

Volume 3, Spring 2002

mcli Forum

Teaching, Learning, and Technology in the Maricopa Community Colleges

Features

SyRIS: Its Accomplishments and Future

page 4

Lights. Camera. Learning!

page 6

Also Inside

Updates on mcli Initiatives

The Arts
Faculty Development
Faculty In Progress Program
Faculty Professional Growth
Honors
Learning Grants
Maricopa CARES
Maricopa Institute for
Learning
Ocotillo



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/>

Questions regarding this publication or subscription should be addressed to Tina Emmons, (480) 731-8688.

Editor

Margaret Hogan, Ed.D.

Page Editors

Robert Galloway

Maria Harper-Marinick, Ph.D.

Betsy Hertzler, Ed.D.

Linda Larson

Alan Levine

Marybeth Mason

Rose Pfefferbaum, Ph.D.

Jeffrey Pommerville, Ph.D.

Doug Sawyer, Ph.D.

Design/Layout

Tina Emmons

Photography

Robert Galloway, Maria Harper-Marinick, Alan Levine, and Colen Wilson

mcli Director

Marybeth Mason

Vice Chancellor for Academic Affairs

Anna Solley, Ed.D.

Inside

Special Announcements

Mark Your Calendars!	page 3
ASU-CLTE Summer Institute 2002 Schedule	page 19

Features

Systemic Reform In Science (SyRIS) SyRIS: Its Accomplishments and Future.....	page 4
Technology Lights. Camera. Learning!.....	page 6

Programs

The Arts	page 9
Faculty Development and Faculty Professional Growth....	page 10
Faculty In Progress Program (FIPP)	page 12
Honors	page 14
Learning Grants	page 15
Maricopa CARES.....	page 16
Maricopa Institute for Learning (MIL).....	page 17
Ocotillo	page 18

mcli Calendar

Upcoming Events.....	back cover
----------------------	------------

ON THE COVER: Maricopa Science, Technology, Engineering, and Mathematics faculty participants at the "Helping the Learner to Learn" workshop presented by Dr. Harold Modell.

Maricopa Community Colleges' Acronym Legend

CGCC	Chandler-Gilbert Community College
EMCC	Estrella Mountain Community College
FTSE	Full-Time Student Equivalency
GWCC	GateWay Community College
GCC	Glendale Community College
MCC	Mesa Community College
MCCCD	Maricopa County Community College District
mcli	Maricopa Center for Learning and Instruction
PVCC	Paradise Valley Community College
PC	Phoenix College
RSC	Rio Salado College
SCC	Scottsdale Community College
SMCC	South Mountain Community College



Mark Your Calendars!

ASU-CLTE Summer Institute May and June 2002

http://clte.asu.edu/workshops/summer_inst_2002.html

(See page 19 for more details.)

mcli Learnshops

Math and Science Technology Intersession

May 20-23, 2002

7:30 a.m. to 5:00 p.m. • GateWay Community College • Health Care Building Room 2121

Teaching for Learning: From Syllabus to Assessment

August 21; September 4, 18; October 2, 16, 30; November 13; December 4

3:00 p.m. to 6:00 p.m. • District Office • Governing Board Room

Engaging Students in Active Learning

September 19, 26; October 3, 17, 31; November 14; December 5

3:30 p.m. to 6:15 p.m. • District Office • Maricopa Room

Faculty Convocation 2003

Friday, January 10, 2003 • Phoenix College • Bulpitt Auditorium

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

Systemic Reform In Science (SyRIS)

Systemic Reform in Science: Its Accomplishments and Future

JEFFREY POMMERVILLE, PH.D., MCLI

Too many Americans -- from children to adults -- lack a proper understanding of basic science concepts and processes. They are ill-equipped to make critical decisions in areas that impact their lives on a daily basis such as health and medicine, technology, and the environment. Changes in university and workplace requirements and student demographics are increasing the diversity of student learning needs in science courses. In addition, students have become more ethnically and socioeconomically diverse, which has resulted in a student population that has a wider range of learning needs than students who took those science courses in the past. A strong need exists to revise traditional science pedagogy so that it aligns better with the needs of today's students.

College and university science, technology, engineering, and math (STEM) faculty are integral to initiating and implementing science reform. The instruction and experiences STEM faculty provide will be passed to future generations -- by way of our science majors who enter STEM fields of research and education and by way of those non-majors who make public policy and those who vote on it.

Systemic Reform In Science (SyRIS) has begun the process of reform by providing



Some SyRIS Management Team Members (from l-r): Karen Conzelman, GCC; Jeff Pommerville, Principle Investigator, mcli; Maria Harper-Marinick, mcli; Lynda Santiago, PVCC; and Rosemary Leary, EMCC

an environment for STEM faculty to make changes in curriculum and pedagogy. Funded by the National Science Foundation (NSF) and in-kind support from participating colleges and the mcli, SyRIS has brought together over the past two years more than 60 of Maricopa's STEM faculty. As collaborative college teams, they developed and piloted interdisciplinary science activities (science modules). Integrated into a course curriculum, these modules can give students a better understanding of the connections between the sciences. These reforms also enable students to understand how science fits into their lives, to use scientific ways of thinking, and to make connections and apply what they know to the world outside the classroom.

Accomplishments

Over the two years of the project, 17 inquiry-based, interdisciplinary modules were developed and piloted by STEM faculty. Designed to be easily integrated into STEM courses, each module package includes:

Student Materials, Exercises, and Experiments. The student packet contains all the information that students need to complete the module activities.

Instructor Notes. The instructor packet contains instructions for implementing and assessing the module. The pedagogical design allows instructors to personalize their instruction in ways that best meet student learning needs.

The modules were based on the premise that students must be engaged and involved if higher order or deep learning is to occur. To promote active learning, each module has been designed around collaborative learning strategies that engage students in learning from and with each



Additional SyRIS Management Team Members (from l-r): Donna Benson, MCC and Reece Weide, GWCC

other. The inquiry-based, interdisciplinary strategies include features that:

- **Go beyond curriculum content.** They show students how scientists see the world, how they think about what they see, and how they draw conclusions that are consistent with new observations and current knowledge. More than any other strategy, inquiry-based, interdisciplinary learning says to students, "This is science as a way of knowing."
- **Are built on a multi-leveled scale of knowledge and skills.** Students move progressively toward a more complete and useful understanding of science. The specific modules offer instructional strategies that help students grapple with difficult concepts in ways that promote their growth toward such an understanding.
- **Help students ask and answer difficult questions.** They learn the language of science and see relationships, similarities, and differences.

With this foundation, students are ready to apply their understanding of science in independent ways. The modules require students to state, explain, and provide examples of key scientific principles and to recognize these principles at work in novel situations. The modules promote student development by challenging students to express their understanding to others and to examine, refine, modify, and expand their own and others' ideas.

As students begin to understand the place of science in human experience, they can tackle controversial issues that are at the intersections between science and society, such as global warming or environmental pollution. Through real life applications, students apply what they know to a variety of complicated, multidimensional questions and problems. The modules challenge students to analyze and evaluate complex scientific and social issues and to practice making informed decisions about socially relevant questions.

Faculty Participation

The STEM instructors have found their contributions and experiences with SyRIS to be rewarding. SyRIS has heightened their consciousness and that of their students regarding the connectedness of STEM disciplines. The skills gained have allowed them to do more real-time instruction that supports and assists students' learning. The experiences of working on SyRIS have made many instructors aware of how important it is to understand student preconceived ideas and then adapt their teaching style to help the students discover different concepts on their own. It was only through designing a SyRIS module that many faculty came to truly understand and appreciate active learning.

