REFERENCE DESK

ENCYCLICAL II

AN ENCYCLICAL ON EFFECTIVE TEACHING AND LEARNING AT MARICOPA

"and our movement touches and transforms us in myriad and majestic ways; in every place and in every metro-plex; in towns and in towers; from cities to citadels; our magic movement ..."

Le Movement:
A Twenty-First Century Morality Play

BY

PAUL A. ELSNER
March, 1991

SPECIAL THANKS

I would like to express my appreciation to Ann Mahoney, who gave me valuable suggestions and comments for Encyclical II.

DEDICATION

I present these Encyclicals (I & II) to several groups, the first being the Maricopa Community College Governing Board, who in both courageous and weaker moments have supported my initiatives; then, to the group of thirty-seven (37) university presidents with whom I met at Spring Hill in September (1987); to those friends I have left behind in the teaching trenches, still innovating sometimes under extreme conditions of financial deprivation, especially at Oakland in the Peralta Community College District where I worked for several years; and, to the heroic leaders and teachers I see at Maricopa.

To those who hold romantic illusions about a fairer, more promising, coherent world and who spawned this ingenious community college movement in the first place, I dedicate this encyclical for effective teaching and learning.

SPECIAL THANKS

I would like to express my appreciation to Ann Mahoney, who gave me valuable suggestions and comments for Encyclical II.

Two and one-half years ago, thirty-seven university and college presidents met to draft an appeal to improve the quality of American education. I was a member of that group. Our discussions focused on school reform. We concluded that our most important commitment is to recognize teaching as the primary element of quality education. In short, excellent teachers make excellent colleges.

In Encyclical I, I reflected on these discussions and the future of the community college. I raised questions like the following: How can we align our activities to effective teaching and learning? How can we promote effective teaching and learning as a doctrine? What will assure community colleges a healthy future?

I offered a simple proclamation.

> The Maricopa Community College District exists to educate people, almost universally above 17-18 years and up to eighty years old and beyond. This District has an array of innovative activities that have gained national attention, but they are secondary to our principal mission. Like most "complex" organizations, Maricopa has a tendency to shift from its charter. Thus, at the outset, let us consider as our raison d'etre this statement: The central purpose of the Maricopa Community Colleges is to provide the most effective teaching and learning (ETL) for all of its students.

Sixteen simple principles and assumptions which address the ETL premise were offered as the foundation for Maricopa's ETL doctrine.

FIRST:

The District's seven strategic planning recommendations (Strategic Master Plan, July 1987) form the basis for alignment to the ETL doctrine.

RESULTS:

The mission of the Maricopa County Community College District has been recast to state the following:

> The Mission of the Maricopa Community Colleges is to create accessible, effective and affordable environments for teaching and learning for the people of our communities, in order that they may grow personally and become productive citizens in a changing and multi-cultural world.

Several of the Maricopa Community Colleges Districtwide Strategic Planning Goals reflect the support of ETL.

Goal number one states that we should provide, throughout the curricula, the essential skills and knowledge our students need in order to function in a changing world. It further underscores that the requirements for participation and leadership in a post-industrial society will include higher level abilities on

the part of more people as well as new skills in collaborative decision making. It focuses on the liberal arts, general education and occupational education as the core functions to be taught with developing skills for critical thinking, decision making, collaborating, and developing social responsibility in daily life and work performance.

The second Goal asks that we pay greater attention to the at-risk student and to find early interventions and strategies that place these students in an earlier success pattern. This Goal also stresses building literacy skills among our youth and adults as one of the most important elements in meeting this goal.

The third Goal does not address teaching and learning directly, but states that we must resolve issues of financial support for the Maricopa Community Colleges.

The fourth Goal undergirds several points I made in Encyclical I and that is to hire and retain the very best faculty in the United States. This Strategic Goal stresses that we become a world class educational program and that professional development and compensation be commensurate with that level of commitment - a good ETL alignment.

The fifth Goal asks for better institutional research, longitudinal studies and better decision making mechanisms for planning and tracking student educational progress. This Goal underscores institutional research about students, effective longitudinal studies and student tracking systems. Another good ETL alignment.

