nature of life, the present ecological crisis, and colonizing the solar system and the galaxy. I use two key principles, reciprocity and evolution, to integrate and interpret the numerous predications, topics, and issues addressed in this volume.

Mary Long, SMCC / Social Science

RELIGIOUS DIVERSITY IN AMERICAN CULTURE, MULTIMEDIA APPROACH

The purpose of my sabbatical project was to update my knowledge in instructional technology in sociology and religious studies as it applies to the research topic of religious diversity in American culture. I focused on multimedia materials. After identifying key multimedia web-based sites related to religious diversity, I researched these collaborative digital projects and archives. I investigated the use of multimedia programs to organize and integrate the materials into meaningful resources for education. Digital Storytelling was a key organizing and guiding format for using video, audio, and image files. My project concluded with plans to integrate the research and skills I developed into my courses.

Amy Marin, PC / Psychology

USING INTERACTIVE LEARNING TECHNIQUES TO ENERGIZE THE PSYCHOLOGY CLASSROOM

My sabbatical project was to increase my expertise in the area of interactive

Special Feature (cont'd)

learning. I set five goals: 1) write and publish an instructor's resource guide for incorporating interactive learning; 2) take three workshops from Susan Ledlow: Rookie Seminar, The Cooperative Learning Seminar, and Introduction to Active Learning; 3) team teach an Introductory Psychology course at ASU with Dr. Nancy Felipe Russo emphasizing interactive learning techniques and strategies; 4) collaborate with Dr. Felipe Russo in the development of web-based interactive learning exercises for introductory psychology; and 5) prepare a workshop for PC faculty on how to use interactive learning in the psychology classroom. I gained so much from my sabbatical experience including skills, such as learning PowerPoint, Blackboard, and web-based classroom management strategies that were byproducts of these goals. I developed good working relationships with ASU and Montessori Day School.

Linda (Baker) Nance, SCC / Nursing
UPDATE KNOWLEDGE AND EXPERTISE IN THE FIELD OF PULMONARY (RESPIRATORY) NURSING

The purpose of my sabbatical was to update and expand my knowledge in the field of respiratory nursing. I was to increase my expertise in new advances, current research, community health issues, and cultural diversity. The respiratory diseases I was to study included asthma, valley fever, and pneumonia. I chose facilities that were diverse in patient populations in order to study community health and cultural issues. I was to develop a web site that contained research and current practice for individuals diagnosed with asthma.

I was able to meet all my objectives. The clinical sites chosen (Phoenix Children's Hospital and Pulmonary Clinic, Mayo Hospital, and Pappas School) helped me obtain knowledge and expertise of many respiratory disorders and cultural learning experiences. I developed a very rudimentary website that contains links to several websites for asthma education and that can be accessed and used for asthma education for groups or individuals.

Nellie Nelson, SCC / Nursing
UPDATE KNOWLEDGE AND EXPERTISE IN THE FIELD OF NURSING

Using a structured interview guide, I visited nine community colleges to interview nursing directors and faculty about their approaches to the nursing shortage crisis. This crisis involves fewer applicants entering nursing programs along with the challenge of recruiting nursing faculty. The shortage exists across the nation. There is a recognized need to increase the number of nursing graduates while challenged with a declining population of applicants. Fewer nurses are going into nursing education at the graduate level and, therefore, fewer faculty are available for teaching positions. A literature review and conference participation also supported the topic of finding solutions to the "shortage."

I shared a summary of the strategies with the nursing leadership and interested faculty in the Maricopa Community College Nursing Program with the goal of adopting new ideas to address the shortage issue.

David Pineda, PC / English
COMPLETION OF RESIDENCY REQUIREMENTS AND DISSERTATION WORK ON A PH.D. IN CREATIVE WRITING AND CHICANO LITERATURE

My sabbatical had four objectives: 1) improve my creative writing skills; 2) deepen my understanding of my own heritage, the Mexican American culture; 3) integrate an interdisciplinary approach to my teaching style; and 4) complete my Ph.D. degree. Aside from my course work, I attended conferences of the Associated Writing Programs, participated in workshops on writing and the teaching of writing, and attended readings by major poets and fiction writers. I studied the history of the Mexican Americans and read the works of the Latin American "Boom" writers and the theoretical frameworks that underlie their writing. I also read salient novels by Mexican Americans, keeping an eye on how history plays a part in the development of literature. I traced the influence of the Latin American magical realists on Chicano writers. I studied critical theory so that I could converse with the scholarly community. I supplemented my studies

with knowledge from other disciplines such as anthropology and sociology, and by reading important works in women's studies and multicultural literature. I applied theory to practice by writing a creative dissertation and by completing my Ph.D. degree.

Penelope Price, SCC / Motion Picture-Television
UPDATE KNOWLEDGE AND EXPERTISE IN THE FIELD OF MOTION PICTURE/TELEVISION PRODUCTION

The goal of my sabbatical was to update my knowledge in the field of computer software programs, and then integrate that knowledge both conceptually and practically into the Motion Picture/Television Program at Scottsdale Community College. The year long process of achieving this goal has been a profound journey, which has not only led me to embrace digital technology as a tool for creating media, but also as a powerful medium for teaching, specifically through the use of Blackboard to create "Internet Enhanced" classes. Learning the language of computer technology is the cornerstone to entering the field of Motion Picture/Television, a world which is no longer limited to Television and Movie Theaters, but encompasses and relies upon the Internet and digital technology. Teaching in this way will immerse the students into the very technology that they are learning to wield, requiring them to develop sophisticated computer skills in order to survive, and guaranteeing that they will have marketable skills.

Janet Reckmeyer, GCC / Business & Information Technology
COMPLETE INTERNSHIP WITH ORACLE CORPORATION

The purpose of my sabbatical was to complete an internship with Oracle Corporation. My goal was to gain work experience using Oracle products and to acquire new skills that could be shared in the classroom environment at Glendale Community College.

During the initial phase of my internship, I worked with a mentor learning to install Oracle 9i. In addition, I was asked to assist with a Request for Information (RFI) from a University that was researching a new system for their data management.



Writing the RFI required intense research on all phases of Oracle products. This opportunity broadened my understanding of Oracle capabilities and helped me develop a better understanding of a wide variety of Oracle products.

The second goal of my sabbatical was to acquire new skills and broaden present skills by attending classes taught through Oracle University. The educational opportunity was extremely beneficial.

Sally Rings, PVCC / Reading-English
FROM SURFACE LEARNING TO DEEP LEARNING:
THE CHALLENGE FOR HIGHER EDUCATION IN THE
21ST CENTURY

My sabbatical project was to better understand deep learning -- learning that changes people's understanding and behavior. Although I visited several innovative institutions and leaders in higher education, the primary focus of my study was in reviewing the literature. I studied the recent research in how the brain learns, focusing primarily on the applications of those concepts to formal educational settings. I reviewed recent writings about practices in higher education that foster deep learning: learning communities, cooperative and collaborative learning, and authentic assessment. Because I came to understand more fully that educational institutions, as they have been traditionally configured, do not foster deep learning, I investigated organizational learning, since schools must change in order to create a rich environment for learning. In addition, I read about the nature of change -- the difficulties in implementing change as well as strategies and principles for effecting change. At the conclusion of my project, I developed workshops on learning to present to my colleagues.

