

**Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATIONS 2012-2014**

Ashraf, Sadie	Chabot	F 2012 – S 2013
D'Aloisio, Michael	Chabot	F 2012
Gonzales, Michelle	LPC	F 2012
Harpell, Eric	LPC	S 2013, S 2014
Hasten, Lauren	LPC	S 2013, S 2014
Ho, Nan	LPC	F 2012, F 2013
Ogman, Barbara	Chabot	S 2013
Pierson, Andrew	Chabot	F 2012
Schwarz, Michael	LPC	F 2012
Sherry, Michelle	Chabot	F 2012
Spirin, Karin	LPC	S 2013
Wah, Anita	Chabot	F 2012 – S 2013
Wolford, Jane	Chabot	S 2013
Wu, Patricia	Chabot	S 2013
Yeager, Sherri	Chabot	S 2013

Sadie Ashraf

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISOR: 11-6-11
Date of Application 9/12/11

A. Applicant's Name:
ASHRAF, SADIE (SADAF)
(last) (first) (middle)

Address:
[Redacted]

Division Counseling

Subject Area Psychology - Counseling (PSCN)

Home Phone [Redacted]

Office Phone [Redacted]

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 for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester FALL Year 2012

Semester SPRING Year 2013

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Sadie Ashraf RECEIVED

Received and Reviewed by: Mark [Signature] 9/14/11 SEP 15 2011
Signature of Dean

[Signature] 9/16/11
Signature of Vice-President, Academic Services VICE PRESIDENT

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Sadie Ashraf--Sabbatical

II. Purpose of Leave

During my leave, I plan to divide my time between completing continuing education units, creating an annotated bibliography and conducting research. The purpose of my leave would be to:

1. Complete continuing education units: I presently hold a marriage family therapy license but have it on "inactive" status. In order for me to have an "active" license, allowing me to practice therapy and/or supervision, I need to complete post-graduate 36 hours of continuing education units (CEU's). Of the required hours the mandated courses are: Spouse/partner abuse; aging and long term care; HIV/AIDS; and Law and Ethics. The benefits to Chabot College would be to have a faculty member in counseling that holds an active license to help address students' mental health needs as well as being able to provide intervention in crisis counseling situations. Presently Chabot has very limited resources to address the huge need for mental health counseling and in our counseling department of the 12 full time counselors, only 1 other counselor hold an active Marriage and Family Therapist license. Updating my skills as a therapist and activating my license will not only allow me to be a better counselor but also enables me to take on a more active role should crisis counseling situations arise.
2. Create an annotated bibliography: I would like to up date my knowledge of current practices in the counseling field by reading 20 professional articles and then preparing an annotated bibliography of them. The purpose of this work is to review best practices and methods within student services that assist in increasing retention rates of community college students.
3. Conduct Research: Online Advising
I'd like to learn what California community colleges have online advising and how is it functioning? The purpose of this research is to examine best practices in online advising, meet ADA guidelines for student access, and differentiate between online advising vs. online counseling and to create the structure needed for online advising through the new counseling website. Recent retiree, Melva Garcia, had been the counseling division's email counselor and since Fall 2011 I have taken on the assignment of responding to student inquiries via email. I am presently tracking the questions students ask via email and would like to go beyond answering student's individual emails to creating a structure so that Chabot counseling can offer and advertise online advising as an option to students. This structure would include differentiating what questions can be answered online vs. those that require an in person appointment, creating an intake form, creating a disclaimer, creating frequently asked questions with answers, etc. I would begin by reviewing existing

online advising/counseling programs at other California Community Colleges and note best practices.

4. Conduct Research: Transfer Counseling Best Practices

Presently, Chabot College does not have a transfer counselor coordinator and there is a need to bring transfer culture back campus wide with needed outreach between the transfer coordinator(s), Transfer Center and rest of the college community. I would like to use my sabbatical to help bridge some gaps by first researching other successful transfer centers and seeing how they are set up in terms of responsibilities, what key resources are provided to the students to increase transfer rates, and how does the transfer team of people involve other disciplines in working together to educate students about transfer possibilities? The essential question I am interested in gathering information about is what colleges' counseling divisions and in particular the transfer centers are doing to proactively increase the number of students transferring to a university. The purpose of the research would essentially be to emulate other colleges' strategies for providing most efficient and useful transfer resources and services to students. I will consult with Carolyn Arnold, our Institutional researcher, to see what data currently exists about transfer rates at Chabot.

5. Conduct Research: Human Services Degrees and Certificates

What other colleges offer a certificate or associate degree in human services? The purpose of this research question is to be able to compare and contrast Chabot's Psychology Counseling courses and degrees with other existing programs that are similar to see how Chabot students are fulfilling community and employment needs in the area of social services in comparison to other similar programs; For our counseling division I am the Psychology Counseling Coordinator and this inquiry will further allow to examine any need for curriculum change

III. Specific Objectives, Plan for Achieving these objectives and documentation:

Objective 1: Complete continuing education units for active MFT license (20%)

Plan: I will earn 36 hours of continuing education units including mandatory courses in Spouse/partner abuse; aging and long term care; HIV/AIDS; and Law and Ethics. These trainings are offered the continuing education departments at universities such Santa Clara University, JFK University, or attending live workshops/conferences through the California Association of Marriage Family Therapists (CAMFT) or using an approved provider for continuing education accepted by the California Board of Behavioral Sciences such as NetCE.

Documentation: I will provide proof of active MFT license and copies of continuing education units. As far as the career assessment trainings I will show proof of receipts/certification for attending trainings. I will submit a 1-2 page summary of each training session attended.

Objective 2: Create an annotated bibliography about how student services plays an active role in increasing student retention at California Community Colleges. The purpose of this work is to show a connection between retention and counseling services. Particularly in a time of budget cuts it is imperative that research be used in giving support to the rational for maintaining crucial student service positions, particularly in counseling. (10%)

Plan: I will use 20 professionally published articles on California Community Colleges and retention.

Documentation: I will submit my annotated bibliography as a final product.

Objective 3: Conduct Research on Bay area Community college counseling divisions' best practices in the area of online advising. (30%)

Plan: Review 112 California Community College websites and note what % of California community colleges offer online advising/counseling . Amongst those that have online advising I would review each in more detail and get in touch with 5 other community colleges that are using online advising to get input as to how they set it up, what's working and the challenges. Sample questions would include:

What technological support did you use to set up online advising/counseling at your college? Was there an external source you contracted with? If so, whom did you use? How much did it cost? Would you recommend that company? Did you use on campus resources?

What are the frequently asked questions students inquire via online counseling/advising? What type of questions do you tell students they need to make an in person counseling appointment for that cannot be addressed via online advising?

How is online advising/counseling set up at your college? Is there a designated counselor or does every counselor participate? How many hours a week are given to online inquiries? Is the communication solely via email or are other technologies such as the phone, live chat, fax, text messaging, scanner, etc. used as well as part of the distance counseling/advising?

How is confidentiality upheld and have there been any concerns pertaining to confidentiality or student privacy?

Documentation: I will create a sample intake form, disclaimer and frequently asked questions with answers documents . I will also provide a log of contacts from at least five sources (who I talked to and what I learned from that contact).

Objective 4: Conduct research on California community college's best practices for transfer counseling/co-ordination. (30%)

Plan: I would begin by gathering existing transfer data at Chabot College and then comparing Chabot's transfer stats to other community colleges in the bay area. I would visit at least 5-8 bay area community colleges (ex. LPC, Ohlone, San Jose City College, De Anza, Diablo Valley College) and interview transfer counselor coordinators to get an overview of what works for them and what primary challenges remain of their system/program.

Sample questions I would ask when visiting with Transfer Coordinators?

What are your responsibilities as a Transfer Coordinator? Who is on your team? How are roles and assignments distinguished and fairly divided amongst the team? Is there a Career Transfer Center that addresses both career and transfer issues or are career and transfer treated as two separate assignments?

What is offered to students to educate them about transfer options? Is there a transfer course? Workshops? Transfer celebrations? Use of technology such as facebook or twitter to promote transferring?

How does the college as a whole embrace a transfer culture? What's working well? What are the challenges? What gaps need to be bridged with other disciplines? What outreach has been tried before?

Documentation 1: I will submit a log of contacts detailing who I talked to and what I learned from at least a minimum of 5 sources.

Documentation 2: . I would create a training for Chabot counselors to ensure we are using up to date transfer information and resources.

Objective 5: Conduct research on California community college's that offer an Associate's degree and/or certificate in Human Services (10%)

Plan: to research local bay area community colleges to get a list of degrees offered through the counseling division, particularly comparing Chabot's Human Services Associate degrees to other similar existing degrees. I would conduct this research by reviewing online catalogs and following up with a phone call to those that offer an existing degree/certificate.

Documentation: Submit a 1-2 page summary of findings and determination of whether our existing degrees need curricular changes or not.

Michael D'Aloisio

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

RECEIVED

REVISED: 11-1-11

Date of Application

SEP 14 2011

A. Applicant's Name: D'Alaisio Michael J (last) (first) (middle)

Address: [Redacted] (city) (state) (zip)

VICE PRESIDENT

Division Counseling

Subject Area

Home Phone

Office Phone [Redacted]

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

Yes [] No [X] If "yes," give date of approval

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

Semester Fall Year 2012

Semester [Redacted] Year [Redacted]

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes [] No [X] If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature] 9/14/11 Signature of Dean

[Signature] 9-16-11 Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Michael D'Aloisio
Counselor/Instructor
Chabot College
Sabbatical leave application: Fall 2012
(Revision)

November 1, 2011

II. Purpose of Leave

During my leave I plan to pursue a doctorate degree in East-West Psychology (EWP) at the California Institute of Integral Studies, located in San Francisco. This degree has a multidisciplinary focus concerned with the meeting of Eastern, Western, and indigenous psychological perspectives and spiritual traditions. The EWP program explores the implications of this convergence for our diverse and multicultural world. Some of the disciplines I will be studying include Asian psychologies, modern consciousness studies, depth psychologies (Jungian, archetypal and psychoanalytic) and religious comparative studies.

The doctorate degree requires thirty-six units of course work plus a dissertation. Thus far, I have completed fourteen units of course work and have chosen a dissertation topic: the Efficacy of Experiential Learning for At-Risk Youth. During my sabbatical I will take courses that help satisfy the doctoral degree requirements and support the exploration and development of my dissertation topic.

The purpose of my leave would be to:

1. Update and improve my ability to counsel and instruct students of a diverse background from a cross-cultural perspective.

2. Update and improve my ability to teach courses such as PSCN 11: Interpersonal Relationships and PSCN 1: Introduction to Psychology-Counseling in a Multicultural Environment.
3. Update and improve my ability to provide individualized personal counseling to Chabot College students experiencing emotional turmoil, interpersonal conflict and academic anxiety.

III. Specific Objectives, Plan for achieving these objectives, and documentation.

Objective 1: Update and improve my ability to counsel and instruct students of a diverse background from a cross-cultural perspective at Chabot. (30%)

Plan: To spend the fall 2012 semester as a graduate student in the East-West Psychology program at the California Institute of Integral Studies. I will complete with passing grade at least one graduate course that supports cross-cultural counseling.

Documentation: I will submit a transcript of completed courses as well as course syllabi.

Objective 2: Update and improve my ability to teach courses such as PSCN 11, Interpersonal Relationships and PSCN 1, Introduction to Psychology-Counseling in a Multicultural Environment. (35%)

Plan: To spend one semester as a graduate student in the East-West Psychology program at the California Institute of Integral Studies. I will complete with passing grades at least one graduate course that focus on modern consciousness studies and depth psychologies.

