

Sabbatical Leave Report

A. Applicant

Name: Smita Avasthi

Department: Library Resources and Educational Technology

Type of Leave: Best Practices

Leave Dates: Fall 2021

B. Purpose of Leave

The intent of my sabbatical project was to discover how librarians at community colleges in California have assisted underprepared students, who are often baffled when faced with college-level research assignments. My project focused on the effects of AB705. To promote completion and retention, the state of California passed AB705, a bill that ends remedial classes and, thereby, calls upon instructors to implement pedagogical strategies for an accelerated classroom. I wanted to learn how librarians built academic support services for students in accelerated classrooms. My goal was to develop a proposal for an initiative at Santa Rosa Junior College Libraries so we can explain concepts fundamental to research to students who are wholly unfamiliar with scholarly research.

C. Leave Objectives

1. Examine pedagogical theory related to acceleration and academic support services in higher education. I completed this objective by conducting research collected in a bibliography, which is in the appendix.
2. Identify instructional initiatives to explain research concepts to underprepared students at other community colleges in California. I completed this objective by interviewing various librarians at community colleges to determine what initiatives they had launched in response to AB705 and what effect, if any, these projects had had on students.
3. Evaluate the efficacy of implementing similar initiatives at Santa Rosa Junior College. I completed this objective by reviewing the initiatives at other schools vis-à-vis SRJC's history with curriculum development, library usage data, and state regulations such as AB705.
4. Develop a proposal for a program to explain research concepts to underprepared students at Santa Rosa Junior College. I completed this objective by conceiving of a plan, which I

will share with my department. I set up time to make this presentation during a department meeting.

D. Narrative

Students who attend California's community colleges are woefully underprepared for the rigors of academic research. This problem is exacerbated by the passage of AB705, which eliminates remedial English classes so all students—regardless of their academic skill set—face college-level research assignments.

To assist these students, accelerated education programs have been developed, and many of these programs stress the importance and integration of student services to this model of education. I am interested in understanding how academic support services can be folded into this model. During my sabbatical, I identified and analyzed various options to create a program so students can produce appropriate responses to research assignments and succeed in their classes.

Objective 1: I started my project by conducting research on academic acceleration, pedagogical theory, and library services. I found that the topic of anxiety and self-confidence dominated much of the discussion, so I focused on how librarians can alleviate anxiety. Although most of the literature did not address library anxiety and acceleration in tandem, a synthesis of the research suggests that effective acceleration programs alleviate student anxiety through a proactive set of support services. This conclusion proved central to my proposal.

Objective 2: I contacted librarians from both large and small community colleges, such as CCSF Napa Valley, Solano, and American River Community college. Sadly but unsurprisingly, I found that librarians had not yet realized plans regarding AB705, as they were occupied by expanding remote services because of Covid-19. However, my interviews led to 2 significant conclusions: 1) Most traditional methods of library instruction, such as drop-in workshops or on-demand reference services, were not particularly successful at targeting students affected by AB705; and 2) librarians had the most positive results when they partnered with college groups dedicated to equity and social justice, regardless of academic department. These conclusions informed the development of my program proposal.

Objective 3: I then turned to what would be feasible and successful at SRJC. Although we have a library instruction course, this class is not paired with a major, and it is not required for transfer students. Moreover, my sabbatical focused on noncredit instruction options. We have a robust workshop program, but my research suggested that workshops have limited efficacy, especially in acceleration programs where personalized instruction greatly assists informal remediation. That said, SRJC has a sizeable group of faculty and staff committed to student equity, so there are opportunities to build new noncredit options. My research suggests we should leverage partnerships with those faculty and staff—particularly through student services—to assist the greatest number of students most effectively.

Objective 4: I have conceived of a plan to partner with student support services, especially those committed to SRJC's four pillars of student success. My plan centers on training peer coaches in college-level research methods. My proposal will alleviate library anxiety, guide students through the process of using the library, and empower committed students to lead their less experienced peers. I have asked for time to present this plan to my colleagues at a department meeting. Their feedback and response will help determine how to implement this plan effectively.

E. Evaluation Summary

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

The objectives of my sabbatical augmented my ability to reach underprepared students at the college. Underprepared students notoriously do not seek out help through traditional reference services, so my sabbatical helped me to find innovative ways to reach this elusive group.

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

AB705 affects all students, but students in English 1A classes feel those effects immediately. I work extensively with these students, and my sabbatical enabled me to identify new strategies to reach underprepared students even outside of the English classroom. Moreover, although my sabbatical focused on noncredit instruction options, I realized that I could identify and empower students in LIR 10 classes who are interested in becoming peer coaches.

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

The objectives of my sabbatical benefit my department because librarians often work with underprepared students in a wide variety of classes. My insights and understanding can be applied to their work and assist them in reaching the students who need the most help from librarians. Hopefully, my colleagues will be interested in partnering with me to implement the program I proposed.

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

My sabbatical's objectives align with several goals identified in SRJC's Strategic Plan. Specifically, it aligns with objective A, particularly performance indicators related to "expanding

strategic outreach efforts” and increasing “retention and academic progress through student engagement with academic and student services.” Additionally, it aligns with objective B, specifically with performance indicators to “integrate academic and student support services” and to “identify and implement responsive instructional practices that increase the learning and success of our diverse students.” Additionally, the proposal I developed during my sabbatical are tied to SRJC’s pillars for success.

F. Abstract for Board Proposal Summary

Smita Avasthi examined pedagogical strategies related to accelerated education and academic support services. She investigated and identified library instruction programs to reach underprepared students who are assigned research papers under the precept of AB705. Based upon this research, she developed a program to provide additional library support to unprepared students at Santa Rosa Junior College.

G. Appendices

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Sabbatical Leave Report

A. Applicant

Name: Joe Corcoran

Department: Communication Studies

Type of Leave: Independent Study

Leave Dates: AY 2020-21

B. Purpose of Leave

In a review of open-educational resources (OER) designed for communication studies, including *Exploring Public Speaking* (3e) and *Public Speaking: The Virtual Text*, none included the breadth of information that we cover in our Communication Studies (Comm) 60 course.

To better serve Communication Studies Department students and faculty by creating a free online textbook, I conducted an independent study of OER in communication studies. I also researched material to create new OER material, specifically an online textbook. Serving as author, I wrote chapters to create a textbook that may be used for our Comm 60 courses. Currently, there continues to be no OER at all that I could find that meets the needs of Comm 60. Since Comm 60 is a survey course of communication, I created a seventeen-chapter textbook, with exercises, full bibliography, tables, and glossary. SRJC instructors may use the textbook for some of our other courses, such as Comm 1, 5, 6, and 7 by selecting and deselecting chapters as needed for each different course taught. However, the textbook is primarily focused on providing a single textbook for Comm 60, which is a course that not only lacks open-source textbooks but is often one selected by students of less means.

The first edition of the text will remain free to SRJC students in perpetuity. In fact, my hope is to offer it to the rest of the department as a collaborative project going forward, with the hope that we can expand and standardize the material for the course. The title of the textbook is *Communicating in our World: A Theoretical and Practical Approach to Speaking and Listening*.

C. Objectives

Objective 1: I researched current OER for Communication.

Objective 2: For my OER project, I wrote a textbook which currently stands at 70,370 words and over 300 double-spaced pages, nearly double the minimum word and page counts of my original proposal.

Objective 3: I am currently using this textbook in my Comm 60 course for the Fall 2021 semester. It is currently uploaded into Canvas. Once final edits are completed and Creative Commons licensing secured, the textbook will be uploaded onto the SRJC library website, giving access to anyone with an SRJC username and password.

D. Narrative

I reviewed many OER looking for focus, content, and publication method. Here are handful of the best sources I reviewed with the pros and cons listed for each.

1. MIT <https://ocw.mit.edu/courses/find-by-topic/#cat=socialscience&subcat=communication>

This source lists major papers produced by faculty and students at MIT in communication and related fields.

Pros: Some great information and research.

Cons: This is not the type of resource helpful to community college students because it's too technical.

2. Saylor.org <https://learn.saylor.org/course/index.php?categoryid=8>

This source is amazing for its breadth and depth, combining videos with text.

Pros: Excellent information, mostly up to date.

Cons: Some outdated research and it's too advanced for community college students.

3. E-books Directory <https://www.e-booksdirectory.com/listing.php?category=230>

This source contains many communication texts for reading and listening. It is focused on business communication and organizational communication.

Pros: Excellent information if we were teaching a business and communication course.

Interesting to note that Comm 60 was originally a business communication course. However, at some point CSU decided it would no longer support such a course, opting for a general survey course, which we now offer.

Cons: Most of these texts require a costly subscription. Additionally, the focus on business communication does not match the goals of Comm 60 as dictated to us by our transfer agreement.

4. Open BC Campus. <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?search=Communication>

This textbook resource covers a myriad of communication topics ranging from theoretical to practical. It includes dozens of viable textbooks that may be used by students.

Pros: You are allowed to download a copy of the texts right onto your computers and use them however you would like, even to edit them.

Cons: This website does not match our SLOs and objectives in Comm 60. Some of the textbooks have broken links for download; however, you may still read them online.

5. Oasis. https://oasis.geneseo.edu/basic_search.php?search=public%20speaking

This is an awesome resource with 39 viable Public Speaking textbooks.

Pros: This is one of the best collections of Public Speaking OERs and textbooks that I found.

Cons: Comm 60 is NOT a public speaking course. It is a communication survey course that requires a brief stop at each of four different subject areas, including public speaking. However, it also includes group communication, intercultural communication, and interpersonal communication. This was one of the main reasons for the sabbatical project, to create an OER that does it all.

After reviewing dozens of different OER options for communication, I realized that SRJC just needs a simple textbook for the visual-verbal learners among our students. All our faculty already use PowerPoint, videos, exercises, podcasts, slides, and other multimedia and hands-on exercises. What we really need is a text-based resource that can serve as a traditional textbook. Therefore, I spent most of my sabbatical penning a textbook of 70,370 words. I am currently using this textbook in my Comm 60 class for Fall of 2021. As soon as the licensing process is completed and final edits done (after a test run Fall 2021), I will work with library staff to upload for SRJC use.

The Table of Contents looks like this:

Table of Contents

- Preface and Acknowledgements
- Chapter 1 Your First Speech
- Chapter 2 The Nature of Communication
- Chapter 3 Understanding the Rhetorical Situation
- Chapter 4 Visual Aids
- Chapter 5 Message Content and Delivery
- Chapter 6 Persuasive Speaking
- Chapter 7 Refutation and Philosophical Speaking
- Chapter 8 Group Climate and Consensus
- Chapter 9 Group Problem Solving
- Chapter 10 Group Roles and Leadership
- Chapter 11 Language Use
- Chapter 12 Interpersonal Communication
- Chapter 13 Embracing Communication Apprehension
- Chapter 14 Communication Ethics
- Chapter 15 Parliamentary Procedure
- Chapter 16 Intercultural Communication
- Chapter 17 Theoretical Underpinnings of Intercultural Communication
- Bibliography and Glossary

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college? This sabbatical is helping me by having a document students can read that matches my teaching preferences. It also helped me to get current on today's practical and theoretical approaches to teaching communication studies.

