

**Chabot-Las Positas Community College District
SABBATICAL LEAVE REPORTS**

- | | | |
|------------|---------------------------|-------------------|
| 1. | Lawrence Aguiar | S'09, S'10 |
| 2. | TeriAnn Bengiveno | F'09, S'10 |
| 3. | Toby Bielawski | F'09, F'10 |
| 4. | Catherine Eagan | F'09, S'10 |
| 5. | Debbie Fields | F'09, S'10 |
| 6. | Josephine Galliano | F'10 |
| 7. | Benjamin Hollander | F'10 |
| 8. | Dmitriy Kalyagin | S'10 |
| 9. | Rick Moniz | F'09, S'10 |
| 10. | Marilyn Marquis | F'09, S'10 |
| 11. | Judithann O'Toole | S'10 |
| 12. | Clayton Thiel | S'10 |

Lawrence Aguiar

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The purpose of my sabbatical leave is to learn new techniques to improve my abilities as a physical education teacher and the head men's soccer coach. I will be looking to update our existing curriculum to include the current trends in the world soccer community. Every competitive sport establishes a playbook to follow. I will modernize our playbook to be current with the most successful trends and formations in world soccer.

After reviewing my sabbatical leave proposal and its purpose, I honestly believe that I have gone above and beyond what I set out to achieve. I believe the time spent has been worthwhile and that I have certainly attained many new ideas on concepts. I truly feel that I have attained an important lesson from my time spent completing the sabbatical leave requirements, that being the realization that my teaching methods over the past 34+ years with the district have always been top level and consistent with current trends of soccer instruction and physical education throughout the world. I have always taken pride in staying current through reading books and viewing and analyzing games. I have adopted the work of top professionals to offer our students the best and most progressive trends. The one major difference during this time is that I had no other distractions: no classes to teach, no teams to coach, no meetings or committees to attend, and no college social functions to worry about.

I have always been on top of my teaching obligations by staying current with the trends on the athletic field. For example, I was the first to film soccer games at the two-year college level in California. I have on video every game that I have coached at Las Positas College. Today, about 30% more of two-year college coaches are filming their games and giving the visual feedback to the players after observing me film the games we played against them. Many coaches call me to send them a copy. Another example is my establishing one of the first soccer web pages for a two-year college at Las Positas years before they became so popular. I studied the four-year colleges specifically Stanford University and Notre Dame. Today with current technology and the vast number of websites available to the world, all you need is a computer with online capabilities. Finding purposeful information is so much quicker and easier for staying with the current trends.

I need the committee to know that the sabbatical did not magically make me a better coach or teacher. I have been doing this over the years anyway without the free time the sabbatical afforded. The one drawback is that the sabbatical pay is not adequate. In my opinion, there should be equal compensation as for when we are teaching. I can honestly say that you have professionals fulfilling the sabbatical with high standards and with the hard work ethic that got them hired at the very competitive job of teaching at the two-year college. Contrary to what some believe, there are no slackers in the teaching profession. Thanks to academic freedom we are not all the same and the diversity and differences make for a great college environment for our students. I am so glad that I waited to take a sabbatical leave until later in my teaching career. Besides life experience, the main reason is that the pay is less and that the requirements for the sabbatical are to do what we as profession instructor at the two-year

college are doing anyway. I honestly feel that outside of my teaching classes and coaching, the college has no idea what we as teachers and coaches do personally to stay current and on top of our profession.

I have used the current technological equipment to document most of my date. I have the information logged in DVD's with digital format.

Objective One:

I will be reading current soccer related articles and books to upgrade our Las Positas College teaching methods. I will research articles and books on soccer teaching methods and their current trends. I will read 15-20 soccer articles from both the United States and from Europe on specific soccer teachings. I will read about proper warm-up procedures as well as read about preventing injuries in the sport. I will read 3-5 books on soccer related teaching and coaching from both the United States and from Europe. This knowledge will ensure that we at Las Positas College are teaching the most current trends on soccer formations, as well as for exercises as shooting on goal, taking corner kicks, and set plays for throw-ins.

I have successfully fulfilled objective one. I have included a log binder with all the books and articles read during my sabbatical that related to objective one. See binder labeled "Books and Articles Read". Out of the books and articles I read, one stands out as being most beneficial. The book by Jonathan Wilson called "Inverting the Pyramid" published by Orion Publishing Group LTD., London in 2009 was a remarkable reading of constant historical information which is very important when teaching and discussing the history of soccer. It was a great book that I probably would not have had the time to read had I not been on sabbatical. Other areas of Objective One such as safety, formations and proper warm-ups for classes, practices and games, did not provide anything new due to the fact that I personally take great pride in staying current with the most practiced techniques. In any physical activity injury is inevitable; however, certain types of injuries can be avoided by proper warm-up and exercise during the training and competition. We are doing that at Las Positas and have been doing the most practiced techniques for years, always staying with current practices. We have implemented one of the new ways of stretching that has been beneficial in cutting down on some types of muscle pulls and ligament strains.

Objective Two:

I will be traveling and observing other community college soccer classes. I will analyze how they are preparing their students in soccer development and knowledge. I will observe their specific teaching techniques from warm-up exercises to advanced skills training and development.

The community colleges transfer many student athletes each year to four-year colleges to continue their education and soccer eligibility. As educators at a two-year college, we take this aspect of student develop and student goals very seriously. Observing what other two-year

colleges are doing offers a crucial insight that might not be discovered without seeing it first-hand. After my personal observation of schools with successful programs such as Fresno City, Taft, West Valley, and Santa Rosa, see Two year Colleges binder for complete list, I am confident we are practicing the most advanced techniques and teaching methods offered by most two-year colleges. It appears most two-year college programs are doing the same research and observations of the four-year colleges and professional teams' routine for the warm-up exercise and the drills to train and develop skills period. Visiting and observing these two-year college reemphasizes that what we are instructing at Las Positas College is the best and most positive for our students' success. This is no surprise to me since I have always stayed with the most current trends in our field, but it sounds good to state it here. There is more than one way to warm up and more than one way to develop certain skills, and my observations did give some enlightenment on new ways of doing the same skills and techniques exercises. The fact is that at Las Positas College we have never done the same practice session twice. As coaches and instructors, we have always made a point to do a lesson plan to review and implement technique development that is different every day. Many young players do not know how to train properly since many high schools and club teams do the same practice session repeatedly leading to a complacent atmosphere in developing skills. This is not very productive over the course of a season. Challenging the coach and instructor to continually implement new ways of doing the same thing is paramount. We do that here at Las Positas College in both Men's Soccer and my physical education classes.

Objective Three:

I will be observing local four-year college's soccer competitive soccer programs. Observing these colleges will have a twofold objective. One, are we at Las Positas College doing what is current in the teaching of such curriculum, second, what can I do better to help our students make the transition to such four-year college programs. A questionnaire will be used to obtain information. I will look to observe their shooting exercises, throw-in exercises, corner kicks exercises and free kick exercises. Visiting and observing other programs may help me understand problems and their proper solutions from a different prospective and another point of view.

Fulfilling this objective was my second favorite. Visiting local four-year colleges, especially Stanford, which has one of the top athletic programs in the country and the world, was extremely enjoyable and reemphasized what we are doing at Las Positas College with the Men's Soccer program is most effective. See binder labeled "Four-Year College" for a complete list. The level of competence during every training session at the four-year colleges, especially Division I schools, was so motivational that I not only filmed and reviewed these sessions with our current 2010 Men's Soccer team, but I started demanding this type of effort. Although the skill level is different at the two-year college, there are always a couple of student athletes that are at the four-year college level. It is the example of these few that may have the

ability to play at a four-year level which motivates those around them to seek to attain this training level. I will add here that we have certainly attained a high level of training not only during practice but also during our competition. I believe an important consideration in the excellent work rate and concentration at the four-year level practice is that they are scholarship athletes and can easily lose their scholarship should they not perform at the highest level. Also, the support level at all the four-year colleges I visited is truly incredible. There are 10-15 support staff members performing set-up for the team, from drinking water to field set-up, which allows the coach time to converse with athletes and makes for a very productive environment even before practice begins. The coaches have the time to talk to the players as they show up for practices, and astonishingly, many players actually arrive early for the practice sessions instead of coming in late or at the last minute, to take advantage of this extra coaching experience. It was also amazing how much field space each of the four-year colleges had. There was plenty of room for two to three teams training at the same time. Possibly, the addition of our third-phase of building our fields will allow us at Las Positas College to practice at the same time without the concern of conflict with classes. Although it is not fair to compare the four-year college programs, such as Stanford or UC Berkeley, with the two-year college programs, such as Las Positas, it is fair to compare instructor performance and program content. It is fair to say, that I do model our program after these top level schools. Many of our past student athletes have come back to say they have had a better learning environment here at Las Positas than they did during their four-year college experience. They state that we are doing sessions and programs much better than many four-year colleges. Stanford deserves credit for being on top of their game and allowing us to observe and use some of their exercises over the years.

Objective Four:

I will look to update and revise my soccer playbook. With this type of research and visiting other colleges I will pick up new plays and procedures that can upgrade my playbook. Also with our new soccer field surface, with its new type of playing surface, coming to Las Positas College in late spring 2008 semester, I will need to update and improve our set plays, such as corner kicks, free kicks, and throw-ins. The benefits for our college students will be enormous since most do not yet have such playing surfaces. I wanted to have a completely up to date playbook.

One of the most important items of any sports team is an organized set-up of plays and formations. These plays must be current and efficient and all players need to know what is required during certain situations. Therefore, every sports team has set plays and an organized playbook that students follow to allow the team and coaches to be on the same page. Two-year college soccer teams have such organization and set plays but if you were to ask some of these teams to reduce their playbook, few would be able to do so. Because we model our program after such top teams as Stanford and professional teams Las Positas College has always had a

written playbook, though not as efficient as I would like. This season because of the time allotted during the sabbatical leave, I was able to actually put an efficient playbook together. This has proved to be very beneficial already, this first season back coaching after my sabbatical. We have implemented a full playbook for our student athletes to be able to study. It was easier to get the playbook organized and established because of the past practice of having something down in writing. A playbook is also updated and modified depending on the goals for the team and program and on the types of players that are participating, which can change every year.

This was a very worthwhile project during my sabbatical leave during 2009 and 2010. It was one of the more difficult tasks which took longer to accomplish than some of the other sabbatical leave objectives. Much thought and understanding of the type of player coming into Las Positas College influences the choices made for the playbook. For example, if we did not have any student athletes over 6 feet tall, we need to play low passing and driven balls versus the high lofting throw-in or corners to tall players. If we have short players we need to establish different criteria in playing styles as well as set plays. Also, the playbook changes and takes on a life during the season. Certain plays are not used and others may be added as the season progresses. I must add here that after studying different four-year playbooks and discussing playbooks with professional coaches I learned that having a few simple plays at the student's disposal is much more efficient at the two-year college level than having too many plays that are never used. I learned that keeping it simple produces many more students being on the same page and more confident in what we are doing when practicing and competing in matches. It will certainly be much easier to update our playbook each year now that a solid one has been established.

There were four objectives for my sabbatical leave proposal. After making the effort to visit Europe and observe teams in a foreign country, I made a proposal to add a fifth objective to my sabbatical leave proposal. After approval from the committee I carried out objective five. This is by far my favorite task during the two semesters of my sabbatical leave.

Objective Five:

I will be observing professional soccer programs. Observation of these teams will result in a strong influence to my soccer knowledge. Students consistently look to top level players as role models and to imitate their skills. My observations will help me relate to what works and does not work regarding the intended direction of the players. This will include multi aspects of play and performance both at practice and in competition. These will include many of the above mentioned skills, including shooting, throw-ins, free kicks, heading, trapping and passing.

In Europe I followed many of the English premiere teams but more specifically, visited Portugal and followed their futbol (soccer) programs from youth level to the professional level. I know I learned and will use many of the techniques and exercises for training that I observed Europe using that are no way near anything we have and do in the United States. This includes

all levels of the United States soccer philosophy. In Europe they are incorporating more of the total soccer philosophy that I adhere to than we do here in the United States. I have used many of the exercises and philosophy this year with the 2010 Men's Soccer team that I observed being used in Europe. This has also helped our program keep my philosophy of making sure every training session and lesson plan is different every day. Many of the formations and skills developing exercises used by Portugal and some of the premiere teams in England truly are a work of beauty and sports. I would have never done some of the exercise and skill development drills had I not observed them outside the United States. Soccer is an international game and studying what other countries are doing will be an ongoing research project of mine even after I am done teaching and coaching. I was particularly impressed by the extreme level of focus I observed in Europe. They actually do specific exercises to force students to develop focusing techniques. The concentration and focus level in Europe is extraordinary. I have implemented this type of training into this year's Men's Soccer team and have had some excellent results. Our training sessions are more productive and the students are making fewer mistakes than in past years and sessions. I have seen an improvement in some of these students using these training methods during the summer as well as in our current fall semester.

Another aspect observed in Europe I am using is in our warm-up and half time strategic talks with the team. In the past we would take all 25 athletes into the room to discuss possible change to our game plan during half time. This allowed some players who knew they would not be playing the second half to not focus on what the coaches were saying. We began to take only the 12-13 players who were competing and focused on what the coaches were saying and therefore eliminated the distractions of the non-players. I observed in Europe how the teams at the beginning of the game, some even during practice sessions, are separated from the non-starters. At half time those players not playing stay on the soccer field kicking and training to develop skill and stay warm for possible play. The starters were kept separate allowing focus and concentration. This technique also produces an aspect of sports that coaches try to incorporate in their training development, that of being very competitive in all training sessions to carry over to game situation. This technique has certainly produced a competitive atmosphere between the players vying for a starting position and that of the starters being pushed daily for their starting position.

At this point I would like to say that all the plans for each of the objectives were carried out to the required tasks, beyond the stated plan due to the fact that it would add credibility to my sabbatical leave experience. The only plan that altered somewhat was the plan to establish a playbook with 80-100 plays. After some research I found that most programs keep the playbook simple and also use the student demographic as a guide to what goes in the playbook. They add and delete plays as they compete during the season. Keeping it simple has benefited our program tremendously and avoids confusion.

I should also include here a statement regarding benefits described in my proposal. If I were to do it all over again I would follow the same plan. I feel the results produced were very

close to the proposal. I believe each objective result in the desired benefit plus more, many caused by outside tangibles. These benefits were derived because of the sabbatical leave journey. There is no way I would have been able to speculate some of these benefits which materialized during the experience and were only evident after the project was complete.

In conclusion, I would like to state that this has been one of the most difficult projects I have ever undertaken at the two-year college, but that the rewards from this project have already helped in my teaching techniques in all of my classes. I would like to thank Marilyn Marcus for her excellent assistance and guidance during my sabbatical journey. I would not have done it if not for her great support. I had applied three other times to do this same type of sabbatical leave only to find multiple road blocks, although the road blocks were still there she never allowed me to quit. I appreciate her endless hours of help and guidance. This was an awesome, once in a lifetime journey full of memories not to be forgotten.

Sabbatical Leave Proposal

II. Purpose of Leave:

The purpose of my sabbatical leave is to improve my abilities as a physical education teacher as well as the head men's soccer coach. I will be looking to improve our current curriculum and upgrade to the current trends in the world soccer community. Formations in soccer are always changing and every competitive sport establishes a play book to follow. I will upgrade our play book to be current with the trends in world soccer. I will know the most current formations being used in our sport and follow the most successful trends.

The purpose and goals for my sabbatical leave are:

To research articles and books on soccer teaching methods and their current trends. I will read 15 to 20 soccer articles from both the United States and from Europe on specific soccer teachings. I will read 3 to 5 books on soccer related to teaching and coaching from both the United States and from Europe.

To visit 3 to 5 community college and observe their approach to teaching courses in community college soccer. This will help me improve my teaching skills as well as stay with the current trends in the teaching of physical education soccer courses. The colleges I will visit will be West Valley Community College, Santa Rosa Community College, De Anza Community College and Fresno City College. I may also visit Ohlone Community College and Chabot Community College. Time and class offerings will determine which will be available to visit.

To visit and observe four year colleges soccer programs (Athletic Teams) in our surrounding bay area. I will observe how they are preparing their students to compete in their soccer program. The four years colleges will be Stanford University, Cal State East Bay and Saint Mary's College. I will observe their training programs to prepare for the colleges competitive team.

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Most athletic teams from football to soccer have a playbook of their program. I will look to update my playbook from the above mentions reading and college visits.

The benefits of my sabbatical leave to Las Positas College:

Benefit One:

I will read soccer articles that relate to teaching and coaching soccer at the college level. I will be able to incorporate relevant materials that will aide our students in their personal soccer growth and their skills and strategies development by introducing them to the most current in the soccer community. Our students will be the beneficiary's of such research.

Benefit Two:

Observing soccer courses at other community college will help me to see if what we are doing is current and updated compared to other community colleges. This will help to improve my teaching expertise in soccer as well as upgrade our curriculum at Las Positas College. I will analyze such aspects of soccer as ball control, ball passing skills, ball and trapping skills, strategies used by college coaches and players, technical skills development techniques currently being used, as well as strategical methods being incorporated by teams. Both the students and the instructor will benefit from this experience as will the Las Positas College community and our soccer classes.

Benefit Three:

Observing and having hands on involvement with the day to day activities of other college programs relating to soccer will help improve my personal abilities to meet the ongoing demands of our new technologically savvy students. The benefits for Las Positas College will be that our soccer curriculum is current with what the four year colleges and world soccer community deems appropriate.

Benefit Four:

With our new soccer field, with its new type of playing surface, coming to Las Positas College in late spring 2008 semester, I will need to update and improve our Playbook. Observing other college's usage of such new playing areas which our coaches and athletes will have to deal with. This include operating and maintaining proper safety of such surfaces for our athletes. The benefits for our college will be enormous since most do not yet have such playing surfaces.

III. Specific Objective for Sabbatical Leave:

My specific plans for achieving the above mentioned objectives are:

Objective One:

I will be reading current soccer related articles and books to upgrade our Las Positas

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College teaching methods. I will research articles and books on soccer teaching methods and their current trends. I will read 15 to 20 soccer articles from both the United States and from Europe on specific soccer teachings. I will read about proper warm-up procedures as well as read about preventing injuries in the sport. I will read 3 to 5 books on soccer related teaching and coaching from both the United States and from Europe. This knowledge will ensure that we at Las Positas College are teaching the most current trends in soccer formations, as well as for such exercises as shooting on goal, taking corner kicks and set plays for throw-ins.

Plan:

I will research and read soccer articles from the soccer literature in the United States Soccer Organizations, such as CYSA (California Youth Soccer Association), The NCAA (National College Athletic Association), World Class Coaching Newsletter and Soccer Journal published by National Soccer Coaches Association of America. Visiting libraries and the internet will be the starting point for research. Research takes many avenues that are not easily predicted. I will look to choose books that are most current that relate to my objectives. There are many to choose from out in the market.

Documentation:

I will be annotating the articles and books read in a short overview. I will do a paragraph for the articles read and look to do book reviews for the books read.

Object Two:

I will be traveling and observing other community college soccer classes. I will analyze how they are preparing their students in soccer development and knowledge. I will observe their specific teaching techniques from warm-up exercises to advanced skills training and development.

Plan:

I will visit community colleges, such as West Valley Community College, De Anza Community College and Fresno Community College. I will keep a written and video log of visiting their physical education soccer courses. I will look to visit each school three times dividing the visits by early semester, mid semester and late semester. I will look to observe 3 to 5 classes to compare and contrast approaches to instruct students in soccer exercises, throw-in exercises, and playing formations as well as offer a breath of variety for teaching soccer classes. I will do two to three hours of video taping for each college visited.

Documentation:

My documentation will be what is most available to do, that will be to video tape and record sessions in writing. I will interview instructors with specific questionnaire such as, "What are your objectives for today's session?", and see attached questionnaire. I

will document visits in a log format.

Objective Three:

I will be observing local four years college's soccer competitive soccer programs. Observing these colleges will have a two fold objective. One, are we at Las Positas College doing what is current in the teaching of such curriculum, second, what can I do better to help our students make the transition to such four year college programs. A questionnaire will be used to obtain information. I will look to observe their shooting exercises, throw-in exercises, corner kicks exercises and free kick exercises. Visiting and observing other programs may help me understand problems and their proper solutions from a different prospective and another point of view.

Plan:

I will visits four year colleges such as Stanford University, Cal Berkeley, Saint Mary's University and Cal State East Bay. I will visit their competitive education courses that are made up of the college's competitive soccer team. I will have a questionnaire for the college coach to obtain pertinent information. I will visit each college three different times during the semester. I will visit early semester, mid semester and finally late semester. I will do some visits announced and others at random, making sure that I observe the college coach at his normal operating procedure. I will have two to three hours of video tape of each college visited.

Documentation:

My documentation will be a video tape and written log sessions I observe. I will interview instructors with specific questions, such as, "What are your goals for today's session?" and "What are your specific objectives for today's lesson plan?" I will also document visits in a written log, keeping track of time for sessions and the duration of each exercise.

Objective four:

I will look to update and revise my soccer playbook. With this type of research and visiting other colleges I will pick up new plays and procedures that can upgrade my playbook. Also with our new soccer field surface, with its new type of playing surface, coming to Las Positas College in late spring 2008 semester, I will need to update and improve our set plays, such as, corner kicks, free kicks and throw-ins. The benefits for our college students will be enormous since most do not yet have such playing surfaces. I want to have a completely up to date playbook.

Plan:

I will, establish an updated playbook for our men's college soccer program. The current playbook contains approximately 80 to 100 plays. I will certainly maintain that number. I will look for such plays that include proper warm-up exercises, set play exercises like free kicks, corner kicks and throw-ins. I will look at both the offensive play and also look at contouring those plays defensively.

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Documentation:
The playbook will be my documentation.

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To: Sabbatical Leave Committee Chair

From: Lawrence Aguiar

Subject: Addition or Amendment to Sabbatical Leave Proposal for Lawrence Agular

Date: 7-14-09

Dear Committee,

I am requesting an amendment to my sabbatical leave proposal that was approved by the committee. I had a great opportunity to visit Portugal in Europe (The birth place of Futbol according to research by Jonathan Wilson in his book, "Inverting the Pyramid" (A History of Football Tactics 2008) this past Spring Semester 2009. I traveled and observed a few professional teams and programs.

I would like to add to the purpose and goals for my sabbatical leave an additional section (e) of traveling to professional practices and games in order to observe the procedures of their training programs.

Addition to purpose and goals for my sabbatical leave:

To observe professional teams were or when the opportunity arises to observe their training methods. I will observe how they are training and preparing their athletes to perform in practices and games. I will visit four to five Portuguese teams including Porto, Benfica, Sporting, and Braga.

Addition to Benefit of my sabbatical leave to Las Positas College:

Benefit Five:

As is true with any research, looking at the highest level of any program will certainly add strength to the knowledge and results which ultimately will help students become aware of what training the top players are benefitting from.

Addition to Specific Objective for Sabbatical Leave will add Objective five:

Objective five:

I will be observing professional soccer programs. Observation of these teams will result in a strong influence to my soccer knowledge. Students consistently look to top level players as role models and to imitate their skills. My observations will help me relate to what works and does not work regarding the intended direction of the players. This will include multi- aspects of play and performance both at practice and in competition. These will include many of the above mentioned skills, including shooting, throw-ins, and free kicks, heading, trapping and passing.

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Plan:

I will visit these teams and observe and film where permitted, their training session and games. Some coaches do not allow filming. Observation of their training methods will result in two to three hours of video for each team including some written notes for clarification.

Documentation:

The majority of my documentation will be video since I will be observing from a distance and documenting what is taking place by use of a video camera that can zoom in close. Some notes will be taken to clarify differences.

Thank you for your attention to this matter. It will make my sabbatical research results more complete and add to the professionalism of my efforts when sharing this knowledge with others, especially coaches, physical education instructors and soccer enthusiasts.

In Education,

Lawrence Aguiar

Men's Soccer Coach for Las Positas

College (510) 579-8969 Cell

TeriAnn Bengiveno

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Bengiveno Teri Ann
(last) (first) (middle)

BCATSS / History
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Fall Year 2009

Semester Spring Year 2010

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

October 1, 2010

Date

Teri Ann Bengiveno

Signature

Sabbatical Leave Report

Dr. Teri Ann Bengiveno

- A. Objective 1: to examine and evaluate existing Women's Studies programs and stand alone courses at the California community college level. (15%)
- B. I attended the National Women's Studies Association (NWSA) annual conference in Atlanta Georgia in November 2009 and I participated in the Community College Caucus meetings. (<http://nwsa.org/communities/comcoll.php>). I examined WS curriculum/programs, visited campuses and interviewed faculty about the best practices at the community college level. I interviewed faculty from Berkeley City College, Chabot College, Foothill College, Monterey Peninsula College and North Seattle Community College. After repeated emails and phone calls to faculty at Cabrillo College and DeAnza College, I contacted the respective deans at each college after consultation with Dr. Laurel Jones. Therefore the responses from Cabrillo & DeAnza are not as detailed as the other interviews indicated in C.
- C. At the NWSA conference, I was on the panel:

Community Colleges: The Untapped Resource for Program Growth and Development

In a time of budget cuts and greater pressure on program administrators for enrollment increases, community colleges remain a largely untapped resource for growth in the discipline. One half of all undergraduate students in the U.S. are enrolled in community colleges, and Women's Studies programs have a strong presence in community colleges. At this roundtable, coordinators representing Women's Studies programs from community colleges throughout the US will share their efforts to build bridges with transfer institutions, and discuss how relationships between W&GS programs at two and four-year schools can lead to increased enrollments, greater inclusion and growth.

Presenters:

Kathleen R. Carot, *Oakton Community College*

Roseanne Alvarez, *Brookdale Community College*

Judith M. Roy, *Century College*

Jill M. Adams, *Jefferson Community & Technical College*

Teri Ann Bengiveno, *Las Positas College*

Moderator:

Genevieve Carminati, *Montgomery College*

The transcribed responses from the Women's Studies interviews are included to show completion of my first objective. The transcriptions are followed by an evaluative summary of the most useful information gleaned from the interviews.

[Interviews removed from printed copy in the interests of space and costs.]

Evaluative Summary of Women's Studies Programs: based on the interviews of six California Community Colleges and North Seattle Community College

The need for full-time (FT) faculty in Women's Studies Programs (WSP) was stressed by the majority of the college interviews and was true of programs with FT and adjunct faculty alike. It was also imperative for the WSP to have administrative support at all collegiate levels, and this support includes funding.

Programs with coordinators/directors and/or strong core faculty are also able to plan successful programs throughout the year including Women's History Month celebrations. Monterey Peninsula College (MPC) and Foothill College are good examples of this model. However, even in programs with coordinators/directors, there can still be a feeling of marginalization. Karen Stuhldreher of North Seattle Community College stated "I am the only faculty in my program and this is not only a lonely place, but weakens the program in that there are not other faculty who know and understand Women Studies as a field who I can work with." Her sentiment is echoed by adjunct faculty who also teach in WSP. Dr. Rivka Polatnick at Berkeley City College said "I initially wanted to have a Women's Studies internship program...I found that to be an excellent way to bring in the larger community and many of the people/organizations we partnered with also came to campus to guest lecture or be part of women's week. The idea hasn't gone anywhere at BCC in part because there is no support for it. I do not want to volunteer my time to coordinate such a program."

Within many of these programs, Women's Studies courses have a high productivity rate as well as high retention and success rates. According to Irene Plunkett at Chabot College, "the courses draw people to class who may not otherwise come to campus. The Women's Literature and Women's Spirituality course have a strong connection and reinforce each other."