Sue Ann Scarbrough, SMCC / Chemistry
A DISSERTATION IN PARTIAL FULFILLMENT OF THE
ED.D. IN EDUCATIONAL LEADERSHIP AND POLICY
STUDIES IN HIGHER EDUCATION

My sabbatical project initiated an investigation into the impact of gatekeeper courses on student persistence at the community college level, and the evaluation of the efficiency and effectiveness of these courses. The investigation focused on lower division

academic gatekeeper courses -- courses with unusually high nonsuccess rates that also enroll large numbers of students. Persistence rates were compared for students enrolled in an academic transfer program by the number of incidents of nonsuccess in gatekeeper courses. The efficiency and effectiveness of select sequences beginning with General Biology I, General Chemistry I, and College Algebra were evaluated. Course efficiency was characterized by the success of students in a given course and effectiveness was characterized by success in a post-requisite course. The Index of Course Efficiency was determined by calculating the ratio of the total number of times that students enroll in a course to the number of students who enrolled. The Index of Course Effectiveness was measured by calculating the proportion of students attempting a post-requisite course that successfully complete the course.

Joyce Story, GCC / Foreign Language
UPDATE KNOWLEDGE IN THE FIELD OF SPANISH

I enrolled in three graduate courses in the Spanish Department at Arizona State University: Colonial Spanish American Literature, Mexican Culture and Civilization, and The Contemporary Spanish American Novel. Work with the Spanish language was intensive: classes were conducted in the language; the readings and research materials were in Spanish; and I wrote the required papers in Spanish. In addition, I conducted storytelling performances in the Spanish language at a literacy project at Andalucia Primary School. The sabbatical resulted in my increased competency in the language as well as the enhancement of my knowledge and understanding of Spanish American history and culture. My improved classroom performance benefits my students and advances MCCC's educational program.

Walter Thielen, PVCC / Speech
Communication

MULTIMEDIA CURRICULUM DEVELOPMENT FOR
INTERPERSONAL COMMUNICATION

In the process of learning various computer programs, approximately 25 hours of multimedia instruction were developed for the COM 110 Interpersonal Communication course at

Paradise Valley Community College. Two sets of curriculum materials were produced. The first set of 576 detailed Microsoft PowerPoint slides summarized the ten chapters in the textbook. These ten presentations were burned to CDs and distributed to students on the first day of the Spring 2002 semester. As expected, students reported that about one hour was required to progress through each chapter. The second part of the sabbatical focused on developing multimedia instruction to complement lecture and discussion within the classroom itself. A total of 324 slides were developed and organized around 15 topics, which translated into approximately 15 hours of in-class instruction. Multimedia development included the use of text, pictures, clipart, sound, interactivity, and animation.

Alan Tongret, PVCC / Humanities-
Theatre

RESEARCH AND WRITE AN ORIGINAL PLAY TO
CELEBRATE THE GRAND OPENING OF PVCC'S
PERFORMING ARTS CENTER: "THE WORLD
AFIAME," A COMEDY

"The World Aflame" is set in 1665 and concerns a pivotal year in the life of Samuel Pepys, Surveyor General of the Royal Navy. Pepys is living a life of luxury and pleasure when the Dutch Navy attacks, throwing London into panic. Pepys puts his shoulder to the wheel, but it's slow going rallying a fleet rife with corruption and getting the attention of a king whose life is a nonstop orgy with his mistress.

Pepys struggles on as the bubonic plague decimates the population and the Great Fire lays waste to London. The Dutch fleet is about to capture what remains of England when Pepys -- showing the same genius at naval administration as he does at frivolity -- stops them in a terrifying battle.

▲ Linda Larson, mcli

<http://www.mcli.dist.maricopa.edu/fpg>



Adjunct Faculty Professional Growth

Every semester, over 4,400 adjunct faculty join our full-time faculty in providing quality education to the students at the Maricopa Community Colleges. They teach at least half of the courses we offer, especially the evening sessions, and many come to Maricopa with vast experience and knowledge in their fields. Because we appreciate and value what adjunct faculty do for our students and our colleges, in 1999, the MCLI identified as a major goal "to expand support of adjunct faculty professional development." Although the events sponsored by MCLI have always been open to all faculty, we believed that we could always do more to help our adjunct faculty be included at every level of the educational process. We have reached out and encouraged our adjunct faculty to participate in professional development opportunities, and have made some progress. Adjunct faculty are taking part in events we sponsor, such as our dialogue days, learnshops, and learning grants. In the coming years, we will continue to take steps to strengthen our connection to our part-time instructors.

Beginning this fall, our services and support to adjunct faculty have expanded. The MCLI will administer the Adjunct Faculty Professional Growth program, previously supported by Employee and Organizational Development. This program, in accordance with the District Adjunct Faculty Board Policies, offers funding support for Maricopa part-time faculty who wish to participate in professional development opportunities such as seminars, workshops, and conferences. The goal of the program is to help adjunct faculty increase their knowledge and skills, enhance their teaching role, and upgrade their professional skills. Funds do not pay for personal growth activities, professional obligations, membership fees, tours, or admission costs.

This program is available to individuals employed as adjunct, certified instructors by one or more of the Maricopa

Community Colleges. Each applicant can be reimbursed for a maximum of \$500 per fiscal year. Funds are divided into two funding cycles: July 1st through December 31st and January 1st through June 30th. The start date of the applicant's teaching assignment and the start date of the event or activity must occur during the same funding session.

Adjunct Faculty News

The Adjunct Faculty Association held its annual conference on October 19 at Phoenix College. The event is open to all Maricopa faculty. Conference attendees participated in professional development opportunities related to use of technology in teaching -- Blackboard and PowerPoint, classroom survival tips, issues of Diversity, and hiring practices at the Maricopa Community Colleges.

To learn more about the Adjunct Faculty Association and the ways they support our adjunct faculty, visit their web site: <http://www.dist.maricopa.edu/afa/>

Information about the program and application materials can be found at: <http://www.mcli.dist.maricopa.edu/afpg/>
 ▲ Maria Harper-Marinick, Ph.D., mcli
<http://www.dist.maricopa.edu/afpg>



Planning committee for the Fall 2002 Adjunct Faculty Association Conference: (from left to right) Pat Marchok, PVCC; Paula Garner, PVCC; and Vilja Thompson, SCC.



Participants at the Adjunct Faculty Association's Fall Conference, October 19, 2002, at Phoenix College.

Adjunct Faculty Professional Growth (AFPG) College Reps

Chandler-Gilbert Community College	...Kara Honaker(480) 732-7126
Estrella Mountain Community College	..Linda Keyes(623) 935-8444
GateWay Community CollegeCathy Hernandez(602) 392-5172
Glendale Community CollegeTerri Cuen(623) 845-3404
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	Franklene Smith(480) 654-7754
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A Strategic Conversation About the Arts at the Maricopa Colleges

We engage in the Arts and teach the Arts because this is part of what it means to be human.

A Strategic Conversation on the Arts in Maricopa Colleges was held on October 8, 2002. This discussion highlighted the current state of the Arts and the factors that will effect change in its future. The goal was to inform decision makers in the District about the value and potential of the Arts and to create a forum to discuss how the Arts are integrated into the college environment. This article was the basis for a white paper to that conversation. The complete white paper can be found at: <http://www.mcli.dist.maricopa.edu/arts/events/stratcon02/>

The Arts Are Fundamental – Not Incidental

When the Arts are grounded in rigorous instruction, they provide meaningful assessment of academic progress and performance. In fact, the focus on assessment over the last decade has benefited the Fine Arts. Previously, the Arts were seen as operating on the periphery of the educational core. We were perceived as a specialized function slightly removed from the central issues around teaching and learning. This was partially due to the perceived focus on process, materials, and technique. While these are essential skills in the Arts, the tools often obscure the learning that takes place.

