

Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATIONS 2017 – 2018

Bielawski, Toby	LPC	F 2017, S 2018
Davis, Matthew	Chabot	S 2018
Fields, Debbie	LPC	F 2017
Golojuch, Janice	Chabot	F 2017, S 2018
Hanson, William	Chabot	F 2017, S 2018
Level, Keith	LPC	F 2017, S 2018
Moniz, Rick	Chabot	S 2018
Moon, Cristina	Chabot	F 2017, S 2018
Puckett, Theresa	Chabot	F 2017, S 2018
Reynoso, Pedro	Chabot	F 2017
Ruys, John	LPC	F 2017, F 2018
Schultz, Eric	Chabot	F 2017, S 2018
Shannon, Patricia	Chabot	S 2018
Yest, Robert	Chabot	F 2017, S 2018

Toby Bielawski -- 2017-18 Sabbatical Proposal

II. Purpose of Leave:

The purpose of this sabbatical leave is two-fold, though the two elements are interconnected by the discipline of poetry, which has been a core focus of mine throughout my career.

The first endeavor will be creative: I will continue work on the writing project which was begun last year at Squaw Valley Writer's Workshop, producing a book-length collection of poems (about 50 pages/50 poems) around a single theme. This would be my first attempt at a book-length collection -- which seems fitting for a second sabbatical, since the result of my first sabbatical was a chapbook collection, which, happily, resulted in publication of a chapbook. The project revolves around the life and work of children's author Margaret Wise Brown (*Goodnight Moon*), including poems that interact with her books, and poems inspired by her experiences.

The other goal of my sabbatical would be to create a web page for a LPC Poetry Center. It has long been a hope of mine to have a Poetry Center at Las Positas, a place where students who are in English 13, or the Poetry Club, or just generally interested in poetry could gather and connect, to read, write, and discuss poetry; additionally, this Center would serve as an archive for campus events, such as the Poetry Slam and other poetry readings. Many colleges have such a center -- the most notable local example is SFSU -- and, as funding sources are established, they sponsor many events that enrich the cultural life of the campus. While it may be a challenge to achieve a physical space for the Poetry Center right now, I realize that an online presence could serve many of the same purposes; certainly it could house the years of audio/video archives of the annual Poetry Slam which has run since 2003, as well as other recordings that have been made by student poets over the years. It could provide information about how to read and interpret poetry, as well as prompts for writing. During National Poetry Month, this page would list links to any local poetry activities, contests, and other poetry news. A Poetry Center webpage would be a way to give poetry a permanent virtual location on campus.

III. Specific Objectives, Plan for Achieving these Objectives, and Documentation

Objective 1: Creative Process (70%)

My goal here is to continue and complete the project of creating a book-length collection of poems in connection with the work of Margaret Wise Brown. I have been a lifelong writer of poetry, but only since the shorter collection published after my last sabbatical have I contemplated creating a book of poetry. Since Las Positas has offered me the opportunity to teach Poetry Writing, I feel this return to intensive focus on poetry will also benefit me professionally, as a teacher of creative writing.

Plan:

I will write a minimum of 25 poems each semester for a total of at least 50 poems over the course of the sabbatical. Time will also be spent on reading and research as I learn more about the details of the author's life and the impact of her works.

Documentation:

Each poem written will be dated. All poems will be submitted to the sabbatical committee upon completion of my sabbatical.

Objective 2: Website Development (30%)

Using the faculty template available online, I will work with the LPC Webmaster and use Contribute software to build a Poetry Center webpage, uploading LPC Poetry Slam archival recordings, instructional materials related to the study and writing of poetry, and links to relevant sites.

Plan:

The first steps will be contacting Webmaster Tim Druley and gaining access to Contribute. Next I will use the template to build some of the basic content of the page. Some of the audio and visual archival material is already in web-friendly format; some will need to be digitized, so I will need to explore options for doing that.

Documentation:

I will keep a log of activities as I progress; ultimately, however, the website itself will be the documentation of my work!



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE



(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information

Date of Application: September 8, 2016

A. Applicant's Name: Bielawski Toby

W/SSN: XXXXXXXX Location: Chabot Las Positas

Division: Arts and Humanities

Discipline: English

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant? Yes No X If "yes," give date of approval

C. Period of which leave is requested (please list entire period - see note regarding split leaves on next page.)

Semester: Fall Academic Year: 2017

Semester: Spring Academic Year: 2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature]

The President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Toby Bielawski

W / SSN: XXXXXXXXXXXXXX

Date application received: 9/14/2016

A. Seniority Number _____
(Article 12-1A.3b.)

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

E. Vice President, Academic Services verification of banked workload: _____
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: R. Bennie

Date: _____
Completed: _____



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: TOBY BIEHAWSKI (Please Print Name) W# XXXXXXXXXX

DATE: 1/19/17

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: (Indicate semester/year)
2. One (1) continuous year Leave: 2017-18 (Indicate academic year)
3. One (1) year split Leave: (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 18

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 0 Spring 0 Summer


D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or Fall Spr Yr
2. One (1) continuous Academic Year Leave; or Fall 4.5 Spr 4.5 Yr
3. One (1) aggregate year split within two (2) Academic Years. Fall Yr Fall Spr Yr

Signature: [Handwritten Signature] Date: 1/22/17 (Faculty Signature)

Approved Disapproved

Division Dean/Administrator Signature:  Date: / /

FOR OFFICE USE ONLY	
Verified By: <u></u> (Vice President, Academic Services)	Date: <u>11/26/17</u>
<p>Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.</p> <p>cc: Division Dean Vice President, Academic Services Faculty Applicant</p>	

Reference: Article [12-1A.4g](#)- Faculty Collective Bargaining Agreement

II. Purpose of Leave

During my leave I plan to divide my time between learning a platform independent programming language, such as Java, and writing computer simulations for introductory statistics, Math 43.

The purpose of my leave would be to:

1. Learn a platform independent programming language, such as Java.
2. Use the learned programming language to write at least 5 computer simulations to illustrate MTH 43 concepts that are strongly tied to the topic of probability.
3. To share the results of my work with my colleagues for consideration for use in the statistics courses they teach.

The Benefits to the college would include:

1. A broader understanding by me of computer science, a closely related discipline to mathematics.
2. The opportunity for my students to better understand probability by quickly simulating experiments thousands of times on the computer. By learning a platform independent programming language, these simulations will be available to both students that use Windows computers and Macs.
3. The opportunity for other instructors at Chabot to use my simulation applications to enhance and improve instruction in their own classes.

III. Specific Objectives and Methods for Achieving These Objectives.

Objective 1: Learn a platform independent programming language, such as Java. (50%)

Plan:

If the course is offered at Chabot during the Spring 2018 Semester, then I will officially enroll in a section of CSCI 19A: Object-Oriented Prog in Java at Chabot College. I will complete the course with a passing grade. If the course is not offered at Chabot, then I will enroll at another college or self-teach the programming language with assistance from Computer Science Colleagues as needed.

Documentation:

I will submit a transcript of the completed course. If self-taught, then I will get a letter from a Computer Science colleague documenting our sessions and will produce the simulations in Objective 2 as proof of learning the language.

Objective 2: Use the learned programming language to write at least 5 computer simulations to illustrate MTH 43 concepts that are strongly tied to the topic of probability. (45%)

Plan:

I will use the knowledge I will be gaining in the JAVA programming language together with my knowledge of statistics to write computer simulation activities for use in MTH 43 at Chabot. I will write at least 5 of these to illustrate MTH 43 topics that have a probability component to them. These programs will be used to give students a better understanding of probability by quickly exposing them to thousands of repetitions of various probability experiments. Proper application of probabilities is always to the long-term percentage of the event in question. It is not realistic or wise to ask students to play the powerball lottery 2.5 million times. However, on the computer they could watch the results of such an experiment quickly pile up in front of them verifying the theory we are learning in the classroom.

These applications could be used in the classroom for instructional purposes or given as activities during the computer lab portion of the class. Writing the applications myself will give me the flexibility to create exactly what my students and I need. I will also be able to continue writing and modifying more of these applications in the future. Though I referenced simulating the lottery above, there will also be applications to random samples, confidence intervals, and hypothesis tests. It is often very difficult for students to understand the probability component of confidence intervals and hypothesis tests, because for each application, we only take one sample and make one calculation. However, through simulation, we could easily take thousands of different samples and examine the variation in the results and see how those variations are predicted by probability theory.

Documentation:

I will submit electronic copies of the finished applications as well as hard copy output showing screen shots from the programs.

Objective 3: To share the results of my work with my colleagues for consideration of use in the statistics courses they teach. (5%)

Plan:

Before or during the Fall 2018 semester I will invite my colleagues, both full and part time, who teach statistics to attend a meeting where I will demonstrate the use of these applications. I will make these applications available to these and future statistics instructors who feel that they are of benefit to their students.

Documentation:

I will submit handouts used at the meeting.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: 9/15/16

A. Applicant's Name: Davis Matthew Alan
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXXXX~~ Location: Chabot Las Positas

Division: Science/Math

Discipline: Math

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)
Semester: Spring 2018 Academic Year: 2017/2018
Semester: _____ Academic Year: _____

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: *Matthew Davis*

Received and Reviewed by: *[Signature]*
Administrator's Signature

Stacy Thompson 2/1/17
Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

RECEIVED
JAN 31 2017 *[Signature]*
Dr. Stacy Thompson
Vice President of Academic Services

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Matthew A. Davis

W / SSN: ~~XXXXXXXXXX~~

Date application received: 9/15/16

A. Seniority Number (Article 12-1A.3b.) 11 504

B. Priority Ranking assigned number: 504 in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested


Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload:


(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: Dr. Stacy L. Thompson Date: 1/31/17
Completed:



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
 Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: Matthew Davis
 (Please Print Name)

W# ~~XXXXXXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

1. One (1) semester Leave: Spring 2018 (Indicate semester/year)
2. One (1) continuous year Leave: _____ (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 0.64.

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 0 Spring 2.36 Summer 0

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

1. One (1) semester Leave; or
 Fall ___ Spr Yr 2018
2. One (1) continuous Academic Year Leave; or
 Fall ___ Spr ___ Yr ___
3. One (1) aggregate year split within two (2) Academic Years.
 Fall ___ Yr ___ Fall ___ Spr ___ Yr ___

Signature: Matthew Davis (Faculty Signature) Date: 9/14/16

Approved Disapproved

Division Dean/Administrator Signature: _____ Date: 9/15/16

FOR OFFICE USE ONLY	
Verified By: <u>Stacy Simpson</u> (Vice President, Academic Services)	Date: <u>2/1/17</u>
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President, Academic Services Faculty Applicant	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

DEBBIE FIELDS - APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

During my leave, I plan to attend various continuing professional development classes/workshops/conferences/meetings on a variety of Information Technology related subjects. The IT field is constantly changing; new and varied hardware platforms, updated applications and operating systems software, new and updated tools that instructors utilize to enhance their teaching.

The purpose of my leave would be to:

1. Update and improve my ability to teach various CIS/CS/CNT subjects. Such as, cyber security, data analytics, programming, networking, applications
2. Share information gathered at the classes/workshops/conferences/meetings with CIS/CS/CNT colleagues at our monthly discipline meetings

The benefits to Las Positas College could be update existing skills and acquire new skills that will enhance teaching. Gather ideas and data for curriculum updates. For example, new pathways, statewide initiatives, model curriculum

It would be easier if my faculty development proposal included: Formal coursework at a university/college and 12 units of transcribed coursework. However, this is not workable for me for several reasons.

1. Difficulty in applying and getting accepted in any university
2. Low enrollment priority often prevents me from successfully enrolling in classes that benefit me
3. I am not interested in getting another degree
4. I am not interested in getting a grade
5. Class offerings are often not current in the IT field

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To update and improve my ability to teach CIS/CS/CNT courses at LPC. (100%)

Plan: To spend a semester attending various faculty development classes/conferences/workshops/meetings. Such as

1. Attend instructor classes sponsored by the Western Academy Support and Training Center (WASTC), see website: <http://www.wastc.org/>. The instructor classes (<http://www.wastc.org/images/documents/WASTCFall2016InstructorTrainingSchedule.pdf>) are the equivalent to 3 or 4 unit classes
2. Attend the WASTC ICT Educator conference (note this conference is usually scheduled in January) – 10 hours
3. Attend the WASTC Faculty Development week – 40 hours. (note this conference is usually scheduled during the summer)
4. Attend @ONE online courses (see <http://www.onefortraining.org/online-courses>)
5. Attend @ONE Online Teaching conference (see <http://onlineteachingconference.org/>) (note, conference is held during the summer. – 10 hours
6. Attend the California Community College Association for Occupational Education (CCCAOE) conference, see <https://www.cccaoc.org/> , 15 hours

7. Attend California Business Education Association conference see <http://www.cbeaonline.org/> - 15 hours
8. Attend various workshops/classes/meetings of the California Community College Economic & Workforce Development organization, see: <http://www.cccewd.net/>
9. Attend various workshop/classes/meetings of the Bay Area Community College Consortium (<http://www.baccc.net/>)
10. Attend workshops/classes/meetings of Outreach and Technical Assistance Network, see <http://www.otan.us/>
11. Attend workshops/classes/meetings of the Information Communications Technologies, see <http://ict-dm.net/>
12. Attend workshops/classes at Coursera, see <https://www.coursera.org/>
13. Attend LLNL/Sandia workshops/classes, see <https://share.sandia.gov/cta/>
14. Attend Community College Technology Academy, see <http://laspositascollege.edu/ccta/>

This list is long, there is much to choose from. Many events have not been planned or scheduled. If I was enrolled in 12 units of transcribed study at a two or four-year college, I would be attending class 12 hours a week for 17.5 weeks = 210 hours. I plan to complete that amount of hours in classes/workshops/conferences/meetings.