When I start to think about the most relevant information I gleaned from the interviews, my immediate response was despair. If I didn't know it was 2009/2010, I would have thought it was the 1980s when I earned my MA in Women's Studies and first started teaching in the field. Then as is true now, the Women's Studies courses were very popular and had high retention and success rates. The women I interviewed for my sabbatical were saying the same thing as my colleagues in the 1980s in terms of marginalization and lack of funding. Cabrillo College was the first community college where I taught a Women's Studies course. At that time, the Women's Studies Program was vibrant with an active Women's Center and Re-Entry Program. In 2010 while Cabrillo still offers an AA in Women's Studies, the successful program was slated to be cut due to the budget crisis; due to public outcry from the community, the program remains with severe cuts in course offerings.

I learned the faculty at Foothill College began the Women's Studies courses in a DE format initially and then added, with great success, face to face courses. This fact also has to do with a

dedicated faculty member, Dolores Davison who is FT in the History Department and also teaches WS. She stated "A student at Foothill can earn an AA in Women's Studies by taking all courses online."

If a college has a successful program with one or two core faculty members, what happens to the program when they leave or retire? It is absolutely essential to have the administrative support both philosophically and financially.

At MPC, a Women & Leadership Certificate is being created. The Women's Studies Director along with leaders in the Monterey community joined forces to propose a Women & Leadership certificate to compliment MPC's course offerings (20 courses total). This campus also uses the latest technology to connect with students and the community including Facebook, Twitter and Craig's List announcements. While Las Positas College's location and situation is not similar to MPC, I find a Women & Leadership Certificate appealing and believe LPC would be an ideal campus for such a program in the future.

- A. Objective 2: to create a Women's Studies Program and curriculum for LPC. (30%)
- B. Once I became aware of the Program Introduction process at the District level, I revised my sabbatical application to replace the statewide program with the Program Introduction process for our District. I met with Dr. Laurel Jones and gathered the appropriate data from a variety of sources to complete the District Program Introduction process. I examined other Women's Studies programs currently offered at California Community Colleges and the programs at the California State University system and University of California campuses in our service area. I utilized the Accreditation report, the 2008-2009 Student Characteristics, and the campus Strategic Goals and mission statement. I also talked with my colleagues about courses they are currently teaching and student interests and requests. Our library staff was also useful in terms of gathering information about our student's research interests.
- C. The Program Introduction Process including the Qualitative and Quantitative Measures is attached to indicate completion of my second objective.

Program Introduction Process: Women's Studies

Appendix 1: Qualitative and Quantitative Measures

Qualitative Measures:

The Women's Studies Program at Las Positas College is consistent with the mission & values of the college in that the Women's Studies Program will:

- provide excellence in teaching and student learning;
- promote and foster lifelong learning;
- understand and respect difference and diversity;
- encourage participation in society as responsible citizens working toward equality and social justice;
- recognize the interdisciplinary nature of knowledge;
- prepare students to transfer to another educational institution;
- Increase community involvement and participation through outreach, partnerships & programs.

Recently, students in the following programs have requested additional Women's Studies courses: History, Political Science, and Religious Studies with specific requests for a course on the History of Sexuality. Several students have asked the librarians for information on lesbians, women in the military, women in politics and other topics related to Women's Studies. Faculty members continue to schedule library orientations for a variety of Women's Studies topics. Furthermore the programs offered through the Campus Change Network have all been open to the larger community, and several programs were well attended by community members. After several of those programs (Vickie Noble's workshop & the film/discussion *For The Bible Tells Me So*), community members requested more programs and courses related to gender equity and social justice. A Women's Studies Program can be linked with Service Learning & Community Outreach as well as Women in Leadership in order to enhance the College's relationship to the community.

Course work in Women's Studies prepares students for jobs in the field of teaching, social work, counseling, public relations, public administration and women's health care professions. Like other disciplines within the Social Sciences, Women's Studies also prepares students for credential programs, graduate school and/or law school.

According to the 2008-2009 Student Characteristics, 53% of the Las Positas College population is female and 35-40% of our students are 25 years of age or older. The percentage of African American and Asian American students continues to increase. 49% of our students intend to transfer. A majority of these students take history courses, and the number of students enrolled in Women's History has increased as well in the past four years. Currently two sections of Women's History are offered each semester. Newly proposed curriculum, like the *Women in Global Perspective* course, compliments the current History course offerings. The full-time history faculty members have discussed

for several years the importance of adding an international focus to the existing course offerings. A Women's Studies program will enhance the diversity of the History course offerings and thus appeal to much of our campus population including the growing number of African American, Asian American and re-turning students. In Standard 2 of the Accreditation Report, the College stressed the need to "Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses." A Women's Studies Program provides such an approach. According to the History Department's Program Review: "Student enrollments have been increasing. In Spring 2009, despite the absence of a History major, 53 students declared History as their major, up from 44 the previous year. In addition, enrollments are at their highest level, with 1,673 students. History FTES are over 135."

All of the Women's Studies courses in the California Community College system are approved for transfer (G.E. for the California State University and Social Science/Gender Studies for IGETC). Both public and private transfer institutions within and out of our service area have Women's Studies Programs. Faculty at these institutions have expressed an interest in having qualified students enter their programs. They are specifically interested in whether or not our students are receiving a global education that will prepare them for the twenty-first century.

After examining the community colleges in our service area, there is a demand for a Women's Studies Program. While our sister college, Chabot, has Women's Studies related topics as courses (history, spirituality, etc), it currently does not have any designated Women's Studies courses. No certificate or degree is available. The same is true for Diablo Valley College (DVC).

A Women's Studies Program will enhance our Social Science offerings at Las Positas College. It will provide a niche for a growing student population and it will also strongly support our campus' strategic goals especially in the area of expansion of an environment of "accessibility, equality, and social justice." Women's Studies students:

will read, write, and discuss the variety of women's experiences and will be able to communicate effectively in many different situations involving diverse people and viewpoints.

will critically analyze the role of women in the U.S. and internationally through their ability to recognize and define problems related to gender and will be able to gather and evaluate information from multiple sources.

will value the diversity of their cultural heritage and the effects of artistic and/or philosophical influences through the study of women in the U.S. and/or around the world.

will respect the rights, work and contributions of women.

will recognize the commonality of human experiences across cultures by understanding the condition of women.

Quantitative Measures

Women's Studies curriculum is attractive to women who are returning to school to re-tool their skills for the job market or to fulfill personal goals. A survey of the Bay Area transfer institutions indicates that California State University East Bay, U.C. Berkeley, U.C. Davis, and Santa Clara University all offer a major and minor in Women's Studies. San Jose State University offers a major and minor in Women's Studies via the Social Science Department. U.C. Berkeley and U.C. Davis both offer graduate opportunities in Women's Studies.

Currently in the History Department, there is a 50-60% success rate with a grade of C or higher. 52% of the students plan to complete their AA degree and transfer. History is a highly efficient program with a fill rate of 89-105% over the last four years. Enrollments continue to increase.

There is no intention at this time to request a full-time Women's Studies position. Ideally, Teri Ann Bengiveno would teach Women's Studies courses as part of her load. As a new program, the interdisciplinary nature of Women's Studies would facilitate the strategic goals of equity and diversity, and there is every indication the new program will succeed based on the fill rates of the existing Women's Studies related courses already offered on campus. There are a number of faculty, full-time as well as adjuncts, qualified to teach Women's Studies courses. In addition, the History Program frequently receives applications of qualified candidates who have degrees and/or course work in Women's Studies. No adverse impact to facility usage is expected. The support services already in place in addition to the soon to be opened Child Development Center are adequate for the proposed program. The library, via donations from faculty and staff, has an appropriate number of materials to support the new program.

- A. Objective 3: to create Women's Studies curriculum for LPC. (15%)
- B. I initially began by examining Women's Studies courses at a number of campuses. Then I began the lengthy process of ordering and examining appropriate textbooks for the Introduction to Women's Studies and Global Perspective of Women courses. Once the texts were reviewed I created the two course outlines and started the paperwork for the curriculum process by meeting with the necessary people to sign the paperwork. In Spring 2010, I presented the courses to my division, and in September 2010 I presented the courses to the Curriculum Committee.
- C. The course proposal form and course outline for Introduction to Women's Studies, and the course proposal form and course outline for Global Perspective of Women are attached to show completion of my third objective. Both course outlines include possible textbooks that I determined were appropriate after my literature review.

- A. Objective 4: to conduct interviews, research and gather photographs of original Italian settlements in San Jose and Stockton, California. (20%)
- B. Initially I began my textual research on both the San Jose and Stockton communities. I used the internet, the library at the Italian American Heritage Foundation, University of Pacific's library and LPC's interlibrary loan services to secure the necessary books for my research. Then I interviewed three people from each city. Ken Borelli, Wilman and Torella Iacomini were interviewed in San Jose. Their daughter Anna Iacomini Bernardi was present for the interview, and her name also appears in the transcript. Dr. Robert Benedetti, Michael Calosso, and Ralph Lucchetti were interviewed in Stockton. I then began to gather photos from a variety of sources. I was able to utilize the photo archives at the Bank of Stockton. I also took and received photos during the interviews. Through an extensive network with colleagues in both cities, I was also able to use photos people sent to me.
- C. The complete transcripts of each interview are attached as are the photo credits for each town. The digital photos can be viewed on the California Italian American Project website. For Stockton visit: <http://www.aiha-wrc.org/CIAP/stockton/ulthm.htm>. For San Jose visit: http://www.aiha-wrc.org/CIAP/san_jose/ulthm.htm.

[In the interest of space and printing costs, the transcripts are not reproduced here. They may be accessed at the links listed above.]

The narrative of the interview process is included here.

The interviews were the most exciting and insightful part of my sabbatical work. The interviewees were very generous with their time, and all of them stated at some point in the interview that my questions enabled them to think of experiences they had not thought of in a long time. I also enjoyed a delicious Italian lunch at the home of the Iacominis complete with homemade Italian wine. My interview with Ralph Lucchetti was at his business: The Fruit Bowl. There I was treated to homemade frittata, and I also purchased several pies to take home. While both California towns appear to be quite different today, they both were heavily agricultural towns decades ago. Stockton remains heavily involved in agriculture, but in San Jose, the orchards, ranches and canneries that employed many Italian Americans gave way to homes and the high tech industry. There were Italian neighborhoods in both towns, but none were titled North Beach, the Temescal or Little Italy as you see in San Francisco, Oakland, or Baltimore. The Italian immigrants who settled in Stockton primarily came from Central and Northern Italy. In San Jose, a much larger number of Italian Immigrants came

- A. Objective 5: to write the stories of San Jose and Stockton and add them to the CIAP database (<http://www.aiha-wrc.org/CIAP/index.html>). See appendix for relevant material of the CIAP. (20%)
- B. Utilizing the interview transcripts and research I wrote (and rewrote) the historical narrative for each city. A bibliography is also included for each city. In no way is the narrative a complete one; however it is an important story to tell, and the narrative greatly adds to the CIAP.
- C. The narrative and bibliography for each town is attached. All of the material, interviews, photos, photo credits, maps, bibliography, and narratives were uploaded to the CIAP website: www.aiha-wrc.org/CIAP/index.html in August 2010.

[In the interest of space and printing costs, the narratives and bibliographies are not reproduced here. They may be accessed at the links listed above.]

Catherine Eagan

I. Introduction:

In the following pages, you will find the specific objectives of my sabbatical leave, descriptions of how I achieved those objectives, and documentation to demonstrate that I met those objectives. To put those materials in context, please review the following description of my sabbatical project.

I proposed two possible projects for my sabbatical leave—teaching American literature and American Studies at a German University or revising my Ph.D. dissertation. The Fulbright Commission accepted me as an alternate for the teaching program, but as no one dropped out of the program, I did not go abroad. As a result, I pursued plan B, the revision of my dissertation, which began with initial research and note taking and continued with revisions that produced major chapter rewrites.

II. Review of Sabbatical Plan:

Reprinted below is the sabbatical leave plan that was approved by the sabbatical leave committee in December of 2008. The plan refers to section A. II. 1. of my proposal to teach in Germany. I will excerpt it here to provide an explanation of my dissertation and its relevance to my Las Positas College teaching:

My dissertation work on the racial formation of Irish identity in the nineteenth century and the additional research I have done for subsequent publications in ethnic American literature and critical race theory have already informed my teaching of not only literature, but basic skills and transfer-level composition and critical thinking. For example, my perspective on the history of racial formation and racial relations informs my teaching of *Farewell to Manzanar* in English 100B and 104; my English 1A has a unit on race, for which I talk about the subjectivity and instability of racial categories in the nineteenth-century and how that history connects to our present-day assumptions about race; my English 7 focuses on the importance of shifting out of one's Western paradigms to exist in a globalized world, and my research helps me talk about American assumptions of Asian, African, and Middle-Eastern racial inferiority that prevent us from doing that; and my English 44 course on the literature of the American West engages the various American cultures that have conflicted and intersected in this region. . . . my immersion in [revising my dissertation on] ethnic American literature and critical race theory [to privilege] a transnational perspective would impact my LPC classrooms as my research and publication already has. Teaching with a transnational perspective, which is increasingly common in literature, humanities, and social science courses, demands that teachers help their students understand American dynamics of race

and racial formation from a global perspective. This is especially important for the study of American literature and culture so that students move beyond the “exceptionalist” view of the United States as unique in its development and its interracial dynamics. . . . As Dr. Pollard has suggested in her “modest proposal” for the next two years of her tenure at Las Positas College, globalization makes it even more important that we broaden the minds of our students. Even now, many of our students are already products of the globalized economy, having immigrated here from other countries. It is vital that our teaching reflects this new reality and gives students the tools to negotiate it.

The following is the remainder of Plan B as it was described to the committee:

As I said in A. II. above, my dissertation work and subsequent publications in the fields of ethnic American literature and critical race theory continue to inform my teaching. The additional research that would be required to bring my book manuscript up-to-date would further benefit the students in my English 1A, 7, and 44 courses in particular, in the ways I described in A. II..1. above. In addition, the eventual publication of my book, enabled by these revisions, will keep me involved in the academic community and bring recognition to Las Positas College and community colleges generally; the bulk of research in American literature and American studies is published by scholars at four-year universities, but we community college instructors are doing important work as well.

I hope that this review of my proposal will aid the Committee in understanding and evaluating my sabbatical leave report.

III. Statement of Objectives, Description of Completion, and Documentation

A. Statement of Objective 1:

From my sabbatical leave proposal:

Objective 1: Reading in the fields of critical race theory, transnationalism, Irish literature, and Irish-American literature to apprise myself of publication around my subject area over the past five years (30%).

Plan: I would work with the MLA bibliography and in the stacks at Cal Berkeley to draft a limited reading list of only the most seminal and most directly relevant publications in the above-mentioned areas over the past five years. I would then alternate reading with strategic skimming of these publications, making notes as to content and as to the specific chapter or content this new information would impact.

What kinds of research am I looking for? My book's working title is: "Varieties of Whiteness: Understanding Irish Racial Identity in a Transnational Frame." The manuscript traces the evolution of Irish racial identity with immigration to America in the nineteenth century. The manuscript is very much an interdisciplinary one, melding historical and literary analysis to explore how nineteenth-century Irish and Irish-American racial identities were shaped at the nexus of colonialism, immigration, and American slavery. I argue that through novels, plays, and popular theater (whether "stage Irish" plays or blackface minstrelsy), the Irish argued for a "white" identity that would enable their eventual assimilation into mainstream America. (Their status as whites was by no means clear to Anglo-Americans, who often described them as on par with or inferior to African slaves.) As I search for sources to bring my research up to date, I will be looking for work on Irish-American literature and drama, studies of the nineteenth-century American racial landscape and of the racial formation of identity in that time period, and studies of Irish racial formation in particular. I will most likely not include my dissertation chapter on the Irish involvement in blackface minstrelsy in my book manuscript, so I will do no further research in that area. Strong work has already been done in that area, and I think my most important contribution is to the study of how ethnic literature and drama contributed to the Irish-American argument for whiteness.

B. Description of How Objective 1 and Corresponding Percentage Were Achieved.

The first objective—reading—could not be begun without making some decisions about the scope and thrust of my new manuscript. Deciding how I wanted to spend the rest of my sabbatical year would directly impact what books I would read and in what order.

I began very simply—by sitting down with my brand new copy of Beth Luey's *Revising Your Dissertation* (UC Press, 2008), which I had purchased at the MLA convention in San Francisco in December of 2008. I spent that week reading the various articles in that book and combing through my UMI hard copy of my dissertation, making notes about what to cut and what to update. With a few beginning ideas of what I needed to change and catch up on, I began visiting the library at U. C. Berkeley and compiling a list of books and articles I might consult. It was wonderful to catch up on developments in the field of whiteness studies and interesting to see that it had become more contentious than it even was initially.

The first thing to decide was whether I should work on the chapters one by one, selecting first the chapters that were closest to being ready for publication and perhaps trying to publish one of them; or whether I should add on an extra layer of work and actually write a book proposal before I did any revising at all. As I mulled over these options, I worried about having enough time to complete my project, yet I saw the benefit of beginning with a book proposal. Writing a book proposal would force me to develop a general overview of what I hoped to accomplish with the project. Working to articulate the reasons my work is still relevant and the ways in which it has changed to reflect developments in whiteness scholarship would provide me with a better idea of how to revise the chapters. I decided on this course of action.

The process of researching publication opportunities not only educated me about the publication process and about likely candidates for my eventual manuscript, but also helped me identify books and articles that I should add to my reading list. I began to renew some old academic contacts and talk with them about which publishers I should pursue. I also perused the Internet and my own bookshelves to see which publishing houses seemed to publish books I liked. Finally, I looked into publishers that my friends had been successful with. My eventual list of potential publishers included Ashgate, Cambridge UP, Duke UP, Harvard UP, NYUP, Oxford UP, Palgrave Macmillan, Routledge UP, Rutgers UP, Syracuse UP, University of Notre Dame Press, UC Press, University of Massachusetts Press, University of Virginia Press, and University of Wisconsin Press. For each publisher, I researched the book proposal process, found the name of the acquisitions editor I should contact, and prepared a short list of past publications that were relevant to my work. This research sometimes alerted me to publications I should read that I had been unaware of.

My reading list was already much longer than the minimum I had promised in my sabbatical leave proposal, so I was ready to begin reading. October and November were spent reading and note-taking, now with a mind towards writing a cover letter and annotated table of contents: I had learned that NYUP and some other publishers require an annotated Table of Contents as well as a cover letter. I therefore began with articles and books that took more general, theoretical approaches to whiteness studies or to the study of race in Irish Studies instead of studies of specific authors. When I came across mention of a source I would want to review later, I added it to my growing bibliography. I also started a file called "chapter outlines.docx" and various files devoted to developing themes emerging from my research, such as "racialization.docx," "transnational angle.docx," and "whiteness defense.docx." For sources that were particularly important to my project, I created a separate file and filled it with careful reading notes. For other books, I let my annotated bibliography serve as the repository for a summary of the source's content, evaluation of its relevance to my research, and transcription of the most important direct quotes. Unsurprisingly, given my desire to know everything about my subject, the annotated list of "most seminal and most directly relevant publications" got longer and longer.

While the bulk of my reading and research occurred during these formative first months, I was obtaining, reading, and writing about new sources up until the end of my time away from teaching. (In fact, I read Sarah Meer's *Uncle Tom Mania: Slavery, Minstrelsy, and Transatlantic Culture in the 1850s* [2005] in mid-September.) My most intense periods of writing were always complemented by reviewing an old source or discovering a new one, the reading of which would resolve certain questions and inspire me to continue. For me, reading and writing is truly an integrated, recursive process.

C. Documentation of Objective 1:

My sabbatical leave proposal promised to:

. . . provide an annotated bibliography of the books and articles I have read as well as my reading notes. Assuming that I would read at least twenty books and/or articles, my annotated bibliography, containing short summaries and evaluations of how each source would affect my revisions, would number at least twenty pages. My reading notes will be typed and will most likely number at least forty pages.

As I mentioned above, my annotated bibliography certainly grew beyond the minimum of twenty sources that I promised. It is attached at the end of this report as Appendix A.

My reading notes, too, are more extensive than I had anticipated they would be. It would be impractical to print them include them all in my sabbatical report, so Appendix B contains a list of the file names, the file content, and the word count.

I also have handwritten outlines and notes—I always return to handwriting when I'm wrestling with a particularly thorny organization problem! They are also described in Appendix B.

Finally, Appendix B also contains a list of the photocopies I made. I have not listed the photocopies I made of entire articles to bring home and annotate—just the number of particularly important pages I copied from the books and articles that were most valuable.

All my notes and photocopies are available to the Committee for examination, but hopefully my two appendices, the annotated bibliography and the list of notes, will suffice.

A. Statement of Objective 2:

From my sabbatical leave proposal:

Objective 2: Make revisions to my book manuscript (70%).

Plan: As is typical of dissertations, mine is too long and tries to cover too much, given my effort to show my dissertation committee and the world that I had done sufficient and wide enough research to write authoritatively. While my dissertation is still relevant and original, I will need to radically cut and reshape it so that the importance and currency of my ideas is readily apparent in the book manuscript.

B. Description of How Objective 2 and Corresponding Percentage Were Achieved.

In my description of objective 1, I talked about spending a lot of time in the U.C. Berkeley library in September. One of the nicest things about that first month was realizing that academics had been talking about my work while I was “gone,” working hard at LPC. Excited to discover this one-way academic dialogue that I had been unaware of, I began writing old research friends and colleagues, as well as scholars I did not know who had cited my work. This correspondence gave me important feedback, helped me test revision ideas, and inspired me to continue throughout the year.

Most directly, it fueled the writing of a cover letter and Table of Contents for my proposed book manuscript. As I explained in my description of objective 1, I had decided that writing a book proposal would help shape and limit my revision project. However, I found that writing a proposal and Table of Contents before I had any finished chapters, or even an introduction, was incredibly difficult. When I started in December, I had only been reading and note taking for two months, and I sometimes felt that I didn’t yet know enough about the direction my revisions would take to write these documents. I was helped by having a good model of a book proposal from my best friend from graduate school, Jim Smith. He emailed me the cover letter and book proposal for his *Ireland’s Magdalen Laundries and the Nation’s Architecture of Containment*, published by Notre Dame UP in 2007. I was also helped by having one potential publisher in mind. One of my long-time contacts, the Yale historian Matthew Jacobson, edits a series there with Harvard’s Werner Sollors (well-known for his work on ethnic and interracial literature) called “Nation of Newcomers.” Having this series in mind gave me an audience that focused my proposal in specific ways. Both he and one of the series’ outside readers, University of Illinois historian David Roediger, gave me valuable feedback on my proposal. I also shared it with friend from the 2007 research seminar at University College Dublin’s Clinton Institute for

American Studies. He had just edited a book on Irish and African transatlantic connections with his dissertation director, USC's David Lloyd, and lives in Berkeley. We met for lunch and he gave me detailed notes on my dissertation, which he had borrowed for a few months. Finally, I shared drafts with two friends from American Studies Association (ASA) conferences past, one of whom I had become reacquainted with at the Immigration and Ethnic History Society (IEHS) dinner at the Organization of American Historians conference in March 2009. (Both the seminar in Ireland and the OAH conference had been supported by LPC.) Each of these readers offered valuable criticism and support, and I made additional revisions, going through several drafts of each document. As I wrote and rewrote my proposal documents, I was often reminded of composition professor and writer Donald Murray's maxim, "Write to learn." No matter how inefficient and tortured my writing process seemed at times, it eventually revealed insights into my project and my argument that I had not anticipated.

In mid-December, the time had finally come to write my introduction. Once again, the introduction took much longer to write than I had anticipated. However, I felt grateful that I had written the book proposal materials first. It gave me such a familiarity with my project that I initially started writing without looking at my dissertation introduction much at all. As a result, the introduction was completely overhauled.

Once I had a draft done after the holidays, my friends Russ Kazal and Robert Zecker, the historians I had befriended at ASA conferences past, stepped in to offer a great deal of close reading and constructive criticism. I was stunned at the level of attention they gave each paragraph, sending back multiple pages of criticism in total. The book reviews and articles I have published in the past were submitted without much input from anyone—while I enjoyed the detailed feedback I got from editors, at that point in the publishing process such feedback sometimes feels like more of a burden (one is worried about pleasing the editor) than a pleasure. In this case, however, I had been brave enough to seek out others' input before submitting anything, and my bravery was repaid ten-fold. I felt grateful to be participating in the kind of collegial support I had only read about in the "Acknowledgements" sections of some of my favorite monographs.

I finished the introduction and launched into writing the first chapter, looking back to my book proposal documents for guidance. Just as I was getting into chapter 1, I was asked to write a book review of John Brannigan's *Race in Irish Literature and Culture* (2010). I took the opportunity because his project seemed so similar to mine: skeptical of the thesis that Irish racism had only begun with the flood of Eastern European and Third World immigrants who had arrived in the country in the 1990s, he researched 20th century literature and culture to look for evidence of racial thinking and investment in a white racial identity. His book strongly influenced the development of the first chapter.

Throughout the rest of the winter, spring, and even summer, I wrote and rewrote

the three chapters I had selected, sometimes taking breaks to do additional reading to clarify an argument or fill a hole. Many of my handwritten notes are devoted to detailed outlines of each chapter—the task of organizing my argument was so complex, concerned as I am with global trends in race thinking and committed as I am to interdisciplinary research, that it took a great deal of time. In May, I was also interrupted by a visit to a meeting of the American Conference for Irish Studies. I was not presenting a paper, but took the trip out to State College, PA to listen. I learned a great deal about how my work fit into current trends in Irish Studies and made new friends with whom I am in correspondence and sharing work. The conference panels I attended have definitely had an impact on the chapters' development, and some of the presentations have been quoted and cited as well.

Needless to say, each chapter changed immensely, particularly the introduction and chapters 1 and 2, and chapter 4, while structurally similar to the dissertation's original, benefitted immensely from revisions and cutting throughout and from a great deal of new insight I was able to bring to one section in particular, dealing with the plays of Dion Boucicault and John Brougham. The summary of how each chapter changed is in the documentation section below. I also ended up spending a great deal of time on the footnotes, cutting the originals down, adding new footnotes, and putting my citations in CMS format. I decided to do this because none of my publications so far have been in MLA style, and I wanted to make the job of preparing these chapters for publication easier—MLA's parenthetical reference/Works Cited model takes a great deal of time to switch to APA or CMS if needed, and so I decided to save myself from having to do that work later. The annotated bibliography is in MLA style, however; if I do publish the book or selected chapters as articles in MLA style, I will need my Works Cited list to be in that style.

While I have a long way to go if I ever prepare an entire book manuscript (revising two additional chapters, rewriting my book proposal documents due to changes, selecting illustrations, and undoubtedly revising the chapters further as new research develops and editors ask for changes), I am incredibly grateful to have had the time to do such substantive revisions. Hopefully they will allow me to stay engaged with academic presenting and publishing in a way that would not have been possible otherwise.

C. Documentation of Objective 2:

My sabbatical leave proposal promised the following:

Copy of revised dissertation manuscript and summary of substantive changes that were made. . . . at the very minimum, I will submit a revised introduction and three finished chapters. My summary will likely trace the process I went through as I decided what aspects of my dissertation to update in light of new research,

decided how to cut, consolidate, and rework chapters, and used the introduction and conclusion to better situate my work in the current research climate.

I have attached a copy of my revised introduction and three finished chapters as Appendix C. This introduction and the accompanying chapters are likely to change significantly before they are published, whether in article or book form, but they are revised to a point where they are ready to show to colleagues and potential publishers.

Though part B summarizes my revision process, below I will summarize the changes I made to each chapter.