The sixth Goal suggests we expand the utilization of technology for instructional support and that we take advantage of the thoroughly installed base of technology already in existence and to push that technology to support more instruction including computer networks, and video conferencing as well as personal computers. This Goal focuses on a latter stage of technology application that would involve skill levels in the use of technology and the adaptation of instruction to our technology agenda. This sixth Goal would certainly constitute an ETL alignment. It would also include reference to technology beyond computing, e.g., video, audio, and multi-media.

Goal seven states that we promote cross-cultural understanding and greater empathy in a diverse world community. I made several references in the earlier Encyclical that we have made progress on international programs, ESL, understanding cultural diversity, celebrating our cultural differences and our diversity. I believe this Goal needs much greater work, but we have made some progress. This Goal aligns, to some degree, with the ETL doctrine.

The eighth Goal emphasizes support for economic development that better serves our communities. This is less of a specific ETL agenda, but has indirect bearing on the health of our organization and the support we receive in the community for ETL. I will have more to say about this Goal and how it relates to Encyclicals I and II in some of my closing statements.

In general, there has been some alignment of the Maricopa Community Colleges Districtwide Strategic Planning Goals to effective teaching and

learning. I would not, at this point, run out on the street to say that we have created a renaissance climate, but there has been, at least on the first principle, some significant movement in the two short years since I wrote Encyclical I.

SECOND:

Every function, activity, job, word, utterance, indeed breath, undergoes ETL alignment.

RESULTS:

Well, not everyone embraces the passion for excellent teaching as the all-pervasive, all-encompassing, spirit, indeed, the soul of Maricopa. We have made some tremendous progress in getting ETL up on the agenda as the most important thing that administrators, program people, support staff, and the faculty themselves, believe is the essential litmus test for all that we do. For two years, one Vice Chancellor has had on top of his white board, "What Has This Activity To Do With Effective Teaching and Learning?" Unfortunately, not all teachers, administrators and staff ask this question. More District employees are beginning to see this as the central question on which their livelihood, their basis of existence, rests. Presidents have made such alignments. The Governing Board's priorities bear no resemblance to the Governing Board preoccupations of a decade ago. I believe they are constantly moving toward greater support for effective teaching and learning.

In general, we have made some progress in this area, but we have a long way to go.

THIRD:

Assume five years for implementing the effective teaching and learning alignment.

RESULTS:

Assume five years implementing the effective teaching and learning alignment. It has only been two years and the revolution is slow, but it is steady. On many campuses we have explorations for centers for excellence in teaching; we have much broader dialogue and forums existing on the campuses which are faculty driven and focus on effective teaching and learning. One campus I visited is preoccupied with what makes a creative teacher and how does a faculty member bring off a lecture or a discussion that causes students to think critically. Are these teaching processes intuitive? Are they artistic? Can these processes be taught to other faculty? Can they be shared? How does the technology being used impact the way faculty teach and/or students learn?

One of our colleges is designing a classroom of the future. It is likely that it will be equipped with state of the art equipment and will be a laboratory and demonstration center for many faculty across the campus who wish to

experiment with technology or to discover the limits of technology - of which there are many.

The Ocotillo planning groups have met in retreat twice since this Encyclical was written. Their discussions have been pervasive, engaging, visionary, provocative and even troublesome. For two years, we have made considerable progress. I said that such a revolution may take five years or maybe even a decade. Faculty seem more interested in participating in planning processes where effective teaching and learning is the centerpiece and the core of the discussion.

Planning processes appear to be more focused on ETL. Coordinators who plan outside of the context of ETL come off as planners in a vacuum. In general, we are making progress. It is slow, but it is steady.

FOURTH:

Maricopa leaders -- from presidents, vice chancellors, deans, and directors to division and department heads -- should be both administrative leaders and intellectual leaders of the ETL alignment.

RESULTS:

Most Maricopa leaders - presidents, vice chancellors, division/department heads -- are still too bogged down with operational aspects. Effective teaching has crept into the vocabulary of many of our executives. More and more of our deans and surprisingly, more of our division/department heads who are probably, in many ways, over-booked, over-committed, over-scheduled in ways that do not permit them to give leadership to instruction, are talking effective teaching. That is where, of all places, it should happen the most.

