Sabbatical Leave Proposal

A. Applicant

Name: Debbie Albers
Department: Mathematics
Type of Leave: Research Project
Leave Dates: Fall 2017

B. Purpose of Leave

I will meet with at least one of four main authors of an international research project done on the underrepresentation of women and minorities in STEM majors. These authors are at the University of Melbourne, Australia. I will be collecting data on what they have seen tried to date, and with what degree of success in the countries they studied with systems of higher education similar to ours in the United States.

C. Leave Objectives

1. Written report summarizing the main research findings in the report titled STEM: Country Comparisons, (International comparisons of science, technology, engineering and mathematics (STEM) education) regarding the underrepresentation of women and minorities in STEM majors in countries with systems of higher education similar to the U.S. I will also summarize results regarding what has been tried and with what degrees of success.

2. A Power Point presentation to be shared with my mathematics colleagues at SRJC and beyond, as well as counselors and others interested in the admission and retention of women and minorities in STEM majors.

3. A Power Point presentation to be shared with my mathematics colleagues at local high schools, as well as counselors and others interested in the promotion and success of women and minorities in STEM majors.

D. Narrative

The underrepresentation of women and minorities in STEM majors is a long-standing issue in higher education. While there has been much focus on this issue in the past 10 years, and much private money dedicated to finding a solution, the numbers have not shown a significant shift.

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In 2013 an international study was performed by the Australian Council of Learned Academies (ACOLA) to gather data on STEM representations by ethnicity and gender in countries with established systems of higher education. This project was undertaken because Australia is very concerned about this underrepresentation in STEM and they are very motivated to find a solution. ACOLA sees this is a major inhibitor to the country’s long-term economic growth given the rate of advancements in technology.

My sabbatical will begin by summarizing this data for some of the 22 countries included in the study with systems of higher education similar to that in the United States and Australia. I will then travel to Melbourne, Australia in October, 2017 to meet at least one of the lead authors of this study to discuss the findings in person. (I have already been in contact with an author who is “happy to meet with me”.) I will also work with this author to learn what has been tried in Australia and with what degrees of success. I will continue to meet with STEM instructors at other institutions of higher education and secondary schools as I travel Australia for approximately one month and learn what they think has worked, has not worked, etc. I will include this information in my written report, including what I think we might want to try here at SRJC, or what is currently being tried that research indicates is not helpful.

I will create a Power Point presentation for my Junior College Math colleagues and others on campus that are (or should be) concerned about the admissions and retention of women and minorities in STEM majors. This presentation will include charts and will highlight my research findings. I will give this presentation at a mathematics department meeting in the spring 2018 semester.

I will similarly create a Power Point presentation designed for junior high and high school math and science teachers, counselors, and administrators that are concerned with promoting STEM majors to women and minorities early in their educations. I will visit at least three local junior high schools and/or high schools to share this presentation and my findings.

In both of the above presentations, the information will be shared to illustrate this problem locally and to suggest possible remedies.

**E. Evaluation**

1. **How will the objectives of this sabbatical leave enhance my work performance at the college?**

Being more aware of the issues surrounding, and possible solutions for, the underrepresentation of women and minorities in STEM will help me reach out more effectively to attract these groups to our STEM majors. Travelling abroad and connecting with other STEM instructors at institutions in other countries will broaden my perspective of how I do my job as a math instructor.
2. How will the objectives of this sabbatical leave benefit students in my discipline?

If I learn during my sabbatical that there are specific teaching strategies being employed to attract and retain underrepresented populations in STEM, I will adopt these strategies to help these students in my classes. I also want to make clear to my students that they all win when we have equal inclusion in our classrooms.

3. How will the objectives of this sabbatical leave benefit my department?

In my opinion, everyone wins when we have a diverse student body. Any techniques I learn to be successful will be shared with my department and we will strive to increase underrepresented populations in Math and other STEM majors.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

My project directly addresses the SRJC vision statement indicating we aspire to be inclusive and diverse. This project will be an initial step in addressing a lack of diversity in our STEM majors.

F. Abstract for Board Proposal Summary

In the United States, and other countries with similar systems of higher education, the rate of women and minorities earning degrees in STEM fields has remained stagnant over the past 15 years. Many countries are focused on trying to remedy this situation, with Australia at the forefront. Debbie Albers will study successful Australian programs designed to recruit and retain women and minorities in STEM majors, specifically mathematics, and produce a report and presentations to address this issue at SRJC.
Sabbatical Leave Proposal

A. Applicant
Name: Laura Aspinall
Department: Disability Resources
Type of Leave: Independent Study/Project
Leave Dates: Fall 2017

B. Purpose of Leave
The purpose of my leave is to produce new and updated course materials for DRD 391- Campus and Community Resources. Students enrolled in this course typically experience autism and/or Intellectual Disabilities and are in their first semester of the College to Career Program. A commercially available textbook does not exist for this class, it has also been difficult to identify other course materials that are relevant, age appropriate, and address the unique needs of students’ with disabilities.

C. Leave Objectives
1. Revise the Course Outline of Record.
2. Revise the existing course calendar and associated lesson plans.
3. Revise the existing course reader.
4. Create a course website with supplementary materials and resources available for students.

D. Narrative
1. Revise the Course Outline of Record.

Prior to revising the existing course reader and associated activities I will complete a comprehensive revision of the Course Outline of Record (COR) for DRD 391. While the course is not due for review until 2019/2020, the department has plans to review this course in 2018/2019 as we have a substantial number of courses due for review in 2019/2020. My review of the COR will be completed by the close of the fall 2017 semester, enabling the course to be updated in spring 2018. While DRD 391’s curriculum is unique and specialized, I will research and identify any similar courses in the California Community College system to inform the review of DRD 391’s curriculum.
2. Revise the existing course calendar and associated lesson plans.

Revisions to the COR will inform the changes I make to my course calendar and lesson plans. I will be creating lesson plans for each week (roughly 17 weeks). I will be using a variety of resources including websites, texts and curriculum that address post-secondary education for adults with disabilities, many of which I hope to identify while updating the COR. Lesson plans will be focused on maximizing student engagement.

3. Revise the existing course reader.

While the “bones” of the existing course reader are good, edits will be necessary based on the changes to the COR, course calendar and lesson plans. I have also been using the same course reader for the past five years. It is due for a comprehensive overhaul and update. In addition to changes to its content, the revised version of the reader will have a cohesive graphic look, table of contents, and chapters; all of these changes will make it easier for students to navigate the reader.

4. Create a course website with supplementary materials and resources available for students.

A large component of student success in college is their ability to access technology and online resources. As this course often serves as students’ introduction to college, it is critical they learn how to use the college’s course management system within the context of the class. While the course has a very basic existing Canvas page used primarily for grading, attendance and sharing of class notes, I will be enhancing it to make it interactive and consistent with the changes to the course curriculum and reader. I will also create a module that solely addresses resources for students. The reader and lessons plans will also reference the Canvas page, creating a cohesive course curriculum that uses a variety of modalities and content delivery methods, which is particularly beneficial for students with disabilities.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

Having time to thoughtfully and carefully revise course materials and create new ones will increase the effectiveness of my teaching. It will also allow me time to design activities that are more dynamic, sophisticated, and creative.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

My students will benefit by having course materials that meet their individual needs. Additionally, as students who enroll in DRD 391 are typically first time college students, such course materials will assist students in being better prepared for future courses they enroll in at
the college, therefore increasing their chances of success.

3. How will the objectives of this sabbatical leave benefit my department?

My department will benefit as the result of my leave by having updated and new course materials for a course that does not have commercially available materials. I am not the only instructor who has taught this course; these materials will be available to my colleagues who also teach DRD 391.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

This proposed project addresses Goal A of the Strategic Plan by eliminating potential existing barriers to student success in its existing course materials; Goal B by providing innovative and high quality course materials to students which promote student engagement; and Goal C by focusing on addressing the unique needs of students with disabilities.

F. Abstract for Board Proposal Summary

Laura Aspinall will update and create new course materials for DRD 391- Campus and Community Resources. Students enrolled in the course are in their first semester of the College to Career Program and experience autism and/or Intellectual Disabilities. This sabbatical project will result in revisions to the course curriculum, reader, and the creation of a course website. The project will focus on the creation of course materials that are relevant to students’ specific experience at Santa Rosa Junior College and addresses their disability related limitations.
Sabbatical Leave Proposal

A. Applicant

Name: Allison L. Baker
Department: Social Sciences
Type of Leave: Independent Study
Leave Dates: Spring 2018

B. Purpose of Leave

During my sabbatical leave, I will embark on a long-term project to integrate the history of the built environment (urban, architectural, and landscape history) into History 17.2, United States History since 1865, the second half of the United States history survey course. I will develop new course materials that examine the ways in which the built environment reflects the social, cultural, political, and economic historic context and the broader American values of its particular time period and place.

C. Leave Objectives

1. To begin a longer term project of integrating the study of the social, cultural, political, and economic history of the built environment into my courses. Given that this is a broad topic with a vast body of scholarship, I will focus on developing three specific case studies for History 17.2. Each case study will represent the built environment of a particular time period and place (to be determined; for example: Gilded Age New York City, the 1920s Florida land rush and tourist boom, and postwar suburbia in California). Each case study will illustrate a residential, commercial, industrial, and/or recreational landscape of a specific time period and place. For example, for Gilded Age New York City, potential case studies could include: the Dakota, one of the earliest luxury apartment buildings; Central Park; or the Ladies’ Mile shopping district (department stores).

2. To develop new course materials for History 17.2 in the form of illustrated classroom presentations for three case studies examining the social, cultural, political, and economic history of the built environment. These presentations will include lecture material providing an in-depth analysis of the ways in which the selected case study represents the intersection of the built environment and its historic context, and will include images (photographs, postcards, advertisements, architectural plans, etc.) of the selected case study. For each case study, I will also provide supplemental materials and an annotated bibliography of the resources consulted, including internet resources, such as digital mapping projects and image archives.
D. Narrative

The built environment, including urban planning, architecture, and manmade landscapes, reflects the social, cultural, political, economic, and demographic characteristics of its time period and place. American urban and suburban history through the lens of the built environment is what first piqued my interest and led me to pursue a career as a historian – and what continues to intrigue me and engage me as a historian. The study of the physical artifacts and historical layers of the built environment provides an important lens for understanding a historical time and place. Examples of these physical artifacts and landscapes include: housing (such as homes, housing projects, and planned communities), public institutions and public spaces (such as civic centers, public libraries, and public parks), and commercial developments (such as shopping districts and shopping centers/malls, and skyscrapers).

This sabbatical leave will provide me with the time and opportunities necessary to begin to more fully integrate the history of the built environment into my courses, starting with three case studies for History 17.2. I will start by surveying the existing historiography, including recent scholarship, in order to select the three case studies that I will research. I already have a strong knowledge of the key scholarly works that serve as overviews on these topics and potential case studies; however, between 2016 and 2018, new and intriguing scholarship will undoubtedly emerge. I will survey new and relevant scholarship, including books and journals such as the Journal of Planning History, the Journal of Urban History, and Buildings & Landscapes: Journal of the Vernacular Architecture Forum. My goal is to complete my survey of the existing historiography and select the three case studies by the end of January 2018.

My first leave objective involves researching and developing the three case studies. This will entail conducting in-depth research of relevant secondary source literature and digital resources, as well as identifying and selecting images (photographs, postcards, advertisements, architectural plans, etc.) and primary sources to integrate into my classroom presentations and course materials. As time and budget permit, I hope to travel to some of the case study sites for on-site research and photography.