Documentation: I will submit a transcript of completed courses as well as course syllabi.

Objective 3: Update and improve my ability to provide individualized personal counseling to Chabot College students experiencing emotional turmoil, interpersonal conflict and academic anxiety. (35%)

Plan: To spend the fall semester of 2012 as a graduate student in the East-West Psychology program at the California Institute of Integral Studies. I will complete with passing grades a minimum of one graduate course that focuses on depth psychologies (Jungian, archetypal and psychoanalytic).

Documentation: I will submit a transcript of completed courses as well as course syllabi.

The following are possible courses offered at CIIS from which I will select, provided that these courses are offered in the fall of 2012:

- 1) EWP 6048: Deep Psychology (3 units),
- 2) EWP 6051: Eastern theories of Self, mind and Nature (3 units),
- 3) EWP 6175: Cross-Cultural psychology (3 units)
- 4) EWP 6230: Psychology of Consciousness: An Integral Approach (3 units)
- 5) EWP 6532: Asian Religions in America (2 units)
- 6) EWP 7010: The Psychology of Death and Dying: An East-West Exploration (2-3 units)
- 7) EWP 7011: Indigenous Traditions: Ancestral Consciousness and Healing (3 units)
- 8) EWP 7311: Jungian Psychology and East-West Spirituality (3 units)
- 9) EWP 7565: Self/No Self/ Authentic Self: The Buddhist Psychology of Self-Experience (3units)
- 10) EWP 7606: Integral Psychology (3 units)

At the conclusion of my sabbatical Fall 2012, I will complete at least 6.0 units of graduate course work to satisfy the objectives listed above.

Michelle Gonzales

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

SEP 15 2011

APPLICATION FOR SABBATICAL LEAVE

VP Academic Services
Las Positas College

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED: 10-21-11

9/1/11

Date of Application _____

A. Applicant's Name:

Gonzales Michelle Christine
(last) (first) (middle)

Address:

(street)

(city) (state) (ZIP)

Division _____

Subject Area English _____

Home Phone _____

Office Phone _____

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

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

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

Semester Fall 2012 Year 2012

Semester _____ Year _____

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No X If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Michelle C. Gonzales _____

Received and Reviewed by: _____

Signature of Dean _____

Signature of Vice-President, Academic Services _____

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

- II. Having just about finished a memoir titled, *Pretty Bold For a Mexican Girl: Growing up Chicana in a Hicktown*, the purpose of my leave is to continue pursuit of writing and publication.

My teaching practice and creative writing projects seem to always be aligned. Two semesters past (while also working on the memoir in my spare time), I began writing a dystopian novel inspired by a class that I was teaching, and the memoir was inspired by my teaching practice as well. I began writing my own personal essays for the memoir after teaching *Funny In Farsi*, a memoir in the form of stand-alone but related personal essays by Firoozeh Dumas in my English 100A course.

The novel I will write during my sabbatical was inspired by my dystopian themed English 4 course, a course that I will continue teaching as dystopian literature lends itself perfectly to the practice of critical thinking skills. One of the primary learning objectives in English 4 (a course that is often misunderstood) is “to demonstrate critical thinking skills in class discussion and written essays.” Crafting the novel will deepen my understanding of the genre which will improve the way I teach both dystopian fiction and critical thinking.

I am only requesting a one semester sabbatical leave.

The purpose of my leave would be to accomplish the following:

1. write 40,000 words of the novel over the course of my sabbatical,
2. read two previously unread dystopian novels,
3. read applicable sections of *Encyclopedia of Utopian Literature* by Mary Ellen Snodgrass, which includes a great deal of information about dystopian literature.

- III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: I will write approximately 2350 words per week over the course of the seventeen week semester. (80%)

Documentation: At the end of the seventeen week semester, I will submit a 40,000 word manuscript and a summary of the work.

Objective 2: I will read two dystopian novels that I have not yet read. (10%)

Documentation: I will write and submit a brief (one page) summary of each novel .

Objective 3: I will read applicable sections of *Encyclopedia of Utopian Literature* that address dystopian literature and themes, totaling between 250-300 pages out of 644. (10%)

Documentation: I will write and submit an annotated bibliography of the sections I read; the annotated bibliography will include information about how I might apply the information to my English 4 course.

Eric Harpell

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

SEP 13 2011

APPLICATION FOR SABBATICAL LEAVE

VP Academic Services
Las Positas College

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED: 11-29-11
REVISED: 11-8-11
Date of Application 9-12-11

A. Applicant's Name: Harpell Eric W
(last) (first) (middle)

Address: [Redacted]
(City) (State) (Zip)

Division MSEPS

Subject Area Astronomy/Physics/EVST

Home Phone [Redacted]

Office Phone [Redacted]

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 for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Spring Year 2013 [2013]
Semester Spring Year 2014 [2014]

Applicant's Signature: Eric W Harpell

Received and Reviewed by: Neal Ely 9/12/11
Signature of Dean

Marge Maloney 9/15/11
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Application for Sabbatical Leave Proposal

Applicant: Eric W. Harpell, Las Positas College

Initial Submission date: Sept 15, 2011

Last revised 11/29/2011

II. Purpose of Leave

My goal in taking a sabbatical leave is to improve my understanding, knowledge base, and pedagogical toolkit in my three areas of instruction: Physics, Astronomy, and Environmental Science. Due to the varied nature of these subjects, I will accomplish this goal by working on two separate projects, referred to here as objective #1, and objective #2. Note that activities for these two objectives will be accomplished over two separate spring semesters.

The primary purpose of Objective #1 will be to acquire experience with astronomy of the southern skies. To accomplish this objective, I will travel to Latin America during the spring semester of 2013 to visit the world's foremost Astronomical research facilities located in the Chilean Andes. As part of my itinerary, I will also gather materials to further the goal of objective #2 (see below) by visiting, photographing, and researching sites of interest in environmental studies.

For objective #2, I will broaden my understanding and perspective of environmental science. This objective will be met by local travel, site visits, and research involving methods of energy production and environmental sustainability. A primary part of this objective will involve reading important works in the energy and environment debate, interviewing local scholars and industry leaders, and preparing a brief manuscript for Environmental studies and Environmental Science students at Las Positas College.

Split Leave Request

As noted above, I am requesting to split my leave into two spring semesters. As one of only two instructors in the physics and astronomy department, and as the de-facto coordinator of the environmental studies and environmental science departments, I believe that a continuous year leave would be detrimental for planning, ordering, and staffing in these three areas. A second concern involves a number of ongoing projects and programs which would lose considerable momentum without my input and effort during at least one semester. These include the use of the new science building, the growth of the environmental studies and science programs, the work of the sustainability committee, the astronomy and physics club, and the integration of new labs and equipment into the physics and astronomy curriculum. In addition, I believe that a split leave will better accommodate the needs of students for classes that are only taught once per year. Finally, I believe that splitting the leave into separate semesters will better allow me to accomplish my objectives, and integrate my work into useful elements for Las Positas Students.

III. Specific Objectives, Plan, and Documentation

Objective #1

Percent of workload: 50%

Travel to Central and South America

- To update and improve my understanding of contemporary astronomy and astronomical techniques,
- To visit sites of interest in energy and sustainability

Achieving Objective #1 will require 6 – 8 weeks of travel in Central and South America. In addition to the actual travel, sabbatical

Activities will involve arranging travel and site visits, doing research on the European Southern Observatory (ESO), and three Latin American Sites of interest for Environmental studies, and finally editing and annotating the photographs, journal articles, and videos acquired during the trip.

Plan for Objective #1

To achieve active Objective #1, I will do the following:

- A. Travel in the southern hemisphere to visit the European Southern Observatory located at Cerro Tololo in the Chilean Andes.
- B. Visit the headquarters of the Magellan Telescope, where the world's largest telescope (with a 25 meter aperture), is under construction. While there, I will also attend lectures at the ESO institute, and amateur astronomy events to gain familiarity with the southern skies. Before and during the visit, I will read at least five articles written about the development of the Giant Magellan Telescope (GMT), and the latest research being conducted at ESO, including the use of the HARP radial spectrometer (which has recently detected at least 15 earth like planets around nearby stars), adaptive optics systems, and their use on the GMT.
- C. Visit at least three sites of interest for their relationship between their fragile environment and the methods used to generate energy in central and South America. As I realized in a previous trip to Nepal, the most dramatic examples of humans living in concert with nature occur in fringe areas of human habitation. Thus, I will visit sites that are notable for both their biodiversity and the sustainable practices of their inhabitants. If possible, I will also visit commercial South American sites of Energy Production, particularly geothermal, hydrothermal, solar thermal and small scale hydroelectric, for comparison with similar sites in California that I will be visiting as part of objective #2.

The sites in South America include the Atacama Desert in Northern Chile, The Petén rainforest in Guatemala, and one or more of the following: The Galapagos islands in Ecuador, The Magdalena Valley region in Columbia, and Lake Titicaca region in Bolivia.

Photographs, videos, and information from (B) and (C) above will be used in producing class materials for use in all astronomy classes. Photographs, videos, and information from (D) above will be incorporated into the draft manuscript described in the documentation of Objective #2 (below), as well as providing the basis for multimedia presentations on Energy and Sustainability at Las Positas College

Documentation:

- a. A journal documenting persons contacted, sites visited, field notes, and pedagogical ideas. Approximately 5 pages per site visited.
- b. An online photo journal (Approximately 30 photographs, and 3 videos, plus annotations). URL and CD or flash drive will be provided.
- c. Annotated Bibliography of 5 articles read.

Objective #2

Percent of workload: 50%.

Research, local travel, and writing to improve my ability to teach courses in environmental studies and environmental science, specifically in the area of energy and sustainability.

Plan for Objective#2:

To Achieve Objective #2, I will research current literature, arrange travel, visit sites of interest, take photographs and videos, and work on the draft of a manuscript in the area of energy and sustainability. For the manuscript, I hope to partner with Dr. Mike Ansell at Las Positas College to incorporate the principles of chemistry, along with my own areas of specialization. To this end, I will engage in the following activities, discussed in more detail below:

- A. Make at least five site visits to areas active in the research and implementation of energy generation, including the world's largest solar thermal plant currently under development in Barstow California, a major photoelectric plant, a wind farm, a nuclear power facility (Diablo Canyon), and a facility where solar panels are produced (First Solar).
- B. Visit at least four western US sites of interest for their relationship between their fragile environment and the methods used to generate energy in the eastern Sierra of California, and the Colorado Plateau including the Bishop and Mammoth Lakes Basin in the eastern Sierra, and the Ft. Collins Area of Colorado.
- C. Read at least four books and eight current articles in the energy and environment debate, plus at least two articles relating to the biodiversity, and human environmental practices of the areas visited. These works will include the following current publications (or equivalent works not yet published):
 - Lester Brown (**Plan B 4.0: Mobilizing to Save Civilization**),
 - Bill McKibben (**Eaarth**),
 - Nate Lewis (Challenges for a global Economy, The Future of Power and Energy in the World), Daniel Kaman ("Putting Renewables to Work: How Many Jobs Can the Clean Energy Industry Generate?"),
 - Thomas Friedman (*That Used To Be Us: How America Fell Behind in the World It Invented and How We Can Come Back*).
 - Jeffrey Sachs, *The price of Civilization*
- D. Write a draft (at least 30 pages) of a manuscript on Energy and Sustainability to be used by students in the EVST 5 course.

Documentation for Objective #2

- a. Journal documenting persons contacted sites visited, field notes, and pedagogical ideas. Approximately 5 pages per site visited.
- b. An online photo journal (at least 20 photographs plus annotations). URL and CD or flash drive will be provided.
- c. Annotated Bibliography of books and articles read.
- d. Draft of energy and sustainability manuscript (30 or more pages).