Introduction:

As I said in my description of how I met Objective 2, the introduction was completely overhauled. What with the developments in research over the past nine years, I found not only that my introduction's thesis had been refined and that I needed different kinds of primary and secondary texts to support it, but also that my imagined audience had changed. This audience had changed along with the developments in research, naturally, and so the way in which I had introduced my topic in 2000 was dated.

In 2000, I had focused on the gulf between American Studies and Irish Studies scholars that had produced theories of whiteness that were incomplete and inconsistent. By 2010, the surge in transnational scholarship had narrowed that gulf. In 2000, whiteness studies was new enough that I felt I had to go over the major studies influencing my work for my dissertation committee. By 2010, these studies had been gone over so many times so as to make any extended discussion of them irrelevant. In addition, I decided that certain sections, like my comparison of Irish racialization to black racialization, might belong in the first chapter. What I found in the end was that certain sections were omitted entirely, having no logical space in chapter 1.

The introduction thus began quite differently, taking its cue from my work on contemporary Irish-American racial self-conceptions published in Duke's edited collection *The Irish in Us: Irishness, Performativity, and Popular Culture* (2006). I began with a recent example of an Irish American conflating Irish and black oppression to elide his own whiteness, revealed in a comment posted to an online news article about the common Irish background of Henry Louis Gates, Jr. and the Cambridge police officer, James Crowley, who accused him of breaking and entering into his own home in 2009. This online comment complements my project so well because it invokes Irishness as a pre-white identity, a tendency I have seen in critical race theory as well. I used it and other contemporary references to Irish racial identity to introduce the manuscript because contemporary misunderstandings of nineteenth-century racial identity often lead

to assumptions of Irish racial innocence or anti-racist commitment that simply were not present. While the seeming racial homogeneity of Ireland did not often force white racial sensibilities and racist attitudes out into the open, assuming a racial “innocence” among the Irish prior to emigration romanticizes them and ignores how Ireland’s European history, colonial experience, and white skin color has made for a complex structure of racial feeling. I also devoted a large portion of my introduction to engaging the criticisms of a group of scholars who insist that we should not assume whiteness to be present if the historical record does not show it being discussed by the nineteenth-century Irish. I argue that such a narrowly materialist historical methodology would ignore the very real, if sometimes invisible, dynamics of racialized identification and power.

I kept my dissertation introduction’s most valuable discussions, if they morphed and their locations changed. My discussion of the shifting and contextual basis of Irish racial identity remained, as this conceptualization of not just Irish, but many other racial identities, has continued to engage scholars in critical race theory and transnationalism. I kept my exploration of how anti-Irish racism and descriptions of their savagery could be “absolutely literal” (Kenny, *Molly Maguires*) even as such descriptions coexisted with a general acceptance of Irish whiteness. Finally, I kept my discussion of how to properly read literary texts for evidence of white racial affiliation. My dissertation’s most valuable intervention was to turn the discussion of Irish whiteness towards literary texts, and it still is, as the discussion is often dominated by historians.

Chapter 1:

The original version of the first chapter was very long, containing as it did a theoretical and historical justification for discussing race in the Irish context; a discussion of race in 19th century fiction, drama, and blackface minstrelsy; and a discussion of race on the Irish nationalist and abolitionist scene. What with all the additional research I had done, I couldn’t see how the chapter could hold it all.

I began by cutting most of the discussion of drama at the beginning of the chapter—these plays, many of them from the 18th century, were being used to show an impulse towards racial consanguinity and Irish racial superiority to Africans long before the Act of Union of Britain and Ireland of 1800. In its place, I put a much longer discussion of what has variously been called the “public culture,” after Habermas, the public discourse, or the cultural imaginary that leads me to believe the Irish did have an awareness of the existence of Africans and of their own racial superiority to them.

I then made two huge decisions: one, to put off the discussion of 19th century Irish drama to a new second chapter, a chapter that would discuss Irish theater and abolitionism as transnational phenomena; and two, to completely rearrange my chapter’s organization in favor of a historical survey of race in Ireland and

Europe first and a discussion of race in Irish literature second. The latter was a very difficult decision since it was no small task to untangle the discussion of race in Irish literature from the discussion of how it correlated to archival evidence of Irish racial sensibility. But I had much more to discuss in terms of archives (Nini Rodgers's comprehensive study on the Irish relationship to slave trade had been published since the completion of my dissertation, and other research was enhancing that section as well), and my discussion of the literature was already at risk of being diluted because it was constantly being interrupted by discussions of historical evidence.

In the process of this reorganization, I cut much of my summary of the novels. Now that the discussion of fiction was all together, if still separated by the religion of the authors, I realized the strong similarities between Protestants' and Catholics' depiction of racial others and of the peasantry, who were coming off as racial inferiors at the hands of both sets of authors. As I was rewriting, I was simultaneously reading books and articles on the Irish novel: I had been reading a great deal of historical scholarship in preparation to write the introduction, and I wanted to be sure I was up-to-date on literary scholarship. As a result of my reorganization and this reading, I realized that I needed to talk a lot more about the racialization of class among the Anglo-Irish gentry as well as the middle-class Catholics. I had learned more about the frustration of the Catholic nationalist bourgeoisie with the wild peasantry, and about the relationship of this frustration to Ireland's burgeoning modernity. In addition, I fleshed out sections dealing with possible indigenous racial attitudes among the peasantry. As a result, the revised chapter has much more emphasis on the Irish bourgeois tendency to racialize their own people and on the racial tropes evident in peasants' attitudes towards each other.

Chapter 2:

Chapter 2, as I said, had now totally changed. I had already decided to discard much of chapter 2, which had been focused on racial and class discourse and the status of Irish immigrants in America prior to the arrival of the famine immigrants. In an effort to cut my dissertation down, I had decided to use only the best of this chapter as background informing chapter 3. The most important thing for readers to know before embarking on that chapter would be that despite some racist depictions of Irish savagery and ineptitude, pre-famine American fiction and culture had largely settled on a rhetoric of Irish immigrant potential that proved hard to dislodge in later years, even though the relationship between native-born Americans and Irish Americans and immigrants became much more contentious. This was due in no small part to the stage Irishman, considered a limiting stereotype by some, but again a figure of potential compared to the black characters on the stage, minstrel or not. I decided, then, to move my discussion of Daniel O'Connell and his vexed involvement in the abolitionist movement to a chapter that would discuss both abolitionism and stage Irishry as transnational phenomena that showed the Irish alternating between gestures of solidarity

between black and Irish and gestures towards white supremacy. I felt I had to deal with the coexistence of these impulses in a much more sophisticated way than I had in my dissertation. One way I dealt with this issue was to argue that identification with Irishness was not necessarily opposed to whiteness, but rather served as one of many contexts for an engagement with whiteness.

My section on the stage Irishman was cut radically from its dissertation size. Instead of providing the whole history of the character, I assumed that the reader had already traversed much of this scholarship. With the chapter reoriented to discuss the stage Irishman in Ireland and the US, I could make one observation and see how it applied to both countries, instead of repeating myself in the third chapter. In addition, I used current research to explain how the ostensible inferiority of the Irish disappeared, or at least was greatly lessened, on an international stage containing black characters as well. The work of Alison Kibler on the popular cultural figures of the black mammy and Irish Bridget, which I was exposed to at the May convention of the American Conference for Irish Studies in State College, PA, shows that the denigration of the Irish was different in that it did not affect the racial standing of the Irish. As G. Peatling has written in regards to L. P. Curtis' discussion of racism in anti-Irish cartoons (his article was at the center of a special issue of the *Journal of British Studies* that I also learned of at the ACIS convention), the racist depiction of the Irish did not seem to affect public policy in specific ways we can document. In this new version of the chapter, I categorized the various engagements with whiteness I saw on the stage in both Ireland and America: many of the characters have an elevated class status; the nobility of Irish civilization and the purity of Irish blood is mentioned; the Irish are shown to enjoy imperial privilege, if as junior members of empire; and they show a contentment with their inferior station as long as they are one notch above poor people of color. The figure of Tyrone Power, grandfather to the American film actor, became more of a centerpiece of this chapter, both because he was such an influential actor and celebrity and because he criss-crossed the Atlantic depicting these characters, despite an initial opposition to them.

As far as my discussion of the Irish engagement with abolitionism was concerned, the chapter developed a great deal beyond the discussion of abolitionism that had previously resided in the first chapter. In this case as well, I argued that the varying prioritization of identities ranging from nationalist to anti-imperialist to Celtic did not negate an engagement with whiteness. I recognize Frederick Douglass, often seen as a sympathizer with Irish oppression, as someone who recognized this multiplicity of white engagements. I then write a completely new section of the chapter, one that identifies nationalism, imperialism, religion and the "non-modern" or subaltern as various contexts for white engagement. Irish nationalists' political rhetoric reveals that it relied not primarily on connections with global anti-slavery interests, but on a European continental transnationalism that connected the Irish, whether racially, politically, or sentimentally, with other Europeans and that informed the Irish

nationalist anger over white “slavery” and “serfdom,” whether in Russia, Germany, or elsewhere. Once Irish immigrants found themselves in the context of ante-bellum American political battles over religion, labor, and slavery, the white supremacist assumptions that had always informed their European continental transnationalism and resulting anger at *Irish* enslavement in particular soon took precedence over their anti-slavery rhetoric. Firstly, the Church’s condoning of slavery, voiced in Ireland by O’Connell’s friend Bishop England and in America by Bishop John Hughes and others combined with the sensibilities we saw in the novel, the complaint over the greater attention paid to the plight of the Africans, and the belief that Europeans were inherently free and Africans bred for servitude, meant that Irish support for anti-slavery politics was by no means assured. I also draw on James O’Toole’s study of the mixed-race Healy family in the Church to look at how whiteness was a salient aspect of Catholic identity for the Irish. Finally, I dealt with the potential racial attitudes of the subaltern. Given the dearth of archival material in regards to peasants or lower class laborers, it is difficult to determine how subaltern peoples would have regarded their race. In some cases, what David Lloyd calls the “non-modern” orientation of the peasantry may have made them more likely to see Frederick Douglass, for example, as a fellow slave than as a racial inferior, at least on this occasion. However, the hybridity of the peasant experience meant that a feeling of whiteness, whether experienced as white racial affiliation with other Europeans or as white racial superiority, likely coexisted with that solidarity. This second alternative was likely much more common. Though Irish Americans could occasionally admit some connections to and identification with black culture, these admissions did not necessarily invalidate their connections to white cultural assumptions. Once they got to America, the impulse to see Africans as fellow slaves could not be sustained as easily as it could in Ireland, where Africans and Irish were not competing for status, jobs, and neighborhoods. I close by arguing that the international contexts of empire, Catholicism, and Irish nationalism’s dialogue with both clearly positioned the Irish as whites, whether white supporters of empire, whites joining with other nations to protest their poor treatment, whites resisting slavery and the slave trade, or whites marrying blacks. Though the Irish in Ireland and America did experience connections to and identification with black culture in some contexts, whether a nationalist one, one of subaltern status, or one of the international stage, these admissions did not compromise their investment in white recognition.

Chapter 4:

I skipped to chapter 4 at this point because chapter 3 has already been published in *Éire-Ireland* and in *New Directions in Irish-American History* (2003), edited by Kevin Kenny. This article will likely be reworked for a book, but I felt it more important to work on chapter 4, which I had already started reworking for the 2007 research seminar at University College Dublin’s Clinton Institute for American Studies and which has the most immediate potential for publication as an article if I chose to go that route.

I began by reading chapters 3 and 4 in my dissertation in light of my new research and ideas for chapter organization. I wrote the main ideas of each chapter down by hand and then wrote a number in the margin corresponding to which chapter that information should now be in. The third chapter deals with various tropes of whiteness like European heritage, civilization, Christianity, and Celticism, and the fourth chapter deals with a final trope of whiteness, freedom, in terms of how Irish-American authors wrote about Africans and slavery generally in their works. While this division works in many ways, it means that authors and playwrights are discussed in two chapters, and I needed to decide if that would still work or if it was awkward before beginning on Chapter 4. I decided that, by and large, the structure of these two chapters would remain the same (I had flirted with discussing the novel in one and the drama in the other).

Like chapter 2, chapter 4 focuses on the Irish relationship with slavery and abolitionism, but this time begins with the United States in the run-up to the Civil War. The metaphor of white slavery became prominent again in Irish circles, and its meshing with the Democratic Party's use of the term echoes the Irish attempt to selectively apply abolitionist rhetoric to Irish and Irish Americans. In the current political environment, however, that rhetoric was increasingly tied to the cause of African Americans. Just as the drive towards acceptance and assimilation forced Irish Americans to try and synthesize their Celtic and white allegiances, the ultimate dominance of the abolitionist cause forced Irish Americans to synthesize their pretensions to white racial entitlement with a generalized anti-slavery rhetoric. In two novels in particular, Hugh Quigley's *The Cross and the Shamrock* (1853) and John Boyce's *Mary Lee; or, The Yankee in Ireland* (1859), the authors' unusual decision to include African American slaves in their narratives highlights the kind of "hying" W. T. Lhamon outlines. Lhamon has theorized that traces of white respect for and derision of black culture not only coexisted in blackface minstrel entertainment, but actually "hyped" each other. I see this happening in fiction and popular drama as well. In the case of Irish playwrights Boucicault and Brougham, who produced nominally anti-slavery drama, complications occurred in their attempt to apply their Irish model of conciliation to the context of American slavery, and a double standard in the treatment of Irish and African oppression arose. In the Irish-American press as well, a virulent racism strangely coexisted with generalized Christian objections to slavery. I close the introductory section by looking at Hooley's Minstrels, an Irish-American blackface minstrel troupe that exemplifies how contradictory racial attitudes coexisted and even intensified one another.

I start off the section of the chapter devoted to fiction with an investigation of the Irish relationship to Harriet Beecher Stowe, building on a section that was in the original dissertation but in a different chapter. I argued in the original that Stowe's strategy of using sentimentalism to turn "a thing into a man," which she had used in *Uncle Tom's Cabin*, was a natural fit for Irish fiction. I brought the discussion of Stowe's relationship to Irish domestic servants, which had

previously been in the dissertation's third chapter but left out of the published article, into this chapter. The Irish in America appreciated Stowe's generosity towards the "Bridgets" that were usually so reviled, but were later angered by a visit she made to the Duke of Sutherland to promote the abolition of slavery in America, given his involvement of the clearing of Irish peasants from his land. After this introduction, I look more closely at the conflicted Irish use of her abolitionist template in their fiction, which supported their desire to turn Irish savages into white equals but brought them dangerously close to espousing the universalist abolitionist principles that underpinned it. My discussion of these novelists had already been developed at the 2007 American Studies seminar in Ireland, and I integrated those developments into this revised chapter, working further to develop and refine my argument.

I then turn to a discussion of the Protestant Irish international playwrights Dion Boucicault and John Brougham, whom I had covered in the original 3rd and 4th chapters, but whom I now dealt with in a more significant fashion. I expanded my discussion of Boucicault in particular: my dissertation's comparison of his Irish *The Colleen Bawn* and *The Octoroon* had been attempted by at least two others since I had finished, and I wanted to respond to them and deepen my argument. In synthesizing the contributions of these critics with my own, I argue that determining Boucicault's racial beliefs as revealed by the two plays is very difficult: his conciliatory playwriting style, the changes he made to his sources, the reception of both plays in America, his own Protestant background, and his relationship to Irish nationalism and Gaelic culture are all factors that present challenges to any such assessment. Critics who address only one or two of these factors additionally fail to situate their analyses in the larger context of Boucicault's status as an Irish playwright living and working in America, engaging with the Irish-American community and with the racial assumptions I have discussed in the book so far. To approach an understanding of the relationship of Irish racial status to black racial status and to whiteness in Boucicault's mind and work, I argue, it is additionally important to consider Boucicault's portrayal of Irish Americans and African Americans on the same stage in *Omoo; or, the Sea of Ice* (1864) and *Belle Lamar* (1874); situate his work in relation to the theater of John Brougham, who also adapted an anti-slavery novel to the stage; and look at the play in relation to the Irish-American dialogue with anti-slavery rhetoric that I have already been discussing. The section on Boucicault turned out *much* better than it had originally been; I feel confident that this section of the chapter could be published as an article if I decide to do so.

The original dissertation closed with a consideration of how Irish attitudes towards slavery changed during the Civil War and focused on the comic poetry of Charles Halpine, a.k.a. Miles O'Reilly, particularly the well-known "Sambo's Right to Be Kilt." This poem sits uneasily with his eventual anti-slavery convictions and an earlier poem written for the fugitive slave Anthony Burns, "The Flaunting Lie." I decided to keep it as a fitting close for this chapter, as it exemplifies the

contradictory and contextual nature of Irish attitudes towards slavery and racial equality.

IV. Conclusion

I am extremely grateful to have had this opportunity for professional development. My thanks go to the Sabbatical Leave Committee and to the College for making this opportunity available. My research and my teaching will profit as a result.

V. Appendices:

Appendix A: Annotated Bibliography

Appendix B: List of Word-Processed Reading Notes, Handwritten Reading Notes, Digital Copies of Sources, and Photocopies of Sources

Appendix C: Revised Introduction and Three Chapters

Debbie Fields

Objective 1: To expand my knowledge and expertise in a new software application

Camtasia: Documentation: Create at least 5 short vignettes and incorporate what I create into several of my online classes.

Camtasia, software that lets you record anything you see on your PC screen, edit into a professional screencast you can share instantly. I was aware of this software and had reviewed what you could accomplish with this product. However, I was unwilling to pay \$300.00+ for the software. Fortunately, at the @One conference in 2009, I was the winner of a drawing of the full-version software package. I played with the software; found that the software had lots of features, so I enrolled in a @One class.

I experimented with the various features of the product and spent lots of frustrating time trying to create 'perfect' presentations. However, I quickly realized that my CIS students do not want the 'perfect' presentation. They want me to create videos to demonstrate what I would normally demonstrate on the computer in the classroom. So, my presentations are 'not perfect', but short, helpful, and informative. Here are some of my examples:

- ✓ CIS 50 Syllabus: <http://www.screencast.com/t/NTJjZTg1> - review syllabus
- ✓ Bravenet: <http://www.screencast.com/t/x62F3Yp7FP> - how to upload your webpage to a web host
- ✓ Oracle websites: <http://www.screencast.com/t/znKymDdir8ye> - how to access Oracle iLearning
- ✓ MSDNAA: <http://www.screencast.com/t/lfZWgcBkb> - how to for instructional assistants to update student requests for MSDNAA
- ✓ Google Searches: <http://www.screencast.com/t/83sxx2h0MbX> - Google WonderWheel, Timeline, Google Squared

With www.screencast.com I have limited space to upload my camtasia presentations. It is possible that the above links will not work, as I had to replace some older presentations with newer presentations. Let me know and I can email you some current links.

Camtasia (<http://www.techsmith.com/camtasia/>) is the software product that allows you to create the video presentation; it is ScreenCast (<http://www.screencast.com/>) that gives your online presentations a home. A serious problem is the expense of the software (\$300+). The problem arises when Camtasia is installed on computer A, but the software that I want to demonstrate is on computer B. I have 4+ computers (desktops, laptops, table PC, notebook). I have Adobe Creative Suite 5 (Flash, Dreamweaver, etc) installed on computer A, but Camtasia is installed on another computer. The LPC Innovation Center is of some help, but I have frequently found some problems coordinating software products.

In my research I have found two cheaper, adequate products that could accomplish the same thing.

- Windows 7 has **Problem Set Recorder** (psr.exe) software, to automatically capture the steps you take on a computer, including a text description of where you clicked and a picture of the screen during each click (called a screen shot). Once you capture these steps, you can save them to a file that can be used by a support professional or someone else helping you with a computer problem.
- Jing (<http://www.techsmith.com/jing/>) allows you to take a picture or make a short video of what you see on your computer monitor, share it instantly via web, email, IM, Twitter or your blog, and it is simple and free! What I have started to incorporate into my online classes; have my students use Jing

and Screencast to demonstrate to the instructor that they have mastered some computer task. So, instead of sending me a spreadsheet with a chart, they will create a screen shot video *showing me* how they created that spreadsheet with a chart. Upload the presentation to screencast and email the URL for me to review. Priceless!!

With all these video recording software products, size of the output product is an issue. Very large files often result in disk space issues and download/playing issues. I learned very quickly to make these presentations less than 10 minutes

Objective 2: To review the CIS course curriculum and to write 4-5 new course outlines

Course Outlines: Discussed curriculum needs with LaV Hart, wrote course outlines and course proposals. Course outlines/proposals approved at Division Meeting, approved at Curriculum committee. Some of the classes are scheduled for Spring 2011 and Fall 2011

Outline	(lecture/lab)
CIS xx.01 - Database Management Systems	(2.5/0)
CIS xx.02 - ORACLE: Database Design and SQL Programming	(2.5/1.5)
CIS xx.03 - ORACLE: Database Programming with PL/SQL	(2.5/1.5)
CIS xx.04 - ORACLE: Database Administration	(2.5/1.5)
CIS xx.10 - Writing SQL Queries Using Microsoft SQL Server	(2.5/1.5)
CIS xx.01 - Internet Business Fundamentals	(1/1.5)
CIS xx.02 - Network Technology Foundations	(1/1.5)
CIS xx.03 - Web Site Development Foundations	(2/1.5)
CIS xx.04 - Web Design Specialist	(2.5/1.5)
CIS xx.05 - eCommerce Web Technology	(1.5/1.5)
CIS 55C - Microsoft Office: What's New	(1.5/1.5)
CIS 55D - Office: Web Apps, Collaboration, Cloud Computing	(1.5/1.5)

You can view the course outlines/proposals at: [http://lpc1.clpccd.cc.ca.us/LPC/dfields/course_outlines/CIS Curriculum Revisions.zip](http://lpc1.clpccd.cc.ca.us/LPC/dfields/course_outlines/CIS_Curriculum_Revisions.zip)

OBJECTIVE 3: Attend minimum of three (3) educational or computer related conferences

Conferences: I have provided conference materials from the first 8 conferences

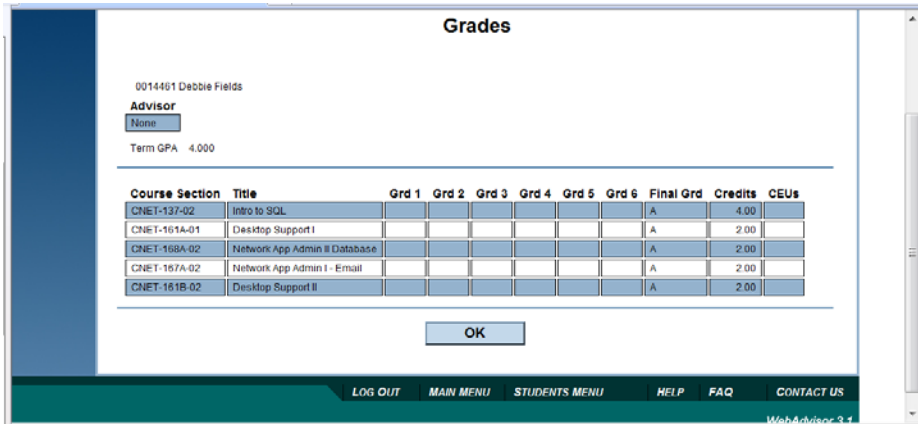
1. TechEd, April 11-13, Pasadena, CA
2. MERLOT 9th Annual International Conference, August 13-16, 2009
3. California Community College Association for Occupational Education (CCCAOE), October 27-30, 2009
Long Beach, CA

4. California Business Education Association, November 5 – 8, 2009, Riverside, CA
5. @One Teaching and Learning Conference, June 3-5, 2009, Ohlone, CA
6. Course Technology Conference, March 11-13, 2009, Las Vegas, NV
7. 11th Annual National Summer Institute on Learning Communities, June 23-27, Evergreen State College,
Olympia Washington
8. National and Mid-Pacific ICT Centers Winter 2010 ICT Educator Conference, Jan 7-8, 2010 San
Francisco, CA
9. Cengage Publisher Forum: Connecting Today; Shaping Tomorrow, Anaheim, CA
10. @One Teaching and Learning Conference, June 3-5, 2010, San Diego, CA – remote attendance

OBJECTIVE 3: Enroll and complete 6 undergraduate semester units of educational or computer related courses at an accredited university or community college

Classes: completed 16 units

Ohlone: 12 units – I have attached an unofficial transcript



The screenshot shows a web interface titled "Grades" for student 0014461 Debbie Fields. The advisor is listed as "None" and the term GPA is 4.000. Below this is a table with columns for Course Section, Title, and grades from Grd 1 to Grd 6, along with Final Grd, Credits, and CEUs. All grades shown are 'A'. An "OK" button is located below the table. At the bottom of the page are navigation links: LOG OUT, MAIN MENU, STUDENTS MENU, HELP, FAQ, and CONTACT US. The version number "WebAdvisor 3.1" is visible in the bottom right corner.

Course Section	Title	Grd 1	Grd 2	Grd 3	Grd 4	Grd 5	Grd 6	Final Grd	Credits	CEUs
CNET-137-02	Intro to SQL							A	4.00	
CNET-161A-01	Desktop Support I							A	2.00	
CNET-168A-02	Network App Admin II Database							A	2.00	
CNET-167A-02	Network App Admin I - Email							A	2.00	
CNET-161B-02	Desktop Support II							A	2.00	

I had a difficult time enrolling in college classes. I would be a 'new' student to any college in which I wanted to take classes. My enrollment priority was low and I was unable to enroll in many classes that interested me. I enrolled in classes that challenged me technically (*Creating Interactive Learning Content Using Camtasia Studio*) and classes that would help me with potential new LPC courses (*Getting Up to Speed with Office 2010, Intro to SQL, Desktop Support I & II, Network App Admin I: Email, Network App Admin II: Database*). I enrolled in the classes for the content and to study how the instructor was teaching the class via online.

Fresno Pacific University: 2 units

- ✓ *Creating Interactive Learning Content Using Camtasia Studio*, January 12-14, Cosumnes River College, 2 units thru Fresno Pacific University Note: the transcript below does not show my 2 unit credit for the Camtasia course. I have printed the email from my instructor that indicates that he intended to give me 2 units for this class. I have sent a reminder to the instructor to please post the CR grade
- ✓ *Getting Up to Speed with Office 2010*, June 1-3, Evergreen Valley College, 2 units thru Fresno Pacific University

The screenshot shows a web browser window titled 'FPU Account Courses - Windows Internet Explorer'. The address bar shows 'http://www.fresno.edu/cpd/account/CurrentClasses.aspx'. The page content includes a navigation menu on the left with categories like 'COURSES BY INSTRUCTOR', 'ACSI COURSES', 'UPCOMING WORKSHOPS', 'WORKSHOPS', 'PARAPROFESSIONAL COURSES', 'CERTIFICATES', and 'FAQ'S'. The main content area is titled 'Debbie Fields's classes' and contains a table of course information. A red text overlay reads: 'To rate a course or change your rating for the course please click on the course number.'