It has been a pleasure and honor to work with a great group of Maricopa STEM faculty. Quite simply, the SyRIS project would not have been possible without the tremendous time and effort put forth by the peer mentors and the collaborative learning teams. All the teams worked many long hours to develop modules that



Additional SyRIS Management Team Members (from l-r): Lynda Santiago, PVCC; Karen Conzelman, GCC; and Ui Luu, GCC

are pedagogically useful and of interest and significance to students. Many of the teams took time out of their own busy schedules to "pre-run" the student modules to make sure as many of the unforeseen pitfalls and obstacles to effective instruction and learning were caught before the students actually started the modules. One of the most frequent comments from the SyRIS project faculty was about the collegial experience among faculty in different disciplines where each member could contribute and learn. Working with faculty from other STEM disciplines fostered a better understanding of how each discipline approached concepts and topics that all disciplines have in common.

I would like to thank the SyRIS faculty for their enthusiastic efforts and determination. This group of faculty is linked by their genuine interest in quality education, and it has been my pleasure to work with them.

The Future

Although the SyRIS Project ends in July, science reform must continue. We must strive to continue reforming STEM instruction to support high quality, inquiry based, "hands-on" science for all our undergraduates. This includes addressing the needs of persons going into the technical workforce, the preparation of majors in these areas, and the issue of science literacy for all.

The success of undergraduate STEM education depends on the students who come from grades K-12. To ensure that

students start out with the best of all learning environments, we need enthusiastic and well-prepared K-12 teachers. The SyRIS management team strongly believes that one avenue for future science reform is developing a two-semester interdisciplinary science course for pre-service education majors based on the SyRIS model. With the continuing shortage of K-8 science teachers and the priority for teacher preparation set by Chancellor Fred Gaskin and Vice Chancellor Anna Solley, the management team sees such an interdisciplinary science course as a creative way to bring



SyRIS Management Team Member and Co-Principle Investigator JD Mildrew, SMCC

more "science-shy" pre-service teachers into the teaching pipeline. At the same time, pre-service teachers' science understanding, ability to communicate about science, and confidence would be improved through opportunities for application of science concepts in authentic contexts.

Conclusion

Reform takes time. It takes time for instructors to feel at ease with a new instructional approach that might be quite different from the way they use it or from how they were taught. It takes time for students to become accustomed to a new way of learning that previously may have been a passive learning experience. In addition, it takes time for college and university administrators to understand how best to support the change. SyRIS has been one channel for guiding science reform on all these levels.

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



Additional SyRIS Management Team Members (from l-r): Tim Frank, SMCC and Howard Sullivan, ASU

Technology

Lights. Camera. Learning!

ALAN LEVINE, MCLI

Television and movies are significant in modern American culture.

Maricopa students have grown up in a time of intense media saturation. Does video also have a place in teaching and learning? In this article we meet some faculty who, supported by Learning Grants, have found ways to creatively and effectively incorporate video in their classes. See the online version of the *mcli Forum* to see some video clips from these projects.

Shooting Our Own Videos to Reinforce Hands-On Techniques in Physical Therapy

Peter Zawicki and Kirsten Berdahl, Gateway Community College

Alan: Can you tell us a little about your background?

Kirsten: I've been a faculty member in the Physical Therapist Assistant (PTA) Program at GateWay since 1994. Before that, I worked 11 years in physical therapy and still do some work on the weekends to keep my experience current.

Peter: I started at GateWay in 1993 as the program director and developed the program. Since 1981, I have worked in physical therapy, mainly in hospital environments. Like Kirsten, I still do some part-time work. Both of us feel that it is important to bring home to students the idea that we not only teach the concepts but still practice them. It validates who we are as clinicians and, since we practice in the field, we can continue to bring in practical examples for our students.

Alan: Tell us about the Physical Therapist Assistant program.

Kirsten: It is a two-year Associates degree program. Students complete three clinical internships in hospitals and rehab centers working directly with a physical therapist, or a PTA, and they start working with patients at that time. This year we are



Kirsten Berdahl and Peter Zawicki
GateWay Community College

starting to see some of our early graduates become our clinical instructors.

Alan: Where did the idea for your physical therapy video project come from?

Peter: We had been talking about situations where students missed a lab section and how we could help them catch up. The labs are very hands-on. We also have students who need additional help. It seemed that we were spending a lot of extra time helping students review skills.

Those were all factors that went into an idea for a tool students could use without an instructor, to learn, practice, and hopefully improve their skills. We were unaware of any commercially available products that do this, and if they existed, they were expensive, and not necessarily designed the way we teach.

Alan: How would you describe one of your videos?

Kirsten: We took a particular technique, and usually fairly casually reviewed the principles at the start of the tape and then demonstrated it. One of us acted as the instructor and the other one was the videographer. We also hired a student to act as a patient. We have finished about 30-35 tapes.

Alan: How did you plan your videos?

Kirsten: Since it was like re-teaching, we found that we did not need to script it, but if there were specific points to get across, I wrote them on the whiteboard behind the camera. We've been teaching for years, so the content is very familiar.

Peter: Part of the benefit of us doing this together was that, although we teach different courses, sometimes Kirsten would stop the camera and say, "Did you want to include this?" or "Maybe you want to show it that way." It certainly added to what I did because I had a professional colleague who was the videographer who could say to me, "Here is something else you may want to include."

Kirsten: It was also valuable getting to see each other teach, so now if something comes up in my lab, I can say, "Remember when Peter taught you this?"

Alan: Did you have any experience in shooting video?

Kirsten: We already tape students as they do a practical test so the students can review themselves. We are used to the camera, but we had not been concerned about lighting and camera angles and backgrounds. It was a huge learning experience for us.

Peter: We are very pleased with our results. It took a fair amount of time. The grant process really supported us by funding and paying for the tapes and the student time. But what's more it gave us an impetus to take this idea we had floating around that we thought we did not have enough time to do and get it done. Being accountable to the grant made us motivated to find the time and finish the project.



Alan: Would you recommend this approach to your colleagues?

Peter: Definitely, especially for any type of program where students have to do repetitive demonstrations of certain skills. It is not a substitute for what the student needs to do hands-on. They have to do it themselves, repeat it with student subjects, and again in the clinical experience. But certainly it could help them focus on what they are doing with their hands and their technique.

Alan: It was interesting to hear both you and Kirsten say how much you learned from each other as teachers.

Peter: That was something we did not even plan for but was a significant benefit to both of us. Not only did we learn from each other, but we gained more respect for how we teach. Initially we thought of getting someone from outside to shoot the video, but for the length of time and knowing the importance of positioning, we felt like we could do it just as well.

Solving Math Problems with TV Themes and Video Scenarios

Scott Adamson, Chandler-Gilbert Community College

Alan: Tell us a bit about yourself.

Scott: Ever since I was a senior in high school, I wanted to be a math teacher. I earned a degree in Math Education at Northern Arizona University. I've taught math in Payson and Chandler high schools before coming to Chandler-Gilbert Community College (CGCC). During my whole career I have searched for ways to get people interested in and motivated to do the math.

Alan: What was it that got you started using video to teach math concepts?

Scott: When I was teaching high school, I got an idea after I saw a problem in a math book about determining the time of death of a murder victim. Since math can be a bit boring, I wanted to re-create the scene in my classroom. I decided to "stage" the murder, and I asked myself who would be the best person to murder? The math teacher! I created this character, "Cal Clueless," and worked with our TV production class on this first video.

At Chandler-Gilbert, I got the idea for my first Learning Grant, called "Rule Time," a spoof on the show "Tool Time." I am "Jim the Rule Man Baylor" and every episode is about measuring, which spins us into some mathematical concept.