Our work with the Division Chair Academy and division chair workshops will hopefully reframe the role of the division chairperson as academic leader. If anyone should have an ETL motivation or an ETL doctrine, it should be department and division chairs - unfortunately, this is not always so. The necessity of hiring, firing, planning, scheduling, managing grievances, running down a thousand details, often pushes division chairs out of the role of being academic leaders in the same way that it pushes many deans out of that role. Deans must learn to be relentless in keeping the educational mission, ETL, at the forefront of everything we do. If division chairs cannot support effective teaching and learning as their key purpose in life, they should probably consider stepping aside. The mission of the Maricopa Community Colleges is to support the best possible effective teaching and learning in the country.

I believe that technology applications in the Maricopa Community Colleges are indeed obedient. Some faculty feel we are carrying technology too far and that it is the most central and pervasive element in the district and may, in a sense, be pushing out other things. I personally do not agree with this, although I do feel that we can overly focus on technology. I would add that none of us had to pursue technology, including myself. The computing revolution was laid at our

feet. We could hardly ignore it. It was a force in the community and in the external environment. If we had not taken the gauntlet and moved with it to its highest form of application, I doubt that we would enjoy the prosperity, community support, student support, and national prestige, that we currently enjoy. I have always seen technology as more of a metaphor for change and for energizing our professional community. Values of technology itself are in secondary place to the need for change and renewal.

I cannot ignore that computing and communications technology (mobile telephones, facsimile, audio & video conferencing) are extraordinarily pervasive in the external environment as well as the academic community. Accountants want spreadsheet applications, mathematicians want modeling, physics teachers want computer simulations and graphics, drafting instructors want CAD systems, theater and production people want their light sets timed with computer programs, choreographers want to play with technological applications, philologists, scholars, and researchers, want elaborate, national data bases. We have attempted, in the Maricopa Community Colleges, to offer counterpoints to technology, to support the fine arts and the liberal arts. We even have a college that has established a classics program. We have a requirement just to contrast the values of technology with other points of view. That is our responsibility as faculty. I doubt there are many courses in psychology, sociology or philosophy in the Maricopa Community Colleges that would not take the opportunity to play out the downside of technology, its potentially insidious aspects, its momentum, its uncompromising, forceful power of change that has swept many of us aside. Indeed, the ironies of technology, and its downsides are as engaging as its triumphs.

If technology is too much emphasized in the Maricopa County Community College District, then I would recommend that we offer counterbalances to this momentum.

I have said enough. In any case, I think we have made some progress on seeing that ETL is the vocabulary of our leadership. As in all of these premises and principles, we have a way to go, but I see progress here as well.

FIFTH:

Faculty are the guardians of the ETL trust.

RESULTS:

One faculty member told me that the Fifth Principle was the most important in the Encyclical. She may have been impressed with the reversing of the pyramid. Some faculty have told me that they still have not sensed the responsibility of the new empowerment. If we, as faculty, are to be the vanguards of the most effective teaching in the nation, what do we do about faculty who are not really effective, not innovative, and are far from artistic and extraordinary in their approaches to teaching?

The Governing Board approved one of the highest salary schedules in the U.S. for community college, university and college faculty. We are the envy of the country. One of the trade-offs that the Board clearly understood was that faculty

would take upon themselves the responsibility of improving teaching and learning. I assured the Board that you do not have to worry about quality if you place the faculty in charge of their peers. I can report that while we have an extraordinarily energized faculty in general, we have not had any dramatic movement to take on the issue of improvement of instruction as a quid pro quo arrangement to have faculty take charge of a dramatic focus on ETL. I argued with administrators when we set the salary increases as high for faculty as we did, saying "don't worry about it, you will get much in return from the faculty in innovative recommendations and changes to improve their effectiveness." Committees are working on a number of "quality" assurance issues at this date. Will faculty be guardians of the ETL trust? I hope so.

SIXTH:

We cannot be casual about evaluation. The procedures should be reviewed and improved and the process freshened.

RESULTS:

With regard to the results of the Sixth Principle, I would be repetitive if I elaborated much on evaluation. I see no innovative evaluation programs emerging, led by the faculty, division chairs or administrators. Faculty are supposed to be responsible for the health and vitality of their programs, so the Sixth Principle says. Administrators and division chairs should have the courage to close a dying program. Other than the recent closing of a nursing program at SMCC, a couple of administrative decisions to close programs at PC, and several programs moving on and off the slate at RSCC, not much has been done to re-evaluate program.

The budgeting process at GCC has shown the college can and does make extraordinarily hard decisions. There are some instances where we have forced questions because of the need to allocate priorities through the budget process. Evaluation of programs and teaching needs much greater attention. There has been some progress; however, there is not much to cite.