2. How did this sabbatical leave benefit students in my discipline? Students in Communication Studies now have access to a free online textbook which covers all the major content areas for our survey course. The textbook also contains updated public speaking information for the digital age.
3. How did this sabbatical leave benefit my department? My colleagues may use this textbook for their courses and students. It has the indirect benefit of stimulating discussions of how to best teach our students the art and science of public speaking.
4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan? The SRJC strategic plan states in the goals and objectives section: "Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies." My independent study resulted in a free textbook that is currently being used in Comm 60 for Fall 2021. I believe this is helping to eliminate one of the largest barriers to our students and that is the outrageous cost of textbooks.

F. Abstract for Board Report Summary

Joe Corcoran researched OER in Communication. He then wrote an online textbook for Comm 60, which stands at 70,370 words, and is currently published inside of Canvas and in use for Fall 2021. The textbook is helping students by providing current information at no cost to them. By Fall of 2022, the textbook will be uploaded onto the SRJC library website as an OER for any SRJC student or staff member to view.

G. Appendices

Once the Creative Commons license is secured, a file containing the textbook or a link to its library webpage will be included or attached.

Sabbatical Leave Report

A. Applicant

Name: Nicole Corcoran

Department: Counseling

Type of Leave: Independent Study

Leave Dates: Fall 2021

B. Purpose of Leave

The purpose of my leave was to conduct an independent study of career exploration resources for students to use, and refresh my counselor training on career assessments used during the career counseling process. In addition, I completed a certification course which satisfied the requirements to teach online counseling courses.

C. Objectives

1. I conducted online research related to career exploration, career counseling assessment inventories, and career center resources available to post-secondary students. In addition, I completed the Myers-Briggs Type Indicator certification training.
2. Through the Santa Rosa Junior College Distance Education Office, I completed the self-paced Welcome to Canvas course, which was designed to help teachers learn how to use Canvas, and the 6-week Canvas Online Special Expertise Certification Program.

D. Narrative

Many students arrive to Santa Rosa Junior College reporting that they are undecided on their major and career goals. They don't know enough about their personality and interests, have had little exposure to the numerous career options, and/or have personal circumstances that limit their career and educational options. Counselors also meet with career changers who come to the JC to explore future options. To better facilitate a student's exploration of careers and majors, I conducted an independent study of career exploration resources, in addition to refreshed my counselor training on career assessments used during the career counseling process.

Objective 1:

I viewed and explored at least 30 different post-secondary Career Center and career exploration websites, reviewed the website content and utilized the career assessments provided. With the information gathered I created a document that outlined specific resources for students and counselors to use during the career exploration process. I will work with the Counseling Department and Career Development Services to re-format the document, which will then be posted to the online Counseling Binder for counselors to utilize and made available to students through the Counseling Department and Career Hub. The document I created is included in Appendix A.

Through GS Consultants I completed a 48-hour Myers-Briggs Type Indicator certification course. By becoming a Certified Practitioner, I gained the knowledge and skills to administer the Myer-Briggs personality assessment, which is the most well-known and highly regarded personality assessment used during the career counseling process. The final project and assignment for the course was to administer the MBTI, interpret and report on a one-on-one counseling session with a counseling client. The MBTI Step I certification I received is included in Appendix B.

Objective 2:

Through the Santa Rosa Junior College Distance Education Department, I completed the self-paced Welcome to Canvas course, which was designed to help teachers learn how to use Canvas. I also completed the 6-week Online Special Expertise Certification Program. By completing this training, I met the certification requirement needed to teach online classes as is spelled out in SRJC Board Policy 3.28P. The policy requires all instructors who teach online to “acquire and maintain online special expertise for online and hybrid course delivery.” The final assignment for the training program was to create a teaching module for a class. I used my knowledge from the training to complete an instructional module for Coun 6: Introduction to Career Development. I incorporated the online career exploration resources that I found during the first part of my sabbatical to create the Coun 6 module on Career and Life during the second part of my sabbatical. The Online Special Expertise certificate I received is included in Appendix C.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

My project strengthened my knowledge of career counseling resources and assessments that I could utilize when counseling students who are undecided on their career field and/or major. In addition, completing the Online Teaching Certification will allow me to reach students who prefer to learn in an online format.

2. How did this sabbatical leave benefit students in my discipline?

I meet one-on-one with students in a counseling setting each day, totaling hundreds of students each year. By increasing my knowledge of career counseling resources, I am able to better assist students who are undecided on their career or major options. Many students who are undecided on their educational and career goals struggle to successfully complete coursework and to persist semester-to-semester. By refreshing my career counseling knowledge, I am now better able to help students explore their personality, skills, interests, values, and life needs so they can make an informed decision on their future goals.

3. How did this sabbatical leave benefit my department?

Resources and best practices will be shared with the other counselors and student service professionals to utilize when meeting one-on-one and in group settings with our undecided students. With the Online Special Expertise certification, I now meet the qualifications to teach counseling courses online.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

My sabbatical addressed SRJC's Strategic Plan by A) Supporting Student Success and C) Serving our Diverse Communities by helping SRJC students explore career options and efficiently work towards their educational and career goals. Similarly, the mission of the Counseling Department at Santa Rosa Junior College is to provide counseling, instruction, and services which assist individuals in attaining their educational and occupational goals.

F. Abstract for Board Report Summary

Nicole Corcoran researched career exploration resources and assessments to use while counseling students who are undecided on their major and career fields. She explored tools and resources used by other college Career and Counseling Centers to help students formulate their career and educational goals. Online career counseling resources and inventories were summarized in a document which will be shared with faculty and staff to utilize when providing students with career exploration opportunities. Nicole also received certification in the Myers-Briggs Type Indicator, one of the most popular psychometric tools for exploring personality. By training to become an MBTI Certified Practitioner, Nicole gained the knowledge, skills, and tools to help others improve their self-awareness and make constructive use of personality differences. In addition, through the SRJC Distance Education Department, Nicole completed the Online Special Expertise training and received certification so that she meets the qualifications to teach online courses to reach SRJC's distance education students.

G. Appendices

- A. Career Planning Resources
- B. Myers-Briggs Type Indicator Step I Certification
- C. Online Special Expertise Certification

Sabbatical Leave Report

A. Applicant

Name: Diane Donnelly, RN, MSN, PHN, CNL

Department: Health Sciences - Associate Degree Nursing (ADN)

Type of Leave: Independent Study/Project

Leave Dates: Fall 2021

B. Purpose of Leave

The purpose of my sabbatical leave was to evaluate SRJC's ADN student learning and end of program outcomes to compare with The National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) Standards of Accreditation. I used this comparative evaluation to prepare an accreditation implementation plan and related journey timeline. This identified ADN department preparation strategies including formalized ADN Systematic Evaluation Plan (SEP) template format to support future NLN CNEA Accreditation application with associated self-study report. The intent of this independent study project was to identify requirements for SRJC's ADN department to pursue a national accreditation candidacy application in 2023. This pursuit enhances quality assurance and excellence in nursing education at SRJC expanding grant funding efforts to support the program's mission and goals including future graduate eligibility for advanced academic and employment opportunities.

C. Objectives

1. I studied and evaluated the following NLN CNEA accreditation processes:
 - Pre-Accreditation Candidacy Submission for Board Approval
 - All NLN CNEA Standards of Accreditation
 - Development of a nursing program Systematic Evaluation Plan (SEP)
 - Accreditation Self-Study Report, Writing and Submission requirements
2. I gained understanding of the NLN CNEA Standards of Accreditation. I determined how the ADN student learning and end of program outcomes meet these standards in pursuit of program accreditation to be in alignment with SRJC's strategic plan fostering learning and academic excellence.
3. Through a framework provided by the NLN CNEA, I developed an accreditation implementation plan and journey timeline inclusive of accreditation components: formalized program SEP, accreditation pre-candidacy application, self-study report and onsite survey visit. I prepared a customized educational PowerPoint (PPT) outlining implementation plan

and associated accreditation journey points and presented PPT at an ADN department faculty-curriculum meeting in January of 2022 to educate the ADN faculty for accreditation process expectations.

D. Narrative

Objective 1: I completed my learning and evaluation of NLN CNEA accreditation processes by attending ten NLN CNEA sponsored webinar classes totaling 40 hours on the following accreditation topics:

- The ABCs of Developing Program Systematic Evaluation Plans for NLN CNEA Accreditation
- NLN Pre-accreditation Candidacy: An Overview of the Process
- NLN CNEA Self-Study Overview
- Writing Your Program's NLN CNEA Self-Study: Process and Outcomes
- Preparing Your Program for NLN CNEA Accreditation: Beginning the Journey
- Focus on Standards of Accreditation: Standards I
- Focus on Standards of Accreditation: Standards II
- Focus on Standards of Accreditation: Standards III
- Focus on Standards of Accreditation: Standards IV
- Focus on Standards of Accreditation: Standards V

As an NLN-CNEA recommendation, I read the text, *Fast Facts for Curriculum Development in Nursing: How to Develop and Evaluate Educational Programs* to reinforce and round-out completion of my learning related to accreditation requirements:

- Nursing Program Foundations
- Educational and Level Outcomes
- Curriculum and Course Design
- Evaluation of Programs and Curricula

Objective 2: I completed my understanding of the NLN CNEA Standards of Accreditation by participating in above classes and studying above text to perform a comparative review of the following:

- All Spring 2021 ADN Course Student Learning Outcomes (SLOs) assessments and recommendations
- Current ADN End of Program Outcomes (EPOs)

I completed development of a SLO assessment template form for each ADN course that allowed for my review of the detailed program SLOs. The SLO template design aligns with SRJC's SLO requirements and can be utilized by the ADN faculty team to archive SLO assessments as a continuous quality improvement tool. My new accreditation knowledge allowed me to determine that the ADN program can support NLN CNEA accreditation standards related to course SLOs and EPOs, aligning with SRJC's strategic plan to foster learning and academic excellence in pursuit of program national accreditation.

Objective 3: I completed my development of an accreditation implementation plan (includes review of SLOs, EPOs, formalized SEP format development, pre-candidacy accreditation application, self-study report and onsite survey visit) and journey timeline through a framework provided by the NLN CNEA. Framework resources provided by NLN-CNEA included SEP worksheet to formalize ADN's SEP, accreditation application process including self study and onsite survey visit timelines. I reviewed the Spring 2021 ADN CA BRN SEP with input from the ADN Director to make recommendations for SEP worksheet completion by the faculty team in 2022. I drafted a SEP single standard worksheet and report templates based on the CNEA-NLN SEP worksheet and nursing school industry models used by accredited schools via an independent web search. I presented an Accreditation Journey PPT with implementation plan points for consideration at a faculty-curriculum meeting in January 2022 to educate the ADN faculty about the accreditation process components and preparation requirements.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

This sabbatical leave has afforded me the opportunity to increase my knowledge of continuous quality improvement (CQI) to support, pursue and sustain national accreditation. I can continue my role as ADN curriculum chair to provide CQI mentorship and support to my ADN colleagues to improve student experiences within their courses. Additionally, my abilities to evaluate the quality and any improvements within my own course have been enhanced. Therefore, I focus on adopting and/or maintaining course curriculum revisions guided by national accreditation standards.