Documentation: I will provide

Certificates of Completion when available

Names, titles, places, dates of conferences/workshops/meetings attended with summary of activity



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information (please print or type)

Email request to use NEW form 1/23/2017

A. Applicant's Name: DEBBIE FIELDS
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXXXX~~ Location: Chabot Las Positas

Division: CATSS

Discipline: Computer Studies

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval DEC 2016

C. Period of which leave is requested (please list **entire** period – see note regarding split leaves on next page.)
Semester: FALL Academic Year: 2017
Semester: _____ Academic Year: _____

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: Debbie Fields

Received and Reviewed by: [Signature] 1-24-17
Administrator's Signature

[Signature]
Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: DEBBIE Fields

W / SSN: XXXXXXXXXXXX

Date application received: 9/19/16

A. Seniority Number _____
(Article 12-1A.3b.)

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested
Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received
Yes No Date Received: _____

E. Vice President, Academic Services verification of banked workload: _____
(initials)

F. Type of Sabbatical Leave of Absence Approved:
Paid Sabbatical
Unpaid Sabbatical

Please print name of Vice President that prepared: R. Bennie Date: _____
Completed: _____



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: DEBBIE FIELDS (Please Print Name)

W#: XXXXXXXXXXXX

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: Fall 2017 (Indicate semester/year)
2. One (1) continuous year Leave: (Indicate academic year)
3. One (1) year split Leave: (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 15

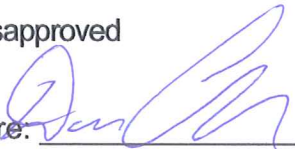
C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall Spring Summer


D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or Fall 3 Spr Yr
2. One (1) continuous Academic Year Leave; or Fall Spr Yr
3. One (1) aggregate year split within two (2) Academic Years. Fall Yr Fall Spr Yr

Signature: Debbie Fields (Faculty Signature) Date: 1/23/2017

Approved Disapproved

Division Dean/Administrator Signature:  Date: 1/24/17

FOR OFFICE USE ONLY	
Verified By: <u></u> (Vice President, Academic Services)	Date: <u>1/26/17</u>
<p>Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.</p> <p>cc: Division Dean Vice President, Academic Services Faculty Applicant</p>	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

JANICE GOLOJUCH

APPLICATION FOR SABBATICAL LEAVE FOR FALL 2017

My Sabbatical Leave is for the purposes of 1) visiting major art museums and galleries to study paintings and 2) creating a collection of paintings based on what inspired me from studying the above paintings. The paintings will be teaching material used when I teach my 2-D Foundations art class. By doing the above I will be adding to my education that will make me a better instructor and artist. I will be updating my capabilities to be of increased value to the District and to the students of the District.

My proposal is related to the above statement in the following way. I teach 2-D Foundations and I will offer the students a better education if I study the original paintings of the Modern Masters, whose work I talk about throughout the semester. The Modern Masters whose work I talk about the most are abstract expressionist action painters. Their work contains all the principles and elements of design that make up the 2D Foundations class content. The class is defined in the course description as, " Introduction to the concepts, applications, and historical/multicultural references related to two-dimensional art and composition, including the study and analysis of the basic principles and elements of line, shape, texture, value, color and spatial illusion. " After seeing these original paintings, I will be able to describe the content of the paintings with more detail, based on what one sees from viewing original paintings instead of viewing paintings on the internet. My lectures will be more compelling. After studying the paintings of the Modern Masters in person, I will make a collection of paintings based on what I studied and use these paintings to teach from throughout the semester.

SPECIFIC OBJECTIVES AND METHODS OF ACHIEVING THESE OBJECTIVES

OBJECTIVE I - (10%)

I will visit the San Francisco major art museums and galleries to study paintings created by the Modern Masters.

SPECIFIC PLAN FOR ACHIEVING THE ABOVE OBJECTIVE

I will visit the San Francisco Museum of Modern Art, De Young Museum and several art galleries that specialize in paintings created by the Modern Masters to study the paintings on exhibit. The museums and galleries change shows, so I will visit the exhibitions that show the Modern Masters throughout my sabbatical.

DOCUMENTATION TO DEMONSTRATE THAT THIS OBJECTIVE WAS MET

I will provide museum entry receipts and photographs of work I admired in the galleries.

OBJECTIVE II - (90%)

After visiting the above major art museums and galleries, I will create a collection of 15 paintings based on what I studied that inspired me.

SPECIFIC PLAN FOR ACHIEVING THE ABOVE OBJECTIVE

I will create the above 15 paintings.

DOCUMENTATION TO DEMONSTRATE THAT THIS OBJECTIVE WAS MET

Soon after I return from my sabbatical, I will curate a solo-show of the above 15 paintings and exhibit it in the Chabot Art Gallery or Chabot Library for everyone to see.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: SEPTEMBER 15,

A. Applicant's Name: GOLOJUCH, JANICE 2016
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXXXX~~ Location: Chabot Las Positas

Division: ARTS AND HUMANITIES

Discipline: ART

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)

Semester: FALL Academic Year: 2017

Semester: SPRING Academic Year: 2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: Janice Golojuch

Received and Reviewed by: [Signature] 9/15/16
Administrator's Signature

[Signature] 2/2/17
Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Janice Golojuch

W / SSN: ~~XXXXXXXXXX~~
XXXXXXXXXX

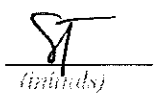
Date application received: 9/15/16

A. Seniority Number 540
(Article 12-1A.3b.)

B. Priority Ranking assigned number: 2 in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested
Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received
Yes No Date Received: _____

E. Vice President, Academic Services verification of banked workload: 

F. Type of Sabbatical Leave of Absence Approved:
Paid Sabbatical
Unpaid Sabbatical

Please print name of Vice President that prepared: Dr. Stacy L. Thompson Date: 2/2/17
Completed: _____



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: JANICE GOLOJUCH
(Please Print Name)

W# ~~XXXXXX78XX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: _____ (Indicate semester/year)
- 2. One (1) continuous year Leave: 2017 - 2018 (Indicate academic year)
- 3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): _____.

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall ____ Spring ____ . Summer ____

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or Fall ____ Spr ____ Yr ____
- 2. One (1) continuous Academic Year Leave; or Fall ____ Spr ____ Yr ____
- 3. One (1) aggregate year split within two (2) Fall ____ Yr ____ Fall ____ Spr ____ Yr ____
 Academic Years.

Signature: Janice Golozuch Date: 9/15/16
(Faculty Signature)

Approved Disapproved

Division Dean/Administrator Signature: [Signature] Date: 9.15.16

FOR OFFICE USE ONLY

Verified By: [Signature] Date: 2.2.17
(Vice President, Academic Services)

Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.

cc: Division Dean
Vice President, Academic Services
Faculty Applicant

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

Sabbatical Proposal – William Hanson

II. Purpose of Leave

During my sabbatical leave, I plan to engage in two activities to help make civic engagement an integral part of the education for our students. One of our Institutional Learning Objectives is Civic Responsibility. In 2004, a report from the Public Policy Institute of California (PPIC) highlighted the national decline in civic engagement over the last two decades.¹ The report noted sizable differences in participation associated with race/ethnicity and immigrant generation and language use.

The authors of the report concluded that the dramatic racial and ethnic changes under way in California today may worsen rates of civic engagement thereby aggravating problems such as economic and educational inequality. Related research has identified a direct relationship between civic learning and civic activities such as voting, volunteer community service, and political action.²

Because of the nation's (and state) workforce needs, increasing numbers of students will be attending community colleges. Given the demographic shifts underway in California, that student population will be incredibly diverse and may lack the civic skills needed for effective engagement. The diversity of our student population reflects this fact. While preparing them for success in the workplace, we can also help them become informed citizens capable of participating in the civic and political life of their communities.

This next generation has the promise and potential to solve many of the problems plaguing our communities but only if they have the civic skills needed to do the job. A Chabot Center for Civic and Community Engagement could go a long way in helping our students reach their potential. The idea for a Center for Civic Engagement is already in our Facilities Master Plan. With the recent passage of Measure A, the Center is a real possibility.

During my sabbatical leave, I will:

- 1. Visit and meet with faculty/staff at select colleges/universities (four-year/two-year) with established Centers for Civic Engagement.**
In general, my visits will focus on infrastructure and capacity building for civic engagement both in terms of facilities, staff and engaged teaching for individual and social change. I will also examine issues of funding and sustainability.
- 2. Conduct research on best practices for integrating civic engagement and service learning across the curriculum and write an article for publication on the opportunities and challenges for civic engagement in community colleges.**

¹ The Ties That Bind: Changing Demographics and Civic Engagement in California (2004).

² Intercollegiate Studies Institute American Civic Literacy Program "The Diverging Influences of the College Degree & Civic Learning on American Beliefs." <http://www.americancivilliteracy.org/>

Sabbatical Proposal – William Hanson

I will review and summarize the current research on the impact of civic engagement and service learning on increased student learning, retention, and graduation rates and identify best practices, challenges and opportunities for community colleges.

III. Specific Objectives, Plans for Achieving these Objectives and Documentation

Objective 1 (70%): I will visit at least 10 institutions throughout the United States with Centers for Civic and/or Community Engagement.

Plan: I will develop a rubric similar to Campus Compact's Indicators of Engagement to examine the function, funding and effectiveness of each Center visited. I will interview one or more principals at each site and speak with students about their experience.

I have identified the following colleges/universities to visit:

- a. Mesa Community College (home – Community College National Center for Community Engagement) - Mesa, Arizona
- b. Middlesex Community College – Bedford, MA
- c. Pitzer College – Claremont, CA
- d. Claremont McKenna College – Claremont, CA
- e. Spelman College – Atlanta, GA
- f. Macalester College – St. Paul, MN
- g. Austin Community College – Austin, TX
- h. Kapi'olani Community College – Honolulu, Hawaii
- i. Duke University – Durham, NC
- j. University of Notre Dame – Notre Dame, Indiana

Documentation:

- a. I will submit a copy of my evaluation rubric.
- b. I will submit a summary of each interview, including the names of the individuals, the date of the interview, the questions asked and answers received.
- c. I will submit an analysis addressing the possibility of implementing key components of centers observed at Chabot College.

Objective 2 (30%): I will review the key literature and research on civic engagement focusing, primarily, on community colleges.

Plan: Primary sources for my research will be:

- a. Campus Compact
- b. Community College National Center for Community Engagement
- c. American Association for Community Colleges

Sabbatical Proposal – William Hanson

- d. Education Resources Information Center (ERIC)

Documentation:

- a. I will provide a summary and analysis of research and articles reviewed.
- b. Write an article on the opportunities and challenges for institutionalizing civic engagement in community colleges.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: September 14, 2016

A. Applicant's Name:

HANSON, William Henry
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXX~~

Location:

Chabot

Las Positas

Division:

AHSS (Social Science)

Discipline:

Administration of Justice

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes

No

If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period -- see note regarding split leaves on next page.)