Course Number	Title	Start Date	End Date	Grade	Units	Cost Per Unit	Fees	Receipt #
IEC-1700A	Interactive Lrng Camtasia Stu	01/12/2010	01/14/2010		2	65.00	0.00	13817
IEC-964	iPod Touch in the Classroom	05/11/2010	05/31/2011		3	113.00	34.00	16553
IEC-1725A	Microsoft Office 2010	06/01/2010	08/31/2010	CR	2	65.00	0.00	16553

OBJECTIVE 3: Enroll and complete at least 3 courses/workshops offered via @One (<http://www.cccone.org/>)

Training/Workshops:

1. SharePoint Designer Bootcamp, @One Summer Institute, June 3-8, El Cajon, CA – certificate of completion is available in my bag of materials
2. Getting Up to Speed with Office 2010 – certificate of completion is available in my bag of materials
3. Creating Interactive Learning Content Using Camtasia Studio – certificate of completion is available in my bag of materials
4. Google Workshop for Educators – April 11, 2010 – missing certificate of completion, but the workshop materials is available in my bag of materials

5. @One Desktop seminar, "Get Googlized, Part 1: Using Google Docs
6. Academy for College Excellence (ACE) Behavior System & Integration Workshop
Friday, August 13th, 2010
7. @One's desktop seminar, "A College Success Course for NewMillennial Students
8. @One Building Online Community with Social Media
9. Behavior System & Integration Workshop, ACE
10. OTAN (Outreach and Technical Assistant Network), <http://www.otan.us/> a wonderful site that offers many technical workshops thru webinars, here are some that I attended
 - a. Using a Cellphone to Enhance Learning – 2/25/2010
 - b. Share, Review and Collaborate with Online Document – 2/10/2010
 - c. Teaching Critical Thinking for the Internet – 1/15/2010

Josephine Galliano

SABBATICAL LEAVE REPORT

I. Purpose of Leave

The purpose of my sabbatical leave was to negotiate an articulation agreement with Cal State East Bay for a degree completion program for the graduates of the Chabot College Dental Hygiene Program. To do this, I worked with the Chabot College Articulation Officer-Jane Church, and the Dean of the College of Human Development at Cal State East Bay-Patricia Guthrie. Networking was done with my community college colleagues in dental hygiene programs in California that currently do have an articulation agreement with colleges in their areas. Input was also solicited from the Director of the Loma Linda University Dental Hygiene Online Degree Completion Program.

II. Summary of the Completion of Objectives

Objective 1: To compile data on the existing degree completion agreements currently in place. Completed October, 2010

There are currently two community college dental hygiene programs that have agreements with their "feeder" institution for degree completion programs. Initially, it was my intent to model what was done in these programs. However, after meetings with the director's of these programs, I found that the agreements in place did not meet the needs of our dental hygiene graduates. Both programs required the dental hygiene graduates to take an additional 2 years in a designated health major. Both programs required the student to become part time day students.

The majority of the graduates from our program need to enter the workforce upon graduation. For many of them, due to their financial situation, they cannot attend classes during the day. Their work schedules in dental offices are primarily on week days from 8:00 am to 5:00 pm. Therefore, a model which required students to be part time day students would not meet the needs of our graduates.

In researching the community college agreements, I found that the number of community college units that could be transferred to a state college and/or university is 70 units. This state mandate restricts the number of transferrable units. It was my intent to work with CSEBU to establish a means for allowing graduates of our program to transfer a part of their dental hygiene course work to CSEBU as upper division units. If this could have been done, the number of units required in the degree completion program could have been reduced allowing students to complete their baccalaureate degree in less than the

standard two years. Most majors required 120 upper division units with some requiring more units than the 120. Typically, the majority of students take two years to complete the 120 units.

Once it became apparent that graduates from our program would have to complete the 120 units, I had to think outside of the traditional educational "box." For a degree completion program to be accessible to our graduates, the program would have to be offered at nights or on weekends, or it would have to be an online program. After discussing these two options with former students that are interested in completing a baccalaureate degree, the online option was the overwhelming choice for the graduates.

Through networking with the current Director of the Loma Linda University Dental Hygiene Online Degree completion program, I was able to determine what was required should our students wish to complete an online degree in dental hygiene.

Due to the fact that our students have completed two years of dental hygiene education prior to graduation, I found that much of the course work was designed to meet the needs of those graduates wanting to pursue a career in dental hygiene education and/or public health dental hygiene. The focus was on teaching methodology and research. For students wanting to pursue a career in either of these two areas, a program such as the one developed by LLU is a good choice. It is, however, very costly (~\$25, 000).

Our graduates are looking for a degree that has a wider breath to it. They want to be able to work in numerous potential dental hygiene fields including working in the traditional dental office. I was therefore challenged to find an online degree completion program that would allow my graduates to expand their skills beyond oral health care.

Objective 2: Initiate the process of developing a degree completion agreement with CSUEB. Completed October 2010.

Beginning in October, I researched all of the online programs available at CSUEB. The college currently has only a limited number of online degrees. After researching all of the degrees offered, I selected the online degree program in Human Development. This program's mission/goals and objectives would align well with the needs and goals of our graduates. The primary focus of the program aims to develop in students a basic understanding of core concepts in human development. The scope of the major includes teaching methodology and would provide the dental hygiene graduate with the opportunity to study human development using their current work experiences. **(See ATTACHMENT A)**

The dental hygiene graduate would have a choice of one of two emphases. The first would be to focus on human development as it pertains to older adults with the second being to focus on human development as it pertains to women. Working in a field where interaction with patients consumes much of dental hygienists' work time, a better understanding of human development would enhance the dental hygiene graduates ability to communicate and understand patients.

Objective 3: Complete action plans and develop a model for the degree completion program. Completed November 2010

Once the choice of degree completion program was made, I began conversations with the articulation officer at Chabot College, Jane Church. I worked with Jane on evaluating the transfer readiness of the dental hygiene graduate from our program. In order for dental hygiene graduates to apply to the online human development program, they would have to graduate from our program not only with an associate's degree, but they would have to be deemed transfer ready.

Since the dental hygiene program does require a large number of pre-requisites as well as the associate's degree, it was determined that the only course that the dental hygiene graduate would be lacking was Math 55-Intermediate Algebra. To be transfer ready, the dental hygiene graduate would have to complete this course if they had not already done so. Since many of our students have taken a wide breathe of courses both at Chabot and other colleges, some of them have already completed this requirement.

Knowing that many of the dental hygiene students enrolled in our program hope to complete a degree at some point, part of the implementation plan will be to have an informational meeting with the incoming classes where they will be able to learn about the online degree completion program at CSEBU. With this knowledge, they could potentially take any courses that are needed to be transfer ready during the course of their studies in the dental hygiene program. I side benefit of doing the courses needed to be transfer ready would be that they could enroll in any of the state colleges upon graduation as a transfer student. This would allow them to choose any degree at any California State University, not just the human development degree at CSUEB.

Objective 4: Establish a time table for implementation of the degree completion program. Completed November 2010

After establishing what our graduates would need to have completed to be transfer ready, I met with Patricia Guthrie, Department Chair-Department of Human Development and Women's Studies at CSUEB to discuss the feasibility of

establishing some sort of agreement between the Chabot College Dental hygiene program and the CSUEB online Human Development for the articulation of our students into the CSUEB online degree program in Human Development.

Ms. Guthrie has been extremely supportive of fostering a relationship between our dental hygiene program and CSUEB. As the Department Chair, Ms. Guthrie was excited about the opportunity to work with our graduates. It is her vision, as well as my own, that with Chabot promotion of the program for dental hygiene graduates the program would have enough students each year to have a dental hygiene cohort.

Currently, the Human Development Program admits one cohort per year into the online program degree completion program. That cohort will remain together throughout the 7 quarters required to complete the degree. Those in the cohort are guaranteed access to the online course work each quarter. The students in the cohort are encouraged to use their work experiences as the basis for the numerous projects and reports that are required as part of the program.

One of the concerns that I expressed related to the academic workload. Since almost all of the dental hygiene graduates that have expressed an interest in completing a baccalaureate degree have to work full time, I was concerned about the program requirement that the students take a full time course load. Ms. Guthrie provided data from the program indicating that 95% the students in the online program work full time. Therefore, as I stated above, the program encourages students to use their work experience in designing projects, doing research and writing reports.

Based on the meetings with Ms. Guthrie, I developed an information sheet for dental hygiene graduates that is available on our Chabot College Dental Hygiene website. **(See ATTACHMENT 2)**

In order to apply for the program, students have to have all application materials into CSUEB before the November 30th deadline set by the university for transfer students. With our meeting taking place in November, this short window of time for the dental hygiene program to advertise and promote that program as an avenue for degree completion for our students made it almost impossible for dental hygiene graduates to apply for the Fall of 2011 cohort. However, even with the limited time available, two former graduates applied and will be starting the program in the Fall of 2011.

Summary

In summary, I am very appreciative of the opportunity to have done this sabbatical project. This opportunity has allowed me to establish a mechanism

for our graduates to transfer into the CSUEB Human Development Online Degree Completion Program. The Dental Hygiene Program will be offering an information night for graduates in the spring to promote the program. Ms. Guthrie has offered to work with us to have representatives from the program at the meeting to answer questions and provide information about the CSUEB program.

With the number of dental hygiene positions in the traditional dental offices shrinking due to the economy and the high number of graduates being graduated each year from proprietary programs in California, our graduates will need to have a baccalaureate degree in order to be able to seek employment in alternative job settings such as education, public health and consulting for dental hygiene companies. This program will provide our graduates with a mechanism to obtain a baccalaureate degree and therefore expand their opportunities for employment in jobs in the field of dental hygiene.

ATTACHMENT 1



On-Line BA Human Development Degree

California State University, East Bay (CSUEB) College of Letters, Arts, and Social Sciences (CLASS) is offering a fully online undergraduate degree.

The Bachelor of Arts in Human Development, with an option in 1) Adult Development and Gerontology, 2) Women's Development, or 3) Early Childhood. Applications are being accepted for 30 transfer students new to CSUEB for the Fall quarter.

The curriculum for the online degree examines human development theories and its social, cultural, physical and emotional dimensions. In addition, students will study lifespan concepts and developmental issues concerning children, adolescents, adults, gendered and aging populations.

The program would be of particular interest to transferring community college students who work fulltime but still want to earn a four-year degree.

"Our new online human development degree makes a college diploma possible for those who may have postponed their education because they cannot get to campus," said Jim Okutsu, CLASS associate dean of interdisciplinary and professional studies.

CSUEB's new president, Mohammad Qayoumi, is a strong advocate of online offerings to improve access, enrollment and learning, particularly to a diversity of working adults returning to school to complete their degrees - the typical CSUEB student.

Human Development first offered distance learning nearly 30 years ago through the use of audiotapes, video streaming, and hybrid courses that were both online and face-to-face. Through the years the online Human Development courses have gained popularity to such an extent that they quickly fill to capacity. Today, faculty use the latest electronic tools, including chat rooms, audio streaming and video clips.

"This is the most sophisticated way to deliver distance learning instruction. The Human Development faculty is experienced and trained in online learning and excited to share this

expertise with Cal State East Bay students," said Patricia Guthrie, Department of Human Development chair.

Human Development is one of CLASS' largest departments, with nearly 300 majors. The interdisciplinary program links theory and methodology from such fields as anthropology, biology, linguistics, psychology and sociology. Graduates often work in such areas as education, counseling and business, or continue on for advanced degrees in social work, public administration, law or gerontology.

Students first must be admitted to CSUEB prior to applying to the online degree program. For information on the Human Development online degree or to apply, call 510-885-3076.

ATTACHMENT 2

**DEGREE COMPLETION OPTIONS FOR
CALIFORNIA STATE UNIVERSITY
EAST BAY (CSUEB)**

Interested in completing your bachelor's degree? Are you looking for an online option that will allow you to work while you complete your degree?

Chabot College working with CSUEB has one option that you may wish to explore!

WHAT DEGREE WOULD I RECEIVE?

The degree that you would be working toward would be a Bachelor's of Arts in Human Development with an emphasis in Adult Development and Gerontology or an emphasis in Woman's Development. Click on the following link for more information about the courses offered as part of the degree: www.csueastbay.edu/ecat/current/u-hdev.html

WHAT DO I NEED TO DO TO START THE PROCESS?

Your first step would be to apply to Chabot College by logging onto the Chabot College website www.chabotcollege.edu and completing the application process.

Once you have applied, you will need to set up an appointment with a counselor by calling 510-723-6600. The counselor will have access to all of your transcripts, and he/she will be able to determine if you are transfer ready. For complete information regarding transfer certification for any CSU, click on the following link: www.chabotcollege.edu/Counseling/TECS/Articulation.asp Once there, click on the link to CSU Transfer Requirements.

ARE THERE APPLICATION DEADLINES THAT I MUST MEET?

Yes. The application deadline for acceptance into the Human Development Online Degree Completion Deadline is **November 30th**. **The online degree completion program is only open for admissions in the Fall Quarter.**

HOW LONG WILL IT TAKE ME TO COMPLETE THE DEGREE?

The Human Development Degree is 80 quarter units which takes seven consecutive quarters including summer to finish. Depending on how many courses you need to be transfer ready and/or how many courses you may need to fulfill the requirements of the degree, it could take an additional 6 months-1 year.

The program accepts 30-35 online students each Fall quarter. Once you begin the program, you will be taking 3 classes/quarter. If you are unable to take the 3 courses/quarter, you will have access to the courses that you missed on a space available basis.

The program is designed for students to finish in 2 years which requires that the students take the 3 required courses each quarter.

WILL I BE ABLE TO WORK AND COMPLETE THE PROGRAM?

The online programs have been developed to meet the needs of working adults. Of the students taking the online degree path, 95% of the participants in the program have full time jobs.

HOW MUCH WILL IT COST?

Courses needed to be completed that can be taken at Chabot will cost \$26/unit (\$78 for a 3 unit class).

According to the CSUEB website, the current estimated cost per year (3 quarters) is \$5091.

ARE THERE OTHER ONLINE DEGREE OPTIONS?

*Yes, CSUEB has online bachelor's degrees in Business Administration, Hospitality and Tourism, and Recreation.

*Each CSU has its own set of online degrees. If you are interested in finding out which other online degrees are offered, you would need to go to the website for the each college.

Once you have been certified to transfer to the CSU system, you could transfer to the college of your choice. Degree requirements vary, so you would want to determine the online degree that you are interested in prior to meeting with a counselor.

Benjamin Hollander

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Hollander Benjamin
(last) (first) (middle)

Language Arts / English
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Fall Year 2010

Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

JAN. 27, 2011
Date

Ben Hollander
Signature

Hollander Sabbatical Report
January 27, 2011

Objective 1:

To write and submit 60-80 pages of original or revised material. (70%)

Plan:

My plan was to write 60-80 pages of original or revised material. I was to complete one of two closely related projects: either *Memoir American* or *The House on Un-American Poetry*. What I wrote was a book entitled *In The House Un-American* (60 plus pages as of this writing), which was a combination of the two initial projects I was planning to fulfill. In addition, under the title *Language and Translation in the Americas*, I revised two pieces, both centering on the function of language and translation in American writing: the first, now called “The Best of American”(appx. 10- pages); the second, called “Like a Rumor Through The Fact of Translation” (appx. 9 pages).

In *In The House Un-American*, as planned, I combined different forms of writing in order to focus on how a record of fact (memoir) could be transformed into fable, an imaginative re-visioning of American native ground from an Un-American perspective. Also as planned, I used a range of genres— from brief memoirs to vignettes, from theatre dialogues to travelogues, from micro-essays to poems and essays.

Documentation:

I will provide the committee with 60-80 pages of material, which may include journal notes written in the process of completing the project.

(As noted in Article 30B.1 b and c of the Faculty Contract , ownership of copyrights and royalties derived from these 60-80 pages shall belong to me, the unit member.)

Attached is the book (still in progress), *In The House Un-American*, as well as two pieces centering on the role of language and translation in American writing: “The Best of American” and “Like a Rumor through the Fact of Translation,” both under the heading *Language and Translation in the Americas*.

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Objective 2:

To publish this book with several small or medium size presses for publication. Originally, I was considering City Lights Publishers, Essay Press, New Directions Publishers, Listening Chamber Press, among others. I submitted to the following presses: City Lights Publishers, Essay Press, New Directions Publishers, Listening Chamber Press, Factory School Press, and 2UpSet Publishers (10%)

Plan:

I will submit either of these projects to various small or medium size presses.

Documentation:

Attached is the cover letter I wrote these publishers. As of this writing, 3 have responded, and I am awaiting responses from the others. I have included descriptions of each press, followed by the editors' responses:

Hollander Sabbatical Report
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The following letter was sent to editors at City Lights Books, New Directions, Essay Press, Factory School, Listening Chamber, and 2UpSet Books:

Dear _____

I am in the process of completing a book called *In The House Un-American*, which I would like you to consider for Essay Press. The book is a narrative on language, translation and projections of America in relation to the un-American as a type. It is a collection of writings addressing who is the un-American who inhabits but may not belong "in the House" which we call American poetry and thought, and why.

The book examines received assumptions about the nature of America as it envisions the possibilities of shaping a way of living within America coming at it from the outside, so to speak. The work comes out of my experiences as a poet and a non-native speaker and writer. It is a unusual combination of forms: vignettes, dialogues, micro-essays, travelogues, and criticism, where questions of accent are projected on one's sense of nativity and remembered place in America. Having coming to America as a child, I want the book to offer "a foreign clarity and vision of America.

Extending forms of writing I developed in *Rituals of Truce and the Other Israeli* (*Parrhesia Press, 2004*), the book explores the relationships between so-called native and alien visions of America--the conditions under which they arise and the attitudes they inform. Similar to how people in public life use "the facts on the ground" to justify a political reality, the book uses facts on the ground seen from the eyes of an un-American, facts that may not be as palpable and recognizable to a native, in order to develop alternative conditions under which new political realities can be imagined. The vignettes, dialogues, and so-called fictions in the book use these unacknowledged facts to create a counter-futuristic real and fabulous present political reality. This is why the book feels close to one of the epigraphs which guide it, words from a letter of 1946 by the poet Charles Olson to the anthropologist Ruth Benedict: "I think if you burn the facts long enough in yourself as crucible you'll come to the few facts that matter, and then fact can become fable again." In a memoir which is less an identity piece and more a projection of fabled American stories based on the re-creation of the facts around us, I think the book remains faithful to Olson's words.

Thanks for taking the time to read the manuscript, and I look forward to your decision.

Sincerely,
Benjamin Hollander

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Essay Press

Essay Press is dedicated to publishing artful, innovative, and culturally relevant essays in book form. We are interested in publishing single essays that are too long to be easily published in journals or magazines, but too short to be considered book-length by most publishers. We are looking for essays that have something to say—essays that both demand and deserve to stand alone. We particularly welcome work that extends or challenges the formal protocols of the nonfiction essay—including, but not limited to, lyric essays or prose poems, experimental biography and autobiography, innovative approaches to journalism, and experimental historiography. We are currently accepting submissions of essays ranging from roughly 40 to 80 pages, and we will be reading from June 1 to September 1. We do not publish scholarly or academic writing and we prefer to consider complete manuscripts rather than proposals or excerpts.

Dear Benjamin,

Thanks for your interest in Essay Press -- yes, we could certainly make an exception of the deadline in this case, as this sounds like an interesting and worthy project and potentially right up our alley. I'll let the other editors know that it is coming our way.

Do you have a sense of when you will complete the manuscript?

Thanks again for your interest (and your work)).

Stephen Cope, Editor
Essay Press

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Factory School Press

[Factory School](#)

Extended Mission Statement

As a learning and production collective, Factory School organizes a range of activities in the areas of publishing, broadcast, media display, policy research, community service, and skills exchange. Factory School projects assume one of several forms, including: books and book series; online handbooks, textbooks, and readers; streaming audio and video; research coalitions and think-tanks; online galleries and performance archives; online bulletin boards and discussion lists; community agencies or institutions; and public events such as readings, performances, retreats, and conferences.

Initially the collaborative project of two small press publishers, Factory School retains an interest in print culture, as well as the techniques and technologies of book production and distribution. However, Factory School is not just, or not only, a publishing imprint. Since its founding in 2000, Factory School has provided a networked resource for several independent learning and production groups, all committed, in various ways, to ideals of "public education and education in public" as articulated in the Mission Statement. Some of these groups operate in collaboration with Factory School to produce content, organize activities, and develop structures consistent with that mission; other groups are formally and informally affiliated through resource-sharing agreements and other relationships.

While education is in many ways the structuring theme and primary occupation of Factory School, not all members of the collective are, or are expected to be, educators in the strict sense. Factory School takes a critical-historical view of education as a form of knowledge and resource exchange and learning as a kind of critical-creative engagement with the cultural objects, practices, and ideas unique to particular groups in different times and places. To engage in creative production (of books, posters, open-source textbooks, digital artwork, videos, sound objects, etc.), and to participate in their propagation as communicative objects, is to assume partial responsibility for cultural meaning, its dissemination, and its reception in public spaces. In this sense, all participants in the Factory School project are both custodians of educational materials and co-inhabitants of the cultural commons defined by this site, its organizational architecture, and its mission.

The Factory School organization is comprised primarily of Designers, Curators, and Editors. Designers act as joint guardians for all Factory School projects and activities, utilizing an action-research methodology to help individuals and organizations reach project goals. Designers work closely with project Curators and Editors in the development, distribution and/or display of finished projects. Curators and Editors, as formal members of the Factory School collective, act autonomously but in close collaboration with Designers to realize publishing, broadcast, display, or training objectives.

Currently operating in several urban and rural locales, Factory School is nonetheless "based" in the collective vision represented by these editorial, curatorial, and design efforts. The Factory School website (factoryschool.org) both models and situates these efforts and, as the main site for broadcast and display projects, is itself one manifestation of the Factory School design initiative. Functioning simultaneously as gallery space, resource and development lab, and

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distribution gateway, factoryschool.org utilizes the networking and data-collection possibilities of the World Wide Web to facilitate community-building and project coordination.

Factory School is constantly adding new initiatives, programs, and projects, and is receptive to project proposals consistent with the organization's objectives as stated here and in the Mission Statement. See [Participation](#) for more information on how to get involved with Factory School or contact the Designers directly at [info "at" factoryschool.org](mailto:info@factoryschool.org).

Hi Ben,

Very nice of you to write and to think of Factory School. Also thanks for the kind words re the new book. We're in something of a strange space re press work these days -- both unsure where to go next and meanwhile swamped with work, teaching, and now union biz in NYC in defense against budget cuts and all things criminal in the public sector. We continue to be open, however, and do appreciate your proposal. What I personally can offer is a dedicated reading of your new manuscript (with some kind of response within a month or two), on the condition that we'll most likely not be able to do anything with it in the near future. It's hard to turn away from an "un-american's look at America," so I'm curious, but I want to be clear and honest about limitations on our end that obviously will have nothing to do with the merits of your work.

All best,
Bill Marsh (bmarsh@factoryschool.org)

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Listening Chamber Press

Listening Chamber, founded in 1994 by editor and publisher Steve Dickison, is a small press focused on works of poetry, and related cultural matters. Its publications include the Listening Chamber Poetry Series, and imprints Rumor Books (focusing on significant international works of poetry from the 20th century), Parrhesia Press (unorthodox essays), and the music magazine *Shuffle Boil* (co-edited with David Meltzer). The press is based in San Francisco, and distributed through Small Press Distribution, Inc., in Berkeley.

Dear Ben,

The project sounds wonderful — that note out of Olson pitch perfect. Glad to hear you are "burning the facts in yourself".... we all might pursue that measure.

Although Listening Chamber is publishing very little these days — and the prospect of my doing such a book is slim—, I would be more than glad to have a look at a version of the work you're proposing.

My best to you,
Steve Dickison, Editor
Listening Chamber Press

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City Lights Publishers

In June of 1955, Lawrence Ferlinghetti, co-founder of City Lights Bookstore, launched City Lights Publications with the Pocket Poets Series. The first volume was a collection of his own poems, *Pictures of the Gone World*, which has since become a classic of beat literature and one of Ferlinghetti's most popular works. Within a year City Lights had published its fourth, its most famous, and still its bestselling title, Allen Ginsberg's *Howl and Other Poems*, the book that revolutionized American poetry and American consciousness.

Ferlinghetti writes that the function of the independent press is to discover new voices and give them an audience. "From the beginning, the aim was to publish across the board, avoiding the provincial and the academic. I had rather an international insurgent ferment in mind, and what has proved most fascinating are the continuing crosscurrents and cross-fertilizations between poets and writers widely separated by language or geography, coalescing in a truly supranational voice."

For over fifty years, City Lights has been a champion of progressive thinking, fighting against the forces of conservatism and censorship. We are committed to publishing works of social responsibility, and to maintaining a tradition of bringing renegade literature from other parts of the world into English. In our function of discovery, we will continue to publish cutting-edge contemporary literature and brilliant new non-fiction.

New Directions Publishers

New Directions was founded in 1936, when James Laughlin (1914 - 1997), then a twenty-two-year-old Harvard sophomore, issued the first of the New Directions anthologies. "I asked Ezra Pound for 'career advice,'" James Laughlin recalled. "He had been seeing my poems for months and had ruled them hopeless. He urged me to finish Harvard and then do 'something' useful."

Intended "as a place where experimentalists could test their inventions by publication," the ND anthologies first introduced readers to the early work of such writers as William Saroyan, Louis Zukofsky, Marianne Moore, Wallace Stevens, Kay Boyle, Delmore Schwartz, Dylan Thomas, Thomas Merton, John Hawkes, Denise Levertov, James Agee, and Lawrence Ferlinghetti. Soon after issuing the first of the anthologies, New Directions began publishing novels, plays, and collections of poems. Ezra Pound and William Carlos Williams, who once had difficulty finding publishers, were early New Directions authors and have remained at the core of ND's backlist of modernist writers. And Tennessee Williams first appeared as a poet in the early *Five Young American Poets*.

Although New Directions started in the service of verbal revolution, it also reprinted Henry James, E.M. Forster, Ronald Firbank and Evelyn Waugh when other publishers would not; when no one would print F. Scott Fitzgerald's *The Crack Up*, ND did; when *The Great Gatsby* was out of print, New Directions brought it back. New Directions has published nearly 20 of Henry Miller's unorthodox essays and travel books and first printed James Joyce's *Stephen Hero*, Herman Hesse's *Siddhartha*, and brought back into print books of such importance as Gary's *Promise at Dawn*, Henry Green's *Back*, Joyce Cary's *Second Trilogy*, and Nathaniel West's *Miss*

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Lonelyhearts. This tradition is carried on today in our series of New Directions Classics. Begun in 1981, this series has brought back works by Sherwood Anderson, Kay Boyle and H.E. Bates, among many others, and introduced works by little-known European masters such as Eça de Queirós, Krleža, and Kosztolányi.

In the spring of 1993 ND introduced the Bibelot series of short, self-contained "gems" from the backlist such as Henry Miller's *A Devil in Paradise*, poems by Pound and W.C. Williams, together with reissues of short modern classics such as Muriel Spark's *The Abbess of Crewe*. These inexpensive, pocket-sized volumes serve as introduction to the great modernist authors of the twentieth century.

As of this date, January 18, 2011, both City Lights and New Directions have not responded to my inquiry.

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Objective 3:

To read and re-read at least 10 works. These works will either provide insights into the subjects I am exploring in my writing or will engage unique forms similar to the cross-genre approach I will be taking in my work. (20%)

Plan:

I plan to read works which will address American and “foreign” perspectives on politics, poetry, history, literacy, poetry and other subjects.

Documentation:

I will provide an annotated bibliography of my reading. For each work, I will append an abstract.. In my annotations, I will summarize the text and identify its use, either in relation to the other books I have read, to my research, or to my final project, the material I am writing. Below is my annotated bibliography.

1) Andersen, Benedict: *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, [rev. edn.], London: Verso 1983

This book is an account of how media informs the shaping of communities. It probes the question: why do men and women sacrifice themselves for their nations and how are these sacrifices founded on imagined notions of nation. I am using it to flesh out in my writing how Americans and Un-Americans differently imagine and represent the concept of Nationhood, and how these visions of America are influenced by the media.

2) Arendt, Hannah. *On Revolution*, New York, Penguin Books, 1991.