The idea behind this is that students often wonder in a math class, "When in the world am I ever going to need this junk?" The video gives them a context so they can see how math can be used. They watch the video, which poses a problem that the students then work to solve. Afterward you go back to the video to see the resolution.

Alan: What math concepts are covered in "Rule Time?"

Scott: The main concepts in "Salute to Speed" are linear functions, understanding of slope, scatter plots,

regression, and a little statistics. "Salute to Brakes" is a braking distance problem, which turns out to be a quadratic equation. "Salute to Sports" deals with exponential growth. And "Salute to Flight," our current project, uses some trigonometry and vectors to map out a flight plan, as well as some quadratics to solve problems with falling objects coming out of the plane.

Alan: How do students respond to this approach?

Scott: They just love it! Calculus starts with a review, and I use one of these videos which is math they should already know. So these students come in, they do not know me yet, and I pop in one of these videos. And they react like, "I can't believe this is a math class!" It is not one of those classes where the teacher is just writing on the board all day and the students are madly scribbling notes. When you walk into my classroom, my students are working together, they are talking about the problem, and the video scenarios truly help motivate them.

At the end of every unit we have a test, and the students have to write me an email message as a reflection on their learning. In a section called "highlights," I ask them to describe what worked for them, and I always hear how great the videos were. They change students' views toward math.

One of my strongest beliefs is that learning math has to be fun. If students are having fun, they might be a little more willing to wade through some of the more difficult parts of the problem solving. And students do connect the problem to the scenario of the video. Although the stories are contrived, students develop a real desire to solve the problem they see on the video. They will take the time to figure it out.



Scott Adamson
Chandler-Gilbert Community College

Technology (cont'd)

Scott Adamson's Student Reflections on Solving Math Problems with TV Themes and Video Scenarios

The group project for Wile E. Coyote helped to apply skills.

I enjoy your different approach to teaching, you have made a potentially dull subject exciting! It was helpful to work in groups and to have peers explain some concepts.

I really enjoyed the project, which surprised me because I usually really hate working in a group. It was mostly the content of the project that I liked, and we were able to get everything done within class.

I really enjoyed the project. I found it challenging but fun because it was like a real life project.

I like the projects that we are doing because we can see how to apply the calculus we learn in class to real world situations and what we might use calculus for in our careers. The projects are slowly growing more and more challenging, but how else do we learn?

Alan: Can you tell us a bit about your newest video?

Scott: This video is about Newton's law of cooling and how it affects the time of death. We also look at exponential growth in Biology. The problem involves determining if the cause of death is *E. coli* poisoning or anthrax, since there is some mysterious white powder encountered. The third part deals with modeling the exponential spread of a rumor.

Alan: Tell us about the whole process from idea to final tape.

Scott: We started with our SyRIS team. At first it was difficult because we were trying to connect Biology with Physics and Math in a manner that fits with a murder plot. So we spent four or five hours on the overall plan. Then we worked several hours on the storyboard. We had somewhat of a script, but we wanted it to sound natural.

The actual day of shooting took about six hours. We asked some drama students to play our characters. We gave them a general idea of what the scene needed, but were specific about the clues that were necessary to solve the problem. From there, the tape went to the media staff who did an excellent job of editing. It was shot in DV format and edited with Final Cut Pro. Then it was put into VHS tape (and ultimately will be converted to DVD).

Alan: Let's say I am a math teacher thinking this sounds great, but also like a lot of work. How can I do something like this?

Scott: We want to share our projects, and many faculty have asked for copies. If we had more people willing to write activities, we could all share them and save everyone some of the work.

If you'd like to learn more about Scott's projects, for example how Scooby Doo solves the problem of the suspended VW, in Calc III, see the entire interview on the *mcli Forum* web site:

<http://www.mcli.dist.maricopa.edu/forum/spring02/tech.html>



In Scott Adamson's latest video project, "eTV News Action Pi" reporter Biltz Wolfer (played by Instructional Technologist Tom Foster) interviews students Cam S. Tree (played by student Ann Posiviata) and Al G. Braic (played by student Steve Rhoton) about the recent mysterious death of their math teacher, Al Gorhythm



Randy Sample (played by student Mike Gilbert) describes some of the odd happenings and missing items from the chemistry lab at PowerVille Community College

The Arts

It Must be Spring; Jazz is in the Air

Maricopa Jazz Orchestra (MJO) Tries New Model for Learning

The traditional format for music education has the faculty in the role of mentor or tutor. But the MJO put Maricopa jazz faculty and students in a learning experience together, under the leadership and direction of a master clinician. For the students to learn in the same master class as their teachers was a memorable experience. "You see the faculty in a new light when you are playing alongside them," said one student. The MJO participated in a series of clinics and rehearsals to prepare for the live performance at the Kerr Cultural Center with saxophone great Bob Mintzer and conductor Steve Owens. Dave Schmidt, jazz faculty at Glendale Community College, commented that working with clinician Dr. Steve Owens was especially rewarding since "Steve is in a class of his own in terms of jazz education."

The MJO was supported by a Learning Grant awarded to Fred Forney, music faculty at Mesa Community College. Fred's original idea was to give students a professional experience with a contemporary jazz master in a live public venue. As the project evolved, his idea expanded to include the faculty, and the unique Orchestra was created. Open auditions were held and eleven students and six faculty were selected for the Orchestra.

The Maricopa Jazz Orchestra airs on Maricopa Television (MCTV) throughout its spring schedule. Tapes of the November concert are available from



Bob Mintzer, Steve Owen, and Fred Forney



Saxophone Great, Bob Mintzer, directs Maricopa jazz faculty and students in a rehearsal

Steve Meredith, MIAET (480-433-6332 or steve.meredith@sccmail.maricopa.edu).

Outstanding Music Performers Concert

Competitions were held in March to determine the Outstanding Music Students to be highlighted in the April 26th Performance at the Scottsdale Community College Performing Arts Center. The first place winners in Solo Instrumental, Piano, Guitar, Chamber Instrumental Ensemble, Solo Vocal, Chamber Vocal Ensemble, and Jazz Vocal will be featured in the live performance.

The concert is free and open to the public and includes a reception for the audience to meet the performers. The concert will begin at 7:00 p.m. with the reception to follow.

Performers as Teachers

As a continuation of our Fine Arts Day VIII discussion on the shortage of teachers in the Arts, a pilot program has emerged that will acquaint performance majors with hands-on teaching experience. Milas Yoes, Chair of the Music Department and Band Director at Phoenix College, has begun an innovative project with the jazz and concert bands. The pilot program gives music majors the opportunity to experience music as educators while they are achieving their goals as performers.

While the focus remains on concerts, recitals, and festivals, many of these events take place in middle school or high school venues where the audiences are comprised of students from the music and band programs. After a performance, the Phoenix College performers then meet with groups of students, or individuals, to conduct mini-master classes on an instrument or arrangement. The experience enriches the schools' classes and gives the college performers an introductory teaching experience as well. If this model is successful, it may be expanded to integrate music performance classes with education curriculum to help the musicians sharpen their teaching skills as well as their performance skills.

Maricopa Creative Writing Anthology

This year 24 writers received recognition in Maricopa's Creative Writing Anthology. The entrants were chosen by a panel of distinguished jurors from over 197 submissions from creative writing programs at all of the Maricopa Community Colleges. The Anthology honors writers in categories of Short Story, Creative Non Fiction, One Act Plays, and Poetry.

The complete Anthology is available on the Arts website (see below).

League for Innovation Creative Writing Contest

The League for Innovation Creative Writing Contest will feature the First Place Winners of the Maricopa Creative Writing contest:

Poetry: Denice Caldwell, Scottsdale Community College

Short Story: Diayn Day, Glendale Community College

One Act Plays: Dennis Burns, Paradise Valley Community College

Creative Nonfiction: Diayn Day, Glendale Community College

Their work will be featured in the League's national publication. The League entrants will compete for awards at the national level as well.