My second leave objective is the integration of the three case studies into my course, History 17.2. This will involve developing classroom presentations and course materials based on these three case studies. Specifically, I will write lectures, create PowerPoint and/or Prezi presentations that incorporate relevant images, and develop course materials (informational handouts, assignments, and recommended resources, such as selected readings and interactive websites/digital mapping projects) for each of the three case studies.

My plan is to complete each case study in its entirety, from research through the development of the classroom presentation and course materials, before moving on to the next case study. I anticipate that each case study should take a total of five weeks. Therefore, my projected timeline is:
E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

I will return renewed, refreshed, and enthused about the opportunity to integrate my research interests and expertise in the history of the built environment into my classroom teaching. This will re-energize my teaching, making me a more effective instructor.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

My enthusiasm and passion for the study of history of the built environment will --I hope -- inspire, motivate, and intrigue students who are taking the American history survey and think that they have no interest in history. Students will be exposed to the study of American history from a new perspective, and will also learn to “read” the landscapes around them, developing critical thinking and analysis skills that can be used in many other fields and career paths -- as well as providing students with a greater appreciation and understanding of the historic layers and development of the landscapes around them.

3. How will the objectives of this sabbatical leave benefit my department?

My sabbatical project will begin to integrate American urban, planning, and architectural history into the existing American history survey course curriculum as one perspective/approach that aligns with the course outline of record -- thus enriching the American history survey courses and encouraging other faculty to innovate in similar ways in their respective fields of expertise and interest. Additionally, in the future, I hope to develop a course on American urban history that will augment the department’s course offerings.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

My proposed project aligns with SRJC’s Strategic Plan and mission in that it will: contribute to “innovative instruction” (introducing a new approach to studying history through the use of the built environment as a primary source); provide “cultural enrichment” (providing students with new perspectives and ways of viewing and interpreting the built environment and landscapes of their everyday lives); and “improve students’ foundational skills” (encouraging critical analysis and interpretation of a variety of sources, including material culture and the built environment). It also addresses my department’s educational plan, which emphasizes the importance of fostering multi-cultural perspectives and critical thinking.

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F. Abstract for Board Proposal Summary

Allison Baker will integrate the history of the built environment into History 17.2, United States History since 1865, using three case studies, each of which will examine how the built environment (a building, district, or manmade landscape) reflects the social, cultural, political, and economic history and broader American values of a given time period and place. For each of the three case studies, Allison Baker will develop new course materials, including an illustrated classroom presentation/lecture and supplemental materials for students. This project will enrich the American history survey course by introducing students to the study of American history from an innovative perspective, providing students with a greater appreciation and understanding of the historic layers and development over time of the landscapes around them.
Sabbatical Proposal

A. Applicant

Name: Jody Benecke
Department: Music – Director of Vocal Music
Type of Leave: Independent Study and Project:
Title of Project: Is the German Musikhochschule (Music Conservatory) a Pathway to Success for the American Opera and Classical Singer?
Leave Dates: Fall 2017

B. Purpose of Leave

I am requesting a sabbatical leave to practice my German language skills while researching the upper division and graduate training programs available for vocal music students in Germany and Austria. Interviewing American singers affiliated with the opera companies located throughout these two German-speaking countries will inform me with respect to the American-trained student who is realistically able to work fulltime as an opera singer on the German-speaking stage. I will write up a transcript of the interviews I conduct in order to make the information available to my students and colleagues. I will update my knowledge and know how to continue to advise my SRJC students re: training and working in Germany and Austria.

C. Leave Objectives

1. Utilize and maintain currency in my fluent use of the German language – a language that is one of the primary languages of vocal music literature.

2. Independently study and review the German Hochschule system and its degree programs, student demographics, costs of study, scholarship programs and the role it plays in facilitating the training and employment of the American singer in the opera and concert professions.

3. Write up transcripts of independent interviews with two or more American singers working fulltime in German-language opera companies listing their answers to my questions as to the kind of education and training they have each experienced and their views on the pros and cons of American training vs. the training available in the German-language Musikhochschule system.

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**D. Narrative**

As a speaker of German, I wish to utilize and maintain currency and fluency in my German language skill. I will do so by visiting Germany, and possibly Austria as well, visiting Musikhochschules and opera companies and conducting interviews with music colleagues in the German language.

I will look at the current German-language opera house system with the goal of learning whether or not it is still a welcoming career option for an American-trained singer. As Director of Vocal Music at Santa Rosa Junior College, I train vocal music students, some of whom plan to earn 4-year degrees from American institutions, or abroad. The German-speaking stage is a major area of future employment for American-trained opera and concert singers. I want to know how many Americans are currently able to undertake training in the Hochschule system and at what point in the educational process it is advisable for an American music student to audition to enroll (i.e. at the bachelor degree level, post-graduate level, or post-post-graduate level) and successfully complete that training.

I will travel to Düsseldorf, Germany, and to the Robert Schumann Musikhochschule there. I will visit at least one other Hochschule in a city such as Hamburg, or Frankfurt in Germany, or Vienna in Austria. I will interview my colleague(s) and determine the specific opportunities this institution can offer to American vocal music students. With my knowledge of our current vocal music curriculum at SRJC, I will be able to make a comparison between it and curriculum in the German/Austrian Hochschule system at the lower division level.

I will determine what preparation and audition guidelines are needed for an American student to apply to a German-speaking Musikhochschule. I will focus on the issue of language fluency, among other things with the goal that I will get a sense of whether language skills are crucial for an in-coming American student, or whether they can start with little to no fluency. I am also seeking to get a sense of the nationality demographics for the students enrolled in these schools, and an understanding of the financial costs and resources involved for international students wishing to attend a Hochschule.

I will contact at least two or more American singers currently working fulltime in the German-speaking ensemble opera system to get their views on the Musikhochschule training as compared with American training for the student seeking a fulltime career in the field.

I will write reviews of the institutions I visit, detailing my findings in my areas of specific interest on behalf of American vocal students. I will prepare a transcript listing the responses I receive to each question from the different institutions and individuals with whom I am able to speak. This transcript will be shared with the SRJC voice faculty and the members of the SRJC Music Department. It will be kept on file in the SRJC Music Library and made available to our students as a resource. I will share my results with the SRJC German Language Program as well.

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This will be the only time in my (to date) twenty-six year teaching career that I have been able to apply for an opportunity to take a Sabbatical Leave. To be awarded this chance would fulfill a lifetime ambition!

E. Evaluation Summary

1. **How will the objectives of this sabbatical leave enhance my work performance at the college?**

I will be knowledgeable about the current vocal degree program options for American students in the German Musikhochschule (Music Conservatory) system. I will look at the success rates for achieving fulltime employment within the German-speaking ensemble opera system for American students who have studied in the German system vs. American students who studied in the U.S.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

My current belief is that the CSU and UC system offers a practical doorway to the SRJC vocal music student seeking a degree and undergraduate training in the discipline. I am currently under the impression that the German Hochschule offers an opportunity to the American Singer especially at the graduate level. However, it is true that the German Hochschule is tuition free! I want to know if an American singer could realistically look at the Hochschule as an option for a bachelor’s degree? I also can provide real information to my students as a result of conversations I will have with working professionals on the opera and concert stage who are veterans of American training programs and/or the Hochschule training program.

3. **How will the objectives of this sabbatical leave benefit my department?**

Our music program here at SRJC is one of the outstanding community college music programs in the state of California. We aspire to teach music students who want careers in music. I will share my knowledge of the Musikhochschule system with my colleagues. Our knowledge of the viable professional music pathways available to our students is what gives our entire music program credibility and standing. Exercising my German language fluency during this project will benefit my teaching of German-language vocal literature.

4. **How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?**

In a college where we have so much interest in our international studies programs and where we have so many opportunities for international students, it seems fitting that my enhanced knowledge and experience of the training and workplace opportunities for SRJC students in Germany and Austria would enhance the ethos of a community college that celebrates diversity and internationalism as much as we do. I would like to enhance the contribution that I make to

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that aspect of our school through the personal growth I anticipate from the opportunity provided by this sabbatical leave.

F. Abstract for Board Proposal Summary

Jody Benecke will travel to Düsseldorf, Germany and at least one other city in Germany and/or Austria, spending enough time in order to utilize and maintain currency in her fluent use of the German language. She will visit and research music conservatories (Musikhochschule) to determine what opportunities for pre-professional training they offer to American vocal music students. She will also visit at least two opera companies in Germany and interview American professional opera and concert singers to learn from anecdotal evidence the view from such singers as to what kind of training is valuable and contributes to the successful fulltime career in the operatic field. Her findings will be made available in writing to SRJC music students, faculty and shared with the SRJC German program instructors.
Sabbatical Leave Proposal

A. Applicant

Name: Sheryl Cavales Doolan

Department: English

Type of Leave: Formal Coursework and Project

Leave Dates: Fall 2017 and Fall 2018

B. Purpose of Leave

The intent of my sabbatical is to complete formal coursework in San Francisco State University’s Doctoral program in Educational Leadership. With a specific focus on social justice and equity, this program is designed to help educators become transformational leaders in their worksites. Informed by the education in my coursework, specifically current research and scholarship on effective teaching for underserved students, I will develop a series of professional learning workshops for English faculty. These workshops will use critical theories as frameworks for creating more inclusive and equitable classes, particularly for students who are people of color, first generation college students, basic skills students, and LGBTQ students. Though specific content of the workshops will be shaped by the coursework, they will address issues such as cultural competency, unconscious bias, linguistic diversity and gender diversity.

C. Leave Objectives

1. Complete coursework in SFSU’s Doctoral program in Educational Leadership.

2. Compile a bibliography of current research and relevant scholarship that address: issues of social justice and equity; effective teaching and learning practices; and critical theories of race, class, and gender in education.

3. Develop a series of professional learning workshops for English faculty designed to help them create more equitable and inclusive classes.

D. Narrative

San Francisco State University’s Doctoral program in Educational Leadership is a three-year, intensive program intended to help educators become transformational leaders. I will be enrolled in the program from Fall 2016 through Spring 2019. Coursework in this program addresses three broad themes: leadership, equity, and inquiry. Specific courses relevant to this sabbatical project include Qualitative Analysis of Race, Class, and Gender in Society and...
Education; Literacy and English Language Learners; Quantitative Analysis of Structural Inequality in Education; Transformational Strategies to Address Inequality in Education and Society; and Communication Techniques and Strategies for Educational Leadership. These courses will be completed by the end of my sabbatical in Fall 2018.

Throughout the coursework, I will read critical theories of race, gender, class, and identity; current research in education and equity; and scholarly works addressing social justice, equity, and inequality. From my research, I will select the most relevant and useful pieces to be compiled into a bibliography that instructors can use to expand their own understanding of these topics.

Based on my education through reading and research, I will develop a series of professional learning workshops for English faculty designed to help them identify inequity and inequality in their classes and make positive, proactive changes to address those inequities. In the workshops, I will present current research and scholarship; offer specific strategies and tools for improving equity and creating inclusion in the classroom; and create structures for instructors to discuss and adapt their own curriculum and practices to be more equitable, inclusive, culturally responsive and culturally relevant. These workshops will use critical theories as frameworks for creating more inclusive and equitable classes, particularly for students who are people of color, first generation college students, basic skills students, and LGBTQ students. Though specific content of the workshops will be shaped by program coursework, they will address issues such as cultural competency, unconscious bias, linguistic diversity and gender diversity. Workshops can be offered throughout the year as Flex workshops or as part of the department retreat. In addition, workshops can be adapted for a wider audience so that instructors from all disciplines can participate.