This book is Arendt’s perspective on how European and ancient revolutions led to thinking through the American Revolution. Arendt’s emphasis is on the meaning of “beginnings” in the new world order, as well as how the Greek concept of *polis* links to the foundation of the American republic, with its emphasis on townships and meeting places which organize the people’s affairs. She addresses how, historically, the theory and practice of revolution intersect, with her primary focus on the American republic. Since Arendt was a German-Jewish refugee, I am using her writing to try to figure out what her particular point of view was on the history of the American republic and how this corresponds with my parents’ perspectives, also German-Jews who escaped Nazi Germany, first for Palestine, then for America.

3) Arendt, Hannah. “The Threat of Conformism.” *Commonweal* 60, 1954 (551-554).

Arendt’s essay is a warning about the nature of American egalitarianism and the confidence of Americans in it. It suggests that egalitarianism can breed sameness, meaning that, in the grip of advertising and public relations, Americans could become an undifferentiated mass, guided by

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public opinion—what the masses think-- into a kind of social conformism. I use this essay in my writing in the section of the book called “Hearings,” where I am examining the Eugenics movement as one which could draw people from extremely different political perspectives into agreement: how to better the human race—or, in the case, of America, how to improve the quality of life of citizens of the nation-state. In other words, in America, how could equality of condition breed conformist thinking in relation to what, on the surface, could be considered the horrific pseudoscience of Eugenics.

4) Duttlinger, Carolyn. Visions of the New World: Photography in Kafka’s *Der Verschollene*, *German Life and Letters*, #59, (July, 2006)

Duttlinger’s essay details Franz Kafka’s prodigious use of photographs and their significance to his unfinished novel, *Amerika: The Disappeared One*, which is one of the books I am using to develop my primary character in *In The House Un-American*, Carlos ben Carlos Rossman. The article explores how Kafka incorporated images of America into his protagonist’s vision of the country, as well as how the new medium of photography, which he favorably compared to cinema, captured the dreams, myths, and values of the new country for someone who, like Kafka, never visited America and had to depend on multiple sources, travelogues, European exhibitions (the 1800 Kaiserpanorama, a cylindrical 15 foot model displaying glass “stereoscopic photographs of illuminated from behind”), and photography shows. While the article shows images of the progress made in the new world, it also shows how Kafka used photographs of lynching in Oklahoma to underline the perpetual backwardness behind the so-called futuristic, progressive thinking of Americans.

5) Kafka, Franz, *Amerika: The Missing Person*, tr. Mark Harman, New York, Schocken Books, 2009

Kafka’s unfinished novel or fictive travel book is about a teenager sent to America from Europe after seducing a servant girl and getting her pregnant, only to be sent away by his parents to disappear into the surreal theatre of *Amerika*. . . .Kafka’s novel, itself based on the travelogues of Arthur Holitscher, who visited America in the early 1900’s, is a trek across an *Amerika* seen through the eyes of a lost and naïve teenager, yet one who teaches us the ironies and paradoxes of the country—for example, how an idyllic pastoral scene in Oklahoma can also be the site of a lynching proudly witnessed by white gentlemen in bowler hats. The key character in my book is a Latino re-naming of Kafka’s teenage character, Karl Rossman, who becomes, in my work, Carlos ben Carlos Rossman (“ben” is “son of” in Hebrew), the un-American missing person type—one of several “un-persons” in my work (“un-persons” is what some of the “un-American” witnesses were called by The House Un-American Activities Committee in the 1940’s and 50’s). In my narrative, he is further “related” to the iconic American poet, William Carlos Williams.

6) Long, Haniel. *Interlinear to Cabeza de Vaca: His Relation of the journey from Florida to the Pacific, 1528-1536*, Sante Fe, New Mexico, Writers’ Editions, 1936.

Long’s “translation” between the lines of Cabeza’s story is a modern re-telling of the journey of the Spanish explorer who wrote the first European narrative of America, as he went from Cuba to Florida to the Southwest to Mexico, describing the geography and the native peoples, being

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surprised by (European) barbarism compared with the compassion and generosity of the Native peoples. The writing here is a stark, honest look into the space and time of early 16th century America, and I use it in my own writing to represent an unwritten history of the unrecorded facts of America. Long's text is also an early 20th century lesson in the practice of translation--something which I think about through my own writing--as it envisions a re-vision of the original Cabeza de Vaca text

7) Melville, Herman. *The Confidence-Man: His Masquerade*, Indianapolis and New York, The Bobbs-Merrill Company, Inc, 1967

Melville's novel, which was a financial failure during his lifetime, portrays the archetypal American huckster as he appears in the form of shifting avatars who infiltrate each chapter of the novel, betraying confidences along the way. The novel takes place on board the (ironically named) Fidele, a ship with passengers who are waiting to take and be taken for a little money or success, if only they have confidence and trust in each other. There is no plot per se, since the fiction is a novel of ideas and questions pertaining to how one's belief in American earnestness and sincerity and friendship and fellowship, one's use of the belief in "the basic fairness of the American people can, with ruthless confidence, be used to swindle people out of their money and emotional attachments. I am analyzing Melville's tone to determine how, today, I can similarly create in my writing an atmosphere of earnestness and confidence attractive to the earnest and confident reader.

8) Mihm, Stephen. *A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the United States*, Cambridge, Harvard University Press, 1983

This historical sociological analysis of the speculating 19th century American corresponds to Melville's fictive treatment in *The Confidence-Man* at the same time as it pre-figures our own era's Wall Street risk-takers. Mihm examines how American government gave banks carte-blanche to make money it did not have to loan to people in need of credit. An economy emerged which often drew a very thin line between the legitimate authority of the banking system and prohibitive counterfeiting. In my writing, I am using this text to see the relationship between the earnest word of the American and its distortion in practice among entrepreneurs.

9) Olson, Charles. *Selected Letters*, ed. by Ralph Maud, University of California Press, Berkeley, 2000

Olson's letters here span his time working for the Roosevelt Administration in the Office of War Information's Foreign Language Division to his letters in the late 1960's to poets, editors, administrators and so on....As a poet, Olson structured his Maximus Poems as letters, and his daily job in Gloucester was as a postman. As Maud writes, he "believed in letter writing." These letters reveal how the poet and public intellectual converge in his correspondences with people in all walks of life. My use of them centers on Olson's desire to "to initiate a nation, to write a republic," to see what America is in its relation to other civilizations (Sumerian, Mayan, etc...) and in relation to how the country thinks of itself, mythically, as well as his desire to discover the facts of America which could turn it into fable. Strangely enough, I discovered that Olson knew Robert Payne who, in his *Report on America*, included a chapter entitled, "The Fabulous Engine Room," where he echoed some of Olson's ideas: "America was fable before it became fact, but

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January 27, 2011

the fabulous remained to enchant men long after the frontiers had been pushed back...When immigration became restricted, so did the fable, for the definition of the fabulous includes the possibility of going there.”

10) Payne, Robert. *Report on America*, New York, John Day Publishers, 1949.

Payne’s book is prophetic. His central thesis is how the role of freedom in the American psyche has been co-opted, with the primary focus being on freedom of choice and private interests, rather than how Americans are free to act in the public arena in order to be responsible to what is good for the social order. His book targets issues which today are central, but which in 1949 very few people were addressing: depletion of resources (oil), soil erosion, overpopulation, among many others. I am using his writing to contrast one writer’s perspective on American values in 1949 in relation to contemporary views on the country.

11) Rosenstock-Huessy, Eugen. *Out of Revolution: The Autobiography of Western Man*, Providence and Oxford, Berg Publishers, 1993

Rosenstock-Huessy’s major contribution to the history of revolutions outlines a social philosophy which, at its core, suggests that revolutions not only develop principles by which citizens of their nation-states live, but that these principles become disseminated across the West. Rosenstock-Huessy’s question becomes: what does each successive revolution leave behind for the next generation of revolutionaries, as he explores, in backwards chronological order, the significance and relationships between the Russian, the French, the English, and the German revolutions? In response to The American Revolution, Rosenstock-Huessy asks: what is the specific American type who waged revolution, as he argues for the dissenting farmer-warrior, the fighting gentleman, as the type who had his precursor in the English Revolution, Of particular use to my writing is his last chapter, Farewell to Descartes (alternatively entitled “I am an impure Thinker”), which is a speech he gave at Harvard University in 1936, during the 300th anniversary of Harvard and the 300th anniversary of Descartes’s famous dictum, “I think, therefore I am.” Rosenstock-Huessy argues against Descartes’s philosophical and scientific heritage and, by extension and implication, Harvard’s institutional absorption of a philosophy of science rationally, logically used for unethical ends (e.g. poison-gas). One of the dialogues in my book plays on the name “Eugen”, referring to the name of Rosenstock-Huessy as someone who, in the name of impure and even irrational thought, must resist the well-intentioned eugenicists who want “to improve the human race” vis-a-vis rational means and “civil discourse.”

12) Sullivan, Winnifred Fallers: *Prison Religion: Faith-Based Reform and the Constitution*, New Jersey, Princeton University Press, 2009.

Sullivan’s text examines the First Amendment in relation to recent cases involving the practice of religion in State Institutions. Specifically, she looks at the contemporary relevance of the Amendment’s 2 parts, the establishment clause and the free exercise clause, and how they apply to faith-based organizations which receive State support because they don’t espouse religion per se, but spirituality and faith and inner transformation, qualities which can be taken to be religious and/or secular. In the section of my book called “Hearings,” I invent a theatrical dialogue based on Sullivan’s account of the trial, which is the focus of her book. The trial, “Americans United for Separation of Church & State v. Prison Fellowship Ministries,” challenged the support given by the State

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of Iowa to an evangelical Christian group whose stated purpose, so it claimed, was secular not religious: to bring about inner change in prisoners. My dialogue is an improvised, almost fabulous take on the facts of the trial as they relate to how inclusive Americans claim they want to be for themselves and others, and where are the limits to this inclusiveness.

Dmitriy Kalyagin

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Kalyagin, Dmitriy
(last) (first) (middle)

Applied Technology & Business / Business
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Spring Year 2010

Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

July 20, 2010
Date

Dr. Kalyagin
Signature

RECEIVED

JUL 21 2010

VICE PRESIDENT

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Kalyagin, Dmitriy
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Semester Spring Year 2010

Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

Date

Signature

SABBATICAL LEAVE REPORT for Mr. Dmitriy Kalyagin:

- A. **Objective 1:** To update and improve my ability to teach classes online at Chabot College. (50%)
- B. **Description:** The plan for the objective was completing the required coursework for the Master in Science in Education (Option in Online Teaching and Learning) at California State University, East Bay. During the spring term of 2010 (January – March 2010) I completed last two classes for the program for the total of 9 quarter graduate units (4.5 units each class):
- EDUI 6783 Interactivity in Online Education – letter grade of an A
 - EDUI 6899 Project – letter grade of an A
- As of June 12, 2010, I was awarded the MS degree in Education with an option in Online Teaching and Learning.
- C. **Documentation:** Attached you will find a copy of the official transcript from California State University, East Bay, which lists the conferred degree as two classes complete in spring quarter of 2010.

SABBATICAL LEAVE REPORT for Mr. Dmitriy Kalyagin (cont'd):

- A. **Objective 2:** To initiate a final project leading toward the MS degree and develop or revise a Chabot College online course in Business in a shell hosted at Chabot Blackboard.(50%)
- B. **Description:** The plan for the objective was to initiate a final project leading toward the MS degree. In reality, I completed the project (thesis) as a part of the capstone course on the MS in Education (option in Online Teaching and Learning) – EDUI 6899 for 4.5 graduate quarter units. The project focused on increasing student retention through changes in course design and delivery for the existing Chabot online course, Business 22 Introduction to Management. The project consisted of a research paper in addition to the course shell designed for the updated classes hosted on Chabot Blackboard.
- C. **Documentation:** Attached you will find a copy of the research paper, approved for the final project. The paper must be reviewed in conjunction with the actual course shell for Business 22 introduction to Management. To access the course, please go to <https://clpccd.blackboard.com/>. You can use user name of “dkalyagin1234” and the same password to log into Blackboard. To access the class, please click on a link to **BUS 22 TEST**. Please note that the course was created in the previous version of Blackboard and had not been updated for the new version. However, I used the course shell as a foundation for updating the class I have been teaching online for Chabot for both Summer and Fall of 2010.

THE WORD COPY, ADD, AND ARE WHEN PHOTOCOPIED

CALIFORNIA STATE UNIVERSITY, EAST BAY
TRANSCRIPT OF ACADEMIC RECORD

OFFICIAL

Name: Dmitriy Kalvagin
Student ID: [REDACTED]
Birthdate: 1972-07-13

Print Date: 2010-07-13
Send To: DMITRIY KALVAGIN
25938 KAY AVE
#312
HAYWARD, CA 94545-2691

Degree: Master of Science
Confer Date: 2010-08-12
Degree GPA: 4.000
Plan: Education

Sub-Plan: On-line Teaching and Learning Option

Program: PB Unclassified
2006-01-03: Active in Program
Program: 2006-01-03: Postbaccalaureate Unclassified Preparation
Masters Degree
2007-09-10: Active in Program
Program: 2007-09-10: Education MS Major
Masters Degree
2010-01-02: Active in Program
2010-01-02: Education MS Major

Transfer Credit from California State University, East Bay
Applied toward Masters Degree Program
Course Trans GPA: 4.000 Transfer Totals: 18.00 18.00 72.000
Transfer Credit Adjustment
Credit Adjustment Applied to Postbaccalaureate Career
Transfer Credits: 18.00 72.000

Beginning of Postbaccalaureate Record
Winter Quarter 2006
Course Description Attempted Earned Grade Points
MGTG 6403 Managerial Communication 4.00 4.00 A 16.000
TERM GPA: 4.000 TERM TOTALS: 4.00 4.00 16.000

CSUBS GPA: 4.000 CSUBS TOTALS: 4.00 4.00 16.000
CUM GPA: 4.000 CUM TOTALS: 4.00 4.00 16.000
Academics Standing: Good Standing

Fall Quarter 2007

Course Description Attempted Earned Grade Points
EDUI 6706 Research/Online Teach/Learn 4.50 4.50 A 18.000
TERM GPA: 4.500 TERM TOTALS: 4.50 4.50 18.000
CSUBS GPA: 4.000 CSUBS TOTALS: 8.50 8.50 34.000
CUM GPA: 4.000 CUM TOTALS: 8.50 8.50 34.000
Academic Standing: Good Standing

Spring Quarter 2008

Course Description Attempted Earned Grade Points
EDUI 6705 Ed Plan Dev for Online Program 4.50 4.50 A 18.000
TERM GPA: 4.500 TERM TOTALS: 4.50 4.50 18.000
CSUBS GPA: 4.000 CSUBS TOTALS: 13.00 13.00 52.000
CUM GPA: 4.000 CUM TOTALS: 13.00 13.00 52.000
Academic Standing: Good Standing

Fall Quarter 2008

Course Description Attempted Earned Grade Points
EDUI 6773 Supervise/Eval Online Teaching 4.50 4.50 A 18.000
TERM GPA: 4.500 TERM TOTALS: 4.50 4.50 18.000
CSUBS GPA: 4.000 CSUBS TOTALS: 17.50 17.50 70.000
CUM GPA: 4.000 CUM TOTALS: 17.50 17.50 70.000
Academic Standing: Good Standing

Summer Quarter 2009

Course Description Attempted Earned Grade Points
EDUI 6707 History/Culture Online Learn 4.50 4.50 A 18.000
TERM GPA: 4.500 TERM TOTALS: 4.50 4.50 18.000
CSUBS GPA: 4.000 CSUBS TOTALS: 22.00 22.00 88.000
CUM GPA: 4.000 CUM TOTALS: 22.00 22.00 88.000
Academic Standing: Good Standing

Winter Quarter 2010

Course Description Attempted Earned Grade Points
MGTG 6403 Managerial Communication 4.00 4.00 A 16.000
TERM GPA: 4.000 TERM TOTALS: 4.00 4.00 16.000

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Patent 5,772,248

Greg Smith
Registrar

NOTE: SIGNATURE MUST BE PRESENT FOR TRANSCRIPT TO BE VALID

Patent #5,696,874



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CALIFORNIA STATE UNIVERSITY, EAST BAY

TRANSCRIPT OF ACADEMIC RECORD

OFFICIAL

Name: Dmtriy Kalyagin
Student ID: [REDACTED]
Birthdate: 1972-07-13

Course	Description	Attempted	Earned	Grade	Points
EDU 6783	Interactivity in Online Envir	4.50	4.50	A	18.000
EDU 6899	Project	4.50	4.50	A	18.000
	TERM TOTALS :	9.00	9.00		36.000
	CSUEB GPA :	31.00	31.00		124.000
	COM - GPA :	49.00	49.00		196.000

Academic Standing: Good Standing

Postbaccalaureate Career Totals

CUM GPA : 4.000 COM TOTALS : 49.00 Earned : 196.000

Non-Course Milestones

2007-05-01 Writing Skills Requirement Exempt - Exempt from UWSR

Milestone Status: completed

completed

--- End of Transcript ---

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Patent 5,772,240

Greg Smith
Registrar

NOTE SIGNATURE MUST BE PRESENT FOR TRANSCRIPT TO BE VALID

Patent #5,636,874

THE WORD COPY APPEARS WHEN VIEWED AT DIFFERENT ANGLES

CALIFORNIA STATE UNIVERSITY, EAST BAY

TRANSCRIPT OF ACADEMIC RECORD

OFFICIAL

Name: Dmtriy Kalyagin
Student ID: [REDACTED]
Birthdate: 1972-07-13

Print Date: 0910-07-13
Send To: DMTRIIY KALYAGIN
25938 KAY AVE
#312
HAYWARD, CA 94542-2891

Degree: Master of Science
Cofler Date: 2010-06-12
Degree GPA: 4.000
Plan: Education

Sub-Plan: On-line Teaching and Learning Option

Program: Extension
2002-04-02: Active in Program
2002-04-02: Continuing Education Course of Study

Academic Program History

Beginning of Extension Record

Course	Description	Attempted	Earned	Grade	Points
EDUI 6701	Intro to Online Teach/Learn	4.50	4.50	A	18.000
Course Topic(s): TECH-ONLINE-TEACH-SFS					
EDUI 6702	Teaching Models Online Instruk	4.50	4.50	A	18.000
Course Topic(s): TECH-MODELS-ONLINE-SFS					
TERM GPA	4.000	TERM TOTALS	9.00	9.00	36.000
CSUEB GPA	4.000	CSUEB TOTALS	9.00	9.00	36.000
CUM GPA	4.000	CUM TOTALS	9.00	9.00	36.000

Spring Quarter 2002

Course	Description	Attempted	Earned	Grade	Points
EDUI 6703	Tech Tools Online Instruction	4.50	4.50	A	18.000
Course Topic(s): TECH-TOOLS-ONLINE-SFS					
TERM GPA	4.000	TERM TOTALS	4.50	4.50	18.000
CSUEB GPA	4.000	CSUEB TOTALS	13.50	13.50	54.000
CUM GPA	4.000	CUM TOTALS	13.50	13.50	54.000

Fall Quarter 2002

Course	Description	Attempted	Earned	Grade	Points
EDUI 6704	Design Curriculum/Online Instru	4.50	4.50	A	18.000
Course Topic(s): CURRICULUM/ONLINE-SFS					
TERM GPA	4.000	TERM TOTALS	4.50	4.50	18.000
CSUEB GPA	4.000	CSUEB TOTALS	18.00	18.00	72.000
CUM GPA	4.000	CUM TOTALS	18.00	18.00	72.000

Extension Career Totals

CUM GPA: 4.000 CUM TOTALS: 18.00 18.00 72.000

End of Transcript

Patent 5,712,246

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Patent 5,656,674

Running Head: IMPROVING STUDENT RETENTION

Improving Student Retention in an Online Introduction to Management Course through

Evaluation and Assessment

Dmitriy Kalyagin

EDUI 6899: Project

California State University, East Bay

Introduction to the Problem and Need

Chabot College is a comprehensive community college, located in Hayward, CA. Among various disciplines, the college hosts the Business department, which offers services to about 3,000 students a year (Chabot College, 2008). The department offers transfer classes, vocational certificates, and two-year degrees. Since 2007, the percent of classes the department offers fully online has increased from 46 percent to 57 percent (Chabot-Las Positas Community College District Class-WEB, 2010). The Business department also offers six certificates of achievement fully online: Accounting Technician, Bookkeeping, Management, Marketing, Retailing, and Health Care Management.

The department's active involvement in online teaching and learning is a partial reason for the increased enrollments, improved access, and higher rates of transfer and graduation. Although student success and completion rates are comparable between traditional and online classes, data show that some business courses offered online have higher withdrawal rates (Chabot College, 2008). These classes include a popular survey course, Business-22 Introduction to Management. The department offers five sections of the course per year, including three sections online. The class does not have any prerequisites and attracts a wide array of typical community college students: recent high school graduates, current managers, front-line employees attempting to move into supervisory positions, individuals changing careers, and those who are currently unemployed. The class is required for various majors: Industrial Technology, Fire Inspector, Management, Small Business Management, Health Care Management, Marketing, and General Business.

As data show, the withdrawal rates for online sections of Business 22 are higher than those for traditional sections. As the only instructor for all sections of the class, I have

implemented various changes in the design and teaching of the online section to improve student retention at different stages of the class. This project will describe the current course design and summarize result of student surveys for the period of two years, from fall 2007 to fall 2009.

Based on the students' input, the project will list specific recommendations to change the course design to further improve student retention.

Literature Review

Student retention is an ongoing issue in the California Community College System. It concerns public policy makers, college administrators, and entire communities. Community college instructors have been trying to improve student retention using new modes of delivery, teaching methods, student-centered pedagogy, and other tools. Online classes have become a popular method to improve student access in hopes of increasing retention and graduation/transfer rates of community college students.

The current economic downturn resulted in higher unemployment and increased tuition fees in the California State University and University of California systems. These elements caused an additional boom of enrollments in the California Community College System. Last year, Chabot College experienced an additional 12 percent increase in student enrollment with a 24 percent increase for the Business department. Much of this increase is contributed to online classes. As of fall 2009, Business department offered 57 percent of its courses fully online, compared to 13 percent campus-wide. Since offering a first class online in 2002, the online course offering in Business has grown 15-40 percent annually (Chabot College, 2008).

In spite of the increasing online enrollments, administrators, researchers, and teachers have raised a concern over lower retention rates in online courses compared to traditional classes. The data for Chabot College show that Business-22, Introduction to Management online

has 25-35 percent withdrawal rate compared to 15-25 percent rate for the same course offered on campus (Chabot-Las Positas Community College District Class-WEB, 2010). These data are consistent with the literature that reported withdrawal rates for online courses at 25-40 percent compared to 10-20 percent in traditional classes (Evans, 2004; Levy, 2007; Parker 1999; Valasek, 2001). Only one reviewed study found that the retention rate in online courses was only slightly lower (72 percent) compared to the 78-percent rate for traditional courses (Ashburn, 2007).

According to Levy (2007), the existing research had a clear consensus that withdrawal from online classes was a complex and perplexing issue. During my experience teaching online, I have noticed that 15-20 percent of students dropping an online course had never logged in. Additionally, students drop a class due to circumstances beyond my or institutional control: family obligations, changing jobs, financial problems. Dropout is similar to automobile accidents as it has a single symptom with many possible causes (Munro, 1998, as cited in Levy, 2007, p. 23). Moreover, some students chose to drop out for mostly external and reasonable causes, which were consistent with a student-centered view of higher education (Yorke, 2004). This constituted “healthy” attrition (Recruitment and Retention in Higher Education, 2005), which is attrition due to finding a job, being promoted, starting a family, moving to a different geographic area, or any other life changing event. This attrition has no connection to student dissatisfaction with the class, instructor, or teaching methods.

The existing research on online retention sought answers from two different angles: (1) what made students drop out of courses early, and (2) what made students persist and complete the course?

Studies concentrated on the withdrawal side noted that some demographic characteristics, such as the older age of online students (Tucker, 2000; Valasek, 2001; Yorke, 2004), grade point average (GPA), and gender (Valasek, 2001) negatively impacted student retention. Yorke (2004) noted that the older students have more reasons to dropout due to financial difficulties, demands of their jobs, and responsibilities for dependants. Tuckers (2000) found that the average age of online students (age 38) compared to the average of traditional students (age 23) results in lower retention. Valasek (2001) compared the age of students who failed the online classes with the age of students who withdrew (or were withdrawn) from the online classes. The age of the second group was higher (22.1 versus 23.9 years). In the 30-and-older age group, only eight percent failed but 23 percent dropped the online classes. He found the percentage of females passing the class is much higher than males: 64 to 34 percent.

Several scholars suggested, however, that demographic characteristics have a minimal effect on withdrawal from online courses (Volwein & Lorang, 1995; Williamson & Creamer, 1988, as cited in Levy, 2007, p. 187). Levy (2007) found that most demographics (GPA, gender, age, academic major, and weekly working hours) were not significantly different between successful and unsuccessful online students. At the same time, such demographic factors as college status and graduating terms were found to be significantly different. The study indicated that dropout students in online classes are in a lower college status than completers. Most of sophomores and juniors enrolled in an online course dropped it, while most seniors and graduate students completed the course. The same study showed that dropped students appear to graduate in a later term than completer students in online courses. For example, most students that are graduating in the current or next term completed an online class. However, out of students graduating in more than two terms, more than a half will drop the online course. In addition to

demographics, Evans (2004) identified slow internet connection, the limited use of audio and video multimedia, and instructors' lack of technical expertise as additional factors contributing to higher dropout rates.

Research concerned with student retention identified an array of techniques to improve it. Many of the suggested methods are fully controlled by the institution. They included social integration (which relates to sense of to an academic community), student engagement, the quality of curriculum materials, and an emphasis on support and formative assessment (Yorke, 2004). The reviewed literature defined various behavioral factors that enhanced student retention in DE classes. The studies (Chyung, 2001; Miller, 2007; Schwartzman, 2007) described forming of significant student-faculty relationships, the quality of instructor's communication, involvement, teaching methods, and the subject matter expertise to be crucial for higher retention in online education. Students' realistic expectations of the time commitment, the ability to manage the demands of online classes with other responsibilities, their confidence in using computers, and regular and frequent logging to the course platform were also reported common for successful online students (Valasek, 2001).

Research suggested various methods of collecting data on student retention in online classes. These methods included: (1) entrance surveys on previous experience with online classes and time commitment to other responsibilities, (2) surveys on academic locus of control, (3) surveys on student satisfaction with e-learning, (4) analysis of student statistics, such as the number of hits, reads, and posts, available in the course platform, and (5) exit interviews with successful and unsuccessful students (Evans, 2004; Levy, 2007; Miller, 2007; Valasek, 2001).

Based on my experience as an online educator and student in the MS Program in Online Teaching and Learning (MS-OTL), I have realized that the key to retention is to engage students

in the learning process. An online instructor achieves such engagement by creating an online community of learners. Based on reviewed literature (Schroeder, 2008; Butler, 2003; Evans, 2004) and my experience, the following items in designing and teaching online classes may help educators instill in their students a sense of interaction and belonging:

- View your online class as a community of learners: design each element of the class with this goal in mind.
- Remember that “learning like love and food better not done alone” (Schroeder, 2008).
- Create opportunities for socialization and fun.
- Use a variety of learning activities: individual, group, class-wide.
- Connect to each student in class throughout the term: get to know your students on one-on-one basis.
- Have a face-to-face meeting/orientation if possible.
- Be a visible, active instructor.
- Provide regular feedback to students and the class in general.
- Build into the class design elements that allow students to give regular feedback to you.
- Keep the Gradebook updated because adult learners like to know how they are doing.
- Use group projects.
- Make connections from your class to the college-wide community and your department.

The Course Design chapter of this project describes my implementation of literature review's suggestions to improve student retention. While I recognize many factors and issues in student withdrawal lie beyond the control of an online educator, we always have room to further improve course design with the goal of increasing student retention. The last chapter of the project will name some of the additional tools in class design changes for future implementation to improve student retention.