Recent evaluations reveal that the Arts have had a greater integration into the teaching and learning core than previously thought. When arts educators reviewed the methodologies for teaching and the learning outcomes in the Arts, we became aware of how

many of our practices were being adopted to fit other disciplines.

What do students learn when they learn about the Arts? Why is this important?

Collaboration

The Arts may develop the talents of an individual but the culmination of this training acts in unison or collaboration with other trained and disciplined individuals. The Fine Arts require an exceptional level of teamwork to produce a final result.

Problem Solving

Working in the Arts is more than “knowing the answer,” often it is solving for X. Students must identify the problem, strategize the method to solve the problem, acquire the necessary skills to complete the task, and then design the solution. At this stage in the group process, students realize their solution was only one of many that could address the original problem. The Arts encourage an exploration of multiple solutions that engage different styles of learning. Each individual must bring personal resources and skills that are then blended with the larger group, which becomes a problem solving team.

Creativity

The Arts are laboratories for risk taking. Students express ideas, meaning, and emotion in multiple forms. Without a single correct answer, the Arts require us to explore relations from multiple perspectives. Even failure in this environment has value. An individual learns persistence and resilience, and has respect for authentic achievement. The learning occurs in the journey rather than the solution.

Economic Impact of the Arts

Data from Valley-wide survey of non-profit Arts organizations and *The Arizona Republic*. The survey does not include private, educational, or government-supported operations.

The Arts Are a Vital Component of the Valley's Economy

- In FY 2000, nonprofit Valley arts organizations and their audiences had a total economic impact of nearly \$344 million.
- Valley arts organizations and their audiences support more than 11,000 jobs and generate \$245 million in household income.
- In FY 2000, local and state government received \$34.6 million in tax revenue from arts spending in the Valley.

Valley Residents Support the Arts With Their Money, They Also Invest Their Time and Talents

- In FY 2000, attendance at Valley arts events was 8.2 million.

Public Support of the Arts Is Valuable and Vital

- Local governments also construct, own, and operate cultural facilities that provide space for performances, exhibits, and related activities.
- Public support helps ensure that the Valley's cultural community is able to provide programming, outreach, and education activities that are affordable and accessible to all Valley citizens.
- The Arts represent 6% of the Gross Domestic Product in the United States.



The Arts (cont'd)

Workforce Development and the Arts

As the work environment evolves in the United States, the Arts learning experience is remarkably consistent with the new demands of the changing workplace. Ideas, creativity, and the ability to communicate them will be the future face of work. The process of learning in the Arts is a laboratory for a new work environment. Technology is also transforming the Arts, as it is in every other aspect of our culture. Technology is allowing us to incorporate the Arts at increasingly sophisticated levels into new products and methods of communicating.

Creative thinking, collaborative work, and problem solving are the hallmarks of a successful workplace, whether it is a theatre company or a financial service provider. The experiences that a student takes from a carefully designed program in the Arts translates far beyond the final product.

The Arts have a unique ability to communicate the ideas and emotions of the human spirit. They are fundamental to communicating and understanding not only ourselves but others as well. The Arts have a beauty and power unique in our culture that can connect us to our history, our traditions, and our heritage. We will be known to future generations by the legacy we leave in our dance, music, theatre, visual arts, and literature. These are often more telling histories of a culture because they describe passions and aspirations.

The Arts Are an Integral Core Discipline to a Liberal Arts Education

The recent changes to the K-12 curriculum (*No Child Left Behind Act of 2001*) have placed the Arts on a level with other core academic subjects such as math, English, and reading. An increasing number of K-12 school districts are including competence in the Arts as a fundamental methodology for learning. The challenge at the community colleges is to prepare for this influx of students who have been exposed to the Arts on an equal footing to

other disciplines. Jason Ohler, author of *Art: The Fourth R*, has proposed that visual learning in the increasingly graphical, digital age will require a sophisticated level of visual understanding for what is becoming a basic form of communication. Text is quickly giving way to graphic images as our basic form of communication. The students who are prepared to use these skills will be the ones who succeed in the future.

Come for the Passion, Stay for a Degree

Many students come to the community colleges to pursue their interests in the Arts without the intention of completing a degree. The community college programs can accommodate both the life-long learner and the new student who is looking for an environment to pursue and practice the Arts. However, many of these new students who begin with the Arts often stay for a degree in another discipline. The Arts are the stabilizing influence for these students because this is where they get the rewards and successes that give them the confidence to pursue a degree in higher education.

The Arizona charter schools that focus primarily on the Arts have been the leaders in student retention. We see that students who have an environment to practice their passion use the same process to build confidence and success in other areas.

Cultural Development and Community Resources

The Fine Arts programs at the Maricopa Community Colleges provide another significant service to the academic mission. Students involved in either the performance or humanities courses are better engaged with arts and cultural issues in the community. These individuals value the role of the Arts and help strengthen cultural awareness in their own environments. Community members are also the beneficiaries of the performance groups. Audiences are key to completing the learning for any

performance group. It is a critical part of the evaluation process.

The colleges provide free or very inexpensive, but high quality, performances, targeted to the local community and in return, students receive real-world learning experiences. The nature of the Arts makes them a valuable asset for building community relations and maintaining a presence in the local cultural scene.

Many community colleges have become a focal point for the Arts in their communities. They fill the void between large cultural institutions such as major art museums or symphonic orchestras and smaller or private performance venues. This community relation is one that the colleges will need to cultivate to a greater degree as these programs expand.

Summary

The Arts enrollments have steadily grown over the last decade with significantly higher increases over the past three years. New digital technologies and the Internet have been embraced and the demand for these courses has been outstanding. The new Performing Arts Centers are invigorating arts programs and college environments. The Arts have recognized the role they can play in the learning environments. They have been successful as an academic pursuit, a community outreach and resource, and now in workforce development.

The Arts at the Maricopa Colleges are at an important juncture. Stability and growth have given us a solid foundation to launch future planning. The time to look at the future is when we are in a strong position with options and optimism. We have the chance to explore the future from this new plateau and plan what the potential for the Arts can be.

▲ Robert Galloway, mcli

<http://www.mcli.dist.maricopa.edu/arts>

Faculty Development

If You Build It, They Will Come

Faculty Resource Center at Scottsdale Community College

After five years of planning, Scottsdale Community College (SCC) rolled out the red carpet last March for the opening of the Faculty Resource Center. Faculty development coordinators, Linda Hicks and Pat Serrano, were pleased to see many faculty, both residential and adjunct, come by and show their support. The Center is the result of efforts by the Faculty Development Committee, chaired by Karen Chalmers, who is also the president of the SCC faculty senate, the faculty development coordinators, and the SCC administration. The Center is multifunctional. It offers a place for faculty to gather, learn, and collaborate and can be used for workshops, seminars, and meetings as long as the activity is learning-centered. It is also a repository of resources and tools for faculty, including copies of FPG sabbaticals and summer projects and applications, FEP, books, tapes, high-end computers, and TV and VCR. The colorful art pieces on the walls showcase local student talent. The room is available to SCC faculty from Monday to Thursday, 1:00 p.m. to 5:00 p.m. and Fridays from 8:00 a.m. to 12:00 p.m.