SEVENTH:

We must develop a plan for renewal and retraining for faculty whose programs lose enrollment.

RESULTS:

The District, overall, has done more to make its commitments to move faculty and to renew and retrain those whose programs have weakened. I have made the commitment that faculty should not be automatically laid-off during enrollment decline. All around us -- Motorola, APS, SRP, city municipalities, county government, --- lay-off periodically. This administration has been asked to miraculously keep most of our programs sustained, supported, the faculty extraordinarily compensated, and staff rewarded, in the face of probably the worst economic recession and the most disruptive and tumultuous economic climate we have seen since the Great Depression. More S&L's and banks

failed in one six-month period in the 80's than all of the banks in the depression years.

I still believe the District has an obligation to protect faculty in obsolete program areas, but I underscore that faculty have an obligation to re-career themselves. The administration has a responsibility to make hard decisions when evidence calls for the closing of a program. We cannot, in the 90's, support weak programs.

EIGHTH:

Part-time faculty have a significant place in the ETL alignment.

RESULTS:

Part-time faculty have a significant place in ETL alignment. One of the misconceptions in the community college district is that we are using more and more part-time faculty than ever before. This is absolutely untrue and unfounded. We have never hired more full-time faculty in the 13 years that I have been here than we have in the last five years. Close to 60 percent of the faculty retired and were replaced in the last six years. We have reached a plateau in the rate of retirements, but there will be resurgence in about four years of another massive amount going out on either early retirement or retiring all together. In one year alone, we hired over 120 faculty.

In addition, some of the faculty who retired six to eight years ago on early retirement programs will reach 70 and will retire either automatically or through normal attrition. We are still committed to hiring full-time faculty. One of the great concerns I have, as the Chancellor of this community college district, is how to find outstanding faculty to keep our cutting-edge on excellent instruction.

We had to cut some of the recruitment costs this past year. We are going to have to be innovative in getting the word out that Maricopa is interested in the very best and the very brightest faculty.

NINTH:

Fifty chairs for basic and applied research on teaching effectiveness should be awarded among our nearly 800 faculty over the next five years.

RESULTS:

Our first goal in the Maricopa Community Colleges' Foundation was to make our drive successful. We exceeded it by a great margin, bringing in close to $7,000,000. I am about to present a prospectus for securing chairs for applied research on teaching to two eastern foundations and a matching arrangement with our Foundation Board. We are in a position to implement this once we secure a donor or two. We do need to have more development work done on the concept and a place where this can be lodged in the community college district. Our first chair was awarded to Glendale, through the Paul Pair endowment. Other than the methods of administering our first endowment, we

are set to implement our first chair - others should follow. Our colleges have also developed programs that support research on teaching as a result of Pat Cross' visits to a couple of our campuses. In addition, a national publication entitled VISIONS, promotes an exchange of ideas about effective teaching and learning. Some of the comments in VISIONS are anecdotal and some are based on empirical research about teaching.

TENTH:

This principle can be summed up in three words: quantify, quantify, quantify!

RESULTS:

The results of the Tenth Principle are moving on a number of fronts. One of which is that there is a renewed interest in the community college district for institutional research. North Central Accreditation bodies have developed evaluative criteria that presumes that a community college or university knows on what basis it judges its institutional effectiveness. We have been leaders in publishing materials through a project with the League for Innovation. Michael Rooney participated with others in publishing Assessing Institutional Effectiveness in Community Colleges. We have a project with The Robinson Group (TRG) underway, where we are defining data bases on which we can manage a software program that gets at the institutional effectiveness criteria that would fit a North Central Accreditation self-study. We expect to pilot this in our next North Central self-study visits. We have also stepped-up the institutional effectiveness role of Vice Chancellor Bleed's office and we now have an audit division which has taken on another dimension of measuring outcomes and effectiveness in the community college district.

On these fronts alone, we should be able to document both student progress and outcomes much better in the 90's than we did in the 80's.

ELEVENTH:

In addition to assessment, Maricopa should lead the nation in developing and implementing an advisement and monitoring program that strengthens effective teaching and learning.

