

Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATIONS 2022 – 2023

August, Robert	LPC	F 2022, S 2023
Tenn, Shoshanna	Chabot	F 2022, S 2023
Tomlinson, Kimberly	LPC	F 2022, S 2023
Gonzales, Michelle	LPC	F 2022, S 2023
Lange, Jennifer	Chabot	F 2022, S 2023
Carbone, Jill	LPC	F 2022, S 2023
Pierson, Andrew	Chabot	F 2022, S 2023
Miner, Scott	LPC	F 2022, S 2023
Horvath, Deanna	LPC	S 2023
Hight, Ann	LPC	F 2022
McGurk, Julia	LPC	F 2022, S 2023
Bummer, Angelo	LPC	F 2022, S 2023
Scherbart, Ryan	Chabot	F 2022, S 2023



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: Sept. 15, 2021

A. Applicant's Name: August Robert H
(last) (first) (middle)

Location: Chabot Las Positas

Division: STEM

Discipline: Math and FSA in Theatre

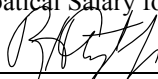
B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?
Yes No If "yes," give date of approval last year's sabbatical committee

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

Semester: Fall 2022 Academic Year: 2022-2023

Semester: Spring 2023 Academic Year: 2022-2023

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: Nan Ho 9/16/21
Administrator's Signature

Kristina Whalen 9/17/21
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: Robert August

W / SSN: _____

Date application received: 9/15/2021

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

B. Priority Ranking assigned number: 6 in a group of 16

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: n/a
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: Kristina Whalen Date: 9/15/2021
Completed: _____

Purpose of Sabbatical Leave for Robert August Jr.

Update and improve my ability to teach Statistics in face-to-face, hybrid, and distance education modes by:

1. Creating a new Math 40-Statistics multimedia course text featuring:
 - Newly created Excel/Google Sheets Statistics labs (a requirement for the course)
 - Newly created Calculator-based Statistics labs (a requirement for the course)
 - Newly created examples, videos, definitions, graphs, tables, homework problem sets, etc.
2. Preparing and Creating a new Math 55- Intermediate Algebra fully online course by:
 - Attending a conference on online teaching
 - Researching and testing exam-proctoring software for online math courses
 - Following and Incorporating the OEI Design Guidelines into the Math 55- Intermediate Algebra course
 - Join and work through all the phases of the OEI Course Design Academy
 - Submitting my Math 55- Intermediate Algebra course to the OEI for inclusion in the OEI Course Exchange

II. Objectives, Plans, and Documentation:

Objective 1: Create a new Math 40-Statistics multimedia course text. (60%)

- ***Background:*** Currently our Math 40 classes utilize a required textbook that is expensive to students and also produces new editions every few years with minimal changes to the actual text. There are errors in it and frankly I find myself teaching my students to the style of the text instead of what I feel is best for their comprehension of the material. Another problem is the publisher's material in the online format is often not web-accessible as required by law for all students.

Our Math 40 classes currently utilize a required lab manual (author Bill Dunn) for the one unit lab portion of the course. These labs are to be done

on Microsoft Excel to help students use technology to work with both descriptive and inferential statistics. Having used these same labs for over ten years now, they've become outdated and stale. I receive by far the most complaints from my students over issues with these labs – wording, readability, errors, typos, etc.

Our Math 40 classes also have a required graphing calculator component and often students are confused with proper use of the calculator for statistical application problems.

- **Plan:** I will create a new Statistics multimedia text utilizing my own problem sets for each required learning objective throughout the course. This will eliminate the need for students to purchase the publisher's text. Within the new text, I will include a newly created series of 10+ Excel/Google Sheets-based labs, 10+ calculator-based labs, and numerous newly created examples, videos, definitions, graphs, tables, homework problem sets, etc. This multimedia text will replace the current textbook and lab manual for Math 40.
- **Documentation:** I will provide access and/or a copy of my newly created multimedia Math 40 course text (100+ pages) with all new Excel labs, Calculator-based labs, videos, example problems, and homework sets. I will make the new multimedia text available for Las Positas Math faculty to utilize.

Objective 2: – Research, Prepare and Create a new OEI approved Math 55-Intermediate Algebra fully online course with captioned lecture videos (20%)

- **Background:** Las Positas college was one of 33 schools selected to participate in the OEI's Online Equity Cohort. As part of joining the online exchange, LPC is required to have 20% of its online offerings OEI-eligible within 2 years and then continually increase its OEI-eligible offerings. The OEI has indicated a great need for Math courses to help students achieve their educational goals through the exchange program.

In order for the Math department to participate in the OEI, we would need to create several fully online Math courses. The Math department at LPC has

always been mainly face-to-face with some hybrid sections with on-campus meetings, including requiring all exams to be taken on campus.

The OEI (Online Education Initiative) has established course design guidelines and standards for any potential online course to be eligible for the OEI:

Online Course Design Standards

The Online Education Initiative (OEI) Course Design Rubric (Rubric) contains the online course design standards developed and adopted by this initiative. The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations. The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations.

(<https://cvc.edu/professional-development/online-course-design-standards/>)

The OEI has also provided a Course Design Academy for instructors interested in receiving training to participate in the OEI exchange program.

(<https://onlinenetworkofeducators.org/course-design-academy/participate/>)

- ***Plan:*** –I will work through all the phases of the OEI Course Design Academy (and incorporate all feedback received) to bring each standard of my course into alignment utilizing the Course Design Rubric:

(http://ccconlineed.org/wp-content/uploads/2015/11/OEI_Rubric_Edited-ACC.pdf)

I will then work with the Scott Vigallon and LPC's local POCR group (<https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/>)

(and incorporate all feedback received) to get local approval before officially submitting to the OEI for formal approval. This is a several months long process of creating the course, submitting it, fixing errors, incorporating feedback, making improvements, re-submitting the course, and repeat, repeat, repeat.

- ***Documentation:*** –I will provide a copy of all my completed work in the OEI Course Design Academy as well as a copy of all feedback received from the course reviewers. Finally, I will provide access and/or a copy of my newly created Math 55 fully online course with all OEI Course Design standards met.

Objective 3: – Attending a Conference and Research Proctoring software for use in online Mathematics courses (10%)

- **Background:** In order for the Math department to participate in the OEI, we would need to create several fully online Math courses. The Math department at LPC has always been mainly face-to-face with some hybrid sections with on-campus meetings, including requiring all exams to be taken on campus. Teaching with Zoom and other online packages has not been as successful as face-to-face courses. What are some methods of improving student retention and success in the online environment? Proctoring software has also been an issue for our department especially during the pandemic. How do we keep the academic integrity of our assessments in this new all-online learning environment?
- **Plan:** – I will attend a conference on online teaching and especially look to attend sessions focused on math education in the online learning environment. I will visit proctoring software vendors and attend at least 3-4 proctoring software sessions to try to find the best fit for our Mathematics courses. I will also research and test exam-proctoring software on my own to best incorporate test integrity in a fully online math course section. Math-specific examinations tend to be difficult with current software as access to calculators, math equation editors, mathematical symbols, tables, etc. are needed during testing without flagging students. I will also research alternatives to exam-proctoring software as there are many students at our college that are not comfortable with utilizing recording devices, facial recognition software, and providing photo ID while testing.
- **Documentation:** – I will provide a copy of all hotel/airline receipts, brochures, programs and a write-up of what I learned in each session attended at the online teaching conference. I will also provide an Excel spreadsheet of all the various proctoring software packages that I review with pros/cons of each - specifically for Math exams.

Objective 4: – Create 5 to 10 lab videos for my Math students (10%)

- **Background:** The biggest struggle my students have had while working in the online environment (due to the pandemic) is our Math labs. The labs were designed to be done on campus in a lab classroom working together with additional in-person guidance from the instructor. The best way I can think to replicate that interaction is to provide newly created step-by-step videos to help guide the students in those labs.
- **Plan:** – I will go through the last two semesters in my courses to identify the critical points and areas that students most struggled with in using our current math lab manuals. I will then write, shoot, edit, and caption 5 to 10 videos to help walk through these problem areas to hopefully increase their success with these labs. I also plan to demonstrate utilizing Google sheets (since it's free to all students.)
- **Documentation:** – I will provide a copy of the 5 to 10 newly created lab videos. I'll also make them available to all of the Math faculty – especially our adjuncts as I'm sure these videos would be of great use to them.

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

Semester: <u>fall and spring</u>	Academic Year: <u>2010-11</u>	<input checked="" 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.



(Signature)

March 9, 2021

(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: 8/24/2021

A. Applicant's Name: Tenn Shoshanna E
(last) (first) (middle)

Location: 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 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: 2022

Semester: spring Academic Year: 2023

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

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]

Sabbatical Application for Shoshanna Tenn

I. General Information

Please see the separate form, attached.

II. Purpose of Leave

During my Sabbatical Leave of Absence, I plan to conduct research and develop new materials for teaching literature courses at Chabot (specifically English 22, 25, 28, and 35), as well as develop course materials related to the theme of “traditional wisdom, nature and healing” that could be used in our core composition courses. These courses might include a Puente English 7a course, a Puente English 4a literature course, or an English 4a or 7a class for non-Puente students.

I also want to explore self-care and emotional balance in different cultural contexts for my own well-being, and so I can bring it to my teaching and one-on-one work with students of diverse backgrounds.

Note on Timeline:

I am not applying for a split sabbatical. I am applying for a sabbatical for the academic year that will run fall 2022 - spring 2023.

III. Specific Objectives, Methods for Achieving These Objectives, and Documentation

Objective 1:

Update and improve my knowledge of contemporary literature in preparation to teach the courses that are components of our AAT degree, and which also serve as GE credit options for non-English majors, specifically English 22, 25, 28, and 35. (25%)

Plan:

I will use my time to read and explore new primary texts - particularly drama, which is a weak area for me - as well as explore multimedia resources that could be of use in the classroom to supplement the

literature, and to brainstorm and design new classroom projects and assignments that will engage students and improve their learning.