A Model For New Faculty Orientation NEW FACULTY ORIENTATION CLASS

Along with the new Faculty Resource Center, SCC is debuting its new faculty orientation program. A central piece of the orientation is the New Faculty Orientation Class (NC 500), that includes sessions on teaching and learning (e.g., Instructional Skills Workshop, creating a positive learning environment, outcomes assessment, and the faculty evaluation plan), technology resources, library services, budget process, course and program development, service learning, diversity in the curriculum, student services, professional growth and development, and faculty governance. Instructors for each session develop specific curriculum objectives for each class, with the assistance of the faculty developers and the Faculty Development Committee chair. Classes are designed to be interactive and hands-on, and engage the participants in group discussions. Out of class assignments and readings are required for some of the sessions.

Evaluation is an important component of the class. At the beginning of each session, a needs assessment is conducted to determine if a change in the scheduled delivery is necessary. For

example, the group may raise issues or specific instructional challenges that the instructors for the session may not have foreseen. At the end of each session, an evaluation form is used to collect participants' feedback about the topic and/or format of the session. The data collected are used to make adjustments to future sessions.

Every new faculty receives 3 hours of release time to participate in the class, which shows the commitment of the SCC administration to the program. The group meets every Friday from 1:00 to 4:00 p.m., usually in the Faculty Resource Center.

MENTORS

Each new faculty member is assigned two mentors. Last year's new faculty group volunteered to be "buddy" mentors to this year's new faculty. The buddy mentors act as pals and offer friendship and comfort to the new faculty. They are the individuals to go to for emotional support. The second mentor is appointed by the new faculty's division chair. The division mentor is the person to go to with questions about the job or the teaching discipline.

ORIENTATION SESSION

An orientation session was held the week of August 12, from 7:45 a.m. to 4:00 p.m. The orientation was an opportunity to bring the new faculty together to discuss expectations and to get information on residential faculty policy and college governance, the SCC catalog, how to create a positive learning environment, faculty development structure and opportunities, and outcomes assessment and evaluation. The new faculty were introduced to all members of the administration, division chairs, faculty senators, and several key people in student services areas. Each new faculty received a copy of the Resource Guide To Success, a handbook that includes information a new employee would need to have at their fingertips about the Maricopa Community Colleges, and Scottsdale Community College specifically.

The Path to Success

Linda Hicks, Pat Serrano, and Karen Chalmers believe that several factors have contributed to the early success of the program. One significant factor is that the goals of the Faculty Development Committee are aligned with the college strategic plan, which includes as a priority "to support growth and development of employees."

Another key aspect is that they took time to plan. They researched models at other institutions, adapted the ideas to the culture of Scottsdale Community College, and continuously evaluated their implementation to assess progress. Most importantly, the success is the result of hard work and dedication as well as commitment and support from their colleagues and the administration. Pat and Karen agreed with Linda when she said "We all feel that we're making a difference because we're getting such tremendous campus support."

▲ Maria Harper-Marinick, Ph.D., mcli
<http://www.mcli.dist.maricopa.edu/fsd>



Scottsdale Community College Faculty Development Coordinators (from left to right): Linda Hicks, Karen Chalmers, and Pat Serrano.

Faculty Development Coordinators Chandler-Gilbert Community College

Sharon Fagan, (480) 732-7124

Estrella Mountain Community College

Roger Yohe, Ph.D., (623) 935-8070

GateWay Community College

Martha Bergin, Ph.D., (602) 392-5396

John Holmes, (602) 392-5420

Glendale Community College

Larry Backs, (623) 845-3195

Debbie Krumtinger, (623) 845-3486

Holly McKinzie Beene, Ph.D., (623) 845-3729

Linda Smith, Ph.D., (623) 845-3703

Mesa Community College

Maria Chavira, Ph.D., (480) 461-7037

Naomi Story, Ph.D., (480) 461-7024

Paradise Valley Community College

David Gerkin, (602) 787-7183

Ned Miner, (602) 787-6724

Michaëlle Shadburne, (602) 787-6778

Phoenix College

Judy Boschult, (602) 285-7346

Rio Salado College

Pat Case, Ph.D., (480) 517-8264

Scottsdale Community College

Karen Chalmers, (480) 423-6241

Linda Hicks, (480) 423-6384

Pat Serrano, (480) 423-6264

South Mountain Community College

Lara Collins, (602) 243-8054

Adjunct Faculty Representative to the Faculty Development Committee

Paula Garner, (602) 548-8782

(President, Adjunct Faculty Association)

ASU Center for Learning and Teaching

Excellence Partner with FDC

Duane Roen, Ph.D., (480) 965-9401

Dean of Instruction Representative to FDC

Bob Bendotti, (602) 787-6602



Faculty In Progress Program (FIPP)

Faculty In Progress Program (FIPP) 2002–2003

Program Description

The Faculty in Progress Program (FIPP) is a recruitment and professional development effort open to all Maricopa employees who want to become full-time faculty. FIPP is the result of the work of the Faculty Recruitment Commission, established in the fall of 2000. The Commission's goals were to suggest changes to faculty hiring policies and procedures, develop a "grow your own" program, and develop/promote best practices. FIPP addresses the "grow your own" goal.

The program responds to several needs: 1) a large number of residential faculty in Maricopa will be eligible for retirement over the next three to five years and Maricopa may be hiring more than 100 faculty each year for the next decade; 2) Maricopa demographics are changing and the Governing Board has adopted a goal that indicates that students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

The main purpose of the two-semester internship is to provide, under the guidance of a mentor, professional development activities that result in knowledge and skills needed to be competitive in the pursuit of a residential teaching position. The program in no way guarantees a job. FIPP Faculty Interns, when applying for a residential faculty position, must complete the same selection process as any other applicant.

Program Update

FIPP was implemented as a pilot program during the academic year 2001-2002. Eleven interns participated representing each of the 10 Maricopa colleges and the District Office. Five interns have been hired as full-time teaching faculty as of August 15, 2002.

During the spring of 2002, a program evaluation was conducted. Data were collected primarily through surveys and

questionnaires administered to FIPP Faculty Interns, mentors, members of the Faculty Recruitment Commission, members of the Faculty Executive Council, college presidents, deans of instruction, and other interested parties. Results of the evaluation became the basis for program improvements, including changes to the application and selection processes and application materials, as well as a more comprehensive professional development plan.

For the academic year 2002-2003, 14 individuals have been selected as FIPP Faculty Interns. The program is funding eleven Interns, one for each of the 10 colleges and the District Office. The three additional Interns are being fully funded by the colleges that selected them. Faculty Interns are required to participate in a variety of professional development activities planned by both the FIPP professional development team and by the Interns' colleges and mentors. Each Faculty Intern, with guidance from the mentor, has also developed a learning contract that outlines the goals and activities to be accomplished during the internship.

