



Encarnação Alliance Training Commission
Master of Arts in Transformational Urban Leadership (MATUL)
Progression in Bringing in New Schools
Rev. 04/10-6

The MATUL Training Commission is comprised of program directors from allied institutions hosting the MATUL program. As a council of urban educators committed to innovating new models of training that advance God’s reign within slum communities, one of its responsibilities is to discern *where* and *with whom* to establish the MATUL.

Thus far, priority has been given to (a) entrepreneurial schools (b) within regional urban centers (c) hosting large slum-dwelling populations (d) with an expansive network of Christian churches and NGOs. In the future, the Commission anticipates forming “partnerships” with institutions in predominantly non-Christianized urban centers.

In bringing in new schools to host the MATUL, both the Commission and the interested institution could follow a progression of discernment along the following lines:

1. Consider Philosophic and Missional Compatibilities

An institution may have any number of reasons for wishing to host the MATUL program—e.g., to expand program offerings, enhance institutional reputation, associate with a Western institution, attract foreign students, and the like. These may be reasonable secondary motivations, but the primary consideration should be one of mission:

Is there evidence that this represents a logical “next step” for an institution committed to empowering communities at the margins?

Are there an existing commitment, a general trajectory, an institutional progression, a readiness and ability to move towards:

- An urban focus within at least part of the faculty and leadership?
- Current programs or courses that directly engage local poor communities?
- A theologically informed commitment to deal with spiritual roots of poverty and oppression, and not just economic needs?
- An institutional value placed on developing processes from *among the people* (vs. *for them*), initially *with existing resources* in the community—i.e., a bottom up approach rather than top down?
- An understanding of the centrality of the word, the Spirit, and the church in transforming society?
- A commitment to developing leaders of indigenous church-based movements?

If at least some of these initial commitments are not present within the school's history, the current faculty and administration, and specific courses, there may be a difficulty in finding core support for the program from within the institution.

2. Determine Faculty and Pedagogical Congruence.

The educational philosophy of the MATUL requires students to live in or near the slums as the primary context of learning. The teaching-learning process (pedagogy) is derived from a praxis-reflection model which combines living in or near poor communities and learning—study, ministry skills development, character development, research and writing, mentoring and active problem solving—in an integrated approach to leadership development. Is this pedagogical “culture” within the MATUL congruent with that within the prospective partner institution? Is there a trajectory of change within the institution towards such a pedagogy?

- *Where* do the faculty expect the most powerful, life-changing learning to occur—on campus compounds sealed off from the outside world—or embedded within the raw realities of local communities? Can the faculty perceive of education being primarily situated in the wisdom of slums and those who serve among the poor?
- *What* type of learning process do the faculty normatively engage in to motivate and guide students in intimately understanding the circumstances of urban poor populations, along with their prospects for catalyzing transformative movements? How would this change?
- *Why* does the university or seminary exist in the minds of faculty—as a private benefit (confer degrees to privileged students) or as a public good (contribute to transforming local communities)?
- *How* does the university or seminary see itself—more as an “ivory tower” in which to acquire information *about* the world without being distracted by the world, or as a “socially engaged community” that learns *with* and *from* the world?
- *Who* on the faculty has demonstrated a commitment to an action-reflection, story-telling, and mentored model of education?

3. Assess institutional capacity.

Each partnering school must have the institutional capacity to fulfill a variety of basic functions in relation to program implementation. Those functions ultimately include the appointment of a Program Catalyst to manage a variety of implementation responsibilities (see Appendix). But there are other questions that can be asked to assess institutional capacity:

- **Faculty Engagement:** Is there a **critical mass** of faculty, staff and administration eager to engage in discussion on the viability of the MATUL?
 - Are there existing or **potential faculty** who are actively engaged in both churchplanting ministry and developmental processes in urban poor contexts? If not, from what relationships with urban poor churches, movements and organizations will the school draw leadership for the program?
 - Is there the possibility of at least two full time faculty, plus an assistant, plus outside practitioner-reflectors that can constitute an instructional “core” for the program?