Lauren Hasten

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED: 11/30/11
Date of Application 9/7/2011

A. Applicant's Name: HASTEN, LAUREL W.
(last) (first) (middle)

Address: [Redacted]
(city) (state) (ZIP)

Division BCATSS

Subject Area ANTH

Home Phone [Redacted]

Office Phone [Redacted]

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 for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester SPRING Year 2013

Semester SPRING Year 2014

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature] 9/7/11
Signature of Dean

[Signature] 9/13/11
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Application for Sabbatical Leave

II. Purpose of Leave

During my leave I will catch up on developments in my discipline by preparing an annotated bibliography of not less than twenty books per semester. Since anthropology requires an holistic approach to the study of humanity, it demands academic consideration of everything from global culture and prehistory to evolution and genetics, language and religion, and disease and nutrition, to name but a few things. Traditionally composed of four fields but now extended out to five, the subfields of anthropology include cultural anthropology, biological anthropology, linguistics, archaeology, and of late, applied anthropology. I have not had a chance to read most of the more recent research in any of these fields since beginning my tenure at Las Positas College in January 2004. As such, my reading list will be limited to works published thereafter.

This work will benefit the College by allowing me to

- (1) expand my knowledge base inside my discipline;
- (2) describe and explain recent research to my students;
- (3) update the Anthropology curriculum and my courses in particular to reflect the current state of knowledge in the subfields; and
- (4) provide students with an annotated bibliography of recent works of interest.

Split Leave

I intend to split my leave between two academic years in order to maintain control over the Program that I, alone, have long overseen. I strongly believe that it would be in the best interests of the College to allow me to continue defining the direction of the Program, especially with regard to any additional cuts that may have to be made in the future. Further, using the well-qualified adjuncts already available to fill in for me while I am gone would save the College the time and expense of a search for a suitable full-time replacement.

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

Objective 1: I will update and expand my knowledge base within my discipline and across its five subfields. (100%)

Plan: I will read a minimum of twenty books per academic semester of leave taken. They will be roughly evenly dispersed across the five subfields, unless my research determines that emphasis is needed in a particular area due to extensive or important new developments.

Documentation: I will provide the committee with an annotated bibliography of the texts that I read and make it available, through Blackboard, for student use.

Please see the attached Excel spreadsheet with a draft proposed reading list.

Lauren W. Hasten

September 2011

Documentation: I will provide the committee with notes taken during my training. Building the website will be a learning process which will provide evidence of itself.

Objective 2: I will describe for students and begin to implement incipient plans at the State level for the standardization of a transfer degree in anthropology. (5%)

Plan: With the State Academic Senate currently in the process of establishing Transfer Model Curricula (TMC) for academic disciplines, it is hoped that the core curriculum for an Anthropology Transfer Degree will have been established by the time of this sabbatical. If this is so, I will research and post the relevant information on the Program website. If it has not yet occurred, I will provide a brief explanation of the situation as it stands to students, particularly for those who have expressed an interest in pursuing an Anthropology AA (which is unavailable at the current time).

Documentation: The website, itself, should serve as documentation of the task achieved.

Objective 3: I will provide students with up-to-date information on the Program, courses, SLOs, and instructors. (5%)

Plan: As some of this information is in flux, I will regularly update it. I will seek out contributions from my fellow anthropology instructors, should they wish to place biographical content or course information on the website.

Documentation: The website, itself, should serve as documentation of the task achieved.

Objective 4: I will provide students with links to transfer, internship, and career opportunities. (15%)

Plan: I will evaluate, through their online resources, the status of transfer opportunities to UC/CSU. Where necessary, I will make appropriate in-person contacts. I will also seek out and post internship and career opportunities for my students.

Documentation: The website, itself, should serve as documentation of the task achieved. I shall also provide a log of each site visited and a brief evaluative statement. All correspondence will be logged as well.

Objective 5: I will provide a set of annotated links to important information posted on the internet about the various sub-fields of anthropology. (65%)

Plan: By far, the bulk of the work in this plan will be spent in accomplishing this objective. The greatest problem confronting internet users is the total lack of filtering in terms of quality of content. Students are in need of a reliable guide for navigating to resources that are genuinely academically appropriate. The sheer volume of materials is intimidating to most, who simply read the first page of Google results (which are largely paid advertisements) and look no further. It's a challenge finding worthwhile content.

Lauren W. Hasten

September 2011

Further, the discipline of anthropology is so wide-ranging as to routinely be described as a four- (or five-) field science. Fulfilling the requirements of this objective will require research into a minimum of four separate sub-disciplines: social/cultural anthropology, physical/biological anthropology, archaeology, and linguistics. I expect to be able to include links to resources about the history of each field, as well as examples of current research. It is my intent to review and annotate all recommended websites.

It is also my intent to solicit the suggestions of fellow anthropology faculty, as well as students, as to the resources that should be included on the website. I intend to create a mechanism, through an email address on the website, for people to forward such suggestions.

Documentation: The website, itself, should serve as documentation of the task achieved. I shall also provide a log of each site visited and a brief evaluative statement.

Nan Ho

RECEIVED

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

SEP 15 2011

APPLICATION FOR SABBATICAL LEAVE

VP Academic Services
Las Positas College

(Pursuant to Agreement between Chabot-Las Positas Community College District and Las Positas Faculty Association)

I. General Information (please print or type)

REVISED: 11-28-11

Date of Application 9-1-11

A. Applicant's Name:

Ho Nan
(last) (first) (middle)

[Redacted Name and Address]

Division MSEPS

Subject Area Biology

Home Phone [Redacted]

Office Phone [Redacted]

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 for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall Year 2012

Semester Fall Year 2013

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature:

Nan Ho

Received and Reviewed by:

Paul Ely
Signature of Dean

Marge Meloney
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Nan Ho
Sabbatical Leave Application
Submitted September 2011 (Revised November 28, 2011)

II. Purpose of Leave

The purpose of my sabbatical leave is to:

1. Update my knowledge of current academic research topics in biology and develop literature sources for classroom use.
2. Improve my teaching through participation in educator-focused and content-focused workshops and classes.
3. Improve my understanding of the field of bioinformatics and genomics and develop better classroom curricula on this topic.
4. Conduct field and/or volunteer work with local nature and/or scientific organizations.

First, updating my knowledge about current academic research topics in biology is essential to keeping our department content up-to-par with university-level courses. I will be able to incorporate materials that are not yet in textbooks into my lectures and labs.

Second, actively participating in select educator-focused and content-focused workshops and classes will give me new insights, techniques, materials, and classroom-management tools that I will use to improve teaching and learning in the classroom.

Third, the use of bioinformatics and genomics is extensive in all fields of biology now, and it is highly technical and rapidly-changing. I will deepen my theoretical and practical knowledge of bioinformatics and genomics in order to develop classroom curriculum.

Fourth, conducting field or volunteer work with a local science or nature organization will allow me the chance to do hands-on biology and translate that personal experience into the classroom or lab. I will also be a better resource for my own students as they look for extracurricular or employment opportunities.

The benefits to Las Positas College would be to keep our Biology program state-of-the art through improved teaching and learning. Splitting my leave over two academic years (fall semesters) would be beneficial to students and our majors program because I would be teaching Biology 1 in the spring semesters. Biology 1 is the capstone course for our majors program; it requires expertise, experience, continuity, and the highest level of time commitment outside class for any of our majors courses.

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

Objective 1 (30%): Update my knowledge of current academic research topics in biology.

Plan, part 1: To attend 10 seminars, colloquia, and/or lectures at nearby universities (*e.g.*, UC Berkeley, CSUEB, Stanford, and San Jose State) and organizations (*e.g.*, California Academy of Sciences (CAS), Monterey Bay Aquarium Research Institute (MBARI), Moss Landing Marine Laboratories (MLML)). The specific topics will be determined when they are announced by the sponsoring organization, but the general areas I will focus on are

biochemistry, cell and molecular biology, genomics, and zoology. Some of these may be one-time events and others may be a series of lectures. Alternatively, depending on availability and suitability of topics, I may enroll in a term-long seminar and/or colloquium. An example of a single seminar is Stanford's FRONTIERS in BIOLOGY with Dr. Maria Barna, "Rethinking How Embryos are Made: Specialized Ribosomes and Signaling Filopodia."

Plan, part 2: To select and read 10 relevant articles for classroom integration in the areas of biochemistry, cell and molecular biology, genomics, and zoology. Some of these will be primary literature (journals such as *Cell*, *Science*, *Nature*, and other specialized journals in biochemistry, cell and molecular biology, genomics, and zoology), while others will be from magazines and journals that target a science audience (*Science News*, *Scientific American*, *Bay Nature*, *Biosciences*). An example is *Bats Use Echo Harmonic Structure to Distinguish Their Targets from Background Clutter* by Bates et al. from **Science**, Vol 333, 29 July 2011.

Documentation: I will submit my dated notes from the seminars, colloquia, or lectures. I will submit an annotated bibliography of the articles I read and which class and/or lecture topic for which I would assign each article.

Objective 2 (30%): Improve my teaching through participation in educator-focused and content-focused workshops or classes.

Plan: To attend 6 educator-focused or content-focused workshops given either by local nature and scientific organizations (e.g., East Bay Regional Park District (EBRPD) and the California Academy of Sciences (CAS)) or by professional organizations (e.g., National Association of Biology Teachers, California Science Teachers Association). The specific workshops will be determined when they are announced by the sponsoring organization. These activities are different from those in Objective 1 because these focus on improving teaching and learning strategies and classroom materials as opposed to academic research. An example is the Monterey Bay Aquarium's Teacher Conservation Series which includes a stand-alone workshop on Conservation Projects with Students.

Documentation: I will submit my dated notes, or a letter from the instructor verifying attendance.

Objective 3 (20%): Improve my understanding of the field of genomics and develop better classroom curricula on this topic.

Plan: To read relevant sections of 6 references/ textbooks/articles on the topic of bioinformatics and genomics, and then to adapt this knowledge for the classroom or lab.

Documentation: I will submit an annotated bibliography of my readings. I will also summarize how I will adapt what I have learned to classroom teaching and learning.

Objective 4 (20%): Conduct field and/or volunteer work with local nature and/or scientific organizations.

Plan: To choose an organization with which to volunteer or to do field work, to attend any necessary orientation and training, and to work 10 hours per month with the organization.

Documentation: I will submit a log of orientation and training sessions I attend, including times, instructors, and material covered. I will also submit a log detailing the hours I volunteered/worked, and what I did during those hours.

Barbara Ogman

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

REVISED: 11-10-11

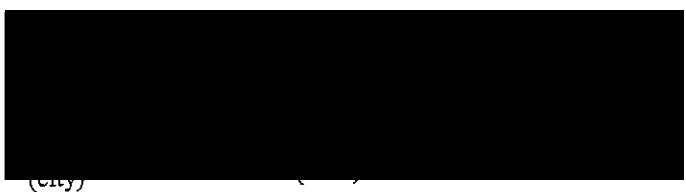
REVISED: 11-7-11

REVISED: 10-20-11

I. General Information (please print or type)

Date of Application 9/14/11

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



Division Social Science

Subject Area Early Childhood Dev

Home Phone [Redacted]

Office Phone [Redacted]

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

Yes [] No [x] If "yes," give date of approval

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

Semester Spring

Year 2013

RECEIVED

SEP 13 2011

Semester

Year

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes [] No [x] If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature] 9-12-11 Signature of Dean

[Signature] 9-16-11 Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Sabbatical Leave Application

Purpose of Leave

Teachers in Early Care and Education are most effective when they are *reflective practitioners*. They are able to reflect on their work in ways that better enable them to meet the needs of the children in their classrooms. As an instructor of Early Childhood Development, I require students to learn the art of reflective practice. They are required to exhibit their knowledge of such practice in many different classes and in all kinds of assignments. Many students, particularly from India, struggle with learning this “language” of reflective practice. By exploring the issue in focus groups with Indian students here and in India, as well as visiting Early Care and Education programs in India, I will broaden my understanding of the educational needs of my students so that I can more effectively meet their needs.