▲ Bob Galloway, mcli

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

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

Faculty Development and Faculty Professional Growth

Faculty Development Meets Faculty Professional Growth

Because of the many faculty development opportunities available, Maricopa is the ideal place to plan a rich and varied teaching career. However, amid the day to day rush of papers, students, work, and family, it is hard to take the time to create a thorough career development plan. Nevertheless, it is important for faculty to think about what they would like to learn, to explore, to experience, to experiment with over the course of their life, especially in their role as a faculty member and teacher. Fortunately, the Maricopa Community Colleges offer wonderful incentives for faculty to continue to learn and grow throughout their tenure in Maricopa.

Each college has a unique and individual focus on faculty development, working to create programs and learning opportunities for its faculty's special interests and needs. For example, Paradise Valley Community College offers two "learning weeks," when employees facilitate learning sessions in areas such as student retention, the underprepared student, college-wide assessment, and hands-on technology. Rio Salado College offers "Tools for Improvement" workshops on best practices for assessing and improving teaching and learning for reading, writing, and problem solving. Phoenix College works closely with the Learning Technologies Department to provide faculty a wide variety of hands-on instructional technology.

In addition to the many opportunities available to faculty at their own colleges, the Maricopa Center for Learning and Instruction offers a broad range of professional development activities throughout the year, including Dialogue Days, Learnshops, Learning Grants, Faculty Convocation, videoconferences, and the Maricopa Institute for Learning. This year's most successful events included visits to Maricopa by Dr. Richard Paul, Director of the Foundation for Critical Thinking; Drs. Milton and Janet Bennett, Directors of the Intercultural Communication Institute; and Dr. Janice Denton, Professor of Chemistry and Chair of the Academic Assessment Committee at the University of Cincinnati, Raymond Walters College. To accommodate as many faculty as possible, the mcli has offered events both centrally and at various colleges. When applicable, the mcli has tried to provide incentives through Faculty

Professional Growth (FPG) for faculty to participate and receive faculty professional growth non-academic advancement credit.

As early as 1972, the Maricopa Governing Board recognized the value of providing incentives for continuing professional development for faculty. The District's FPG programs provide incentives for faculty to attend development activities both inside and outside of Maricopa. This year the FPG website became active. Even with this information now available 24/7, it can be challenging to understand the many programs that are available. The FPG programs include:

Salary Advancement

Salary Advancement is achieved by moving horizontally on the Maricopa District salary schedule incrementally by credit hours. Traditional academic courses are calculated in credit hours while non-academic hours are calculated in clock hours and are equated to credit hours. These equations vary by category and are explained here.

★ ADVANCEMENT FOR ACADEMIC COURSE WORK

Salary advancements for completion of graduate and, under certain conditions, undergraduate coursework reward faculty for continuing to learn and advance their knowledge in their teaching field. If a faculty member takes a course in an area relevant to his/her teaching responsibilities, the course will be reviewed, and, if approved, the class will be recorded on his/her personnel record, which will translate into a salary increase at the current rate of \$123.48 per credit hour. For example, completion of a three credit class will mean an additional \$370.44 to his/her yearly salary.

★ ADVANCEMENT FOR NON-ACADEMIC WORK

Salary Advancement for non-academic work includes participation in external (sponsored outside of Maricopa) or internal (sponsored within Maricopa) clinics, conferences, workshops, or seminars. Faculty may also be recognized for work experience, travel experience, and other professional activities related to their teaching. Non-academic work is calculated in clock hours that are equated to credit hours. How many clock hours equal one credit varies depending on the type of event as explained on the next page.



- **WORKSHOPS, CLINICS, CONFERENCES, AND SEMINARS**

Faculty may attend a national association conference, a technical clinic, or a training workshop that affords them the latest, up-to-date information about their subject area. Guidelines for how to apply and to verify time spent in the activity are provided on the FPG web site. The hours of conference, clinics, etc. are credited at the rate of 18 clock hours for 1 credit hour of salary advancement.

- **WORK EXPERIENCE**

Work experience which provides practical training in a faculty member's teaching field can be used for salary advancement. For example, a nursing faculty working in trauma and triage in a local hospital can receive one credit hour for every 35 clock hours of work experience. Faculty may volunteer for their work experience activities as they are being trained by supervisors in the field.

- **TRAVEL EXPERIENCE**

Faculty can grow professionally while traveling the world to experience their subject matter first-hand. For example, by traveling to India, World Religion instructors can experience first-hand Indian culture and explore religious shrines and rituals to enrich their classroom teaching and their students' learning. Travel experience is credited at the rate of 10 consecutive travel days for one credit hour.

- **OTHER PROFESSIONAL ACTIVITY**

Not all development opportunities fit into the previously mentioned categories, so there is also *Other Professional Activity*. For example, a faculty member might serve on a national or state commission, publish a significant report, or write a book. In the application, faculty must describe the activity and their subsequent professional growth for hours to be awarded in this category. This activity is calculated at the rate of 35 clock hours for one credit hour, with a maximum of 6 credit hours given for any single application.

Fees

The registration fees program is administered by the FPG Committee, which is made up of representatives from each of the colleges. These fees pay the registration for faculty to attend a national association conference or a subject specific clinic or workshop. In addition, faculty with an MA +75 hours or those holding a doctorate degree may apply for tuition reimbursement of academic classes.

Sabbatical Leaves

After 12 consecutive semesters, faculty may apply for a one or two semester leave to break from the daily regime of classes and teaching to focus on a planned experience that will enrich their professional development. According to the Residential Faculty Policies Section A.4.1, *Sabbatical leaves are granted to eligible faculty for intellectual stimulation obtained by study, research, travel, suitable work experience, or other creative activities. The purpose of sabbatical leaves is to upgrade the educational program of the college by improving faculty competency.*

Summer Projects

A Summer Project is a task of learning and growth that faculty design to complete during the summer. Summer projects may include research or professional development activities such as seminars, conferences, workshops or work experience, and training related to a faculty members' discipline or teaching responsibilities. Summer Projects need to occur between the last day of accountability one academic year and the first day of accountability for the next academic year.

Travel Expenses

Each college has money available to faculty for travel expenses, including transportation and hotel accommodations. In this case the trip itself is not the growth activity as it is in the *travel experience* for professional growth. These travel dollars simply help faculty arrive at the destination for the national conference or other professional event. The travel dollars are administered on the college level with varied allocation plans.

The accompanying chart (see insert) illustrates how the many FPG pieces fit together. The opportunities and incentives are here in Maricopa. Ask questions and check out the FPG web site. Ultimately, we all want to continue to grow and learn throughout our careers in order to offer our students the best possible instruction and learning.

▲ Linda Larson and Marybeth Mason, mcli

FACULTY DEVELOPMENT

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

FACULTY PROFESSIONAL GROWTH

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

Faculty In Progress Program (FIPP)

Faculty in Progress Program (FIPP) 2001–2002

The Faculty in Progress Program (FIPP) is a “grow your own” training and recruitment effort open to all Maricopa employees. The main purpose of this two-semester internship is to provide the selected Faculty Interns mentoring and professional development activities that result in the knowledge and skills needed to prepare them to be competitive in the pursuit of a residential faculty position. However, the program in no way guarantees a job. When applying for a residential faculty position, FIPP faculty interns must complete the same selection process as any other applicant.

Who Is Eligible?