2. How did this sabbatical leave benefit students in my discipline?

Through my new knowledge and understanding of the national accreditation process, I can now act as a champion to lead faculty and students to pursue and achieve accreditation. Nursing students will benefit from future national accreditation by experiencing the following outcomes:

- Enhanced nursing education activities for students due to expanded grant funding
- Graduating from a quality nursing education program enhances students' success as nurses
- Advanced academic and employment opportunities only available to nationally accredited nursing program graduates allows students to pursue graduate studies of choice and healthcare centers of excellence for employment

3. How did this sabbatical leave benefit my department?

The ADN department benefitted from this sabbatical project by learning the expected outcomes that faculty and students can experience with national accreditation inclusive of improving nursing program curriculum quality, extra grant funding opportunities, college and program national recognition to increase nursing program applicants, and offering graduates

expanded pathways to preferred post-graduate education and recruitment to magnet-level hospital employers. I gave a formal presentation to my ADN department outlining the key points of the NLN-CNEA accreditation process and journey as a program future goal to pursue which enhanced faculty knowledge.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

Studying the pursuit of national accreditation led to a project recommendation to formalize the ADN SEP as a faculty team in 2022 inclusive of NLN-CNEA quality indicators to meet related accreditation standards. Attaining knowledge about NLN-CNEA accreditation requirements and process allowed for education and preparation of ADN faculty to begin this journey with the goal of future national accreditation. This aligns with SRJC's Strategic Plan values of fostering learning and academic excellence by offering an effective nursing program with improved opportunities for graduate transfers and/or gainful employment in the nursing profession.

F. Abstract for Board Report Summary

Diane Donnelly's independent study leave advanced her knowledge of The National League for Nursing Commission for Nursing Education Accreditation (NLN-CNEA) process. This was accomplished by comparing SRJC's ADN student learning and end of program outcomes with NLN-CNEA Standards of Accreditation and associated quality indicators via self-directed study and attending multiple NLN-CNEA webinars to attain applicable knowledge. She prepared an ADN department national accreditation journey plan presentation for the Health Sciences ADN department to pursue national accreditation. Achieving this accreditation will enhance nursing education excellence and quality at SRJC with national recognition for improved applicant recruitment, expanding program grant funding and enhanced ADN postgraduate academic and employment opportunities.

G. Appendices

1. SRJC ADN Accreditation Implementation and Journey Plan PPT Presentation (includes template drafts examples of SEP worksheet and related single standard criteria)
2. SRJC ADN Spring 2021 Course SLO assessments using new ADN template

Sabbatical Leave Report

A. Applicant

Name: Vincent Hamilton

Department: Counseling

Type of Leave: Project

Leave Dates: Fall 2021

B. Purpose of Leave

My sabbatical proposal was to transform the SRJC Counseling Department Internship from a program that was loosely structured and informal into a proactive, well-structured program with a strong reputation beyond SRJC. A community college counseling internship is a vital professional milestone for anyone pursuing a career in community college counseling. Members of the SRJC Counseling Department occasionally mentor interns, but the structure of the internship was informal and implementation varied widely from intern to intern depending on the structure developed by the mentor counselor. The goal of my sabbatical was to enhance, modernize, and formalize the Counseling Department Intern program.

I expanded the program outline by enhancing connection to counseling resources, mentorship strategies, departmental collaboration, and preparation for the faculty hiring process. I modernized the program as I established electronic resources that officially publicized the program while providing a repository for behind the scenes resources for counseling mentors and interns. I created an official mission statement, connected with past interns to gain their perspectives, and researched possible alignment with the California Education Code definition of a "Faculty Internship". This research and these resources will support excellence in our interns, our department, and our future faculty.

C. Objectives

1. I formalized the SRJC Counseling Internship Program. This included the creation of a mission statement as well as a timeline of processes and a list of objectives and expectations for the mentor/intern relationship. I also investigated the requirements to meet the California Education Code designation of "Faculty Internship" and determined that it may be something that we want to pursue in the future but would be better situated to make happen after changes made to the program by this sabbatical project are fully integrated and implemented with actual interns.
2. I researched the creation of online structures to be used toward development of internal and external resources for use by mentors, interns, and prospective applicants. During

this project, I established an external counseling internship page on the SRJC Counseling homepage. This page gives overview information about the program itself, qualifications, how to apply, etc. This site creates an online foundation for the program which can be expanded over the coming semesters. Early feedback from prospective interns has been positive with particular note to the fact that many colleges do not have dedicated pages for their intern programs. I have also succeeded in establishing an internal webpage for counselors to use with their interns. The counseling department utilizes an internal, online “Counseling Binder” in which I got a section created specifically for mentor/intern resources. During this project I have strengthened connections with counseling graduate programs as San Francisco State and CSU East Bay.

3. I have devoted a section of our program outline to establishing a job readiness structure to ensure that the intern is fully prepared to apply for faculty employment opportunities at SRJC and other educational institutions. This includes information about where to find CCC jobs and applications, as well as direction to review resumes, cover letters, and interview preparation, which includes sample questions and interview practice structure. This is a vital, final step to any internship. I have also strengthened connections with other intern programs at College of Marin and Las Positas College, learning much about how those programs operate and made valuable connections that may lead to more opportunities for our interns.

D. Narrative

1. *Formalize the SRJC Counseling Internship Program. This includes the creation of a mission statement as well as a timeline of processes and a list of objectives and expectations for the mentor/intern relationship. I will also investigate the requirements to meet the California Education Code designation of “Faculty Internship” and determine if it is appropriate to align our program to those state standards.*

When I began this project, the SRJC Counseling Internship program was an informal program with a brief outline. Awareness of the program was largely spread by word of mouth and assumption that prospective interns would reach out to us unsolicited. There was no public facing mechanism for promoting our program. Also, the entire outline of the program was a brief description and single page outline of what an internship might cover over the course of a school year. During the sabbatical, I created a five page document that includes the newly created mission statement, program description, qualifications/expectations, publicity, application process, selection process, onboarding process, and detailed program outline with recommended timeline (*Appendix Item 1*). This document is designed to take the onus off the counseling mentor to build the program as they work with the intern and focus their time on training the intern.

A related aspect of the intern program that I investigated was possible formalization of our intern program as a state recognized “Faculty Internship”. In California Education Code there are carefully defined parameters for what separates a regular “Internship” from a “Faculty Internship”. We are currently not recognized as an official “Faculty Internship”, so I wanted to

look deeper into what those standards would entail and determine if it would be beneficial to pursue this designation. For this task I turned to the state Education Code in which I reviewed *Title 5, Division 6, Chapter 4, Subchapter 5 – Faculty Internship Programs*. In many ways, the state standard aligns with our program in relation to overall Purposes and Minimum Qualifications. The main difference is that the program must be established by the district governing board. I believe that our internship program can meet this standard. I have decided to consider this a long term goal once the revised program is implemented with the enhancements developed during this sabbatical. A major step toward this ultimate formalization and legitimization of our program has been my development of the SRJC Counseling Field Education Practicum Agreement (*Appendix Item 2*). This agreement specifies program and intern responsibilities to a level of detail not previously established and was created in collaboration with the Counseling Department Chair and the Student Services Executive Dean. I believe that the many structures developed within this sabbatical project will ultimately make a strong case to the SRJC board for Counseling Faculty Internship designation after having several semesters to put these new structures into practice.

- 2. I will research the creation of online structures that can be used toward development of internal and external resources for use by mentors, interns, and prospective applicants. This information will provide the foundation for possible websites, applications, forms, and/or publicity materials. This research would also include connecting with counseling graduate programs.*

At the beginning of this project, our department had no formal mechanism developed in relation to the intern onboarding process. We had no official timeline, application, promotional materials nor any website giving any indication that we even have an internship program. A significant achievement of this project is the establishing of a website linked through our SRJC Counseling website, found here: <https://counseling.santarosa.edu/srjc-counseling-graduate-internship-program> (*Appendix Item 3*). The application, which I created for this project, is already available for prospective applicants on the site (*Appendix Item 4*).

During this project I attended the San Francisco State University Counseling Internship Fair on January 14, 2022 and I have been connecting with CSU East Bay to reach out to their counseling grad students, with the possible future establishment of an MOU with this university. The groundwork is still being laid on the front. For these purposes I created, and have used, the website as an important informational tool as well as created a flyer to have on-hand when promoting the program (*Appendix Item 5*). As I have solidified the timeline in the Internship Overview (*Appendix Item 1*), we are better positioned to proactively reach high quality candidates earlier.

I have developed an internal online structure of the internship program. As mentioned in my initial proposal, all SRJC Counselors currently have access to the “Counseling Binder”, which is an internal website that is accessible only to current SRJC Counseling faculty. As part of my project, I received training and access to create a subsection to that binder that contains all of the documents already referenced in this report (*Appendix Items 1 – 5*) as well as my training document for Education Plan Practice Scenarios (*Appendix Item 6*). This internal resources will

also include documents I created in relation to review of the interns themselves with Prospective Intern Interview Questions (*Appendix Item 7*) and an Intern Evaluation (*Appendix Item 8*).

3. *Establish a structure to ensure that the intern is fully prepared to apply for faculty employment opportunities at SRJC and other educational institutions. This research will also include conferring with other community college counseling internship programs.*

A vital component of any successful internship program is having graduates that earn gainful employment, ideally as a community college counselor or closely related field. As the program was previously operated, an assumption was made that the counseling training itself was sufficient preparation for securing the actual job. I decided to address employment readiness on two fronts. I created an Intern Evaluation (*Appendix Item 8*) which is intended to provide feedback and perspective to interns regarding their progress in the program and readiness for independent work with students. Awareness of ones strengths and areas of improvement is essential for successful pursuit of faculty opportunities. I also created a component of the intern program focused on the logistics of finding employment opportunities such as how to prepare for applying and interviewing. This can be seen on page 5 of the Counseling Department Internship Overview document (*Appendix Item 1*) with links to job search websites and an outline of specific items to be reviewed with the intern including application assistance, diversity statement support, resume/cover letter review, as well as a repository of Practice Interview Questions that I have developed (*Appendix Item 9*). Ideally an intern will feel more fully supported and prepared for potential job opportunities as they complete our program.

I have also reached out to other intern programs at College of Marin and Las Positas College, as well as researched many more statewide. I learned about College of Marin's Faculty Diversity Internship and made valuable connections through them to CSU East Bay. I strengthened connections with Las Positas College's Counseling Faculty Internship, learning much about the structure and operations of that program with discussions toward possible future collaborations to providing more exposure and opportunities for our interns beyond SRJC. With recent enhancement of online services at most colleges (due to the COVID-19 pandemic), cross-college collaboration now appears to be more achievable than previously thought possible.

E. Evaluation Summary

1. *How did this sabbatical leave enhance my work performance at the college?*

As mentioned in my proposal, I have personally mentored three interns over my decade at SRJC. Every time felt like reinventing the wheel as there was very little established for this program beyond a broad outline. I have used this sabbatical time to create the foundation of an intern program that will allow me to more easily work with interns and focus on developing their proficiency for counseling students.

2. *How did this sabbatical leave benefit students in my discipline?*

As I am able to focus more of my efforts on intern training rather than building the program, I can better ensure we will have the best trained interns that will then give better service to students at SRJC and beyond. Well trained interns are also a valuable resource in support with counseling workshops, orientations, and classes. Students benefit when there is more support in the room. We often do not have the human resources, nor funding, for having multiple counselors to work with groups of students, so strong interns can bring great enhancement to the student services experience.

3. *How did this sabbatical leave benefit my department?*

I have worked hard to make sure that these are resources that can be used by anyone in my department through both internal and external facing websites. It takes much extra time to update resources to be used broadly, but it is of vital benefit to our interns and our students that the intern training experience be more standardized and streamlined. Also, having easier access to developed materials may encourage other counselors to mentor interns and garner a stronger team of interns and possible future counseling faculty.