Semester:

Fall

Academic Year:

2017

Semester:

Spring

Academic Year:

2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature:

William H. Hanson

Received and Reviewed by:

Sara P. [Signature]
Administrator's Signature

Stacy Thompson
Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

RECEIVED

JAN 31 2017 [Signature]

Dr. Stacy Thompson
Vice President of Academic Services

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: William H. Hanson

W / SSN: ~~W1066820X~~

Date application received: 9/14/16

A. Seniority Number (Article 12-1A.3b.) 20 743

B. Priority Ranking assigned number: 20 763 in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 1/31/17

E. Vice President, Academic Services verification of banked workload:

ST
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared:

Dr. Stacy L. Thompson

Date: Completed:

1/31/17



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: William H. Hanson (Please Print Name)

W# ~~XXXXXXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: (Indicate semester/year)
2. One (1) continuous year Leave: 2017-18 (Indicate academic year)
3. One (1) year split Leave: (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 3

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall Spring 3 Summer 3

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or Fall Spr Yr
2. One (1) continuous Academic Year Leave; or Fall Spr Yr 9
3. One (1) aggregate year split within two (2) Academic Years. Fall Yr Fall Spr Yr

Signature: William H. Hanson (Faculty Signature)

Date: 01/31/17

Approved Disapproved

Division Dean/Administrator Signature: *San Pa* Date: 2/1/17

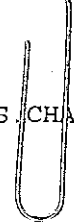
FOR OFFICE USE ONLY	
Verified By: <u><i>Stacy Thompson</i></u> (Vice President, Academic Services)	Date: <u>2/1/17</u>
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President, Academic Services Faculty Applicant	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

11/08/2016

Chabot College
Academic Year 2016-2017

REPORT: SWOINAS CHA



DK

INSTRUCTOR: HANSON, W

ID: ~~XXXXXXXX~~

DIV: Social Sciences

COURSE	DAY	TIME	CRN	ROOM	BEGIN	END	FTE	CAH
--------	-----	------	-----	------	-------	-----	-----	-----

Fall 2016

ADMJ 45	001 M W	12:00-13:15	21327	557	08/17	12/20	.20	3.000
ADMJ 70	E01 M W	13:30-15:00	20666	559	08/29	12/20	.20	3.000
POSC 45	001 M W	12:00-13:15	21328	557	08/17	12/20		

OTHER LOAD CREDIT: 9.000 FOR: CAREER PATHWAY TRUST

TEACHING HRS: A= 6.60 B= .00 C= .00 OTHER= .00 TOTAL: 6.60
 CAH HRS: A= 6.000 B= .000 C= .000 OTHER= .000 TOTAL: 6.000

Spring 2017

ADMJ 45	001 M W	12:00-13:15	32301	554	01/17	05/26	.20	3.000
ADMJ 61	001 M W	10:30-11:45	30086	559	01/17	05/26	.20	3.000
POSC 45	001 M W	12:00-13:15	32566	554	01/17	05/26		

OTHER LOAD CREDIT: 9.000 FOR: CAREER PATHWAY TRUST

TEACHING HRS: A= 6.00 B= .00 C= .00 OTHER= .00 TOTAL: 6.00
 CAH HRS: A= 6.000 B= .000 C= .000 OTHER= .000 TOTAL: 6.000

Prior (Unbanked) Carry Over Load: 3.000
 CAH Year Total: 30.000
 Current (Unbanked) Carry Over: 3.000
 Workload Banked Balance: .000

Stacy Thompson
11/28/16

INSTRUCTOR SIGNATURE _____ DATE _____
I HAVE RECEIVED THIS SCHEDULE AND HAVE MADE ANY COMMENTS ON THE REVERSE SIDE.

Objective 1: Intro to Circuit Analysis (ENGR 44) Reader
(25% of entire Sabbatical Leave)

Objective:

Create an original 25-page reader, to be provided to students at the start of ENGR 44 each semester. The reader will be similar to content found in a textbook, with description of different concepts, followed by related problems.

Context

ENGR 44 (*Intro to Circuit Analysis*) is a course required for most engineering transfer students, and has some of the highest-level prerequisites of any course at LPC. In teaching this course over many years, I have found that many students begin the course with missing and/or rusty skills in some of the Math skills covered throughout the semester. In addition, many students have had no prior exposure to any electrical circuits principles. This reader will include two main coverages: (1) mathematics principles used throughout ENGR 44, and (2) coverage of, and concentrated practice in, problems involving resistive circuits (i.e., electrical circuits composed solely of power sources and resistors). By starting this course with a concentrated coverage of Mathematics and Circuits concepts used in ENGR 44, and by organizing this coverage into a reader, students will begin the course with a solid foundation of those concepts used throughout the semester.

Specific Plan:

The reader will cover the following topics, including related problems at the end of each section:

1. Mathematics Used in Electrical Circuits
 - a. Algebra Used in Electrical Circuits
 - b. Calculator Methods / Programmable calculators
 - c. Sinusoids
 - i. Amplitude, Period, Frequency, Phase Angle
 - ii. Math operations with sinusoids
 - iii. Time domain to frequency domain conversions (Phasors)
 - d. Complex Numbers
2. Resistive Circuits Analysis
 - a. Voltage Sources
 - b. Current Sources
 - c. Ohm's Law
 - d. Kirchhoff's Laws
 - e. Voltage Dividers
 - f. Current Dividers

In creating this reader, I will refer to a minimum of three textbooks for ideas on layout and presentation style in the creation of my original reader. I will also draw upon my 15-years of experience in teaching the course in organizing the reader.

Documentation:

1. At the end of the sabbatical leave, I will submit a 25-page reader with my sabbatical leave report.
2. A detailed list of works and textbooks cited in creation of the original reader.

Objective 2: Engineering Graphics (*ENGR 22*) Workbook (25%)

Objective:

Create an original 25-page workbook, to be provided to students at the start of each semester.

Context:

I have taught the equivalent course to ENGR 22 (*Engineering Graphics*) for nearly 30 years, though I have only had the opportunity to teach the course twice in my 10 years at Las Positas College. The frequency in my teaching the course will increase next year, up to 2-3 times each year. When I first began teaching the course many years ago, students completed technical drawings solely using pencil, paper, and drafting tools. Today, computer-aided-drafting (CAD) has replaced many of those pencil-created drawings, yet having students learn free-hand sketching still plays a valuable role in the course. This workbook will represent the free-hand sketching portion of the course, roughly 15-20% of the total course coverage.

Because there is a large emphasis on CAD (currently Solidworks) in this course, I believe that it is important for students to learn technical drawing rules and standards *before* they attempt to learn new CAD software. This workbook will allow me to cover drawing rules/standards, and freehand sketching, in a wide variety of topics, before we ever begin to learn a CAD program. When we later begin using CAD software, students will have a good baseline knowledge of drawing rules/standards, and then can focus more on learning the CAD software.

Specific Plan:

Inspired by Engineering Graphics workbooks (like those created by Frederick Giesecke et al), I will create an original 25-page workbook that consists of preprinted 8-1/2" x 11" drawing exercises, on which students will freehand sketch their solutions.

The topics covered in the drawing exercises include:

1. Proportional sketching
2. Orthographic projection
3. Pictorial drawings, including isometric projection.
4. Dimensioning and tolerancing (including Geometric Dimensioning and Tolerancing)
5. Sectional views
6. Auxiliary views
7. Descriptive geometry

The workbook will either be provided to the students at the start of the semester, or sold to them through the bookstore, solely for the cost of duplicating and overhead costs by the bookstore.

To create this workbook, I will use AutoCAD software, well suited to creating 2D drawings, to create 25 original drawings, on which students will freehand sketch their solutions to each problem. In creating this reader, I will refer to a minimum of three textbooks for ideas on layout and presentation style in the creation of my original workbook, and will also draw upon my 20-years of experience in teaching the course in organizing the workbook.

Documentation:

1. A 25-page original workbook, printed on 100# weight paper
2. A detailed list of works and textbooks cited in creation of the original workbook.

3. Objective 3: Applied Statics and Materials (*ENGR 37*) Reader (25%)

Objective:

Create an original 20-page reader, to be provided to students at the start of ENGR 37 each semester. The reader will be similar to content found in a textbook, with description of different concepts, followed by related problems.

Context

ENGR 37 (*Applied Statics and Materials*) is a relatively new course at LPC, and at this point has only been taught one time, by myself, during Fall Semester 2015. It was created in 2014 at LPC as a required course for the Veterans Cohort Associate Degree in Mechanical Engineering Technology (ASMET), and is scheduled to be taught again during Spring Semester 2017. The prerequisites for this course are MATH 20 (*Precalculus*) and PHYS 2A (*Intro to Physics I*).

Many of the students enrolled in the Veterans ASMET program are both new to college, and new to a course employing extensive mathematics and analysis skills. This reader will serve to cover fundamental skills, necessary to succeed in the course, at the very start of the semester.

Specific Plan:

The contents of the reader will include the following:

1. Algebra / Geometry /Trigonometry used in Applied Statics
 - a. Isolating a variable
 - b. Resolving force vectors into components
 - c. Adding force vectors
 - d. Law of sines
 - e. Law of cosines
2. Graphical Solutions used in Applied Statics
 - a. Using protractors and straightedges to add force vectors
 - b. Using a CAD system to add vectors
3. Computer Based Solutions used in Applied Statics
 - a. Using Excel to solve a system of equations
 - b. Using Excel to solve a problem using numerical methods
 - c. Using Solidworks to find centroids and centers of gravity
4. Constructing Free Body Diagrams
 - a. Deciding on what part of a given problem to isolate and analyze
 - b. 2D Support Equivalents

My process in creating the reader will include working with Microsoft Word, coupled with a graphics program, to include coverage of the topics listed above. Although this specific course is not commonly taught at colleges in California, the course content, with a higher-level mathematics emphasis, is taught at many colleges in the state. In creating this reader, I will refer to a minimum of two textbooks for ideas on layout and presentation style in the creation of my original reader, and will also draw upon my 30-years of experience in teaching the subjects contained within the course in organizing the reader. I want to emphasize that this will be original work.

Documentation

1. A 20-page original reader.
2. A detailed list of works and textbooks cited in creation of the original reader.

Objective 4: Computational Methods for Engineers and Scientists (*ENGR 25*) Microsoft Excel Reader (25%)

Objectives:

1. Create an original 20-page reader, to be provided to students at the start of ENGR 25. The reader will be similar to content found in a textbook, with description of different concepts, followed by related problems.
2. Create, and provide student access to, 4 different original video files, which will include demonstrations of MS Excel software

Context

ENGR 25 (*Computational Methods for Engineers and Scientists*) is a course in which the main coverage is Matlab programming language. I have adapted the course to also include about 2-3 weeks of Microsoft Excel spreadsheet coverage, emphasizing the programming capability of MS Excel to solve engineering-type problems. The course currently is taught during the Fall semester only, and I begin the semester in ENGR 25 with a 2-3 week coverage of MS Excel, followed by about 14-15 weeks of Matlab. This arrangement has worked well in that many programming assignments in both Excel and Matlab have similar approaches, and covering Excel first often helps students in some of the more abstract concepts covered later in Matlab.

Currently, I have no formal handouts or Powerpoint presentations on Excel, and students rely solely on demonstrations and lectures in class to understand how to complete the assignments.

Specific Plan:

The Microsoft Excel Reader will provide Excel reference material to the students, and will be distributed to students on the first day of the semester. I am also intending to create, and make available, original web-based videos that include demonstrations of the approaches used in solving Excel-based homework problems. The videos of these lectures will be created either through (a) CCCConfer, (b) Camtasia, or possibly (c) Open Broadcaster Service (freeware).

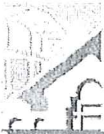
Specific topic coverage in the reader will include:

1. Excel basics: selecting adjacent and non-adjacent cells, moving contents of a cell
2. Formatting cells
3. Custom formats
4. Formulas and functions
5. Filling series efficiently
6. Filling formulas down
7. Use of fixed vs. floating cell references
8. Solving problems using numerical methods
9. Finding optimal (maxima or minima) answers within a column
10. Performing iterative approaches to finding solutions
11. Conditional formatting
12. Creating scatter charts
13. Formatting charts
14. Text-related functions

In creating this reader, I will refer to a minimum of two textbooks for ideas on layout and presentation style in the creation of my original reader. I will also draw upon my 7-years of experience in teaching the course in organizing the reader.