**E. Evaluation Summary**

1. **How will the objectives of this sabbatical leave enhance my work performance at the college?**

   The education I receive will profoundly shape the instruction I provide in my classroom by making my own teaching more culturally responsive and relevant. Further, I will gain both education and experience in advocating for change on campus. With greater knowledge, I will be a stronger, more effective advocate for underrepresented students and a leader amongst my colleagues.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

   Through the faculty workshops, I will be able to share knowledge and collaborate with my colleagues to create new ideas and strategies. Every instructor who participates will be able to incorporate these ideas into their classes, thereby benefiting every student who enrolls in our English classes. All students directly benefit from instructors’ increased expertise, but basic skills students, students of low socio-economic status, students of color, and culturally and
linguistically diverse students reap the most benefit from improved classroom environment and lessons.

3. How will the objectives of this sabbatical leave benefit my department?

As a gateway department, the English department serves almost every student who attends SRJC. The increasingly diverse student populations enrich our classrooms and campus, yet they are disproportionately represented in the basic skills English classes. The department will benefit from gaining increased cultural competency, understanding how unconscious bias may impact students, and collaborating to produce theme-based learning modules that can be adapted into any composition classroom.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

A bibliography of current research and theory in educational equity and diversity will be written; sources included will address critical theories of race, gender, class, and identity; current research in education and equity; and scholarly works addressing social justice, equity, and inequality. The department goal of improving the ways we serve our diverse students reflects the college’s values of Learning, Academic Excellence, Diversity, Compassion, and Innovation.

F. Abstract for Board Proposal Summary

Sheryl Cavales Doolan will develop a series of professional learning workshops for English faculty designed to help them identify inequity and inequality and to make positive, proactive changes to address those inequities. These workshops will use critical theories as frameworks for creating more inclusive and equitable classes, particularly for students who are people of color, first generation college students, basic skills students, and LGBTQ students. Though each workshop will present different research content, they will address issues such as cultural competency, unconscious bias, linguistic diversity and gender diversity. The goal of this project is to enable English faculty to develop more culturally responsive and inclusive curriculum to better serve the increasingly diverse student populations that enrich our classrooms and campus.
Sabbatical Leave Proposal

A. Applicant

Name: Joe Fassler

Program: Chemistry (Department of Chemistry & Physics)

Type of Leave: Independent Study Project

Leave Dates: Fall 2017

B. Purpose of Leave

Many people seem to find chemistry mysterious, powerful and repulsive all at once. I hope to address these impressions by uncovering the history, science and implications of the development of chemistry as highlighted by Nobel Prizes. Specifically, I will prepare a reader highlighting Nobel Prize winning work, and identify connections between these prizes and topics taught in the chemistry courses taught at SRJC. Once completed, this reader will exist as a resource for students and colleagues. It will aim to present chemistry from a different perspective than found in most textbooks, and in a way that also makes it more interesting and approachable for students, instructors, and the general public.

C. Leave Objectives

1. **Research** the science, history, and implications of Nobel Prize winning work related to chemistry, and identify ways to organize and present this information in a coherent and compelling way.

2. **Develop a matrix** correlating topics taught in chemistry courses at SRJC (with emphasis on Chem 60, Chem 42, Chem 1A and Chem 1B) with relevant Nobel Prize awards.

3. **Prepare a reader** to highlight key Nobel Prizes as they relate to (1) chemistry courses taught at SRJC, (2) the history and process of scientific discovery, and (3) society at large.

D. Narrative

I will begin the research phase of my project by reviewing the Nobel Prizes awarded in all fields and identifying important connections to the SRJC chemistry curriculum. A significant number of awards in physics, medicine and even peace are related to chemistry. I will to draw from some of these awards as well as the prizes awarded in chemistry itself. Since 107 Nobel Prizes have been awarded in chemistry alone, there are likely too many to address them all individually. Rather, I will look for work that is relevant to our chemistry classes, and I will also
seek out themes and patterns where they exist so that they can be presented in an organized and insightful way.

I will also aim to delve deeper into the science behind key prizes, considering how the work was done and how it progressed. Many helpful resources are available on the Nobel Prize website, including summaries of the science of various prizes, award presentation speeches, and lectures given by Nobel laureates. I will review other media available as well, including interviews with laureates, contemporary news articles and other publications. My intent is that all of this will help tell the story of the work behind the prizes, and how it has impacted modern society.

I will review current course outlines for our chemistry courses and where possible, correlate the topics taught in our courses with specific Nobel Prizes. The final form of this matrix will be an Excel spreadsheet or similar table that can be used as a reference. Since I generally teach classes that are introductory level (Chem 60 and Chem 42) and general chemistry (Chem 1A and Chem 1B), I will emphasize these courses, but I will also include some connections to our organic chemistry curriculum (Chem 8, Chem 12A, Chem 12B).

I will consider various ways of organizing and presenting the results of my research. I hope to create a reader that has a mixture of images and text, but it is difficult to predict at this point how the final product will be organized, and how many images will be available for me to use. A year-by-year summary of selected Nobel Prizes would be one approach, but I may also adopt a more thematic approach, or any other approach that I think will produce a compelling and useful document.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

I will be able to incorporate things I learn in doing this project into what I teach in my classes. Specifically, I hope that this project will enhance my own interest in chemistry and the overall quality of my teaching, and give me a fresh way to look at things as I usually explain them. Also, I hope to make connections that will generate interest for my students and demonstrate the relevance of chemistry in life.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

This reader will give students the opportunity to get a closer look at the thought processes actually used in science history. Too often, I think, our brief representation of how science operates is shallow and not particularly true to life. I hope to bring out some examples of real discovery and advancement so that students can arrive at a more nuanced understanding of scientific thought processes.

3. How will the objectives of this sabbatical leave benefit my department?

Effective Fall 2008
The reader and also the matrix correlating our courses with Nobel Prizes will exist as a resource for my colleagues to use to enhance their own courses. In addition, there are some Nobel Prizes in physics that relate to the development of chemistry, and this could help our Department of Chemistry and Physics point students to the connections between our disciplines. Finally, this project could be a resource for our students to help inspire and direct their own research into the history or significance of chemistry going back to about 1900.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

The SRJC Strategic Plan places value on finding joy in learning and work, as well as on lifelong learning. It also calls for engaging students and sparking intellectual curiosity. The STEM cluster’s Educational Plan encourages practices that help our students inhabit a world of wonder and curiosity.

This project aims to give myself and other instructors a fresh perspective for use in teaching chemistry and to help everyone find more to appreciate, marvel at and enjoy about chemistry.

F. Abstract for Board Proposal Summary

Joe Fassler will research Nobel Prizes related to the chemistry courses taught at SRJC and prepare a reader to highlight the work they represent. The goal of the project is to create a resource to help students and instructors make connections between the chemistry taught in our classes and its scientific discovery, place in history, and relevance to the world at large.
Sabbatical Leave Proposal

A. Applicant

Name: Terri Frongia

Department: Modern & Classical Languages and ASL

Type of Leave: Independent Study

Leave Dates: Spring 2018 and Spring 2019

B. Purpose of Leave

The purpose of my sabbatical leave is to research multilingual curriculum and materials for teaching Italian to Latino students so that courses and instruction can be revised to better meet student and college needs, especially now that SRJC is a Hispanic Serving Institution. Increasing numbers of Latino students and students with a prior knowledge of Spanish are enrolling at SRJC. In fact, in Italian courses this group can comprise up to 75% of the total. UC and CSU are already responding to this statewide demographic trend by creating new, accelerated “Italian for Spanish Speaker” courses so that students can achieve better learning more quickly, thus increasing performance, retention, and completion rates. Such courses also offer first generation college students, especially those of Hispanic heritage, with improved skills in both Spanish and English, as well as a sense of pride and empowerment, as abilities in their native language are shown to be “value added” skills for academic, economic, and personal success, not a roadblock or hurdle to overcome.

C. Leave Objectives

1. Conduct research and interviews on new accelerated “Italian for Spanish Speakers” programs in the UC and CSU systems. These programs build on students’ knowledge of Romance languages, such as Spanish, to improve critical thinking skills and enhance academic success and competitiveness in the 21st century global workforce.

2. Compile resources (e.g., course outlines, lessons, textbooks, internship and international exchange program information) to develop a curriculum reengineering plan for the SRJC Italian program. Implementing such a plan will better serve students’ education and career goals, and more effectively support overall student retention and completion.

3. Produce an Italian studies reader accompanied by lesson plans and assignments that can be used by Italian and other Romance language instructors. The reader will include multilingual strategies for “la dolce vita” Italian culture cornerstones, such as arts and design; cuisine,
food movements, and hospitality; family and special events, such as religious festivals and celebrations of local/ ethnic identity.

D. Narrative

The sabbatical is divided into two semesters—one for research and program/ curriculum revision, and one for collecting and creating instructional resources for Italian for Spanish Speakers. The first semester requires travel in California and potentially out-of-state, depending on identification of programs. The second semester involves travel to Italy to gather authentic materials from areas of the country that have been heavily influenced by Spanish due to Spain’s rule there for several centuries.

Objective 1 consists of researching current multilingual programs and travel to institutions such as CSU Long Beach, UC Riverside, and UC Berkeley, where these programs were first implemented a few years ago. Course outlines, marketing strategies, and information on scheduling, outreach, enrollment, and completion rates will be gathered during the Spring 2018 semester. In addition, meetings with the Educational Attaché of the Italian Consulate in San Francisco and SRJC International Education office will also be conducted, to develop internship and/or international exchange partnerships related to the program.

Objective 2 involves analyzing and synthesizing the research in order to develop a curriculum-reengineering plan for the SRJC Italian program. The plan will include proposed revisions to existing courses and/or development of new courses, a 4 semester scheduling template, and a marketing/outreach plan. Resources from research will be compiled and a draft reengineering plan will be presented early Fall 2018.

Objective 3 builds on Objectives 1 and 2 by translating the research and curriculum into an “Italian Studies for Speakers of Spanish” Reader accompanied by lesson plans and assignments that can be used by Italian and Spanish instructors. The Reader will have both print and online components for easy access by students and teachers. It will introduce cornerstones of Italian language and culture that connect the “Latin-ness” of the Old World and that of the New, as seen in common cultural practices, mindsets, and linguistic patterns. Emphasis will be on fundamental topics such as the role of food, wine, and hospitality in the Italian lifestyle and global economy; the central position of the family, social connection, and belief in Latinate cultures; and contributions of Italian art and design to world architecture, fashion, and manufacturing. The Reader’s cultural content will be accompanied by exercises and multilingual strategies for analysis, discussion, and reflection. Visual and textual materials for the reader will be gathered during Spring 2019 through travel to Southern Italy, particularly the regions of Campania, Calabria, Sardinia, and Sicily, where Spain ruled for several centuries.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

Terri Frongia, August 2016
Spanish was my first non-English language, and I vividly recall using it as a bridge to learn Italian when I was 19. I am now fluent, and intimately know the economic and personal value of being multilingual—especially for first generation college students like myself. This project, in combination with that experience and many years of teaching the language at UC Riverside and here, will enable me to develop a stronger, more attractive program and better strategies for teaching the increasing number of multilingual students SRJC serves.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

The multilingual, interdisciplinary approach of this project will help to provide Spanish speakers in particular with a foundation of familiarity and success as they improve their skills in such key academic and career/life areas as communication, critical thinking, interpersonal/intercultural relations, and self-reflection.