4. *How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?*

SRJC Strategic Plan 2014-19 (excerpts):

Our Mission

- *We promote the personal and professional growth and cultivate joy at work and in lifelong learning.*
- *We regularly assess, self-reflect, adapt, and continuously improve.*

Goals and Objectives

A. Support Student Success

- *Increase the number of students who complete their educational plans and goals.*

B. Foster Learning and Academic Excellence

- *Support and promote teaching excellence across all disciplines*

F. Cultivate a Healthy Organization

- *Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees.*

As mentioned in my proposal, this sabbatical project supports the elements of the SRJC Strategic Plan cited above. With regard to the Strategic Plan Mission, the further development of our counseling intern program promotes the professional growth and enthusiasm of future counseling faculty. The enhancement, expansion, and formalization of our counseling intern program actively demonstrates our ability to “assess, self-reflect, adapt, and continuously improve”. This not only applies to us as a department, but also applies to the ever growing quality of our interns.

With regard to Strategic Plan Goals and Objectives, improvement of our counseling intern program will have short-term and long-term benefit to the number of students completing their educational plans and goals. This is because we will have better trained interns, as well as

counselor mentors that spend less time figuring out the logistics of training interns. Providing more support and structure for this program supports and promotes both counseling and teaching excellence as the active recruitment of interns attracts a deeper pool of applicants. Furthermore, this program promotes consistency in the content of the intern training as well as the quality of their experience. Finally, by cultivating our own crop of strong counselors, this sabbatical project directly supports the objective to “recruit and hire outstanding faculty”.

F. Abstract for Board Report Summary

SRJC Counselor Vincent Hamilton completed a sabbatical project that focused on the enhancement, modernization, and formalization of the SRJC Counseling Department Internship Program. This project focused on expansion of the current program outline with the creation of a mission statement as well as a clear connection to counseling/teaching resources, mentorship strategies, and professional collaboration within and beyond SRJC. Modernization of the internship program was achieved as with the establishment both internal and external electronic resources that officially publicize the program outside the college while providing structure and resources for counseling mentors and interns within the college. These accomplishments provide a strong framework for a counseling internship program that promotes excellence in our interns, our department, and our future faculty.

G. Appendices

1. Counseling Department Internship Overview
2. SRJC Counseling Internship Agreement
3. SRJC Counseling Graduate Internship Program Website:
<https://counseling.santarosa.edu/srjc-counseling-graduate-internship-program>
4. SRJC Intern Application 2022
5. SRJC Intern Flyer
6. Education Plan Practice Scenarios
7. Prospective Intern Interview Questions
8. Intern Evaluation
9. Practice Interview Questions

Sabbatical Report

A. Applicant

Name: Dolph Rehkop

Department: ASL/World Languages

Type of Leave: Update/Revise Class

Leave Dates: Spring 2021

B. Purpose of Leave

I will revise and update at least one American Sign Language (ASL) course, either ASL 1 and/or ASL 2, focusing on the use of online technology to enhance student learning.

During my sabbatical leave, I will research best practices for using online technology in ASL classes in relation to information delivery, assignments, practice exercises, exams, and projects. I will then incorporate this information in my update of ASL 1 and/or 2.

C. Objectives

Objective 1: Completed SRJC's Canvas Certification. I completed SRJC's Online Special Expertise certification for distance education.

Objective 2: Conducted online research, literature review and collaborate with at least two college campuses currently using online technology in ASL classes. I consulted with ASL instructors at American River College and Ohlone Community College regarding our use of online technology in ASL classes.

Objective 3: Used information gleaned from my research and new Canvas expertise to revise at least one ASL class to include online technology to supplement student learning from a new shell in Canvas which is called ASL RESOURCES.

D. Narrative

Language mastery requires varied, consistent exposure and practice to increase comprehension and fluency. Other languages such as Spanish, French, and Italian taught on campus have lab components that allow students to access and practice both language fundamentals and learn within a cultural context. To this date, the ASL department does not offer the same opportunities for enrolled students.

Locally, ASL is used by a limited population and students must travel to the Sacramento area and/or the more Southern Bay Area locations to experience ASL beyond the classroom. The

addition of an online component that complements ASL instruction is key in allowing students to practice their newly acquired skills.

Objective 1:

I completed SRJC's Online Special Expertise certificate for distance education, using Canvas as the learning management system. This is also listed in G. Appendices.

Objective 2:

I conducted research of technology currently used to deliver information, lessons, ASL skill building assignments, resources, exam/quiz administration and in general enhance student learning of ASL, Deaf History and Deaf Culture. I already focused on identified best practices for the use of technology to enhance student success in ASL classes.

As part of my research, I collaborated with ASL faculty from at least 2 college campuses that currently used online technology to support instruction and learning in ASL classes. The persons that I contacted and learned from were Jill Birchall, a professor for American Sign Language at the American River College and Geraldo DiPietro, adjunct faculty at the Ohlone Community College.

During the first month of my sabbatical, I contacted both Birchall and DiPietro to discuss further ideas for possible video resource development. Due to COVID-related limitations, my meetings with both were conducted via video conferencing, where I met with them three times. Birchall was instrumental in advising me about using features of iMovie to create and edit videos of signing, specifically single signs (words) to support vocabulary instruction.

After I created the first 25 videos on my own, DiPietro reviewed my work and while his feedback on the video production was positive, he recommended that I consider including BIPOC signers in future collections.

Their valuable feedback has given me both the technical knowledge of how to manage video production for instructional purposes, and the desire to pursue the inclusion of BIPOC signers in any future work that I do.

Thanks to their technical assistance and advice, I was able to use iMovie on my laptop in creating many short videos of signed words/vocabulary, sentence structure, and several short stories about famous Deaf persons. All in all, I was able to create 142 videos for my students to use as instructional resources.

Objective 3:

I used the information gleaned from my research and collaboration with other ASL instructors to update my ASL 1 course. In the past, students using the textbook, *Signing Naturally*, had a lot of issues with the workbook pictures being "frozen" as flat images. Inclusion of videos enabled my students to see signs as expressed in all three dimensions and sequentially.

Please view this collection of new resources in the ASL RESOURCES module via the link shared in G. Appendices.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college? The expected outcome is the impact on your teaching of the courses.

The videos I created are semantically and syntactically accurate and go a long way in providing my students with authentic models of ASL signing. This enables them to have more access to ASL examples where they can review information from my lectures at their own pacing, as opposed to the limited time frame associated with traditional in-person instruction. This is a benefit of having continuous access to instructional material in online learning environments. Indeed, I see this has been true for my students, and I plan to continue providing this level of access whether my course remains online or moves back to the in-person modality; their access to me as their ASL model is now provided not just during lecture time but also during other times, so students can have more access to my modeling of these signs.

2. How did this sabbatical leave benefit students in my discipline? The expected outcome is the impact you might make on the students within your discipline.

As stated above, students can review my modeling of ASL, through 24/7 access to this content on Canvas. This enables them to pay more attention to the many nuances involved in signing, especially accurate formation of the five parameters of ASL within the signing space around the head and chest: Handshape, location, movement, palm orientation, and non-manual markers (facial expressions and body shifts). This level of attention can involve repeated viewings and allows students to practice their signing along with the videos in the comfort and privacy of their homes or study spaces as they would see fit, which in turn increases their confidence.

Another benefit of this 24/7 access is that students can also access this resource when they are finished with ASL 1. My ASL 2 class has access to this module so they can review signs as needed.

3. How did this sabbatical leave benefit my department? The expected outcome is the impact you might make on the students and colleagues within your department/cluster.

It is my hope that this ASL RESOURCES module will serve as the nucleus of further resources being developed and shared by other ASL instructors. Instructors may have access to the module and share it with their students.

Instructors may also consult with me regarding my research and development process on an ongoing basis.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

My sabbatical leave project addressed SRJC's Strategic Plan in that it fosters learning and academic excellence by increasing the effectiveness of ASL instruction and enhances learning opportunities for students in ASL classes.

F. Abstract for Board Report Summary

Dolph Rehkop developed an online course shell called ASL RESOURCES where he provides 142 videos in which he models the vocabulary and grammar of American Sign Language (ASL); where ASL is a language that involves the use of the body in expressing ideas through use of sequentially ordered three-dimensional physical parameters known as handshape, location, movement, palm orientation and non-manual markers (facial expressions and body shifts). This resource collection is meant to support lecture-based instruction so that students can review instructional material outside of the classroom.

G. Appendices

- a. Online Special Expertise certificate
- b. ASL RESOURCES module at <https://canvas.santarosa.edu/courses/55586>

Sabbatical Leave Report

A. Applicant

Name: Solen Sanli Vasquez

Department: Behavioral Sciences

Type of Leave: Revised Curriculum and Research Project

Leave Dates: Fall 2020 and Spring 2021

B. Purpose of Leave

The purposes of this leave were to update my online course materials, as well as to explore a new research project. To accomplish the first goal, I have delved into distance learning pedagogy and technology, reviewing my online course materials, updating them, and converting some of my PowerPoint lectures into short videos, to be uploaded into my online classes. To accomplish the second goal, I have conducted literature review and remote interviews via Zoom to explore a new research project on the ethnic minority group Circassians.

C. Objectives

1. I have reviewed and updated online course materials, learned to utilize technologies like Screencast-O-Matic, Zoom, Flipgrid, AdobeSpark, and Padlet that enhance student learning and communication with students in online classes. Due to COVID-19 campus closures I have not had a chance to work directly with the Distance Education team but I have used other online resources to create short lecture videos to be incorporated into my online courses. I have revised my fully online courses –Soc 10 and Soc 30, so they reflect the most recent discussions and research in the field, as well as cutting-edge distance education pedagogy and technology. I have shared my newly honed skills and knowledge with SRJC colleagues during Fall 2021 PDA day (Appendix A).
2. I have conducted literature review on a new research project on Circassians in Turkey, with a focus on migration history, gender relations, courtship practices, and family structure. I have interviewed distant family members about Circassian culture and migration history. I have created a digital history website summarizing the findings of my research, to be shared with colleagues, students, and the greater public (links in Appendix B).

D. Narrative

Objective 1: I have taken a twofold approach to updating my online course materials. The first had to do with curriculum. I have utilized the sabbatical time to review options for new textbooks for Soc 10 and Soc 30, and to learn about new approaches to the Sociology of Family and Close Relationships (Soc 10), as well as Race and Ethnic Relations (Soc 30). I have delved deep into the most recent literature, adopted new textbooks and reading assignments in both courses, and updated the curriculum with the most recent data and research. This part of my sabbatical activities included reading extensively and deeply in both subspecialties of sociology: race and ethnic studies, and sociology of the family.

The second update to my online course has to do with online delivery, pedagogy, and technology. I delved into the writings and teachings of distance education scholar Michelle Pacansky-Brock, and humanizing scholar Fabiola Torres. In October 2020, I attended CanInnovate, the free online conference designed for California Community College Canvas users. I also completed two @ONE (Online Network of Educators) courses: “Humanizing Online Teaching & Learning” and “Equity & Culturally Responsive Online Teaching” in February and March of 2021. The @ONE courses are run by the CCC California Virtual Campus-Online Education Initiative (CVC-OEI). They are four-week courses, which require about 10 hours of work per week. I revised my online sections of Soc 10 and Soc 30 to reflect the pedagogical approaches and technologies I have learned in these courses.