To be eligible for a FIPP internship, applicants must be current employees of Maricopa or have been employed by Maricopa any time after January 1, 2001. They must represent disciplines where (1) there is an underutilization identified in the Maricopa Affirmative Action Plan; (2) there is not a sufficient applicant pool to meet the needs of the college; and/or (3) there is a need to augment diversity within the faculty. Applicants must meet Maricopa teaching requirements, or must be able to meet those requirements by the end of the spring semester of the year selected, in an area of need for the college, and must commit to full-time participation in the program. A complete list of criteria and additional information is provided on the FIPP web site (see next page).

Faculty Intern Responsibilities

Once selected, Faculty Interns work with their mentor(s), department chairs, deans, and the FIPP Coordinator to develop a Learning Contract. The contract is based on each Intern’s personal and professional needs for development as well as on the requirements for the FIPP program and for the college. In their Learning Contracts, the Interns describe what they need to learn, specify how the learning

experiences will take place, and indicate what will be produced as evidence that the learning has occurred. The Learning Contract includes a range of learning activities that will help the Intern grow beyond existing skills and knowledge, such as completing EDU 250; attending learnshops, workshops, conferences, and Dialogue Days; observing classes within their teaching disciplines; teaching with supervision; attending department meetings, etc.

FIPP 2001–2002 Faculty Interns

- **Mario Castaneda**
GateWay Community College



Education: M.S. Petroleum Engineering, Stanford University; 67 hours completed towards a Ph.D. in Chemical Engineering, University of Kansas; B.S. Chemical Engineering, University of Sonora (Mexico)

Mentor: Lisa Young

"The FIPP program presented a very interesting and fulfilling opportunity of combining my professional and academic experiences. It allowed me to learn more about the Gateway Community College environment and to further develop my instructional skills. I also had the opportunity to meet great people with a common goal of providing the best customer service to students."

- **Lynette Jim**
Rio Salado College



Education: M.S. Public Administration, Syracuse University; B.A. Elementary Education, Arizona State University

Mentors: Larry Celaya, Laura Helmski, and Vernon Smith

"As part of my FIPP internship, I have taught nine load hours for the year. In addition to teaching, I have worked the entire year on curriculum development

with much of the concentration in the Public Administration course. Being able to experience curriculum development and course instruction has been a valuable experience."

- **Khalif Muhammad**
South Mountain Community College



Education: B.A. Information Technology Network, University of Phoenix (in progress); A.A. Network Engineering, Long Technical College

Mentors: Stephen Hustedde and John Koehler

"This program is helping me evaluate every aspect of my professional and personal life. FIPP has given me the opportunity to work with and be mentored by experienced faculty who have provided me with tools and methodology that will assist me in being an effective faculty member and a better human being."

- **Roger McKinney**
Scottsdale Community College



Education: M.F.A. Painting, American University; B.A. Art, Graceland University

Mentor: William Martin

"The FIPP Program has been an exciting opportunity to break new ground in the District for diversity, and I'm glad to be part of it. It has been a wonderful opportunity to return to the classroom and to be able to connect with both Native American Students and non Native students to serve as a role model and educator.

FIPP has also given me a greater appreciation for what our Maricopa faculty are all about and their vision for higher education, and how I can assist in that vision."

- **Audria Nunley**
South Mountain Community College



Education: M.A. Organizational Management (in progress), University of Phoenix; B.A. Human Resources, University of Phoenix

Mentor: Brian Murphy

"Being part of the Faculty In Progress Program, I have taken advantage of a variety of professional growth and learning opportunities to successfully complete the FIPP program and to hopefully become an effective faculty member of the Maricopa Community Colleges."

- **Sylvia Ong**
Paradise Valley Community College



Education: Ed.D. Adult Education (in progress), Nova University; M.S. Accounting, Western International University; M.B.A. Finance, Arizona State University; B.S. Business Management, Arizona State University

Mentors: Judi Anderson, Jeanne Franco, and Reyes Medrano

"My philosophy in life is, 'if you're going to do something, then give it your best shot. Otherwise, don't do it.' Teaching is my passion. Even after 19 years of giving it my 'best shot,' I believe there is always room for improvement. This program allowed me to reflect upon my teaching weaknesses, identify and implement strategies for overcoming those weaknesses, and in the process, improve and update my teaching skills. It has been a wonderful year of learning opportunities."

- **Sara Rassas**
Chandler-Gilbert Community College



Education: M.Ed. Bilingual/Multicultural Education (in progress), Northern Arizona University; M.A. Counseling, Northern Arizona University; B.A. General Studies, Northern Arizona University

Mentors: Alice Conkright and Virginia Edwards

"What a rush you get when you see students learning! I learned that if you want to be an excellent teacher, you must spend many hours preparing. You must also be excited about what you teach and come energized, organized, and ready to meet your students with a terrific attitude and faith in their ability to learn and in your ability to deliver!"

- **Nina Robinson**
Mesa Community College



Education: M.Ed. Education, University of Arizona; B.A. Elementary Education, University of Arizona

Mentors: Shereen Lerner and Naomi Story

"Being a part of the FIPP program has been one of the most valuable experiences of my professional career. I have learned and grown from the experience. The most rewarding part has been working and learning from a diverse team of professionals who support my growth."

- **Stephanie Schull**
Glendale Community College



Education: Ph.D. Philosophy (May 2002), State University of New York at Stony Brook; M.A. Philosophy, State University of New York at Stony Brook; B.A. Philosophy, Texas A&M

Mentor: Robert Hubbard

"I have taught for five years, two years at SUNY-Stony Brook and three years in Maricopa. With the FIPP program, I have learned a great deal about teaching techniques, learning styles, and assessment."

- **Carolyn Wesley**
Estrella Mountain Community College



Education: M.B.A. Business Administration, University of Phoenix; 26 hours of Mathematics completed, Arizona State University West and Ottawa University; B.A. Business Management, University of Phoenix

Mentor: Pearl Williams

"What I have valued the most about the FIPP internship is the opportunity to share my experience and knowledge with others and with students in and out of the classroom."

- **Jennifer Wheeler**
Phoenix College



Education: Ph.D. English (in progress), Arizona State University; M.A. English, Arizona State University; B.S. English Education, Northern Arizona University

Mentors: Virginia Foster and Nancy Matte

"Being a part of FIPP has allowed me to develop my own curricula and teach those courses. In addition, with the help of my mentors, colleagues, and students, I truly gained a better understanding of teaching my selected content areas. I certainly feel more confident and knowledgeable as a faculty candidate."

▲ Maria Harper-Marinick, Ph.D., mcli

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

Honors

Maricopa Honors Programs: Common Purposes, Unique Features

In this issue, we highlight activities in the Honors program at each Maricopa college.

Chandler-Gilbert Community College

The Chandler-Gilbert Community College Honors Program fosters student discussion with faculty and guest lecturers that will better prepare them to complete baccalaureate degrees or to begin their careers. The program also provides students opportunities to serve as tutors and mentors on campus.



Kim Chuppa-Cornell

Estrella Mountain Community College

Estrella Mountain Community College's Honors Program emphasizes the values of the cultural world outside the classroom. The worlds of the theater, symphony, opera, dance, and art are highlighted by an annual arts spring break trip to Los Angeles.



John Frasure



Conrad Bayley

Glendale Community College

The Honors Program at Glendale Community College offers talented and motivated students opportunities for extended academic and personal growth. Travel and cultural enrichment enhance classroom experiences for Glendale's Honors students who participate in specially designed honors courses.



Mary Leskovsky

GateWay Community College

At GateWay Community College a student in any major may be in the Honors Program. In fact, most of those currently in



Alex Backus

the program have identified an occupational program as their major. There are opportunities to pursue topics of individual interest with a faculty mentor. The mentor approves a student's Honors Project and meets with the student throughout the semester.