3. How will the objectives of this sabbatical leave benefit my department?

It is expected that the department will benefit in multiple ways, most particularly:

- increases in enrollment, retention, and completion rates. A multilingual approach builds on students’ prior knowledge and supports early, progressive, long-term success. In addition, students with three or more languages are better prepared for and more competitive in a global workforce—a significant point for marketing and promoting all of the college’s language programs.
- models and inspiration from programs at UC, CSU, etc. may be used to guide curriculum and program innovation in other languages, not just Italian, thus enhancing learning outcomes achievement and strategic planning effectiveness.
- didactic resources from the project, such as instructional materials from other institutions and the Reader, will be made available to department faculty through the Canvas Commons. Romance language faculty in particular will have models and materials readily available for adaptation and use in their own classes, as Spanish, Italian, and French are closely related.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

This project addresses both in a variety of ways, especially from the perspectives of SRJC as a Hispanic Serving Institution and as a two-year institution of higher learning focused on multiple educational missions for the benefit of its local community. Many youth and older adults in our service area have a prior knowledge of Spanish, just as many are interested in expanding their horizons through exposure to and study of such humanistic disciplines as the arts and diverse cultures/lifestyles. Indeed, SRJC’s institutional outcomes are explicitly related to these educational, career, and personal enrichment goals, and many components of the proposal speak to them directly. In addition, this project clearly addresses the unique diversity and interests of service our area: 10% of the population of Sonoma County and c. 9% of Marin

Terri Frongia, August 2016
County are of Italo-American heritage—the highest proportion in the state of California—and the percentage of Latino students at SRJC continues to increase (32% overall; over 40% in Italian).

F. Abstract for Board Proposal Summary

Dr. Terri Frongia will research “Italian for Spanish Speakers” courses and programs at various institutions, such as CSU Long Beach, UC Riverside, and UC Berkeley. Upon completion of the research, she will develop a curriculum reengineering plan for the SRJC Italian program, to better meet the needs of bilingual Latino and non-Latino students who have a knowledge of Spanish. She will also travel to Spanish-influenced areas of Southern Italy to gather authentic materials for a language and culture Reader with a multilingual approach. The Reader will include cultural content with multimedia content and accompanying exercises.
Sabbatical Leave Proposal

A. Applicant

Name: Dean Gooch
Department: Mathematics
Type of Leave: Two semester non-contiguous sabbatical leave
Leave Dates: Fall 2017 and Spring 2019

B. Purpose of Leave

I will be studying the early mathematical traditions of the Indian Subcontinent that so heavily influence our current mathematical traditions. I will perform scholarly readings, attend lectures at conferences, visit museums and travel to the Indian region to get documentation of the sites and artifacts important to these early Indian traditions. I will produce a talk with the plan to present my findings at conferences and to the campus community.

C. Leave Objectives

1. I will read several works on the early mathematics of the Indian region focusing mainly on those concerned with the Vedic tradition.

2. I will travel to museums and historical sites concerned with the Indian traditions to view artifacts that helped influence our modern mathematics traditions and I will document the artifacts and sites that I visit in the Indian region.

3. I will prepare a presentation and write articles for consideration for delivery at conferences and in mathematical newsletters. I will present my talk to my Santa Rosa Junior College colleagues at my department. I will also apply to deliver my talk as an Arts and Lectures presentation or as a Professional Development Activity.

D. Narrative

1. I will read further about Indian mathematics history. In particular I will read the book *Mathematics in India* by Kim Plofker and *The Mathematics of Egypt, Mesopotamia, China, India, and Islam* edited by Victor Katz. I also plan to read further the surviving works of early Indian authors of the Vedic tradition such as the Lilavati of Bhaskara, a wonderful textbook written in verse in 1150, long before the writings of the Fibonacci. The early Vedic works were written in verse in Sanskrit as part of the body of religious works that were part of the foundation of the Hindu religion.

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2. I plan to visit Northern India and Southern Pakistan in mid September and stay through November, traveling south in India and visiting Museums and Historical sites as I go. Some of the Museums I wish to visit are, The Indian Museum in Kolkata, The Science Museum Center in Delhi, the Birla Science Museum in Hyderabad and the National Museum of Science and Technology in Lahore, Pakistan. I plan to make my last destination the Ramanujan Museum in Chennai, India. Srinivasa Ramanujan was the early twentieth century mathematician recently depicted in a movie entitled, “The Man Who Know Infinity.” I will visit a minimum of five museums in India I will visit at least two sites of ancient ruins in Pakistan as long as the political situation allows me to do so. During the second part of the sabbatical I will work on these articles and presentations. I may as time, need and resources allow do some or all of the following:
   a) Return to India and Pakistan to visit more sites.
   b) Further investigate the history of mathematics in the wider South East Asian Region. A recent book entitled, “Finding Zero,” discusses the location of the first known use of a zero that is located in a museum in Cambodia.
   c) Travel to Europe and parts of the US to view and record pertinent artifacts that are located in museums in those locations.
   d) Find more information for the presentations that I will give.

3. I will create a series of presentations my findings. I will request that it be given in several venues and campuses throughout the state of California. A few of the venues that I will request to give my presentations are the conferences of the California Mathematics Council Community College’s (CMC^3), in the MATH Colloquium Series at Sonoma State University and California Mathematics Council-North (CMC-North) at Asilomar. I will also write and submit at least three articles for the CMC^3 Newsletter that has a wide throughout California.

   My goal is to be able to better understand the mathematics of the ancient Indian mathematicians. What were their motivations for studying mathematics? How did they convey their mathematics to their students? In particular I would like to learn more about the mathematics of great mathematical minds like those of Bramagupta, Mahavira and Bhaskara. I would also like to know how these Indian mathematicians discovered “the base ten number system” that we use today. Much of our modern mathematics relies on the inventiveness of these early Indian scholars. What tricks did they use that I could convey to my students in the classroom? In particular, I know that the early Indians had a lot of really advanced ways of dealing with sums both finite and infinite. This is one of many interests that I wish to pursue.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?
The education that I will achieve from this sabbatical will help me to better understand the important historical context and contributions of the early mathematical traditions in the Indian region. I will be able to better convey these topics to both my colleagues and students in the process of talking about mathematics.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

I always strive to put mathematics into an historical and cultural context for my students. I will help the students understand the relevance of early Asian mathematical reasoning to our modern society.

3. **How will the objectives of this sabbatical leave benefit my department?**

My colleagues will have the opportunity to learn more about the origins and early development of mathematical reasoning from the Indian Subcontinent. This perspective will help them to see this early Indian mathematics as a vital part of our current cultural traditions in mathematics and not just a tradition that borrowed from the Europeans. The contributions of the Indian Subcontinent have led to many important discoveries that greatly enhanced modern mathematics.

4. **How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?**

My sabbatical helps to create a more inclusive environment for our students. I will be able to talk frankly about non-European influenced mathematics and how our current mathematical traditions owe so much to those ideas that came from the Indian subcontinent. This will enhance inclusion and greater diversity of thinking and help some of our students to see the role of their Asian ancestors as contributors to current world mathematical traditions.

**F. Abstract for Board Proposal Summary**

Dean Gooch will research the origins of Indian mathematics including that of the early Vedic tradition. He will accomplish this by reading scholarly works on these subjects and visiting historical sites and museums including those in the Indian region. He will photograph and document artifacts seen and sites visited. He will prepare presentations to students and colleagues. He will ask to present these lectures at conferences throughout the state and to the Santa Rosa Junior College community. These materials will also be presented to his classroom students in their mathematics courses.
Sabbatical Proposal

A. Applicant

Name: Jacqueline McGhee
Department: English
Type of Leave: Project
Leave Dates: Fall 2017 and Fall 2018

B. Purpose of Leave

I intend to prepare to teach ENGL 4ABC for the first time by writing the complete draft of a novel: 300-350 pages--typed, double-spaced--and by creating an English 4ABC (Creative Writing) syllabus for a full-semester course that includes a resource list of 30 professional writing blogs/websites.

C. Leave Objectives

1. I shall write the complete draft of a novel: 300-350 pages, typed, double-spaced.
2. I shall create a full-semester syllabus and reading/homework/assignment list for ENGL 4ABC.
3. I shall produce a list of 30 professional writing blogs/websites that I consider to be the leaders in the field; this list will serve as a resource for my students and as a teaching tool for me.

D. Narrative

Objective 1: By the end of Fall 2018, I shall have written the complete draft of a novel: 300-350 pages, typed, double-spaced. Producing a piece of this length requires a significant amount of solitary writing time. To accomplish this, I shall use a daily writing practice, producing 10 manuscript quality pages each week of the two semesters that comprise my sabbatical: Fall 2017 and Fall 2018.

Objective 2: By the end of Fall 2017 I shall have created a full-semester syllabus and reading/homework/assignment list for ENGL 4ABC. Using Canvas, I shall create weekly modules that will include a combination of readings, assignments, discussions, quizzes, and external resources.

Objective 3: By the end of Fall 2018, I shall have produced a list of 30 professional writing blogs and websites that I consider to be the leaders in the field; this list will serve as a resource for my students and as a teaching tool for me. I expect the blogs to cover the following categories: Creativity, Writing Advice, Agents and Editors, Online Writing Communities, Genres/Niches, Publishing and Marketing, Jobs and Markets.
E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

It is, (with apologies to Jane Austen) “a truth universally acknowledged” that I love teaching; it is equally true that I am experiencing burnout. I am happy to say that the classroom remains what my students like to call my “happy place”, and I believe that I am doing some of the best teaching of my life right now; however, I am absolutely ready for a new challenge. A big, juicy, creative one. Immersing myself in the creative life—writing a novel, exploring writing blogs and websites, crafting a beautiful syllabus that will create for students a magical and challenging experience--this exemplifies rejuvenation for me, and it will show up in renewed energy and the excitement of tackling new challenges. I shall also be delighted to share all that I have learned and experienced with my English department colleagues—and beyond.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

Over the past twenty years as a fulltime instructor at Santa Rosa Junior College, I have taught all the different levels of English Composition and Reading, as well as a good sampling of Literature classes. I have also learned how to teach online and continue to do so, enjoying it immensely. However, I have not yet attempted to teach Creative Writing: ENGL 4ABC, having felt somewhat unprepared to meet the challenge of guiding students’ creativity in the particular ways demanded by the course. My sabbatical project will enhance my work performance in that it will prepare me to teach a course from which I have previously shied away; it will do so by allowing me the opportunity to write creatively for an extended period of time with a specific deadline and goal in mind—just as students in ENGL 4ABC have to do. I can bring both practical knowledge and professional expertise to them when I return with a novel in hand and a syllabus packed with up-to-the-minute writing advice and resources.

3. How will the objectives of this sabbatical leave benefit my department?

Like many departments, the English department has experienced a rash of retirements over the past few years. Our numbers are depleted; this has changed the composition (no pun intended) of our department. Some of the anchor faculty of our Creative Writing classes have gone. They are greatly missed. Some of the people who have stepped in to replace them are also close to retiring. As a department, we are very much in the process of remaking our identity; I hope to contribute to that by preparing to teach ENGL 4ABC using what I learn during my sabbatical and bringing back a renewed energy as well as some expertise in current hot topics in the creative world, such as the role of blogging.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

Student success is dear to the English department’s heart. The goals of Santa Rosa Junior College’s Strategic Plan include promoting “successful completion of educational and career goals,” as well
as “engag[ing] students and spark[ing] intellectual curiosity.” I believe that my sabbatical project will address both goals, both by creating for students a class in which they can take creative risks in an informed, relevant, and safe environment, and by challenging them to push beyond their comfort zones—as I will have done, writing that novel under deadline. I’m calling my class “Get it Written!”