Documentation:

I will submit an annotated bibliography of a minimum of 15 primary texts which could be useful for me in teaching English 22, 25, 28 or 35. Note: Since contemporary U.S. Lit (English 35) includes the literature taught in English 22 (US Latinx Lit) and English 25 (Asian American Lit), many texts can be taught in multiple courses.

Objective 2:

Gain new inspiration and strategies for teaching the literature courses that are components of our AAT degree, and which also serve as GE credit options for non-English majors, specifically English 22, 25, 28, and 35. (25%)

Plan:

I will enroll in 2 literature courses (likely in a distance ed format), which are similar to courses I teach, at another community college. For example, De Anza College is currently offering Children's Literature (ELIT 8) and Asian Pacific American Literature (ELIT 24) online for their Winter 2022 semester. Assuming that their offerings stay consistent, I could enroll in them next winter. Enrolling in these classes will allow me a useful vantage point from which to assess my own classes for rigor and breadth. I will do the homework and other assignments so as to get a good understanding of course content from a student's point of view.

Documentation:

I will submit a transcript for the classes in which I enroll, along with course materials.

Objective 3:

Initiate a research project on nature and healing in various cultural contexts, with an emphasis on Indigenous and Latinx practices and wisdom, for a new course theme for existing courses at Chabot College: English 4a or 7a, adaptable for either Puente or non-Puente students. (30%)

Plan:

I will explore texts and film sources (non-fiction, fiction, poetry), and also interview at least 2 non-western healers about their approaches and practices. I am interested in different understandings of the natural world, and approaches that integrate nature with healing. These concepts are generally separated in current Western thinking, but I'd like to investigate how environmentalism, physical health, and spiritual health are connected in other traditions and contexts. With an eye toward Latinx students, I would like to learn more about *curanderas* and natural *remedios* of indigenous Americans and Latinx people, and also rituals and celebrations that connect people to the earth and which aim at healing trauma to the human body and spirit, and trauma to our planet.

Documentation:

a. I will submit an annotated bibliography of a minimum of 12 texts and/or films on this subject.

b. I will submit a summary of my explorations and learning, and how this might be applied to a classroom context, including a list of possible course texts and assignments/exercises/projects.

Objective 4:

In tandem with Objective 2, I will research and try out practices of healing, self-care and emotional balance for my own well-being, and so I can bring new skills and experiences to my teaching and one-on-one work with students. (20%)

Plan:

I will start with my own religious/cultural traditions (e.g. *Tikkun Olam*, observing the sabbath, rituals of cleansing and mourning and healing) and then branch into exploring various healing/balancing practices outside of my own tradition and experiences.

I will conduct informal qualitative research by distributing a questionnaire to roughly 100 people in my professional, personal and social networks regarding attitudes and approaches to healing and wellness in different

cultural and ethnic contexts, particularly communities of color. I will interview a minimum of 10 people who complete my questionnaire.

I will also try a minimum of three new practices that I am personally unfamiliar with and *uncomfortable* with: e.g. a yoga class, meditation class, or mindfulness class, or a visit to a *curandera* or healer, and I will keep a log of my experiences.

Documentation:

a. Documentation of my personal exploration into various practices (at least 10 classes taken or workshops attended, for example 4 yoga sessions, 4 meditation or mindfulness sessions, and 2 visits to a curandera) as well as academic research (minimum of 10 popular or scholarly articles about contemporary approaches to restoring balance/mental health)

b. A blog or journal reflecting on each experience and interview (tentatively titled "in search of balance") and how I might apply the approach - or not - personally, for my own well-being or to assist my future 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 *(please print or type)*

Date of Application: September 2, 2021

A. Applicant's Name: Tomlinson Kimberly A
(last) *(first)* *(middle)*

Location: Chabot Las Positas

Division: Arts and Humanities

Discipline: 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: 2023

Semester: Fall Academic Year: 2023

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

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]

II. Purpose of Sabbatical Leave of Absence

During my sabbatical leave of Absence, I plan to enroll in a Mindfulness Meditation Teacher Certification Program through UC Berkeley's Center for the Greater Good. I will visit three established Mindfulness and Spirituality Centers located on other college campuses to learn more about their mindfulness programs and how they support students. I will also write curriculum for a mindfulness course.

If possible I would like to request splitting my Sabbatical Leave over two Academic Years because the next Mindfulness Certification program begins January 2023.

The purpose of my sabbatical leave would be:

1. Update and improve my ability to effectively teach mindfulness to students.
2. Research effective models for a mindfulness/interfaith center that could be implemented at Las Positas College.
3. Write curriculum for a mindfulness course based upon material obtained through the Mindfulness Meditation Teacher Certification Program.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To update and improve my ability to effectively teach mindfulness at Las Positas College.

Plan:

Enroll in the Mindfulness Meditation Teacher Training Certification Program affiliated with UC Berkeley's Center for the Greater Good. I will complete the first year of a two-year program.

Training Program: 65% of Sabbatical Leave

Documentation:

I will obtain documentation of course sessions.

I will include a weekly reflection journal regarding the course materials and mindfulness training sessions.

Objective 2: Research effective models for mindfulness and interfaith centers at other colleges.

Plan: To visit three college mindfulness centers in the United States to examine what services they offer students, consult with the director of the programs, and explore how the space functions for various contemplative and interfaith practices in general. I will also look at how services are offered, through credit, non-credit, and explore budgetary components such as staffing, monitoring of space, organization of activities ect. Through these visits I will identify suggested core components for a center at Las Positas College.

Visitation of Colleges with Mindfulness Program: 20%

Documentation:

I will visit three Mindfulness and/or Interfaith centers. The following are possible centers:

Fullerton Community College Mindfulness Program:

<https://mindfulgrowth.fullcoll.edu/>

UCLA Mindful Awareness Research Center :

<https://www.uclahealth.org/marc/default.cfm>

The Center for Contemplative Mind in Society:

<https://www.contemplativemind.org/>

The Mindfulness Center at Brown:

<https://www.brown.edu/public-health/mindfulness/>

I will submit a copy of questions asked and answers received.

I will submit a summary of each interview, including the names of the individuals and the date of the interview.

I will provide a summary of my findings and recommendations for core components of a mindfulness/interfaith center at Las Positas College.

Objective 3: Write curriculum for a Mindfulness course for students.

Documentation:

I will provide a copy of the completed course curriculum. The class would be focused on an Introduction to Mindfulness.

Creating Curriculum: 15%



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: 9/9/21

A. Applicant's Name: Gonzales Michelle Christine
(last) *(first)* *(middle)*

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 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: 2022

Semester: Spring Academic Year: 2023

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

Kristina Whalen
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: Michelle Gonzales

W / SSN: _____

Date application received: 9/10/2021

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

B. Priority Ranking assigned number: 7 in a group of 16

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No Date Received: 9/10/21

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

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: Kristina Whalen Date: 9/10/21
Completed: 9/10/21

Approved

Disapproved

Division Dean/Administrator Signature: Ay Muto Date: 9 / 3 / 21

FOR OFFICE USE ONLY

Verified By: Kristina Whalen Date: 9 / 10 / 21
(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 Application

Prepared by Michelle Gonzales

Purpose of Leave & Specific Objectives and Documentation

Purpose of Leave

My sabbatical project will be a continuation of my linguistic justice in the classroom work. Building on my own linguistic justice curriculum, the linguistic justice flex day workshops that I created and facilitated with Kisha Quesada Turner (Fall 20 and Spring 21), and the linguistic justice textbook that I am currently writing and developing for Top Hat Press with Kisha Quesada Turner and Karin Spirn.

During my sabbatical leave of absence, I plan to divide my time between **co-developing the linguistic justice textbook, develop linguistic justice workshop materials, design and create a related community of practice, produce an annotated bibliography of related reading.**

The purpose of my Sabbatical Leave of Absence would be to:

1. **Developing and writing 5 chapters of a peer reviewed linguistic justice textbook and ancillary materials. 50%**
2. **Write 3 outlines for 3 separate linguistic justice training courses 20%**
3. **Facilitate a linguistic justice CoP. 20%**
4. **Produce an annotated bibliography. 10%**

Specific Objectives, Plan for Achieving these Objectives and Documentation

Objective 1: Co-develop the interactive linguistic justice textbook and ancillary materials.

Plan: Write and create 5 chapters (75-100 pages and this includes building the content into the publisher's online platform and finding images and videos.) of interactive textbook which will include interactive activities, 4 lecture slide decks, and a teachers' manual (I will write and team will review and make suggestions). Lastly, I will revise all completed sections and chapters (the book which has been outlined has 13 total chapters) **50%**

Documentation: I will provide links and/or pdfs of chapters and ancillary materials. Some may be in pdf because I will be building my materials directly into Top Hat Press' interactive, online platform. Submit finished chapters, including 20 interactive activities, 5 lecture slide decks, and a teacher's manual.

Objective 2: Write 3 outlines for 3 separate linguistic justice training workshops and create slide decks for each. 20%

Plan: Write the following outlines

- Intro to Linguistic Justice

- Different Englishes: Dialects, Vernaculars, and Code-Meshing
- Assessment and the Linguistic Justice

Documentation: I will provide the three outlines and the three slide decks.

Objective 3: Design and facilitate a linguistic justice ComP

Plan: Design and facilitate community of practice to encourage and support faculty to begin implementing linguistic justice practices in their classes right now. The community of practice (a group of at least 5-10 community college professors; some will come from LPC, and some may come from other CA community colleges; probably Puente campuses, teachers encouraged to adopt LJ practices by Puente Statewide Office). My time will be spent recruiting (Aug), designing the community of practice which will include reading and discussing 8 chapters of *Other People's English* by Young, Barret, Young-Rivera, and Lovejoy, meeting online 1x per month (Sept, Oct, Nov, Feb, March, April) and keeping a journal. **20%**

Documentation: I will provide a journal (min. 10 pages) that will include artifacts and entries on the following: community of practice design, members and member CV-style info, entries about each meeting and what was discussed and learned. I will also collect artifacts from those who participate: quotes, assignments created, sample student assignments, rubrics, and the like.