Objective 1 20%

To explore and gain understanding about the cultural barriers/issues for Indian students in learning *reflective practice*.

Plan:

I will develop a list of books that I will read that examine education practices in India. I will read at least four books. An example of the books are in the Appendix.

Documentation:

I will submit an annotated bibliography.

Objective 2 60%

To understand the educational experiences of Indian students in their country of origin before coming to an American college.

Plan:

I will live in Mumbai, India for three months (January, February, March, 2013). While there I will visit Mumbai University, meet with **at least 2** faculty members in their Early Childhood Department to explore their understanding about Reflective Practice. I will also visit, as a guest, at **least 3** university classrooms to gain firsthand experience in teaching methods of Early Childhood concepts in India. I will collect instructional material from professors. I will also travel within India to visit at **least 3** other educational settings that will help my research. These visits may include classrooms for children to see teacher practice. See Appendix for sample questions for educators

Documentation:

I will submit a journal that will summarize my experiences in India. The journal will be at least five pages in length per visit. For each visit, the journal will include

1. Names of professors I meet with,
2. Names/dates and times of classes I visit.
3. Photographs of classrooms I visit. The photos will be annotated and describe their significance.

Objective 3 20%

To develop teaching methods that help all students learn and understand this important early childhood education concept.

Plan:

To create instructional material to teach about *Reflective Practice* that use the knowledge I have gained helps all students this important early childhood education concept.

Documentation:

I will submit at least two instructional materials I develop.

These may include

1. Small group classroom activity related to reflective practice
2. Written assignment to focus on reflective practice

I will include a narrative describing how these materials grew from my experiences in India.

APPENDIX

I Sample books for bibliography:

Early Childhood Education: Post Colonial Perspectives from India, Radhika Viruru, SAGE Publications Put. Ltd. July 2003

Early Childhood Education, Post Colonial Theory, and Teaching Practices in India: Balancing Vygotsky and the Veda, Amita Gupta, Palgrave Macmillan, March 2006

II Sample questions for educators in India

- Do you use reflective practice in your work as an educator?

Barbara Ogman

September 14, 2011, Revised November-10, 2011

- Do you teach the concept of reflective practice in your classes?
- Why do you think Indian students in ECD classes in the U.S. might have difficulty in understanding the concept of *reflective practice*?

Andrew Pierson

APPLICATION FOR SABBATICAL LEAVE

VICE PRESIDENT

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

Date of Application 9/5/2011

A. Applicant's Name: PIERSON, ANDREW (last) (first) (middle)

Address: [Redacted]

CHABOT Division SOLI 5Li

Subject Area Psychology

Home Phone [Redacted]

Office Phone [Redacted]

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

Yes [] No [X] If "yes," give date of approval

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

Semester FALL Year 2012

Semester Year

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes [X] No [] If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature] 9.8.11 Signature of Dean

[Signature] 9-16-11 Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (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

II. Purpose of Leave:

During my sabbatical leave, I plan to divide my time between a structured study course for the Examination for Professional Practice of Psychology (EPPP), a structured study course for the California Psychology Supplemental Examination (CPSE), and reading psychology related materials.

To help explain the purpose of my leave I'd like to provide a bit more detail about the EPPP and the CPSE. The EPPP is a 4 hour and 15 minute doctoral level exam used in the US and Canada. According to the Association of State and Provincial Psychology Boards (ASPPB), "[t]he EPPP is intended to evaluate the knowledge that the most recent practice analysis has determined as foundational to the competent practice of psychology. Most candidates taking the EPPP have obtained a doctoral degree in psychology, a year of supervised experience, and appropriate postdoctoral experience." In considering the time required to prepare for the EPPP consider that the ASPPB report, "2010 Psychology Licensing Exam Scores by Doctoral Program" indicates that Stanford University doctoral students who attempted the EPPP in 2010 had a pass rate of 71%, UC Santa Barbara's students from their doctoral program in combined clinical, counseling, and school Psychology had a 2010 EPPP pass rate of 60%, and JFK University's doctoral students in clinical psychology had an EPPP pass rate of 50%.

The CPSE is an additional and separate 125 question exam specific to state laws, regulations, and expectations of California.

By completing the above I will increase my understanding of current knowledge, practices, and expectations within the field of psychology; I plan to incorporate this understanding into the courses that I teach. (This work is also relevant to my FSA in Counseling.)

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

Objective 1: I will complete a structured study preparation course for the EPPP. (60%)

Plan: I will complete the Association for Advanced Training in the Behavioral Sciences (AATBS) EPPP course, including, for all eleven EPPP domains, studying printed volumes, reviewing flashcards, and listening to and reviewing audio CD's. I will also complete and review ten full web-based 200 question EPPP practice exams.

For each of the following eleven domains I will read and study the AATBS EPPP printed volumes, review printed flashcards, and listen to and review the CD audio content. I will also complete and review ten full web-based 200 question EPPP practice exams.

- a. Ethics and Professional Issues
- b. Abnormal Psychology
- c. Clinical Psychology -
- d. Learning Theory and Cognitive-Behavioral Therapies
- e. Industrial-Organizational Psychology
- f. Physiological Psychology and Psychopharmacology
- g. Life Span Development
- h. Statistics and Research Design
- i. Test Construction
- j. Social Psychology
- k. Psychological Assessment
- l. Also, I will complete and review at least ten full 200 item EPPP practice exams.

Documentation:

- a. I will submit a Study Journal for each of the eleven EPPP domains listed above. My study Journal will include a reflection on my learning and a summary list of major topics that were emphasized in each domain in the written materials and audio CD's.
- b. In my Study Journal, I will also include examples of sample questions from the web-based practice tests for each of the eleven domains. I will also include a reflection on each of the ten practice exams.

Objective 2: I will complete a structured study preparation course for the CPSE. (20%)

Plan: I will complete the Association for Advanced Training in the Behavioral Sciences (AATBS) CPSE study course, including, for each the four major content areas, studying printed volumes and completing and reviewing three full CPSE practice exams.

For each of the following four major content areas I will read and study the AATBS CPSE printed volumes.

- a. Crisis Assessment and Intervention
- b. Clinical Assessment and Evaluation
- c. Treatment Interventions

Sabbatical Application: Andrew Pierson, one semester, FALL 2012

- d. Legal and Ethical Standards
- e. Also, I will complete and review at least three full CPSE practice exams.

Documentation:

- a. I will submit a Study Journal for each of the four CPSE major content areas listed above. My Study Journal will include a reflection on each major content area and a summary list of major topics that were emphasized for each content area in the written materials.
- b. In my Study Journal I will also include examples of sample questions from the practice tests for each of the four CPSE major content areas. I will also include a reflection on each of the three practice exams.

Objective 3: I will read psychology related books (20%)

Plan: I will read the following psychology related books.

- a. *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation* by Derald Wing Sue (2010)
- b. *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* by Susan Reverby (2009)
- c. *Thinking In Pictures: My Life with Autism* by Temple Grandin (2006)
- d. *The Man Who Shocked the World: The Life and Legacy of Stanley Milgram* by Thomas Blass (2004)

Documentation:

- a. I will submit an annotated bibliography of the books listed (about 400 words each).

Michael Schwarz

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

RECEIVED

APPLICATION FOR SABBATICAL LEAVE

SEP 15 2011

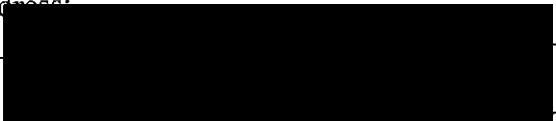
(Pursuant to Agreement between Chabot-Las Positas Community College District and Las Positas Faculty Association)

VP Academic Services
Las Positas College

I. General Information (please print or type)

Date of Application 9/14/2011

A. Applicant's Name:
SCHWARZ MICHAEL J
(last) (first) (middle)

Address: 
(city) (state) (zip)

Division STUDENT SERVICES

Subject Area COUNSELING

Home Phone 

Office Phone 

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 for which leave is requested (please list **entire** period—see note regarding split leaves on next page.)

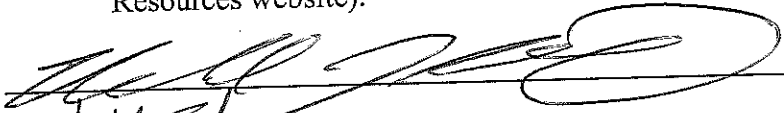
Semester Fall Year 2012

Semester _____ Year _____

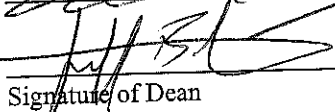
D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature:



Received and Reviewed by:


Signature of Dean


Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

II. Purpose of Leave

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

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

My overall objective is to complete a doctoral dissertation that focuses on how the construct of “student engagement” enhances student success.

Higher education, specifically community college education, is at a crossroads. In California and across the nation, funding shortfalls at public community colleges are forcing a shift of focus from student access to student success. Our district is no exception. As a counselor and as our division representative on the Academic Senate, I am well positioned to contribute to the discussion of how faculty can help our students enhance their chances of success given the resource limitations of our district.

In addition, I am a doctoral candidate at Indiana University (through Fall 2012), and have completed all requirements except the doctoral dissertation to earn my Ph.D. in Higher Education. Indiana University, located in Bloomington, Indiana, is home to the National Survey of Student Engagement (NSSE; <http://nsse.iub.edu/>). At Indiana University, I have access to a data set that includes responses from millions of students and faculty across the nation, as well as nationally renowned experts in the areas of student engagement (George Kuh), enrollment management (Don Hossler), faculty impacts on student engagement (Tom Nelson Laird), and student persistence (John Bean).

If approved for my sabbatical leave, I will complete my dissertation under the guidance of these experts, which will directly enhance my ability to contribute to the success of our students upon my return to Las Positas College. My deadline for completion of the Ph.D. is the Fall 2012 semester. I will lose my candidacy status if I fail to complete my dissertation during this time frame.

III. Specific Objectives and Methods for Achieving These Objectives

My overall goal is to complete my doctoral dissertation and to earn the Ph.D. in Higher Education from Indiana University. Specific objectives include the following:

Objective 1: Prepare to write the doctoral dissertation (30%)

Plan: I will spend the part of the Fall 2012 semester in residence at Indiana University to complete a literature review focused on what we know about Student Engagement in higher education. I will consult regularly with experts from the Higher Education department as well as practitioners from the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). I will use the School of Education’s extensive library as a starting

point to conduct my research. I will develop specific hypotheses and research questions that utilize the NSSE and FSSE data sets to help examine the factors that influence to student success. I will obtain Institutional Review Board (IRB) approval to conduct my analysis of the NSSE and FSSE data sets. I will review my quantitative research manuals, texts, and software in order to bring my data analysis skills up to speed in these areas.

Documentation:

- Travel itinerary
- Literature Review (including expert feedback)
- Bibliography
- Documented IRB approval

Objective 2: Analyze the Data (20 %)

With IRB approval, I will conduct an analysis of NSSE and FSSE data to examine the influences on student success. I will examine influences from both within the classroom and outside the classroom. I will examine faculty behaviors, faculty status (part-time vs. full-time, tenured vs. non-tenure track, etc.), student behaviors and backgrounds, and environmental influences. I will utilize SPSS software to conduct my analyses.