F. Abstract for Board Proposal Summary

Jacqueline McGhee will prepare to teach English 4ABC, Creative Writing, by writing the full draft of a novel as well as creating a complete class syllabus including a reading/homework/assignment list that draws upon that experience and her research; she will also produce a list of the top thirty professional writing blogs and websites to serve as a resource for SRJC students as well as a teaching tool for the ENGL 4ABC instructor.
Sabbatical Leave Proposal

A. Applicant

Name: Paul Moosman
Department: Child Development and Teacher Education
Type of Leave: Independent Study/Project
Leave Dates: Spring 2018

B. Purpose of Leave

To conduct research on Child Development curriculum and methodologies used in teaching Child Development courses at various community colleges.

C. Leave Objectives

1. To conduct research on Child Development curriculum and the methodologies used in teaching Child Development courses at other community colleges in California and Oregon.
2. To create a report summarizing the findings of my research.
3. To develop two new courses based on my initial findings.

D. Narrative

Focus on your major activities related to each objective. Do not simply tell the story of how you intend to spend your sabbatical leave. You will refer to these objectives in writing your report.

Objective #1—I will contact faculty from at least ten California and/or Oregon community colleges, including face-to-face visits on at least five of the ten.

I will complete contact with at least five of the colleges by February 23, 2018, at least 8 of the colleges by March 23, 2018, and all ten by April 20, 2018.

For some of the five face to face visits I intend to travel to the larger San Francisco Bay Area. The colleges not yet identified for these visits may include locations in Marin, Napa, Solano, Contra Costa, Alameda, Santa Clara, Santa Cruz, San Mateo, or San Francisco counties. I also plan on visiting at least one college in Oregon. This may include visiting colleges in Josephine, Douglas, Lane, Linn, Benton, or Multnomah.
Objective #2—based on the research in Objective 1, I will author a report comparing and contrasting Child Development and Teacher Education curriculum and teaching methodologies at the ten colleges with what we offer at Santa Rosa Junior College. The report will include recommendations for curriculum revision, the methodologies used in teaching Child Development courses, and recommendations to our department scheduling committee.

Objective #3—based on the initial information gathered in Objective #1, and in consultation with the Child Development and Teacher Education department’s curriculum and scheduling committees, I will create two new courses. The initial drafts of these courses will be presented at the May 2018 department curriculum committee meeting.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

Staying current in the field is an important aspect of being a developing professional. Gaining current and relevant information from my research not only enriches my professional growth and development, but could guide the choices made in Child Development and Teacher Education department.

The opportunity to rejuvenate and study is a privilege, and an investment.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

The Child Development and Teacher Education department has seen enrollment numbers in the last few semesters decline, especially in the elective courses. In collaboration with our Advisory committee, our scheduling committee has tried to schedule courses using different templates, to no avail. By studying specific curriculum content and teaching methodologies in other Child Development departments, I will be able to advise the Child Development and Teacher Education department’s scheduling and curriculum committees regarding effective choices for our students.

Students will benefit from the design of two new courses in Child Development and Teacher Education by having more course offerings and access to new content that reflects the current trends in our field.

3. How will the objectives of this sabbatical leave benefit my department?

With the completion of this project the Child Development and Teacher Education Department will have a report summarizing the Child Development programs of study for at least ten community colleges in California and Oregon. This information will guide us in determining
course offerings, scheduling templates, and provide opportunities for discussion regarding specific teaching methods.

Completion of the design of two new courses in Child Development and Teacher Education will provide more course offering options to our students. New offerings have a tendency to attract returning students, contributing to the professional development of the workforce. Newer students will be provided with the opportunity to enhance their knowledge with a wider variety of course content and teaching methods.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

Support Student Success—through my research I will gain information about other successful programs and curriculum available to students in the field. I will also be building relationships with colleagues at various community colleges. Having current and relevant information will guide Santa Rosa Junior College’s Child Development Department in the development of new coursework to meet the needs of the workforce.

Foster Learning and Academic Excellence—Gaining knowledge of other community college’s programs will assist Santa Rosa Junior College's Child Development and Teacher Education program in providing effective programs and services.

F. Abstract for Board Proposal Summary

Paul Moosman will conduct research about Child Development programs and curriculum in the community college system in California and Oregon. Based on his findings he will create a report comparing and contrasting the various programs of study and methodologies utilized. Building on the information from his research he will design two new courses for the Santa Rosa Junior College’s Child Development and Teacher Education Department.
Sabbatical Leave Proposal

A. Applicant

Name: Sandi Nieto
Department: Mathematics
Type of Leave: Project
Leave Dates: Spring 2018

B. Purpose of Leave

The purpose of my sabbatical is to develop a reader with supplemental material created to make intermediate algebra more engaging to students and increase their success. At the conclusion of my sabbatical I will have compiled a reader consisting of a minimum of 6 applications and associated practice problems relevant to current events, and topics of interest to SRJC students. This reader will be made available to the department.

C. Leave Objectives

1. To complete a reader to supplement intermediate algebra content.

2. To produce a minimum of 6 applications and associated practice problems, covering a variety of conceptual mathematical topics that can be incorporated into Math 154 and Math 155 classes, or used in online or hybrid classes.

D. Narrative

1. To complete a reader to supplement intermediate algebra content for Math 154 and Math 155.

Although there are a plethora of intermediate algebra textbooks containing applications available, for this project I will search for content involving current events, patterns in social media, local disasters, issues regarding cultural and ethnic diversity and other topics that are relevant to SRJC’s particular students.

2. To produce a minimum of 6 applications and associated practice problems, each on a different conceptual mathematical topic that can be incorporated into Math 154 and Math 155 classes, or used in online or hybrid classes.
Historically, Math 155, has trouble with retention. Math 154 is a very new accelerated course, having just started in Fall of 2016. At this point in time, it is too soon to predict if low retention will be an issue for this course. Either way, the material I compile will be made available for both courses. I will create a problem set that will engage the students with content that has more meaning than the current available texts in use at SRJC. I will address topics including but not limited to linear, quadratic and exponential modeling.

**E. Evaluation Summary**

1. **How will the objectives of this sabbatical leave enhance my work performance at the college?**

   My sabbatical leave objectives will enhance my effectiveness as a teacher by giving me new material to share with students individually and with groups that will increase student success.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

   A set of applications that actually pertain to students’ lives and interests will provide an additional learning tool to help in understanding of mathematical modeling. Making the material relatable will increase the merit of learning math and in turn, increase student success. Perhaps, seeing the relevance and applicability of mathematics might encourage some students to pursue an education in Science, Technology, Engineering and Math (STEM).

3. **How will the objectives of this sabbatical leave benefit my department?**

   Growing the material available to the department in the intermediate algebra curriculum will benefit all fulltime and adjunct instructors. Increasing student involvement and retention at the Math 154 and Math 155 level will add to the number of students eligible to enroll in transfer level classes.

4. **How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?**

   The reader that I compile will be made available to our faculty to integrate into their current and future lesson plans to improve academic excellence in Math 154 and Math 155 classes. This will increase effectiveness in teaching for the entire department by providing mathematics as they appear in our students’ everyday lives.

**F. Abstract for Board Proposal Summary**

Sandi Nieto will compile a reader containing a minimum of 6 detailed applications and associated practice problems in the curriculum of Math 154 and Math 155. These applications will cover a wide variety of topics including content from current events, patterns in social media, local disasters, issues regarding cultural and ethnic diversity and other topics that are

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relevant to SRJC’s particular students. Mathematical concepts covered will include linear, quadratic and exponential behavior in the real world.
Sabbatical Leave Proposal

A. Applicant

Name: Dr. Araceli Osorio

Department: Modern and Classical Language & ASL

Type of Leave: Independent Study

Leave Dates: Fall 2017

B. Purpose of Leave

The purpose of this leave is to expand my knowledge and understanding of Spanish language variations that exist in the Caribbean today due to Spanish and African historical and cultural influences. I will also be creating a catalog of vocabulary and cross-cultural idioms in the historically Spanish-speaking islands of Cuba, the Dominican Republic, and Puerto Rico. This project will help me improve my lectures and will provide a broader understanding of these variations in the Spanish language to the culturally diverse SRJC student body, and to faculty as well. I also aim to improve the department curriculum to promote further knowledge of these Spanish-language variations to help teachers and students learn and appreciate all forms of the Spanish language.

C. Leave Objectives

1. To study and observe the Spanish language variations in terms of vocabulary, morphology, and syntax used in the Spanish spoken in the Caribbean islands of Cuba, the Dominican Republic, and Puerto Rico.

2. To promote and improve the teaching of our culturally and linguistically diverse student population by presenting a public lecture to the local and SRJC community.

3. To utilize the materials and research findings to update the student curriculum to reflect the cultural and historical experience of Spanish-speaking communities in the Caribe, in the United States and worldwide to develop an appreciation for our cultural and linguistic heritage.

4. To create a catalog of vocabulary and cross-cultural idioms in this important and diverse linguistic area.

D. Narrative
Objective 1 and 4
To achieve the objective of studying and observing the Spanish language variations that exist in the Spanish spoken in the Caribe, I will travel to Cuba, the Dominican Republic and Puerto Rico to interview its local residents so as to document meaningful language differences. In Cuba, I will visit the Literacy Museum and the Literacy Movement in Havana to research and gather information about the cultural and linguistic influences of Colonial Spain and Africa on the Spanish spoken in the Caribbean. In the Dominican Republic I will visit El Instituto Intercultural del Caribe to document the cross-cultural linguistic relationships among the people of that island. Finally, in Puerto Rico I will be going to La Casa Cautiño in Guayama to compile meaningful linguistic facts. To create a catalog I will also document and cross-index specific and important vocabulary and linguistic variations across the three island cultures.

Objective 2
To achieve the objective of promoting and improving the teaching of our culturally and linguistically diverse student population, I will present a public lecture to share my findings with faculty, staff and students, and to promote awareness of the importance of Spanish language variations that exist in these Spanish-speaking communities.

Objective 3
My final objective is to utilize the materials and research findings to update and expand the students’ knowledge of the cultural and historical significance on language of the Spanish and African history in the Caribe. These findings will benefit Spanish students at SRJC by helping them acquire more knowledge and awareness of linguistic variations in Spanish, and, more importantly, help students to value and appreciate the rich complexity of the Spanish spoken in this region.

E. Evaluation Summary

1. How will be the objectives of this sabbatical leave enhance my work performance at the college?

I will expand my knowledge and the understanding of the origin of Spanish language variations and Spanish culture that exists in the Caribbean. I also aim to improve the department’s curriculum to promote further knowledge of these Spanish language differences to help teachers and students learn and appreciate all forms of these Spanish language variations.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

Spanish students at SRJC will benefit by acquiring more knowledge and awareness of Spanish language variations, and more importantly, students will value and appreciate these language differences and their historical antecedents. Students will be able to both communicate more effectively with their fellow language speakers, and also understand the historical value of the different dialect, vocabulary and idiomatic forms.
3. **How will the objectives of this sabbatical leave benefit my department?**

The Spanish faculty members at SRJC will benefit by having more knowledge of Spanish language variations in terms of vocabulary, morphology, and syntax used in the Spanish spoken in the Caribbean. My department can use the information and resources to promote and improve the teaching of our culturally and linguistically diverse student population.