The “**Humanizing Online Teaching & Learning**” course allowed me to take a close look at my asynchronous teaching practices and ask myself how I can increase both instructor presence and students’ social presence in these courses. Research shows that students perform better in our online courses if they feel connected to the instructor, to each other and to the subject-matter. We need to convey our care and support to our students to help them succeed, and one way to do that is by “humanizing” our courses. I have incorporated the following practices into my courses as a result of this @ONE course:

1. To make myself more present in these courses, I make **welcome videos** to tell the students about myself and walk them through the course syllabus. I record these videos on **Screen-cast-o-matic** and post them onto **YouTube**. I now use both of these technologies regularly and effectively.
2. I also record **lecture videos** and as well as **short videos** to make sociological concepts come to life. I have learned to use **AdobeSpark** as a way to create short videos with interesting graphics, voice narrations, and music, which capture the students’ attention (please see Appendix B for links to these videos).
3. In addition to formal discussion forums, I have also incorporated **Padlet** into my online courses, to enhance student-to-student interactions. Padlet allows the students to answer a discussion prompt in a low-stakes environment (i.e. not graded) and utilizes a user-friendly and visually stimulating platform, which integrates well with Canvas.
4. To improve student-to-student interaction, I have adopted **Flipgrid** (an external Canvas tool) where students can record videos introducing themselves to each other.

5. To “humanize” myself, I utilize pictures of myself and my family, personal stories, and “digital storytelling” (teaching a concept through a story, using digital technologies).
6. I offer students office hours on Zoom, for which they earn extra credit. This gives them the incentive to meet with me one-on-one. This time with them allows me to get to know them a little better and understand their concerns, challenges, and strengths. They get to know me as a person, a scholar, and a teacher a little better in the process too.
7. In my asynchronous online courses, I offer optional zoom class meetings where students can get together with me and their classmates, and discuss course materials, upcoming assignments and where they are in their educational journey. Their initial feedback is that these meetings help them feel connected and supported.

For a list of links to online resources I have created, please see Appendix B.

The “**Equity & Culturally Responsive Online Teaching**” taught me that by humanizing our courses, we are improving student success, and especially the success of our first-generation students, low-income students, and students of color. The online achievement gap is even higher for these student populations, thus, humanizing online courses is also an equity principle. In this @ONE course, we were asked to create an equity-minded syllabus that welcomes students into the course, follows Culturally Responsive Teaching and Learning principles (CRTL), utilizes Universal Design, and promotes the growth mindset. I have updated both of my online syllabi to reflect these principles.

I have also rethought my courses with the question in mind: when my students come to these courses, how does the course material make them feel? How do they see themselves reflected in the course materials (if at all)? I have empowerment of my students in mind in my syllabus and all my online and in-person communications.

1. This course led me to a deeper consideration of my reading and writing assignments. I make sure students feel represented and heard, and the writing assignments do not further their oppression as members of historically oppressed communities. I have also adopted new reading materials and assignments to reflect the diversity in our virtual classroom.
2. I have replaced punitive language (e.g. “you are required to”) with supportive language (e.g. “this is an opportunity for you to”) in my syllabus and course assignment instructions. The goal is to make the students feel welcome and instill a sense of belonging in college and in my course.
3. I have adopted a more flexible late-work policy through “recommended due dates” and “extended due dates.”
4. I have included my teaching philosophy front and center in my syllabus, so the students understand why I teach what I teach and the way I teach it. I am also more transparent about the teaching and learning objectives in my course. The goal is to give the students agency and control over their learning process.

For examples of the new language, teaching philosophy, late-work policy, reading assignments, and applied humanizing principles, please see my Soc 30 syllabus in Appendix C.

Objective 2: Circassians are one of the largest ethnic minority groups in Turkey. My second objective was to study this group from a sociological perspective: their place in the racial/ ethnic formation of the Turkish nation-state; their forced migration history or what has been passed down across generations since the mid-late 19th century when Circassians arrived in the Ottoman Empire from Russia; their views of other ethnic minorities, such as Kurds or Syrians (a much more recent ethnic minority group in Turkey); and cultural traditions around gender relations, courtship practices, and family structure.

During my sabbatical, I have interviewed Circassian individuals, families, and scholars over Zoom, conducted literature review, and learned more about the construction of the Circassian identity in diaspora in Turkey. I am originally from Turkey, and Circassian on my mother's side. This familial connection gave me access to community members and my proficiency in Turkish allowed me to conduct the research in Turkish. At the end of my research, I have created a digital history project in the form of a website where I share my findings with students, colleagues, and the greater public. Please see Appendix B for the website URL.

My digital history project contextualizes Circassians' exile from the Caucasus with audio-visual materials such as family photos, digital storytelling videos, interactive maps created with GoogleEarth, and hyperlinks to the academic sources my work draws upon. The digital history method offers an open-source digital venue and pedagogical approach to compile and share our ongoing research. I have already had ample chances to use my digital history website in my classes, and share it with my colleagues at SRJC and beyond.

1. I am already using this website in my teaching. In Soc 30, the students peruse the homepage as an introduction to the topic of immigration. Many parts of the website are integrated into specific assignments (term paper, discussion forums etc.). The Soc 30 term paper currently asks students to interview their family members about their family's migration history (or indigenous roots) and gives them the option to create a site similar to mine. I provide them with a detailed interview template and technical pointers on how to record the interview as an oral history project, and create an accessible, free website.
2. As a result, my students are creating their own "Home Within" projects as an optional exercise. Already, in Summer 2021, two of my students took on the challenge of creating their own "Home Within" projects (websites) about their family's migration histories (see Appendix B for the links).
3. I have presented my research findings at Stanford University's EPIC Symposium in May 2021 (Appendix D).
4. I have presented parts of my research during Fall 2021 PDA Day (Appendix A).
5. I have been interviewed on the Ottoman History Podcast (a podcast that reaches 10,000 subscribers) about my research, which I have shared with my SRJC department colleagues (please see Appendix B for the link).
6. I am working on a publication for the peer-reviewed journal Journal of the Ottoman and Turkish Studies Association (JOTSA), which is due December 2021.
7. I will be presenting my research findings during Women's History Month in March 2022 at SRJC (proposal submitted to the WHM committee).

8. I am co-presenting the “Decolonizing Science and Honoring Indigenous Ways of Knowing” Community of Practice at SRJC in Spring 2022, which will draw on some of my research findings and methodologies.

My digital history website covers the following topics and employs the following pedagogical tools:

1. Using published academic sources on the subject, I talk about Circassian exile and its greater historical significance. The site gives visitors information about other examples of forced migration and displacement, from Native Americans to Africans who have been shipped across the Atlantic, from Armenians and Palestinians to internally displaced Kurds in Turkey, from Latin Americans to Syrians, who are escaping violence and instability in their home countries.
2. I share my family’s story, which humanizes a historically obscure topic and brings the topic of forced migration to life. I explore themes of memory, home, citizenship, belonging, and minority rights.
3. I present a broad summary of the status of ethnic minorities in Turkey.
4. I complicate and contextualize the concepts of “migration” and “immigration.”
5. I present the Circassian culture and embark upon a feminist, anti-racist, and anti-Orientalist evaluation of women’s place in Circassian culture, and explore the social construction of Whiteness.
6. I utilize Google Earth to contextualize history and geography, and employ digital storytelling as a teaching tool. For example, utilizing my newly gained technical skills, I have recorded my family’s exile story as a Google Earth project, which I have turned into a short video, using Screencast-o-matic. This 3-minute video tells the story of my family’s exile with a personal touch while helping students situate the history and geography into its proper context (please see Appendix B for the link).

Digital history is an effective teaching tool because:

1. It allows college instructors to integrate their research into their teaching. Perusing a website like this is more visually and viscerally engaging than reading an academic paper or textbook for our students.
2. It is interactive, self-directed and self-paced. It appeals to different learning styles.
3. It is collaborative. I have designed my page as a blueprint that others can use as a model for their own sites. Google Sites, the platform I chose, is free, user-friendly, and works well with other Google products such as Google Forms and Google Earth. Students can create their own projects easily (which they have done).
4. It is accessible. Digital history projects omit academic jargon and avoid “digital redlining” (no paywall to access the resource). It is an open-source teaching and learning material that reaches beyond our students. ADA accessibility is built in.
5. It humanizes the subject matter and allows students to make personal connections. Digital storytelling builds empathy and when our emotions are engaged, we retain information better. Thus, digital history can be an instrument to bring about greater equity and a way to connect specifically with our more disadvantaged students who may feel alienated from academic scholarship and unfamiliar with academic culture.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

This sabbatical leave allowed me to stay current on distance learning pedagogy and technologies. It has also allowed me to pursue a new research project and maintain an active research agenda. It has given me time to learn about digital history as a teaching and research tool, and develop a digital history project myself. I have been sharing my digital history project and other larger scale ones like Stanford University's "Chinese Railroad Workers in North America Project" with my students, colleagues, and the greater community.

This sabbatical leave allowed me to go deeper into themes like equity and humanizing online teaching; and centering antiracism and decolonizing in our teaching, scholarship and thinking. I look forward to conversations on these topics with my colleagues and the greater college community.

2. How did this sabbatical leave benefit students in my discipline?

I typically teach three sections of asynchronous online courses every semester. Keeping up with new developments in distance education pedagogy and technology is essential in improving the delivery of these courses to SRJC's diverse student body. The skills I have learned during my sabbatical have made me a more effective online instructor. Due to the changes I have made to my online courses, students see me as a human being who cares for them, supports them, and roots for them. Also, overall, learning from an instructor with an active research agenda always benefits students because we instructors tend to share our research agenda with our students whenever relevant. I am already sharing my digital history project with my students and encouraging them to embark on similar projects. I am also much more up to date in the immigration literature, as well as literature in sociological sub-specialties of "race and ethnic studies" and "sociology of the family."

3. How did this sabbatical leave benefit my department?

Our department aims "to teach mastery of the theories and data common to our fields." The sabbatical leave has given me an opportunity to keep myself updated on my field's theories and data, as well as innovative online teaching tools. I have also become more well-versed in antiracism and decolonizing our curricula. As our department is having deep discussions on SRJC's commitment to antiracism and creation of a more-equity minded college, I feel confident I have much to contribute to the discussion. My department colleagues are also actively involved in the creation of the Ethnic Studies curriculum and department, so this expertise could not be more timely. I am excited to co-present a Community of Practice (CoP) with my department colleagues Jurgen Kremer, Brenda Flyswithhawks, Kent Wisniewski, and Catherine Williams in Spring 2022, which will draw on my sabbatical activities. Students taking courses in our department are gaining access to cutting edge curriculum and pedagogy, and being empowered by my equity-minded teaching methods.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

One of the goals and objectives stated in SRJC's Strategic Plan, Area A, is: "Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies." I have explored new technologies to teach my online courses to diminish barriers to student success by allowing students new ways to be engaged with our online course, through technologies like Padlet and Flipgrid. My equity-minded syllabus, technologies, and course materials are designed to eliminate barriers to student success by helping students feel like they belong, they are welcome, and they are cared for and supported.

SRJC's Strategic Plan, Area B, states one of our institution's goals as: "Support and promote teaching excellence across all disciplines." Both the revised curriculum and the research project will promote teaching excellence, as they allowed me to enhance my pedagogy and my teaching materials.

SRJC values diversity, especially the cultivation of "multi-ethnic global perspectives and cultural competencies." My new research project on Circassian migration patterns and family structure has allowed me to bring a multi-ethnic global perspective into the classroom and hone my cultural competencies in serving a diverse student body with unique immigration stories and histories. My work on humanizing and equity in online courses has had a direct goal of supporting our culturally diverse student body by centering their experiences.