- **Leadership Support:** Does the chief academic officer and president/principal have a heart for the program? Is there probability of significant support from the Board?
- **Stability:** Are school personnel in reasonably stable roles or is the institution going through a time of financial or social turmoil?
- **Accreditation Capacity:** Are there existing Bachelors and Masters degrees and credibility and capacity to apply for another degree through the national accrediting body.
- **Programme Modifications:** Are there specific accreditation requirements, internal institutional politics, or particular cultural issues that would require significant adjustments to the MATUL program design? What course modifications would satisfy these requirements?
- **Expansion from Existing Resourcing Bases:** Will the program development plan outline how financial resources will be made available to fund the MATUL—i.e., what start-up resources will be available through national agencies, community groups (churches and other associations), university stakeholders, denominational (or other) networks?
- **Program Planning:** Is the chief academic officer of the school prepared to formulate a program development plan/agenda directly with the MATUL International Director?
- Will the program development plan include the appointment of both the following under the supervision of the chief academic officer, initially in consultation with the MATUL International Director?
 - The Program Catalyst who is charged with setting up on-site program structures, and
 - A Program Director who will carry the load of implementation and academic supervision long-term

4. Appoint a Program Catalyst.

The Program Catalyst, as distinct from the Program Director, is the *entrepreneurial driver* behind the program's start-up process. While the Director is the *academic implementer* of the process, the Catalyst is used to create group consensus among stakeholders, network local resources, and generate momentum through promotion and recruitment processes. The Director is charged with implementing the curriculum as an academic leader (e.g. mentoring full-time and adjunct faculty, reviewing and contextualizing courses, ensuring high academic standards, dealing with accreditation issues, managing the budget, etc.—in short, making it all work).

The suggested functional responsibilities of the Program Catalyst are listed in the Appendix. This person would also accomplish the following:

Step 1 Personal Familiarization with the MATUL Values and Process

This whole degree comes out of some deep friendships and spiritual relationships between a cluster of educators round the world. If relationships are strong, then details are easy to work through. The following are suggested steps. Steps may likely be developed in tandem, not necessarily sequential. The critical issue is discernment and ownership.

- Review the Training Commission website at www.urbanleaders.org/ma (or on CD)

- Look at the Power Point Description of the Program on this site or CD.
- Make an initial simple one page MOU with one of the commission leaders and the commission coordinator, to explore the possibilities of relationships, with proposed steps based on this document.

Step 2: Make initial connections (institutional and community).

- Sell/give a copy of *Companion to the Poor* to key institutional decision-makers. Discuss the city's urban poor as an educational focus. (Is the institution *already* connected with the poor, and with local practitioners among the poor?)
- Review the *Common Understandings* and other documents (on CD) with decision-makers.
 - Review educational philosophy and curricular structure (see “Jesus Seminary in the Slums” presentation.)
 - Differentiate the MATUL from a pure theology or community development degree. (The MATUL strives for a distribution of emphasis: 1/3rd social analysis, 1/3rd theology, and 1/3rd reflective practice.)
- Listen for critical feedback related to the proposal. Monitor level of enthusiasm and commitment from prospective institutional and community stakeholders.
- Try to discern a sense of “rightness” from the Spirit to confirm the institutional readiness, appropriate timing, a core set of community partners, and the potential role of the MATUL in the city.

Step 3: Build relationships with key community stakeholders.

- Discern key *educational partners*. Which individuals and organizations, working in which settlements, might send or mentor students through their churches, advocacy and land rights programs, community banks, slum dweller driven microfinance programs, community health programs, etc?
- Discern *prospective student populations*. Which pastors, urban poor community leaders, NGO staff, etc. should be trained as community-wide leaders?
- What ongoing employment opportunities are available for these graduates? How might these positions enable graduates to multiply indigenous movement dynamics?
- **(Very critical step) Develop two grassroots consultations with urban poor leaders** in the city. Explore their training needs. Introduce the MATUL. Do attendees believe that the MATUL would meet their training needs?
- Report a summary of findings and “next steps” in program planning to the annual gathering of the MATUL Commission.
 - Build friendships with the other MATUL program leaders.
 - Aim to more fully internalize the core values, history, pedagogical processes, and program variances within allied programs.

Step 4: Prepare a Program Development Plan.

- Work with the institution’s chief academic officer and other institutional stakeholders in preparing a Program Development Plan. The “Plan” should include discussion related to the following:
 1. *National and municipal context:* National development priorities related to urban poor; current (model) programming focused on urban poor development; answer: *Why should the MATUL be offered here, and at this time?* (1-2 paragraphs)
 2. *Urban poor context:* an inventory of city slums; history of positive and negative interventions among urban poor; attitudes toward host institution; evidences of “welcome” in select communities (1-3 paragraphs)
 3. *Prospective student populations:* analysis of their training interests, needs and expectations (data drawn from grassroots consultation); attitudes toward the host institution; student capacity and limitations in regards to time and finances
 4. *Institutional capacity:* analysis of issues in #3 above; also: availability of qualified teachers, classroom space, library facilities, Internet connectivity, texts in language of instruction, accreditation requirements, need for teacher mentoring, and financial support for Program Director (academic oversight of MATUL implementation)

Step 5: Operationalize the program through a strategic partnership.