Documentation:

1. A 20-page original reader.
2. A flash drive and/or links to a YouTube web page, with original video files which demonstrate Microsoft Excel techniques.
3. A detailed list of works and textbooks cited in creation of the original reader.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: 15 SEPT 2016

A. Applicant's Name: LEVEL KEITH BRYAN
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXX~~ Location: Chabot Las Positas

Division: MATH, SCIENCE, ENGINEERING AND PUBLIC SAFETY

Discipline: ENGINEERING (MSEPS)

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)

Semester: FALL Academic Year: 2017-18

Semester: SPRING Academic Year: 2018-19

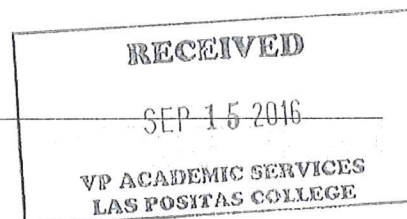
D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: Keith Level

Received and Reviewed by: Nan Ho 9-15-16
Administrator's Signature

Rene Bue
Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: KEITH LEVEL

W / SSN: ~~XXXXXXXXXX~~

Date application received: 9/15/16

A. Seniority Number _____
(Article 12-1A.3b.)

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

E. Vice President, Academic Services verification of banked workload: _____

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: R. Bennie

Date: _____
Completed: _____



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM: KEITH LEVEL W#: ~~XXXXXXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: (Indicate semester/year)
2. One (1) continuous year Leave: (Indicate academic year)
3. One (1) year split Leave: FALL 2017-2018 + SPRING 2018-2019 (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 14

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 0 Spring 0 Summer 0

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or Fall Spr Yr
2. One (1) continuous Academic Year Leave; or Fall Spr Yr
3. One (1) aggregate year split within two (2) Academic Years. Fall 3 Yr 2017 Fall Spr 3 Yr 2019

Signature: Keith Level Date: 9/15/2016 (Faculty Signature)

Approved

Disapproved

Division Dean/Administrator Signature: nan H Date: 9/15/16

FOR OFFICE USE ONLY

Verified By: Rona Bui Date: 1/26/17
(Vice President of Academic Services)

Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.

cc: Division Dean
Vice President of Academic Services
Faculty Applicant

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

Sabbatical Leave Application

For Fall Semester 2016

Rick Moniz

Purpose of Leave

The purpose of this leave is to develop a Cuba Reader. Since 1996, I have been actively involved in travel to Cuba. I have been over thirty times often leading groups across the island. I have collected several dozens of books, both Spanish and English, taken thousands of pictures, and developed multi-media films, collected art, music and much more. The goal of the project is to review all this material and create a Faces of Cuba, A Retrospective Reader. The Reader will be a reflection of my time spent in Cuba over the past three decades. The Reader will be photo essay in its format.

Specific Objectives

Objective 1: To examine the entire source of written materials collected over three decades of travel in Cuba and here in the United States. The dozens of books that I have collected – over 100 – cover a host of subject matters. I have returned with the materials but really had no time to work through their contents. I want to examine each book and determine how – if at all – I might use the resource for Faces of Cuba, A Retrospective Reader. This represents 20% of the work.

Plan: I will examine each book and determine how I can use the source for the reader. The basic minimum utilization would be to create a catalog, a bibliography as part of the reader. I plan to use the variety of subjects – art, music, literature, history – as part of an organized reader.

Documentation: I will submit a photo of each title with a short written review of each source. This is not an exhaustive reading of the source, but a review of its contents. Example: Pablo Milanes, Canciones. This is a collection of the song writer's verses. Its contents include lyrics, poems, etc. Its value is that it provides the reader with a discography of Pablo Milanes work.

Objective 2: To catalog the several hundreds of photos taken and organize them into appropriate groupings: revolutionary sloganeering, historical monuments, people, buildings, cars, etc. Once completed the goal is to determine how to use them in the reader. This is the second 20% of the work.

Plan: I will review all of the photos and group them into their respective subject areas. Upon completion, I will determine how to use them in the reader.

Documentation: I will submit a digital record of the photos and place them into their respective subject area with explanation of the groupings and determination how they were used to create the reader.

Page Two

Rick Moniz, Sabbatical Leave

Objective 3: To review the films that I have created over the many trips to Cuba. Upon completion of the review, the goal is to determine how their contents might be used in the reader? There will be a You Tube component to The Reader serving as an introduction to the sources. This is 20% of the work.

Plan: I have filmed several VHS and Digital recordings of the many trips. Upon review of these personal sources, I will edit the materials for the You Tube work.

Documentation: I will have the final product for examination in this category available for review on You Tube.

Objective 4: Creation of the Faces of Cuba Retrospective Reader. This is 40% of the work.

Plan: Take objectives one through three and create The Reader. The final work would be 100 pages of essay and photos and include a separate bibliography and the You Tube component listed.

Documentation: The Reader



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

A. Applicant's Name: RICK MONIZ Date of Application: 13 September 2016
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXXXX~~ Location: Chabot Las Positas

Division: AHSS

Discipline: History

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)
Semester: Spring Academic Year: 2018
Semester: _____ Academic Year: _____

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: Rick Moniz

Received and Reviewed by: Sam Parn
Administrator's Signature

Stacy Thompson 2/1/17
Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Rick Moniz

W / SSN: ~~XXXXXXXXXX~~

Date application received: 9/15/16

A. Seniority Number (Article 12-1A.3b.) 17477

B. Priority Ranking assigned number: 17
477 in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested
Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received
Yes No Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload: [Signature]
(initials)

F. Type of Sabbatical Leave of Absence Approved:
Paid Sabbatical
Unpaid Sabbatical

Please print name of Vice President that prepared: Dr. Stacy L. Thompson Date Completed: 1/31/17



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: Rick Moniz
(Please Print Name)

W# ~~XXXXXXXXXXXX~~
~~XXXXXXXXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: Spring 2018 (Indicate semester/year)
- 2. One (1) continuous year Leave: _____ (Indicate academic year)
- 3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): N/A

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall _____ Spring _____ Summer _____

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or
Fall _____ Spr _____ Yr _____
- 2. One (1) continuous Academic Year Leave; or
Fall _____ Spr _____ Yr _____
- 3. One (1) aggregate year split within two (2) Academic Years.
Fall _____ Yr _____ Fall _____ Spr _____ Yr _____

Signature: Rick Moniz
(Faculty Signature)

Date: 1/30/2017

Approved Disapproved

Division Dean/Administrator Signature: *[Signature]* Date: 11/3/2017

FOR OFFICE USE ONLY

Verified By: *[Signature]* Date: 2/1/17
(Vice President, Academic Services)

Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.

cc: Division Dean
Vice President, Academic Services
Faculty Applicant

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

APPLICATION FOR SABBATICAL LEAVE

Purpose of leave:

Sabbatical leaves may be granted for purposes of study and travel of a kind and in an amount which will so improve and update capabilities that during future employment the unit member will be of increased value to the District and to the students of the District.

Section 12A.1 Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2005-June 30, 2009)

In a general statement, explain how your proposal is related to the above statement.

During my sabbatical leave, I plan to work towards the @ONE Online Certification Program by taking the required courses for the program. These courses will prepare me to update, expand, and develop new course modules for the online Spanish program using the most up-to-date best practices for online teaching. The materials will be created on an online platform and hosted in Blackboard, YouTube, Screencast, and Voicethread.

Our World Languages Department, follows an immersion approach:

“The department teaches each course in an immersion environment by solely using the target language of the course selected. Our approach values and subscribes to the “Five C’s” of the Foreign Language Standards of the California Department of Education: Communication, Culture, Connections, Comparisons, and Communities”.

Learning a new language requires the mastery of several skills and while at first it is difficult for on-campus students, it is even more challenging for the online student.

In the last eight years, the Spanish online program at Chabot College has grown from one section in 2008 (Spanish 1A-hybrid offered for the first time) to currently 14 sections in all levels offered every year. Semester after semester, the online Spanish sections (especially the 1As) have the highest enrollment rates and are the first ones to fill. The success of the first-year program encouraged us in fall 2015 to create the second-year online Spanish program.

Having the entire 2 year program offered online (Spanish 1A, 1B, 2A, and 2B all 100% online), has made it possible for students to complete the newly approved AA-T degree in Spanish all online. Chabot College is only one of a hand-full of community colleges that offer students the opportunity to complete four semesters of college level Spanish online. At Chabot, students have the option to complete the AA in Spanish or the AA-T in Spanish.

My goal for the Spanish online program is to offer our students the highest quality educational environment for learning the Spanish language, culture, history, and literature using the most up-to-date technology and educational platform available. In order to maintain the quality of the program and to grow further, we must keep developing new materials and investing in new technology to create an even more powerful and engaging learning environment for our students.

The goals of my sabbatical are: 1) to enroll and complete the courses for the @ONE Online Certification Program that will help me gain the knowledge to design an even more robust online Spanish program and 2) to develop a comprehensive series of materials that will incorporate new instructional videos, more speaking and listening Voicethreads, and interactive writing component for the online Spanish 1A, 1B, 2A, and 2B.

The benefits to Chabot College, and more specifically to our World Languages and Spanish Program and its students, are that we will be creating an even more dynamic online delivery system of knowledge and skills that will enable our students mastery of the Spanish language in an online environment. By working towards the @ONE Online Certification, I am confident that I will be able to learn and implement the most up-to-date best practices in online course delivery. By offering a series of learning modules, I will maximize student success by creating student-centered activities, interactive forums of communications, and more accurate assessments.

Specific Objectives and Methods for Achieving These Objectives

Objective # 1: enroll in the @ONE Online Certification Program. (40%)

I have been an online instructor for more than a decade. I have always looked for new technology and new tools to enhance my online teaching environment. I believe that this program will help me plan, design, and implement an even more effective and engaging online courses. I will be able to expand my understanding and skill of a range of existing and emerging technologies for effective online classroom facilitation and management.

This program is designed to offer online instructors knowledge, skills, and abilities in the development and implementation of best practices in online course delivery.

The @ONE Online Certification Program consists of 5 core courses:

1) *Introduction to online teaching and learning (4 weeks)*

- the course will introduce effective practices in online instruction.
- help maximize student success by designing effective student-centered learning activities to address different learning styles;
- develop customized online policies;
- identify critical functions of the course management system;
- evaluate online assessments options;
- apply copyright and fair use practice to digital content.

2) *Course management training (4 weeks)*

- experience a course management system from both student and instructor perspectives
- learn how to include content from a variety of sources (including multimedia) to enhance the online teaching and learning experience.

3) *Building online community with social media (4 weeks)*

- explore the essential roles that social presence, personalized learning, and collaboration play in building online community;

<ul style="list-style-type: none"> - provide with a robust toolkit of tips, learning activities; -create uses of emerging technologies to integrate into courses.
<p>4) <i>Creating accessible online courses (4 weeks)</i></p> <ul style="list-style-type: none"> -learn about the various regulations and requirements for accessibility; -locate support resources on campus; -plan and design accessible content and media.
<p>5) <i>Designing effective online assessments (4 weeks)</i></p> <ul style="list-style-type: none"> -introduce to effective practices in online assessment; -building on a solid understanding of distance education policies and procedures; -create an effective assessment strategy aligned with student learning outcomes.
<p><i>@ONE Online Teaching Certification Practicum (12 weeks)</i></p> <p>This is the final required phase of the Online Teaching Certification</p> <ul style="list-style-type: none"> -12 weeks semi-structured development process designed to provide with the opportunity to reflect on the teaching practices through self-assessment, experiment with additional teaching strategies or tools, and present evidence of online teaching proficiencies through an ePortfolio and presentation.

5 courses x 4 weeks each x 10 hours/week = approximately 200 hours of total course load

In addition, there will be the Online Teaching Practicum (12 weeks) and the development of an evidence-based ePortfolio showcasing quality online teaching practices.

During my sabbatical year, I plan to enroll in the certification program and take most of the course load and work towards the certificate.

Documentation: I will provide:

- Course load registration and completion documentation
- Examples of materials created while taking the courses

Objective # 2: create new online material for Spanish online 1A, 1B, 2A, 2B. (60%)

In the past 8 years, I have created more than 400 hours of video lectures for 4 course levels. These screencasts and vodcasts lecture videos are the foundation of the online program for Spanish 1A, 1B, 2A, and 2B. My plan is to streamline and edit the long video lectures to more concise lesson folders and augment the video lectures with shorter screencast video lessons that would go hand-in-hand with the chapters.

Currently, each level covers about 8 chapters. Each chapter contains at least 3-4 new grammar lessons with an extensive vocabulary and cultural elements. The second-year program has an additional literature component.

My plan is to create a sense of continuity from level to level within the online program so that students completing all the Spanish online courses would know what to expect.

This is will be a multi-step project that will be composed of:

a) Updating the current online Spanish program:

- re-designing of current online Spanish courses;
- re-defining the modules for each level and identifying areas of improvement;
- editing current video lectures (more than 400 hours of video).

b) Learning new technology and adopting it to enhance the current program:

- produce new theme and context rich instructional videos in Spanish that will be the core element for each module. These videos will be produced using green screen technology and thematic topics all in the target language;
- create more interactive videos and games. Look into Socrative and Kahoot for interactive games and Powtoon for interactive video;
- incorporate Voicethread technology into lessons on culture, history, geography, music, film, literature.

Each weekly module will include:

- a new thematic instructional video in the target language;
- a follow-up new grammar screencast re-cap video deployed within Voicethread where students would be able to watch the video lessons and would follow-up with a short activity. Each Voicethread would be graded and integrated into the Blackboard grade book;
- an assessment (quiz/exam) on the previous week's material
- for the second-year program there will be an additional literature and film component.