F. Abstract for Board Report Summary

Solen Sanli Vasquez has enhanced her online courses using equity and humanizing principles. She has incorporated innovative technological tools into her courses to improve students' sense of belonging; connection to each other, the instructor, and the subject matter; and to support student success. She has also created an open-source digital history resource to teach Circassian exile from the Caucasus from a personal as well as academic perspective. Utilizing cutting-edge technological tools like GoogleEarth and methods like digital storytelling, this educational resource places this specific case study of forced migration into its socio-historical context and connects it to other cases of forced migration globally, exploring themes of race, immigration, belonging, home, memory, and minority rights.

G. Appendices

Appendix A. Fall 2021 PDA day presentation

Appendix B. Relevant links

Appendix C. Soc 30- Race and Ethnic Relations syllabus

Appendix D. Stanford University EPIC Symposium program

Sabbatical Leave Report

A. Applicant

Name: Erin Sullivan

Department: Behavioral Sciences

Type of Leave: Project

Leave Dates: Fall 2020 – Spring 2021

B. Purpose of Leave

The purpose of this leave was to produce new and updated materials for Psych 3: Human Sexuality curriculum. Further, I developed a fully online Psych 7: Theories of Personality course in Canvas. I have been teaching Psych 1A: General Psychology fully online for several years and look forward to expanded fully online offerings for students. This project was proposed and approved prior to the Covid-19 pandemic, so while a bit redundant (yet appropriate) for the current remote nature of teaching, it happens to have occurred by happenstance and departmental need.

C. Leave Objectives

1. Completed and updated course reading materials for Psych 3: Human Sexuality.
2. Completed the development of a fully online Psych 7: Theories of Personality course.

D. Narrative

This sabbatical leave occurred at an auspicious time; we were in the midst of a global pandemic and a growing social equity movement; experienced a very contentious Presidential election and insurrection; and I was raising an infant as a single mom by choice without any local family support or other support due to the pandemic. I was thankful to have this time to spend with my daughter and have the opportunity to be reinvigorated in my career (although this was an impossible task under these conditions). This project occurred during an abrupt transition to remote teaching and learning at the college, so I was thankful to have the opportunity to spend time developing online course materials, rather than the hard pivot to virtual learning experienced by my colleagues. Another bright spot of this experience was that many training and conference opportunities moved to virtual formats so I was more easily able to attend them.

In preparation of course development in light of the Covid-19 pandemic and equity-mindedness, I attended the 43rd Annual National Institute on the Teaching of Psychology Conference (Jan. 4, 2021), the Psychology One Conference (June 25, 2021), and the Stanford Graduate School of

Education Race, Inequality, and Language in Education (RILE) Conference (Oct. 19-23, 2020). These all emphasized strategies to enhance inclusivity in the virtual environment, as well as teaching throughout the pandemic.

Objective 1. I curated free, open source materials as well as content available through the SRJC libraries website, such as scientific research articles. Reading materials can be found in Appendix, attached. Overall, I have collected 70 resources, across 16 course topics, that are free to students. These are balanced between academic, news, resource, and popular science sources. The curation of these resources was the result of hours of searching on the internet as well as communication with colleagues throughout the country, who are members of Facebook *Teaching of Psychology* groups.

Objective 2. Sabbatical leave has allowed me to create a fully online course, Psych 7: Theories of Personality. This course is popular as an elective, for Psychology majors, and is a required prerequisite for students applying to Counseling Master's Degree programs and Sonoma State University. I have previously taught this course in fully face-to-face and hybrid formats and am currently teaching it asynchronously online using the course developed during my sabbatical leave. Course materials have been posted in a Canvas sandbox course for Psych 7: Theories of Personality.

The late-start course is comprised of 15 content modules, each generally containing a module overview, links to textbook materials, a pre-quiz, lecture materials, discussion boards, and summary quizzes. There are weekly or bi-weekly anonymous surveys allowing students to submit questions and provide feedback. Students also have access to a general Questions and Answers discussion board in which they can post any course questions that they may have.

The textbook used for this course is Funder's, *The Personality Puzzle* (8th Edition), published by Norton. Links to e-book reading materials are provided within each module (although they are not required, as students may purchase a hard-copy of the text or use a copy on course reserve). This is followed by adaptive quizzing provided by the textbook publisher (InQuizitive). This innovative quizzing technology personalizes individual students' learning so they receive more questions on topics they're struggling with. Each question includes detailed feedback, and the wagering points feature helps students assess their meta-cognition. Performance analytics and links to the e-book allow them to study efficiently. This software provides detailed performance analytics that help me to identify where students are struggling so that I can intervene at crucial points during the learning process.

During this sabbatical leave, I adapted PowerPoint decks that were previously developed for the face-to-face classroom so that they would be appropriate for the online asynchronous environment. I also recorded approximately 50 video presentations of lectures. Videos were recorded using the premium, purchased version of Screencast-O-Matic. This program allowed for video to be recorded in combination with presentation slides (such as PowerPoint). It also provided the ability to edit videos and closed-caption (with ability to edit) of video. I curated videos from other sources throughout the internet and if they were not captioned, they were submitted to 3CMedia for captioning.

Discussion boards are an integral feature of this course. Several styles of discussion board were integrated into this course. Several are traditional “post and respond”-type discussion boards so that students may demonstrate the application of course materials. Others include a video to which students respond. Still more include student assessments of their own personality with regard to course content.

There are several types of “quizzes” that were incorporated into this course. Due to the nature of this course, students explore several personality questionnaires throughout the term. Students submit their results and analyses through Canvas quizzes. There are also traditional summary quizzes incorporated at the end of most modules. These cover big-picture questions that students have been covered within the module. Another form of quizzing included in this course is anonymous ungraded surveys (“Wrap-Up Surveys”). These provide a reminder of what materials were covered in the module and allow students to submit questions, concerns, feedback on materials that they enjoyed, feedback for the instructor, and anything else that they would like to anonymously submit.

Overall, the course created during this sabbatical is a comprehensive, interactive, asynchronous online course designed to maximize student engagement and learning.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college? Updating course materials has supported me in maintaining currency in my field. I have also been able to adapt my Human Sexuality course to better fit within my conceptualization and development of the course, rather than having to adapt to a textbook publisher’s content. The use of a course reader also allows me to be more nimble as changes develop in the field, rather than waiting for updates to course textbooks. Developing a fully online asynchronous Psych7: Theories of Personality course adds to my repertoire of courses to teach, leading to flexibility in scheduling options. Creating course content in advance of the course being taught allows for me to focus on student contributions and evaluation, resulting in a better teaching and educational experience.

2. How will the objectives of this sabbatical leave benefit students in my discipline? Textbooks are expensive. Often, the cost of textbooks deters students from taking courses or creates a hierarchy of students who can and cannot purchase the textbook. This then becomes an equity issue resulting in differential access to course materials and subsequent course success. I am optimistic that providing open source course reading materials for Psych 3: Human Sexuality will open up the opportunity for more students to engage with a course that is relevant to them within and beyond the classroom. Creating a Psych 7: Theories of Personality course developed to be asynchronous and online from the start, rather than an adaptation of a face-to-face course, has allowed me to provide a more engaging, dynamic experience in my online classroom. Additionally, it will provide opportunities for students to take this course online from a contract faculty member. Further, many of the post-baccalaureate students who take this course are non-traditional and have full-time employment, so a fully online course will be particularly beneficial for them. This increases access for students.

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

My project benefitted my department because it contributed to the overarching goal of Behavioral Sciences, which is to study and understand human behavior. It also has the potential to increase enrollments in both Psych 3 and Psych 7 courses, due to no-cost course materials and an asynchronous online course, respectively.

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

This project supported SRJC values of Learning that includes innovative instruction as well as a learning- and learner-centered environment. Participating in teaching conferences during the development of this course enhanced the use of innovative equity-minded and learner-centered education. These teaching strategies were incorporated into the development of the Psych 7: Theories of Personality course. Providing access to free course materials also supports a learner-centered environment so that students can focus on learning, rather than coming up with money to gain access to materials.

This project addressed the Behavioral Sciences Department mission to encourage intellectual, professional, and creative development and foster a complex understanding of the nature of being human. It also fostered student development in critical thinking, reading, and quantitative and qualitative analysis. Further it allowed me to develop ongoing awareness and currency in my academic field, while allowing me to develop innovative curriculum and pedagogy. These departmental missions were hallmarks of the online course development of Psych 7: Theories of Personality.

F. Abstract for Board Proposal Summary

Erin Sullivan revised and updated online course materials for her Psych 3: Human Sexuality course and created a fully online Psych 7: Theories of Personality course. This will benefit SRJC students by providing updated and free, open-access resources for Psych 3, encouraging enrollments and promoting equity. Creating a fully online Psych 7 course provides students with additional access to online course options.

G. Appendices

1. Psych 3: Human Sexuality Reading List (PDF attached)
2. Psych 7: Theories of Personality Course (posted in Canvas sandbox course shell)

Appendix 1

1. What is Human Sexuality

- a. https://santarosa.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e900xww&AN=257675&site=ehost-live&scope=site&ebv=EB&ppid=pp_78
- b. https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/t2cb6j/alma992784683305271
- c. <https://nobaproject.com/modules/the-psychology-of-human-sexuality>

2. History/Culture

- a. https://santarosa.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e900xww&AN=257675&site=ehost-live&scope=site&ebv=EB&ppid=pp_78
- b. The Invention of Sexuality PDF
- c. Intro to Sexuality PDF

3. Studying Human Sexuality

- a. <https://nobaproject.com/modules/human-sexual-anatomy-and-physiology>
- b. <https://nobaproject.com/modules/the-psychology-of-human-sexuality>
- c. <https://sexinfoonline.com/glossary-of-sexual-orientation-gender-terminology/>

4. Love and Relationships

- a. https://www.npr.org/sections/thetwo-way/2014/09/29/352482932/california-enacts-yes-means-yes-law-defining-sexual-consent?utm_source=facebook.com&utm_medium=social&utm_campaign=morningediton&utm_term=nprnews&utm_content=20140929
- b. <http://noba.to/s54tmp7k>
- c. <http://noba.to/3629qu8v>
- d. <https://www.psychologytoday.com/us/blog/the-polyamorists-next-door/201407/seven-forms-non-monogamy>
- e. <https://www.theatlantic.com/health/archive/2014/06/happily-ever-after/372573/>
- f. <https://news.psu.edu/story/491253/2017/11/06/research/love-actually-americans-agree-what-makes-people-feel-love>
- g. <https://www.ge.com/reports/dont-you-want-me-baby-this-brain-imaging-contest-can-show-you-the-love/>

5. Sexual Attraction

- a. <https://www.plannedparenthood.org/learn/relationships/sexual-consent>
- b. <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/>
- c. <http://noba.to/pwnj6da4>

6. Sexual Expression/Behavior

- a. <https://openstax.org/books/psychology-2e/pages/10-3-sexual-behavior>
- b. <https://nobaproject.com/modules/the-psychology-of-human-sexuality>
- c. <https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity>
- d. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0181198>

- e. <https://nationalsexstudy.indiana.edu/keyfindings/index.html>
- f. <https://ncsby.org/content/normative-sexual-behavior>
- g. SexualBehaviorSurvey.pdf
- h. SexualAttractionIdentityBehavior.pdf
- i. <http://www.womenshealthmag.com/sex-and-love/sex-ed-anatomy-of-an-orgasm>