Mesa Community College

Mesa Community College stresses the value of community service by requiring 1 credit (50 hours) of Service Learning. The Program also expects each Honors academic experience to include



Doug Conway

research, writing, and public presentation to prepare students for success in future academic and employment experiences.

Phoenix College

The Phoenix College Honors Program emphasizes an interdisciplinary approach, connecting academic disciplines and multiple cultures. The Classical Studies Program at Phoenix College is an Honors learning community where students take designated Honors classes designed to give them a solid academic background transferable to any Liberal Arts major, Law, or Business.



Betsy Hertzler,
Honors Chair



Alan Haffa

Paradise Valley Community College

The Paradise Valley Community College Honors Program promotes excellence in learning, leadership, and community commitment. It promotes community building by sponsoring events such as Pizza with Professors which has featured programs ranging from Fibonacci numbers to the Buxton Art Collection to Antarctica.



Linda Knoblock

Rio Salado College

In an effort to recognize and encourage excellence in many talented students, the Rio Salado College provides an Honors Program which includes the President's Honor Roll, Phi Theta Kappa, and Honors Program classes with award stipends for eligible students. Rio Salado adapts its honors courses to fit its mission of providing customized, accelerated, and distance courses for students in a non-traditional college.



Barry Wukasz

Scottsdale Community College

The Scottsdale Community College Honors Program fosters critical thinking and academic excellence among Honors students. The goal of the Honors Program at Scottsdale Community College is to generate a sense of community grounded by discussion, collaboration, and mutual respect. All honors courses incorporate research, a written document, and an oral presentation. If possible, service learning is also integrated.



Harry Hude

South Mountain Community College

The Honors Program at South Mountain Community College provides opportunities for students and faculty to engage in stimulating and challenging intellectual activities. South Mountain's Honors Program focuses on "Scholarship First" and integrates activities with Phi Theta Kappa in the areas of leadership training, service projects, and fellowship opportunities.



Helen Smith



LynnAnn
Wojciechowicz

▲ Betsy Hertzler, Ed.D., MCC and Margaret Hogan, Ed.D., mcli

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



Learning Grants Go Online

Although we are still developing aspects of the online process, we were able to implement the first online application process for the 2002-2003 cycle for Learning Grants (February 4 through March 22, 2002).

Applicants have been able to submit their project and track its status online. Administrators, faculty developers, and fiscal agents are able to view lists of current applications for their college and also to check their status. Still to be developed is the process for evaluating and scoring applications, which in the interim was accomplished by sending and receiving materials as email attachments.

Why did we change from the former process?

Going online not only provides faculty access to information and application materials from any location: home, work, conference, etc., but also the opportunity to write and submit their application online. Once we had all the information and materials on a web site, it was just a logical step to give people the ability to prepare and submit their materials there as well. An online process is not only convenient; it also saves time and paper. In addition, being able to review and score the materials electronically can speed up the review process. We are expecting every step of the process to take less time in the future.

Who approves the Learning Grants?

The applications are reviewed by multiple readers, and when recommended for funding, the applicant and the Dean of Instruction are notified. The Dean of Instruction is asked to authorize the grant electronically. Other pertinent administrators and staff (presidents, fiscal agents, faculty development coordinators, and department chairs) are also notified both when grant applications come in and when they are approved.

The new process seems to be working. As of the date of the *mcli Forum's* publication, we had received 85 applications requesting \$500,358 for the 2002-2003 year.

To log on and create your own account for the learning grant application in your future, see our web site:
<http://www.mcli.dist.maricopa.edu/learngrant/>



▲ Bob Galloway and Margaret Hogan, Ed.D., mcli

Maricopa CARES

CENTER ON AGING: RESOURCES, EDUCATION, AND SERVICE



Lifelong Learning at the Maricopa Community Colleges

The Senior Adult Network recently held a Lifelong Learning Dialogue Day at the Maricopa Community Colleges, sponsored by mcli and hosted by the Sun Lakes Education Center. Invitees included senior adult program participants and other community members who serve on our District-wide advisory committee, District employees who work with lifelong learners, and governing board members. The primary objective of the dialogue was to examine our strengths and weaknesses and to identify opportunities and threats as they relate to lifelong learning within the Maricopa Community Colleges. This was a continuation of work undertaken over several years to guide the colleges in our efforts to serve older adults in Maricopa County.

Several speakers set the stage for an afternoon of discussion. They included **Lionel Diaz**, Director of Facilities Planning and Development for the Maricopa Community Colleges, who reviewed strategic and capital planning issues for the next decade; **David Mitchell**, Director of the State Office of AARP, who addressed national issues related to aging; and **John Linda**, Training Coordinator for the Area Agency on Aging, Region One, who provided an overview of demographic realities that will impact programming in coming years. The day concluded with a presentation by **Ann Marie Grande**, Information and Assistance Specialist Supervisor for the Area Agency on Aging, who discussed resources available in Maricopa County via the aging services network.



Marie Allen, MCC; Anna Thoennes, New Frontiers (MCC) and president of Learning in Retirement Associations of Arizona; and Ron Dudas, New Frontiers (MCC)

Participants identified a number of strengths within Maricopa including quality with respect to people, programs, and processes. Our "programs are as good as the people in them" according to one participant. Staff "commitment and solidarity," "enthusiastic and consistent administrative support," and an "involved and supportive faculty" were all heralded along with diversity in our populations, programs, and delivery mechanisms. Appreciation for the opportunity to engage in dialogue was expressed by multiple participants who commended the District for encouraging community awareness and interaction -- making the community a part of the decision-making process.

Maricopa's weaknesses are primarily tied to resource constraints: insufficient funding and limited space and facilities. Many older adult participants have a fairly sophisticated understanding of our FTSE-driven budget process that undervalues noncredit programs in planning and resource allocation. They are also concerned about an economy in recession, the implications of deficit spending at both state and national levels, and the effects of terrorism.

The graying of America and the aging of baby boomers create both opportunities and threats. While we need not want for students, we will be challenged by the heterogeneity of an older population that is increasingly varied with respect to interests and abilities. If we are to serve the great diversity that comprises the older adult population, we must attend to the old-old as well as the young-old, the frail as well as the healthy, and the homebound as well as the active. Continued attention to the engaged must be juxtaposed with concern for the confined, obliging us to tap our creativity in developing and delivering new programs.

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

Chandler-Gilbert Community College
Sun Lakes Education Center
Mary Kaye Allen
480.857.5500



Roberta Andrus and Phyllis Orsi, both from RISE (Rio Salado College's Sun Cities Lifelong Learning Center)

Estrella Mountain Community College
Community Education Program

Katie Brocker
623.935.8492

Glendale Community College
Community Education

Suzanne Higgins
623.845.3808

Mesa Community College
New Frontiers for Learning in Retirement
Ann Cox
480.461.7497

Paradise Valley Community College
Senior College
Judi Anderson
602.787.6800

Phoenix College
Adult Education Program
Colleen Massey
602.285.7192

Rio Salado College
Sun Cities Lifelong Learning Center
Charley Brabec
480.517.8770

Scottsdale Community College
Senior Adult Educational Program
Vincent Huffman
480.423.6535

South Mountain Community College
Guadalupe Center
Raul Monreal
602.243.8217

For information about Maricopa CARES, the Senior Adult Network, college programs, or eldercare, contact Rose Pfefferbaum at 602.285.7587.

▲ Rose Pfefferbaum, Ph.D., mcli

Maricopa Institute for Learning (MIL)



2001 MIL Fellows (l-r): Nancy Siefer, GCC; Elizabeth Skinner, GWCC; Scott Adamson, CGCC; Maria Chavira, MCC, MIL Faculty Chair; Debbie Anderson, EMCC; Sian Proctor, SMCC; and John Gibson, GCC

The Maricopa Institute for Learning (MIL) is a fellowship program for full-time faculty in any discipline who are interested in examining significant issues in their teaching fields. Fellows contribute to the scholarship of teaching and learning by developing classroom research projects that:

- investigate how and under what conditions student learning can be fostered;
- can be tested with students;
- can be documented and made public;
- are relevant to and extend the scholarship of teaching and learning in a discipline;
- have implications beyond an individual classroom.