Documentation: I will submit screenshots of the created modules and activities and provide access the videos hosted in YouTube and Blackboard.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: September 8, 2016

A. Applicant's Name: Moon Cristina
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXX~~ Location: Chabot Las Positas

Division: Language Arts

Discipline: World Languages/Spanish

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)

Semester: Fall Academic Year: 2017

Semester: Spring Academic Year: 2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: _____

RECEIVED

Reviewed and Reviewed by: Marcia Corco 9/8/16
Administrator's Signature

SEP 13 2016

Stacy Thompson 9/21/16
Vice President, Academic Services Signature

Dr. Stacy Thompson
Vice President of Academic Services mt

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Cristina Moon

W / SSN: ~~XXXXXXXXXX~~

Date application received: 9/13/16

A. Seniority Number (Article 12-1A.3b.) 696

B. Priority Ranking assigned number: 6 696 in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload: ST
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical
Unpaid Sabbatical

Please print name of Vice President that prepared: Dr. Stacy L. Thompson Date Completed: 1/31/17



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
 Article 12-1A.4g(1) & (2)



NOTE: Article 12-1A.4g(1) of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM: Cristina Moon

DATE: September 8, 2016

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load [Article 12-1A.4g.(1)].

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence [Article 12-1A.4g.(2)].

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking [Article 12.1A.4-1g.(1)].

COMPLETE THE FOLLOWING:

- A. I am applying for a Sabbatical Leave of Absence for:
1. One (1) semester Leave: _____ (Indicate semester/year)
 2. One (1) continuous year Leave: 2017-2018 (Indicate academic year)
 3. One (1) year split Leave: _____ (Indicate semester and years)
- B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 17
- C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall ____ Spring ____ Summer ____
- D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:
1. One (1) semester Leave; or
 Fall ____ Spr ____ Yr ____
 2. One (1) continuous Academic Year Leave; or
 Fall ____ Spr ____ Yr 2017-2018
 3. One (1) aggregate year split within two (2)
 Academic Years. Fall ____ Yr ____ Fall ____ Spr ____ Yr ____

Signature: _____

(Faculty Signature)

Date: 09 / 08 / 2016



Approved



Disapproved

Division Dean/Administrator Signature: Marcia Cow Date: 9, 8, 16

FOR OFFICE USE ONLY

Verified By: Stacy Thompson Date: 9, 21, 16
(Vice President, Academic Services)

Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.

cc: Division Dean
Vice President, Academic Services
Faculty Applicant

Reference: Article 12-1A.4g(1) & (2) - Faculty Collective Bargaining Agreement

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

As my sabbatical leave project, I propose to spend Fall 17 – Spring 18 living and traveling in Europe, investigating the relationship between place and artistry, focusing primarily on studying the work and influence of (and influences of) writer, Ernest Hemingway as well as developing my own creative work. During my project, I plan on exploring some of the places that Hemingway frequented as well as seeking places that inspire me as an artist.

I have long said that Ernest Hemingway is the reason I became a writer. As a young and idealistic writer studying creative writing and literature at New Mexico State in the 90s, I remember reading *The Sun Also Rises* and saying to myself, "This is possible. I want to do this one day." This sentiment has not changed in 25 years. But as I continue in my practice as a writer and a teacher of literature, composition, and creative writing, I have increasingly become aware of the ways that we dehumanize artists like Hemingway; in many ways he has become a caricature of himself, and through this, the mythology of him essentially precedes his humanity. I have envisioned this project as a way of rediscovering Hemingway the artist and Hemingway the human being. At its core, the study of literature and the study of writing are rooted in craft. Ernest Hemingway was a master of craft whose influence on the art of fiction is still profound in the 21st century; and he is an artist for whom the notion of place is central to the development of his craft, his work, and his life.

In preparation for this project, I have been investigating Hemingway's life, focusing specifically on the places where he lived and traveled and the work he produced inspired by and/or referencing these places (such as articulated here: <http://papasplanet.com/> and www.hemingwaysociety.org). I have also been finding articles exploring Hemingway's influences in developing his distinct style (such as "*The Sun Also Rises: One Debt to Imagism*" by Linda W. Wagner). In addition, I am concentrating on reading a few selected biographies such as *Hemingway in Michigan* by Dr. Constance Cappel and *Papa Hemingway: A Personal Memoir* by A.E. Hotcher.

One thing that happens when a person starts to investigate the places Hemingway traveled to is that the list explodes. It's endless. For financial and logistical reasons, I have decided to focus this project on Hemingway's travels and life in Europe. I want the experience of living and writing in one place for several months rather than hopscotching around the globe every few weeks. However, to help me better prepare for this work, I am hoping to spend the summer of 2017 in North America, traveling to places such as Wyoming, Idaho, Illinois, Michigan, Toronto, and New York. It would be impossible to think about the role that place played in Hemingway's life and work without going to Northern Michigan, for example, where he spent his summers as a child or to Ketchum, Idaho, his final resting place. In addition, if finances and time permit, I hope to add as an epilogue to this project some time in Key West, Cuba, and the Caribbean (ideally with a stop in East Africa) during the late spring and summer of 2018.

Throughout my years as an instructor of composition, literature, and creative writing at Chabot College, I have often struggled with staying connected to the very process that I teach in my classes; it becomes easy to burn out and fall back on what I've always done. But the fact remains: it is my own writing and my own love for words that brought me to teaching, and it is my own writing and love for words that fuel what and how I teach. Thus, it is vital for me to reignite this connection; in my classroom, I frequently use my own experiences as a reader and a writer as a model for my students and as a way to approach teaching writing. I cannot separate my writer self from my teacher self. This sabbatical project will allow me to return to my roots as an artist by allowing me to immerse myself in the craft of writing: through reading a carefully-chosen list of

poetry, fiction, and non fiction; and through re-engaging with my own writing: the free flow of new ideas; the challenges of discipline; and the inner battles that most writers face when confronting the power of the written word. Just as the finished product will be an invaluable artifact in my life as a writer, my experiences in this project – both the good and the bad – will become invaluable tools that I can bring back into the classroom and share with my students, my colleagues, and the District community as a whole.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1:

To study poetry, fiction, and non-fiction, focusing on the work of Ernest Hemingway and his influence in the larger context of modern and post-modern literature (80%)

Plan:

I plan on reading 35 books (poetry, fiction, and nonfiction) including the bulk of the work of Ernest Hemingway; authors who influenced Hemingway (for example: Mark Twain, Anton Chekhov, Sherwood Anderson); contemporaries of Hemingway (for example: F. Scott Fitzgerald, Zelda Fitzgerald, and Gertrude Stein); and modern/post-modern authors Hemingway has influenced (for example: Raymond Carver, Ann Beattie, Donald Barthleme, Gabriel Garcia Marquez). In addition, I will include significant works of poetry (concentrating on the emergence of imagist poetry: H.D., Ezra Pound, William Carlos Williams, Amy Lowell, etc.) and non-fiction (for example: *Hemingway in Love*, A.E. Hotcher; *Art Matters*, Robert Paul Lamb; *The Art of Subtext*, Charles Baxter; *Zelda: A Biography*, Nancy Milford).

Documentation:

I will submit an annotated bibliography of these texts.

Objective 2:

To live and travel in Europe, studying the relationship between place and artistry (20%)

Plan:

I plan on spending 6-9 months living and traveling in Europe. My core focus is investigating the places that Hemingway lived in or traveled to. For the bulk of my stay, I plan on being based in Paris (the heart of the so-called “lost generation” of the 1920s) and am potentially planning on traveling to places such as: London, Luxembourg, Lausanne (Switzerland), Chamby (Switzerland), Venice, Rome, Pamplona, Madrid, Barcelona, and Shrums (Austria). Some of the books I plan on reading for Objective 1 are grounded in place (such as Hemingway’s *A Moveable Feast*). I also plan on reading articles that raise the question of the significance of place in relation to the honing of artistic craft. In addition to thinking about Hemingway’s journey in Europe, I plan on considering the contributions of other artists who lived and worked in Europe primarily in the 20th century (such as the Fitzgeralds, Stein, Pound, Anderson, Porter, Picasso, Monet, Van Gogh) and am planning on traveling to places significant to these artists (such as: Giverny, Arles, etc.)

Documentation:

I will submit receipts and tickets from museums and cultural sites, photographs of significant landmarks, and a travel journal (I will include at least 100 typed, double-spaced pages) on the places that I visit; in this journal I will include references to any reading I do related to this subject.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information (please print or type)

Date of Application: 9/1/2016

A. Applicant's Name: Puckett Theresa Jean (last) (first) (middle)

W/SSN: ~~XXXXXXXX~~ Location: [X] Chabot [] Las Positas

Division: Language Arts

Discipline: English

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant? Yes [] No [X] If "yes," give date of approval

C. Period of which leave is requested (please list entire period -- see note regarding split leaves on next page.)

Semester: Fall Academic Year: 2017

Semester: Spring Academic Year: 2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature:

[Handwritten signature: Theresa Puckett]

Received and Reviewed by:

[Handwritten signature: Melissa Loren 9-12-16] Administrator's Signature

[Handwritten signature: Stacy Thompson 2/1/17] Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

RECEIVED

SEP 15 2016

Dr. Stacy Thompson Vice President of Academic Services

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Theresa J. Puckett

W / SSN: ~~XXXXXXXXXX~~ XXXXXXXXXX

Date application received: 9/15/16

A. Seniority Number (Article 12-1A.3b.) 1256305

B. Priority Ranking assigned number: 12 ~~563.05~~ in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload:

ST
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: Dr. Stacy L. Thompson Date: 1/31/17
Completed: 1/31/17



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
 Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: Theresa Jean Puckett W# ~~XXXXXX~~
 (Please Print Name)

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: Fall 2017-Spring 2018 (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 11.970

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 5.00 Spring ____ Summer ____

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

1. One (1) semester Leave; or
 Fall ____ Spr ____ Yr ____
2. One (1) continuous Academic Year Leave; or
 Fall ____ Spr ____ Yr 9 units
3. One (1) aggregate year split within two (2) Academic Years.
 Fall ____ Yr ____ Fall ____ Spr ____ Yr ____

Signature: Date: 8 / 31 / 2016
 (Faculty Signature)

Approved Disapproved

Division Dean/Administrator Signature: M. ... Co. Date: 9/21/16

FOR OFFICE USE ONLY	
Verified By: <u>Stacy Thompson</u> (Vice President, Academic Services)	Date: <u>9/21/16</u>
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President, Academic Services Faculty Applicant	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

RECEIVED

SEP 15 2016

Dr. Stacy Thompson
Vice President of Academic Services

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
Article 12-1A.

NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM: Theresa Jean Pickett W#: ~~XXXXXXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: 2017-2018 (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 11,970

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 500 Spring 0 Summer 0

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

1. One (1) semester Leave; or Fall _____ Spr _____ Yr _____
2. One (1) continuous Academic Year Leave; or Fall _____ Spr _____ Yr 9
3. One (1) aggregate year split within two (2) Academic Years. Fall _____ Yr _____ Fall _____ Spr _____ Yr _____

Signature: Theresa Pickett Date: 8/31, 2014
(Faculty Signature)



Approved



Disapproved

Division Dean/Administrator Signature: M. Coover Date: 8, 31, 16

Verified By: Stacy Thompson Date: 9, 11, 16
(Vice President of Academic Services)

Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.

cc: Division Dean
 Vice President of Academic Services
 Faculty Applicant

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

RECEIVED

SEP 01 2016

Dr. Stacy Thompson
 Vice President of Academic Services



APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

Sabbatical leaves may be granted for purposes of study or travel of a kind and in an amount which will so improve and update capabilities that during future employment the unit member will be of increased value to the District and to the students of the District.

Section 12A.1. Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2005-June 30, 2009)

In a general statement, explain how your proposal is related to the above statement.

My impetus for submitting a sabbatical leave request stems from the recent passage of Measure A this past June (6/7/16). As per Chabot-Las Positas District Administrators, the monies raised from this bond measure (\$950M) will dramatically improve our campus facilities and increase educational access and opportunities for future generations of Chabot students. Building upon the success of Bond Measure B, these new funds will further modernize our classrooms and fund new buildings. The latter is the focus of my proposal, more specifically, a review of recently completed library building projects across the United States. The purpose of the study is to inform and shape the construction of a 21st Century Library at Chabot College.

To this end, the research collected will feed directly into the College Facilities & Sustainability Committee, which I serve on as a Library Representative. The analysis provided will prove valuable, particularly in terms of discussing and/or updating the current Facilities Master Plan, which includes plans for the construction of a new Library/Learning Connection building.

Approval of my sabbatical leave request will allow me to 1) conduct a literature review on the topic of academic libraries and learning spaces; 2) identify and visit recently completed library construction projects at college campuses that mirror Chabot's academic environment and student demographics; and 3) attend conferences and/or webinars with a focus on planning and designing libraries.