7. “Female” Bodies

- a. <https://nobaproject.com/modules/human-sexual-anatomy-and-physiology>
- b. <https://my.clevelandclinic.org/health/articles/9118-female-reproductive-system>
- c. <https://my.clevelandclinic.org/health/articles/9118-female-reproductive-system>
- d. <https://www.medicalnewstoday.com/articles/322235#1.-More-than-just-a-little-hill>

8. “Male” Bodies

- a. <https://nobaproject.com/modules/human-sexual-anatomy-and-physiology>
- b. <https://my.clevelandclinic.org/health/articles/9117-male-reproductive-system>

9. Development of Biological Sex

- a. <https://nobaproject.com/modules/human-sexual-anatomy-and-physiology>
- b. <https://sexinfoonline.com/sex-determination-and-differentiation/>
- c. <https://www.ncbi.nlm.nih.gov/books/NBK279001/>
- d. <https://sexinfoonline.com/defining-intersex/>
- e. <https://sexinfoonline.com/raising-an-intersex-child/>
- f. <https://sexinfoonline.com/causes-of-intersexuality/>
- g. <https://www.npr.org/2015/02/06/384104070/paiges-story>

10. Sex and Gender

- a. <https://sexinfoonline.com/gender-identity/>
- b. <https://sexinfoonline.com/cissexism-and-cisnormativity/>
- c. https://www.theguardian.com/artanddesign/2021/feb/13/whats-in-a-surname-the-female-artists-lost-to-history-because-they-got-married?CMP=fb_gu&utm_medium=Social&utm_source=Facebook&fbclid=IwAR1LGACJFKTXI_lvXua9IWF6ePmxr2GbHsOvdA-OxVYr9aVeaAbXs_Ykk2c#Echobox=1613383948
- d. <https://sexinfoonline.com/raising-your-children-gender-neutrally/>
- e. <https://openstax.org/books/psychology-2e/pages/10-3-sexual-behavior>

11. Sexual Orientation

- a. <https://sexinfoonline.com/overview-of-sexual-orientations/>
- b. <https://www.pbs.org/wgbh/pages/frontline/shows/assault/genetics/>
- c. <https://www.plannedparenthood.org/learn/sexual-orientation/sexual-orientation>
- d. Structural connections in the brain in relation to gender identity and sexual orientation PDF
- e. <https://www.psychologytoday.com/us/blog/hormones-and-the-brain/201706/how-the-brain-determines-sexuality>
- f. <https://www.nature.com/articles/s41598-021-84496-z>
- g. <https://sexetc.org/>

12. Varieties of Sexual Expression

- a. <https://link.gale.com/apps/doc/CX3631000566/GVRL?u=library&sid=bookmark-GVRL&xid=b79c9800>
- b. <https://www.merckmanuals.com/professional/psychiatric-disorders/paraphilic-disorders/overview-of-paraphilic-disorders?redirectid=11&redirectid=10>
- c. <https://santarosa.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=140946002&site=ehost-live&scope=site>
- d. <https://kindclinic.org/blog/fetish-kink-101-destigmatizing-the-taboo/>

13. Challenges

- a. <https://my.clevelandclinic.org/health/diseases/9121-sexual-dysfunction>
- b. <https://www.beaumont.org/conditions/male-female-sexual-dysfunction-types>

14. Fertility/Infertility

- a. <https://www.cdc.gov/reproductivehealth/infertility/index.htm>
- b. <https://www.mayoclinic.org/diseases-conditions/infertility/symptoms-causes/syc-20354317>
- c. <https://www.mayoclinic.org/diseases-conditions/male-infertility/symptoms-causes/syc-20374773>

15. Contraception/Abortion

- a. <https://bedsider.org/methods>
- b. <https://www.plannedparenthood.org/learn/birth-control>
- c. <https://shs.santarosa.edu/sexual-health>

16. Sexually Transmitted Infections

- a. <https://www.bedsider.org/sexual-health-and-wellness/sexually-transmitted-infections-stds-stis>
- b. <https://www.plannedparenthood.org/learn/stds-hiv-safer-sex>
- c. <http://www.cdc.gov/std/default.htm>

Sabbatical Leave Report

A. Applicant

Name: Jerry Thao

Department: Counseling

Type of Leave: Independent Study

Leave Dates: Spring 2021

B. Purpose of Leave

I created an online Counseling 6, Introduction to Career Development course where I incorporated the latest online teaching pedagogy and technology. I also attended online teaching trainings and developed course material aimed at fostering greater student engagement in the online learning environment.

C. Objectives

1. Attended at least two online teaching trainings to enhance current teaching skills.
2. Produced engaging course material for an online Counseling 6 course.
3. Created online Counseling 6 course using Canvas course management system

D. Narrative

Objective 1: One of the major purposes of this sabbatical was to increase my online teaching skill. It has been several years since I started teaching online and the field has advanced significantly in terms of technology. To further my online teaching pedagogy and technology skill, I attended the following trainings:

- [Introduction to Teaching with Canvas \(Self-Paced\)](#)
In this self paced course offered by @ONE (Online Network of Educators) I learned how to use various Canvas tools to better support the online learning environment.
- [Humanizing Online Teaching and Learning](#)
In this four-week course offered by @ONE (Online Network of Educators) I learned how to become a culturally responsive teacher that emphasized instructor-student interactions for supporting student success in the online classroom.
- [2-Day Equity Workshop](#)
In this two day workshop offered by SRJC Distance Education, I learned how to align an online course with the [Peralta CCD Equity Rubric](#), which is a research based course (re)design instrument to help online teachers make their online courses more equitable.

In addition, I also enhanced my online teaching skill from the following online resources:

- [Canvas LMS Online Tutorials for Online Teaching](#)
In the tutorials offered by Ashelle Espinosa on her YouTube channel, it reinforced my understanding of the Canvas course management system via visual demonstrations.
- [Can•Innovate 2018 Canva for Canvas: Make Beautiful Banners for Your Canvas Course!](#)
In this free archived online conference workshop sponsored by @ONE (Online Network of Educators) I learned how to create banners for Canvas modules.
- [Can•Innovate 2019 Applying Peralta Equity Rubric to Promote Connection & Belonging](#)
In this free archived online conference workshop sponsored by @ONE (Online Network of Educators) I was introduced to the concepts of the Peralta Equity Rubric and strategies to foster connection and belonging in the classroom.

Objective 2: I participated in online teaching training to enhance my online teaching strategies that provided the technological know-how to produce new and engaging course material for an online Counseling 6 course. In particular, I developed a welcome message, video tutorial, and discussion assignment using FlipGrid, Adobe Sparks, Screencast-O-Matic, Padlet, and Youtube. However, I did not access the Center for Excellence in Training and Learning resources due to campus restrictions in Spring 2021.

- [Welcome Message](#) (Adobe Spark, Screencast-O-Matic, and YouTube)
I utilized the [Storyboard template](#) provided in the Humanizing Online Teaching and Learning to create a video that included all the key elements of a video: content, length, visual track, and audio track. I also incorporated best practices such as paying attention to audio and lighting and showing up as my authentic self. Lastly, this video showcased my ability to record, upload, caption, and share the video.
- [Meet-n-Greet FlipGrid Assignment](#) (FlipGrid)
In this assignment I utilized FlipGrid, a simple to use and free video discussion platform, for an assignment titled “Meet n’ Greet”. This is a great way for students to meet me in an informal, selfie style video, and engage with one another asynchronously. I included a page on Canvas with information on how to get started with FlipGrid.
- [Eureka.com How-To Video Tutorial](#) (Screencast-O-Matic and YouTube w/ Caption)
I created a video tutorial using Screencast-O-Matic on how to access the assessments and other career related tools on Eureka.org. Also to maintain universal design, I uploaded the video to YouTube with closed captioning.
- [Weather Check In Padlet Assignment](#) (Padlet)
I created a discussion post on Padlet, an online notice board tool to engage students.
- [Module Banners](#) (Canva)
I created banners for each module and included a career related quote. All images obtained from the National Park Service - <https://www.nps.gov/nature/photogallery.htm>.

Objective 3: Rounding out my sabbatical leave I created an online Counseling 6 course which includes a completed homepage, online syllabus, modules, and assignments.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college? The impact of my sabbatical has greatly improved my online teaching. It has provided me with new and fresh strategies to create an engaging online class. For example:
 - a. The self-paced Canvas training was a great review on basic Canvas design, communication, and assessment tools. Utilizing an equity lens I learned from my two day workshop, I plan to integrate the [Discussion Overview](#) and [Assignment Submission](#) tutorial videos, in the beginning models as students are acclimating to the course management system.
 - b. In the Humanizing training, I learned that students who relate to their online instructors are more likely to succeed. I plan to incorporate my presence throughout the online classroom to help build community, motivate student engagement, and their overall success in the online course.
 - c. The Humanizing training provided ample opportunities to experiment with technology tools to increase student engagement, such as FlipGrid, Adobe Spark, and Padlet. With supplemental learning on Can•Innovate and Youtube I created assignments for my current online hybrid COUN 6 course.

Overall the training provided, will help me with fostering greater instructor-to-student and student-to-student experiences in current and future online courses I teach.

2. How did this sabbatical leave benefit students in my discipline? Students will now benefit from contextualized content rooted in current online teaching pedagogy and technology. Integrated up-to-date strategies and applications will strengthen student engagement and enhance overall student learning experiences.
3. How did this sabbatical leave benefit my department? As the Counseling department increases their online offerings, my sabbatical training will be an asset as I share online teaching best practices with colleagues.
4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan? My sabbatical addressed Goal B of the SRJC Strategic Plan to foster learning and academic excellence, especially as it pertains to creating responsive instructional practices that increase the learning and success of our diverse students.

F. Abstract for Board Report Summary

Jerry Thao created an online course, Counseling 6: Introduction to Career Development, utilizing current online teaching strategies and up-to-date applications to enhance student learning experiences and effectiveness. Jerry attended online teaching training to develop further knowledge of current online teaching pedagogy and the latest technologies. This sabbatical

project resulted in an online course with contextualized and interactive material created by the instructor.

G. Appendices

- Humanizing Online Teaching and Learning Confirmation Email
- 2-Day Equity Confirmation Email
- Sabbatical Co-Chair Emilio Gomez added to COUN 6 course as “Teacher” role
 - <https://canvas.santarosa.edu/courses/52050>
 - Course open from January 1, 2021 to December 31, 2021

Sabbatical Leave Report

A. Applicant

Name: Abigail Zoger

Department: Biological Sciences

Type of Leave: Research Project

Leave Dates: Fall 2020 and Fall 2021

B. Purpose of Leave

In order to help our student body with their climate anxiety and grief, I investigated the different avenues for creating climate change activism and civic engagement at SRJC. To assist SRJC staff and faculty, I read the research on climate change communication and education and evaluated the methods, topics, and approaches that would be most suitable for SRJC courses and students.

C. Objectives

Objective 1: Currency in Climate Change Scientific Research

There is a great deal of research being done on the underlying mechanisms of climate change in fields as diverse as biology, atmospheric science, geology, oceanography and physical geography. My colleagues and I have the same challenge: how to keep current with this rapidly changing field given our limited time and large course load. I created an annotated bibliography of the most useful scientific research to help with currency in this field, with a special emphasis on fire and climate change. This material will be useful for the courses that include a significant component devoted to climate change such as Biology 10, 14, 16, 25, 27, 2.2, 2.3, Botany 10, and 60. These add up to over 48 sections per year.