Documentation:

- Specific Research Questions and Hypotheses
- SPSS reports

Objective 3: Complete the Dissertation (50%)

I will complete the doctoral dissertation and earn the Ph.D. from Indiana University. To accomplish this, I will devote a minimum of four full-time days per week to writing of the dissertation, until completed. My graduation date will be December 2012.

Documentation:

- Doctoral dissertation
- Official IU transcript
- Ph.D. Diploma

Finally, upon my return to Las Positas College, I will use what I have learned in my research to contribute to ongoing discussions of student success within our district.

Michelle Sherry

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

RECEIVED

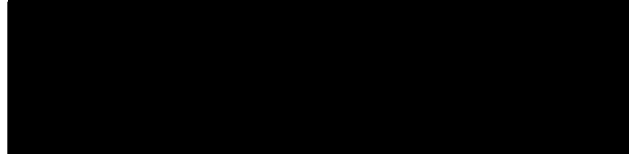
Date of Application

AUG 31 2011

A. Applicant's Name:

Sherry Michelle Eve
(last) (first) (middle)

Address:



Division Social Sciences Subject Area Early Childhood Development

Home Phone Office Phone

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 October, 2009

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

Semester Fall Year 2012

Semester _____ Year _____

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Michelle Sherry

Received and Reviewed by: Susan [Signature] 8/30/11
Signature of Dean

[Signature] 8/31/11
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Submitted by Michelle Sherry
Chabot College
Submission Date: September 15, 2011
Revision Date: November 2, 2011

Application for Sabbatical Leave

II. Purpose of Leave

During my leave I plan to review and organize my entire professional library, including all forms of educational resources, and to research new, relevant materials and pedagogical studies. I also plan to visit four college lab schools, gathering ideas and materials that will assist me in self-reflection and renewal about my own instructional practices.

The purpose of my leave would be:

1. To refresh, restore, and improve my ability to teach Early Childhood Developmental Theory and Practice, and to update my resources in current educational trends in our rapidly changing society.
2. To visit other college lab schools as a means to reflect upon and evaluate my own expertise as a practicum instructor for our Supervised Experience classes.

The benefits to Chabot College would be a more knowledgeable ECD instructor who could provide students with sound developmental theory as well as the most current research that would reflect educational trends in our community and country. Observation of practicum sites at other local colleges will foster collaboration and possible integration of enhanced learning experiences for student teachers in our ECD classes.

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

Objective 1: To review, organize, and create a new bibliography of my books, and all educational materials and resources. I have been teaching for over twenty years and have been collecting materials and resources that have become cluttered and in need of reorganization. I need the time to thoroughly review and create a file system to enable me to easily integrate them into my courses as supplemental resources. (25%)

Plan: I will review and organize all my professional files and resources, including the creation of a bibliography of my own, organized by topic and focus. This will include at least 15 educational articles. I will make these resources available to loan to students.

Documentation:

- a. I will submit a list of my files organized by topics
- b. I will submit a bibliography which will be organized according to the educational topic and focus, and will include a short description.
- c. I will organize all the materials to be used as supplemental reading and resources, and specify which classes they would be used for.

Objective 2: To update my knowledge base on current research and new trends in the field of child development. (70%)

Plan: I will read at least 15 recent books on new research and trends in the field of child development. Two sample books, both on infant brain research are:

“The Philosophical Baby” by Alison Gopnik

“Einstein Never Used Flashcards” by Kathy HirshPasek&Roberta Michnick

Documentation:

- a. I will organize these readings into an annotated bibliography that will contain a 100-200 word summary of the main topic.
- b. I will add at least 10 of these books or articles into my updated resources. (see objective 1)

Objective 3: To visit at least four colleges that have an educational lab school for students of child development. . I wish to obtain information on how they serve students who are doing a practicum in the classrooms with young children. (5%)

Plan: I will visit and observe four college campus children's centers that serve as a lab practicum for child development students. (see attached page for list of possible programs) I wish to visit these programs to observe and then talk with the Director or an ECD Faculty member who teaches the practicum class. I will develop a list of questions that will assist me in self reflection about my own instructional practices. I will also gather any written materials they provide for their students for this purpose.

*please see attached page for a list of possible colleges and sample questionnaire.

Documentation:

- a. I will write a short review (minimum of 2 pages) on each program and submit any written material with it, which will include the question/answers from each visit.
- b. I will include correspondence with each program that will provide validation of my visit.

Sample Questions for Children's Centers/Lab Practicum

What is the structure of your program, are you both a campus Children's Center and a Lab Practicum or do you have two separate programs? Please describe?

How many children do you serve, what are your operating hours?

Do you have classroom teachers in addition to ECD Faculty? If so what are their qualifications? Do they supervise student teachers?

How does your practicum program function? Who is it taught by and what are the guidelines (get a sample course outline.)

How do you structure your lecture/theory component of the practicum course? (ask for sample assignments, readings)

What are the greatest challenges your program faces?

Possible list of programs to visit:

Bing Children's Center, Stanford University, Palo Alto, CA

Mill Children's Center, Mill's College, Oakland CA

Santa Rosa Community College Children's Center, Santa Rosa CA

San Francisco City College Children's Center, San Francisco, CA

Karin Spirin

RECEIVED

APPLICATION FOR SABBATICAL LEAVE

SEP 15 2011

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

Academic Services
Las Positas College

I. General Information (please print or type)

REVISED: 10-21-11

Date of Application Sept. 15, 2011

A. Applicant's Name:

Spirn Karin S.
(last) (first) (middle)

Address: [Redacted]
(city) (state) (ZIP)

Division Arts and Communication Subject Area English

Home Phone [Redacted] Office Phone [Redacted]

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 for which leave is requested (please list **entire** period—see note regarding split leaves on next page.)

Semester Spring Year 2013

Semester _____ Year _____

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: [Signature]

Received and Reviewed by: [Signature]
Signature of Dean

[Signature]
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

II. Purpose of Leave

This year, I have the opportunity to teach creative writing for the first time, English 11 (Intro to Creative Writing) in the fall and English 12 (Art of Short Story) in the spring. I hope to continue teaching creative writing in future semesters. During my leave, I plan to enhance my ability to teach writing in general, with a specific focus on creative writing. The purpose of my leave would be:

1. To write 40,000 words of prose towards a complete novel.
2. To read four books on creative writing craft and instruction.
3. To research the connection between creative writing and composition instruction.

Towards this end, I am requesting a one-semester sabbatical leave. My project will benefit Las Positas by strengthening my skill and knowledge as a creative writing and composition instructor. I will enhance my knowledge of current approaches to creative writing practice and instruction through reading books on the topic. Our department has often wondered about the connection between our creative writing and composition courses, so my research will be the first step of an inquiry into this topic. Over the last four years, I completed my first novel and am currently in the process of revising it. Continuing to work on my own creative writing project will further develop my insight into the creative writing process, making me a better instructor and mentor for creative writing students.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To write 40,000 words of prose towards a complete novel. (80%)

Plan: I will write approximately 2500 words each week of the 17-week semester.

Documentation: I will submit my 40,000 word novel excerpt along with a summary.

Objective 2: To read four books on creative writing craft and instruction. (10%)

Plan: For each month of my leave, I will read one book regarding the craft and instruction of creative writing. Typical books might include Stephen King's *On Writing*, John Gardner's *The Art of Fiction*, and Kim Addonizio's *Ordinary Genius: A Guide for the Poet Within*. These books will enhance my knowledge as a writer and creative writing instructor. They will also be potential candidates for books to teach in future creative writing courses.

Documentation: I will submit a brief (2 pages) summary and reflection for each book.

Objective 3: To research the connection between creative writing and composition instruction. (10%)

Plan: I will find and read at least three articles discussing the connection between creative writing and composition. This research will support the English department's inquiry into how creative writing benefits students in their other courses. Possible titles include "Grammar Matters: A Creative Writer's Argument" by Anna Leahy and "Life Ain't No Crystal Stair" by Susan Danoff. Through this research, the department hopes to strengthen the pedagogical and philosophical connections between our creative writing and composition programs.

Documentation: I will submit a brief (4 pages) report on my findings.

Anita Wah

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

SEP 1 2011

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

REVISED: 11-29-11

REVISED: 11-5-11

Date of Application September 1, 2011

I. General Information (please print or type)

A. Applicant's Name:

Wah Anita J. (last first middle)

Address: [Redacted]

Division Math/Science

Subject Area Mathematics (and Statistics)

Home Phone [Redacted]

Office Phone [Redacted]

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

Yes [] No [x] If "yes," give date of approval _____

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

Semester Fall Year 2012

Semester Spring Year 2013

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes [] No [x] If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Anita Wah

Received and Reviewed by: [Signature] Signature of Dean

[Signature] Signature of Vice-President, Academic Services 9-16-11

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

II. Purpose of Leave

During my leave, I plan to divide my time among three different kinds of activities. To assist the committee in understanding the relationship among these activities, and to help myself clarify their relationship so as to insure that each activity supports a coherent whole, I have included a Background and Rationale.

II A. Purpose of Leave (Background and Rationale)

There is no shortage of educational rhetoric about the importance of “preparing our students for twenty-first century jobs,” but as is the case in just about every human endeavor, the rhetoric falls somewhat short of the practice. Nowhere is this more apparent than in the area of quantitative skills. I began my career in mathematics and statistics education 33 years ago, drawn into the field by the excitement of a lively movement for reform to update the traditional curriculum. Over the intervening years, I have seen at least three other reform movements come and go, but not a single one has changed the typical community college curriculum. When I returned to community college teaching in 1999, the curriculum and expected pedagogy for a Precalculus course was identical to what I experienced as a 23-year-old teacher in 1979. It remains the same today.

This conservative approach to mathematics education has many advantages for our students in STEM majors, particularly those who plan to study mathematics, physics, or engineering. They need a solid foundation in the first two years of college-level mathematics, and our department is filled with superb teachers who are dedicated to providing it. For students in those areas of study, I am convinced that there are few colleges in the state where they could obtain a superior preparation in lower-division mathematics. For this, I hold my colleagues in high esteem.

However, for many non-STEM majors, the fact that traditional mathematics courses are the only path to quantitative literacy is nothing short of disastrous. To obtain most degrees and certificates, and to satisfy requirements for transfer, students must pass traditional developmental and lower division courses in mathematics and statistics. For too many of our students, these courses are difficult, intellectually uninspiring, and of little practical value.

While I had hoped that the Basic Skills Initiative would provide impetus for state-funded colleges and universities to address this issue, this hasn't occurred. Our own Basic Skills Committee has tended to support programs that change classroom climate and encourage better teaching practices, leaving the definition of basic quantitative skills unquestioned and unchanged. Over the three decades since I first taught Basic Math in community college, most colleges have embraced technological progress only in the sense that a typical Basic Math test these days is photocopied rather than mimeographed. Most such tests still consist of a series of context-free arithmetic problems in decimals and fractions, every one of which can be performed easily with a calculator costing less than \$20.

Mathematics educators have debated this issue endlessly over the last twenty years; there is really nothing more to be said. Those who defend the status quo are absolutely correct: a student who plans to study more mathematics needs to have the skills contained in our Basic Math curriculum. The question is not whether we should offer this course for those students, but whether we need require it of all students in its current form. In essence, we need to ask whether what our non-STEM students really need is mathematics or quantitative skills and quantitative literacy.