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 is a one-year commitment with release time and special professional development opportunities.

Welcome to the 2002–2003 MIL Fellows

Trey Cox, Math, Chandler-Gilbert Community College

Stephanie Fujii, Counseling, Estrella Mountain Community College

Susan Miller, English, Mesa Community College

Jonelle Moore, English, Mesa Community College

Cindy Ortega, Reading, Phoenix College

Pushpa Ramakrishna, Biology, Chandler-Gilbert Community College

▲ Maria Harper-Marinick, Ph.D., mcli

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

Viewing The Scholarship Of Teaching And Learning From The Back Of The Room

Nancy Siefer and Elizabeth Skinner, 2001 MIL Fellows

The goal of our MIL Fellowship project was to explore and promote more meaningful communication about learning and teaching among students and their instructors. We believe that meaningful communication is a prerequisite to the establishment of a “community of learners” in which instructors learn to see their classrooms from the viewpoints of their students and students better understand the perspectives of their teachers. Only in such a community can effective instruction and valid assessment occur.

Our project was designed to support the three essential criteria of the scholarship of teaching and learning: public discussion of classroom experience, critical review by peers, and a willingness to use shared experience to change as teachers. We worked as partners to do our research and to take an in-depth look at teaching and learning in a psychology course taught by Skip Pollack. One of us gained an “insider” perspective by taking Skip’s class as a student for one semester, while the other gained an “outsider” perspective by interviewing students and the instructor throughout the semester.

Nancy had the luxury of reentering the classroom as a student and observing the dynamics from the back of the room. Elizabeth was able to listen to students’ voices describing the classroom from their points of view. By comparing and integrating the information gained through these insider-outsider roles, we began to define a common framework within which meaningful dialogue about learning can occur. The discussions of what we observed involved not only the two of us but also Skip and Maria Chavira, the MIL Faculty Chair, and as Skip commented, “provided a safe place to talk

about the process of teaching and to look at my own skills.” Through ongoing dialogue, we created a community where we became comfortable with being uncomfortable about our teaching; or as Maria said, she was “lifted out of her seat” by our discussions. This shared experience also provided us with a unique opportunity to reflect on our own teaching.

Each of us has changed as a result of being part of this community of scholars. We reexamined our assumptions about our role as teacher, such as the presumed need to make learning “easy and fun.” The details of classroom interaction became more meaningful. We learned, for example, that the types of questions students ask -- and don’t ask -- reveal their level of knowledge. Skip has become more sensitive to how her use of technology, such as PowerPoint, may sometimes shift ownership of deep learning from student to teacher. Maria has observed how her behavior may either encourage or inadvertently discourage student questions. Nancy, by giving up the role of final authority and acknowledging she doesn’t always have the answers, has found that students’ discussion and inquiry have deepened. Elizabeth, becoming comfortable with the role of conflict in learning, has noticed an increase in students’ willingness to challenge each other and the teacher.

This community is just the beginning for us. It serves as a basis for expanding our experience on our individual colleges and across the District. Without public discussion with our colleagues, any improvement of teaching and learning will remain at a superficial level. We need a new way to explore why we do what we do and why we love what we love.



Ocotillo Spreads Its Branches into the Future With Technology Visioning

Through several of its different branches, Ocotillo is involved in planning the future of instructional technology at Maricopa.

Technology Visioning Forums

Ocotillo is collaborating with Vice Chancellor for Information Technologies Services (ITS), Ron Bleed, to provide a series of forums where invited experts challenge us with ideas about the future of technology and learning. These forums are part of the 2004 bond planning process. If you think back to 1994, our last bond had no provisions for the impact of the web (barely on the horizon then), so we are trying to think about how the next generation technologies might impact funding, space planning, and learning.

College and District Office teams participate in the forums and engage in local follow-up discussions. In January, architect Philip Parsons generated thoughts on space and socialization in his forum on "Designing the Hybrid Campus."

In February, educational consultant Diana Oblinger spoke on "Into the Future: What is IT?" and described models of shared service that have caused us to imagine if we can be more effective for students as one organization rather than ten. One of the examples that generated interest was the 24/7 online tutoring service offered by SMARTHINKING, already being piloted at Scottsdale and being investigated by other Maricopa colleges.

The April Forum features educational technology expert Michael Dolence. The ideas from these forums and the continuing discussion by Ocotillo groups at the colleges will lead to focused activity at the May 14-15 Ocotillo retreat in Tucson. We are looking forward to additional forums to start in the fall. Anyone wishing to attend the Forums should see their college Ocotillo Chair.

For more information, see <http://www.mcli.dist.maricopa.edu/ocotillo/tv/>

Ocotillo Online Learning Group (OLG)

The OLG continues its monthly meetings of interested faculty, staff, and



Diana Oblinger presents at an Ocotillo Visioning Forum

administrators involved with online learning. Inspired by the Visioning Forums, our March meeting featured a demo of SMARTHINKING from their Vice President, Andrea Fuller, and an exciting panel of Maricopa faculty who are already teaching in a hybrid format.

To support this effort, we have created a new Ocotillo resource on Hybrid Courses: <http://www.mcli.dist.maricopa.edu/ocotillo/hybrids/>

For more on the OLG meetings, go to: <http://www.mcli.dist.maricopa.edu/ocotillo/olg/>

Technology Survey

We are currently processing and analyzing the data gathered from the Former Student Survey conducted in April, 2001. Gene Schmidt, Scottsdale



Philip Parsons presents at another Ocotillo Visioning Forum

Community College faculty, is working with the Ocotillo Chair, Doug Sawyer, to prepare a report and executive summary. These data reveal many interesting comparisons between what types of technology we emphasize and what our former students perceive as important. <http://www.mcli.dist.maricopa.edu/ocotillo/ae/surveys.html>

Dialogue Days

Ocotillo and Glendale Community College offered a very successful Dialogue Day on November 9, 2001, "WebDev 2001: The Strongest Link." The Ocotillo chairs also helped plan the March 29, 2002 Dialogue Day, "Technology by the (Discipline) Slice" at GateWay Community College with sessions for faculty to share resources and ideas on classroom and web-based technology. <http://www.mcli.dist.maricopa.edu/dd/tech02/>

In addition, we continue to highlight college efforts via the monthly Ocotillo Spotlight. In February, the spotlight was on the use of digital video at Mesa Community College and in March, the Spotlight moved to the mobile computing lab at Paradise Valley Community College. <http://www.mcli.dist.maricopa.edu/ocotillo/spotlight/>

Ocotillo is proud of the collaborative relationships we have with other technology initiatives throughout Maricopa. Ocotillo works closely with the Technology Leadership Council (TLC). Ocotillo is also a valued part of the strategic planning process of our District: Ocotillo Chair Doug Sawyer continues to serve on the District's Strategic Planning Advisory Council and Rio Salado Ocotillo Chair Pat Case serves as a member of the District's Strategic Planning Team.

So wherever you see efforts to promote the best, most effective, and innovative uses of technology for learning at Maricopa, expect to see a branch of Ocotillo!

▲ Doug Sawyer, Ph.D., SCC and Alan Levine, mcli

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

ASU-CLTE Summer Institute



Announcing ASU-CLTE's Summer Institute 2002

Once again Maricopa faculty have been invited to participate in ASU's Faculty Summer Institute presented by the ASU Center for Learning and Teaching Excellence (CLTE). Registration directions and the course offerings are outlined below.