The topic of library space as it relates to academic libraries has been evolving ever since computer technology (i.e., online catalog) seeped into libraries. This has generated a productive sometimes contentious conversation amongst library professionals as reflected in recent library publications (i.e., Library Journal). There are those who say library space must change radically, as collections become increasingly digital, while others advocate to protect traditional library space. Thus, the end goal of conducting a literature review is to immerse myself in the

discussion and synthesize all sides of the arguments. The objective is to produce an annotated bibliography that will help facilitate the discussion around the construction of a 21st Century Library at Chabot College. Moreover, a review of the literature will serve as a springboard to imagine and create a new vision and/or model of what library space actually is and how it can respond to Chabot students' increasingly digital world.

A sabbatical leave will also allow me to identify and visit recently completed library building projects across the United States. This will also require drawing from professional literature, both from library science and architecture. The former, via *Library Journal* for example, provides an annual list of new library buildings judged to be the best examples of replicable library models, *Library Journal's New Landmark Libraries and Honorable Mentions*. This annual publication will serve as a guide to identify and visit, either physically or virtually, construction projects at college campuses that mirror Chabot's academic environment and student demographics. The primary goal is to survey these facilities and document their best design and planning practices as well as lessons learned throughout the development and construction process. It will also serve as an opportunity to network with colleagues and contribute to the ongoing discussion and practice of planning and designing a new library.

Lastly, approval of my sabbatical leave will provide time to attend conferences and/or webinars that focus on issues surrounding the design and construction of a new building. My recent involvement in the planning of Hayward's new Public Library as a Library Commissioner has brought me in contact with professional associations and leading professionals who often present on this subject at conferences, institutes and webinars. My goal is to participate in these settings and draw from their experience and expertise.

III. Specific Objectives, Plan for Achieving these Objectives, and Documentation

Objective 1: Conduct a literature review on the topic of academic libraries and learning spaces (55%)

Plan:

- review library science literature via Chabot Library databases onsite and remotely
- contact faculty member(s) at SJSU School of Information and Library Science and UCLA School of Information to help guide the review of the literature
- use Chabot Library's Noodle Tools Citation Manager to develop an annotated bibliography

Documentation: Annotated bibliography

Objective 2: Identify and visit recently completed library construction projects at college campuses that mirror Chabot's academic environment and student demographics (25%)

Plan:

- visit (physically or virtually) at least four (4) recently completed library building projects
- survey library administrators, faculty and classified professionals involved in the project
- document the planning and design process through the collection of literature, artifacts, and photographs

Documentation:

- Travel Blog
- Report

Objective 3: Attend conferences and/or webinars with a focus on planning and designing libraries (20%)

Plan:

- attend at least two (2) conferences and/or webinars
- create a log of contacts with research institutes, associations, seminars attended, attendance at discussions, speakers, etc.
- keep detailed notes from conferences and/or webinars

Documentation: Report



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: 9/15/16

A. Applicant's Name: Reynoso, Pedro
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXX~~ Location: Chabot Las Positas

Division: Academic Pathways & Student Success

Discipline: Library

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)
Semester: Fall Academic Year: 2017
Semester: _____ Academic Year: _____

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature:

Received and Reviewed by:
Administrator's Signature

2/1/17
Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Pedro Reynoso

W / SSN: ~~XXXXXXXXXXXX~~
~~XXXXXXXXXXXX~~

Date application received: 9/15/16

A. Seniority Number 14 746
(Article 12-1A.3b.)

B. Priority Ranking assigned number: 14
746 in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload:

ST
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: Dr. Stacy L. Thompson Date Completed: 1/31/17



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: Pedro Reynoso (Please Print Name)

W# ~~XXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

- A. I am applying for a Sabbatical Leave of Absence for:
1. One (1) semester Leave: Fall 2017 (Indicate semester/year)
2. One (1) continuous year Leave: (Indicate academic year)
3. One (1) year split Leave: (Indicate semester and years)
B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 0
C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall Spring Summer 1.5
D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or Fall 1 Spr Yr 17
2. One (1) continuous Academic Year Leave; or Fall Spr Yr
3. One (1) aggregate year split within two (2) Academic Years. Fall Yr Fall Spr Yr

Signature: [Handwritten Signature] Date: 9/15/16 (Faculty Signature)

Approved Disapproved

Division Dean/Administrator Signature: Q. MA Date: 1/30/17

FOR OFFICE USE ONLY	
Verified By: <u>Stacy Thompson</u> (Vice President, Academic Services)	Date: <u>2/1/17</u>
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President, Academic Services Faculty Applicant	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

II. Purpose of Leave

I have 4 goals to meet during my sabbatical leave. First, I want to improve my online course materials and move my course content to Canvas. Second, I want to improve my knowledge around assessment of student learning. I want to become a resource for faculty and staff regarding best practices in assessment. Third, I want to update my knowledge in psychology and related fields. Lastly, I want to develop coursework to allow students to prepare to earn a degree in Cognitive Science. I hope that this work will result in the development of an Associate's degree in Cognitive Science.

I have 4 objectives during my sabbatical leave.

1. During the Fall of 2017, I will transfer all of my course materials from Blackboard to Canvas for 2 online courses and 3 face-to-face courses (30%).
2. During the Fall of 2017, I will update my knowledge regarding the assessment of student learning by reading relevant articles and books (20%)
3. During the Fall of 2018, I will create a transfer program in Cognitive Science with the appropriate curriculum and possibly an AA or AS degree (30%).
4. During the Fall of 2018, I will update my knowledge of psychology, cognitive science, neuroscience, and animal behavior through reading relevant articles and books (20%).

Objective #	Objective	%
1	I will transfer all of my course materials from Blackboard to Canvas for 2 online courses and 3 face-	30%

	to-face courses	
2	I will update my knowledge regarding the assessment of student learning by reading relevant articles and books	20%
3	I will create a transfer program in Cognitive Science with the appropriate curriculum and possibly an AA or AS degree	30%
4	I will update my knowledge of psychology, cognitive science, neuroscience, and animal behavior through reading relevant articles and books	20%

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: I will update my online course materials and I will transfer all of my course materials from Blackboard to Canvas (30%).

Plan: I will update my online course materials for 2 online courses (General Psychology and Lifespan Psychology) and for 3 face-to-face courses (General Psychology, Lifespan Psychology, and Research Methods). This will include creating or updating video lectures for 8-9 course units in each of the online courses. In addition, I will update course assignments in both the online and face-to-face courses. Lastly, I will move all of my online course materials from Blackboard to Canvas.

Documentation: I will submit printouts of the Canvas course materials and syllabi. I will include links to the video lectures for both General Psychology and Lifespan Psychology.

Objective 2: I will update my knowledge regarding the assessment of student learning by reading relevant articles and books.

Plan: During the last few years I have supported efforts at LPC around assessment of student learning. I want to continue to develop my knowledge concerning assessment and student learning. I will read at least 20 books and articles such as those listed here:

Allen, M. J. (2004). *Assessing academic programs in higher education*. San Francisco, CA: Jossey-Bass.

Allen, M. J. (2006). *Assessing general education programs*. San Francisco, CA: Jossey-Bass.

Banta, T. W., & Associates. (2002). *Building a scholarship of assessment*. San Francisco, CA: Jossey-Bass.

Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review*. Sterling, VA: Stylus.

Diamond, R. M. (Ed.) (2002). *Field guide to academic leadership*. San Francisco, CA: Jossey-Bass.

Driscoll, A., & Wood, S. (2007). *Outcomes-based assessment for learner-centered education*. Sterling, VA: Stylus.

Hutchings, P. (2010, April). *Opening doors to faculty involvement in assessment* (NILOA Occasional Paper No. 4). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Hutchings, P. (2011, April). *What new faculty need to know about assessment* (NILOA Assessment Brief: Faculty). Urbana, IL: University for Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Keeling, R. P. (Ed.) (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA.

Kezar, A. (2014). *How colleges change: Understanding, leading, and enacting change*. New York: Routledge

Kuh G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P., Hutchings, P., and Kinzie, J. (2014). *Using student evidence to improve higher education*. San Francisco: Jossey-Bass.

Light, T. P., Chen, H., & Ittleson, J. (2012). *Documenting learning in Eportfolios: A guide for college instructors*. San Francisco: Jossey-Bass.

Nichols, J.O. & Nichols, K. (2005). *The department's guide to assessment implementation in administrative and educational support units*. New York: Agathon Press.

Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd edition). San Francisco: Jossey-Bass.

Documentation: Using the information gained from these readings, I will update the SLO handbook and develop workshops for faculty and staff concerning assessment.

Objective 3: I will create a transfer program in Cognitive Science with the appropriate curriculum and possibly an AA or AS degree.

Plan: I will look at other community colleges for examples of an AA or AS degree in cognitive science. I will also look at bachelor's programs in Cognitive Science at California universities. The lower division coursework will be used to model a transfer program in Cognitive Science and, if appropriate, an AA or AS degree. Any new coursework, such as

an introductory course in Cognitive Science will also be created and submitted to the Curriculum Committee for approval.

Documentation: I will submit any new curriculum that was developed (both for courses and a degree).

Objective 4: I will update my knowledge of psychology, cognitive science, neuroscience, and animal behavior through reading relevant articles and books (20%)

Plan: To support my teaching in psychology and to support my work on a cognitive science program (Objective 3) I will read at least 5 books and 20 articles such as those listed here:

Alcock, J. (2013). *Animal behavior: An evolutionary approach* (10th edition). Sunderland, Mass: Sinauer Associates.

Bly, B. M., & Rumelhart, D. E. (1999). *Cognitive science* (Handbook of perception and cognition (2nd ed.); Handbook of perception and cognition (2nd ed.)). San Diego, Calif.: Academic Press. <http://site.ebrary.com/id/10186377>

Damasio, A. (2010). *Self comes to mind: Constructing the conscious brain*. New York, NY: Pantheon.

de Waal, F. B. M. (2009). *The age of empathy: Nature's lessons for a kinder society*. New York: Harmony Books.

de Waal, F. B. M., & Ferrari, P. F. (2012). *The primate mind: Built to connect with other minds*. Cambridge, MA: Harvard University Press.

Feldman, R. S., Meyer, J. S., & Quenzer, L. F. (1997). *Principles of neuropsychopharmacology*. Sunderland, Mass: Sinauer Associates.

Fried, I., Rutishauser, U., Cerf, M., & Kreiman, G. (2014). *Single neuron studies of the human brain : Probing cognition*. Cambridge, Massachusetts: The MIT Press.

Houck, L. D., Drickamer, L. C., & Animal Behavior Society. (1996). *Foundations of animal behavior: Classic papers with commentaries*. Chicago: University of Chicago Press.

Kahnmaman, D. (2011). *Thinking, fast and slow*. New York, NY: Farrar, Straus and Giroux.

Martin, P., & Bateson, P. (2007). *Measuring behaviour: An introductory guide* (3rd ed.). Cambridge, UK: Cambridge University Press.

Mason, W. (2008). Social development: A psychobiological perspective. *Integrative Psychological & Behavioral Science*, 42(4), 389-396.

Nader, M. D., Czoty, P., Nader, S., & Morgan, D. (1996). Nonhuman primate models of social behavior and cocaine abuse. *Psychopharmacology*, 224(1), 57-67.

Perlman, B., McCann, L. I., & McFadden, S. H. (Eds.). (1999). *Lessons learned: Practical advice for the teaching of psychology* (Vol. 1). Washington, DC: Association for Psychological Science.

Roitblat, H. L., & Meyer, J.-A. (1995). *Comparative approaches to cognitive science* (Complex adaptive systems; Complex adaptive systems; Bradford book). Cambridge, Mass.: MIT Press.

Rosenfield, E. P. (2014). *New developments in cognitive systems research*. Hauppauge, New York: Nova Science Publishers, Inc.

Tomasello, M. (2014). *A natural history of human thinking*. Cambridge, Massachusetts: Harvard University Press. <http://public.eblib.com/choice/publicfullrecord.aspx?p=3301383>

Documentation: I will create an annotated bibliography of the books and articles.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information (please print or type)

Date of Application: September 14 2016

A. Applicant's Name: Ruys John D (first) (first) (middle)

W/SSN: [REDACTED] Location: [] Chabot [x] Las Positas

Division: CATSS

Discipline: Psychology

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant? Yes [x] No [] If "yes," give date of approval February 2016

C. Period of which leave is requested (please list entire period - see note regarding split leaves on next page.) Semester: Fall Academic Year: 2017 Semester: Fall Academic Year: 2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature] 9-23-17

Administrator's Signature

[Signature]

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: John D Ruys

W / SSN: ~~XXXXXXXXXXXX~~

Date application received: 9/15/2016

A. Seniority Number _____
(Article 12-1A.3b.)

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

E. Vice President, Academic Services verification of banked workload: _____

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: _____

Randy B...