Objective 5: Annotated bibliography of works read to inform text book writing and community of practice. 10%

Plan: I will read and annotate 3 books and 6 articles on linguistic justice theory and/or related.

Documentation: I will provide an annotated bibliography

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

Semester: <u>Fall</u>	Academic Year: <u>2015</u>	<input checked="" type="checkbox"/> Paid	<input type="checkbox"/> Unpaid
Semester: <u>Spring</u>	Academic Year: <u>2016</u>	<input checked="" 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.

(Signature)

3/17/21
(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: 9/13/21

A. Applicant's Name: Lange Jennifer E
(last) (first) (middle)

Location: Chabot Las Positas

Division: Science & Math

Discipline: Biological Sciences

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: 2022

Semester: Spring

Academic Year: 2023

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

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]

Sabbatical Leave Application - Jennifer Lange

II. Purpose of Leave

For this sabbatical I plan to attend a Doctorate of Education (Ed.D) program that focuses on developing my leadership skills within the field of education. All of the programs that I plan to apply for require a dissertation in practice in which I will work with my program advisors and campus/district leadership to identify an issue for me to research and then both develop and implement meaningful solutions. Both the knowledge gained through coursework and the later application of this knowledge to a “problem of practice” will benefit the college and district through applications in leading changes - guided pathways, EastBay CAN, and program and course assessment.

I am applying for programs starting in either Summer 2022 or Fall 2022, so the sabbatical would correspond to a year of coursework in research methodologies and various aspects of leadership in educational organizations.

III. Specific Objectives and Methods for Achieving these Objectives - (100% from doctoral education)

1. Develop a deeper understanding of both quantitative and qualitative research methodologies within the field of education. (Spring 3 units)
 - Coursework in qualitative and quantitative research, methods of inquiry, etc. - specific courses depend on the program. Examples include:
 - @ ASU - Strategies for Inquiry, Mixed Methods of Inquiry, Advanced Quantitative Methods, and Advanced Qualitative Methods
 - @ Johns Hopkins - Research Methods and Systematic Inquiry I, Research Methods and Systematic Inquiry II, Evaluation of Education Policies and Programs
 - Documentation - transcript
2. Develop a deeper understanding of the link between data, innovation, and leadership in order to better advocate for policies and their impacts on students. (Fall and Spring 9 units)
 - Coursework in education policy and leadership - specific courses depend on the program. Examples include:
 - @ ASU - Dynamic Contexts of Education, Innovation in Teaching and Learning, Leadership for Organizational Change, Systems Change and Leadership, Reading the Research, Collaborative Approaches to Data-Informed Decision Making
 - @ Johns Hopkins - Multicultural Education, Multiple Perspectives on Learning and Teaching, Contemporary Approaches to Educational Problems, Disciplinary Approaches to Education
 - Documentation - transcript

I am planning on applying to the following doctoral programs; applications are due in the spring:

- Arizona State University - Leadership and Innovation
- Johns Hopkins University - Mind, Brain and Teaching
- UC Davis - Educational Leadership
- University of Dayton - Leadership for Organizations
- Fresno State - Educational Leadership
- Kent State University - Interprofessional Leadership

If accepted, I would complete approximately 20 credits in the course of an academic year.



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: 8/16/21

A. Applicant's Name: Carbone Jill Elizabeth
(last) (first) (middle)

Location: Chabot Las Positas

Division: STEM

Discipline: Biology

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 spring 2021

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

Semester: fall Academic Year: 2022

Semester: spring Academic Year: 2023

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: *J. Carbone*

Received and Reviewed by: *Nan Ho* 8/23/21
Administrator's Signature

Kristina Whalen 8/26/21
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: Jill Carbone

W / SSN: _____

Date application received: 8/23/21

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

B. Priority Ranking assigned number: 1 in a group of 16

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: n/a
(initials)

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

Please print name of Vice President that prepared: Kristina Whalen Date: 8/26/2021
Completed: _____

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
APPLICATION FOR SABBATICAL LEAVE OF ABSENCE
APPLICATION

II. Purpose of Sabbatical Leave of Absence

The purpose of my sabbatical leave of absence is to research and design a Career Jam for the college. The primary intent of the Career Jam is to help undecided students choose a career/academic pathway or choose a “safe semester” within an Academic and Career Pathway. I will not be receiving release time as a Guided Pathways coordinator during my sabbatical.

The benefits to the college are numerous. The earlier undecided students enter an academic pathway the sooner they are to achieve a degree, certificate or transfer. This has financial implications for the college under the new funding model. By helping student clarify their career goals and enter a path we can alleviate some of the stress undecided students experience during this process. We can save students time, money and reduce excess unit accumulation. The conversion of “undecided” students to those with declared majors will also help the college with course offering and scheduling decisions.

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

Objective 1: Research what other colleges are offering for Career Exploration and/or Career Jam-like workshops. Explore career assessment tools and platforms. (20%)

Plan: To visit (physically or remotely) other colleges and meet with appropriate faculty and staff (at least one meeting). Assess and evaluate how other colleges are structuring Career Jams, and the career exploration activities and technologies that are used.

Documentation: Depending on the nature of the meetings I will provide meeting notes, or shared materials.

Objective 2: Collaborate with colleagues in Guided Pathways, counseling, Career Center, and students for feedback on content, recruitment and duration. (35%)

Plan: Attend relevant Guided Pathways workgroups or steering committee meetings (at least 1 time). Attend Student Services division meetings and/or meet with counselors (at least two times). Conduct one-on-one meetings as appropriate with faculty and staff (at least three times).

Documentation: Meeting notes and agendas, and possibly student survey data.

Objective 3: Collaborate with administration and other college constituents to determine logistics and resources for the events such as facilities, staffing, funding, timing, food etc. Create plans to sustainably offer Career Jam every year.

Plan: Conduct one-on-one meetings and emails with administrators, in particular Dean of Student Services and VP of Academic Services. (30%)

Documentation: Meeting notes and possibly resource allocation plans. Identify resources needed for a Career Jam. Help identify and recommend sustained funding sources and staffing.

Objective 4: Recommend a plan for Career Jam (15%)

Plan: Create recommendations for Career Jam: timing, activities, staffing, and financing.

Documentation: Written recommendations to College administrators, counselors, Guided Pathway leads and other constituencies.

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

Semester: <u>FALL</u>	Academic Year: <u>2012</u>	<input checked="" 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.

Andrew Piesz Ph.D
(Signature)

03/08/2021
(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: _____

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

Location: Chabot Las Positas

Division: _____

Discipline: _____

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: _____ Academic Year: _____

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: Andrew Pies PH.D 9/6/2021

Received and Reviewed by: Robert Holcomb
Administrator's 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]

Approved

Disapproved

Division Dean/Administrator Signature:  Date: 9 / 7 / 21

FOR OFFICE USE ONLY

Verified By: _____ Date: ____/____/____
(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

Chabot-Las Positas Community College District

II. Purpose of Leave:

My sabbatical project includes reading, researching, and writing. My goal is to increase my value to the college by improving my ability to teach in my Faculty Service Areas (FSA's) of Psychology, Philosophy, and Counseling, and to improve my ability to serve our richly diverse campus community.

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

Objective 1: I will research and write about introversion, organizing, advocacy, and leadership from a strengths-based perspective. (35%)

Plan:

- A. I will search relevant databases and identify and read at least 60 published journal articles about introversion, organizing, advocacy, leadership, and related topics.
- B. I will search relevant databases and identify and read 5 books about introversion, organizing, advocacy, leadership, and related topics.
- C. I will co-author a book chapter draft on introversion, organizing, advocacy, and leadership.

Documentation:

- a. I will provide a list of 60 journal articles that I read related to introversion, organizing, advocacy, and leadership.
- b. I will provide a list of the 5 books that I read related to introversion, organizing, advocacy, and leadership.
- c. I will provide a book chapter draft about introversion, organizing, advocacy, and leadership co-authored with Cal State Professor of Philosophy and Public Affairs & Administration, Jennifer Eagan. Ph.D. (minimum of 7500 words).

Objective 2: I will read and reflect on recent research focused on teaching psychology. (15%)

Plan:

A. I will read 36 published academic articles about teaching psychology.

Documentation:

- a. I will provide a list of the 36 published academic articles about teaching psychology that I read and I will write and provide a reflection for each article (approximately 200 words each).

Objective 3: I will read about, research, and explore ways of teaching psychology through film. (15%)

Plan:

- A. I will research and read 10 articles about psychology and film.
- B. I will research and read 2 books about psychology and film/film theory/film history.
- C. I will research, select, view, and evaluate 8 films that could be used to teach psychology.

Documentation:

- a. I will provide a list of 10 journal articles that I read about psychology and film and I will write and provide a reflection for each article (approximately 200 words each).
- b. I will provide a list of the 2 books that I read about psychology and film/film theory/film history and I will write and provide a reflection for each book (approximately 300 words each).
- c. I will write and provide a reflection/evaluation for each of the 8 films I select (approximately 200 words each).

Objective 4: I will read psychology, multicultural psychology, philosophy, counseling, anti-racist, and social justice related books. (35%)

Plan:

- A. I will read 15 of the following psychology, multicultural psychology, philosophy, counseling, anti-racist, and social justice related books.