For details, please visit the following web site: http://clte.asu.edu/workshops/summer_inst_2002.html

REGISTRATION INSTRUCTIONS: ACADEMIC CREDIT

Faculty who wish to attend for credit should register as for any academic class and pay the registration fee of \$126 per one credit hour plus applicable fees (approximately \$22).

To register for academic credit, please call Academic and Professional Programs at the College of Extended Education: (480) 965-9200.

http://clte.asu.edu/workshops/summer_inst_2002.html

REGISTRATION INSTRUCTIONS: NON-CREDIT

Faculty who wish to attend but do not want credit should register online and click the "invoice me" button when ready to submit their registration. Non-credit registration costs \$100 per course. The fee will be paid by the Maricopa Center for Learning and Instruction (mcli). Forward the invoice to the mcli upon receipt.

<http://xedreg.asu.edu/wconnect/wc.dll?acecode=GroupCatalog~GROUP~CLTE~Cntr+for+Learning+&+Teaching+Excellence>

You may also register by phone: (480) 965-9200

Course Offerings

For more information about specific courses, please contact course instructors or the CLTE at clte@asu.edu or call (480) 965-9401.

COURSE	TITLE	DATE	TIME	LOCATION	INSTRUCTORS
LTE 598A	Enhancing Instruction Through Technology	May 13-17	9:00-12:00	CPCOM 220	Laura Brewer, Sam DiGangi, Angel Jannasch-Pennell, Barnaby Wasson, Ruvijesuriya Susan Ledlow, Duane Roen
LTE 598B	Strategies for Promoting Active Learning	May 13-17	1:00-4:00	ED 202	Andy Beier, Barnaby Wasson, Josephine Wong Greg Glau, Duane Roen Greg Van Eekhout Judy Grace, Shelly Potts, Duane Roen
LTE 598C	Using Filemaker Pro to Create Web Relation Databases	May 20-24	8:30-12:00	CPCOM 220	
LTE 598D	Using Student Portfolios to Promote Learning	May 20-24	9:00-12:00	CPCOM 413	Sally Ramage, Duane Roen, Mary Skorheim, Linda Sullivan David Berliner, Susan Ledlow Guy Mullins, Barnaby Wasson Pat Green, Duane Roen Laura Bush, Veronica Pantoja, Janel White-Taylor Sandra Nagy, Duane Roen Elizabeth Craft, Judy Grace, Duane Roen, Marc Van Horne William Bercu, Judy Grace, Gary Kleemann, Veronica Pantoja, Janel White-Taylor
LTE 598E	Introduction to Macromedia Flash	May 20-24	1:00-4:00	CPCOM 203	
LTE 598F	Learning, Assessment, and Curricular Improvement	May 20-24	1:00-4:00	ED 216	
LTE 598G	Student Learning Outside the Classroom	May 28-31	9:00-12:45	ED 222	John Barnard, Annie Platoff
LTE 598H	Strategies for Effective Lecturing	May 28-31	9:00-12:45	ED 202	
LTE 598I	Digital Video for Instruction and Research	June 3-7	9:00-12:00	ASU East, CUB, Fireside Lounge	
LTE 598J	Enhancing Learning through Assessment	June 3-7	9:00-12:00	ED 202	
LTE 598K	Active Learning with Technology	June 3-7	1:40-4:40	BA 396	
LTE 598L	Enhancing Learning Through Critical Thinking	June 10-14	9:00-12:00	ED 202	
LTE 598M	Teaching, Learning, and Assessment in Distance Education	June 10-14	1:00-4:00	CPCOM 413	
LTE 598N	Tools, Tips, and Tricks: How to be Two Places at Once	June 17-21	9:00-12:00	ASU East, CNTR 120	
LTE 598O	Teaching Information Literacy Skills	June 17-21	1:00-4:00	Hayden Library, C41	

If you have any questions about the Summer Institute, contact Duane Roen, ASU-CLTE, (480) 965-9401.

If you have questions about the mcli's offer to pay for non-credit status, contact Marybeth Mason, mcli, (480) 731-8295.

mcli Calendar



July 2002

- 1 Learning Grants 2002-2003 funds will be transferred to the colleges; grant recipients should check with college fiscal agents to find out when money will be available.
- 4 **HOLIDAY: Independence Day**

August

- 21 **Fine Arts Day, Location/Time TBA; for more information contact Bob Galloway, mcli, (480) 731-8630**
- 21 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Room 311, 3:00-6:00 p.m.; pre-approved for 22 clock hours of FPG non-academic advancement
- 24 Semester Begins

September

- 2 **HOLIDAY: Labor Day**
- 4 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Governing Board Room, 3:00-6:00 p.m.
- 18 **Honors Forum Lecture Series featuring Carl Hammerschlag, speaking about "What is Health," Phoenix College Bulpitt Auditorium, 7:30-9:00 p.m.**
- 18 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Governing Board Room, 3:00-6:00 p.m.
- 19 *Engaging Students in Active Learning* Learnshop, District Office Maricopa Room, 3:30-6:15 p.m.; pre-approved for 18 clock hours of FPG non-academic advancement
- 26 *Engaging Students in Active Learning* Learnshop, District Office Maricopa Room, 3:30-6:15 p.m.
- 27 **Student Success Conference; for more information contact Ann Moss, Student Development Services, (480) 731-8023**

October

- 2 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Governing Board Room, 3:00-6:00 p.m.
- 3 *Engaging Students in Active Learning* Learnshop, District Office Maricopa Room, 3:30-6:15 p.m.
- 16 **Honors Forum Lecture Series featuring Peter Kelly, speaking about "Bioterrorism and Infectious Diseases," Phoenix College Bulpitt Auditorium, 7:30-9:00 p.m.**
- 16 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Governing Board Room, 3:00-6:00 p.m.

- 17 *Engaging Students in Active Learning* Learnshop, District Office Maricopa Room, 3:30-6:15 p.m.
- 22 **Faculty Sabbatical Reception, Location TBA, 3:00-5:00 p.m.; for more information contact Sylvia Enriquez, FPG Support, mcli, (480) 731-8163**
- 30 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Governing Board Room, 3:00-6:00 p.m.
- 31 *Engaging Students in Active Learning* Learnshop, District Office Maricopa Room, 3:30-6:15 p.m.

November

- 8 *mcli Forum: Fall 2002, Volume 4* mailed to all full-time faculty, administration, and subscribers
- 11 **HOLIDAY: Veteran's Day**
- 13 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Governing Board Room, 3:00-6:00 p.m.
- 14 *Engaging Students in Active Learning* Learnshop, District Office Maricopa Room, 3:30-6:15 p.m.
- 20 **Honors Forum Lecture Series featuring Sue Borra, speaking about "Lifestyle Choices," Phoenix College Bulpitt Auditorium, 7:30-9:00 p.m.**
- 28-29 **HOLIDAY: Thanksgiving**

December

- 2 MIL: Nominations due from college Presidents, Deans of Instruction, and Faculty/Staff Development Coordinators
- 4 *Teaching for Learning: From Syllabus to Assessment* Learnshop, District Office Governing Board Room, 3:00-6:00 p.m.
- 5 *Engaging Students in Active Learning* Learnshop, District Office Maricopa Room, 3:30-6:15 p.m.
- 9 MIL: Application process begins for potential MIL Fellows
- 20 **Commencement**
- 21-31 **Winter Break (faculty)**
- 24-31 **Winter Break (staff)**

January 2003

- 1 **HOLIDAY: New Year's Day**
- 10 **Faculty Convocation 2003, Phoenix College, Bulpitt Auditorium**
- 18 Semester Begins

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