- Draft a Memo of Understanding (MOU) between the host institution and one of the Commission leaders. The MOU is a “non-binding” agreement between two schools to share resources and serve joint training interests. (A complete template is available upon request.)
- **Advisory Committee:** Ownership of the whole process by movement leaders is a significant factor in recruitment. Do they feel this is their program to serve their needs or is it just another plan of somebody else? Developing a MATUL think-tank or advisory group with some of these leaders may be a significant way of involving them.
- Determine a **program start date**. At this point, the Catalyst either assumes the role of Program Director or hands off to another person who is funded to implement the program, beginning with the announcement of a start date.
- Publicize the program and recruit students and faculty. Publicity materials are prepared, prospective students contacted, prospective faculty hired, and facilities secured.
- **Prepare the curriculum.** The Program Director works with faculty and Commission resource persons to contextualize the prototype course syllabuses (on the website) to the national/regional context. See “Steps for Course Writers” On the www.urbanleaders/ma site or CD. Submit these to the commission academic adviser one month before the first classes so he can review, edit, upgrade, assist and generally serve. Ideally do this through discussions with others teaching the same course at other schools.

APPENDIX 1

Suggested Job Descriptions Program Catalyst

Master of Arts in Transformational Urban Leadership (MATUL) Program

Ideal Qualifications

1. *A social entrepreneur* with a demonstrated commitment to improving the social, economic, and spiritual conditions within local slum communities arising from discipleship to Jesus that motivates involvement in launching the MATUL.
2. *Academic Understanding*: Minimum of four years of college or equivalent work experience. (An MA or M.Div is preferable.)
3. *Networker*: Experience bringing residents and community leaders together to address issues affecting their quality of life.
 - a. Comfortable in negotiating with institutional leaders and boards
 - b. Able to exchange information using tact and persuasion utilizing good oral and written communication skills
4. *Community Engagement*: Experience training community members in the areas of leadership and advocacy.

Intimate knowledge of the host community—its neighborhoods (especially slums), community organizations, key leaders, and local government operations.

Knowledge of the theory and practice of practice-oriented field education (e.g. ethnographic fieldwork, field study, internships)

Experienced in training people in grassroots theology and biblical knowledge
5. *Character*: Verified history of honesty, flexibility, compassion, and dependability
6. *Catalytic Style*: Able to make decisions, establish work priorities, and carry out responsibilities with limited supervision, including transitioning leadership to another.
11. Experience working with various software applications.

Responsibilities

Under the supervision of the Senior Academic Officer or MATUL Program Director, the Catalyst is responsible during the set-up phases of the program to:

1. Partner with the senior academic officer and/or Program Director of the host institution, as well as the MATUL International Director, to raise funding to support the position.
2. Consult with slum leaders and other urban specialists in order to identify 3-5 slum communities that might “host” MATUL students.
3. Identify local/national faculty for each of the MATUL courses that meet the qualifications defined by the host institution for graduate-level faculty

4. Training Faculty in Action-Reflection Education: Arrange for program faculty to be oriented to the unique character and objectives of the program, and especially to its approach to field-based learning.
5. Initial Recruitment: Design an effective program promotion and recruitment strategy.
6. Fundraising: Design and implement an initial and long-term fundraising strategy for the program.
7. Representation: Represent the University/Seminary to local and national organizations and churches, to media organizations, and at the annual meeting of the MATUL Commission.
8. Chair the school's MATUL Advisory Committee consisting of urban poor movement leaders and other stakeholders.

Remuneration

This is generally an unsalaried role, that needs to be funded from an existing base or through fundraising (though some costs may be provided by the institution) functioning at a policy level, supportive of the program director.