4. **How does your proposal project address the SRJC Strategic Plan and/or your department’s educational plan?**

My project addresses the SRJC Strategic Plan and the Department’s educational plan as follows:

- Foster learning and academic excellence: This project will enhance and benefit the Spanish faculty and students in my department by expanding their knowledge of the cultural and historical experience of Spanish speaking communities.

- Serve our diverse community: Now that SRJC has been recognized as a Hispanic Serving Institution, the enrollment of Latino students who come from different Spanish speaking countries will increase, and it is imperative for the Spanish faculty in my department to embrace and acknowledge these students’ language and cultural variations.

**F. Abstract for Board Proposal Summary**

Dr. Araceli Osorio will research the influences of Colonial Spain and Africa in vocabulary, dialect and idiomatic language in the modern culture of the Caribbean to help SRJC students and teachers expand their knowledge and appreciation of different Spanish language variations. Her research and visits to the Caribbean will help her improve her lectures, improve her department’s understanding of vocabulary, morphology and syntax in this important linguistic region, and will provide a broader understanding of these variations in the Spanish language to the culturally diverse SRJC students and faculty. Dr. Osorio will share her findings with other faculty members at SRJC by presenting a public lecture, and by creating a catalog of the vocabulary and idiomatic linguistics of Spanish in the Caribe.
Sabbatical Leave Proposal

A. Applicant
Name: Mary Pierce
Department: Communication Studies
Type of Leave: Independent Study
Leave Dates: Fall 2017

B. Purpose of Leave
The purpose of my sabbatical leave is to develop my ability to understand and speak Spanish in a quest to become bilingual. I will study and travel in Costa Rica, a predominantly Spanish-speaking country, to acquire language skills and enhance my intercultural communication skills. I will use the sabbatical leave to strengthen the unit I teach about verbal communication that includes an overview of linguistic theories. I will collect examples of phonetic, semantic, syntactic, and pragmatic variations in the English and Spanish languages to incorporate into my classroom presentations in Intercultural Communication. Noam Chomsky’s theories about generative grammar are relevant here, and I will find current examples to illustrate his basic premises. Having a strong command of a second language will also help me find clever ways to explain the Sapir-Whorf Hypothesis, and demonstrate code-switching. Many of my students are bilingual and multilingual, and I encourage them to retain and use the languages of their families and origins. Some of my speech students like to add a bit of familiar Spanish or Spanglish to their presentations to good effect. Using the sabbatical leave to strengthen my conversational Spanish ability will help me understand and respond to these students, and help them achieve their presentational goals.

C. Leave Objectives
1. Develop my understanding and ability to speak Spanish by attending language immersion classes at the fully accredited Intercultura Costa Rica Spanish School during fall semester, 2017.
2. Develop my understanding of Costa Rican culture by staying with a “Tico” host family in Heredia and collecting examples of intercultural variation and language use to refer to in my classes.
3. Update and expand my Communication Studies 7: Intercultural Communication classroom presentations on linguistics using examples of phonetic, semantic, syntactic, and pragmatic variations in the English and Spanish languages collected during my studies.

D. Narrative

Effective Fall 2008
In the international community, it is not unusual to encounter people who have learned English as a second language, and who may speak three or four languages in an effort to maximize communication skill and economic opportunity. In the United States, however, it is often assumed that knowing English is enough. Even though our developing brains are most receptive to language study when we are children, many in the U.S. don’t study a second language until high school or later, if at all. But monolingualism emphasizes ethnocentrism, and keeps us from fully experiencing and enjoying our interactions with people from all over the world. It is with this awareness that I am attempting to become bilingual.

**Objective: 1.** The Intercultura Costa Rica Spanish School has two campuses, and I plan to attend them both, dividing my time between Heredia and Samara. Heredia is a small historic city in the central valley of Costa Rica, where 80% of country’s people live. It’s near the capital city San Jose and the National University; the location will allow for excursions to theater and museums and ample opportunities for practicing what I learn in the classroom and learning more about Costa Rican history and culture. Samara is a small town on the edge of a tropical jungle in Guanacaste. I will enroll in the Adult Spanish Immersion Program at both campuses; the curriculum is designed to help students learn to speak in meaningful, real-life situations and communicate appropriately in a social and linguistic context. Intercultural Spanish Schools have implemented a “Spanish Only Pledge,” which means that students commit to speaking only Spanish during class and group activities. Group classes have 2-6 students and meet four hours a day, Monday through Friday.

**Objective: 2.** I will take this commitment even further by staying with a Costa Rican “Tico” family in Heredia. Through this immersive educational experience, I will improve my ability to understand and speak Spanish, increase my sensitivity to Costa Rican cultural identity, and collect examples of language use within a specific cultural context to use in my class presentations.

**Objective: 3.** I teach linguistics in Communication Studies 7: Intercultural Communication; as I acquire Spanish language skills I will collect examples of phonetic, semantic, syntactic, and pragmatic variations in the English and Spanish languages to update and expand my classroom presentations. Developing a more personal understanding of Chomsky’s theories of generative grammar and the Sapir-Whorf hypothesis will provide examples I can use to explain these concepts to my students. Finally, using Spanish, Spanglish, and code-switching more in my own life will help me develop greater empathy for the challenges faced by my students who are first generation immigrants and/or International Students in the United States.

**E. Evaluation Summary**

Effective Fall 2008
1. **How will the objectives of this sabbatical leave enhance my work performance at the college?**

Studying and acquiring another language will help me to empathize with challenges faced by many of my students who are English-language learners as first generation immigrants, ESL students, and International Students. Studying in Costa Rica will help me develop my sensitivity to cultural variations associated with Central American peoples. Acquiring Spanish language will help me communicate more easily with my Spanish-speaking students. Researching linguistic variation between English and Spanish will give me the material I need to update and expand my classroom presentations for Communication Studies 7: Intercultural Communication at SRJC.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

The Communication Studies Department prides itself on welcoming students from all over the world to study speech, intercultural communication, interpersonal communication, media, journalism, and many other specific course offerings. We focus on the way people exchange verbal and nonverbal messages with each other in all manner of contexts. Developing my own communication skills as a bilingual speaker and intercultural communicator will help me be a better teacher and role-model for my students.

3. **How will the objectives of this sabbatical leave benefit my department?**

Our department is strengthened when our faculty continue to learn, develop life-long communication skills and stronger understanding of world cultures and languages. My own increased understanding of Spanish and linguistics will make me a more versatile member of our department and a better representative of our discipline in the classroom.

4. **How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?**

This project addresses three specific goals in the SRJC Strategic Plan, including:

A. **Support Student Success.** “Enhance cultural competency to better serve all student populations with a focus on first generation college students and the increasing Latino/a population.”

B. **Foster Learning and Academic Excellence.** “Identify and implement responsive instructional practices that increase the learning and success of our diverse students.”

C. **Serve our Diverse Communities and strengthen our connections.** “Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a a focus on the increasing Latino/a population.”

Effective Fall 2008
F. Abstract for Board Proposal Summary

Mary Pierce will enroll in the Adult Spanish Immersion Program at the fully accredited Intercultura Costa Rica Spanish School during fall semester, 2017. She will stay with a host family in the historic city of Heredia, near the capital of San Jose, Costa Rica, to intensify her opportunities to use the Spanish language and become acquainted with the culture and communication practices of Central American peoples. She will also study in the tropical, more rural town of Samara in Guanacaste to broaden her opportunities to use the language and experience the culture. These studies will strengthen her ability to communicate and empathize with students who are first generation immigrants, ESL learners, and International Students. She will update and expand her classroom presentations about linguistics for Communication Studies 7: Intercultural Communication at SRJC.
**Sabbatical Leave Proposal**

**A. Applicant**

Name: Jennifer Royal  
Department: English  
Type of Leave: Project  
Leave Dates: Fall 2017 and Spring 2018

**B. Purpose of Leave**

The purpose of my sabbatical leave is to write an interactive college composition e-book which emphasizes active, student-centered learning via engaging game-based learning and assessment objects. I will submit the e-book for publication and use it as a primary text in my English 1A online classes; in addition, I will make all of the learning "games" created for this e-book available to my colleagues in the English Department.

**C. Leave Objectives**

1. Select a platform and/or software for e-book design and construction.  
2. Write curriculum for a college composition e-book with an emphasis on active, student-centered learning, such as Just in Time, Habits of Mind, and Reading Apprenticeship.  
3. Incorporate multimedia (images, video and animation) into course content to enhance student learning and provide multiple methods for student engagement.  
4. Create engaging game-like learning and assessment objects (drag and drop, branching scenarios, Q&A with success meter, scripted characters, explorable environments, etc.)  
5. Find a publisher for the completed interactive e-book and provide LMS integration.

**D. Narrative**

In a college composition class, students have a lot to accomplish. They must learn to write a focused, coherent, and well-developed expository essay; they must be able to recognize and correct errors in grammar and punctuation; they are required to analyze and synthesize ideas in college-level texts, noting style, tone, and point of view; and they must write a substantial, documented research paper.

To supplement class instruction and help students reach these goals, most instructors assign readings and exercises from a writing and rhetoric textbook. Each year, new textbooks come out, and each year, instructors sort through the options to select a text that explains concepts
clearly and provides meaningful exercises, a textbook that will help students become immersed in learning.

I have yet to find an academic writing textbook that is deeply immersive for the majority of students. I think the problem has to do with the structure of assignments: students read, answer questions or complete exercises, then submit homework in class or online. Feedback is often delayed so students don't feel success in the moment, and even if there is an answer key, the reasoning behind the correct answers is seldom provided, so if students fail, they don't understand why. Additionally, multiple choice, fill in the blank, and short answer questions, which are commonly used to measure learning in academic writing texts, require a direct response from students, but rarely stimulate creative critical thinking.

Research findings since the 1980's show that students' immersion in learning, as well as their learning outcomes, can be improved with digital learning games. And in the last five years or so, the tools for creating digital games have improved dramatically and are now readily available to educational game designers. My goal for this sabbatical leave is to take advantage of these advances to design an interactive academic writing e-book that uses game-based exercises and learning activities in the hopes that this interactivity and "hard fun" will improve student's engagement in learning and their ability to reach learning outcomes.

My plan to produce this college composition e-book is detailed below.

**Objective 1.** I will spend 8-10 weeks continuing my education for this project. Specifically, I will develop a database of ideas for e-learning design by conducting a study of interactive, educational e-books (e.g., interactive e-storybooks created for children, professional training e-books, and college-level course e-books). I will also examine e-book design platforms such as Adobe InDesign and iBooks Author. I will read and review articles on student-centered learning practices, particularly articles that focus on learning in digital formats, to ensure that all activities in the e-book meet a high standard for student-centered learning. In addition, I will continue my studies of educational game design and "play" educational digital games to improve my design skills. By the end of my studies, I will decide on an e-book platform and game software, and be knowledgeable enough about how to use these tools to move forward with this project.

**Objective 2.** In mid-October, 2017, I will create an organizational plan for the e-book content, including special features, objectives and activities for each chapter, and regular multimedia and digital game features. Once I have the organizational plan laid out, I will set up the site framework using page templates and image/media placeholders.

From January, 2018, to the end of my sabbatical, I will write the curriculum for the e-book. During this time period, I will also collect images, create animations and videos, and design the learning games, as these components are interconnected.

Effective Fall 2008
Objective 3. I will find images for the e-book from public domain and creative commons sites, but I will also create my own images, animations, and videos to enhance the course content.