Date:

Completed: _____



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
 Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: Ruys, John D **W#** ~~10562918~~
 (Please Print Name)

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

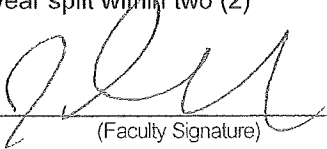
1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: _____ (Indicate academic year)
3. One (1) year split Leave: Fall 2017, 2018 (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 0

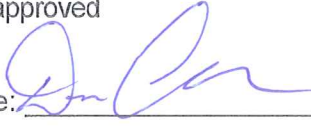
C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall _____ Spring 3 Summer 6


D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

1. One (1) semester Leave; or Fall ___ Spr ___ Yr ___
2. One (1) continuous Academic Year Leave; or Fall ___ Spr ___ Yr ___
3. One (1) aggregate year split within two (2) Fall ___ Yr ___ Fall ___ Spr ___ Yr ___
 Academic Years.

Signature:  Date: 1 / 19 / 17
 (Faculty Signature)

Approved Disapproved

Division Dean/Administrator Signature:  Date: 1/23/17

FOR OFFICE USE ONLY	
Verified By: <u></u>	Date: <u>1/1/17</u>
(Vice President, Academic Services)	
<p>Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.</p> <p>cc: Division Dean Vice President, Academic Services Faculty Applicant</p>	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

II. Purpose of Leave

During my leave, I plan to compose, produce, record and release an original electro-acoustic music recording.

The purposes of my leave, and subsequent benefits to the college, include, but are not limited to:

1. Study and experience for myself the entire process of creating and releasing a commercially viable music recording.

Benefits to the college:

My teaching at Chabot—and indeed the entire Music Technology program that I have worked at creating and refining at this college—is focused on the mission of giving students the foundational skills to have a viable career in the music industry. However, as a full-time academic, my own professional experience in the industry is extremely limited.

Having the opportunity to take the time necessary to personally experience—from start to finish—the process of creating, recording and releasing a commercially viable recording will substantially improve my teaching effectiveness. It will allow me to teach from the perspective of someone who has recently gone through the process of creating and releasing their work, thus informing and enhancing my overall pedagogical approach. Further, the opportunity to share with my students a professionally created, commercially viable final product of my own creation will serve to solidify my own artistic and professional credibility as a music instructor. As the finished product will be a good one, everyone will feel a heightened sense of pride.

2. Immerse myself in the creative process of a large-scale project.

Benefits to the college:

Immersion is an illusive state for any artist. It takes just the right set of circumstances to achieve: a clearly defined project; a significant amount of regularly occurring, uninterrupted time to work on the project; financial and personal stability of situation so as not to significantly distract from the project; and an internal motivation on the part of the creator to completely dive into the work.

When all of these factors exist, an artist is able to truly immerse themselves into their work for an extended period of time. This is when real growth occurs. The artist is able to have the headspace and focus with which to take their craft to new places—not having to rely on past practices to get through the situational limitations of time or budget or distractions. Simply put, both the art and the artist are able to take huge steps forward, both technically and aesthetically, that would otherwise be unachievable.

Similar to the athletic coach who is also in great physical shape, the opportunity to be immersed in my own creative process will bear many fruits. For me to experience such an immersive growth will substantially sharpen my aesthetic eye and ear towards my students' work, thus allowing me to provide much more informed and insightful feedback. Beyond this, my own increased creative momentum will help to create an enhanced culture of creativity when I return. My students will see that I am still growing and striving to make better art, and they will in turn be more motivated to do the same.

3. Study and work extensively with the most up-to-date, relevant music technologies in a professionally-focused (non-academic) environment.

Benefits to the college:

It is one thing to understand technology in enough of a capacity that one can be an effective teacher of that technology. But it is a completely different, deeper circumstance to understand technology such that one can create a work of art that they feel proud to put their name on, show off to the world, and perhaps even make a bit of money from. This is the kind of relationship that I would like to have with the technology that I teach; it goes beyond simply being up to date on what the new bells and whistles of a piece of gear or the latest software update has to offer. Frankly, I do not currently enjoy this kind of a relationship, and this sabbatical will allow me to remedy that.

The opportunity to work intimately with technology in a project-driven, professionally motivated setting will significantly enhance my fluency with the tools that I teach my students every day. It will improve my understanding of how to make these machines and digital devices do my artistic bidding, and these are precisely the improved skills that I need to be passing on to my students.

4. Learn more about the new methods of music distribution in the modern landscape.

Benefits to the college:

I was hired at Chabot in the summer of 2009 out of a largely academic music background. Since that time, the working models of music sales and distribution have completely changed, particularly in the realm of independent music and DIY distribution. Having the opportunity to take my own self-produced music and explore for myself the myriad new methods of distribution in the current marketplace will put me in precisely the same position that many of my students find themselves in. As a result, I will be able to base my pedagogy on personal experience, which will naturally increase my effectiveness.

5. Learn and experience first-hand the various technical and business-related challenges of the recording process.

Benefits to the college:

Beyond the artistic and aesthetic challenges of creating an original music recording, there are the (even more) demanding aspects of technical production and financial/business-related dealings that are a natural and unavoidable part of this process.

Technical issues include, but are not limited to: recording, producing, mixing, mastering, hard copy reproduction, internet release and musical web presence.

Business issues include, but are not limited to: finding and working with a professional recording studio, working and negotiating with studio session musicians, working with a mastering engineer, copyrighting the work, developing and implementing an effective strategy for marketing and licensing, and procuring or negotiating sampling agreements and permissions.

The above aspects of the process of creating a professionally viable recording were frankly not ever concerns that I had to deal with as an academic art music composer. Yet these are issues that my students consistently face. Having the opportunity to discover for myself the nuances of these challenges will have a highly positive effect on my teaching and enhance my value to the college.

6. Extend my network of professional contacts in the region through cultivating personal, musical relationships with various industry professionals.

Benefits to the college:

The opportunity to work on my own musical project will naturally include the necessity of collaborating—either creatively, technically, or economically—with other musicians and industry professionals here in the Bay area. As this is neither the region that I grew up in nor attended school in, I am simply not as “connected” in this part of the country as I would like to be.

The connections that I will cultivate as part of this sabbatical project have the potential to substantially widen my network of professional contacts, as well as increase the profile of the Chabot College Music Technology program within the region. This wider network can lead to more access to guest speakers and artists who will share their professional knowledge with our students.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To create a work of musical art that is innovative, compelling and vital—a completed project that will, through its aesthetic and technical excellence, enhance and increase the musical profile of the college. (50%)

Plan: I will compose, produce, record, mix and master an album-length work of original electro-acoustic music.

Documentation: The finished album will serve as documentation of this objective.

Objective 2: To update and improve my ability to teach music production at Chabot College through first-hand experience with technology, both familiar and unfamiliar. (35%)

Plan: I will utilize a wide variety of technology in the process of creating, capturing, and manipulating sound for this album. For those technologies that I am unfamiliar with, I will educate myself using online resources such as Lynda.com and proprietary tutorial videos, as well as through extended personal tinkering. For those technologies with which I am already proficient, I will enhance my understanding and mastery through one-on-one lessons, demonstrations and observations in a professional setting from certified or acknowledged industry experts.

Documentation: I will include, along with the finished album, a complete, track-by-track list of technologies used in the development and production of this music. I will also keep and submit a log that documents the time spent learning and refining my technology skills via outside sources (internet resources and in-person lessons/research). All online resources that I use will be catalogued and made available for my students' future use.

Objective 3: To gain first-hand knowledge about independent/DIY music distribution. (15%)

Plan: I will release the completed tracks/album in a viable, industry-accepted platform (or, more likely, collection of platforms). This will be done in the same spirit of independent/DIY 21st Century aesthetic entrepreneurship that my students also encounter in the current musical landscape.

Documentation: I will submit a complete list of points of access for my finished work, including both web links and sales gateways (SoundCloud, iTunes, etc.) where appropriate.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: Fall 2016

A. Applicant's Name: Schultz Eric Wayne
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXX~~ Location: Chabot Las Positas

Division: Arts & Humanities

Discipline: Music Technology

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval Fall 2015

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)

Semester: Fall Academic Year: 2017

Semester: Spring Academic Year: 2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature:

Received and Reviewed by:
Technician's Signature

Vice President of Academic Services

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

RECEIVED
RECEIVED
JAN 8 2017
JAN 8 1 2017
Vice President of Academic Services
Dr. Stacy Thompson
Vice President of Academic Services

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Eric W. Schultz

W / SSN: ~~XXXXXXXXXX~~
XXXXXXXXXX

Date application received: 9/15/16

A. Seniority Number
(Article 12-1A.3b.) 15 748

B. Priority Ranking assigned number: 748¹⁵ in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload:

ST
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared:

Dr. Stacy L. Thompson

Date:
Completed:

1/31/17



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
 Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: Eric Schultze
 (Please Print Name)

W#: ~~XXXXXXXXXXXXXXXXXXXX~~

DATE: 1-30-17

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: 2017/2018 (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 10

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall _____ Spring _____ Summer _____

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:


1. One (1) semester Leave; or
 Fall _____ Spr _____ Yr _____
2. One (1) continuous Academic Year Leave; or
 Fall 17 Spr 18 Yr _____
3. One (1) aggregate year split within two (2) Academic Years.
 Fall _____ Yr _____ Fall _____ Spr _____ Yr _____

Signature: [Signature] Date: 1/30/17
 (Faculty Signature)

Approved

Disapproved

Division Dean/Administrator Signature  Date: 1/30/17

NOTICE OF DECISION	
Verified By: <u></u> (Vice President, Academic Services)	Date: <u>2/1/17</u>
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President, Academic Services Faculty Applicant	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

Over the past few years, I have been increasingly interested in meditation. In spring 2014, I attended a workshop sponsored by the San Francisco Branch of Shambhala on teaching meditation to youth. Shambhala is an international organization (over 170 centers) dedicated to self improvement, where a major aspect of that improvement is realized through meditation. The event was sold out. Based on participant feedback, a workshop has been held each subsequent year with larger audiences. The workshop offered two major areas of focus: techniques appropriate for youth and theory and research on the efficacy and impacts of meditation. Among the materials provided was a list of research articles and relevant organizations. This workshop also talked about what kind of training teachers of meditation should have. This workshop substantially supported my conviction that training in and understanding of mindfulness meditation will serve our students and community. I am convinced that undertaking deeper research on meditation, including the various philosophical and religious approaches, and participating in a teacher training program will be valuable to the courses I teach and our students.

I have spent the last eight years working intensely on college-wide issues concerning student success. During this time, I have been increasingly involved in mindfulness meditation and reading research in neuroscience, cognitive theory, and medicine/health involving meditation. Over the past few years, the number of quantitative and qualitative research inquiries on mindfulness meditation and neuroscience has grown substantially. A great deal of the new research is being completed by a variety of research, academic, and medical institutions. The outcomes of that research, particularly around its effects and affects, suggests that mindfulness meditation has great promise in improving our students cope with stressful lives, difficult socioeconomic circumstances, and academic and personal challenges. The research suggests that measurable and sustained improvements in health, well-being, and self-efficacy can be made across age, gender, ethnicity, race, or religion. In general, the research demonstrates reductions in medical and psychological symptoms and sustained improvement in life (sustained over three and four years in follow-up). Studies validate improvement in sense of self, self-efficacy, ability to find coherence and meaning, and capacity to deal with stress. There are numerous training programs with varying financial and time commitments. One of the most noted programs in mindfulness meditation is the program guided/certified by The Center for Mindfulness in Medicine, Health Care, and Society, affiliated with the University of Massachusetts Medical School. In California, the University of California, San Diego and San Francisco, and other medical centers use this training. Other reputable training programs exist.

My proposal has two objectives. The first is to conduct research on meditation or contemplative practices in three diverse traditions as well as an assessment of the current scientific literature, which would in turn be infused into existing or new units in existing curriculum and a new course in meditation. The second objective is complete as much as possible of a "basic" certification for teaching meditation with a group with a teaching approach that accounts for diversity of age, gender, race, ethnicity, and religion. Taken together, the two objectives will improve course content and teaching with both short- and long-term benefits for our students.

III. Specific Objectives, Plan for Achieving these Objectives, and Documentation.

Objective 1, 50%: Conduct deep research on meditation/contemplative practices in at least three *different* traditions in addition to a comprehensive survey of the most current scientific literature. While my master's and doctoral coursework included material in these areas, I have not studied the texts or practices in depth (beyond the tradition in which my personal practice is centered). My goal is to identify and work with teachers from the three traditions as well as read extensively about the use of meditation or other contemplative practices. I will prepare new units for philosophy, religious studies, and humanities courses in which consideration of this topic is appropriate. What will

be included in the “unit” will be described below in the documentation. In addition, I expect to complete at least two retreats. At least one of those retreats will fit into one of the different traditions I will research, perhaps two. It is my hope to identify a second experiential opportunity (seminar, workshop, etc.) that aligns with one of the traditions. I am applying to be a Visiting Scholar at the Graduate Theological Union (GTU) to support this work. In addition to access to its library, which also includes access to the University of California, Berkeley library, I will also be able to audit classes and participate in its programs and activities. Throughout any given year, there are numerous programs, seminars, and workshops that will align with my research interest, and as a visiting scholar, I will be able to participate in those opportunities.