RESULTS:

One of the weakest areas of implementation of this Encyclical has been in the advisement area. We have made some progress, we currently have an advising council chaired by Mike Rooney and made up of faculty from each of our institutions called the District-wide Academic Advising Council. We are also sponsoring, for the fourth year in a row, an Annual Conference on Student Advisement scheduled to be held Friday, March 8, 1991. Last year 150 faculty and staff participated in this informative conference.

However, Paul DePippo recently made a presentation to the Governing Board describing our advisement process. His comments were not complimentary, and I agree with his assessment. There have been some excellent efforts -

notably at SCC and SMCC, but in general, assessment and advisement have not been paramount strengths in the Maricopa Community Colleges. There is still much work to be done in this area.

TWELFTH:

Class sizes and course deliveries must align with effective teaching and learning.

RESULTS:

Of course, delivery must align with effective teaching and learning. There are many fronts on which ETL has been enhanced by interesting and innovative formats. I would have to say that there is a strong movement of activated learning on the campuses, most centrally focused at Rio Salado Community College. The open entry/open exit format has opened up a whole new set of interesting questions and a range of different types of support methodologies. Almost all of the campuses, except one, have stepped up efforts in open entry/open exit. At least two campuses are deep into exploration of multi-media approaches to instruction. The interesting aspects of open entry/open exit are that it raises so many other kinds of support questions for the learner: How do you arrange the instructors time? How do you manage teams of assistants and tutors? How do you design courseware, support and facilitation for learning in these new environments? If there was a renaissance area we could describe in the Maricopa County Community College District, it would be all of the discussions and all of the excitement around OE/OE. OE/OE has been primarily limited to Occupational Education; it needs expansion to English, math, liberal arts, and sciences if it is to provide additional options for learners.

In many cases, we have moved to more individualized instruction with the appearances of having large group instruction. Faculty are just as likely to be at the shoulder of a student as they are lecturing in front of the student - both methodologies are needed and excellent lectures that amplify and excite students to learn are not to be forsaken for all of the other alternative methodologies which are increasingly present in the teaching landscape at Maricopa. Through the use of video conferencing, we give colleges the capability to share instruction among themselves for courses with small enrollments. We started with very small numbers of students in the spring of 1991 and we are already seeing real growth and growth potential using this technology.

At Maricopa we have guarded against duplicating large-lecture solutions so common at universities. When we use larger classrooms, we should correspondingly use smaller classroom formats for discussion, mentoring and tutoring. We are seeing more of the latter, but we need improvement in format at several of our colleges. Such improvements call for greater imagination on the part of deans and division chairs.

THIRTEENTH:

Effective teaching and learning not only involves effective process and delivery, but effective content. Curricula and programs must be current, dynamic and relevant.

RESULTS:

There have been many new programs we can cite in the Maricopa Community Colleges, especially targeted to new students and new needs in the community. There is an ESL program for pilots of a Japanese Airline who are planning to use the third international runway at Sky Harbor. There is an extraordinarily exciting Aircraft Maintenance Technician (AMT) program growing out of Chandler/Gilbert. It is likely that AeroSpace and supporting technical programs for the aviation industry will be very large in the valley in years to come. We have some new allied health initiatives. The ultra sound program at GWCC is a good example. We have all but become the major trainer for the financial industry in that we have trained workers for Security Pacific, Chase Bank and Carter Hawley Hale. We have supported programs as huge as 18,000 and 20,000 trainees for Motorola through the Mesa Community College Motorola University Program. We have branched out to include teacher training such as the Urban Teacher Corps program at RSCC for elementary school districts. We have been a training site for all kinds of industries from General Motors to John Deere, Mayo Clinic, Toyota, Nissan, and Ford. We have been the catalyst for regional arts festivals such as the San Tan Arts Festival in Chandler. We have offered programs for senior executives on great works of literature. We have established a classics program on one campus and a machine trades program for relocated Amerasians from the Far East at the Skill Center. We have started literary coalitions on the westside and given our facilities over to state-wide and regional theater competitions. We have hosted national conferences in chemistry. We have all but rewritten the national wellness and fitness agenda for private industry, universities and community colleges throughout the world.

Hundreds of universities, ministers of education and higher education officials from all over the world, state departments and emissaries visit us weekly. We have established educational centers in Guadalajara, partnerships with the Interamerican University of Puerto Rico, compacts with organizations such as Campus Compact at Brown University, Partnership for Service Learning, not to mention the League for Innovation and the prestigious Business-Higher Education Forum, the American Council on Education and many other groups.