2002–2003 FIPP Interns

CHRISTOPHER AYAFOR

GateWay Community College
Teaching Discipline: Cisco Networking

AL BATTLE

Phoenix College
Teaching Disciplines: Computer Information Systems / Business and Personal Computing, Business Administration, Management

JACQUE BEALE

Rio Salado College
Teaching Discipline: Counseling

DIANA BREED-WILLIAMSON

GateWay Community College
Teaching Discipline: Nursing

CLARISSA DAVIS-RAGLAND

Estrella Mountain Community College
Teaching Disciplines: Business Management and Marketing

RACHEL HOLLINGSWORTH

Mesa Community College
Teaching Disciplines: Physical Education and Occupational Fitness

ROY JANISCH

Scottsdale Community College
Teaching Disciplines: Criminal Justice and Public Administration

BAHMAN MANESHNI

Paradise Valley Community College
Teaching Discipline: Economics

BARBARA McCLARRIN

Mesa Community College
Teaching Discipline: Computer Information Systems

PAMELA KAYE OSBACK

Glendale Community College
Teaching Discipline: English

JAMES QUINTERO

Estrella Mountain Community College
Teaching Discipline: Computer Information Systems

DONNA ROACH

South Mountain Community College
Teaching Discipline: Computer Information Systems

VANESSA SANDOVAL

Chandler-Gilbert Community College
Teaching Discipline: Communication

CAROLYN WESLEY

Estrella Mountain Community College
Teaching Discipline: Mathematics

▲ Maria Harper-Marinick, Ph.D., mcli

<http://www.mcli.dist.maricopa.edu/fipp>

Honors



Honors Lecture Series 2002–2004

Dimensions and Directions of Health: Choices in the Maze

Honors Institute

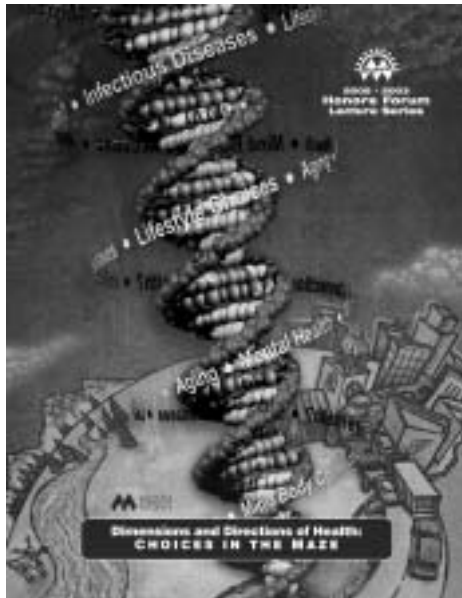
On April 12, 2002, the Honors Faculty and guests participated in the Honors Institute at GateWay Community College (GWCC). The purpose of the Institute was to plan activities and focus on the honors theme for the next two years, which is "Dimensions and Directions of Health: Choices in the Maze." Following welcomes by Chancellor Fred Gaskin and GWCC President, Eugene Giovannini, the keynote address was given by John R. Rivers, President and CEO of the Arizona Hospital and Healthcare Association. The title of his presentation was "The State of Health and Healthcare in Arizona." Small and large group discussions followed that focused on the health topics and how they could be implemented in Honors courses in the coming academic year.

Honors Lecture Series 2002–2004

One of the learning opportunities for Maricopa Community College students, faculty, staff, and administration, as well as the community, is the annual Honors Forum Lecture Series. This series, now in its 21st year, brings distinguished local, national, and international speakers to the Maricopa Community Colleges to speak on a topic related to the Honors theme. The lecture series permits each college to plan activities to engage and challenge their students in the Honors theme. The invited speaker has the opportunity to visit and participate in informal discussions with students and faculty at two of the colleges before the day's activities culminate with the keynote presentation at Phoenix College.

Through the continuing generosity and support of the Governing Board, the Maricopa community continues to experience a wide variety of presenters on a diverse spectrum of timely, issue-oriented, and exciting topics. This year's

theme is the first part of a two-year topic on "Dimensions and Directions of Health: Choices in the Maze." It allows students and faculty to explore the dimensions of health -- including, the physical, emotional, mental, spiritual, intellectual, social, occupational, environmental, and ethical aspects. The first year's study is directed toward the dimensions that define and identify what is meant by "health."



Honors Forum Lecture Series Poster 2002–2003.

This fall semester, presentations were given by three speakers on the topics of:

- "The Science and Spirit of Healing" by Dr. Carl Hammerschlag
- "Emerging Infectious Diseases" by Dr. Peter Kelly
- "How Lifestyle Choices Affect Health" by Ms. Susan Borra

The spring semester topics and speakers will be:

- "Aging and End of Life Concerns" by Ms. Barbara Coombs Lee (February 19)

- "Mental Health Issues for the 21st Century" by Dr. Kimberly S. Young (March 5)
- "Mind-Body Connections" by Dr. John Molina (April 23)



Coombs Lee



Young



Molina

The second year will be devoted to considering the directions and policies that can guide us through the labyrinth of health choices. We will have six excellent and knowledgeable speakers to discuss the policy issues we face. They will include:

- Laurie Garrett, author of *Betrayal of Trust: The Collapse of Global Public Health*, and the only writer ever to have been awarded all three prizes in journalism: The Peabody, The Polk (twice), and The Pulitzer;
- Jeffrey Trent, President and Chief Scientific Officer of the new Translational Genomics Research Institute and Scientific Director for the International Genomics Consortium coming to Phoenix;
- Lori Andrews, professor of law at Chicago-Kent College of Law, who has been involved in setting policies for genetic technologies and advising Congress on genetic and reproductive technology.

Health has become a billion dollar business. As the world's population ages and new causes for and diagnostic procedures to treat illness emerge, making sense out of the health maze is essential. The 2002-2004 Honors Lecture Series will help us make "Choices in the Maze."

▲ Betsy Hertzler, Ed.D., Mesa Community College
and Jeffrey Pommerville, Ph.D., mcli

<http://www.mcli.dist.maricopa.edu/honors>

Learning Grants 2003–2004



Good Ideas Acquire a Life of Their Own

Over the last three years, Learning Grants have generated new and exciting initiatives, and a number of colleges have recognized the value of projects funded with a Learning Grant. For example, "Gateway to the Arts" has been identified by GateWay Community College as an outreach to the community and a valuable teaching resource. The Learning Grants have also provided matching funds for the Paradise Valley Community College Center for International Studies to team up with the Maricopa County Library District to present *Loosing Geography, Discovering Self*. The series highlights authors and films that focus on the Southwest's evolving cultural issues.

What Are Learning Grants?

Maricopa's Learning Grants support projects that are designed to improve, advance, and enrich student learning. The grants are flexible and intended to support ideas and projects at the appropriate stage of development. Qualifying proposals will range from formative ideas that explore learning concepts to fully tested models ready to be adopted and disseminated.

For 2003-2004 funding, applications will be accepted from **December 2, 2002 to February 14, 2003**. **Applications received after 5 p.m. on February 14, 2003, will not be considered.** All applications will be reviewed after February 14, 2003, and applicants will receive notification of their grant's outcome by March 31, 2003.

What Are Some Examples of Funded Projects?

The following are examples of projects that have been funded through the Learning Grants Program. For more examples, see the Learning Grant Gallery at: www.mcli.dist.maricopa.edu/learngrant/gallery

- Multimedia for Humanities: Integrating the Disciplines
- Gateway to the Arts II
- Creating the Balance - In Dance and Life
- Jazz Performance/Clinic
- Knowledge Haloes: Interactive Learning Modules for Geology Lecture and Lab
- Life @ Your Library
- 21st Century Nursing: WebCT and Beyond

Projects/components NOT supported by the Learning Grants are:

- Purchases of capital equipment.
- Continuation of "soft money" projects.
- Routine responsibilities of the faculty/college/center.

- Projects that cross multiple fiscal years (July 1-June 30).
- Stipends for attending faculty development events.
- Projects that are covered under Faculty Professional Growth guidelines (e.g. travel, summer projects, academic advancement.)