A typical required sequence in developmental mathematics focuses on arithmetic and algebra and covers such skills as arithmetic with fractions and decimals, solving equations, factoring and simplifying expressions, and translating functions between their two most common representations: equations and graphs. These are essential skills for students planning to continue their study of mathematics through calculus. At the middle and high school level, requiring these topics in the curriculum is essential if we are to avoid restricting the career choices of young people. At the college level, however, it makes questionable sense to require students to review these skills when they have already made a career choice that excludes the further study of mathematics. Such a requirement might be defensible if there were no other essential quantitative skills that would be useful or necessary to students, but in fact it is quite easy to come up with a list of skills whose omission in the standard community college curriculum borders on the irresponsible.

How can we defend teaching adult students how to do complicated factoring when we never mention how to analyze credit card debt or understand adjustable mortgages? Why are aspiring nursing students taught how to simplify polynomial expressions instead of to assess the mathematical risk of a false positive on a screening test? The answer lies largely in the fact that these other ideas are not strictly part of mathematics, and our mandate is to require our students to learn mathematics. Even when students are allowed to meet a requirement by taking statistics (which is also not mathematics), the standard approach de-emphasizes the more common uses of statistics in favor of those that will be used primarily by students who plan to engage in research at the graduate level.

My response to this problem over many years has been to work on it at the course level, writing curriculum to supplement the traditional textbooks and trying to make small changes in course outlines. This approach has not been successful, and it's becoming increasingly clear that its failure can be blamed only partly on the lack of consensus about the need for reform. A more fundamental cause for failure is that small course curriculum changes fail to address the most important feature of education: the students' overall educational experience. When we consider the low transfer rate to universities, it's clear that the mismatch between the students' aspirations and the curriculum extends far beyond the math classroom.

As evidence for this, I could cite any number of articles and books I've read recently that have connected the emphasis on "college for all" to economic decline in certain demographic sectors, particularly young men who previously would have made a good living in the skilled trades. Don Peck, writing in the September 2011 issue of the *Atlantic*

writes that, “Among the more pernicious aspects of the meritocracy as we now understand it in the United States is the equation of merit with test-taking success, and the corresponding belief that those who struggle in the classroom should expect to achieve little without it... This is a narrow way of looking at human potential, and it badly underserves a large portion of the population.” There is no more poignant example of this than the twenty-year-old male, full of energy and itching to learn some skills that will give him a meaningful role in the workplace, sitting in a community college math class failing a test on skills that he was unable to master in the seventh grade. As Peck points out, “Grants, loans, and tax credits to undergraduate and graduate students total roughly \$160 billion each year; by contrast, local spending on employment and training programs... totaled \$7 billion---an inflation-adjusted decline of about 75 percent since 1978.” Peck also cites studies connecting the declining job opportunities for this sector of the population with growing social instability: declining civic participation, the low marriage rate, the high birthrate among young, unmarried women, the increase in one-parent households, and child poverty.

Yet we can't solve the problem easily just by expanding technical education in community colleges. It has declined partly for a good reason: our goals for our young people have changed. We want not just training, we want education, and we want education for all. We have partly abandoned technical programs because we want to prepare our young people for more than jobs. To be the productive, involved citizens of a democratic society that we envision, they need something broader than career and technical education. This is a noble goal, and it has never been more important.

We are currently facing two critical problems that require the active involvement of all citizens to solve: first, the widening income gap in the United States accompanied by voter apathy and increasing control of our legislatures by multi-national corporations and the super-rich, and second, the accelerating impact of climate change on every aspect of our lives. One of our highest priorities should be that all students, regardless of their career aspirations, should leave our institution with a grasp of these issues deep enough to be able to take a responsible part in democratic decision making. It is interesting that people living in this country are referred to as “consumers” rather than residents or citizens. It is no wonder that most of us have come to believe that our primary goal should be to help our students get jobs that will bring them as much money---and by extension, as many consumer goods---as possible. But it can be argued that it is just this emphasis on consumerism as the highest good that has created these two seemingly intractable societal problems.

So what is our responsibility as community college educators, and what can be done? Of course there are many possible solutions, but I would like to spend my sabbatical leave exploring one possible answer. I envision an environmental studies program designed for all students. There would be two pathways in the program: a technical pathway preparing students for immediate work in the “green economy” and a transfer pathway providing lower-division transferable academic courses. Certificates in technical fields might include areas such as GIS, training for the solar industry, and environmental monitoring. Common transfer areas would be non-STEM majors such as environmental

studies, legal studies, nursing, allied health professions, and journalism. The traditional required math curriculum would be replaced by quantitative methods courses emphasizing topics such as measurement, modeling, data analysis, spatial statistics, probability and risk assessment, and elementary applications in personal finance and economics. The assumption in creating such a program is that our job is to educate citizens, not create consumers. An A.A. degree, available to students in both pathways and designed to help students take an active role in a democratic society, would include common courses such as quantitative methods, political science, geography, and environmental science.

I have taken the first step in exploring the feasibility of such a program by initiating discussion with my colleagues about quantitative skills across the curriculum and beginning some of the reading and study described in my Sabbatical Leave Proposal. It is my fervent wish that my sabbatical will give me the skills I need to turn the dream I have described above into a reality.

IIB. Purpose of Leave (Description)

The purpose of my leave would be to:

1. **Through coursework, to update and broaden my statistical education by learning about new areas and techniques in statistics and quantitative methods that would be relevant to my teaching and curriculum development. (40%)**
2. **Through independent study, to learn about current issues in sustainability, environmental studies, and environmental health with an emphasis on quantitative approaches to solving problems in these areas. (40%)**
3. **Through independent study, campus visits, and interviews, to investigate successful programs at other colleges that integrate environmental and sustainability studies across the curriculum. I will look particularly for those that have the potential for combining academic education with technical or vocational training. In academic programs, I will focus on courses in mathematics, statistics, and quantitative literacy. (20%)**

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

Objective 1 Update and broaden my statistical knowledge (40%)

Plan:

I will take for credit at least three courses, (the equivalent of at least 6 semester units of graduate-level coursework) at statistics.com. I will also investigate several software programs for statistics, either through courses at statistics.com or independently by using the resources in the course descriptions on the website.

NOTE: Statistics.com offers graduate certificate programs and continuing education for professionals in business, government, and academia who use advanced statistical methods in their work and need to update their education. Courses are taught by well-known academic and professional statisticians, almost all of whom who have

doctorates and have done original work and authored books in the subjects they are teaching.

Details of the Plan:

To update my statistical education, I will take at least two of the follow courses:

- Bootstrap Methods
- Introduction to Resampling Methods
- Risk Simulation and Queuing
- Introduction to Quantitative Risk Analysis

To broaden my background and learn about applications of statistics, I will take for credit at least one of the following courses:

- Ecological and Environmental Sampling
- Bayesian Environmental Statistics or Introduction to Bayesian Statistics
- Statistical Process Control
- Spatial Statistics with Geographic Information Systems
- Interactive Data Visualization

To update my understanding of the use of software for solving statistical problems, I will independently study the use of Excel and StatCrunch for resampling methods, including the Excel add-ins BoxSampler or Resampling Stats.

Documentation:

I will submit a certificate of completion for each course on statistics.com. For the independent work on software, I will write two sample student projects, one using Excel with add-ins and the other using StatCrunch.

Objective 2 Update and broaden my understanding of environmental issues (40%)

Plan: To learn about current issues and research in sustainability, environmental studies, and environmental health I will read and study at least 18 books. A partial representative list follows. I have chosen books for this list by seeking out authors who are widely respected by their academic or professional peers. I will work to obtain a balance between works that provide a broad understanding of global environmental issues and those that include quantitative and technical analyses of problems.

Plan B 4.0 by Brown (2011), and other works by Lester Brown, called one of the world's 100 most influential thinkers

Smart Solutions to Climate Change: Comparing Costs and Benefits by Lomberg (2010), and other works by Bjorn Lomberg, called one of the 50 people who could save the planet
Environmental Health 4th ed by Moeller (2011) , and other works by Dade Moeller, one of my professors at Harvard School of Public Health

Heat by Monbiot (2006) , and other works by George Monbiot, winner of the United Nations Global 500 award for outstanding environmental achievement

Field Notes from a Catastrophe by Kolbert (2006)

The Crash Course: The Unsustainable Future of Our Economy, Energy, and Environment by Martenson (2011)

Post-Carbon Reader: Managing the 21st Centurys Sustainability Crisis by Heinberg and Lerch (2010)

The Psychology of Environmental Psychology: Psychology for Sustainability by Koger and Winter (2010)

The End of Growth by Richard Heinberg (2011)

Solar Revolution: The Economic Transformation of the Global Energy Industry by Bradford (2006)
Changing Planet, Changing Health by Epstein, Ferber, and Sachs (2011)
Limits to Growth: the 30-year Update by Meadows, Randers, and Meadows, (2009)
Thinking in Systems: A Primer by Meadows (2008)
Environmental Science: Toward a Sustainable Future, 11th ed by Wright and Boorse (2010)
Statistics for Environmental Science and Management, 2nd ed. by Manly (2008)
Common Wealth: Economics for a Crowded Planet by Sachs (2008)
The Stork and the Plow by Ehrlich, Ehrlich and Daily (1995)
Blue Revolution: Unmaking America's Water Crisis by Barnett (2011)
Power Hungry: The Myths of Green Energy and the Real Fuels of the Future by Bryce (2010)

Documentation:

I will write a minimum of two pages about each book: one page summarizing the main ideas and one page describing how some of those ideas would be relevant to my future teaching or to curriculum and program development at Chabot College.

Objective 3 Learn about programs at other institutions (20%)

Plan:

This is my three-part plan:

- a) *Technical/vocational programs:* I will investigate certificate and associate degree programs at other community colleges that emphasize technical skills and workforce development for the “green economy.” My initial resource will be the list of programs maintained by Association for the Advancement of Sustainability in Higher Education (www.aashe.org). I will also search for programs in the Bay Area that might not be included in this list, including those at private technical schools. I will chose five programs that have the potential of being most appropriate for Chabot College (based on local workforce demands and available resources) and study them in depth. I will interview faculty, review the curriculum, and study data on student success and job placement.
- b) *Academic programs:* I will investigate associate degree programs or lower division programs that provide academic preparation for bachelor’s degrees related to sustainability and environmental studies, including environmental health. Initial resources will include AASHE (see above), the websites of local colleges and universities, SENCER (Science Education for New Civic Engagement and Responsibilities), and any available proceedings from the SENCER Summer Institute at Santa Clara University on August 2-6, 2012. I will choose two programs that have the potential of being most appropriate for Chabot College (based on our existing curriculum and the programs offered by the transfer institutions that are most popular with our students) and study them in depth. I will interview faculty, review the curriculum, and study data on student success and job placement.
- c) *Curriculum in math, statistics, and quantitative literacy:* I will investigate courses that integrate environmental issues with topics in the math and statistics classes for non-STEM majors that I teach. Initial resources will include the contacts from the SENCER 2009 Fall Symposium on Teaching Quantitative Reasoning Through Civic Issues, the Spatial Literacy program at the University of Redlands, the Institute for Sustainability and Post Carbon Education at Bristol Community

College, the Center for Quantitative Studies in Forestry, Fisheries, and Wildlife at the University of Washington, the Quantitative Environmental Learning Project at Seattle Community College, and Earth Math at Kennesaw State University.

Documentation:

I will write a 10- to 15-page report on my findings and conclusions. I will describe each of the seven programs in parts a) and b) that I studied in depth and conclude with some ideas for implementation at Chabot. I will prepare an annotated bibliography of teaching materials and resources that would be useful to members of my department who wanted to integrate environmental concepts into their teaching.