FOURTEENTH:

Community college faculty should assume greater responsibility for building a community.

RESULT:

When the original Encyclical was written, we had participated in the Carnegie Corporation's Commission on the Future of Community Colleges. One of the common themes in that report was that of building communities. Encyclical I cited our own lack of community within our colleges. I called on the academic

leadership of our community colleges to try to re-establish that community. Such lack of community results from having two to three different clientele come on to our campus in a working day. We have morning, afternoon and evening students. Many of these students are taking as few as three to four credit hours. Our ability to sustain a community within our institutions is limited because of the commuter nature of community colleges. There is very little residential life in community colleges. One encouraging strategy used to build community at the Glendale campus is the electronic forum. Students meet through a public forum. Connections are made through this medium that might not occur in the traditional community pattern of student life.

Faculty and students come and go on the campus. It is still not uncommon for faculty not to know one another, even in the same department, at some of our larger community colleges. We still have not found ingenious ways of creating a college community where interested parties can come together to talk about the destiny of the college or an idealized future for the academic life of the college. Such discussions are more likely to be concentrated in departments, and even departments are plagued by the mechanics of scheduling, hiring, finding part-time faculty and other kinds of issues that take us away from the essential purposes of why most of us are teaching or committed to an academic life.

There is also an Ocotillo group investigating the expanded use of computer conferencing as a discussion format for faculty and administrators. We are planning to use the video networks among the colleges to give faculty a way to meet and discuss issues among colleges without requiring them to travel.

In efforts to extend the college to the community, Mesa Community College has been named a National Center by Campus Compact at Brown University for the training of community college staff and faculty in the development of volunteer programs. This Center will try to assist faculty and program leaders in developing an integration between civic responsibility, community service and academic life. A directory was recently published for all of the Maricopa Community Colleges that reviewed our volunteer efforts. Over 4,000 students were cited as being involved in volunteer programs. There were hundreds of different volunteer efforts growing out of the students leadership of the colleges as well as academic departments. The largest bulk of these volunteer activities appear to have grown out of student services efforts, and a few individual interested administrators or faculty who took on students for volunteer efforts.

The Governing Board acquired a site for the new Skill Center in the middle of a community called the Nuestro Barrio Partnership. This is an area which has been plagued by urban redevelopment, strip zoning and city planning decisions that adversely stripped away its community to a barren, industrial park. Members of the Nuestro Barrio Partnership formed several alliances to try to counteract such arbitrary planning and development. Through the assistance of selected members of the City Council, Chicanos Por La Causa, and other partnerships, a unique neighborhood coalition was formed that sought to redefine its community. The Governing Board members were impressed with the sincerity and zeal of this community and decided to place the Maricopa County Skill Center, virtually in the heart of the Nuestro Barrio Partnership. This Center serves the entire county, but has a special relationship to the south

Phoenix community just south of Buckeye Road and stretching to the Maricopa Freeway.

Mesa Community College, again, has proposed a Center for Public Policy and Public Service in which it proposes to develop both courseware and a practicum internship programs for students who are interested in public policy. It is hoped this Center will promote civic responsibility and volunteerism but will also provide an academic learning laboratory for learning how a policy issue evolves into policy action. Students will learn governmental processes such as how Boards of Supervisors work, how the legislative process works, how registration drives are conducted, how a bill is sponsored, lobbied for, brought to committee, and eventually written into law. It is hoped there will also be an international component to this Center's activity. It promises to be an exciting Center which will potentially support student internships in legislative offices and congressional delegate offices in municipal settings. A national advisory committee is being formed, nonpartisan in nature, which will enlist legislative, congressional, and gubernatorial levels of government.

In general, we have made tremendous progress in some aspects of Goal Fourteen. In others we need to do a considerable amount of work, especially in the area of the faculty building an internal supporting academic community technology - video and computer conferencing, may be the tool that will help this to occur.

FIFTEENTH:

Educators must demonstrate social responsibility in both heroic and concrete ways. Such actions as forming school connections, participating in literacy efforts, and assuring the pipeline of qualified minority students in science, math and engineering would be wise long-range planning.