Approach/Methods

The project reports on design and teaching of Business 22 Introduction to Management with focus on student retention during the period of two years, from fall 2007 to fall 2009. I will share the results of student entrance and evaluation surveys for that period. Furthermore, the project will name additional recommendations to change the course design to increase student retention.

Business 22 Introduction to Management is offered online three times a year: once in the fall, spring, and summer semesters. Thus, I used the results of student entrance and evaluation surveys (Appendices A and B) for eight sections of the class to learn more about student statistics and experiences with the class. Only questions related to student retention/persistence were used for the project. I conducted these surveys via the current learning platform, Blackboard.

During the eight semesters, I implemented various changes in the course design driven by both my progressing through the MS-OTL and gaining experience as an online educator. However, the project will describe the final version of the course as I taught it in the fall semester of 2009.

To preserve privacy of the former students, I created a copy of the class in a separate shell. This shell is open for access to the professor and peers in the EDUI 6899 class. The open shell excludes student work, discussion posts, points, or grades. However, the rest of the class looks exactly the same as the class offered to Chabot students in fall of 2009.

Based on the described methods, the project will summarize the results of student surveys and propose changes to the course design to increase student retention. Since the project's aim is to improve student retention, its findings will be useful to other instructors teaching online courses at Chabot College in various subject areas. Chabot College granted me a sabbatical leave for the period of January-May of 2010 to complete this project. To share my findings, I will present the project summary in writing, which will constitute my sabbatical leave report. I also plan to demonstrate the course shell and this project to the local Committee on Online Learning (COOL) sometime in the fall of 2010.

Course Design

Chabot College has been offering Business 22 Introduction to Management fully online since I first developed it as a result of the graduate certificate in Online Learning and Teaching from CSU East Bay in August of 2003. The course is offered using Blackboard Management System, Version 7.3 (the campus is switching to Version 8.0 in the summer of 2010). I developed most of the course materials with some items used from the publisher provided course cartridge (the electronic file containing various course items, such as test banks, quizzes, games, chapter summaries, and so forth). I also offer this course in the face-to-face setting, which gives me a valuable insight to differences in course design and teaching in two modalities. For this project, I will use online design of the course.

The course is offered online either as an 18-week, 13-week, or 8-week (in the summers) class. Because the class was offered in the 15-week model last time I taught it (fall of 2009), that model is described here.

The class content is based on 13 learning, or chapter-focused, modules. The Blackboard interface includes eight buttons: Start Here, Syllabus & Schedule, Announcements, Learning Materials, Discussion Boards, Exams & Reviews, Surveys, and Contact Dmitriy. Additionally, students are instructed to access the email feature of Blackboard through the Communication icon and Gradebook through the Tools icon below the main menu.

The Start Here button leads students to various administrative items, including a link to Blackboard Technical Help, instructions on resetting a password, changing an email address, as well as links to two sets of tutorials developed by the Chabot Committee on Online Learning. These tutorials are part of the institution-wide commitment to improve quality of student services for online students. One tutorial consists of animated mini-modules on the use of Blackboard. I also add links to various components of the same tutorial in other parts of my course. For example, I added a link to the "Submit an Assignment" module in the learning module Introduction that asks students to submit their first internet-based assignment. The second tutorial is named "Tips for Successful Online Learners" and includes such topics as Time Management for Online Learners, Creating Your Study Space, and Netiquette.

The Syllabus and Schedule button links students to the course materials, including the class schedule, detailed syllabus, grading policy, and textbook information. Announcements are changed at least weekly and highlight all activities that must be done for the week. Additional announcements are posted for exams, surveys, and some other administrative matters.

Learning Materials includes 13 folders, each focused on a single chapter. The first module includes activities for Week 1 when students are not required to use the textbook. Because Business 22 attracts 21-38 percent of learners new to the online environment (Appendix A), it is crucial to devote the first week of the class to students' acquaintance with the learning platform, learning about the class interface, syllabus, and meeting each other and their instructor. Thus, students complete their first internet-based assignment, a syllabus quiz, and participate in two discussion forums (Introductions and Practical Tips for Managers) during the first week of the class. I also encourage the students to attend the one-hour on campus orientations that faculty experienced in online teaching conduct in the beginning of each semester.

Starting with Week 2, each folder includes a chapter description, learning outcomes, a file with PowerPoint slides, an assignment feature (if applicable), additional links, and the chapter quiz. One concern expressed by students was the lack of financial resources to purchase the textbook. This issue sometimes leads to students dropping the course. To alleviate this problem, I negotiated with the textbook publisher (McGraw-Hill) to release full text of the first three chapters as portable document format (PDF) files for free student access. Thus, first three weeks' modules include a link to the appropriate chapter file. Students need to have their own textbook only by week five of the class, which gives them time to make necessary financial arrangements and/or to order the textbook from alternative sources with longer shipping terms. Fortunately, a few other instructors in the department have been following this model.

Each learning module also has at least one graded discussion board. Most discussion boards ask students to use the Internet to research and answer instructor-posed questions. Each student must reply to at least three of their peers. There are time and content requirements enforced for discussion forums and described in the syllabus. Additionally, the class features

non-graded discussion forums for students to ask questions about the class, Blackboard, specific chapters, or to exchange class-related and unrelated discussions.

Students can access three exams by clicking on a separate button called Exams & Reviews. Each exam is open from a Friday to a Monday and features short answers, multiple choice and true/false questions. Based on student feedback, I developed a list of key terms for each of the exams, which are called Exam Reviews. These reviews are open for student access throughout the semester.

The Contact Dmitriy button links the students to my contact information and office hours. The button also provides a link to my academic website featuring my resume, teaching philosophy, and various useful links for the department, college, and the subject matter.

Student assessment includes weekly participation in discussion boards, six internet-based research assignments that I grade using rubrics, weekly quizzes, three exams, three surveys, and periodic extra point activities. Students interact with the instructor via email, phone, physical office hours, discussion forums, and feedback through in the Assignment feature of Blackboard.

Data on Student Withdrawal

The official maximum enrollment for Business 22 Introduction to Management is 44 students. Due to high demand and initial withdrawal for online courses, the Business faculty agreed to increase the enrollment cap to 55 students for online classes only. For the purposes of this paper, retention refers to all students completing the class, without regard to their final grade. The term is different from student success, which excludes students completing the class with a letter grade of D or F.

As shown in Table 1, student retention rates vary from 47 to 75 percent with a mean of 62 percent. The mean withdrawal rate is 38 percent. The census date is the date on which the

college submits its enrollment data to the state. It is commonly used as the official enrollment point for the class and usually falls on the beginning of the fourth week of the semester (Chabot College, 2008-2010). Hence, the actual retention rates are lower as the recorded data do not reflect students that dropped during the first three weeks of the class, or before the census date.

Table 1

Enrollment at Census, Withdrawal and Retention Data for Business-22 Introduction to Management (online sections), 2007-2009, Chabot College

Semester, Year	Enrollment at Census	Students Dropped	Withdrawal Rate, %	Retention Rate, %
Fall, 2007	49	19	39	61
Spring, 2008	40	18	45	55
Summer, 2008	51	15	29	71
Fall, 2008	49	12	25	75
Spring, 2009	48	20	42	58
Summer, 2009	43	14	33	67
Fall, 2009	51	27	53	47
Totals	331	125	38	62

It is interesting to compare these data with withdrawal and retention data for face-to-face sections of the same class in the same period of time. Overall, face-to-face classes have a little higher rate of retention at 67 percent. However, the data include one class offered in the spring semester of 2009, which was an experiment to offer a late start evening course. This was an

unusual situation because many students enrolled in the class early to guarantee a spot but never even attended the class that started six weeks into the regular semester. Without the class, the data are not skewed: the retention rate for face-to-face classes goes up to 73 percent, which is eleven percentage points higher than the 62-percent retention rate for online sections.

Table 2

Enrollment at Census, Withdrawal and Retention Data for Business-22 Introduction to Management (face-to-face sections), 2007-2009, Chabot College

Semester, Year	Enrollment at Census	Students Dropped	Withdrawal Rate, %	Retention Rate, %
Fall, 2007 (m*)	30	11	37	63
Fall, 2007 (e)	22	4	18	82
Spring, 2008 (e)	32	5	16	84
Fall, 2008 (m)	31	12	39	61
Spring, 2009 (e)	47	23	49	51
Fall, 2009 (m)	33	9	27	73
Totals	195	64	33	67

* m denotes a morning class; e denotes an evening class

Although withdrawal is student's responsibility, it could also be initiated by the instructor for excessive absences (Chabot College, 2008-2010). An additional problem with the described data is dropping the class after the due date. Students are not allowed to drop classes after the last withdrawal date (the end of week 12). Thus, if such students are not dropped by the instructor, they are assigned a letter grade of an F and counted as completing the course.

Summaries of Student Surveys (2007-2009)

The results of two types of student surveys are located in Appendices A and B. Appendix A features a summary of student responses for class entrance surveys over the course of eight semesters, from the fall of 2007 to the fall of 2009. The students typically complete the survey during the first week of the class.

Out of 220 students surveyed, most take Business 22 Introduction to Management to upgrade their skills, find new career, for self-improvement, or as a requirement for an Associate's degree (the students were allowed to pick more than one option for this question). The two main reasons for the students to take the course in online modality include work schedule and family obligations. Over a half of the surveyed students (53 percent) are continuing students at Chabot College with 34 percent being full-time students (enrolled in 12 units or more) and 51 percent taking between four and eleven units.

Fifty-four percent of the surveyed students would take the class on campus if it were not offered online. This trend is evidenced in lower demand for traditional classes since we started teaching the class online. Previously, the department offered at least one Introduction to Management class in the morning and one in the evening every semester. Since the online class has been taught, the department alternates between a morning and evening scheduling every semester.

Demographically, 56 percent of the students are between ages 18-30, and 41 percent are over the age of 31. Most students work full-time (61 percent); 71 percent reside in the Chabot College serving area, which includes Hayward, Castro Valley, Union City, San Leandro, and San Lorenzo.

The class attracts students with various levels of exposure to online learning: over a quarter of students surveyed were first time online learners and 21 percent did not previously use Blackboard. Thus, the class design and teaching must be sensitive to the needs of these “newbies.” My inclusion of Blackboard tutorials, simplicity of design, availability of assistance on-line, on campus, and over the phone, offering of on campus orientations, and tutorials on being a successful online learner meet the needs of this group of learners. In the future, I am planning to start using a learning assistant to provide even higher level of support for students new to online learning.

Appendix B summarizes the results of student evaluation surveys for the same period of time. Due of student withdrawals, the total number of evaluation surveys is 167 compared to 220 entrance surveys.

Overall, the students demonstrated a high level of satisfaction with the class, with 97 percent of respondents feeling the course met their expectations. Over 90 percent of students agreed/strongly agreed with the following statements:

- the instructions to start the class were clear/easily understood,
- problems encountered were answered by the instructor in the timely manner,
- the course structure and organization were easy to navigate,
- the syllabus and class schedule clearly stated course expectations and directions,
- chapter quizzes tested knowledge gained for the chapter, and
- exams tested my learning of course goals/objectives.

Additionally, 99 percent of students stated they would take another online class.

Future improvements in course design and teaching will be focused in the areas where student satisfaction was lower (81-87 percent). These areas include the pace of the course, the

quality of interaction between the students and instructor, the quality/relevance of internet assignments and discussion boards. I give specific recommendation to improve these areas in the following chapter.

To better understand reasons behind student retention, I will add some questions to both the midterm (not described in this project) and evaluation surveys. I will also develop an exit questionnaire for non-completing students with a hope of getting some feedback. Because it will be difficult to reach these students via Blackboard, I will contact them either via phone or email.

Recommendation for Future Class Offering

Based on evaluation surveys, my recommendations to update the course design and teaching focus on the following areas: (1) the pace of the course, (2) the quality of interaction between the students and instructor, (3) the quality/relevance of internet assignments, and (4) the quality/relevance of discussion boards.

The Pace of the Course

In the semesters covered in the project, the class was taught in 13 weeks during fall and spring and in eight weeks in the summer semesters. Starting the fall semester of 2009, the class is offered in 15 weeks. Hopefully, the two-week increase of the course length during the regular semesters will make its pace more reasonable. However, I will still be offering the class in eight weeks during the summer term. I will be adding a warning to the welcome letter I sent to all registered students a week before the class starts about the accelerated pace of the course in the summer term.

The Quality of Interaction between Students and Instructor

Increased contact between faculty and students is the first of Chickering and Ehrmann's (1996) seven principles of appropriate use of technology-mediated education. The importance of

instructor's timely feedback, participation in discussion forums, and general availability of communication can make or break an effectiveness of an online class.

To further increase interactivity between the students and instructor, I will implement the following changes to the course:

- In addition to e-lectures I had created (2-3 page summaries of chapter with additional links and personal experiences), I will record short audio lectures. They will most likely narrate the PowerPoint slides that are already available for students. The addition of the audio component will satisfy the needs of aural learners and increase the level of interactivity between the instructor and the students.
- I will pick 3-5 students every week to send emails, comment on their performance in class, and establish stronger lines of communication. This idea comes from on EDUI 6707 History and Culture of Online Learning I took within the MS OTL program.
- Starting fall 2010, I will be using a learning assistant who will help me maintain discussion boards, enforce the requirements, and facilitate student learning through discussions.
- Because of the importance of instructor feedback, I will start grading written assignments using the notes feature of Microsoft Word instead of a rubric. Adding notes for each student's work creates a more personalized feeling of interaction. Most of my professors in the MS OTL program grade written work using the notes and I can see value of the tool to improve student-to-faculty interaction.

Learner-instructor interaction is among three types of interactions that shape the learning process: learner-content interaction, learner-instructor interaction, and learner-learner interaction” (Sinha, Khreisat, & Sharma, 2009). One of the best learning I experienced as an online student was in the classes where instructor’s feedback was timely and plentiful, lines of communication were open, and the sense of learning community was created. I will further improve student satisfaction and, hopefully, retention if the class incorporates into its design a higher level of these three elements.

The Quality and Relevance of Internet Assignments

Currently, the class incorporates six internet-based research papers that students have to complete. Each assignment features web links to organizations exemplary in different aspects of management: Google, Apple, Boeing, General Electric, etc. Each assignment applies theoretical concepts learned in a particular chapter (motivation, leadership, Maslow’s hierarchy of needs, human resources management) to managerial practices used by best of the best. Additional feedback from students includes appreciation of these assignments in helping students learn and apply the concepts. The assignments require students to use higher levels of Bloom’s taxonomy, such as analysis and evaluation.

I will continue reviewing the content of the assignments before each semester. As mentioned in the previous section, I will switch from using grading rubrics to grading with the notes review feature of Microsoft Word to give students more personalized feedback.

The Quality and Relevance of Discussion Boards

The comments from the students include some complains about strict guidelines I impose on discussions in the class. Some students were especially concerned about two of the requirements: replying to at least three peers and posting message on more than one day of the

week. I will continue enforcing these rules as they set the framework for increased student participation. Discussions are a focal point of the class and help build a learning community. Belonging to a community of learners might positively impact student retention. The necessity of guidelines and deadlines for discussion forums is consistent with the reviewed literature (Dennen, 2005; Clegg & Heap, 2006).

To make discussion boards a better catalyst of active learning, I will redesign some of them. Through my experience as an online learner and instructor, I found that the following types of discussion forums resulted in higher level of interactivity among students:

- Case studies – provide real life examples of theoretical concepts learned and require students to apply these concepts. Most cases lack full information and thus leave room for interpretation. As a result, most case studies do not have right or wrong answers and require students to get involved in higher levels of Bloom’s taxonomy, such as evaluation and critique.
- Debates – students are required to research background of a controversial issue and choose one of the sides. In their initial post, they must state their opinion and justify it with examples based on research, study, and/or personal experiences. The set up also requires students to reply to posts of the opposing point of view. This leads to lively dialogue and teaches students how to argue and debate.
- Interviews – asking students to first interview their peer or an outsider (e.g. manager, a person from a different culture, small business owner) and then share their findings with the class created a strong framework for further discussion and high level of student involvement.

- Small group research – creating a short-term group research project, then posting its results and discussing with other teams generally worked well in my classes. Examples would include creating a product idea, target market, brand name for a new business. Another example is developing an organizational structure for a give company and then visually presenting it to the rest of the class.

Conclusion

While student retention is a complicated issue that needs to be addressed at different levels of an educational institution, the online instructor can implement best practices suggested by research into designing their online classes. While these changes will not guarantee an immediate increase in student retention, they will ensure students are involved in active learning and enjoy that learning experience. Thanks to my rich experiences as both an online instructor at Chabot College and an online student in the MS-OTL program, I have been able to constantly update the design of my online classes. I will continue to embrace these changes as an online educator can never reach a final point of full satisfaction with the course design.

It is my hope that the conclusions of the study will be useful for many online courses in various disciplines offered by the college. This project and the class' shell will be shared with colleagues by the presentation at one of the meetings of the Committee on Online Learning.

Appendix A. Summary of Entrance Surveys for Students in Business 22 Introduction to Management, Chabot College

Survey Questions	Fall 07		Sp 08		Sum 08		Fall 08		Sp 09		Sum 09		Fall 09		Total	
Why are you taking the class?																
Self-improvement	57%	20	62%	13	43%	19	61%	20	56%	14	38%	11	70%	23	55%	120
Upgrade skills	49%	17	67%	14	55%	24	61%	20	68%	17	48%	14	67%	22	58%	129
Req'd for AA/AS	54%	19	38%	8	32%	14	33%	11	56%	14	45%	13	52%	17	44%	96
Req'd for transfer	9%	3	14%	3	23%	10	12%	4	32%	8	21%	6	18%	6	18%	40
Req'd for certificate	43%	15	29%	6	27%	12	27%	9	28%	7	21%	6	36%	12	30%	67
Elective	11%	4	19%	4	18%	8	21%	7	12%	3	3%	1	24%	8	16%	34
What are your reasons to take it online?																
Work schedule	74%	26	76%	16	75%	33	76%	25	72%	18	69%	20	67%	22	73%	160
Family obligations	54%	19	48%	10	55%	24	49%	16	60%	15	45%	13	64%	21	54%	119
More comfortable studying at home	40%	14	29%	6	23%	10	27%	9	32%	8	21%	6	27%	9	28%	62
Cheaper online	34%	12	19%	4	23%	10	18%	6	28%	7	17%	5	33%	11	25%	55
Live/work far from campus	20%	7	5%	1	11%	5	15%	5	4%	1	28%	8	24%	8	16%	35
Prefer online learning	29%	10	43%	9	11%	5	15%	5	24%	6	14%	4	15%	5	20%	44
Would you take this class if it were not offered online?																
Would take it on campus	49%	17	67%	14	55%	24	52%	17	40%	10	48%	14	67%	22	54%	119
Would take online from another college	14%	5	10%	2	14%	6	27%	9	20%	5	17%	5	15%	5	17%	37
Would not have taken it	9%	3	5%	1	7%	3	9%	3	16%	4	7%	2	6%	2	8%	18
Would have waited to take online	29%	10	19%	4	25%	11	12%	4	24%	6	28%	8	12%	4	21%	47
What is your student status ?																
Continuing Chabot student	63%	22	52%	11	39%	17	42%	14	64%	16	62%	18	58%	19	53%	117
New Chabot student	14%	5	24%	5	16%	7	27%	9	16%	4	10%	3	6%	2	16%	35
Returning Chabot student	17%	6	14%	3	25%	11	9%	3	20%	5	21%	6	33%	11	20%	45
Student from a college different than Chabot	6%	2	10%	2	20%	9	21%	7	0%	0	7%	2	3%	1	10%	23
What is your enrollment status?																
12+ units	40%	14	57%	12	23%	10	36%	12	32%	8	10%	3	49%	16	34%	75
7-11 units	29%	10	14%	3	16%	7	21%	7	36%	9	24%	7	33%	11	25%	54
4-6 units	20%	7	19%	4	36%	16	27%	9	20%	5	41%	12	12%	4	26%	57
less than 4 units	11%	4	10%	2	25%	11	15%	5	12%	3	24%	7	6%	2	15%	34

What is your employment status?																
FT	60%	21	52%	11	68%	30	58%	19	72%	18	45%	13	64%	21	61%	133
PT	20%	7	10%	2	11%	5	30%	10	12%	3	24%	7	9%	3	17%	37
Unemployed	17%	6	33%	7	9%	4	6%	2	12%	3	24%	7	27%	9	17%	38
Other	3%	1	5%	1	11%	5	6%	2	4%	1	7%	2	0%	0	5%	12
What is your age?																
Under the age of 18	0%	0	5%	1	0%	0	3%	1	0%	0	4%	1	0%	0	1%	3
18-24	46%	16	43%	9	32%	14	36%	12	28%	7	17%	5	21%	7	32%	70
25-30	14%	5	19%	4	21%	9	21%	7	36%	9	24%	7	39%	13	24%	54
31-40	29%	10	24%	5	32%	14	21%	7	28%	7	24%	7	24%	8	26%	58
Over 40	11%	4	10%	2	16%	7	19%	5	8%	2	31%	9	15%	5	15%	34
Where do you reside?																
Chabot service area	80%	28	71%	15	70%	31	67%	22	80%	20	58%	17	70%	23	71%	156
Another location in the Bay Area	17%	6	24%	5	29%	13	27%	9	16%	4	31%	9	30%	10	25%	56
CA, outside of Bay Area	3%	1	5%	1	9%	4	6%	2	0%	0	10%	3	0%	0	5%	11
Out of state	0%	0	0%	0	2%	1	0%	0	4%	1	0%	0	0%	0	1%	2
How many online class have you previously completed?																
None	29%	10	38%	8	36%	16	21%	7	28%	7	21%	6	18%	6	27%	60
1	14%	5	33%	7	11%	5	12%	4	28%	7	28%	8	15%	5	19%	41
2	9%	3	5%	1	11%	5	12%	4	12%	3	14%	4	15%	5	11%	25
3	17%	6	10%	2	11%	5	15%	5	4%	1	14%	4	9%	3	12%	26
4+	31%	11	14%	3	30%	13	39%	13	28%	7	24%	7	42%	14	31%	68
Have you used Blackboard previously?																
Yes, in another online course	80%	28	67%	14	59%	26	76%	25	68%	17	66%	19	85%	28	72%	157
Yes, in a regular class	6%	2	5%	1	9%	4	3%	1	8%	2	14%	4	9%	3	8%	17
No, but used another course mgmt system	3%	1	5%	1	2%	1	0%	0	4%	1	7%	2	0%	0	3%	6
No	11%	4	24%	5	30%	13	21%	7	20%	5	14%	4	6%	2	18%	40
What type of Internet connection will you have on the main computer you will use for this course?																
Dial-up modem	6%	2	5%	1	7%	3	3%	1	8%	2	4%	1	0%	0	5%	10
High-speed DSL	51%	18	67%	14	66%	29	79%	26	44%	11	59%	17	64%	21	62%	136
High-speed cable modem	40%	14	24%	5	27%	12	15%	5	48%	12	38%	11	30%	10	31%	69
T1 or partial T1	3%	1	5%	1	0%	0	3%	1	0%	0	0%	0	6%	2	2%	5
Total students		35		21		44		33		25		29		33		220

Rate the quality/relevance of internet assignments																
Excellent	55%	12	39%	7	57%	16	63%	15	50%	13	41%	11	46%	10	50%	84
Above average	20%	4	33%	6	29%	8	21%	5	42%	11	56%	15	41%	9	35%	59
Average	25%	6	28%	5	14%	4	17%	4	8%	2	0%	0	9%	2	14%	23
Below average	0%	0	0%	0	0%	0	0%	0	0%	0	4%	1	5%	1	1%	2
Poor	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Rate the quality/relevance of Discussion Boards																
Excellent	45%	10	33%	6	43%	12	38%	9	54%	14	33%	9	50%	11	42%	71
Above average	45%	10	39%	7	43%	12	38%	9	35%	9	56%	15	36%	8	42%	70
Average	10%	2	17%	3	14%	4	25%	6	12%	3	11%	3	14%	3	15%	24
Below average	0%	0	11%	2	0%	0	0%	0	0%	0	0%	0	0%	0	1%	2
Poor	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Chapter quizzes tested knowledge I gained for that chapter																
Strongly agree	45%	10	21%	4	64%	18	71%	17	69%	18	78%	21	73%	16	62%	104
Agree	45%	10	28%	5	36%	10	25%	6	27%	7	22%	6	23%	5	29%	49
Neutral	10%	2	11%	2	0%	0	4%	1	0%	0	0%	0	5%	1	4%	6
Disagree	0%	0	0%	0	0%	0	0%	0	4%	1	0%	0	0%	0	1%	1
Strongly disagree	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Exams tested my learning of course goals/objectives																
Strongly agree	58%	13	56%	10	61%	17	58%	14	65%	17	67%	18	59%	13	61%	102
Agree	22%	5	39%	7	25%	7	42%	10	35%	9	33%	9	36%	8	33%	55
Neutral	10%	2	6%	1	14%	4	0%	0	0%	0	0%	0	0%	0	4%	7
Disagree	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	5%	1	1%	1
The course generally met my expectations & I'd recommend it to my friends																
Strongly agree	82%	18	78%	14	68%	19	67%	16	85%	22	70%	19	68%	15	74%	123
Agree	18%	4	11%	2	29%	8	33%	8	15%	4	26%	7	23%	5	23%	38
Neutral	0%	0	11%	2	3%	1	0%	0	0%	0	4%	1	5%	1	3%	5
Disagree	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Strongly disagree	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	5%	1	1%	1
Students Surveyed	22		18		28		24		26		27		22		167	

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Rick Moniz

Sabbatical Report

Over the course of 2009-10, I traveled throughout the United States and parts of Europe. My quest was to discover the meaning of being an American. How do we define that idea and who is an American? It is a huge question that bridges the gap of ethnocentric notions and perceptions about who we are as a people. My efforts led to the production of a documentary on the subject, numerous podcasts, several photo journalistic albums, book reviews and travels into most of the original thirteen colonies and into the Southwest of the United States, Europe and California. The project included readings into the formative era of the independence era, 1756-1800. Those readings helped to define our essential character and bring greater clarity to the project. I created an array of podcasts for the classroom in an effort to enhance instruction and bring meaning to being an American. The photo journal accounts seek to convey this idea from another perspective. What follows is the year in review with a detailed report of my efforts and energies to bring this work to life.

I have deposited my works into a box and the committee will find a variety of media: documentary, binders with brochures, journals, etc. The several binders document my travels. Binder number one contains the materials from Colonial Virginia and beyond. The colonial past is richly displayed throughout these sites. Since I was in close proximity to Civil War battlefields and other important historical settings, I visited, photographed and filmed those places. You will find that the brochures helped to clarify my visits and reveal what subjects and sites that I visited included all required work extending well beyond my original proposal. I visited museums, research facilities, government buildings, hired guides, took tours and much more. In addition, you will find binders covering the trips into the Southwest, and sites well beyond Charlestown, St. Augustine, and New York, Quebec/Canada and New England. The three photo journals help to convey my discoveries and clarify the meaning of these visits. There are three, which chronicle First Nation's People, Colonial America, and The Struggle for Independence. My work in these journals tells a unique story from the perspective of each journey. In addition to documentation in the binders, I collected a few thousand pictures from the travels that I will begin to use for future lectures most likely in power point format. Some of those pictures you see in the photo journal albums.