Suggested Job Descriptions Program Director

Master of Arts in Transformational Urban Leadership (MATUL) Program

Ideal Qualifications

1. *Urban Poor Engagement:* Demonstrated commitment to improving the social, economic, and spiritual conditions within local slum communities arising from discipleship to Jesus
 - a. Experience training community members in the areas of leadership and advocacy
 - b. Intimate knowledge of the host community—its neighborhoods (especially slums), community organizations, key leaders, and local government operations
 - c. Ideally experienced in evangelism and church growth among the poor
2. *Academic:* An MA or M.Div is minimum, DMin or PhD preferable. Previous leadership of an academic program preferable.
3. *Networker:* Experience bringing residents and community leaders together to address issues affecting their quality of life.
4. *Action-Reflection Educator:* Knowledge of the theory and practice of practice-oriented field education (e.g. ethnographic fieldwork, field study, internships).
 - a. Experienced in training people in grassroots theology and biblical knowledge.
5. *Proven Character:* Verified history of honesty, flexibility, compassion, and dependability.
6. *Program Leadership:*
 - a. An entrepreneurial spirit
 - b. A team builder
 - c. Able to exchange information using tact and persuasion, utilizing good oral and written communication skills.
 - d. Able to make decisions, establish work priorities, and carry out responsibilities with limited supervision.
 - e. Experience working with various software applications.

Responsibilities

The Program Director is the principal academic supervisor of the program within a school.

Accountabilities

- ◆ Primarily accountable to the principal, dean or administration of the school
- ◆ Works in close coordination with the Encarnação Alliance commission as a professional body responsible for the launching and development of these degrees.

Roles in Liaising with the Encarnação Alliance Training Commission

- ◆ Implement the Program Proposal within the constraints of the institution and national educational policies

- ◆ Participate in in-house and Encarnação Alliance Training Commission program planning discussions (via phone, email, and in-person consultations) to refine philosophical and operational dimensions of the design. This requires traveling to one Training Commission gathering at least yearly.
- ◆ Continuously propose updates to the core shared program proposal on the basis of ongoing planning with program stakeholders.
- ◆ Receive from staff, review and revise (as needed) 16 syllabi submitted by course writers in accordance with the Encarnação Alliance Course Outline Formatting and Syllabus guide.
- ◆ Supervise the development of course manuals and relay these back to the Encarnação Alliance Coordinator.
- ◆ Assist in the coordination of any faculty under joint appointment by institutional partners.

Institutional Roles

1. Faculty Development

- *Build Adjunct Faculty Team:* Identify, and recruit local/national faculty for each of the MATUL courses that meet the qualifications defined by the host institution for graduate-level faculty
- *Train Faculty:* Arrange for program faculty to be oriented to the unique character and objectives of the program, and especially to its approach to field-based learning through regular seminars on curriculum design, praxis based education, adult education, integration of theology, social analysis and praxis.

2. Partnership Roles

- *Community:* Consult with slum leaders and other urban specialists in order to identify 3-5 slum communities that might “host” MATUL students.
- *Foreign Faculty:* Facilitate in-country logistical support for new and visiting faculty (e.g. airport pick up and drop offs, in-country transportation, guest accommodation, and meals)
- *Foreign Students Supervision:* Facilitate the orientation and awareness of foreign students regarding health and security issues in the slums. Establish appropriate operational security procedures, including emergency evacuation plans and initiate an emergency response protocol to disasters and emergencies, if required.

3. Program Administration

- *Recruitment:* Design an effective program promotion and recruitment strategy,
 - website development.
 - Provide prospective students appropriate program information in a timely manner.
- *Fundraising:* Develop 3 year budget and work with Program Catalyst to design and implement an initial and long-term fundraising strategy for the program, preparing promotional materials and supervising grant proposal writing.
- *Academic Representation:* Represent the institution to local and national organizations and churches, to media organizations, and at the annual meeting of the MATUL Commission.
- *Academic Administration:* In cooperation with the Registrar, process student admissions applications and registration documents, maintains student records, and processes transfers.
- Coordinate office activities, manages student assistants, committee meetings, and special projects.

- *Financial Control:* Complete and process requests for honoraria (for guest faculty) and other financial documentation.
- *Program Evaluation:* Design an annual outcomes-based program assessment plan supported by the collection of evaluative data from each completed course. Communicate this with the Encarnacao Commission and School administration.
- Supervise the Program Assistant

Remuneration

This is generally a faculty role salaried by the local institution as (associate) professor leading a program. Income for this is dependent on student numbers but should be supplemented by income for scholarships for poor students from grant moneys and local donors.

APPENDIX 3

Suggested Job Description

Catalyst/Development Consultant

Ideal Qualifications

- *A social entrepreneur* with a demonstrated commitment to improving the social, economic, and spiritual conditions within local slum communities.
- *Academic Understanding:* College degree and significant entrepreneurial work experience. (An MA or M.Div is preferable.).
- *Networker:* Experience bringing residents and community leaders together to address issues affecting their quality of life.
- Comfortable in negotiating with institutional leaders and boards
- *Community Engagement:* Experience training community members in the areas of leadership and advocacy.
- Intimate knowledge of the host community—its neighborhoods (especially slums), community organizations, key leaders, and local government operations.
- Knowledge of the theory and practice of practice-oriented field education (e.g. ethnographic fieldwork, field study, internships)
- *Character:* Verified history of honesty, flexibility, compassion, and dependability
- *Catalytic Style:* Able to make decisions, establish work priorities, and carry out responsibilities with limited supervision, including transitioning leadership to another.