RESULTS:

There have been outstanding models developed to illustrate the Fifteenth Principle. The best example we can cite is the Maricopa Think Tank which started as a coalition with the Phoenix Union High School District, and the Maricopa Community Colleges. This coalition now extends to six elementary school districts that feed into the Phoenix Union High School District, Arizona State University and the City of Phoenix. Its most recent publication lists over 14 different projects on a matrix ranging from such efforts as the Urban Teacher Corps., to the restructuring of schools. The Think Tank has been a model for the nation in school partnerships. It has become an independent organization, speaking for a realistic approach to improve the quality of the schools but has come to be called on for both its opinions and its support for other efforts in the State of Arizona involving school reform.

Other models have emerged throughout the District. Chandler/Gilbert Community College Center has developed an excellent alternative school program for at-risk students in the Chandler Public Schools. South Mountain's ACE Program, which was probably the inspiration for the Phoenix Union High School District's Think Tank, continues to be the longest and most effective

working model for school connection programs. Over 450 high school students have been identified for tracking into South Mountain Community College at their junior and senior year. We are now building a similar linkage with ASU. The success rates of the ACE students at SMCC have been outstanding. Glendale Community College has developed an ACE Plus Program, largely based on SMCC's model. Glendale will develop a technical education track as well as an academic transfer track. That program is well underway at GCC. Alberto Sanchez and others are giving leadership to that program. Still another development at MCC has networked the Mesa Public Schools and the east valley community and school leadership to a similar Think Tank arrangement. Several subcommissions have been formed and are beginning to do work in that area. The new Estrella Mountain Community College Center has begun its planning around vital school connection assumptions. Phoenix College and Scottsdale Community College are both following with excellent examples of school cooperation and school connection activities.

The results of the Second Action have been given a tremendous boost by having Maricopa secure the largest National Science Foundation grant ever given to a community college for the creation of a Center for the Development of Minority Education, primarily aimed at math, physics, chemistry and engineering students. This is a school pipeline project which will attempt to enhance science, math and engineering interests among minority students in our feeding elementary and high schools. This will be one of the largest efforts to recruit a cohort of future minority students and teachers in science and math disciplines in the country. Projects such as the Think Tank will be one of the back drops for the recruitment efforts of such students. If re-funded, the grant will bring several million dollars to this effort.

Regarding the Third Action, many of our faculty, staff and administrators have participated in Maricopa County's Literacy Volunteers of America efforts. Rio Salado Community College was a site for the US Task Force on Literacy, and has been and continues to be the call number for referrals to all literacy efforts. Under the leadership of Karen Mills, we have been a primary focus of literacy efforts in Maricopa County. We have also placed literacy centers in the elementary schools of the Think Tank. I have participated with many staff in taking literacy training myself. This effort is a monumental challenge. There are still currently 250,000 illiterate people in Maricopa County. Projections have been estimated as high as twenty-seven percent of Maricopa County will be functionally illiterate by the year 2000. Obviously there is much to do and a unique, innovative mobilization effort still awaits us in the future.

SIXTEENTH:

ETL must contain a global perspective.

RESULTS:

The colleges need to begin to internationalize the curriculum - bringing international issues and perspectives to a variety of disciplines. Our ability to downlink programing from international satellites and the potential for audio and video conferencing with locations around the world will help in this area. ETL must obtain a global perspective. Although there is a large and growing

interest in international education in the Maricopa Community Colleges, we have not been and are still not leaders in international education. We can point to promising spots. The new center at the Autonomous University of Guadalajara, our relationship to the Interamerican University of Puerto Rico, our several individual faculty who travel abroad regularly and develop programs independent of either District or college support need to be applauded. There is a faculty/staff committee, chaired by Bill Berry, working to revise the present strategic plan for international education. The new plan should be ready by early fall 1991.

We have a growing international community on our campuses. At some campuses this is as high as seven percent of our enrollment. At a campus of 20,000 students, this can be 1,200 to 1,400 students from virtually every country in the world. Methodically, we have done little to accommodate either F1 students or our international students who just happen to arrive on our campus each year.

There has been some resurgence and interest in foreign language teaching and many activities, especially Japanese language teaching, are underway at several of our colleges. Earlier, after the first Encyclical was written, we did have a districtwide effort supported through Diana Hutchinson and Marti McCorkindale's leadership; but we have been slow in both the implementation and the development of international programs. One college has placed it high on its strategic priorities. Another college developed some excellent modules for faculty use in connection with Pima College. Not many faculty have accepted these materials for use, however.