Who Can Apply For Learning Grants?

All faculty, both residential and adjunct, and administrators are eligible to apply. Adjunct faculty should team up with a residential faculty member or department/division chair to provide an on-campus contact for the grant.

How Much Money Is Available for a Grant?

Allocations are \$250 to \$10,000 per project depending on project goals; types of activities and events proposed; resources required; degree of involvement of faculty, students, and administrators; and potential benefits to students. The maximum allocation is \$10,000. **Note:** Individual faculty salaries in one grant cycle cannot exceed the replacement value of six load hours of reassigned time or the equivalent dollars on extended contracts.

How Do I Get Ready to Apply?

You are encouraged to discuss your project idea with your dean of instruction, faculty development coordinator, and department/division chair before submitting your learning grant.

How Does the Online Submission Process Work?

Starting December 2, 2002, the entire application, review, and management of the Learning Grants will be handled online. Your personalized Learning Grants page will list all grants you have submitted or on which you are listed as a grant participant.

Here is how it works: **My Grants** (www.mcli.dist.maricopa.edu/learngrant/mylg) is your personalized space for creating, tracking, and reviewing Learning Grant applications. To start working on an application, create an account based on your email address. First time users will receive their passwords via email within seconds of clicking **Create My Account**. If you created an account last year, you can use the same password and click **Go to My Grants**. If you have forgotten your password, this web page gives directions on how to retrieve it.

To work on your application, click **New Grant**. The Application Overview briefly

describes the four steps for preparing the application:

1. The Applicants (who is applying)
2. Grant Overview (grant summary)
3. Detailed Narrative (Project Description, Timeline, Impact on Student Learning, Evaluation, Dissemination)
4. Itemized Budget

Before submitting your application, you may want to have a colleague review the application for completeness and clarity. You can use the online system to send a copy of your draft or completed grant application to any email address.

How Do I Submit My Application?

Once your draft is finished and ready to be sent to MCLI, click **Submit** on the **Application Overview** screen. You will get a receipt confirmation by email.

When you submit your completed application, a copy will be sent automatically to your dean of instruction and department/division chair.

Who Will Review My Learning Grant?

Your application will be reviewed based on the merits of the proposed project and available funds. The internal and external readers (faculty developers, Ocotillo members, MCLI faculty, college discipline specialists, and former grantees) are selected based on the nature of the proposed project.

When Will I Be Notified About My Learning Grant?

You, as well as your dean of instruction and department/division chair, can expect notification on your grant application by March 31, 2003.

For more information, please contact one of the coordinators listed below or visit the Learning Grants web site.

Coordinators

ROBERT GALLOWAY
District Fine Arts Coordinator
Maricopa Center for
Learning and Instruction
robert.galloway@mcmil.maricopa.edu
(480) 731-8630

JEFFREY POMMERVILLE
Faculty Development Coordinator
Maricopa Center for
Learning and Instruction
jeffrey.pommerville@domail.maricopa.edu
(480) 731-8298

▲ Robert Galloway and Jeffrey Pommerville, Ph.D., mcli
<http://www.mcli.dist.maricopa.edu/learngrant>

Maricopa CARES

CENTER ON AGING: RESOURCES, EDUCATION, AND SERVICE



The Work Goes On!

Demographic changes make an aging workforce a reality in the twenty-first century. While many older adults need and/or want to work, we have done little to prepare for their presence in the learning environment or workplace. Recognizing this, Maricopa CARES has actively sought opportunities to support and promote the education and employment of older adults. This effort began in earnest in the fall of 2000 when we joined forces with the Governor's Advisory Council on Aging, Arizona AARP, the Aging and Adult Administration of the Department of Economic Security, and the Office of Senior Industries Development of the Department of Commerce, to establish the Older Workers Resource Task Force. Subsequently renamed the Arizona Older Worker Task Force, this statewide group continues to pursue its original mission: *to ensure that Arizona's older adults who want or need employment are prepared to meet the workplace requirements of the twenty-first century and that they secure gainful employment in supportive environments.*

Last spring, we convened faculty, staff, human resource managers, employers, advocates, and elders for a community day of dialogue on *How Older Adults Learn and Work*. Our goals, in part, were to describe the capacity of older adults as employees and their needs as students, to identify resources and share strategies for faculty of older adult students, and to examine concerns of faculty and employers of older adults. Together we explored the rich potential embodied in older adults, identified resources for educators and employers, and provided instruction in teaching older adults.

Federal legislation prohibiting age discrimination in employment protects individuals as young as 40. The Age Discrimination in Employment Act (ADEA) of 1967 includes protections against discrimination based on age with respect to, among other things, hiring



David Mitchell, Director of the Arizona AARP, speaks to the participants of the *How Older Adults Learn and Work* Dialogue Day, April 19, 2002, North Phoenix Baptist Community Center.

and firing, compensation, recruitment, and training. Harassment based on age and retaliation against an individual for filing a charge of discrimination are also prohibited. The ADEA protects job applicants as well as employees.

Age discrimination in employment is often based on lack of knowledge and information about old age in general and older workers in particular. Many employers are surprised to learn of older workers' reliability, commitment, and typically excellent work habits. Old age need not be a time of decline; rather it can be a period of exploration, growth, and productivity. Moreover, learning need not cease with age as evidenced by the popularity of lifelong learning programs and Internet communication among elders.

Unfortunately, as is the case with ageism in general, much discrimination in employment is subtle and insidious. It may not even be identified as such on a conscious level by the victim or the perpetrator. Age discrimination in employment undermines self-esteem, shatters personal incentive, and destroys one's will. This spiraling down can occur in the classroom just as it does in the workplace. As educators, we should prevent it when we can and reverse it when it occurs.

For information about programs at your local college or in your community, contact:

Chandler-Gilbert Community College
Sun Lakes Education Center
Mary Kaye Allen
(480) 857-5505

Estrella Mountain Community College
Community Education Program
Gina Sandoval
(623) 935-8499

Glendale Community College
Community Education
Suzanne Higgins
(623) 845-3808

Mesa Community College
Senior Programs
Marie Allen
(480) 461-6251

Paradise Valley Community College
Senior College
Judi Anderson
(602) 787-6802

Phoenix College
Adult Education Program
Colleen Massey
(602) 285-7192

Rio Salado College
Sun Cities Lifelong Learning Center
Charlcey Brabec
(480) 517-8776

Scottsdale Community College
Senior Adult Educational Program
Vincent Huffman
(480) 423-6535

South Mountain Community College
Guadalupe Center
Raul Monreal
(602) 243-8040

For information about Maricopa CARES, the Senior Adult Network, college programs, eldercare, or older workers, contact Rose Pfefferbaum at (602) 285-7587.

▲Rose Pfefferbaum, Ph.D., mcli

Maricopa Institute for Learning (MIL)

Engaging in the Scholarship of Teaching and Learning

The Maricopa Institute for Learning (MIL) is a fellowship for residential faculty in any discipline who are interested in examining significant issues in their teaching fields and contributing to the scholarship of teaching and learning through classroom research projects and making their work public. Its secondary purpose is to create a community of scholars that will engage in conversations about the scholarship of teaching and learning.

The program supports the Fellows with time and resources to conduct their research and provides them varied opportunities to engage in scholarly thought, reflection, and dialogue about effective teaching and learning practices. This one-year commitment includes release time and special professional development opportunities.