1. No One Cares About Crazy People: The Chaos and Heartbreak of Mental Health in America by Ron Powers (2017)
2. White Fragility: Why It's So Hard for White People to Talk about Racism by Robin DiAngelo (2018)
3. Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own By Eddie S. Glaude Jr. (2021)
4. When They Call You a Terrorist: A Black Lives Matter Memoir by Patrisse Khan-Cullors (2018)
5. Caste: The Origins of Our Discontents by Isabel Wilkerson (2020)
6. Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory by Claudio Saunt (2020)
7. Nudge: The Final Edition By Richard H. Thaler and Cass R. Sunstein (2021)
8. On the Move A Life By Oliver Sacks (2016)
9. The Future of the Mind: The Scientific Quest to Understand, Enhance, and Empower the Mind By Michio Kaku (2015)
10. Becoming Myself: A Psychiatrist's Memoir by Irvin D. Yalom (2019)
11. Essentials of Existential Phenomenological Research by Scott Churuchill (2021)
12. The Neuropsychologist's Roadmap: A Training and Career Guide Edited by Cady Block (2021)
13. Affirming LGBTQ+ Students in Higher Education Edited by David P. Rivera, Roberto L. Abreu, and Kirsten A. Gonzalez (2021)
14. Nature Meets Nurture: Science-Based Strategies for Raising Resilient Kids By Stacey N. Doan, PhD, and Jessica L. Borelli, PhD (forthcoming 2022)
15. Behavioral Insights By Michael Hallsworth and Elspeth Kirkman (2020)
16. Don't Believe a Word The Surprising Truth About Language by David Shariatmadari (2020)
17. Out of My Skull: The Psychology of Boredom by James Danckert, John D. Eastwood (2020)
18. The Triumph of Doubt Dark Money and the Science of Deception by David Michaels (2020)
19. Why We Act: Turning Bystanders into Moral Rebels by Catherine A. Sanderson (2020)
20. Sport Psychology: A Complete Introduction by John Perry (2016)
21. Irrationally Yours by Dan Ariely, (2015)
22. Patient H.M.: A Story of Memory, Madness, . . . by Luke Dittrich (2016)
23. The Devil's Highway: A True Story by Luis Alberto Urrea (2005)

24. The Psychology of Pandemics by Steven Taylor (2019)
25. We Are Our Brains: A Neurobiography of the Brain . . . by DF Swaab (2014)
26. Urban Myths about Learning and Education by Pedro De Bruyckere Paul A. Kirschner Casper D. Hulshof (2015)
27. Enlightenment Now: The Case for Reason, Science . . . by Pinker, S. (2018)
28. Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works . . . by DT Willingham (2010)
29. Barb Stuckey, Taste: Surprising Stories and Science about Why Food Tastes Good. (2013)
30. Brown Is the New White: How the Demographic Revolution Has Created a New American Majority by Steve Phillip (2016)
31. Let's Get Free: A Hip-Hop Theory of Justice by Paul Butler (2010)
32. Towards the "Other America": Anti-Racist Resources for White People Taking Action for Black Lives Matter by Cris Crass (2015)
33. Without You, There Is No Us: Undercover Among the Sons of North Korea's Elite by Suki Kim (2015)
34. I'm Still Here: Black Dignity in a World Made for Whiteness by Austin Channing Brown (2018)
35. In a Day's Work: The Fight to End Sexual Violence Against America's Most Vulnerable Workers by Bernice Yeung (2018)
36. A Little Piece of Light: A Memoir of Hope, Prison, and a Life Unbound by Donna Hylton & Kristine Gasbarre (2018)
37. The Gang's All Queer: The Lives of Gay Gang Members by Vanessa R. Panfil (2017)
38. Death Makes the News: How the Media Censor and Display the Dead by Jessica M. Fishman (2017)
39. Contesting Intersex: The Dubious Diagnosis by Georgiann Davis (2015)
40. Sporting Gender: The History, Science, and Stories of Transgender and Intersex Athletes by Joanna Harper (2019)
41. Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo (2014)
42. We Were Eight Years in Power: An American Tragedy by Ta-Nehisi Coates (2017)
43. Wrestling with the Devil: A Prison Memoir by Ngũgĩ wa Thiong'o (2018)
44. Connecting in College: How Friendship Networks Matter for Academic and Social Success by Janice McCabe, (2016)
45. The Border and the Line: Race, Literature, and Los Angeles by Dean J. Franco (2019)

46. Beneath the Surface of White Supremacy: Denaturalizing U.S. Racisms Past and Present by Moon-Kie Jung (2015)
47. From Trafficking to Terror: Constructing a Global Social Problem (Framing 21st Century Social Issues) by Pardis Mahdavi (2013)
48. Deliberate Ignorance: Choosing Not to Know edited by Hertwig and Engel (2021)
49. Think Again by Adam Grant (2021)
50. The Politics of Love in Myanmar: LGBT Mobilization and Human Rights as a Way of Life by Lynette J. Chua (2018)

Documentation:

- a. **I will provide a list of the 15 psychology, multicultural psychology, philosophy, counseling, and anti-racist, and social justice related books that I read and I will write and provide a reflection for each book (approximately 300 words each).**

By completing the four objectives above I will increase my understanding of current knowledge, practices, and expectations within the fields of Psychology, Philosophy, and Counseling. In addition, by working to increase my understanding of interdisciplinary connections, working to increase my understanding of teaching psychology, teaching using films, and by working to improve my understanding of human diversity, anti-racism, and social justice, I will improve my ability to serve our richly multicultural campus community. I plan to incorporate this understanding into the courses that I teach and the work that I do to serve Chabot College.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

I. Application

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

General Information *(please print or type)*

Date of Application: 9/15/2021

A. Applicant's Name: MINER, SCOTT A
(last) (first) (middle)

Location: Chabot Las Positas

Division: PATH

Discipline: WELDING 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 _____

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

Semester: FALL Academic Year: 2022

Semester: SPRING Academic Year: 2023

D. If you are planning to augment your sabbatical salary with workload/banked load, please attach the Workload Banking: Augment Sabbatical Salary form to this application. NOTE: Article 12-2A.4 states Workload Banked Leave of Absence shall not be granted during the Summer Session nor during the Semester immediately before or after a Sabbatical Leave of Absence.

Applicant's Signature: *Scott Miner* 9/15/2021

Received and Reviewed by: *Erick O. Bell*
Administrator's Signature

Kristina Whalen
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]

II. Purpose of Leave

Sabbatical Leaves of Absence may be granted for purposes of study or travel of a kind and in an amount that 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.

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

The purpose of my Sabbatical Leave is to create the curriculum required to deliver an Industrial Robotics course at Las Positas College, specifically as the topic relates to the use of Industrial Robotics in Welding Technology.

III. Specific Objectives and Methods for Achieving These Objectives

Objective:

Create Curriculum for an Industrial Robotics course to be taught by Welding Technology faculty at Las Positas College. (100%)

20% = *Research of existing course offerings by other institutions in the area of Industrial Robotics as they relate to Welding Technology.*

- Search for existing offerings - Community Colleges
- Search for existing offerings - Universities
- Search for existing offerings - Commercial Vendors
- Study and evaluate information obtained and determine its value and application
- Visit locations based on search results, deemed to have value as it relates to curriculum development
- Correspond, interview or meet other instructors and staff that currently teach similar curriculum based on search results

Documentation:

Search Results and Evaluation Report, Reports of locations visited, Notes from meetings and interviews

30% = *Obtain hands-on Industrial Robotics training as it relates to Welding Technology*

- Successfully complete a minimum of two, week-long hands-on training courses offered by Lincoln Electric Welding Automation at their Welding School in Cleveland, Ohio. (80 hours total)

Documentation:

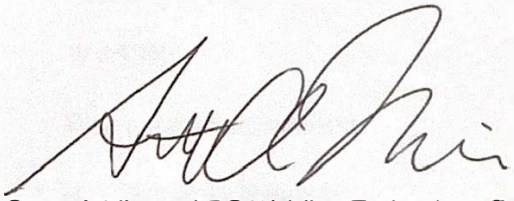
Course Registration records
Course Materials & Notes
Photo Journal of Training

50% = *Creation of Industrial Robotics Curriculum as it relates to Welding Technology*

- Completed Industrial Robotics Course outline of record for WLDT approved by Curriculum Committee
- Completed Course incorporated in WLDT Certificate & Degree Programs approved by Curriculum Committee

Documentation:

New WLDT Course Outline, Modified WLDT Certificate & Degree



9/15/2021

Scott A Miner - LPC Welding Technology Faculty



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: SCOTT A MINER W#: ~~XXXXXXXXXX~~

DATE: 9/15/2021

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: 22 - 23 (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
 2. One (1) continuous Academic Year Leave; or
 3. One (1) aggregate year split within two (2) Academic Years.
- | | | | | | |
|------|------------|-----|------------|------|------------------|
| Fall | _____ | Spr | _____ | Yr | _____ |
| Fall | <u>4,5</u> | Spr | <u>4,5</u> | Yr | <u>2022-2023</u> |
| Fall | _____ | Yr | _____ | Fall | _____ |
| | | | | Spr | _____ |
| | | | | Yr | _____ |

Signature: Date: 9/15/2021
 (Faculty Signature)

Approved

Disapproved

Division Dean/Administrator Signature: *Erick O. Bell* Date: 9 / 15 / 2021

FOR OFFICE USE ONLY

Verified By: *Kristina Whalen* Date: 9/17/21
(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

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: SCOTT A MINER

W / SSN: XXXXXXXXXXXXXXXXXX

Date application received: 9/15/21

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

B. Priority Ranking assigned number: 2 in a group of 16

C. Workload Banking: Augment Sabbatical Salary Requested
Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received
Yes No Date Received: 9/15/21

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

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

Please print name of Vice President that prepared: Kristina Whalen Date: 9/15/21
Completed: 9/15/21

II. Purpose of Leave

Sabbatical Leaves of Absence may be granted for purposes of study or travel of a kind and in an amount that 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.