Documentation: Documentation will include:

- Documentation of status as a visiting scholar
- registration and invoices of all program, seminars, or workshops attended
- documentation of any work with specific teachers or scholars of specific religious or philosophical traditions
- copy of reading lists, with annotated review of use and relevancy to classes for each of the different traditions and the scientific literature
- “unit materials,” to include, bibliography for students, readings/handouts, new lecture materials and accompanying slides, classroom activities plans, and assignments
- New course proposal

Objective 2, 50%: To complete as much of a recognized teaching certification process as much as possible during the spring semester. Many certification processes are quite lengthy—taking as much as three-four years to complete and due to the number of courses and their locales, expensive to complete. I have to balance the schedule and the cost of the training against what time and resources I have. I hope to find some grant or professional development funding. The description of the MBSR training is provided as guide. This is one of the most rigorous and expensive training programs available. It is also one of the most respected.

The MBSR is an internationally recognized approach to teaching mindfulness meditation. Its theoretical basis is deeply embedded in both quantitative and qualitative approaches. The basic course, the 8-week MBSR course, was developed by Dr. Jon Kabat-Zinn in 1979, and it is the subject of Jon Kabat-Zinn’s best-selling book, *Full Catastrophe Living* and Saki Santorelli’s book, *Heal Thy Self*. The central focus of the course is intensive training in mindfulness meditation and its integration into the challenges/adventures of everyday life. The theoretical foundation brings together scientific disciplines and Buddhist meditative traditions and practices. I have completed this first course. My goal is to continue the process or a similar one between now and the end of my sabbatical, June 2017. At this time, describing the specific courses and/or retreats is difficult, as their published schedule does not include Fall 2017-Spring 2018. It is very likely that I will be able to complete either a year-long teacher certification with another group (sample provided), or at least two courses with MBSR (see below). As details become available, I will submit a firm schedule to the sabbatical committee. During any training program, I will be developing and deepening my personal meditation practice, which will be documented for the trainers and the college, as well as being trained in teaching others.

Teacher certification usually requires multiple courses or year-long programs and retreats. For example, the teacher training process and a possible schedule to become *qualified* to teach MBSR are as follows:

- 1) Complete the basic MBSR course (*completed*)
- 2) Mindfulness Tools Program (complete during 2017, Petaluma, CA)
- 3) Two silent, residential 7-day retreats, where at least one of the retreats aligns with one of the researched traditions from Objective 1
- 4) Nine day intensive or locally offered 10 week Practicum*
- 5) Preliminary teaching experience (workshops that I would conduct)
- 6) Additional multiple courses required to become a “certified” trainer

*Several MBSR-affiliated centers (for example, El Camino Hospital) offer the fourth step, the Practicum. The Practicum involves shadowing an 8 week MSBR course with a certified teacher (10 week course) or completing a nine day intensive. I need to find a 10 week course (local) or attend an intensive, which is only offered a few times a year at various locations. Schedules for 2017-2018 have not been posted.

The alternate teacher training program I am seriously considering is year-long intensive and will not make available its applications for 2017-18 for quite some time. It is designed for educators, but it tends to focus on youth rather than young adults. It requires weekly work/engagement, homework, retreats, and attendance at face-to-face meetings. This program begins and ends with a retreat, usually held in mid-summer. If I select this program, I will begin in summer 2017, continue through the fall (while teaching) and spring (while on sabbatical), completing the program in the summer of 2018. In the end, schedule and funding will drive which training program I select. Over the next few months, I will research programs and may find a program that is better suited to our students and my needs (schedule and cost). In any case, progress in these programs may not follow an aggressive pace. Mindfulness meditation (regardless of the tradition) is grounded in careful and thoughtful approaches to all things, and students are approved to move forward as their practice and understanding allows.

Documentation: Documentation will include:

- registration and invoices of all workshops and seminars attended
- Documentation of retreats at approved centers
- copies of reading lists, homework, or projects completed
- instructor evaluations
- copies of all materials I create for teaching
- Information, video or voice recording of preliminary teaching/workshops conducted

The firm commitment I am making is to do the research and course development noted in Objective 1 as well as complete as much of a certification program as possible by the end of Summer 2018, Objective 2. I will notify the committee as soon as I can of what specific program I will complete (as soon as information on schedule and costs becomes available).



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information *(please print or type)*

Date of Application: September 15, 2016

A. Applicant's Name: Patricia D Shannon
(last) (first) (middle)

W/SSN: ~~XXXXXXXXXXXX~~ Location: Chabot Las Positas

Division: Arts & Humanities

Discipline: Philosophy, Humanities, Religious Studies

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)

Semester: Spring Academic Year: 2018
Semester: _____ Academic Year: _____

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: Patricia D Shannon

Received and Reviewed by: [Signature]
Administrative Signature

Stacy Thompson 2/1/16
Vice President Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

RECEIVED

JAN 31 2017

Dr. Stacy Thompson
Vice President of Academic Services

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Patricia D. Shannon

W / SSN: ~~XXXXXXXXXXXX~~
XXXXXXXXXXXX

Date application received: 9/15/2016

A. Seniority Number (Article 12-1A.3b.) 4 619

B. Priority Ranking assigned number: 619 in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload:

ST
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: Dr. Stacy L. Thompson Date Completed: 1/31/17



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President, Academic Services

FROM: Patricia D. Shannon (Please Print Name)

W# ~~XXXXXXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: Spring 2018 (Indicate semester/year)
2. One (1) continuous year Leave: (Indicate academic year)
3. One (1) year split Leave: (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 1

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall Spring 3 Summer

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- 1. One (1) semester Leave; or Fall Spr 3 Yr 2018
2. One (1) continuous Academic Year Leave; or Fall Spr Yr
3. One (1) aggregate year split within two (2) Academic Years. Fall Yr Fall Spr Yr

Signature: Patricia D. Shannon (Faculty Signature)

Date: 09/15/2016

Approved Disapproved

Division Dean/Administrator Signature: [Signature] Date: 1/13/17

FOR OFFICE USE ONLY	
Verified By: <u>[Signature]</u> (Vice President, Academic Services)	Date: <u>2/1/17</u>
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President, Academic Services Faculty Applicant	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

PROPOSAL FOR SABBATICAL LEAVE for Robert Yest

II. Purpose of Leave

During my leave, I plan to divide my time between 1) Attending a year of physics (Physics 4A and Physics 4B in consecutive semesters) and 2) Writing supplementary material for Math 20 (Pre-Calculus), Math 2 (Calculus II), and Math 4 to be shared with faculty members and students.

The purpose of this leave would be to:

1. Learn Physics to improve my ability to teach mathematics and to improve the flow of instruction from math to physics.
2. Create supplementary material to share with students and peers to improve understanding of algebraic and calculus concepts.

Coursework in Physics (58% — 42% for the physics course and 18% for the Math/Physics curriculum analysis)

I plan on taking a year of physics, specifically Physics 4A and 4B here at Chabot, each 5 units. I joke that I am the only PhD in math with zero Physics—something quite unheard of. My undergraduate work focused on Chemistry; so my knowledge of Physics is non-existent.

This creates an issue as I teach within the Calculus sequence and Differential Equations; most topics have applications within Physics. I do not feel comfortable in fully addressing application problems/contexts within my own courses. I cannot fully assist students by providing physical context to the mathematical concepts from Calculus.

In addition I will be able to identify gaps in preparation for students as they move from Math 1 to Physics 4A as well as Math 2 to Physics 4B. For example, in the mathematical curriculum, the concept of vectors is first taught in Math 2—second semester calculus—at the very end of the course. Typically our Math 2 students are concurrently enrolled in Physics 4A, where the topic of vectors is needed early in the semester. This creates the awkward situation for the student to receive the first introduction to a fundamental mathematical concept in a Physics course. I would like to investigate for possible solutions to this or any topic where there is a gap between the flow between the two disciplines. Findings will be shared with the disciplines and/or the college as appropriate.

Creating Supplementary Material (42%)

Current textbooks for Pre-Calculus have a presentation that is very segmented—structured with topics not really connected to one another. I have been teaching students

using a different order in order to shift the focus from specific topics using a computational to a conceptual one (for example: Graphing in Polar Coordinates). In addition, I present topics that may appear completely different but use an approach that uses the similarities of concepts to demonstrate a "Bigger picture" approach (for example: Solving Exponential Equations, Logarithmic Equations, Trigonometric Equations, and Hyperbolic Equations using a similar approach). Certain topics (for example: Partial Fractions) have a singular traditional approach, but I approach the topic with multiple approaches, requiring the student to solve the problem critically. These three approaches shift the focus from a "plug and chug" method to one of Critical Thinking (one of our five College Wide Learning Goals and one of Math's Program Learning Outcomes).

Over the past three years of using this refocus, students have provided me direct end-of-semester feedback that this approach is beneficial to their understanding as they felt that this macro view of understanding makes it easier to apply in other contexts.

The current textbooks do not address these approaches. I have somewhat supplemented my lectures with additional material for students. In addition, some of my techniques are not known by my peers.

What I plan on doing: I would like to formalize and organize my notes to assist students in Math 20 (Pre-Calculus), Math 1 (Calculus I), Math 2 (Calculus II), and Math 4 (Differential Equations). I will also share my approaches with my peers. This would affect about 60% of the sections from Math 20, 15% of the topics in Math 2, 10% of the topics in Math 4, and about 5% of the topics from Math 1. I plan on offering a discussion with my peers to share my work afterwards.

This would benefit not only the Math department, but our students, especially STEM students.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association) [Article 12-1A.7]

I. General Information

Date of Application: Sept 6, 2016

A. Applicant's Name: YEST ROBERT

W/SSN: XXXXXXXXXX Location: Chabot Las Positas

Division: Math and Science

Discipline: Mathematics

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval _____

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)
Semester: Fall '17 Academic Year: 2017-2018
Semester: Spring '18 Academic Year: 2017-2018

D. If you are planning to augment your sabbatical salary with workload bank, please attach the Workload Banking: Augment Sabbatical Salary form to this application.

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature]

RECEIVED

SEP 07 2016

Stacy Thompson 9/21/16

Dr. Stacy Thompson, Vice President of Academic Services
Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President, Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: Robert L. Yest

W / SSN: ~~XXXXXXXXXX~~

Date application received: 9/7/16

A. Seniority Number 9 738
(Article 12-1A.3b.)

B. Priority Ranking assigned number: 9 ~~738~~ in a group of 20

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/16

E. Vice President, Academic Services verification of banked workload:

ST
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared:

Dr. Stacy L. Thompson

Date:
Completed:

1/31/17

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.

NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

Please Print

TO: Vice President, Academic Services

FROM: Robert Yest

W# ~~XXXXXXXX~~

DATE:

SUBJECT: Request to Use Earned Bank Load to Increase Salary on Sabbatical Leave

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load. [Article 12-1A.4g.]

For a one (1) semester sabbatical leave an Instructional and Counseling Faculty may use three (3) CAHs equivalent units of earned Banked Load and be compensated at full salary. A Library or Special Assignments Faculty may use one and a half (1.5) CAHs equivalent units of earned Banked Load and be compensated at full salary for a one (1) semester Sabbatical Leave of Absence. [Article 12-1A.4g.]

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking. [Article 12.1A.4-1g.]

COMPLETE THE FOLLOWING:

A. I am applying for a Sabbatical Leave of Absence for:

- 1. One (1) semester Leave: _____ (Indicate term(s) of leave)
- 2. One (1) continuous year Leave: Fall '17 – Spring '18 (Indicate start and end year)
- 3. One (1) year split Leave: _____ (Indicate start and end year)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 0


C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall _____ Spring _____ Summer 10

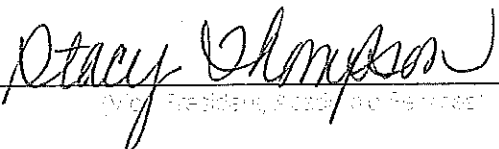
D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary: 9 CAH

- 1. One (1) semester Leave; or
Fall ___ Spr ___ Yr ___
- 2. One (1) continuous Academic Year Leave; or
Fall X Spr X Yr 17-18
- 3. One (1) aggregate year split within two (2) Academic Years.
Fall ___ Yr ___ Fall ___ Spr ___ Yr ___

Signature: _____ Date: Sept/ 6 /2016

Approved Disapproved

Division Dean/Administrator Signature:  Date: 9/16/16

Verified By: <u></u> Date: <u>9/21/16</u>
<p>Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.</p> <p>cc: Division Dean Vice President, Academic Services Faculty Applicant</p>

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