Meet the 2002–2003 Fellows



Trey Cox, Mathematics, Chandler-Gilbert Community College

Students historically have had a difficult time being able to understand and to apply mathematics. They

also commonly dislike math because of their experiences in school. I plan to develop innovative writing projects and incorporate them into courses to help guide students at the College Algebra and PreCalculus levels toward a deeper conceptual understanding as well as to improve their views and attitudes about mathematics. The projects will be written in a creative and fun manner and set in a realistic, open-ended context. Cartoon characters, movie stars, and famous people will “write” letters to the students seeking their expert mathematical advice. Students will be asked to use technology and their mathematical knowledge to work in groups of three or four and provide a written response in letter format that explains the math at a foundational level.



Stephanie Fujii, Counseling, Estrella Mountain Community College

My project’s focus is an examination of the process by which students integrate learning of diversity

principles into personal principles. My understanding of diversity education is that it is not merely about culture, gender, and sexual orientation, but is

about the general theme of how people deal with differences.

With my project, I seek to do two things. The first will be to research and analyze student learning and teaching in diversity education and values development. I will explore the extent, impact and influence of the diversity constructs of in-group/out-group dynamics, personal identity/social identity (saliency of each), and privilege. The second component of the project will be to identify and create experiential teaching activities that incorporate the diversity constructs mentioned above. I am hoping that these experiential exercises will help students move from thinking about diversity to the integration of diversity principles into their own thinking and processing.



Susan Miller, English, Mesa Community College

I am conducting a research project to investigate the effective design and delivery of web-based writing courses. I will investigate which design and delivery

options students prefer in web-based learning environments and what students need both on the screen and in a general learning environment in order to succeed in an online writing course. I plan to conduct a usability case study of students participating in web-based writing classes.

To date, little empirical research has examined this area, and such research could have a tremendous impact on teaching and learning by encouraging better course design and delivery that would help students achieve success in distance learning environments. In addition, this study will add to discussions of distance learning course usability in the disciplines of rhetoric and composition, instructional technology, human computer interactions, and graphical user interface design.



Jonelle Moore, English, Mesa Community College

During my Fellowship, I will develop strategies for community-based research and writing instruction; projects that encourage civic engagement through

implementation of community action plans; and materials and activities that support community-based learning. I will also create a video to document the process.

The assumption underlying my research questions is that while conducting academic research about real problems and seeking solutions, the students will realize a broader implication for their learning beyond an academic setting and they will develop civic skills and better understand the necessity for civic participation.



Cindy Ortega, Reading, Phoenix College

The overall purpose of my project is to set my students on the journey to becoming life long readers. To reach my goal, I will create materials and

activities that build and activate background knowledge (schema) necessary for effective reading; develop and test out opportunities for shared and independent interpretation of text (through dialogue and writing); and influence students’ attitudes toward reading. It is my belief that students will truly be engaged in the process of reading and may recognize the true essence and importance of reading.

It is also my intent to extend reading beyond the classroom – to create and encourage participation in a reading community for students. I will accomplish this through book discussion groups, visits to bookstores and libraries, and participation in community literacy activities.



Pushpa Ramakrishna, Biology, Chandler-Gilbert Community College

The main goal of my project is to research how visualization of structures and dynamic processes enable students to develop

a better understanding of biological concepts and to determine if there are specific combinations of modalities for teaching (e.g., hands-on activities, role playing, web animation, etc.) that are more effective for certain specific biological concepts.

During my fellowship, I will develop collaborative activities using visualization as a vehicle around a humorous real life scenario. These activities will encourage students working in a team to think critically to solve problems in an inquiry-based approach. Each activity will incorporate visualization and at least one modality of teaching.

▲Maria Harper-Marinick, Ph.D., mcli

<http://www.mcli.dist.maricopa.edu/mil>

Ocotillo



What's on the Table for Ocotillo in 2002-2003?

Ocotillo has started another year of collectively addressing instructional technology issues by working with faculty representatives from each of the Maricopa Community Colleges' instructional technology groups and committees.

Ocotillo People

Sheila Brandt (Scottsdale) and **Rick Effland** (Mesa) are serving as the 2002-2003 General Co-chairs for Ocotillo. We welcome a new chair, **Mary McGlasson** (Chandler-Gilbert), and a returning chair, **Mary Long** (South Mountain). Rio Salado Ocotillo Chair **Pat Case** is Ocotillo's representative to and faculty voice at the Technology Leadership Council. **Doug Sawyer** (Scottsdale) is the Ocotillo representative to the Strategic Planning Advisory Council.

Ocotillo Goals

The new co-chairs, with input from their colleagues, have outlined the following three broad goals for this academic year:

- Be an active force in the discussion and generation of ideas related to instructional technology and its strategic use.
- Share/collaborate across the District on instructional technology to reach more people and to improve teaching and learning.
- Be actively engaged in activities that support effective use of instructional technology.

Among the key issues on the table are developing a common nomenclature for "hybrid course" (a course that is a mixture of scheduled classroom time and out-of-class work, often supported with technology), sharing resources and content, planning course management systems, and exploring electronic portfolios.

Ocotillo Technology Visioning Forums

With the support from Ron Bleed, Vice Chancellor of Information Technologies Services, Ocotillo continues to bring distinguished experts to help us envision the role of technology in the future. This fall, our visionaries include **Mark Milliron**, League for Innovation (October 2002) and **Carl Berger**, University of Michigan (December 2002). **Mike Zastrocky**, Gartner Group, will visit us in the spring semester.

From these forums, college teams carry ideas back to their campus discussions and

influence the ongoing strategic planning processes regarding instructional technology and space planning.

Ocotillo Online Learning Group (OLG)

The OLG, which meets monthly at different colleges, is open to all faculty and staff interested in using the web for teaching and learning. This year's OLG facilitators are **Sandra Wells** (Phoenix College) and **Anna Rosa Lampis** (GateWay). Meetings consist of demos, discussions, and hands-on practice with software tools. For example, in September **Marty Etchart** and **Kurt Chambers** (both Phoenix College) shared their perspective and experience in teaching hybrid courses and **Beverly Jenkins** (Phoenix College) led a hands-on introduction to Respondus.

Ocotillo College Centers Group

This new Ocotillo group includes representatives from the college centers that support faculty development and instructional technology, and people from other colleges that do not yet have this type of center. The purpose is to collaborate on common issues and be a connection to the national New Media Consortium program, which Maricopa joined this year.

Ocotillo Technology Dialogue Days

Ocotillo continues to sponsor several dialogue days to promote the sharing of ideas and practices regarding instructional technology. In October, an **ePortfolio Dialogue Day** was held where Maricopa faculty shared their experiences in electronic portfolios. Guest presenter Ali Jafari (ePortfolio Consortium) demonstrated and discussed the possibilities of a standards-based system for portable student electronic portfolios.

Another dialogue day, **Strategies and Technologies for Teaching Students with Disabilities** is tentatively scheduled for January 24, 2003. We will repeat the format of the spring 2002 dialogue day, **Technology by the (Discipline) Slice**, on February 28, 2003.

Ocotillo Retreat

Participants from all colleges will gather May 21-22, 2003, for concentrated



Ocotillo chairs get together to discuss teaching, learning, and technology.

activities and discussion on Ocotillo issues. At the 2002 Ocotillo Retreat ("Building the Vision") in Tucson, speaker **Alan November** challenged our ideas of culture and technology. Participants developed ideas on blueprint paper based on the four key issues "One Stop Shop for Student Services," "Library of Re-usable Learning Objects," "24/7 Technical and Learner Support," and "A Schema for Hybrid Courses."