The efforts to learn more about indigenous peoples made up a significant part of this sabbatical project. I fulfilled the obligation to examine the Pueblos, the Powhatan and the Iroquois. There is a full program of indigenous programming in my podcast collection. The story of First Nation's People chronicles and describes one vantage point for examining natives: the concept of civilization. I visited Iroquois museums in several parts of New York and collected a variety of materials for reading. Although not included as a component of my summaries, I did read several books about Iroquois. Since there is a furtive debate over the question of their contribution to our democracy, you will find a review of one such book. This would be in keeping with the objective three in my sabbatical. Otherwise, I went far beyond the Iroquois. I visited the interpretative museums for the Wampanoag, the Abenaki and Huron. While here in our own state, I collected a variety of materials of native peoples along our northern coast. You will find that I went to the Southwest and visited Mesa Verde. In addition, I went to Chaco Canyon, Taos Pueblo, Bandalier National Monument, The Canyon of the Ancients and other sites. These

Rick Moniz

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were beyond but supplemented the work at Mesa Verde. In the South I visited the Powhatan interpretative center at Jamestown and the National Park's archaeological dig at the original Jamestown site. I collected materials in this region and filmed. While in Georgia, I visited the Mississippian Culture site of Ocmulgee. You will find all the above materials in the binders and this work fulfilled objective number one.

The travels through New York traversed the Hudson River Valley and west out to Lake Ontario crossing the Finger Lakes, Erie Canal connections, Iroquois lands, Seneca Falls-the site of the first Women's Convention and much more. There is plenty of work dealing with the formative years of an emerging nation. The journey took me to Fort Stanwix, The Battlefields of Oriskany and Saratoga, Newburgh (General Washington's command post for the final years of the war) and then North into Vermont. While in Burlington, Vermont, trips to key colonial and strategic locations at Crown Point and Fort Ticonderoga and other sites critical to the founding of this region were visited. It is important to note that both the Hudson River Valley and Lake Champlain were in the midst of celebrating their 400th anniversaries. The trip went next into Canada: Quebec and Lake Ontario also celebrating 400 years. I spent two weeks in these two places. You will see that the concept of Americanism is greater than just the U.S.A. As I moved through these regions, I filmed for the project: What does it mean to be an American? I call it: Quilted Patches of Blues.

You will see that I traveled into the hotbed of revolution: New England. While staying outside of Boston, I visited Lexington and Concord. The three played crucial roles in the conflict. You will find that the journals cover some of those events. Since I was in close proximity to historically significant locations, I visited Salem, Lowell-origins of the textile industry-Plymouth and elsewhere. There were excursions to Newport, Rhode Island and Yale, Connecticut. This phase of the trip led to a five day stay in New York City. This visit, my first, took me to Ellis Island, Liberty Island, and places throughout Manhattan. The historical opportunities for the project have been incorporated in the documentary. While these were not originally part of the sabbatical, I was in close proximity to a rich field of historical sites and elected to take time to enhance my understanding of the many eras chronicled within our nation's past.

The film, which is included for the review of the committee, will be used in my classes. The intent is to stimulate thinking about that idea of Being an American. Students will begin the semester writing on this topic and my goal is to help clarify the nature of who we might be as a people. The film covers recent events in our history-helping to define us- and past events. They will view this documentary at the beginning of the semester. My work, as demonstrated in the documentary, took me into many parts of the nation and beyond. Once again, you will see that the included binders reveal that journey. I have identified the journey by these binders.

Santa Fe and the regions of the Four Corners brought with them a richness that I had been missing. While I knew of their importance, I had never visited the region. This leg of the journey took me to the Land of the Ancients: The Anasazi. Visits to Mesa Verde, Chaco Canyon and Bandalier National Parks are included and the stays in Santa Fe and visits to Taos reveal a unique past. A journal that chronicles the indigenous peoples details aspects of life there and also life on the east coast amongst the Iroquois,

the Powhatan, the Wampanoag, the Abenaki and then out west to California and our own Coastal Miwoks and Yuroks. The effort helps to convey the richness and diversity of these people. You will find that the ancient people of the South, the Okmulgee are included. The breadth of diverse visits to museums and interpretative parks enabled me to create a richer understanding of the indigenous peoples.

I began one part of my journey into the South into St. Augustine and Charleston. There, once again, you will find that trip represented in my journal on colonial America and a separate binder. Spain's early presences in the present United States is represented by the colonial St. Augustine. There you find a strong representation of that history, but also a better sense of the rivalry between Spain and England. After spending several days-again the binders provide an abundance of documentation-we moved along the Atlantic Coast up to Savannah. Along the way passing through the South Sea Isles, I found the rich past of Africa's descendants: the Gullah and the Geechee. It was an amazing opportunity. Savannah was magical. I hired a guide, Jamal Toure for the African American journey. His insights and leadership brought a light to the project that was amazing. And then it was off to Charleston!

The heart of the south, Charleston, proved a gem. As most of this journey, I had not visited the region. It provided numerous opportunities to learn more about the colonial period and the formation of our nation. People were friendly, but I did learn that if you are not from the South... well you are a Yankee. I did not know if that meant Hawaiians or Latinos? Anyway, it was an amazing stay. I visited numerous plantations, museums and learned more in the readings that made up another feature of my sabbatical.

Readings for this sabbatical entailed looking at the formative years leading up to and then following the Independence movement. You will find the collection of summaries of works read on these journeys. This work fulfills my obligation for objective three. While these books keep with the focus stated in my original proposal, I would like to add that I read thrice the amount noted in these reviews. During my time, I read over 10,000 pages from not only this period but present day and contemporary issues. The opportunity to read was a pure joy. Moreover, the visits and readings helped to develop another key component of this sabbatical. I met and went well beyond my obligation in Objective Three of my original proposal. The book reviews required are included in the binder that is identified for that purpose.

Podcast work led to far more work than I promised in my original proposal. I purchased two Apple computers to work on the documentary, software, an HD video camera and an abundance of support accessories. I enrolled in two online courses for podcasting and video casting. I made films for my local Public TV here in Davis. The podcast covering the Colonial, Independence, Constitutional and Federalists America are available on iTunes. The podcasts fulfill my obligation to reconstruct the life in colonial cities, in Objective Two of the proposal and Objective Three. I have included a first round of critiques from students. Their effort was a bonus and I provided a set that were not corrected. You will find on my iTunes sight a whole program on Abraham Lincoln and other programs are following as you read this report. Once you visit iTunes, just type in my name and you will find these podcasts with their respective overviews/outlines. All the work I detailed in the sabbatical proposal has been fulfilled with these podcasts.

I have included with the materials listed above four maps that helped to provide some perspective of my travels. I have highlighted the routes in each map that detail the respective journeys. I circled the locations of many of the places I visited, which you will find more in the binders. While on the road, I would examine routes and pick up many historic sites that were not originally contemplated. This allowed me to collect materials on important subjects. As an example, the visit to Lowell brought with it a greater appreciation of the earliest stages of industrialization. I went to the mill facilities there, which has been restored and turned into a National Park. There were literally dozens of places that I visited similar to Lowell: Mystic Seaport, Yale University, Salem, Seneca Falls, Chaco Canyon, Okmulgee, Bandalier, Cooperstown, Ellis Island, Washington D.C. etc. Again, while these sites were not part of the original project, they were invaluable to building a large picture for the podcasts, readings, documentary and indeed the travel.

During the spring semester I traveled to Europe. Over the past twenty years I have led travel studies trips around the globe. Since I had been encouraged to create a travel studies trip to Greece and Turkey, I made the opportunity to travel to Europe. I had originally contemplated a journey there as part of this sabbatical, but had been encouraged to scale back the proposal. It has always been part of my methodology in building travel studies programs to reconnoiter an idea and check out a prospective program provider. So, I found a reasonable flight to Madrid and made the arrangements. While in Spain, I consulted with EF Tours representatives to gain some insights into their program. Although I did not make the journey to Greece or Turkey, I did gain a sense of their services. I also used the time to conduct interviews with Europeans for my documentary. Their placement in the story provides a window into how we are perceived by our friends abroad. In addition, I went to Toledo, Paris and Utrecht. Since I teach courses in Western Civilization, I had a unique opportunity to photograph and pick up materials for the course. I will use some of that work in the class during the coming school year.

Presently I have been working through film footage gathered for other classroom work. I have begun to use the work in my classes. This semester I put all my classes online with Blackboard. It is my effort to reduce the usage of paper and to provide a more dynamic course experience both online and in the classroom. Film has been imported into You Tube and then embedded those materials into my course discussion board questions. As the Fall semester of 2010 has unfolded, I have continued to supplement my collection of materials for further expansion of classroom learning materials with more podcasts, films and other materials for the sabbatical.

I have often heard that sabbaticals are a time to rejuvenate one's spirit and return to the classroom with fresh ideas and approaches. This project has indeed led been so to me and more. I will say that the amount of time and energy I committed to these projects represents an enormous investment in terms of time, energy and finances. I thank the committee for its support and stand ready to answer any questions that you may have regarding my work.

Marilyn Marquis

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Marquis, Marilyn Marie
(last) (first) (middle)

I / English as a Second Language
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Fall Year 2009

Semester Spring Year 2010

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

October 15, 2010
Date

Marilyn M. Marquis
Signature

To: Sabbatical Leave Committee
From: Marilyn Marquis
Date: April 13, 2010
Re: Sabbatical leave proposal revision

Rationale for requesting changes to my original plan.

I would like to revise three objectives from the sabbatical leave proposal that was approved in fall 2008. The three new objectives are related to the original proposal to develop extensive reading material for ESL students, a project that I began working on in fall 2006. I have continued working on this project; the focus, however, has changed.

The project, *Readers Writing for Readers*, emerged because of the limited availability of interesting and easy to read material for students in our ESL program. I thought that students would enjoy reading about the cultural traditions of their classmates and be motivated to write for their peers. If the essays were edited for vocabulary and grammar, the student writing would provide easy and interesting extensive reading material for ESL students. When I wrote the proposal for sabbatical, my intention was to spend most of the time editing and revising student writing. I had collected over two hundred essays and planned to work with that material. I found that more than half of the essays were not rich enough in detail and decided to rethink my method for collecting material. In the first effort to collect student essays, I asked teachers to assign an essay about holiday traditions. I told the teachers that one draft would be sufficient since I would edit the essays. This resulted in short essays with few details. With the second writing assignment about a first experience, I provided a more detailed assignment and included details for the writing process, hoping for more detailed descriptions. I still did not ask for revisions. In spring 2009, in preparation for my sabbatical work, I prepared another topic and asked instructor to assign an essay on living in the United States. This time I asked teachers if I could attend a class to present the topic and engage the students in a short prewriting activity. When I read those essays over the summer, I read some much richer and detailed essays. I decided to develop a longer writing workshop for the next topic. In the fall 2009, I asked instructors if I could have a full class meeting to walk students through discussion and prewriting activities. I also offered to read and comment on all of the first drafts. Students could then revise their essays, turn them in for a grade, and then submit them to the project if they wished. This activity took the better part of the fall semester and resulted in some very interesting and well developed essays. It also engaged students in both writing and reading in very exciting ways. The *Readers Writing for Readers* workshops are the new Objective One.

Through these writing workshops and discussions with the teachers, I found that many experienced ESL teachers do not have experience with using extensive reading as a tool for language learning. Many also do not have experience with using extensive reading material for intensive reading practice. I realized that the *Readers Writing for Readers* project could only be effective if the teachers understood the larger context of reading as a tool for developing language proficiency. Consequently, I decided to read about reading in a second language and prepare some guidelines and resources for ESL instructors. In a discussion about extensive reading with a colleague at another institution, I mentioned my work in developing extensive reading guidelines. He invited me to offer a workshop for the ESL instructors at his institution, which I did along with a colleague from CSUEB. That led to developing the workshop further and submitting a proposal to present it at the California Teachers of English as A Second Language (CATESOL) statewide conference. Our proposal was accepted. These activities will become Objective Two.

My increasing understanding of the importance of extensive reading for English language learners and my analysis of the method of assessing student progress at Las Positas College led me to the conclusion that we needed a more systematic method of assigning reading and of evaluating student progress. I concluded that establishing a readability level for each book in our classroom libraries would help students and teachers establish both appropriate goals and appropriate assessments. At the end of the spring 2009 semester, I collected all of the extensive reading books from each section of four levels of ESL classes where extensive reading is required. I developed a method for establishing a readability level for each book based on word count, anticipated background knowledge, and language difficulty. After establishing a word count for each book, I organized the books into levels based the above criteria. The idea was to have a classroom library with several different readability levels so that students can select books that are appropriate for their reading level and speed. This analysis of the books in our classroom libraries exposed some shortcomings in the collection and influenced the decision to purchase additional books especially for the lower levels. I also made suggestions for expected outcomes for each level that are based on reading a number of words each semester rather than a number of books. Early in the fall 2009 semester, I met with most ESL instructors. I provided a handout which described the extensive reading expectations for each level and gave each teacher a list of the books with readability levels for that class. I also prepared samples for presenting the extensive reading assignment to students and for monitoring student progress for ESL teachers. These activities are Objective Three.

Objective four is unchanged. I am including the purpose and the objective here. Music has been an avocation for many years. I have enjoyed playing music and in the past four years have enjoyed working as artistic director of the early music concert series at Las Positas College. During my sabbatical I would like to take my own playing to a different level by taking lessons and learning to play in an ensemble. In many ways, developing music proficiency is similar to developing language proficiency. It requires motivation, practice, and good instruction.

Please review and approve the following revisions to my proposal. Objectives one, two, and three are all new.

Objective One

Develop and present *Readers Writing for Readers* workshops for the intermediate and advanced level ESL classes. Read and comment on the first drafts of each essay. Offer a follow-up workshop for students who want to discuss their work further. (25%)

Plan:

I will present *Readers Writing for Readers* workshops in a minimum of eight ESL classes. (20-25 students in each) During the workshop, I will demonstrate the connection between observation and detailed writing, present a writing assignment, and engage students in discussions and free writing about possible topics. By the end of the workshop, students will have established their own topic and written a rough draft. Students will have two weeks to turn in their first draft. I will read and comment on all the first drafts and return them to students for revisions. The instructor will grade the final draft, and students will have the option of submitting the final draft for possible inclusion in a collection of essays for extensive reading.

Documentation:

I will submit a copy of some workshop agendas and material, the comment form for evaluating each essay, and a spreadsheet with the class and section number of each workshop, the students who attended each workshop, and the number of first draft essays that I commented on.

Objective Two

Develop extensive reading guidelines and resources for ESL teachers. Present the guidelines at an extensive reading workshop. 25%

Plan:

First, I will read five books on second language reading. Possible titles include Extensive Reading in the Second Language Classroom, Extensive Reading Activities for Teaching Language, Insights into Second Language Reading, Reading in a Second Language, and Teaching Second Language Reading.

Next, I will develop guidelines for teachers that will include a definition of intensive and extensive reading, goals for extensive reading, ideas for selecting appropriate extensive reading material, suggestions for motivating students to read, and suggestions for using extensive reading materials for practicing reading strategies. The document will also include an explanation of the reading process and ideas for helping students develop rapid, accurate, automatic word recognition. Finally it will include different ways of using extensive reading material for connecting reading and writing, for developing vocabulary, and for increasing overall language proficiency.

Documentation: I will submit a copy of the guidelines and a bibliography with a short annotation for each book.

Objective Three

Evaluate the books in the ESL extensive reading library for all sections of four levels of ESL classes: 131A, 131B, 121A, 121B. Identify a word count and readability level for each book. Provide each section with a class set of books with at least four readability levels. Establish a word count goal for weekly extensive reading for each level. Present the books to each instructor with a description of the extensive reading component of the ESL program at LPC. (20%)

Plan:

I will calculate the number of words in every book in the ESL extensive reading library and put a sticker with the word count on every cover. I will also identify a readability level for each book. I will then provide every section of four ESL levels with a box of books that has a range of reading levels in each. I will also create an Excel spreadsheet that includes the title, publisher, word count, and readability level for all of the books in the program. This spreadsheet will help the ESL program keep track of the extensive reading books. We also will be able to ensure that each section has a suitable range of easy and interesting extensive reading material. I will meet with as many teachers as I can to present the books and explain the readability levels and the suggested reading goals for each level. I will prepare sample handouts for students that present the extensive reading assignment, the goals for weekly reading, and a method for keeping track of their progress. I will present those at the beginning of fall 2010 to individual ESL instructors or in a meeting. I will also develop a working draft of student learning outcomes for extensive reading for ESL 131B and ESL 121A.

Documentation

I will submit either an Excel spreadsheet that includes all of the books in the ESL program's classroom library collection or individual spreadsheets for each individual class. It will include the word count and readability level for each book. I will submit a handout which describes the extensive reading expectations for each level. I will also submit samples for presenting the extensive reading assignment to students and for monitoring student progress. Finally, I will also submit the draft versions of student learning outcomes for extensive reading for two levels of ESL classes.

Objective 4: To learn to accompany baroque music from figured bass using Continuo Playing According to Handel: His Figured Bass Exercises. (30%)

Plan: I will work through the exercises in the Handel book with a harpsichord instructor. I plan to devote two lessons each month to continuo playing for a total of 18 lessons. I will keep a lesson log and ask the instructor to initial each entry.

Documentation: I will submit the lesson log. I will also give a house concert in September 2010 where I will accompany a musician or musicians performing baroque music. I will record one piece and submit it with my final report.

Achievement Statement

Thank you very much for the opportunity to spend a year working on objectives that have enriched my professional life in many ways. My interest in teaching reading began early in my career and has been the primary focus of my professional development since. For the past year I have focused on the most recent research that influences our understanding of what mental processes are engaged during reading and what teachers can do to both motivate students to read and to teach them to read more effectively and efficiently. I also had the opportunity to work directly with students to help them make the connection between reading skills and writing skills and to motivate them to write for other readers. Because I believe very strongly that extensive reading is the most significant activity that language learners can engage in for the overall development of language proficiency, I also dedicated a part of the year to organizing the books for the ESL classroom libraries and developed a system for monitoring student reading. I hope that these activities will have a lasting influence on the teaching of reading in the ESL program at Las Positas College.

Objective four began as a learning opportunity for the enhancement of the early music concert series. I am the founder of the series and have been artistic director for six years. I wanted to study a particular type of music notation used widely during the baroque period. I immediately saw the connection between reading in a second language and reading music, a unique language. I wondered how the processes that influence reading the printed word were similar to the processes that influence reading musical notation. My knowledge of what readers must know about the structures of language helped me to understand what I needed to learn in order to gain proficiency in reading musical notation.

I hope that you enjoy reading about my achievements and look forward to any opportunity to discuss my work.

Objective One

Develop and present *Readers Writing for Readers* workshops for the intermediate and advanced level ESL classes. Read and comment on the first drafts of each essay. Offer a follow-up workshop for students who want to discuss their work further. (25%)

Plan:

I will present *Readers Writing for Readers* workshops in a minimum of eight ESL classes. (20-25 students in each) During the workshop, I will demonstrate the connection between observation and detailed writing, present a writing assignment, and engage students in discussions and free writing about possible topics. By the end of the workshop, students will have established their own topic and written a rough draft. Students will have two weeks to turn in their first draft. I will read and comment on all the first drafts and return them to students for revisions. The instructor will grade the final draft, and students will have the option of submitting the final draft for possible inclusion in a collection of essays for extensive reading.

Documentation:

I will submit a copy of some workshop agendas and material, the comment form for evaluating each essay, and a spreadsheet with the class and section number of each workshop, the students who attended each workshop, and the number of first draft essays that I commented on.

Achievements Statement for Objective One

The *Readers Writing for Reader* workshops developed out of a desire to provide interesting and easy reading material for students in our ESL program. In fall 2006, I embarked on a project with a colleague, Sarah Nielsen, to invite students to submit their writing to an editing process so that it could be used for extensive reading for other ESL students. I thought that students would enjoy reading about the cultural traditions of their classmates and be motivated to write for their peers. If the essays were edited for vocabulary and grammar, the student writing would provide the ideal extensive reading material for ESL students. For the first assignment, I wrote a prompt for the writing assignment and asked teachers to give it to their students. The first effort resulted in some interesting essays that we later edited for students at the high beginning level. The essays lacked detail and were generally rather short. This was probably due to the presentation of the writing assignment itself. In the second effort, I changed the instructions and asked teachers to engage the students in prewriting activities in the classroom. The resulting essays were better, but still not ideal for what I intended. For the third effort, I asked teachers if I could present the assignments to their students and engage the students in both the assignment and in the project. The resulting essays were much improved and the students seemed very eager to write for their peers. More than half of the essays were still not rich enough in detail to be of interest to more proficient readers. I decided to revise my method for collecting material. For the first four topics, I did not ask students to revise their essays. The resulting essays were sincere and interesting; however, they required a great deal of editing.

For my sabbatical project Objective One, I developed a longer writing workshop for students in intermediate and advanced level ESL classes. In the fall 2009, I asked instructors for one complete class meeting to present the writing topic and engage their students in

writing workshops to walk students through discussion and prewriting activities. I later read and commented on the first drafts. Students revised their essays, turned them in for a grade, and then submitted them to the project if they wished. This activity took the better part of the fall semester and resulted in some very interesting and well-developed essays. It also engaged students in both writing and reading in very exciting ways.

This project gave me a deeper understanding of the significance of prewriting activities and of the benefits of engaging language learners in discussion activities before asking them to write. One of the instructors whose class I visited asked her students to do a quite-write about their experience, and she later shared their spontaneous reactions with me. They found the workshops helpful for developing and organizing their ideas. They were amazed by the observation activity where they observed and described an image, then compared their findings with a partner; they quickly realized that groups of observers are more effective than individual observers. Students enjoyed talking to students from other cultures about their traditions and found that the interaction activated their ideas for their own writing. They found that the discussions activated their creativity. Several students said that they finally really understood the writing process.

I was not surprised by the positive feedback from one class because I found that in each class that I visited, students voiced their opinions about the workshop and their appreciation of the time they got for the early stages of the writing process.

I am including one workshop agenda from one reading and writing class and one agenda for an advanced grammar class. The same basic agenda was followed for each reading and writing class but modified for the advanced classes, which were about thirty-five minutes shorter than the intermediate level classes. The workshops all began with students observing an image and writing a description as well as comments about their reaction to the image. Then the topic, celebrating life from birth to death, was introduced. There were two small group discussion opportunities followed by free writing. I also did the free writing and shared my writing with the students. Students were given two weeks to write their first drafts and turn them in to their instructor.

The second part of this objective was to read and respond to the first drafts adding both comments and suggestions. I have included the comment form that I used for every essay. Two hundred and fifty-nine students participated in the writing workshops. Two hundred and nine students turned in first drafts.

I began working on Objective One in August 2009 with designing the workshops, formulating questions for each subtopic, and scheduling the workshops with individual instructors. During late September and early October I presented the workshops. The first drafts arrived about two weeks after each workshop. I spend about 25 minutes reading and commenting on each first draft, asking specific questions, suggesting additions, and highlighting what was particularly interesting. I held a workshop on October 23, 2009 for students who wanted additional attention. About 20 students attended. I worked with individual students throughout the fall semester.

Objective One was more time consuming than I had originally anticipated, but it was also more interesting and rewarding than I could have imagined. It represents 25% of my accomplishments for the sabbatical project.

Documentation

Agenda for ESL 121B writing workshop (1 page)

ESL 121B student cover sheet (1 page)

Discussion topics and questions (7 double sided pages)

Agenda for ESL 23

ESL 23 student cover sheet

Response Sheet

Spreadsheet

Objective Two

Develop extensive reading guidelines and resources for ESL teachers. Present the guidelines at an extensive reading workshop. 25%

Plan:

First, I will read five books on second language reading. Possible titles include Extensive Reading in the Second Language Classroom, Extensive Reading Activities for Teaching Language, Insights into Second Language Reading, Reading in a Second Language, and Teaching Second Language Reading.

Next, I will develop guidelines for teachers that will include a definition of intensive and extensive reading, goals for extensive reading, ideas for selecting appropriate extensive reading material, suggestions for motivating students to read, and suggestions for using extensive reading materials for practicing reading strategies. The document will also include an explanation of the reading process and ideas for helping students develop rapid, accurate, automatic word recognition. Finally it will include different ways of using extensive reading material for connecting reading and writing, for developing vocabulary, and for increasing overall language proficiency.

Documentation: I will submit a copy of the guidelines and a bibliography with a short annotation for each book.

Achievement Statement for Objective Two

Working on this objective has been particularly satisfying for me because it provided me with the opportunity to use the knowledge I gained from reading and studying to prepare a document that I could share with my colleagues. I have promoted extensive reading in our ESL program for many years and have encouraged the college to build our collection of books for each section reading and writing classes. The instructors have been supportive of encouraging their students to engage in both intensive and extensive reading. The reading guidelines that I developed provide teachers with a great deal of information about the goals and benefits of reading and with many suggestions for using extensive reading material for general language development.

I held a reading workshop in August 2009 to distribute the extensive reading books (Objective Three) and provided some guidelines for using the books, but after reading further about the benefits of extensive reading and about the significance of reading instruction that is informed by the research and that explains reading and the significant components of effective reading, I believe that this second version of reading guidelines will provide the kind in information that instructors will appreciate and be able to used to inform their teaching. In addition to the workshop at Las Positas College, I presented a reading workshop at West Valley College in November 2009 and presented *The Whys and Hows of Extensive Reading* at a statewide conference for CATESOL California Teachers of English to Speakers of Other Languages.

I worked on this objective throughout the year and modified the guidelines as I read each book. It represents 25% of my achievements over the two semesters.

Documentation

Bibliography with annotations

Guidelines for Intensive and Extensive Reading

Handout from CATESOL conference

Objective Three

Evaluate the books in the ESL extensive reading library for all sections of four levels of ESL classes: 131A, 131B, 121A, 121B. Identify a word count and readability level for each book. Provide each section with a class set of books with at least four readability levels. Establish a word count goal for weekly extensive reading for each level. Present the books to each instructor with a description of the extensive reading component of the ESL program at LPC. (20%)

Plan:

I will calculate the number of words in every book in the ESL extensive reading library and put a sticker with the word count on every cover. I will also identify a readability level for each book. I will then provide every section of four ESL levels with a box of books that has a range of reading levels in each. I will also create an Excel spreadsheet that includes the title, publisher, word count, and readability level for all of the books in the program. This spreadsheet will help the ESL program keep track of the extensive reading books. We also will be able to ensure that each section has a suitable range of easy and interesting extensive reading material. I will meet with as many teachers as I can to present the books and explain the readability levels and the suggested reading goals for each level. I will prepare sample handouts for students that present the extensive reading assignment, the goals for weekly reading, and a method for keeping track of their progress. I will present those at the beginning of fall 2010 to individual ESL instructors or in a meeting. I will also develop a working draft of student learning outcomes for extensive reading for ESL 131B and ESL 121A.

Documentation

I will submit either an Excel spread sheet that includes all of the books in the ESL program's classroom library collection or individual spreadsheets for each individual class. It will include the word count and readability level for each book. I will submit a handout which describes the extensive reading expectations for each level. I will also submit samples for presenting the extensive reading assignment to students and for monitoring student progress. Finally, I will also submit the draft versions of student learning outcomes for extensive reading for two levels of ESL classes.

Achievement Statement for Objective Three

I began working on this objective in June 2009 after instructors had returned their classroom library collections. I invited the instructors, both full-time and part-time to participate in the process of counting words and establishing a readability level for the books. One instructor worked with me to establish a systematic method for counting words and then she counted words in about 50 books, which was very helpful considering the number of books we had. This simple method of categorizing books gave me insight into the expectations for extensive reading that I had from past experience and changed my understanding of the material that we had and needed. In order to have a sufficient number of books and a great enough range of readability levels for each of four ESL reading levels, I needed to evaluate the collections and redistribute the books. I discovered that we needed many more books for the lowest levels and that we had been providing reading material that was too difficult to be effective extensive reading material for the high beginning and low

intermediate levels. At the end of summer, 2009, I had finished the word counts and began to group books according to the number of words and the content. I ended up with twenty readability levels for four levels of ESL classes. I arranged to books for each section and provided a variety of book levels for each section. I also established a goal for each level; it was really an educated guess about what students would be able to achieve. At the end of the fall semester I asked teachers about their students' accomplishments and everyone agreed that the word count goal was too low, so I adjusted it upwards for the spring semester. At the end of each semester, I collected the books again and arranged the books for each class library. In some cases we needed to replace books. I prepared an up dated spreadsheet for each section again and ask instructors to monitor their books carefully and to encourage students to be responsible for their books. Instructors had a complete collection with a list of their books for fall 2009, spring 2009, and fall 2010.