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

The purpose of my Sabbatical Leave is to travel to other educational and commercial locations to expand my knowledge of teaching and learning, emerging technologies and understanding how other Welding Technology Departments operate. This is of importance at LPC as our welding lab of 40 years will transition to a new, state of the art facility, in the Fall of 2023.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1 : *Obtain hands-on Industrial Robotics training as it relates to Welding Technology (30%)*

Plan: Successfully complete a minimum of two, week-long hands-on training courses offered by Lincoln Electric Welding Automation at their Welding School in Cleveland, Ohio. (80 hours total)

Documentation:

- 1) Course Certificate(s) of Completion

Objective 2: *Recertification as an OSHA Authorized Construction Trainer (10%)*

Plan: Attend OSHA - 502 Update for Construction Industry OSHA Outreach Trainers course. This course meets the requirements for completion of the the 4-year Recertification process to renew my OSHA Authorized Construction Outreach Trainer status. This course is one week long. This process is required to keep my credentials valid so that I can continue to be authorized to issue certifications for OSHA 10 and OSHA 30 Construction Safety Wallet Cards for students that complete WLDT 73 - Welding Workplace Safety. My current OSHA Trainer certification expires in January of 2023. (40 hour Course)

Documentation:

- 1) Renewed OSHA Authorized Construction Trainer Credential

Objective 3: *Attend the Annual California Industrial and Technology Educators Association (CITEA) 2023 state conference. (10%)*

Plan: The Mission of the CITEA is to serve all Industrial Technology and Vocational Education communities by providing professional development, advocacy, and networking. The vision is that every California School should provide every student with the experience of learning Industrial and Technology literacy, to develop self-sufficiency, creativity, imagination and an appreciation of craftsmanship.

I plan to attend the state conference focused on teacher to teacher connections. The conference will be located in Southern California and consists of two days of interactive educator led presentations as well as hands-on activities. Interaction with industry experts in the area of equipment and teaching pedagogy.

Documentation:

- 1) Comprehensive conference report of activities and presentations.
- 2) Photo journal of activities.
- 3) Suggestions, concepts or ideas that may be applicable to improving teaching and learning welding at Las Positas College.

Objective 4 : I will visit Fabtech, North America's largest manufacturing trade show and convention (10%)

Plan: Attend the 3 day long 2022 Fabtech Trade show in Atlanta, Georgia to look for the newest welding and manufacturing equipment, as well as instructional materials for use in our new campus welding and manufacturing lab.

Documentation:

- 1) Summary report of what was seen and located at the trade show.
- 2) Brochures and information on equipment and welding support materials from the trade show.
- 3) A list of potential future equipment additions to the welding and manufacturing program.

Objective 5 : I will visit 4 locations focused on welding and/or manufacturing education. (40%)

Plan:

I will visit at least 4 of the following locations:

Welding Institute of Thailand	Bangkok, Thailand
The Ohio State University	Columbus, Ohio
Western Wyoming Community College	Rock Springs, Wyoming
Commercial Diving & Welding Academy	Jacksonville, Florida
Fresno City College	Fresno, California
Key West Community College	Key West, Florida
Tulsa Welding School	Tulsa, Oklahoma
Lincoln Electric Welding School	Cleveland, Ohio
Hobart Welding Institute	Troy, Ohio
Lehigh Career & Technical Institute	Schnecksville, Pennsylvania
North Dakota State College of Science	Wahpeton, North Dakota
Santa Ana College	Santa Ana, California
New England School of Metalwork	Auburn, Maine
College of the Canyons	Santa Clarita, California
Montana State University College of Technology	Billings, Montana
Alabama Pipe Welders Academy	Mobile, Alabama
Mississippi Gulf Coast Community College	Gulfport, Mississippi
Milwaukee Area Technical College	Milwaukee, Wisconsin
Washtenaw Community College	Ann Arbor, Michigan
Yuba College	Yuba City, California

Documentation:

- 1) At each facility, I will meet and discuss with at least one person who teaches or staffs the facility. The following topics will be discussed:

Teaching - including but not limited to degrees, certificates, curriculum, testing, certification, use of technology, classrooms, demographics, employer relations and placement.

Equipment - including but not limited to welding, cutting, machining, inspection, materials handling and advanced manufacturing capabilities.

Laboratory - including but not limited to student workstations, shop layout, interior & exterior space utilization, simulations, virtual reality, hand and power tools and study spaces.

Safety & Security- including but not limited to processes and procedures, testing, access and egress, environmental controls, compressed gas & materials storage, student areas and faculty offices.

- 2) I will submit a report from each facility visited
- 3) The report from each facility will provide written and visual documentation on what was discovered at each location based on the topics presented above.



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: 9-13-21

A. Applicant's Name: Horvath Deanna A.
(last) (first) (middle)

Location: Chabot Las Positas

Division: A&H

Discipline: Photography

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: SP 23 Academic Year: F22-SP23

Semester: SP 24 Academic Year: F23-SP24

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: Deanna A. Horvath

Received and Reviewed by:
Administrator's Signature

Kristina Whalen
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: Deanna Horvath

W / SSN: _____

Date application received: 9/15/2021

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

B. Priority Ranking assigned number: 4 in a group of 16

C. Workload Banking: Augment Sabbatical Salary Requested
Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received
Yes No Date Received: 9/15/21

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

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

Please print name of Vice President that prepared: Kristina Whalen Date: 9/15/21
Completed: 9/15/21



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: Deanna A. Horvath _____ W#: _____

(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: SP 23 and SP 24 _____ (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 5 Spring Summer 4
- 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 93

Signature: Deanna A. Horvath Date: 9/14/21
(Faculty Signature)



Approved



Disapproved

Division Dean/Administrator Signature: Ay Muto Date: / /

FOR OFFICE USE ONLY

Verified By: Kristina Whalen Date: 9 / 15 / 21
(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

Revised 11-11-2021

Deanna Horvath

Sabbatical Leave Proposal (SP23 and SP24)

II. Purpose of Leave

The purpose of the proposed leave is to produce a short film on Richmond Artist **Jack Katz**. Mr. Katz (aged 94) is an artist with a lengthy career beginning with the Golden Age of Comics until the present time. He is instrumental in the formation of the underground Graphic Novel beginning in the 1970's with his masterwork **The First Kingdom**.

This will involve researching the subject and his creative work, production-planning, organizing a small crew and filming. This production will require travelling around the U.S. and Canada (possibly) to film interviews and gather necessary footage. I will also be photographing the main subject and other needed images for use in the film, publicity and documentation.

Producing this project will give me the opportunity to do a deep-dive into filmmaking that will require learning new skills and strengthening my skillset. It will also include shooting still-photographs at a high level for inclusion into the project. These new skills and deepening of skillsets will be brought-back for my teaching at Las Positas.

Additionally, I would like to curate an exhibition utilizing elements of the film production including footage, photographs and artwork from Jack Katz.

III. Rational for the split Sabbatical Leave

I would like to have a split sabbatical because I will need an extended amount of time to film material as important events unfold for the subject and due to the complexity of the project.

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

Objective #1. 20%

Preproduction Planning and research for my short film and exhibit.

Plan: Research Jack Katz, graphic novel and comic field, compile research notes, write a treatment and script, contact potential interviewees, secure equipment and funding, compile production schedule.

Documentation: Copy of Script, production schedule, copy of summary research notes.

Objective # 2. 50%

Interview the artist Jack Katz, members of his family, friends, co-workers, former students, fans and artists in the field in regards to Jack's work, legacy and influence. Develop interview questions for interviews, schedule subject interviews, conduct filming

Plan: Research, write questions, schedule interviews, assemble equipment, hire crew (if needed) shoot interviews and other needed footage.

Documentation: Text copies of questions, Photos from production.

Objective #3. 20%

Post-production of film, includes video editing, sound editing, titles, special effects, animation. Will include overseeing all elements for film as it comes together into a finished product. May require collaborating with specialized technicians to complete certain aspects of post-production. Work with graphic designer to complete a movie poster and other marketing materials.

Plan: Post-Production to mostly happen SP 2024.

Documentation: Completed version of film. Photos of post-production process. Receipts for any paid assistance for specialized work.

Objective #4. 10%

Project planning for an exhibit that enhances the information presented in the completed short film by using film clips, photos, artwork and other artifacts from the artist Jack Katz.

Plan: Curate/select film clips, photos, artwork and other artifacts that would populate exhibit. Estimate costs for exhibit with quotes for materials, space, equipment rentals and other expenses. Find a space to exhibit the show. Plan for the space and installation. Rent/purchase video monitors and other equipment needed for exhibit. Begin promoting the exhibit through social media outlets.

Documentation: Written outline of the exhibit plan including links to digital copies of proposed photos, artworks, video for exhibit. Estimated timeline for tasks leading to the exhibition. Digital copy of preliminary promotional artwork.



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: Sept. 15, 2021

A. Applicant's Name: Hight Ann M
(last) (first) (middle)

Location: Chabot Las Positas

Division: STEM

Discipline: Biology

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: 2022-2023

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: Ann Hight

Received and Reviewed by: Nan Ho 9/14/21
Administrator's Signature

Kristina Whalen
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: Ann Hight

W / SSN: _____

Date application received: 9/15/2021

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

B. Priority Ranking assigned number: 10 in a group of 16

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/21

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

KW
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: Kristina Whalen

Date:
Completed: 9/15/2021



Workload Banking: Augment Sabbatical Salary



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: Ann M. Hight W#: _____

(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: Fall 2022 (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 1, 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 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: Ann Hight Date: / / (Faculty Signature)

Approved

Disapproved

Division Dean/Administrator Signature: Nan Ho Date: 9/14/21

FOR OFFICE USE ONLY

Verified By: Kristina Whalen Date: / /
(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

Chabot-Las Positas Community College District

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

During my leave, I plan on developing instructional materials for the laboratory portion of Bio 7B (Human Physiology). BIO 7B is part of the core sequence for the AA degree in Biology: Allied Health

Allied health majors typically pursue careers in nursing and physical therapy, as well as other health fields. A significant difference between biology and allied health is that the latter is an applied field. Critical thinking, group work, and the use of real-life scenarios engage and provide a deeper understanding of biological concepts. I plan on re-designing and developing new laboratory exercises to develop these skills in our allied health majors.