The issues addressed in this paper are not unique to the Maricopa District. Colleges and universities throughout the nation recognize the challenges of renewal. It is a human activity to take stock of purposes and activities and to search for ways to improve. The goal of this paper is to call all of us in the Maricopa District to a commitment. It is simple. Let us commit ourselves to provide the most effective teaching and learning for all of our students.

Bringing us up to the second Encyclical calls for additional recommendations.

1. Continue to promote an ETL doctrine. When resources become scarce, it is imperative that we sharpen our focus as a growing and thriving institution. ETL should be that focus. ETL draws new students to our college doors. Quality instruction is the best marketing device we can design. Satisfied students beget more satisfied students. Students will cross over to the community colleges if the instruction is excellent. Enrollments will decline and the general public will participate less in our colleges offerings if instruction is poor.

2. ETL requires that we consider several trade-offs. Effective teaching and learning drive us into the center of activities such as economic development, recruitment of industry, being a part of the portfolio for business and industrial prosperity in our valley. Oftentimes, we are sold to new incoming industries as a cultural and community asset. But, the real hook for these industries is our ability to transact a training or an educational arrangement upon their arrival. This virtually builds an

assured constituency politically as well as citizen and family involvement. The prospects of having 15,000 to 18,000 students go through Mesa Community College's Motorola University means that 15,000 employees know about Mesa Community College. This means that every employee, family member, parent, sister and brother also come to know about Mesa Community College.

3. It is sad that we are so slow in the area of international education and global understanding. Our State Department policies reveal this fact. America is often viewed as a blundering, awkward giant trying to survive in a diverse and changing world. Even with the financial support the Maricopa Community Colleges provide, we have not risen to great heights in this curriculum area. Much needs to be done.

4. In Encyclical I, I stated that the faculty are the guardians of the public trust for standards, quality, and academic leadership. I cited in the first Encyclical that we should be leaders in effective teaching and learning. I also concede that we should hire the best and the most extraordinarily qualified faculty we can secure under our recruitment policies. The Governing Board and the District have certainly made their commitments by financing one of the most attractive salary packages in the United States for the recruitment of faculty. On that front, we are doing very well. One of the trade-offs we had hoped to achieve is that the faculty would take responsibility for the cultivation of a changing, self-improving, self-adaptive culture. If a faculty member felt that after ten years, he or she could continue to just teach without freshening, re-engaging his/her scholarship or commitments to new knowledge and methodologies, this would be recognized by peer faculty. The administration has no fundamental interest in designing such a program, nor does it have a fundamental interest in the evaluation process involved in such a program. It behooves the faculty to develop, design and implement a system that assures, at the minimum, the following:

   a. A current faculty.

   b. A caring, and conscientious faculty that looks to student development and growth as central to the teaching effort.

   c. A faculty that gives full commitment to the college, regardless of outside interests, age or changing circumstances.

   d. A faculty that will carry and uphold the banner of excellence in teaching in the Maricopa Community Colleges.

5. There should be a stake for everyone under an ETL doctrine. People not teaching in the classroom are also big stakeholders in promoting ETL. The livelihood and well-being they enjoy rests with student and citizen satisfaction. A bad experience for a student means less chance of support for your job, your security. While not directly engaged in

teaching, all employees are, in a sense, educators because they assist learning at every turn. When you carry out your job, whether you are a president or a purchasing agent, you should be thinking "this will help students learn; this will make teaching more effective." In this culture, the learner is central to our efforts. One stops everything to assist the learner. This is our doctrine.

Maricopa enjoys a superb local and national reputation for being an excellent community college district. Most of its reputation is based on the personal testimony of former students who have been extraordinarily satisfied with the outcomes of their education after attending a community college. Some students make the comparison that the instruction has never been as good as it has been at Maricopa. It would be easy for us to lose sight of this focus. These Encyclicals obviously lean toward the doctrinaire. If they sound dogmatic, they are intended to be. What greater dogma could a community college district hold up as an ideal than effective teaching and learning.

Much has been accomplished since Encyclical I. Perhaps by the time Encyclical III is written, much of what we would hope to accomplish in effective teaching and learning will have been achieved.

Mortimer Adler offered an appropriate close to this Encyclical with a wonderful quote expressed in graffiti on the walls of the Sorbonne during the student revolution (Circa, 1970).

"Be realistic: Attempt the Impossible."

For a copy of the original
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