Objective 4. Based on my studies of educational game design before my sabbatical and during the first 8-10 weeks of my sabbatical, I will design and implement digital learning games that will help students reach learning goals. Games will challenge students with knowledge recall, but also lateral-thinking, pattern recognition, and creative problem solving. Games will involve activities such as drag & drop, solving puzzles, exploring branching scenarios, answering questions and monitoring progress with success meter, engaging with scripted characters and explorable environments, etc.

Objective 5. At the end of my sabbatical, I will complete the e-book, and see if there is interest in publishing this e-book at a reasonable cost to students (publication through W.W. Norton may be a possibility, as I am currently a faculty consultant for their online grammar learning game InQuizitive). I will also upload the grammar games to the English Department's Online Writing Center so that SRJC students and faculty have free access to the games. I will use the e-book in my own composition classes starting in Fall 2018.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

My knowledge of and ability to use current educational technology and student-centered pedagogical strategies will improve over this sabbatical. My ability to create effective lesson plans and assignments will improve. I will also be able to improve the content of the SRJC Online Writing Lab.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

Expertise acquired over my sabbatical in creating interactive game-based learning and assessment activities will improve student learning, both in my English 1A online and face-to-face classes. My hope is that these learning activities embedded in the curriculum will improve students' engagement and commitment to learning, and improve retention.

3. How will the objectives of this sabbatical leave benefit my department?

After my sabbatical period has ended, I will share my expertise by offering a workshop for English Department faculty (and/or PDA session) on creating learning "games" and/or writing an e-book. In addition, English Department faculty will have access to all of the learning games I create during the sabbatical to use as they see fit with their own curriculum.

4. How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?

Effective Fall 2008
My project will contribute to the English Department's and the District's goal of incorporating best practices and innovations to build an exemplary online program, and fostering learning by "implementing instructional practices that increase the learning and success of our diverse students."

F. Abstract for Board Proposal Summary

During her sabbatical leave, English Instructor Jennifer Royal will review and evaluate e-learning and game-design software where the focus is on increasing student motivation through engaging, student-centered, experience-based learning. Then, Jennifer will design and build an interactive college composition e-book with embedded game-based learning and assessment features. This e-book will be submitted for publication, and it will be a primary text in Jennifer's English 1A online classes; in addition, all of the learning "games" created for this e-book will be made available to Jennifer's colleagues in the English Department. This project will contribute to the English Department's and the District's goal of incorporating best practices and innovations to build an exemplary online program, and fostering learning by "implementing instructional practices that increase the learning and success of our diverse students."
Sabbatical Leave Proposal

A. Applicant

Name: Stephanie Sanchez
Department: Art
Type of Leave: Project
Leave Dates: Spring Semester, 2018 Jan- May

B. Purpose of Leave

The intention of the leave is to produce a body of creative original work related to my ongoing practice of Still-Life and California Landscape. It will be necessary that I travel for two months, spending time primarily in southern California en plein air. A component of the exhibit will be the inclusion of the work of several additional artists, all working in a similar vein. Curating the resulting sabbatical show also involves travel to artists’ studios.

My sabbatical art exhibition will take place at the Dr. Robert Agrella Gallery, and will then travel to the Wiegand Gallery at University de Namur, Belmont California.

C. Leave Objectives

1. I will prepare a presentation for an Art Exhibit at Robert Agrella Gallery, working title: “Meanderings: Contemporary California Landscapes and Still-Life: Territory Real and Imagined”

2. I will develop a PowerPoint presentation to be delivered in the Art Gallery to SRJC students, related to Contemporary Landscape and Still-Life painting and its roots.

3. I will compile updated, and refreshed digital imagery resources for SRJC painting and drawing students, which will made available to the Art Department.

D. Narrative

Objective 1: The major purpose of a sabbatical for an artist is to have uninterrupted time to explore and work creatively and produce work that indicates a rigorous practice. I plan to produce at least 15 original oil paintings and a minimum of 10 drawings en plein air, (meaning out of doors) in the Los Angeles and desert areas of southern California in March and April, weather permitting.
I will produce 5 Sonoma County Landscapes during the late spring months. Due to the specificity of my work it requires travel to pre-selected personal destinations since I do not intend to use photographic sources. In order to accomplish my goals, I must be on the location of my subject.

I will stay in motels or camp in the desert in March when painting for the show.

Objective 2: In February I plan to travel to the San Diego Museum of Art, LACMA and other museums to refresh my sources of inspiration, and gather material for a PowerPoint presentation to be delivered in a gallery talk which would also be useful in the classroom during a painting class.

Objective 3: I will donate my collection of digital images to the Art Department archive. The images will include finished works of art, demonstrations of the working process, and photographic versions of the sites I am painting.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

I will have been engaged in the same kind of endeavors and explorations that I ask of my students. Fresh ideas and practices make for a livelier classroom. Having uninterrupted time to work as an artist is critical. As a role model for students, teaching art and producing art are not always possible. I will be able to show students actualized work based on principles taught at the college by myself and colleagues.

I cannot advocate for art practice without being deeply connected to it. As Department Chair for the past 3 years I have had little time to pursue creative work with any rigor. I hope to present the college, my students, and the community, with work that can excite and stimulate the dialogue about art.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

I teach painting and drawing, my paintings provoke ideas about permanence and memory. The subject of landscape is a spring board for discussions about culture, politics, and environment. Landscape painting brings up issues such as how cultural values affect the way we interpret landscape; how environmental concerns may be reflected in landscape.

3. How will the objectives of this sabbatical leave benefit my department?
My work demonstrates the principles of design, color theory, composition and empirical observation, all the basic elements of the art education provided by the Art Department. The values we promote in our classroom will be manifest in the work exhibited. Assignments will be easily matched to the ideas expressed: color theory, design, composition, art history.

4. **How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?**

I have used the word ‘creativity’ repeatedly in my proposal. To induce and encourage creative thinkers, to inspire our students, is the hopeful outcome of the Art Exhibit I will present. To become conversant with contemporary original art, and be engaged in a critical dialogue, such are the goals of our educational plan.

**F. Abstract for Board Proposal Summary**

Stephanie Sanchez will produce a minimum of 15 paintings and at least 10 drawings, dealing with the inspiring subject of California Landscape of north and south, and painted primarily from direct observation, *en plein air*. She intends to present an exhibition at the Robert Agrella Gallery which will include the work of 4 other California painters, who all work in both the Landscape and Still-life genres. The tentative show title is: “Meanderings: Landscape and Still Life: Territory Real and Imagined.” Stephanie Sanchez will also prepare a gallery talk to go along with the exhibition. Images collected during the sabbatical will be made available to faculty and students in the Art Department.
Sabbatical Leave Proposal

A. Applicant
Name: Hollyahna Vettori
Department: English as a Second Language
Type of Leave: Independent Study and Project
Leave Dates: Spring 2018

B. Purpose of Leave
The purpose of my sabbatical leave is to gain knowledge about current e-learning designs and implementations in order to adapt it to language learning curriculum in the credit pathway of the ESL department. Modules will then be designed to support and encourage purposeful language learning as well as practice critical thinking skills. ESL students need to have more purposeful interactions with the Internet and technology tools used to support their learning, and that is what I will provide with the e-learning modules. This sabbatical leave will give me the time to devise modules that will increase students’ English language knowledge, strengthen their meta-cognitive thinking skills, broaden their local and global perspectives, and introduce them to marketable job skills. Also, by learning to develop innovative e-learning modules, my value to my department, as well as my value to Santa Rosa Junior College will increase, which in turn will support student success. I intend to accomplish my two sabbatical goals (learning and creating) by self-guided research and interaction with leaders in the field.

C. Leave Objectives
1. Research, using the Internet and other sources, e-learning: Its history, background, and development; its benefits; how to integrate it into ESL curricula; best practices.
2. Conduct interviews with other ESL professionals who use e-learning, for example, Susan Gaer, who is a professor of ESL at Santa Ana College and a well-known technology educator and Web innovator. I will dialogue with others in the field by e-mail communication and by attending at least one local ESL conference, for example, the CATESOL Northern Regional Conference, which is held every April.
3. Design two to three e-learning modules with the goal of integrating some of the reading, writing, critical thinking, and technology objectives from the course outline of record. The modules will become a part of the curriculum in one level of the ESL pathway.
4. Design an effective assessment strategy for the e-learning modules.

D. Narrative
In 1995, when the Internet was just a toddler and language labs consisted of “kill drills” using cassette tapes, an innovative ESL teacher named Dave Sperling started a website for English language learning that anyone in any part of the world could access. “Dave’s ESL Café” quickly became THE go-to venue for both language teachers and learners. From then until now (the ESL Café is still going strong), the Internet and technology have been used to enhance the English language learning experience, and now it is time for me to take it to the next level.

Objective 1: This sabbatical leave will provide me with the time needed to fully educate myself about e-learning: its development, practicalities, designs, implementations, and assessments.

Objective 2: This break will also afford me the time to interact and collaborate with fellow ESL professionals in the area of technology-enhanced instruction.

Objective 3: Each e-learning module I create will support the SLOs as well as some of the reading, writing, critical thinking, and technology objectives of the course.

My overall goal is to better integrate technology and Internet use into the lessons for the course and make the modules models of purposeful – meaningful – language learning. In other words, I want to use technology for more than the sake of having the students “use” technology just because we use a computer lab once a week as part of our curriculum.

E. Evaluation Summary

1. **How will the objectives of this sabbatical leave enhance my work performance at the college?**

I have always used technology tools, but I’ve always wanted to improve how I do so; thus, my work performance will be enhanced because I will be more up to date in these areas.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

English language learners come to the department with a wide range of technology and Internet knowledge. Trying to learn to use technology tools while at the same time one is learning a language can be very challenging. The modules I design will scaffold the learning objectives so that students will be supported as they increase their language skills. Other skills such as meta-cognitive learning and computer/Internet navigation will also be practiced.

3. **How will the objectives of this sabbatical leave benefit my department?**

By updating my knowledge of e-learning practices I will be a more valuable resource to my colleagues. By designing e-learning modules, I will be able to share my knowledge and experiences with all who work with technology and language learners.

4. **How will the objectives of this sabbatical leave advance the college’s mission as put forth in the District’s Strategic Plan?**

Creating e-learning modules that will be integrated into the ESL curriculum will directly strengthen the foundational skills of ESL students. This creation is also innovative, which is highly valued in the Strategic Plan.
F. Abstract for Board Proposal Summary

Holly Vettori will research e-learning with the goal of adapting it for language learning curriculum. She will also communicate with ESL professionals who currently use purposeful e-learning activities to gain knowledge from their experiences. She will attend at least one local ESL conference in order to interact and collaborate with others about e-learning. Two or three e-learning modules will be created for implementation in one level of the credit ESL pathway as well as an assessment strategy for the modules.
Sabbatical Leave Proposal

A. Applicant

Name: Tad Wakefield
Department: English
Type of Leave: Independent Study & Formal Coursework
Leave Dates: Spring 2018

B. Purpose of Leave

While the Holocaust of the 20th century has receded into the past, important lessons on the subject of “tolerance” and “diversity” remain to be learned for people in the 21st century; through this sabbatical leave I will explore the ongoing relevancy of the Holocaust and Holocaust literature. This sabbatical leave will provide me the opportunity to travel to various Holocaust museums and/or memorials throughout the United States to research new pedagogical strategies in order to effectively incorporate tolerance and diversity into my literature and composition courses. In addition, I will take one or more online (post-baccalaureate) courses from Seton Hill University, a private Catholic institution in Greensburg, Pennsylvania; all Seton Hall University programs are regionally accredited by the Middle States Association of Colleges and Schools.