According to our department's 2020-2021 program review, "many of our laboratory courses, including lab activities and lab manuals, need reviewing and reevaluation to improve student learning, ideally with more inquiry-based instruction." In BIO 7B, we are currently using a published lab manual supplemented with in-house lab exercises.

The benefits to Las Positas College and our students will be my increased knowledge and skills in providing alternative modes of learning in support of our mission as an "inclusive, learning-centered, equity-focused" institution. Further, an in-house lab manual will save students money as they will not have to purchase a published lab manual.

I have the experience to develop and write a lab manual for BIO 7B. As a full-time tenured faculty member at CSUS, I wrote a lab manual for the upper-division Systemic Physiology course. The lab manual is still in use with only minor revisions over the years. Additionally, this previous lab manual was designed for upper-division biology majors and required advanced physiology equipment. Therefore, the writing of this previous lab manual gives me experience- but the new proposed lab manual will be unique and will make use of equipment and supplies currently used in BIO 7B.

The goals of my sabbatical leave:

- Develop clinically-based case studies to enhance students critical thinking skills and promote a deeper understanding of the course material
- Revise classic physiology lab exercises to an inquiry-based approach
- Develop teaching resources including background information, best practices, and answer keys
- Enhance and expand activities used to assess the student learning outcome on scientific research

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

Objective 1: Research best practices for using case studies and problem-based learning (PBL) in allied health courses. (10%)

Plan: I will research published articles on how to use case studies and PBL to enhance outcomes in student learning. Additionally, there is a wealth of information provided by the National Center for Case Study Teaching in Science and by the Human Anatomy and Physiology Society, including books and conferences.

Documentation: An annotated bibliography of at least 12 articles will be produced.

Objective 2: Develop a new lab manual for Human Physiology (BIO 7B), including novel clinically-based case studies and inquiry-based lab exercises. (75%)

Plan:

Two clinically-based studies will be fabrications created for student learning (so no HIPA laws will be broken). The clinically-based case studies include

- Interpretation of catheterization records: Medical records of heart patients will be created by me. Interpretation of catheterization records requires students to understand the cardiac cycle, which is taught in BIO 7B. I plan on creating five medical records; each will focus on a different issue and will develop student understanding that heart impairment has a direct effect on other organ systems. For example, an enlarged left ventricle results when the ventricle needs to generate greater pressure to open a narrowed valve. Additionally, the resultant buildup of pressure behind the narrowed valve can result in pulmonary edema, another topic of study in BIO 7B.
- Interpretation of arterial blood gases: Students will be presented with a patient in the emergency room and a copy of their arterial blood gases results to determine the acid/base imbalance. Based on the limited details provided in the ER report, students will have to deduce the cause of the acid/base imbalance, and very importantly, order additional tests to confirm or deny their suspicions. I have presented these types of scenarios to physiology students in the past and it's always been a favorite exercise. I plan on refining the process, developing at least five scenarios.

Inquiry-based lab exercises will involve revising of classic lab exercises to incorporate an inquiry process (predictions) prior to performing the lab exercise. In addition, applied-type questions will be incorporated into the lab exercise to deepen student understanding.

Currently, we have four in-house lab exercises that need updating and revising to improve student learning. Once revised, these will be included in the new lab manual.

Documentation: The final lab manual will have twelve lab exercises, including explanations, descriptions of the exercise, graphs and figures, instructions, data tables, and questions. The lab manual will be available as an entire document and as individual lab exercise PDFs, allowing faculty to offer it to students in hard copy or incorporating it into Canvas as a whole or separated into modules.

Objective 3: Develop teaching resources, including background information and answer keys to support faculty teaching physiology. (15%)

Plan: Teacher resources will be developed for all lab exercises including background information, suggestions of how to guide students through the process, and answer keys. For the clinically-based lab exercises, additional background information will cover the clinical applications of physiology, which is not typically covered in textbooks.

Documentation: Teaching resources will accompany all lab exercises.



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: 9-15-21

A. Applicant's Name: McGurk, Julia, I.
(last) (first) (middle)

Location: Chabot Las Positas

Division: A&H

Discipline: ESL

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: 2022

Semester: Spring Academic Year: 2023

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

Kristina Whalen
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: Julia McGurk

W / SSN: _____

Date application received: 9/15/21

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

B. Priority Ranking assigned number: 13 in a group of 16

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/21

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

KW
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: Kristina Whalen

Date:
Completed: 9/15/21



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: Julia McGurk

W#: _____

(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 2022-Spring 2023 (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 3.8⁺ Spr 5.1⁺ Yr
3. One (1) aggregate year split within two (2) Academic Years.
Fall Yr Fall Spr Yr

Signature: *Julia McGurk*

(Faculty Signature)

Date: 9 / 13 / 21

II. Purpose of the Sabbatical Leave

During my Sabbatical Leave of Absence, I plan to establish a collaboration with the Livermore Valley Joint Unified School District (LVJUSD) in order to create LPC support programs for the parents of English Learners (ELs) currently enrolled in the K-5 system. This project will require the comprehensive input of LVJUSD, Las Positas College administration and Institutional Research, local K-5 teachers, and local parents of current ELs.

Parents of ELs need scaffolded language instruction and support specifically designed to help them engage with their children's teachers, administrators and schools, for example, to report bullying or to participate in parent/teacher conferences. In my experience working in ESL in the Bay Area for over 10 years, I have not seen a comparable program, but I have repeatedly witnessed the need for it; the goal would be to move beyond providing translation services, and provide language instruction that would serve EL parents throughout their child's time in the district. As such, the creation of this type of program must be informed by research and direct input from the affected community members. This project can provide opportunities to our local underserved community members, and promote a more cohesive community in Livermore by: a) providing nonnative speakers the ability to better engage in their children's education and community, b) providing elementary school teachers with resources to better serve their students and families, and c) creating a pathway to LPC through engagement with the local school district and immigrant population.

My time would be devoted to researching similar programs, establishing a collaborative relationship with LVJUSD, and creating a needs assessment tool for K-5 district and administrative employees, K-5 teachers, and parents of K-5 ELs. I would also complete distribution and analysis of the tool.

The longterm objective of my Sabbatical Leave of Absence will be to address the needs of EL parents by creating a Career Development and College Preparation (CDCP) noncredit certificate program based on the outcomes of the needs assessment. I hope to be able to begin the curriculum creation process during my sabbatical.

This project aligns with the goals outlined by the Livermore Valley Joint Unified School District in its annual LCAP (Local Control and Accountability Plan):

“Goal #3) Increase parent engagement in student learning by providing parent education opportunities, enable parent involvement in school, and delivering effective communication; and increase partnerships with community organizations to maximize student achievement.”

As well as the #1 listed Top Thought from Livermore DELAC (District English Learner Advisory Committee) and Parents of English Learners: "Bilingual support and education for parents."

In addition, this project aligns with LPC President Dr. Foster's Presidential goals:

Work more closely with our local school districts within the Tri-Valley.

Collaborate with K-12 partners, 4-year educational partners, business, and industry partners to provide educational opportunities that best serve the needs of our students and our community (aligning with Educational Master Plan: Goal B Community Collaboration)

Design programs with local elementary and middle schools to increase LPC's presence with future students.

Rajinder Samra reported to me that, "The total number of English Learners in 12th grade in Livermore last year (20-21) was 71 students. This likely represent 71 families, with numbers growing larger as we include other grades." What are these numbers for K-5? What if we can serve families when their children are just beginning their academic journey in the US? What if we can expand this effort from K-5 to K-12? The need is real, the students' families live in our communities, and the opportunity to serve them is tangible. This is a long-term project that would begin with this research and development project, but that would continue by maintaining a presence at LVJUSD meetings, continued needs assessments, creation, piloting, evaluation and revision of any new noncredit program/s and follow up with teachers, parents and students. The possibility of expanding this project to engage both Pleasanton and Dublin school districts should also be investigated moving forward.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: Meet with program coordinators of existing similar programs (5%)

Plan:

A variety of program models exist targeting EL parents with children in the K-12 system, including online programs, programs offered on site, etc.

I will organize meetings and discussions with at least 5 different program coordinators and/or faculty to gather information about program implementation, necessary resources (for example, child care), obstacles and successes

Initial contacts may include:

- Oakland Unified School District Adult and Career Education ESL Family Literacy Program
- Center for Applied Linguistics Parent Engagement Adult ESL Curriculum Project
- Sacred Heart Community Service San Jose (children and parents learn together)
- Palo Alto Adult School CBET and LEAH Programs (online model)
- Carlos Rosario International Public Charter School

Documentation:

- a. List of contacts and dates of discussions
- b. Details of each program model
- c. Summaries, reflections and conclusions for each meeting

Objective 2: Establish collaboration with Livermore School District (25%)

Plan:

I will connect with LVJUSD administrators and participate in 5-10 relevant district meetings, for example DELAC meetings, in order to research need, interest in partnering and willingness to help distribute surveys to instructors, EL parents, etc.

I will organize at least 3-5 meetings with local organizations, for example La Familia and La Clinica, supporting parents of ELs in the Livermore K-5 system to research need and willingness to partner

I will attend PTO meetings for each of the 9 elementary schools at least once to establish a collaborative connection and assess interest in partnering

I will organize any necessary independent follow up meetings.

Documentation:

Detailed schedule of all meetings that I organized and participated in

Meeting notes and minutes

Written summaries and reflections for each meeting, including any follow up plans

Objective 3: Create needs assessment (10%)

Plan:

Informed by objectives 1-3, I will create two needs assessment tools: one for K-5 instructors and administrators, and one for K-5 EL parents. The help of LPC Institutional Research will be needed.