Jane Wolford

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

Date of Application 9-12-11

A. Applicant's Name: Wolford Jane Ann
(last) (first) (middle)

Address [Redacted]
(city) (state) (zip)

Division Social Science

Subject Area History

Home Phone [Redacted]

Office Phone [Redacted]

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 for which leave is requested (please list **entire** period—see note regarding split leaves on next page.)

Semester Spring Year 2013 RECEIVED
SEP 12 2011

Semester _____ Year _____ VICE PRESIDENT

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Jane Wolford

Received and Reviewed by: [Signature] 9-8-11
Signature of Dean

[Signature] 9-16-11
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

II. Purpose of Leave

I plan to do extensive reading, traveling, and onsite research to improve the curriculum for History 27 (U. S. Women's History). This past summer I assembled readings and assignments for a custom reader published by University Readers. Students are using it for the first time this semester. Part of my leave will be devoted to reading various texts to add new readings to my reader. In addition, I plan to develop new writing assignments based on these readings for my History 27 students. These assignments will better assess my students' ability to "synthesize factual information and historical evidence from a variety of sources and identify the connections between them." (History CLO) Each assignment will connect to a central question: to what extent have church and state impacted women's public and private lives throughout U. S. History? The purpose of my leave would be to:

1. Read ten books to locate specific texts to add to my custom History 27 course reader (textbook.)
2. Visit historic sites to research new writing assignment topics.
Design/redesign the major writing assignments to connect to and attempt to answer the central question at different historical time periods.

The benefits to Chabot College could be improved curriculum and essay-writing assessments for History 27. The end goal is to achieve greater student success. Over the last five years BSI and Title III funds have supported my efforts to find new ways to engage students and help them succeed. The addition of History 28, (a one-unit supplemental instruction course), and incorporating Reading Apprenticeship metacognitive routines into my classroom have had a positive impact on my teaching and student learning. RA has opened my eyes to the central importance of content reading, and I have stopped assigning a traditional textbook. The custom reader now serves as the textbook for the course.

I've made more pedagogical changes over the last five years than in my previous twenty years of teaching. However, I don't feel as though my written assignments are truly capturing what my students can do. I would be happy to share my work with other full-time and adjunct History Instructors upon completion.

Specific Objectives, Plans for Achieving these Objectives, and Documentations

Objective 1: Read ten books to locate specific texts to add to the course reader (textbook.) (50%)

Plan: Add new text material to my course reader relating to Writing Assignment #1. At present, the first essay requires students to compare and contrast the European Witch Burnings of the Renaissance and Reformation Eras to the Salem Witch Trials of 1692. Students discover that the two phenomena are more similar than different, especially when examining those who were typically accused. Students watch a video on the witch burnings and then read a sixteen-page article on Salem. I plan to replace the Salem article with several shorter articles to get students used to using multiple sources early in the semester. My second essay requires students to read another lengthy article based on a pioneer woman's diary, so they're only reading one source. I want to change the subject matter entirely, connect the second essay to the first while, again, requiring students to read several sources and make connections between them. For years many scholars believed that L. Frank Baum's *The Wonderful Wizard of Oz* series was linked to the gold/silver political debate of the late nineteenth century. More recent scholarship suggests that the *Oz* series was inspired by Baum's mother-in-law Matilda Joslyn Gage. Gage was considered the most radical feminist of the early women's rights era, and had written extensively about women, witchcraft and social justice issues. I hope to find passages from Gage texts to include in my reader, and to incorporate some of the *Oz* stories as well.

Here is a sample of books I might include:

For Assignment #1:

Damned Women: Sinners and Witches in Puritan New England by Elizabeth Reis, 1999.

The Devil In the Shape of A Woman by Carol F. Karlsen, 1998.

The Salem Witch Hunts: A Brief History with Documents by Richard Godbeer, 2011.

The Witch-Hunt in Early Modern Europe by Brian Levack, 2006.

Witchcraze: A New History of the European Witch Hunts by Anne Barstow, 1995.

For Gage, Baum, Oz assignment:

The Concise History of Woman Suffrage: Selections from History of Woman Suffrage, by Elizabeth Cady Stanton, Susan B. Anthony, Matilda Joslyn Gage, and the National American Woman Suffrage Association by Mari Jo Buhle and Paul Buhle, 2005.

Finding Oz: How L. Frank Baum Discovered the Great American Story by Evan I. Schwartz, 2009.

Selected stories from *The Original Oz Series* by L. Frank Baum, 2005.

The Wonderful Mother of Oz by Sally Roesch Wagner, 2003.

Women, Church and State (Modern Readers Edition) by Matilda Joslyn Gage, 2011

Documentation:

- a. I will submit an annotated bibliography and evaluation of each source.

Objective 2: Visit historic sites to research writing assignment topics. Develop these assignments to connect to the central question at different historical time periods. (50%)

Plan: I will visit the following sites:

- a. Various sites in the Salem area (Salem Witch Memorial, 1692 sites tour, etc.)
- b. Matilda Joslyn Gage Home and Research Center in Fayetteville, NY
- c. Women's Rights National Historical Park, Seneca Falls, NY
- d. Elizabeth Cady Stanton Home, Seneca Falls, NY
- e. Susan B. Anthony Home, Rochester, NY

Documentation:

- a. I will submit travel documentation to the committee.
- b. I will submit a report that documents my experiences. (minimum five pages per site visit)
- c. I will submit the new assignments on witchcraft, Gage/Baum/ Oz and women's rights.

Patricia Wu

RECEIVED

SEP 15 2011

4:00 PM
VICE PRESIDENT *AKB*

Chabot-Las Positas Community College District

SABBATICAL LEAVE APPLICATION

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

REVISED: 11-10-11
REVISED: 11-6-11
Date of Application 09/15/2011

I. General Information (please print or type)

A. Applicant's Name:

Address:

Wu Patricia Pei-Ching
(last) (first) (middle)

[Redacted Address Block]

Division Science & Math

Subject Area Biology

Home Phone [Redacted]

Office Phone [Redacted]

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

Semester Spring 2013 Semester _____
Semester _____ Semester _____

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If "yes," use the attached form (also available on the Human Resources website).

Applicant's Signature: _____ *Patricia Wu*

Received and Reviewed by: _____
Signature of Dean

Signature of Vice-President, Academic Services *9/16-11*

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

II. Purpose of Leave

- A. Restructure Anatomy Class – introduce Reading Apprenticeship routines and problem-based inquiry
- B. Skill Improvement – update biotech skills, current topics, and trends
- C. Acquire New Skill – learn how to draw to enhance anatomical illustrations on the blackboard for the students.

Benefits to Chabot College:

- Better prepare Allied Health and Pre-Med students for advanced science courses by enhancing their reading and critical thinking skills. Therefore, increase the success rate of the class and improve Course Level, Program Level, and College Level Outcomes.
- Better prepare the Cal Berkeley NIH Bridges Program STEM students for their summer internships at UC Berkeley. Therefore, increase the transfer rate to 4-year universities.
- Be able to provide up-to-date and informative lectures to the students.

III. Specific Objectives

A. Restructure Anatomy Class ~ 50%

1. My initial exposure to student's reading difficulty came in the first year (2004 – 2005) of my teaching career. Quite a few students approached me asking for advice on how to make sense of the anatomy textbook. I was rather surprised to learn that students would find reading the text difficult and I couldn't offer any useful tips for them since I find reading as an intuitive process. Intrigued, I jumped at the chance to attend a Reading Apprenticeship (RA) training seminar in 2007. I have learned many useful routines to help students read the science text better since then. However, I mainly use the RA routines in the physiology class instead of the anatomy class.

The Reading Apprenticeship routines have worked out really well in physiology. Students must be able to critical think, analyze, and integrate a large amount of information in order to perform well in the class and lay down a strong foundation for future science classes. With RA, students at the lower reading level learned how to grapple with a science text and the higher level students read more efficiently with routines like Talking-to-the-Text and Metacognitive Reading Log. Seeing the success of implementing RA routines in physiology, I would like to use them in the anatomy class.

I found it difficult to implement RA routines in anatomy right after my training seminar because anatomy is a fact based subject. I couldn't see how RA routines can help students read better and develop metacognitive skill in anatomy. Now, I have more experience with implementation, learned more routines through additional RA trainings and RA FIGs, and developed a deeper understanding of the routines as a RA workshop facilitator for STEM (Science, Technology, Engineering, and Math) and other faculty, I am ready to incorporate several RA routines in the anatomy class.

2. Another skill I would like to introduce to the anatomy students is critical thinking. It has been increasingly evident that students do not think for themselves. They rely and expect the teachers

to tell them everything. To change their learning habits, problem-based inquiry or case studies which integrate structure (anatomy) and function (physiology) will re-route their thinking process and develop metacognitive conversations. Students who develop these critical skills early on in their academic career will be better prepared for advanced science courses in the 4-year universities or professional programs.

Plan

One of the biggest problems encountered when introducing reading and critical thinking routines into a science class is how much time will be taken away from lecture and lab time. It is going to be a constant struggle to strike a balance between reading routines, problem-based inquiry case studies, and teaching content.

The anatomy curriculum is not discussion based naturally. The material is factual with no variability. In order to incorporate critical thinking through problem-based inquiry into the classroom, additional material such as clinical procedures, laboratory values, and physiology must be worked into the existing heavy content. The anatomy class is in a 4-hour block with 75 minutes of lecture followed by the lab. There is already great difficulty trying to get enough anatomy content into the 75-minute period (sometimes 90-minute for more difficult concepts), it will be a monumental task to modify all 27 lectures to incorporate the additional material for problem-based inquiry case studies. It will not be possible to extend the lecture well into the lab time because the lab is jammed packed with different activities such as microscopic observations, models, cadaver dissection, preserved specimen dissection, and computer-assisted programs. An activity cannot simply be removed to make room for lecture because all anatomy sections use the same lab manual. It will not be fair to deny the students the experience of performing a certain activity. On the same page, a topic from lecture cannot be removed because the articulated course outline must be followed.

Currently, there are no published college level anatomy problem-based inquiry case studies on the market. What's available published or on the internet are case studies for medical or K12 students. Therefore, the case studies must be either dumped down, beefed up, or created from scratch. Whether the case study is altered or created, intensive research in medical anatomy, biology, biotechnology, medical pathology, pathophysiology, and medical physiology must be done to make sure the logic of the case study is correct or not lost, information/solution is correct, the desired outcome is achieved, and the supporting lecture material is appropriate. The problem-based inquiry case studies will be built around the body systems.

Another aspect of the class is implementation of RA routines. RA routines are built around instructor modeling and sharing of information between a pair of students and the whole class. Again, time required for these routines will be another serious challenge to the anatomy curriculum. The lecture is already packed with the additional material for problem-based inquiry case studies but modeling of Think-Aloud and QAR routines have to take place during lecture when the appropriate topic comes up. Therefore, all lectures will have to be restructured to fit both RA routine modeling and supporting material for problem-based inquiry case studies. Students need to practice these routines in pairs and share out with the whole class which will have to be done during lab time. So all labs will be rearranged to accommodate the Norm Setting, Personal Reading History/Capturing the Reading Process/Think Aloud/QAR discussions, compose the Reading Strategies List, and problem-based inquiry case studies discussions. To facilitate the RA routines in class, students will be given instructions, handouts, and worksheets. Although these routines have been tested with non-science courses with encouraging results, but it is the first time in an anatomy class. All the routines will be modified or adapted and handouts will be made specifically for a science class.

The beginning of the semester is focused on knowledge building. RA routines will be the emphasis. The second half of the semester will be focused on critical thinking because students would have acquired a foundation of knowledge and are familiar with the RA routines to do additional reading necessary to complete the problem-based inquiry case studies.