Responsibilities

Under the supervision of the Dean or Academic leader, the Catalyst/Development Consultant is responsible during the set-up phases of the program to:

- Take primary responsibility with the Dean and Academic Director, as well as the MATUL International Director, to raise funding to support the program and this position.
- Take primary leadership in sustaining the partnership relationships. (while the Dean/Academic Director manages systems reporting to partners on registration issues, academic quality issues, any pastoral care issues and accreditation related issues).
- Consult with slum leaders and other urban specialists in order to identify 3-5 slum communities that might “host” partner MATUL students.
- *Initial Recruitment:* Assist the MATUL Director and the Site Coordinator in the design of an effective program promotion and recruitment strategy.
- *Fundraising:* Design and implement an initial and long-term fundraising strategy for the program.
- *Representation:* Represent the University/Seminary to local and national organizations and churches, to media organizations, and at the annual meeting of the MATUL Commission.
- *Chair* the school’s MATUL Advisory Committee consisting of urban poor movement leaders and other stakeholders.
- Develop a support committee in with the objective of full funding for the MATUL and seed funding for many of the processes lead by MATUL grads.

Subsequent to the set up phase also

1. Mentor students in business plans for processes that grow out of various courses such that students complete the degree moving into funded entrepreneurial roles.
2. Each year continue to extend these roles with graduates till new movements reach effective critical multiplication momentum.
3. Co-teach and mentor the Community Economics, Movement Leadership and Organisational Leadership Courses and mentor students through their final project.

Remuneration

This is generally a self – funded role, which includes raising funding for the role as part of raising funding for the overall process. The institution may provide expenses for travel etc.

Job Description

MATUL Partnership Outside Evaluator

(This role may be appropriate when there are grant monies raised for a partnership)

Responsible to

Project Director; designs evaluation both for the Grantin body but also to serve the Academic Director of the Partnering Schools, and the Program Catalyst to bring about systemic modifications.

Responsible for the following activities:

1. Attending the first Project Directors' Meeting with the project director in order to attend the session on evaluating a grant.
2. Assisting the project director in completing the initial evaluation plan/chart, due three months after the start of the grant. This includes:
 - a. Assisting the project director in fine-tuning the main goals and objectives for the project.
 - b. Offering advice as to which project objectives would lend themselves most readily to measurement and evaluation.
 - c. Offering advice as to which baseline data should be collected.
 - d. Offering advice on the type of measurement instruments that could be used – e.g., surveys, student journals, standardized tests, interviews, focus groups, analysis of e-portfolios or capstone projects, cost-benefit analyses, etc.
 - e. Offering advice about data collection from a possible comparison or control group.
 - f. Offering advice as to the timing of data collection.
 - g. Assisting the project director in designing a plan so that initial results feed back into the project design as the project matures. At what point should the project administrators review preliminary evaluation findings and make decisions about whether to modify program activities? What project activities could be modified midstream if necessary?
 - h. Offering advice on how project directors might disseminate evaluation results to interested parties.
3. Assisting the project director in designing the evaluation instruments. Ideally this would include making the project director aware of applicable evaluation instruments that others have used which could serve as models or bases of comparison.
4. The outside evaluator writes the Evaluation Reports. Annual and Final Evaluation Reports are sent to the project director who attaches them to the Annual Project Reports as separate documents.

The project director and the outside evaluator should work jointly on:

- Analysis of the assessment data that are collected.

The project director is responsible to:

1. Develop process and collect baseline evaluation data
2. Project evaluation data collection through the Academic Director.

3. Work with the Academic Director and Catalyst in implementing any changes in the project as a result of preliminary evaluation findings.
4. Submit the Annual and Final Evaluation Reports that the outside evaluator has written.
5. Facilitating each of the principal leaders to disseminate evaluation results to interested parties on and off campus, and publish about innovation within the program with an eye to further replication..

APPENDIX 2.

In addition to the relationship with the commission, a more detailed MOU may develop between two schools. Attached is a model MOU that contains some of the specific elements that a partnership with Azusa Pacific University would explore (every school is different, so the issues will vary in detail).



(see sample MOU)