Documentation:

Copies of both tools

Objective 4: Needs assessment of K-5 instructors and administrators, K-5 EL parents and analysis (20%)

Plan:

Informed by objectives 2-3, I will distribute the needs assessment tool to an approved list of participants, including: 1) 20-40 K-5 instructors and administrators, and 2) 20-40 K-5 EL parents

I will utilize multiple strategies for survey distribution, possibly including PeachJar, homeroom instructors, school offices, EL instructors, DELAC, LPC ESL students, etc.

I will work with LPC Institutional Research to analyze results of the needs assessment tools.

Documentation:

Example responses, number of responses

Data analysis graphs with written summaries and reflections

Written summaries and reflections for each needs assessment overall

Objective 5: Program Planning and Implementation (40%)

Plan:

Based on the data analysis, I will create a plan for the development and implementation of LPC support programs for local EL parents.

I will begin curriculum development and the program approval processes.

I will coordinate with the LPC administration and the LPC ESL Program as well as the LVJUSD to make plans for budget, location and marketing of the program.

Documentation:

Documentation of future plans with proposed timelines.

Follow Up Meetings: I will organize meetings the LVJUSD to discuss how to maintain the LPC/LVJUSD connection moving forward. I will provide information on program development, make a plan for program pilot, including scheduling/finalizing locations, and best practices for ongoing communication/outreach. I will provide meeting notes, summaries and reflections, including contacts present at meetings and dates.

Curriculum: I will provide documentation of draft course outlines of record for any noncredit curriculum/programs created.

Outreach: I will provide documentation of any marketing/outreach materials

Funding: I will meet with LPC college administrators to determine the best funding solutions for the program (FTEF? CTE funds? Grants?) This may include partnerships with the LPC Childhood Development Center. I will provide meeting notes, summaries and reflections, including contacts present at meetings and dates. I will provide copies of any grant applications if applicable.

Faculty Training: I will organize a meeting in spring 2023 with the ESL department faculty interested in teaching the first pilot of the program to share data analysis and program implementation plans.

College Presentations: I will present program overview and data analysis to campus partners like SEA, MLEA and the Academic Senate, and possible department or division presentations: ESL, English, A&H. I will provide all presentation materials, like Power Points slides and/or handouts.



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 September 2021

A. Applicant's Name: Bummer Angelo Lloyd
(last) *(first)* *(middle)*

Location: Chabot Las Positas

Division: Arts & Humanities

Discipline: English

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: 2022-2023

Semester: Spring Academic Year: 2022-2023

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: Angelo Bummer

Received and Reviewed by: ay mt
Administrator's Signature

Kristina Whalen
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: Angelo Bummer

W / SSN: _____

Date application received: 9/15/2021

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

B. Priority Ranking assigned number: 15 in a group of 16

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: 9/15/21

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

KW
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: Kristina Whalen

Date:
Completed: 9/15/21



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: Angelo Bummer W#: _____

(Please Print Name)

DATE: 09/09/2021

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: 2022-2023 (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): 10.26

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 5 Spr 4 Yr 2022-2023
3. One (1) aggregate year split within two (2) Academic Years. Fall ___ Yr ___ Fall ___ Spr ___ Yr ___

Signature: Angelo Bummer Date: 09/09/2021
(Faculty Signature)

Approved

Disapproved

Division Dean/Administrator Signature: *ay mt* Date: 9 / 9 / 21

FOR OFFICE USE ONLY

Verified By: Kristina Whalen Date: 9 / 15 / 21
(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

II. Purpose of Sabbatical

“In Umoja we deeply value intentional and deliberate purposefulness. We should know what we are doing what we do; nothing should be done at random” (Umoja Practice: Raising Intentional & Deliberate).

“Umoja students are interconnected to African peoples around the globe. Umoja practitioners can facilitate an awareness of how students’ actions impact all African people. This sort of practice intentionally traces the historical, political, and cultural lines emerging from Africa. This practice encourages a global African consciousness in an effort to foster collective responsibility, empathy, and self-awareness” (Umoja Practice: Awareness of Connectedness to African Diaspora).

The purpose of my sabbatical is to deepen my knowledge of two core teaching practices: technology-enhanced learning and culturally responsive curriculum. As an English instructor who embraces the principles and practices of Umoja community, not only in the Umoja-linked courses that I teach, but all courses that I facilitate at Las Positas College, I include the above passages that speak to the essence of these two core teaching practices that I plan to develop during my proposed sabbatical.

As the Covid-19 pandemic has forever evolved the world of education, I intend to continue educating myself on the absolute best practices for online teaching and technology-enhanced learning by taking graduate courses in the M.S. program for Learning, Design, and Technology at the University of Wyoming. I am particularly interested in designing technology-enhanced learning experiences that enact Umoja practices in a virtual environment. As a part of developing my ability to design engaging, culturally responsive virtual learning environments for Umoja students and all LPC students, I plan to deepen the core content of my courses by reading and researching African and African Diaspora literature to advance my knowledge and update my curriculum.

The vision of my sabbatical speaks directly to these overarching goals of the educational master plan: Educational Excellence & Equity and Anti-racism.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To improve the quality of how I design and deliver instruction by deepening my knowledge and developing my practice of online teaching and technology-enhanced learning (75%).

- I plan to complete graduate coursework in the Learning, Design, and Technology M.S. program at the University of Wyoming and write a series of reflections that speak to how I plan to use my course knowledge to improve the learning experiences and success of LPC students. I will take a minimum of four of the following courses:
 - LDTE 5000 Theoretical Foundations of Learning, Design, and Technology (3 credit hours)
 - LDTE 5100 Innovative Pedagogy (3 credit hours)

- LDTE 5020 Technology & The Mind (3 credit hours)
- LDTE 5010 Elements of Design (3 credit hours)
- LDTE 5110 Visual Design & Media (3 credit hours)
- LDTE 5200 Play, Make, Learn! (3 credit hours)
- LDTE 5120 Managing Design & Technology (3 credit hours)
- LDTE 5220 Critical Praxis in Education (3 credit hours)
- LDTE 5210 Learning Experience Design (3 credit hours)
- For documentation, I plan to submit my transcript to confirm successful completion of the courses.

Objective 2: To update and improve the quality of the content I teach in my English classes by deepening my knowledge of African and African Diaspora literature (25%).

- I plan to read and study a minimum of 10 books, both fiction and nonfiction, and develop curriculum that includes these readings. Tentative list:
 - *Moving the Centre: The Struggle for Cultural Freedoms* by Ngugi Wa Thiongo
 - *Black Spaces: African Diaspora in Italy* by Heather Merrill
 - *Precolonial Black Africa* by Cheikh Anta Diop
 - *Afrofuturism 2.0: The Rise of Astro-Blackness*, edited by Reynaldo Anderson and Charles E. Jones
 - *Africanfuturism: An Anthology*, edited by Wole Talabi
 - *Home* by Nnedi Okorafor
 - *The Night Masquerade* by Nnedi Okorafor
 - *Report from Planet Midnight* by Nalo Hopkinson
 - *Transcendent Kingdom* by Yaa Gyasi
- For documentation, I plan to submit an annotated bibliography of my readings.

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.



(Signature)

3/31/21

(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: 9/15/21

A. Applicant's Name: Scherbart Ryan Jon
(last) *(first)* *(middle)*

Location: Chabot Las Positas

Division: Arts, Media, and Communication

Discipline: Humanities, Philosophy, & 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: Fall Academic Year: 2022

Semester: Spring Academic Year: 2023

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

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

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: Ryan Scherbart W#: _____

(Please Print Name)

DATE: 9/15/21

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: '22-'23 (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): 2

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 2 Spr 0 Yr '22
3. One (1) aggregate year split within two (2) Academic Years. Fall ___ Yr ___ Fall ___ Spr ___ Yr ___

Signature: [Handwritten Signature] Date: 9 / 15 / 21
(Faculty Signature)

Approved Disapproved

Division Dean/Administrator Signature: _____ Date: ___/___/___

FOR OFFICE USE ONLY

Verified By: _____ Date: ___/___/___
(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

RE: Application for Sabbatical of Ryan Scherbart, date submitted 9/15/21

II. Purpose of Leave

Because many students rely on online education during this pandemic and invariably afterward, during my sabbatical, I will create cutting-edge, professional-looking, and updated instructional content for my Philosophy 60: Ethics course. It is our most popular section, required for the major, and fulfills a humanities requirement for Chabot, CSUs, and UCs. The content will be video (mostly video lectures) and will serve as the primary instruction materials for future asynchronous online sections and as supplementary content for synchronous sections (online and face-to-face). I teach four to five online sections of PHIL 60 each year, myself, and the content could also be used by other instructors in our program. I will use professional-grade cameras, microphones, lighting, and editing software to produce instructional material that is succinct, beautifully shot, compelling, and that will serve as examples for other Chabot faculty. *To be clear:* this project will go *well* beyond the normal prep that online instructors undertake to prepare satisfactory distance education. I can say that with confidence because every semester I tell myself that I will really overhaul my video lectures and yet I never do, and I finally realized that it would be basically a full-time job to do this properly. I'm sure many of my distance education colleagues would agree.

In addition to the new video content, I will create five faculty-friendly tutorials for Chabot colleagues who would like to update their asynchronous instructional content but who need guidance and support. The first part of the sabbatical will be spent researching which equipment to use and which content to emulate. For a sense of what the finished product might look like, here is content from other educators that I have found doing preliminary research:

1. Portland Community College's Mark Woolman: "The Wonderful World of Ethics:"
<https://youtu.be/bzp-UzX7buk>
2. UT Austin's Dr. Daniel Bonevac: <https://youtu.be/kszHGvCoV44>
3. Princeton's Johann Frick on Moral Philosophy: <https://youtu.be/gjrJnXJ5EGQ>

The benefits to Chabot will first and foremost be to my students. This will be a student-friendly way to help them engage with the material while increasing student success and mitigating withdrawal. Second, colleagues (and students thereof) will benefit from the tutorial videos.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: Research on video lecture pedagogy and effective examples (10%)

Plan: Read 7 articles, such as:

1. Karppinen, P. (2005). Meaningful Learning with Digital and Online Videos: Theoretical Perspectives. *AACE Review (formerly AACE Journal)*, 13(3), 233-250.