I gave instructors some sample material to introduce extensive reading to their students along with the description of the program and the spreadsheet of books for their class.

Based on informal feedback from instructors, this new approach to extensive reading has been very helpful for them and for their students. We are creating a community of readers beyond our classrooms and into the ESL community on our campus.

I have developed student-learning outcomes for extensive reading for ESL 131B and ESL 121A. These expected outcomes will be evaluated at the end of the semester and adjusted where necessary. I feel confident that students who become engaged readers will over time become more proficient in all language skills and will be able to achieve these stated outcomes.

These objective achievements represent 20% of the sabbatical project.

Documentation

Extensive reading handout, Fall 2009

Extensive reading handout, Spring 2010

ESL 131B student extensive reading assignment

Excel spread sheets of extensive reading books by class and section

Student Learning Outcomes for Extensive Reading for ESL 131B and ESL 121A

Objective Four

To learn to accompany baroque music from figured bass using Continuo Playing According to Handel: His Figured Bass Exercises. (30%)

Plan: I will work through the exercises in the Handel book with a harpsichord instructor. I plan to devote two lessons each month to continuo playing for a total of 18 lessons. I will keep a lesson log and ask the instructor to initial each entry.

Documentation: I will submit the lesson log. I will also give a house concert in September 2010 where I will accompany a musician or musicians performing baroque music. I will record one piece and submit it with my final report.

Achievement Statement for Objective Four

In the proposal presented to the sabbatical leave committed in fall 2008, I prefaced objective by telling of my life long appreciation for music and by describing my work as founder and artistic director of the early music concert series to the Las Positas College. The concert series mission is to present affordable historically informed performances of music written before 1800. The Series, which began in 2006, presents three concerts each season. We promote live performance by professional musicians, raise awareness of early music, promote music education, foster appreciation of the performing arts, and enhance the cultural life of our community. It has been my responsibility to design the focus of each season and to hire the performers, among many other responsibilities. Each concert is preceded by a pre-concert talk, which focuses on the instruments, performance style, music, and the professional development of the artists. While I have enjoyed my work as artistic director, I had also, by 2008, become increasingly aware of how my lack of musical training had limited my ability to describe the music for the audience and to recognize and identify performance styles of the most unique and fascinating aspect of baroque music, figured bass.

The composers of music written during the baroque period often wrote the melody lines for the top one, two, three or four voices but used figures to designate the chords for the continuo accompaniment. This technique gave great improvisational freedom to the skilled accompanist. It accounts for the variety of interpretations by performers who realize the figures in different ways. This improvisation in the hands of a skilled musician creates a degree of excitement for musicians and the audience. As a member of the audience, I could recognize different performance style, but I could not articulate those differences because I did not understand the fundamentals of figured bass.

Studying figured bass has enhanced my understanding of the fundamentals of music and will enable me to share this new understanding of music with the audience. My lack of knowledge of the fundamentals of music, the basic structure upon which of all music is composed, has also limited my ability understand music and to develop proficiency as a musician. I have played an instrument for many years, but never developed beyond a low intermediate level. Studying figured bass has also influenced my interpretation and understanding of the music I play.

The year of studying figured has proven to be very challenging for me. The exercises in Handel book, Continuo Playing According to Handel: His Figured Bass Exercises, are based on an underlying assumption that the students who use the book have studied music theory and have a fundamental knowledge of music theory and the chord structures that the figures are based on. I had never studied music theory and after the third lesson realized that

I also needed an additional course of study. I did not have time to enroll in a music theory course during the sabbatical year so I embarked on a self-study with two books of programmed learning material: Practical Theory A Self-instruction Music Theory Course by Sandy Feldstein and Basic Materials in Music Theory A Programmed Course by Paul O Harder and Greg A Steinke. The information in these two books helped be to reach an understanding of what I needed to learn in order to read the figures to play the continuo part.

In many ways, developing music proficiency is similar to developing language proficiency. It requires motivation, practice, and good instruction. After a year of studying figured bass, I understand some of what it is that a musician needs to know and have begun to a course of study that will enhance the work I began during this project.

As a language teacher who has specialized in teaching reading, I realized that my lack of knowledge of the fundamentals of music had limited my ability to develop any real proficiency in reading music myself and understand music as a listener. Just as readers of English, or any language, need both knowledge of the structure of the language and a large body of words that they recognize in printed form in order to be a proficient reader, a musician needs to have rapid, automatic, and accurate recognition of music. What I didn't understand was what a musician has in that body of rapid, automatic, and accurate recognition. I know that language learners need word rapid word recognition and musicians need rapid note recognition, but that is not enough for readers of English and it is not enough for readers of music.

The have worked consistently on this objective for more than a year. My lessons began in August 2009 and continued through September 2010 with the house concert that I presented on September 26. I spent about ten hours a week studying and practicing throughout the year.

I want to express my appreciation for both Yuko Tanaka, my harpsichord teacher, and Philip Manwell, dean of Arts and Communications. Both have had long careers as professional musicians, and both knew that I lacked the music education necessary for learning figured bass. Neither ever discouraged me when I said that I wanted to learn to play figured bass. Both were aware that although I have a great appreciation for music and that as artistic director of the early music concert series I have gained an understanding of continuo as a feature of baroque music, I had never studied music theory. Their consistent support, even when a few months into the year I felt that I could never really understand enough to achieve my goal, motivated me to press forward.

I believe that music has the power to create community, elevate our spirit, and enrich our lives, and I have enjoyed sharing the gift of music with our community through the concert series as it promotes and celebrates lifelong learning and encourages a climate of creativity and imagination. The year of study afforded by this sabbatical leave will enhance my ability to share this gift in the future. My achievements for objective four represent 30% of my sabbatical project.

Documentation

The lesson log

The house concert program

Recording of four movements of Telemann Partita 2 with harpsichord and recorder

Judithann O'Toole

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

RECEIVED

Sabbatical Leave Summary and Certification Sheet

AUG 24 2010

(Please print in ink or type)

VICE PRESIDENT

TO: Sabbatical Leave Committee

FROM: O'Toole Judy
(last) (first) (middle)

(Division) (Subject Area)
Applied Technology and Business /Computer Application Systems

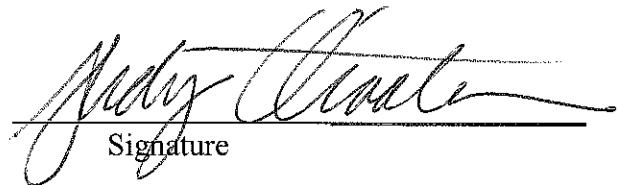
Period of Sabbatical Leave:

Semester Spring Year 2010

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

August 24, 2010
Date


Signature

GENERAL FORMAT OF SABBATICAL LEAVE REPORT

The specific objectives, how the objectives and corresponding percentages of the whole work were completed, and the documentation demonstrating that an objective has been met should be the same as that approved in your application, including any modification requests.

Please attach a separate sheet for each objective and corresponding percentage and include the following information:

Objective 1:

- A. To become a **Microsoft Certified Specialists (MCAS)**, in two applications: MS Excel 2007, MS Word 2007. (45%)
- B. After each objective statement, a complete description of how the objective and corresponding percentage were achieved.

How objective 1 was accomplished:

Prerequisite course work accomplished by completing the following coursework:

Enrolled in, and successfully completed, the following courses:

Microsoft Certifications Training Programs:

- 1. Microsoft Office Word 2007: New Features (5%)**
- 2. Microsoft Office Word 2007: Level 2 (20%)**
- 3. Microsoft Office Excel 2007: Level 1 (20%)**

Training programs offered at “element K®”. Each program featured hands-on training. At the conclusion of each training program, I was able to take assessments, followed by assessment results. Upon successful completion of each of the training programs, I was presented with certificates.

Personal time on studies and practices:

Completed coursework and lessons, Microsoft Word 2007 (approx. 1 month)

Completed coursework and lessons, Microsoft Excel 2007 (approx. 1.25 month)

(See attached documentation)

Objective 2:

- A. Upon completing the prerequisite course work, I will register with Microsoft Corporation official testing facility to take appropriate exams for each certification. (20%)
(1) Microsoft Excel 2007, (2) Microsoft Word 2007. (20%)

- B. After each objective statement, a complete description of how the objective and corresponding percentage were achieved.

How objective 2 was accomplished: (20%)

Registered to take the first exam: Microsoft Word 2007 at “Certiport®, Inc” at an official Microsoft Certification (MCAS) center.

Exam 1: Successfully passed exam for Word 2007

Registered to take the second exam: Microsoft Excel 2007 at “Certiport®, Inc.” at an official Microsoft Certification (MCAS) center.

Exam 2: Successfully passed exam for MS Excel 2007.

(See attached documentation)

Objective 3:

- A. Integrate and apply my expanded and collective knowledge of Microsoft Excel and Word skills into CAS courses.
- B. After each objective statement, a complete description of how the objective and corresponding percentage were achieved.

How objective 3 was accomplished. (35%) This objective is work in progress and will continue to be revised as software updates are integrated into my classes: (35%)

Fall 2010 semester. I am excited to introduce in my lectures new innovative concepts that I learned from my studies toward certifications.

MS Excel 2007 (CAS 54A), a Face-to-Face (F2F) course I am integrating techniques and methods of learning spreadsheet functions. I have integrated into the course the www.microsoft.com website training simulations. Students are afforded the ability to practice new skills in the lab or from home. I will integrate the same practices in my online section of MS Word 2007 (CAS 88A). A majority of time has been devoted to developing and revising my syllabi to reflect the integration of more hands on practices and simulations. As a result, I have expanded assignments to include new projects.

From my studies while on sabbatical, I learned to be more creative in my lecture presentations. Students will benefit from office simulated projects as they work collectively in groups on office projects. Students are advantaged by using the tools available online through the Microsoft website, a free training program. This training provides real life experience and training using computers in different learning modalities, I believe this will increase student learning. I am very excited to share with my students the skills I have learned from my own training.

In addition, Microsoft offered me the skills needed to teach my classes in a more hands on way. Utilizing these simulated office practices with additional online resources, can only benefit students becoming more efficient and comfortable working in an office environment. Students should experience better communication and computer related skills. Test scores in Word and Excel will increase with the integration hands on office related practices into their assignments. Students now have the ability to be more productive, and creative without fear of the unknown. I hope students are motivated to explore on their own and build self-confidence and pride in through their accomplishments.

(See attached documentation)

Official Microsoft Certification

MICROSOFT CERTIFIED APPLICATION SPECIALIST



February 16, 2010

Judithann O'Toole

has successfully completed the requirements to be recognized as a Microsoft Certified Application Specialist for

Office Word 2007

A handwritten signature in black ink, appearing to read "Steven A. Ballmer".

Steven A. Ballmer
Chief Executive Officer
Microsoft Corporation

Microsoft
CERTIFIED
Application
Specialist

Office Word 2007

Official Microsoft Certification

MICROSOFT CERTIFIED APPLICATION SPECIALIST



March 17, 2010

Judithann O'Toole

has successfully completed the requirements to be recognized as a Microsoft Certified Application Specialist for

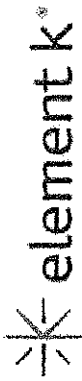
Office Excel® 2007

A handwritten signature in black ink, appearing to read "Steven A. Ballmer".

Steven A. Ballmer
Chief Executive Officer
Microsoft Corporation

Microsoft
CERTIFIED
Application
Specialist

Office Word 2007
Office Excel® 2007



This is to certify that

Judithann O'Toole

has successfully completed

Microsoft® Office Word 2007: New Features

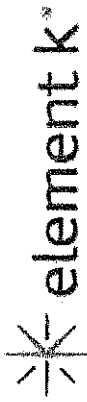
Date:

Jan 29, 2010

President:

Paul Krause

A handwritten signature in black ink that reads "Paul Krause".



This is to certify that

Judithann O'Toole

has successfully completed

Microsoft® Office Excel® 2007: Level 1 (Second Edition)

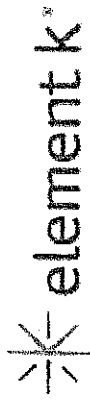
Date:

Feb 18, 2010

President:

Paul Krause

A handwritten signature in black ink that reads 'Paul Krause'.



This is to certify that

Judithann O'Toole

has successfully completed

Microsoft® Office Word® 2007: Level 2 (Second Edition)

Date:
Feb 3, 2010

President:
Paul Krause

A handwritten signature in black ink that reads 'Paul Krause'.



This is to certify that

Judithann O'Toole

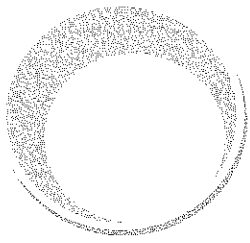
has successfully completed

Microsoft® Office Excel® 2007: Level 1 (Second Edition)

Date:
Feb 18, 2010

President:
Paul Krause

A handwritten signature in black ink that reads "Paul Krause".



<p>Week 1 8/18 - 8/22 (Sunday midnight)</p> <p>🕒 No graded work this week.</p> <p>🕒 All assignments open on Monday and closes the following Sunday 12 pm midnight</p>	<p>What to do the first DAY of class: READ READ READ</p> <ol style="list-style-type: none">1. Create a Zone Mail email account. <u>Send me a practice email from the - using your Zone Mail account.</u>2. Buy the textbook, locate the CD in the back of the book.3. Class Introductions - Post to the CAS CAFÉ discussion board4. Read: Syllabus, Print it for quick reference.5. Learn to use Blackboard.6. <u>Because this is a short class, no late assignments or quizzes will be accepted. You must have the book.</u>7. NOTE: Emails must come from your blackboard class, using the Communication button.
<p>Week 2 8/23 - 8/29 Due: 12 pm midnight</p> <p>🕒 This Course completes ONLY Chapters 1-6</p>	<p>Microsoft Word 2007 – Office Simulation Practices.</p> <p><u>What to do:</u></p> <ul style="list-style-type: none">🖱️ Visit this link: www.microsoft.com.🖱️ Click on Word 2007 Training. (http://office.microsoft.com/en-us/word-help/word-help-and-how-to-FX101818070.aspx?CTT=97) <p>Chapter 1 Creating Documents in Word 2007</p> <p>Project 1A - Business Plan Project 1B - Thank you Letter Project 1C - Follow-Up Letter pg. 52 Quiz 1</p>
<p>Week 3 8/30 - 9/5 Due: 12 pm midnight</p>	<p>Chapter 2 Change & Reorganizing Text</p> <p>Project 2A - Campus Software Project 2B - Research Paper Project 2C - Layoff Survival pg. 151 Quiz 2</p>
<p>Week 4 9/6 - 9/12 Due: 12 pm midnight</p>	<p>Chapter 3 Adding Graphics and Visual Elements & Creating Tables</p> <p>Project 3A - Job Opportunities Project 3B - Park Charges Project 3C - Welcome Social pg. 233 Quiz 3</p>

CAS 54A ASSIGNMENTS

DATES	ASSIGNMENTS
Dates: 8/19 - 8/26	Class Introductions Study the syllabus, learn how this course is organized Introduction to Blackboard - Online class tool Buy the textbook with the CD, and a USB drive to save your work on. In class Activity: File Management, bring a USB drive to class Overview of MS Excel - how to navigate around worksheets. Read: Objectives, in the Table of Contents.
Start: 8/31 Due: 9/14 Quiz 1 - 9/16 NOTE: You have approximately two weeks to complete each chapter in the book.	Microsoft Excel 2007 – Office Simulation Practices. <u>What to do:</u> ☞ Visit this link: ☞ Click on Excel 2007 Training. <u>http://office.microsoft.com/en-us/excel-help/up-to-speed-with-excel-2007-RZ010062103.aspx</u> Chapter 1 Creating a Worksheet and Charting Data Ms Excel 2007 <ol style="list-style-type: none"> 1. Project 1A - Seattle Payroll 2. Project 1B - Annual Income 3. Matching and Fill In the Blanks - In class activity 4. Project 1C - Earnings 5. Take Quiz 1 - Quizzes are taken in class - and are not accepted late
Start: 9/21 Due: 10/5 Quiz 2 - 10/7	Chapter 2 Using Multiple Sheet Workbooks Read: Objectives, in the Table of Contents. What to do next: <ol style="list-style-type: none"> 1. Project 2A - Income from Lodging 2. Project 2B - Hotel Taxes 3. Matching and Fill In the Blanks - In class activity 4. Project 2C - Personal Costs 5. Take Quiz 2
Start: 10/12 Due: 10/26 Quiz 3 - 10/28	Chapter 3 Working with IF Functions and Large Worksheets Read: Objectives, in the Table of Contents. What to do next: <ol style="list-style-type: none"> 1. Project 3A - Library Payroll 2. Project 3B - Enrollments 3. Matching and Fill In the Blanks - In class activity 4. Project 3C - Bookstore Orders 5. Take Quiz 3

Clayton Thiel

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM:

Thiel Clayton E
(last) (first) (middle)

SOTA , sculpture
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Spring Year 2010

Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

10/14/10
Date

[Signature]
Signature

RECEIVED
OCT 14 2010

January 2010 marked my second sabbatical in the twenty years that I've been teaching at Chabot College. Leading up to that time was a sudden turn of events that affected me deeply because it involved my parents. This was last September 2009, when my father was diagnosed with the beginning stages of alzheimers. Suddenly they were faced with selling their home of 40 years, in addition to as the remaining acres of a 250-acre farm that I grew up on in O'Fallon Missouri. They moved into an assisted senior living facility in St. Charles, and since that time my father is receiving round the clock care.

Around the same time, a lot of differed maintenance on our house finally caught up with us. The toilet and floor of the bathroom in our home started moving, and it was clear that it needed to be completely renovated. There was an unsafe, rotting deck, along with dry rot and termite damage in the back of our house. The culprit was partly due to rotting gutters which further led to realizing we needed a brand new roof. So, we decided to re-finance the house then line up a construction crew to handle the jobs.

Furthermore, one of the proposed objectives for my sabbatical fell through. I learned my application to the artist in residency program at the Archie Bray Foundation was rejected. I had planned to interview other artists-in-residence there with specific questions. In hindsight it ultimately proved to be a good thing but I have to admit at the time I took it personally. At any rate, after letting it go I realized I had plenty of professionals to choose from right here in the Bay Area. So, me and Sujoy (television producer at Chabot) teamed up and got to work.

Although paid leave is one of the sabbatical agreements, my material and labor expenses for research and development is not. I found myself stressed and worried as to how we were going to get through the year with all these financial issues pressing heavily on us, needing immediate attention.

Needless to say, I've got more art than money. Fortunately, the key people that I needed to work with were willing to trade services for art.

For example, Sujoy was willing to trade his video and editing services for my art. I contacted three professional artists and was granted interviews with John Toki, in Richmond, owner of Leslie's Ceramics. Then, Donna Billick, owner of Rock Art, Inc. in Davis, California. And finally, Don Farnsworth, owner of Magnolia Editions in Oakland, California.

These interviews were produced and edited and now have been played regularly for most of the spring and summer on Public Access TV Channel 27.

Another measure I took to finance the labor and materials for my research was to accept a commission from art collector Don Healy. The piece I made for him will be displayed at the upcoming sabbatical show, on loan from his collection.

Another big surprise at the start of my sabbatical came when the outfit I was going to hire to carve the foam for my main project went out of business. They had to move out of state due to the economic down turn! The quote I got from alternative companies was more than I could afford. So, if I was going to stay with my objective I needed a new strategy. I hatched a plan to use clay as a waste mold for pouring polyurethane foam into large segments of this massive head shape. The expense of a ton-and-a-half of clay and twenty gallons of polyurethane foam came to be about a one third of the expense of any estimates I received from foam fabricators.

I knew going in that this would be a labor intensive alternative but with the money I saved I could afford to hire an assistant because I was going to need one.

Concurrently, I applied in 2009 for the Chabot College Public Art Commission. I was one of six hundred applicants and anxious to learn how this would pan out for me. In January 2010, at convocation, twenty semi-finalists were announced. I was one of them! So now, I needed to seriously begin considering what I would like to propose. By May, I was one of seven finalists which quite honestly was a mixed blessing for me. On the one hand, I was honored to be considered, but on the other hand it added to the intensity of everything I already had going on.

I was the only on-campus artist to apply, which added a certain kind of pressure for me because I realized this was basically a once in a lifetime opportunity for me to leave a visual legacy on the Chabot College campus. One thing I knew right away, is that I needed to propose creating a big head on a scale I had never tried before. What materials? Who to hire? How to write a proposal? The aim of the interviews I did with the other artists was partly to answer these questions as well go through a lot of trial and error.

For a time, I was drawn to the color and design potential of mosaic in Donna Billicks public art works at the time I interviewed her. Since Donna was a veteran at writing public art proposals I also looked to her for short time for some coaching. I found myself going back and forth between creating a head made of cast cement designed with mosaic (which was her working process) versus carving a head out of stone. It wasn't long before I realized these conversations were actually distracting me from my true voice which has always been creating objects either in clay or stone with monochromatic earth tones. Once I got clear, and literally this happened overnight six months into my sabbatical, I realized my proposal had to be a colossal head carved from stone so now, who

do I hire to help me execute this? The first place I turned to was the owner of American Soil. This was the company that was capable of shipping stone from any where in the world, and it was a place for me to shop for the stone that best suited my purpose. At the same time, they had recently acquired a large five axis milling machine that is used for roughing out gigantic stone sculptures. I sat down with Lou Trusdale, the owner, and two engineers who work for him to present my idea to them and find out if they could support me in its execution. When they saw my maquette and heard my vision they were really excited because they knew this project would test the capabilities of their new machines. So, I got a commitment from Lou to help me should I be one of the winners.

My sabbatical documentation comes in the form of a two week featured exhibit in the Chabot College Art Gallery. It is curated by Kevin Muller's museum studies students and will happen in November 2010. The exhibit combines six free standing sculptures along with a detailed video documentary of the steps involved in each project that I produced during the sabbatical. On the walls of the gallery are sixteen large still photos of that detail the various stages of production. In addition, the interviews that have been broadcast on television of the other professional artists will be available to view.

The video documentary has also been posted on Youtube.

2010 Exhibits

I joined a collective of artists and ceramic art educators who had joined forces to create the first Ceramics Annual of America held at the Herbst Pavilion in Fort Mason, San Francisco. The financial commitment was one thousands dollars per artist. The time commitment included monthly meetings, my contribution of time to build the walls and set up the event, and I agreed to a television interview with Liam Neeson, and was featured on Eye on the Bay to advertise the event.

Meanwhile, a number of exhibit opportunities showed up for me.

My friend, Mark Wagner, invited me to join him in a three person show at the Float Center Gallery in Oakland, California. Five of my big head sculptures were featured and the show ran for a month in March.

I was invited to be in the Thirty Artists Show at the Natsoulas Gallery in Davis, California which coincided with the CCACA (California Conference for the Advancement of Ceramics Art) roof top garden exhibit. This exhibit ran through May 2010. Eleven pieces were in the show three of which I sold.

In June, I did a benefit exhibit at the annual benefit for the Ruth Bancroft Gardens which featured five big heads and one was sold.

Also in June, my buddy and I co-create a three-dimensional chalk drawing for the Youth and Arts Annual Italian Street Painting Festival in San Rafael. It takes three consecutive days to complete the work and weeks advance of preparation.

In August, I was accepted into Cal Expo State Fair with three pieces and received three cash awards including an Award of Excellence.

In September, I was invited to a exhibit in a show titled; Twisted, Chiseled, Fired at the Village Theatre Gallery in Danville, California. I had one piece in this show.

Purpose of Leave

1. To attend one of three artist residency programs available for ceramic sculptors listed below in order of preference:

1. Archie Bray Foundation - Helena, Montana. www.archiebray.org
2. Bemis Center for Contemporary Art, Omaha, NB
3. John Michael - Kohler Art Center, Sheboygan, WI

2. To update and expand the methods and scale of my professional experience as a sculptor of clay, stone, and bronze with the purpose of restoring magic and narrative to the world of contemporary sculpture.

Chabot College students enrolled in Art 17, 18, 19, and 20 will have first-hand exposure to the development of a body of work produced by a professional teaching artist. Students enrolled in Art 01 will also benefit by first-hand accounts of my artist residency.

This sabbatical proposal is for the spring of 2010

Objective 1

Plan: To attend one of three Artist residency programs available for ceramic sculptors listed below in order of preference:

1. Archie Bray Foundation - Helena, Montana. www.archiebray.org
2. Bemis Center for Contemporary Art, Omaha, NB
3. John Michael - Kohler Art Center, Sheboygan, WI.

My first choice of residency programs is the Archie Bray Foundation in Helena Montana. All the heroes in the world of ceramic sculpture have worked there teaching and learning. Some artists come to develop a portfolio for graduate school. I have the chance to escape the routine of teaching and family to recharge my creative enthusiasm. For all artists it is a time to focus intensely on their work, explore new ideas and techniques on push their work to new levels.

The most important reason is the opportunity to work within a community of artists actively creating art. Artists from around the world with a wide range of experiences diverse aesthetic approaches, cultures and perspectives come together to work together, opening new paths and getting feedback and sharing ideas. Residencies range from a few months (short-term spring-summer) or long term up to two years.

The artwork that I plan to make during my residency will focus on the continuing theme of monumental heads. The facilities at the Bray are well suited for clay sculpture as well as other media. I want to push the boundaries of scale in my work by experimenting with ceramic and non ceramic media so that I know from experience what is possible so that I'm confident and qualified to bid for public art projects.

Documentation: On completion of this residency program I will have finished artwork from the residency to include in my solo-exhibition. I will submit photos of artwork and video journal of my creative process including interviews with other residency members.

Below are some samples of the kind of questions I would be asking fellow artists in residence:

Where do you go to get inspiration or where do you think your ideas come from?

Is your Artwork narrative and if it is, is it autobiographical?

Do you think there is still a place in the world for sculptors?

Where does our artwork belong?

If the human figure is a subject in your artwork, how and why do you use it?

Objective 2

Plan: Whether I get accepted for Artist residency or not I'm dedicated to experiment with materials and methods that enables me to produce the continuing theme of my monumental heads on a larger outdoor public art scale. Experiments would include non-ceramic materials like cast limestone on a Styrofoam or metal armature. A broader use of color will play a big part as well.

There are at least 3 types of limestone compounds used nowadays for post-modern architectural façade details that are well known to that industry. The aim of my endeavor is to try out these available compounds for use in large scale public art projects like the upcoming Art commission here on Chabot College Campus.

As you know \$500,000.00 has been set-aside for public Art on our newly renovated campus. I want to submit a proposal for that commission using the materials and technology mentioned above.

This kind of research and development will enable me to know more accurately the feasibility of this "cross-over" of architecture technology pushed into the realm of sculpture. Students in my all media classes will benefit from my experiments because it will be yet another medium that I will know about from first hand experience.

I would continue to lease workspace and equipment at "Our Art Studio/Gallery" at 800 Moorpark Ave. Oakland, CA in order to produce these large-scale sculptures.

Documentation: A solo exhibition of my sculpture completed during my sabbatical will include a detailed photo log of the step-by-step process of making these sculptures.