C. Leave Objectives

1. Enroll and take one or more online (post-baccalaureate) courses from Seton Hill University’s Genocide and Holocaust Studies Certificate/Concentration academic program.

2. Visit at least 5 Holocaust memorials and/or museums throughout the United States and document my visits by recording in a dialectic journal my thoughts and observations made throughout each visit.

3. Utilize the information gained from both the SHU online courses and Holocaust Museums/Memorials visitations to create an annotated bibliography and reflective essay.

D. Narrative

The objective of teaching any subject, particularly English, is to engage the intellectual curiosity of students in order to inspire critical thought and personal growth. The Holocaust provides one of the most effective subjects for examining basic moral issues. A structured inquiry into this major historical event of the twentieth-century can yield critical lessons for an investigation
into human behavior. It also addresses one of the central mandates of education in the United States, which is to examine what it means to be a responsible citizen. By studying these topics, students can come to realize that Democratic institutions and values are not automatically sustained, but need to be appreciated, nurtured, and protected.

The Holocaust was a watershed event, not only in the 20th century but also in the entire course of human history. Studying the Holocaust can help students to:

1. Understand the roots and ramifications of prejudice, racism, and stereotyping in any society.
2. Develop an awareness of the value of pluralism and an acceptance of diversity.
3. Explore the dangers of remaining silent, apathetic, and indifferent to the oppression of others.
4. Think about the use and abuse of power as well as the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide.
5. Understand how a modern nation can utilize its technological expertise and bureaucratic infrastructure to implement destructive policies ranging from social engineering to genocide.

As students gain insight into the many historical, social, religious, political, and economic factors that cumulatively resulted in the Holocaust, they gain awareness of the complexity of the subject and a perspective on how a convergence of factors can contribute to the disintegration of democratic values. Students can come to understand that it is the responsibility of citizens in any society to learn to identify danger signals and to know when to react.

Objective One: Seton Hill University is uniquely positioned to offer training to faculty and staff in these subject areas. For nearly a decade, Seton Hill has successfully supported educators in developing both instructional units and courses on these topics. Seton Hill’s courses are interdisciplinary in nature and address not only the Holocaust and other acts of genocide, but contemporary human rights issues as well. Some of the courses I might take are:

Genocide in Comparative Perspective (SSO 506)

Places the Holocaust and other cases of genocide in comparative and cultural context. Investigates factors that cause genocide, the use of survivor testimony in documenting genocide, and the role of the international community in responding to acts of genocide. ADP session 3. 3 credits.

Genocide in Comparative Perspective (SSO 506)

Places the Holocaust and other cases of genocide in comparative and cultural context. Investigates factors that cause genocide, the use of survivor testimony in documenting
genocide, and the role of the international community in responding to acts of genocide. ADP session 3. 3 credits.

**Special Topic: Genocide & Holocaust (SHU 505)**

This course is offered to students who are pursuing the Certificate in Genocide and Holocaust Studies to complement campus events, address specialized areas of study, and promote study away from campus. Offered as needed. 1-3 credits. Repeatable for credit.

**Objective Two:** The Holocaust museums and memorials throughout the United States honor the memory of millions of innocent men, women and children who suffered or died in the Holocaust and are dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides. The main purpose of these museums/memorials is to educate visitors about other genocides and forms of bullying that have affected peoples around the world without being limited to one religion, culture, geographic area, or time. During my sabbatical leave I will visit at least 5 Holocaust memorials and/or museums throughout the United States and document my visits by recording in a dialectic journal my thoughts and observations made throughout each visit. Some sites I may choose to visit are:

- The United States Holocaust Memorial Museum (Washington D.C.)
- Holocaust Center of Northern California (San Francisco)
- Los Angeles Museum of the Holocaust
- The Museum of Tolerance (Los Angeles)
- Illinois Holocaust Museum and Education Center (Skokie, IL)
- Dallas Holocaust Museum/Center for Education and Tolerance (Texas)
- The Breman Museum (Atlanta, GA)
- The Desert Holocaust Memorial (Palm Desert)
- The Holocaust Memorial at California Palace of the Legion of Honor, Lincoln Park (San Francisco)
- The Simon Wiesenthal Center (Los Angeles)
- The Survivors of the Shoah Visual History Foundation at University of Southern California (Los Angeles)

**Objective Three:** It is my intention to utilize the information gained from my experiences of both the SHU online courses and Holocaust Museums/Memorials visitations to incorporate into future lesson plans for literature/composition courses taught here at SRJC. To do this, I will create an annotated bibliography of Holocaust literature that can help English faculty effectively teach themes of tolerance and diversity to students. In addition, I will write a reflective essay on the importance of the Holocaust and the role of Holocaust literature in the 21st century.

**E. Evaluation Summary**
1. **How will the objectives of this sabbatical leave enhance my work performance at the college?**

Studies have found clear benefits in teachers’ critical reflection on their pedagogy, and research has shown how deliberate and critical reflection on teaching practices contributes to excellence in teaching, and improved educational outcomes for all students. Through this sabbatical leave I will reflect on, update and ultimately improve my instruction of SRJC students.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

Through this sabbatical leave, my teaching of Holocaust literature and themes of tolerance and diversity will be strengthened. This will have a direct and immediate impact on SRJC students, as a full-time English faculty teaches approximately 240 students each academic year.

3. **How will the objectives of this sabbatical leave benefit my department?**

Literature and composition are fundamental elements of college English departments, and SRJC’s own English department is no exception. I will make my annotated bibliography of Holocaust literature and reflection essay available to English department faculty as a resource for their continued development as thoughtful, engaged educators.

4. **How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?**

The Holocaust goes to the core of SRJC’s values, mission and vision. As SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person, it is essential to reexamine the Holocaust—an event that powerfully shows the dramatic negative effects caused by intolerance and the lack of diversity. SRJC’s mission to regularly assess, self-reflect, adapt, and continuously improve is reflected in this sabbatical leave; I intend to reflect on my own teaching in order to improve and refine my pedagogy as I remain an active, effective educator here at SRJC.

**F. Abstract for Board Proposal Summary**

Tad Wakefield will take one or more online courses in Seton Hill University’s Genocide and Holocaust Studies certificate program and travel to various Holocaust museums and/or memorials in order to effectively incorporate themes of tolerance and diversity into his teaching of composition and literature. This sabbatical leave will entail significant analysis and research into the Holocaust and the themes of intolerance and diversity; Tad will document the culmination of his thoughtful pedagogical reflections by creating an annotative bibliography on Holocaust literature and writing a reflective essay on the importance of the Holocaust and the role of Holocaust literature in the 21st century.
Sabbatical Leave Proposal

A. Applicant

Name: Nora Wheeler
Department: Mathematics
Type of Leave: Research Project
Leave Dates: Spring 2018

B. Purpose of Leave

My sabbatical leave will be used to create a series of at least five framed posters to display in the (new) STEM building. Each poster will contain a detailed description of a notable unsolved problem in mathematics, expressed in a way that makes it as accessible to the layperson as possible. The posters will enhance the educational environment and provide a perspective of the world of mathematics that otherwise would never be seen by most students. In the creation of these posters, I will explore many areas of mathematics and stimulate areas of my brain that I have not used since graduate school.

C. Leave Objectives

1. Identify at least five notable unsolved problems in mathematics that could be presented in a way that could be interesting to our student population.

2. Research and collect information about each problem including the history of the problem, progress that has been made, the implications of solving the problem to the field of mathematics or other affected fields, visual representations, simpler cases that might more easily be understood, and prize money offered for the solution.

3. For each problem chosen, create a poster displaying the most interesting and notable aspects of each problem in a visually appealing way.

D. Narrative

Although everyone has dealt with mathematics in one way or another, most people have only been exposed to a minute portion of it. Even many engineers and scientists, who have to learn calculus, do not really know what mathematics is. The world of mathematics includes arithmetic, algebra, and calculus, and can be thought of as a language used to describe the physical world, but it goes beyond that. At its core, mathematics is a science of proof. In all the different facets of mathematics, the underlying similarity is that everything done must be
proven. A mathematician’s job is to take things that have already been proven and use those results to prove new things.

There are many theories that mathematicians agree are probably true, but which are incredibly difficult to prove. Many of those theories have been around for over a hundred years. But in mathematics, unless it has been proven, it cannot be used. Thus, proving these theories could lead to discoveries in different areas. Some of them are so important that there is prize money available for anyone who provides a valid proof, up to one million dollars. This is the view that I want our students to see. I want them to be exposed to the bigger picture of what mathematics is and how it affects other areas.

During my sabbatical, I will explore unsolved problems of mathematics, theories that have yet to be proven. The problems will span a vast expanse of mathematical knowledge and will require extensive time for me to gain a good understanding of each one. Information about these problems can be found on the internet and in mathematical journals, but I will most likely also need to study textbooks and other books to understand the underlying mathematical ideas contained within them. As I learn about each problem, I will make a determination about whether or not the problem could be presented in an interesting and understandable way. I will focus on the problems that have been unsolved the longest, since my poster series is designed to be of unsolved problems, and I do not want to have them all solved shortly after my posters are displayed. For the problems that I feel could provide inspiration or enlightenment to our students, I will do further research into them, gathering information for each poster. In determining the current progress of the problems and the implications of solving the problems, I may need to contact researchers directly.

Once all of the information has been gathered, I will design a poster for each problem, displaying the most interesting, understandable, and compelling aspects of each one. This will require me to acquire and learn how to use a software program for graphic design. I will get input and help from others on this part of the project since it is very important to me that the posters look professional, and my experience with such things is minimal. I will have the posters printed and if adequate funding can be obtained, I will have them framed. Then the posters will be all ready to display in the brand new STEM building.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

As a mathematics instructor at SRJC, I work with the material in lower-division mathematics extensively. The purpose of the lower-division mathematics is to lead to and support the upper-division and graduate-level mathematics, so it helps to have a vision of where the mathematics leads and what the implication are. Now in my 20th year of teaching, I feel largely disconnected from the higher-level mathematics. This leave will allow me to reconnect with
the bigger picture of the world of mathematics, thus improving my ability to prepare our students for what lies ahead.

2. **How will the objectives of this sabbatical leave benefit students in my discipline?**

My posters will provide a view of the field of mathematics with which most students are unfamiliar. My intent is that students who are interested in mathematics will find the posters inspiring and will be encouraged to explore different mathematical areas with a different frame of mind. My hope for students who generally are not interested in mathematics, or have struggled with it, is that they will see that the mathematics that they are doing is not all there is. I hope to show them that mathematics can do amazing things and is much larger and more interesting than just arithmetic and algebra.

3. **How will the objectives of this sabbatical leave benefit my department?**

The posters will contribute to the educational environment in the STEM building. While the intent is to motivate students, much of the content is currently unknown to many faculty and may provide a spark of motivation for them as well.

4. **How does your proposed project address the SRJC Strategic Plan and/or your department’s educational plan?**

One of the Goals and Objectives of SRJC is to “Engage students and spark intellectual curiosity in learner-centered environments”. The mathematics in the posters will spark intellectual curiosity in students (enhanced by the one million dollar award available for solving some of them).

**F. Abstract for Board Proposal Summary**

Nora Wheeler will research notable unsolved problems in mathematics, compile a variety of interesting aspects of each problem, and create posters for at least five of the problems to be displayed in the new STEM building. The posters will show students a dynamic view of what the field of mathematics is today and will encourage mathematics majors to dream big about the potential contributions they might one day be able to make to the mathematical world.