Objective 2: Climate Change Communication and Education Research

I have educated myself on evidence-based principles for climate change communication and education. I applied those principles in the new course material for my Biology 2.3, 10 and 16 courses. I have shared this information with my colleagues by creating a Climate Change Communication Canvas Module that has been placed in the Canvas Commons as well as in a Biological Sciences shared Canvas shell. This included a synopsis of these principles as well as a collection of educational materials that demonstrate best practices. In addition, I have arranged to present this information through a department meeting.

Objective 3: SRJC Student Civic Engagement and Activism

I investigated climate change activism and climate organizations. Specifically, I examined different organizations, their methods, successes and student focused resources. I created a list of organizations that support student activism and will be sharing this with student groups through a presentation as well as included it in the canvas shell.

D. Narrative

At this crucial turning point, when the world needs to either address climate change or face the consequences, there could be no other topic for my sabbatical project than climate change. It is a vast and overwhelming field, for myself, my colleagues and our students. I set out to 1) put together resources to help my colleagues to keep current with their climate related curriculum, 2) improve my communication on the topic by educating myself on the psychology of climate change decision making and communication and 3) provide students with resources about climate activism to help them take action.

Objective 1: Currency in Climate Change Scientific Research:

Climate change is a topic that encompasses many disciplines (biology, meteorology, geology, hydrology, oceanography and more). In addition, each of these subtopics are subject to ongoing research efforts. This means it is a full-time job to just keep up to date and current, let alone producing high quality classroom materials. In order to help with these challenges, I combed through the almost overwhelming number of online resources to create an annotated bibliography.

My goal was to strip down the list to one or two resources for each of the following categories: A) Start Here, B) Scientific Data. C) Educational Principles and Framework. D) Solutions. E) Enrichment Resources: Videos, Podcasts, Articles. See Appendix A.

Using these resources, I created educational materials for myself and my colleagues. Those can be found in the Canvas Commons under [Climate Change Education](#) as well as in the Biological Sciences Department Canvas Shell. This module consists of assignments, videos, quizzes, and discussions on the following topics: climate vs. weather, the carbon cycle, paleoclimate, fire ecology, climate solutions, climate communication and climate grief.

During my work, it became clear that the most pressing of the many climate-related topics for Sonoma County was fire and climate. Furthermore, there is a brewing controversy about what to do to prevent the worst of the wildfire impacts. There is a battle over how to handle vegetation management, prescribed fire, cultural fire, home hardening, forest and range management. In order to help the different sides, find common agreement, I worked with Dr. Caitlin Cornwall from the Sonoma Ecology Center to pull together experts with a wide range of expertise. We met in a face-to-face meeting and then a series of Zoom events to hammer out a document that outlined the common goals and values so that we could advocate for fire safety solutions. Appendix B has the draft of this document, as the work is ongoing.

Further resources:

- Appendix A: Climate Education Resources
- Appendix B: Sonoma County Wildlands and Fire (Draft)
- Canvas Module: [Climate Change Education](#)

Objective 2: Climate Change Communication and Education Research

Climate science encompasses a large range of disciplines, from biology through oceanography. Alongside these hard sciences there is a growing and active field of climate psychology and communication. These disciplines have been investigating the questions: Why haven't we been able to convince people of the need for action? Why hasn't there been a demand for governmental and systemic change? I set out to educate myself by reading the research literature on this topic. From that reading, I have summarized the barriers to change as well as the recommended solutions.

The Problems:

Ideological polarization driven by fake news. (Chiluwa, et al., 2019)

In the 1980's climate change was a bipartisan issue, but in the 1990's conservative think tanks began misinformation campaigns consisting of: book publications, exploiting journalistic norm of balanced coverage, recruiting contrarian scientists with very few publications, and warnings against economic risk of mitigation. All supported by a large funding source (> \$900 million from 2003-10).

Inherent irrationality in human cognition that emerge from the conflict between systems 1 and 2 processing. (S. van der Linden, E. Maibachand and A. Leiserowtiz, 2015). Examples of the cognitive functions that cause problems for rational human decision making are: the need to privilege experience over analysis, the fact that as social beings we conform to group norms, humans discounting of uncertain future events when making decisions. Finally, climate change solutions are framed mostly around losses and humans are reluctant to act when losses are paired with uncertainty.

Cultural trauma leading to social inertia (Brulle and Norgaard, 2019).

Normally social change is incremental, but when there is systemic disruption of the cultural basis of social order, people question their individual routines and institutional behavior or ideology. Climate change is such a systemic disruption with disruptive event (hurricanes, fires etc.) and creation of an alternate narrative about the future.

Phenomena that disrupt the cultural basis of social order can lead to a culture-wide experience of trauma. Social inertia at the individual, institutional and societal level come about due to anxiety and therefore avoidance of thinking about or taking action on an issue. Climate change is symbolic of changes to our existing social systems, and therefore actions about climate change met with resistance and attempts to restore/maintain the status quo.

Solutions

Countering Climate Misinformation: there are several strategies, with varying degrees of effectiveness. Refutation is very hard to do and while it might work in the short term, it can often backfire if it threatens a person's worldview. Refutation with graphical information works better than text (Chiluwa, et al., 2019).

There is more research backing up inoculation theory. Exposing people to weak forms of misinformation with warnings about the threat of misinformation along with counter arguments can be effective. More active inoculation such as the Fake News Game has shown promise (J. Roozenbeek, S. van der Linden, 2018).

Best Practices for Challenging Inherent Irrationality in Human Cognition: Traditionally climate change and the corresponding solutions are framed analytically with a temporal/spatially distant risk and an uncertain future loss for society. This plays into the inherent weakness and biases in human cognition (S. van der Linden, E. Maibach and A. Leiserowitz, 2015). Instead, we should:

- Emphasize experiential, local and present risk by translating them into relatable, concrete and personal experiences. There is no shortage of such opportunities in our county.
- Define and leverage social group norms and values. For example, using existing social entities such as churches and highlighting climate actions that are congruent with values of caring for those less fortunate.
- Highlight climate impacts that are already happening locally and existing opportunities for GHG emission reductions.
- Talk about the tangible gains from immediate action, such as improvements in health with electrification of transportation and subsequent improvement in air pollution.
- Appeal to long term motivators of pro-environment behavior. Electrification of our system isn't just about money saving and improvement of health, but also about contributing to the solution.

Overcoming Social Inertia: We have two options, which both involve cultural trauma and disruption. A planet with 4°C warming that is incompatible with anything like what we know as normal life. OR we can mitigate carbon emissions which requires a fundamental change to our economic system and lifestyle.

Research on the changes to the former Soviet Union can serve as a model for how to address such wide scale social change (Sztompka 2004, p. 194). The recommendations are to view the actions of the individual and the institutions in the context of ideological frameworks. This means that existing organizations need to be transformed to allow for new individual actions all within the context of new social images and paradigms. (Brulle and Norgaard, 2019). The best example that I was able to find is the Green New Deal. The question of climate change is used to imagine a new and improved societal structure. This has allowed a generation of young people to overcome despair and give meaning to their struggle. Please see write up about Sunrise Movement below.

Addressing Climate Grief: A key component to addressing the climate crisis is the question of climate grief. Many people, myself included, feel overwhelmed, depressed and hopeless. There is a growing field of climate psychology with research and practitioners. This work is included

in the annotated bibliography, and I have created Canvas activities for instructors and students. (see Climate Change Education Module)

A more detailed summary of the research on this topic can be found in the annotated bibliography (**Appendix C**). In addition, I have prepared educational activities based on the principles outlined above. These can be found in the Canvas Module ([Climate Change Education](#)) and include assignments that apply the information learned so that instructors can educate themselves on the topic, or simply download and use activities based on what I learned.

Objective 3: SRJC Student Civic Engagement and Activism

As the impacts of climate change grow more dramatic each year, students are hungry to get involved and make change, but don't know how. There is a heavy emphasis on the importance of personal change and individual actions. Individual and personal changes matter, but we need to change large systems and societal institutions in order to fully realize a climate friendly future.

A key principle to any systemic change, is to join forces with like-minded people. There are many climate change focused organizations, each with different methodologies, ideologies and focuses. In order to help our students find the right match, I investigated and interviewed leaders from the organizations below. I wanted some conservative organizations (Citizens Climate Lobby) and some progressive (Sunrise Movement). I wanted some that focused on political action (350 Bay Area) and others that did hands-on community projects (Daily Acts). I wanted some that were national and/or global in their focus (Climate Reality Project) and others that were local (Sonoma County Climate Mobilization). Here is the list of organizations

- **350 Bay Area**
- **Daily Acts**
- **Citizens Climate Lobby**
- **Climate Reality Project**
- **Future Coalition**
- **Sonoma County Climate Mobilization**
- **Sunrise Movement**

A description with contact information and opportunities for SRJC students can be found in **Appendix D**. In addition, I have created [a PowerPoint slide show](#) and have begun scheduling meetings with the Student Government Association, Sustainability Committee, the Inter-Club Council and interested student clubs, such as the Black Student Association.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?
Each of my courses has a section devoted to climate change. Learning more about climate change communication and psychology has greatly strengthened my teaching. I have used each of the activities in my Canvas Climate Change Education Module and am pleased with

the results. I will continue to improve these materials as I internalize the lessons learned from the research literature.

2. How did this sabbatical leave benefit students in my discipline?

There are a few activities and assignments that stand out as particularly successful; How to have a climate conversation; Climate Solutions using Project Drawdown and Climate Grief. A piece of anecdotal (but moving) evidence: A very conservative student with a thirty-thousand-person FB following, used these assignments to post on his FB account along with the comment “Maybe we should stop arguing about Biden and do something about climate change?”

3. How did this sabbatical leave benefit my department?

There has been a cross pollination between my colleagues and myself. I was able to give a faculty member information on climate grief and she shared with me information on her climate and fire module. I will be presenting this work to my department and have shared all my work via our department shared Canvas Shell.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department’s educational plan?

The SRJC Mission Statements includes the support of environmental stewardship of our region and civic engagement. This topic is something that each member of our SRJC community struggles with especially since the 2017 fires. I feel privileged that I was able to take my sabbatical to research the guidance for how to teach, communicate and act.

F. Abstract for Board Report Summary

Climate change used to be a topic about something that was going to happen to someone else, in some other place, in some distant time. Now, climate change is something that is happening right here, right now in Sonoma County. Abigail Zoger studied the literature on climate change education, communication and psychology. She then used this material to develop educational material for her courses and those of her colleagues. Finally, she evaluated a diversity of climate change activist organizations to help SRJC students find avenues for climate action.

G. Appendices

Appendix A: Climate Change Education Resources

Appendix B: Draft Sonoma County Wildlands and Fire

Appendix C: Climate Communication and Psychology

Appendix D: Climate Change Activism and [Google Slideshow](#)

Canvas: [Climate Change Education Module](#)

Brulle, R. J., & Norgaard, K. M. (2019). Avoiding cultural trauma: Climate change and social inertia. *Environmental Politics*, 28(5), 886-908. <https://doi.org/10.1080/09644016.2018.1562138>

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Roozenbeek, J., & Van der Linden, S. (2018). The fake news game: Actively inoculating against the risk of misinformation. *Journal of Risk Research*, 22(5), 570-580. <https://doi.org/10.1080/13669877.2018.1443491>

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van der Linden S, Maibach E, Leiserowitz A. Improving Public Engagement With Climate Change: Five "Best Practice" Insights From Psychological Science. *Perspect Psychol Sci*. 2015 Nov;10(6):758-63. doi: 10.1177/1745691615598516. PMID: 26581732.