



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
LETTER OF INTENT TO APPLY
FOR SABBATICAL LEAVE OF ABSENCE



TO: Sabbatical Leave Committee
 c/o Vice President, Academic Services

RECEIVED
MAR 16 2020

DATE: April 1, [Year] 2020

SUBJECT: LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE
 (Due to the College Office of Academic Services [Day], April 1, 5:00 p.m.)*
 Late letters will not be accepted.)

Dr. Stacy Thompson
 Vice President of Academic Services

This is to inform the Sabbatical Leave Committee of my intent to apply for a Sabbatical Leave of Absence during the [Year] Academic Year. It is my understanding that this will be accomplished by providing the information requested below: *(Please print in ink or type.)*

Name of Applicant: MARTINEZ, VERONICA
 (Last) (First) (Middle)

Location: Chabot Las Positas College

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: FALL Academic Year: 2021

Semester: _____ Academic Year: _____

Please note: The contract, in Article 12-1A.3f., provides as follows:

Because of potential adverse impact on programs, full year Sabbatical Leaves of Absence that start in the Spring Semester, or that are split between two Spring Semesters or two Fall Semesters, must be approved both by the Sabbatical Leave Committee and by the President of the appropriate college.

The Sabbatical Leave Committee will handle this provision as follows: We will review the application. The Committee will not make judgments as to the validity of rationales for split leaves. The Leave proposal will be evaluated on its merits, and if approved, forwarded to the appropriate College President along with the rationale for the split provided by the applicant. The College President should consult with the appropriate Vice President and Dean prior to making a decision.

Date initially employed by District: AUG 1 2008
 (Month) (Day) (Year)

While employed by the District, have you taken a Sabbatical Leave of Absence?

Yes No

*Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.

If "Yes," list the terms and years of the last Sabbatical Leave of Absence taken.

Semester: _____	Academic Year: _____	<input type="checkbox"/> Paid	<input type="checkbox"/> Unpaid
Semester: _____	Academic Year: _____	<input type="checkbox"/> Paid	<input type="checkbox"/> Unpaid
Semester: _____	Academic Year: _____	<input type="checkbox"/> Paid	<input type="checkbox"/> Unpaid

Since your initial employment by the District, or date of completion of the last Sabbatical Leave of Absence taken, whichever is later.

(a) Have you taken authorized Leaves of Absence Without Pay?

Yes No If "Yes," list the beginning and ending dates of all such leaves.

From: _____	To: _____
From: _____	To: _____
From: _____	To: _____

(b) Have you resigned from District employment and then been rehired by the District?

Yes No If "Yes," list the beginning and ending dates for all such periods of absence.

From: _____	To: _____
From: _____	To: _____

(c) Have you provided any District service outside of the bargaining unit, such as Division Dean, other management positions, or a classified position?

Yes No If "Yes," give the position and dates:

Position: _____	From: _____	To: _____
Position: _____	From: _____	To: _____
Position: _____	From: _____	To: _____

(d) If you are planning to augment your sabbatical salary with your banked Workload, please be aware that you will need to attach the Workload Banking: Augment Sabbatical Salary form to your application for Sabbatical Leave of Absence. [Appendix B]

I certify to the best of my knowledge that the information provided in this Letter of Intent is true, accurate, and complete.

Veronica Martinez
(Signature)

Feb 24, 2020
(Date)

*Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.



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 9, 2020

A. Applicant's Name: Martinez Veronica
(last) (first) (middle)

Location: Chabot Las Positas

Division: Arts, Media, and Communication

Discipline: Communication 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: Fall Academic Year: 2021

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: Veronica Martinez

Received and Reviewed by: [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]

Chabot-Las Positas Community College District
Application for Sabbatical Leave of Absence

II. Purpose of Sabbatical Leave of Absence

During my Sabbatical Leave of Absence, I plan to divide my time between reading/reviewing books/articles and interviewing credible sources.

The purpose of my Sabbatical Leave of Absence is to:

1. Update and improve my ability to teach Intercultural Communication.
2. To update and extend my ability to co-coordinate the Indigenous Peoples Education Association.
3. To find out what students of indigenous background need to feel supported.
4. Improve my ability to help facilitate intercultural conversations across campus.

The benefits to Chabot College could be: My increased ability to teach Intercultural Communication (COMM 11), with an additional focus on indigenous ways of communicating. In addition, I could use these skills on committees, in communities such as IPEA, Puente and Umoja, and in facilitating campus workshops.

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

Note: The separate list of texts and interviews are beneficial to all objectives.

Objective 1: Update and improve my ability to teach Intercultural Communication. Specifically updating my textbook choice or creating my own reader. In addition, I will use the research to update my lecture/discussions and assignments. 60%

Plan: To read/review, at least, 10 books and articles on the subject of intercultural communication. And interview faculty who also teach the subject.

Possible texts:

- Search the most recent Intercultural Communication textbooks.
- Latest edition of Among Us: Essays on Identity, Belonging, and Intercultural Competence by Myron Lustig.
- *Jha*. Pre-Post-Racial America: Spiritual Stories From the Front Lines. 2015.
- *Takaki*. A Different Mirror. 1993. Or *West*. Race Matters. 1993.
- *Redvers*. The Science of the Sacred. 2019.
- *Amah Mutsun Land Trust*. Mutsun Ways, issues 1-4. 2016
- *Highwater*. The Primal Mind. 1981.
- *Dunbar-Ortiz*. An Indigenous Peoples History of the United States. 2014.
- *Lake-Thom*. Spirits of the Earth. 1997.
- Mutsun-English Dictionary, 2016.
- Yes! articles: 6 Badass Acts of Resistance Erased From History, 8 Must-Reads by Women Who Take on White Supremacy and Patriarchal Power

Possible Interviews:

- Those who teach Intercultural Communication at Ohlone (Comm 115) and CSU, East Bay (COMM 150). Including the advisor for the Intercultural Communication Certificate at Ohlone College.

Documentation: I will submit an annotated bibliography of my readings. And I will submit questions asked and answers received.

Objective 2: To update and extend my ability to co-coordinate the Indigenous Peoples Education Association, whose Vision is *To support students of any indigenous heritage to maintain or develop a healthy college family/community, in order to achieve equal access to academic and career success.*
20%

Plan: To interview key participants for the Association as well as search for comparable programs in the area.

Possible Interviews:

- Tribal Board of Muwekma Chechenyo tribe
- Tribal Board of Amah Mutsun tribe, as well as the Land Trust

Documentation: I will submit questions asked and answers received.

Objective 3: To make sure students of indigenous background are supported in and out of the classroom. For the classroom, find ways to incorporate inclusive curricula as well as understanding there are many ways to find truth. Also, to search for ways to talk about spirit in academia. And ask students what they need in/out of the classroom. 10%

Plan: To survey as many indigenous students and faculty as possible. List attached.

Documentation: I will submit questions asked and answers received.

Objective 4: Improve my ability to help facilitate intercultural conversations across campus. 10%

Plan: To read/review, at least, 3 books and articles on the subject of equity, teaching, and communication.

Possible texts:

- McNair. From Equity Talk to Equity Walk. 2020.
- Rendon. Sentipensante Pedagogy. 2014.
- Coates. Between the World and Me. 2015.
- Yes! articles: A Way to Talk About Race: 6 Words at a Time, How Shame Blocks Accountability, 9 Essential Reads For Your Racial Justice Conversations, A Culture Shift Can Only Happen With Reparations and Truth Telling

Documentation: I will submit an annotated bibliography of my readings.