From abstract: "[Theoretical perspectives for analyzing the pedagogical meaningfulness of using videos in teaching, studying and learning are presented and discussed with a special focus on using digital and online video materials.]"

2. Liu, R., Relan, A., & Napolitano, J. (2020). The Efficiency of Online “Inked” Videos Versus Recorded PowerPoint Lectures on Teaching Pathophysiology to Medical Students in Pre-Clerkship Years: A Pilot Study. *Journal of Medical Education and Curricular Development*.
<https://doi.org/10.1177/2382120519897031>

The hypothesis of the experiment discussed in this article is that students learn more quickly from ‘inked’ online videos, i.e., ones where a digital blackboard is used.

3. Robertson, B., & Flowers, M. J. (2020). Determining the impact of lecture videos on student outcomes, *Learning and Teaching*, 13(2), 25-40.

This article investigates the impact of lecture videos on student outcomes in online courses.

4. Libasin, Z., Azudin, A. R., Idris, N. A., Rahman, M. S. A., & Umar, N. (2021). Comparison of Students’ Academic Performance in Mathematics Course with Synchronous and Asynchronous Online Learning Environments during COVID-19 Crisis. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 492–501.

Details potential experimental differences between synchronous and asynchronous courses.

5. Lowenthal, P., Borup, J., West, R. & Archambault, L. (2020). Thinking Beyond Zoom: Using Asynchronous Video to Maintain Connection and Engagement During the COVID-19 Pandemic. *Journal of Technology and Teacher Education*, 28(2), 383-391.

This article examines the implications of asynchronous video to maintain connection and engagement in online classes.

6. Xi, L; Gao, L. (2020). Students' Sense of Community and Perspectives of Taking Synchronous and Asynchronous Online Courses. *Asian Journal of Distance Education*, v15 n1 p169-179.

From abstract:

“[T]his study examines Chinese college students' sense of community and their perspectives of taking online courses in synchronous and asynchronous teaching formats. A total of 1189 students participated in the study from a northeastern university in China. Results indicate that students have a stronger sense of community towards interacting, discussing, and sharing ideas in asynchronous online courses.”

7. Stewart, S. (2020). “Student Engagement in Both Synchronous and Asynchronous Online Learning” in *Thriving as an Online K-12 Educator*. Routledge.

From abstract: this chapter discusses “engagement strategies for synchronous and asynchronous online learning... we explore some of the challenges that affect engagement in online learning, including equity and access, home environment considerations, adult support at home, and scheduling considerations.”

View 25 web sources to emulate, such as:

Sources of asynchronous video content from philosophy professors who:

Worked with their community college's TV program:

1. Portland Community College's Mark Woolman: "The Wonderful World of Ethics:"
<https://youtu.be/bzp-UzX7buk>

Made their own videos:

2. UT Austin's Dr. Daniel Bonevac: <https://youtu.be/kszHGvCoV44>
3. Princeton's Johann Frick on Moral Philosophy: <https://youtu.be/gjrJnXJ5EGQ>
4. UNC Greensboro's Jeffrey Kaplan on Utilitarianism: <https://youtu.be/03ESwNlyG8k>

Filmed their lectures in a college classroom or lecture hall:

5. Yale's Tamar Gendler: Philosophy and the Science of Human Nature (PHIL 181):
<https://youtu.be/q6Kkq7xULSo>
6. Yale's Shelly Kagan: Death with Professor Shelly Kagan (PHIL 176):
https://youtu.be/6A_HZfPC3jo
7. Harvard's Michael Sandel: Justice: What's The Right Thing To Do? Ep1:
<https://youtu.be/kBdfcR-8hEY>
8. Harvard's Michael Sandel: Justice: What's The Right Thing To Do? Ep2:
<https://youtu.be/0O2Rq4HJBxw>
9. Harvard's Michael Sandel: Justice: What's The Right Thing To Do? Ep3:
<https://youtu.be/Qw411w0rkjs>
10. Harvard's Michael Sandel: Justice: What's The Right Thing To Do?:
<https://youtu.be/kBdfcR-8hEY>
11. Yale's Ian Shapiro: Moral Foundations of Politics (PLSC 118):
<https://youtu.be/U0iS4Ax3LXc>

Worked with professionals:

12. Outlier's Introduction to Philosophy: <https://youtu.be/o0ludSdHMpU>
13. Hillsdale College's Introduction to Western Philosophy:
<https://www.youtube.com/watch?v=utKvDXhS62Y>
14. Mother Forkin' Morals with Dr. Todd May - Part 4: Deontology - The Good Place:
https://youtu.be/2S_XuJTOEJY
15. Crash Course Philosophy series: https://youtu.be/1A_CAKYt3GY

And resources for D-I-Y tutorials on cameras, microphones, lighting, backdrop, & editing, such as:

16. Grumo Media's "How to record GREAT Video Lectures:"
<https://www.youtube.com/watch?v=jPvFAPWUGHQ>
17. Julie Schiro's "BUILD A HOME STUDIO SETUP for ZOOM, TEACHING:"
<https://youtu.be/4RCXfCvh54I>
18. Podia's "How to make AWESOME VIDEOS for your online course:"
<https://youtu.be/vsIJ5OcgPyA>

19. Epic Light Media's "Master CINEMATIC LIGHTING:"
<https://youtu.be/vAImXQgUPkU>
20. Think Media: "Everything You Need to Film, Edit & Post!"
<https://youtu.be/YThi1E6O5IA>
21. Julie Schiro's "Which Mic Type is Best for Zoom, Class, Recording:"
<https://youtu.be/BKOx4hZKmOs>
22. DSLR Video Shooter's "Entire Youtube Studio Setup ON ONE DESK!"
<https://youtu.be/WedG8LKO6ks>
23. Pocketful of Primary's "How to Edit Teaching Videos | Step-By-Step Tutorial:"
https://youtu.be/AmTwR03VM_w
24. Tom Buck's "Make Your Online Streams, Meetings, & Classes Look Incredible:"
<https://www.youtube.com/watch?v=lcwFuslYeyU>
25. J.W. Pepper's "The BEST-SOUNDING and CHEAPEST Camera for MUSIC TEACHERS:" <https://youtu.be/AyyHJFQEZDw>

Documentation: Written report of research findings from 7 articles and 25 web sources.

Objective 2: Complete 35 hours of training on creating profession-looking online course content (15%)

Plan: Complete course(s) on creating profession-looking online course content, e.g., The Grumo School's "How To Create An Online Course (Advanced)," a 10+ hour course on course creation. (See: <https://courses.grumo.com/courses/how-to-create-an-online-course>.) Also, Skill Share's "How to Film an Awesome Online Class for Skillshare or Youtube - How to Film Yourself." (See: <https://www.skillshare.com/classes/How-to-Film-an-Awesome-Online-Class-for-Skillshare-or-Youtube-How-to-Film-Yourself/1303850212>.) Addition specific courses on editing, cameras, and lighting to be researched and taken.

Documentation: Certificate or proof of course completion(s), including log of hours spent viewing lectures, completing assignments, engaging with faculty and students, etc.

Objective 3: Research equipment at varying price points (5%)

Plan: Consult with Chabot's Television & Radio Program faculty about equipment recommendations. Search the web, especially for equipment used by 5 content creators I wish to emulate.

Documentation: Written report of Chabot College TV & Radio consultation. Description of recommendations from 5 creators and a list of equipment that is most suitable (by type and make/model) at different price points (so that that faculty who wish to invest in equipment at different price points will have recommendations).

Objective 4: Create instructional content (55%)

Plan: Produce instructional videos of 5-20 minutes on the following topics:

1. Welcome video: Who am I and what is this course about?
2. What is ethics? What is philosophy? Philosophy, science, and religion

3. Utilitarianism
4. Kant's ethics
5. Aristotle's virtue ethics
6. Feminist ethics
7. Metaethics & ethical relativism
8. Hobbes' social contract
9. Rawls & Nozick on justice
10. Egoism
11. Moral responsibility & free will

Each video will incorporate the research of objective 1. This will include implementing pedagogical strategies, as well as using the recommended equipment, including:

Lighting
Background (digital and physical)
Microphone
Camera
Editing software

Documentation: Videos will be uploaded to YouTube and links will be shared with the committee. Copies of files will be saved on a flash drive and submitted to committee. Also, some of the videos (say video 1 and 2) will be situated in a Canvas module to showcase how they would be used in an actual asynchronous class. The module would include a Canvas page with learning outcomes, a discussion board, review questions, and quiz.

Objective 5: Create 5 how-to video for other Chabot faculty to emulate, if they want to update their instructional materials (15%)

Plan: Create 5 five to ten minute how-to videos for faculty to make their own student-friendly, updated instructional content.

The first video would be about the range of equipment to utilize at different price points. Most of this tutorial will be things faculty can do to make compelling content for their online course for little to no cost (otherwise they would only cater to faculty willing to substantially spend their own money or who are able to secure College-sponsored funding).

The second video would cover how to set up a home studio. For an example the sort of tutorial I have in mind for the first and second video, see Julie Schiro's "Build a Home Studio Setup for Zoom Teaching:" <https://youtu.be/4RCXfCvh54I>.

Video 3 would include tips for the instructional content.

Video 4 would be an editing tutorial.

The fifth video would cover general dos and don'ts.

Documentation: Tutorial videos will be uploaded and shared on Canvas as well as via email, and perhaps on Chabot's Online Learning website.