▪ **RA routines**

- **Norm Setting:** in a RA classroom, students must take on an active role in learning which involves asking questions, participating in small group (2 – 3 students) discussions, and whole class discussions. Student's confusion, dilemma, and thinking process will be made visible not only to the student but the whole class. The thought of exposing one's shortcomings is a scary one and will most likely inhibit one's participation and growth. In order to encourage and foster the correct learning behavior, it is important to create a safe social environment where the students feel safe to share reading skills and problems. To achieve this, students will be asked to set up rules which will contribute to a successful learning environment. For example, be respectful to everybody's comments.
- **Personal Reading History:** ice breaker at the beginning of the semester. Students don't realize that even expert readers (instructors) can have reading difficulties or have struggled through a text. This is a great opportunity for the instructor and students to share literacy histories and experiences to develop reader identity. These experiences are a rich resource for creating the kind of classroom where reading in the subject area happens more often, with more support, and with more comprehension as a result.
- **Capturing the Reading Process:** introduce the idea that reading is problem solving. Make students think about their reading process with anatomy text and develop metacognitive conversations, so students recognize and articulate the variety of problem-solving processes they use to make sense of challenging texts.
- **Reading Strategies List:** while students work on capturing the reading process, different problem-solving processes and techniques from the process will be recorded (on poster paper or separate white board). This list will be made available every class. Every time a student has discovered a useful new technique, it will be added to the list and the student will share the experience how he/she has used it.
- **Think Aloud:** make student's thinking visible through metacognitive conversation. Instructor modeling is critical for this routine. Students will see how the instructor grapple with the anatomy text and recognize the strategies from the reading strategies list, and then try it in pairs. Students will also replicate the same process while reading individually outside of the classroom.
- **QAR:** students should be aware of their own questioning processes while reading. This routine will help students to understand question-answer relationships and the value of questions. The instructor will be able to use students' authentic questioning to monitor comprehension as well as deepen understandings.

▪ **Problem-based inquiry case studies**

Example:

A Pain in the Belly

Objective:

This problem aids students in the development of their three-dimensional understanding of abdominal anatomy.

Descriptive:

An 8-year old male is presented to the emergency room of a major teaching hospital by his mother. The child is experiencing abdominal pain that has been increasing in severity over the past 24 hours. He is examined by a first-year intern.

Patient History:

- The patient has an unremarkable medical history.
- The child is developing well, and is of average height and weight.
- Within the past 12 hours the patient has eaten several spicy dishes, having had a multi-course Sichuan Chinese dinner the night before, as his parents experimented with a new Chinese cookbook.

Physical Examination:

- The patient has lower abdominal pain and fever.
- His temperature is 39 degrees Celsius.
- His pulse is 95, and his blood pressure is 140/98
- He has moderate right lower quadrant and suprapubic tenderness.
- The patient presents guarding or rebound upon palpation.
- His stool tests negative for blood.
- Blood work-ups demonstrate that the patient's hematocrit is normal.

Activities:

- What is your initial diagnosis of the patient based on your knowledge of the abdominal quadrants and anatomical structures? What are the clues led you to the diagnosis?
- What is a hematocrit? What is the purpose of forming such test for the patient?
- Outline the abdominal vasculature.

Documentation

- RA routines: minimum 4 instructor facilitation agendas for Personal Reading History, Capturing the Reading Process, Think Aloud, and QAR routines. The facilitation agendas will include the objectives, step-by-step instruction, questions to be addressed, time required for each step, instructions, handouts, worksheets, anatomy textbook reading assignments, and additional reading material.
- Problem-based inquiry case studies: minimum 5. Please see the work flow stated on page 3.
 - Nervous system
 - Endocrine system
 - Cardiovascular system
 - Respiratory system
 - Renal system
- Syllabus: will be re-written to reflect embedded RA routines and points earned from problem-based inquiry case studies.
 - Week 2: Norm Setting
 - Week 3: introduce Personal Reading History routine and discussion. Model Think Aloud routine.
 - Week 4: introduce Capturing the Reading Process and create the Reading Strategies List. Model Think Aloud routine. Introduce QAR.

- Week 5 to end of semester: model Think Aloud and QAR.
- Week 9 to end of semester: problem-based inquiry case studies.
- Grading: will include points earned from problem-based inquiry case studies.

B. Skill Improvement ~ 25%

Before teaching, I was a researcher in the biotechnology industry. After I started teaching at Chabot College, I kept updating my biotech skills during summer break at Lawrence Livermore National Laboratory (LLNL) through LLNL's Teachers Researcher Academies (TRA) Program (2007 and 2008) and Department of Energy's Academies Creating Teacher Scientists (ACTS) Program (2009 – 2011). For 5 summers, I produced research posters and presented them at LLNL's poster seminar then incorporated the new skills and the latest research I learned into my classes.

The ACTS program ended this summer (2011) but it is critical for me to continue learning the latest information in research because I will be a subject specific mentor for the STEM students selected for the Cal Berkeley NIH Bridges Program. Under this program, Chabot College and UC Berkeley Transfer Alliance Project (TAP) will recruit new and continuing Chabot students in allied health and pre-med pathways to learn about and plan for pursuing research careers in the biomedical and behavioral sciences. As a mentor, I will advise these students on career choices and provide workshops to strengthen their lab skills before they start summer research internship at UC Berkeley. Furthermore, the biology subdivision is exploring different ATE and NSF grants to create STEM specific pathways to increase transfer rates, therefore, staying current on technology is beneficial to our students.

Plan

Ohlone College – Biotechnology courses, 3 semester units - undergraduate

- **Protein Isolation and Assay:** this course emphasizes the isolation and purification of proteins. Techniques include electrophoresis, chromatography (including HPLC & FPLC), and Western Blotting. 1 semester unit.
- **GMP/GLC:** gives an introduction to the concept of GMP (Good Manufacturing Practice) and GLP (Good Laboratory Practice), and their applications in the biotechnological manufacturing of therapeutic products. The course will discuss what are GMP and GLP, the history of GMP/GLP, federal and international regulation for GMP/GLP and how GMP/GLP are being applied in a bio-manufacturing facility. A field trip to a GMP manufacturing plant in the Bay Area is included. 1 semester unit.
- **Biotechnology Careers:** this course is designed to offer an in-depth view of the emerging careers in Biotechnology including agricultural, environmental, forensics, industrial, pharmaceutical, and medical biotechnology careers. Students will have an opportunity to meet many professionals in various biotechnology positions and to discuss the range of career options available and educational training required for each career. 1 semester unit.

Documentation

- Transcripts from Ohlone College.

C. Acquire New Skill ~ 25%

Chabot College, 3 semester units - undergraduate

This skill will allow me create better anatomical illustrations on the blackboard for students to see.

- **Introduction to Drawing:** Skill development in black and white drawing using composition, light and shade, perspective and other basics applied to realism drawing. 3 semester units.

Documentation

- Transcripts from Chabot College.

~ Thank You for Your Consideration ~

Sherri Yeager

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED: 10-21-11

Date of Application SEPTEMBER 10, 2011

A. Applicant's Name:

YEAGER SHERRI A.
(last) (first) (middle)



Division SOCIAL SCIENCE

Subject Area HISTORY

Home Phone

Office Phone

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 for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester SPRING

Year 2013

RECEIVED

SEP 13 2011

Semester _____

Year _____

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes

No

If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature:

Sherrri A. Yeager

Received and Reviewed by:

[Signature]
Signature of Dean

9.8.11

[Signature]
Signature of Vice-President, Academic Services

9/16/11

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Submitted by Sherri Yeager
Chabot College
Revised: October, 2011

Application for Sabbatical Leave

II. Purpose of Leave

In an effort to support the part of the Chabot College mission statement declaring that our classes "develop a sense of civic and social responsibility" - mirroring a key component of the American Institutions transfer and AA Degree general education requirement - I plan to use my sabbatical leave to address the profound degree of misinformation and absence of empirical evidence that permeates popular discourse regarding the current economic recession and related socioeconomic issues. I will (1) engage in intensive reading and research for the purpose of comparing & contrasting socioeconomic realities in various eras of U.S. History from the Gilded Age to the present, and (2) integrate my studies/findings into an educational presentation that will be useful in the classroom and other citizen venues.

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

Objective 1: Research socioeconomic realities during various eras in U.S. History from the Gilded Age to the present in an effort to factually & statistically put the current economic recession and related socioeconomic issues in historical perspective. These issues include: economic inequality, distribution of wealth & income, the social safety net, union membership & standard of living, access to health care/affordable health insurance, the rise & fall of the manufacturing sector, outsourcing of jobs overseas, the relationship between race & economic inequality, the relationship between gender & economic inequality, and the role of government in relation to all other issues. (70%)

Plan: (a) I will read at least 8 books, including but not limited to:

Jeffrey D. Sachs, The Price of Civilization: Reawakening American Virtue and Prosperity; Paul Krugman, The Return of Depression Economics: The Crisis of 2008; Robert B. Reich, Aftershock: The Next Economy and America's Future; Katrina Vanden Heuvel et al, editors, Meltdown: How Greed and Corruption Shattered our Financial System and How We Can Recover; Benjamin I. Page & Lawrence R. Jacobs, Class War: What Americans Really Think About Economic Inequality; Joseph Stiglitz, The Three Trillion Dollar War and Freefall: Free Markets and the Sinking of the World Economy.

(b) I will read 30 articles/research studies pertaining to the above-mentioned socioeconomic realities for the purpose of culling empirical evidence, especially in the form of maps, statistics, charts and graphs to utilize as easy-to-understand visual aids for public educational presentations. Representative examples of the articles and research studies I will be reading include:

Inequality.org "Income & Wealth Inequality Chart and Graph Packs"; Pew Research Center Report: "Wealth Gaps Rise to Record Highs between Blacks, Whites, Hispanics"; Economic Policy Institute report: "A Long and Persistent Middle-Class Squeeze"; Congressional Budget Office, "Long-Term Projections for Social Security"; U.S. Census Bureau, "Income, Poverty, and Health Insurance Coverage in the United States"; Center on Budget and Policy Priorities, "Chart Book: The Legacy of the Great Recession"; special issue of Mother Jones magazine (March/April), "Plutocracy Now"; Emily Kaiser (Reuters), "How American Income Inequality Hit Levels Not Seen Since the Great Depression"; U.S. Census Bureau, "Historical Poverty Tables"; William Domhoff (University of California at Santa Cruz), "Wealth, Income and Power" (July 2011)

Documentation:

(1) I will create an annotated bibliography which describes the significance of each book and article I read, and will make this available to my history students.

(2) I will develop a presentation which provides factual evidence regarding socioeconomic realities in the context of the current economic recession, and which compares/contrasts related issues during various eras in U.S. History from the Gilded Age to the present. The presentation will be highly visual in the form of maps, charts, and graphs with an accompanying analytical narrative. My aim is to present a visual & analytical presentation which uses factual evidence to debunk misinformation and renders this evidence accessible to the average citizen.

Objective 2: Search for and research myriad organizations whose mission is (1) to provide perspective & fact-based analysis of the current economic recession and related socioeconomic issues, and (2) to promote citizen activism. (30%)

Plan: I will scour the internet to find at least 20 organizations who conduct credible, cogent research, who produce analytical articles & visual evidence, and who provide opportunities and recommendations for citizen activism.

Documentation: I will produce an annotated list of at least 20 organizations that (1) provide perspective and fact-based analysis of socioeconomic issues and/or (2) promote citizen activism around issues such as income inequality, poverty, Social Security, health care/insurance, etc.