Ocotillo Chairs 2002-2003

Mary McGlasson, Ph.D.
Chandler-Gilbert Community College
Roger Yohe, Ph.D.
Estrella Mountain Community College
Charlene Thiessen
GateWay Community College
Elizabeth Jacobs, Ph.D.
Glendale Community College
Steve Budge and Rick Effland, Ph.D. (co-chairs)
Mesa Community College
Nancy Matte, Ph.D.
Phoenix College
Jon Storslee, Ph.D.
Paradise Valley Community College
Pat Case, Ph.D.
Rio Salado College
Sheila Brandt
Scottsdale Community College
Mary Long, Ph.D.
South Mountain Community College

▲ Alan Levine, mcli

<http://www.mcli.dist.maricopa.edu/ocotillo>

mcli Calendar

January 2003

- 1 HOLIDAY: New Year's Day
 10 Faculty Convocation 2003, *The Engaged Learner: Why Learning Is Not A Spectator Sport*, featuring Dr. Diane Halpern, Phoenix College, Bulpitt Auditorium, 8:00 a.m. to 3:30 p.m.
 18 Semester Begins
 20 HOLIDAY: MLK Day
 24 *Strategies and Technologies for Teaching Students With Disabilities*, Scottsdale Community College, Turquoise Room, 9:00 a.m. to 3:30 p.m.

February

- 7 *Promoting Critical Thinking Through Structured Group Activities Dialogue Day*, featuring Dr. Barbara Millis, District Office, Governing Board Room, 8:30 a.m. to 4:00 p.m.
 7 Online Learning Group Meeting, Phoenix College, 2:00 p.m. 4:00 p.m.
 13 *Engaging Students in Active Learning* Learnshop, District Office, Governing Board Room, 3:30 p.m. to 6:15 p.m.
 14 Learning Grants 2003-2004 Cycle Closes
 17 HOLIDAY: Presidents' Day
 19 Honors Forum presents Ms. Barbara Coombs Lee, *Aging and End of Life Concerns*, Phoenix College, Bulpitt Auditorium, 7:00 p.m. to 8:30 p.m.
 20 *Engaging Students in Active Learning* Learnshop, District Office, Governing Board Room, 3:30 p.m. to 6:15 p.m.
 26 *Diversity* Learnshop, Rio Salado College, Room 515, 3:00 p.m. to 6:15 p.m.
 27 *Engaging Students in Active Learning* Learnshop, District Office, Governing Board Room, 3:30 p.m. to 6:15 p.m.
 28 *Technology by the (Discipline) Slice Dialogue Day*, Location/Time TBA

March

- 5 *Diversity* Learnshop, Rio Salado College, Room 515, 3:00 p.m. to 6:15 p.m.
 5 Honors Forum presents Dr. Kimberly Young, *Mental Health Issues for the 21st Century*, Phoenix College, Bulpitt Auditorium, 7:00 p.m. to 8:30 p.m.
 7 *Assessing Critical Thinking Through Active Learning*, featuring Dr. Charles Bonwell, District Office, Governing Board Room, 8:30 a.m. to 3:30 p.m.
 7 Online Learning Group Meeting, Mesa Community College, 2:00 p.m. to 4:00 p.m.
 12 *Diversity* Learnshop, Rio Salado College, Room 515, 3:00 p.m. to 6:15 p.m.
 13 *Engaging Students in Active Learning* Learnshop, District Office, Governing Board Room, 3:30 p.m. to 6:15 p.m.

- 17-21 HOLIDAY: Spring Break (faculty)
 20-21 HOLIDAY: Spring Break (staff)
 26 *Diversity* Learnshop, Rio Salado College, Room 515, 3:00 p.m. to 6:15 p.m.
 27 Senior Adult Network Advisory Committee Meeting, Scottsdale Community College, Room/Time TBA
 27 *Engaging Students in Active Learning* Learnshop, District Office, Governing Board Room, 3:30 p.m. to 6:15 p.m.
 28 *Scholarship of Teaching and Learning Dialogue Day*, featuring Dr. Donna Duffy, GateWay Community College, Saguaro Room, 11:00 a.m. to 4:00 p.m.
 28 Creative Writing Awards Dinner, Sunburst Resort, 6:00 p.m. to 9:00 p.m.
 28 FPG: Completed Summer Project applications due by 3:00 p.m. to campus rep

April

- 2 *Diversity* Learnshop, Rio Salado College, Room 515, 3:00 p.m. to 6:15 p.m.
 4 *The Courage to Teach by Parker Palmer, Revisited*, Location TBA, 11:30 a.m. to 4:00 p.m.
 4 Online Learning Group Meeting, Location TBA, 2:00 p.m. to 4:00 p.m.
 9 *Diversity* Learnshop, Rio Salado College, Room 515, 3:00 p.m. to 6:15 p.m.
 10 *Engaging Students in Active Learning* Learnshop, District Office, Room 311, 3:30 p.m. to 6:15 p.m.
 11 *mcli Forum*: mailed out to full-time faculty, administrators, and subscribers
 23 Honors Forum presents Dr. John Molina, *Mind-Body Connections*, Phoenix College, Bulpitt Auditorium, 7:00 p.m. to 8:30 p.m.
 24 *Engaging Students in Active Learning* Learnshop, District Office, Governing Board Room, 3:30 p.m. to 6:15 p.m.
 25 Honors Scholarship Reception, District Office, Governing Board Room, 2:00 p.m. to 3:00 p.m.
 25 Outstanding Performers Concert, Scottsdale Community College Performing Arts Center, 7:30 p.m. to 9:00 p.m.

May

- 12-15 Finals Week
 16 Commencement
 21-22 Ocotillo Retreat 2003, Location/ Times TBA
 26 HOLIDAY: Memorial Day

July

- 4 HOLIDAY: Independence Day

August

- 23 Semester begins

September

- 1 HOLIDAY: Labor Day
 19 *Brain Research Dialogue Day*, featuring Dr. Pat Wolfe, District Office, Governing Board Room, 8:30 a.m. to 4:00 p.m.

UPCOMING EXTERNAL CONFERENCES AND EVENTS

March 2003

- 14-17 AAHE 2003 Learning to Change Conference, Washington DC
 16-19 Innovations 2003, Phoenix, AZ
 20-23 Society for Photographic Education National Conference, Austin, TX

April

- 1-5 14th International Conference on College Teaching and Learning, Jacksonville, FL
 11-14 Western Regional Honors Council National Conference, Reno, NV
 13-16 NCA Annual Meeting, Chicago, IL

May

- 25-28 NISOD Conference, Austin, TX

June

- 21-24 AAHE 2003 Assessment Conference, Olympia, WA
 TBA Teaching for a Change Conference, Steamboat Springs, CO

Faculty Convocation 2003

The Engaged Learner: Why Learning Is Not A Spectator Sport

featuring Dr. Diane Halpern

January 10, 2003
 Phoenix College
 Bulpitt Auditorium
 8:00 a.m. to 3:30 p.m.
 Registration begins at 8:00 a.m.

Register Online

<http://www.mcli.dist.maricopa.edu/fsd/c2003>

For More Information

Contact your college faculty/staff development coordinator(s) OR the mcli at (480) 731-8300.