

**Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATIONS 2014-2016**

Howell, Debra	Chabot	F 2014, S 2015
Grace, Kenneth	Chabot	F 2014
McElderry, Stuart	LPC	F 2014, F 2015
Henson, Theresa	LPC	F 2014, F 2015
Wong, Wanda	Chabot	S 2015
McFarland, Sean	Chabot	F 2014
Torres, Paul.	LPC	S 2015
Shannon, Patricia	Chabot	S 2015
O'Herin, Maureen	LPC	F 2014, S 2015
Mayer, Bruce	Chabot	S 2015
Woods, Kristine	LPC	F 2014, F 2015
Wolford, Jane	Chabot	S 2015
Ruys, John	LPC	F 2014, S 2015
Flores, Adeliza	LPC	F 2014, S 2015
Pinkas, Catherine	Chabot	S 2015
Nijjar, Rani	Chabot	S 2015, F 2015

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 September 7, 2013

A. Applicant's Name: Howell, Debra Ison
(last) (first) (middle)

Address: _____
(street)

(city) (state) (ZIP)

Division Science/Maths

Subject Area Biology

Home Phone _____

Office Phone (510) 723-6878

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 2014

Semester Spring Year 2015

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: Debra Ison Howell

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.)

RECEIVED
SEP 12 2013

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

One of the most pressing problems of our time is food insecurity, a lack of access to enough safe and nutritious food to maintain a healthy and active life. The human population is now over seven billion people and our planet's ability to provide food is dwindling. The problem will be exacerbated by climate change which is expected to make California hotter and drier. In an urban area like the communities served by Chabot, food security depends on the availability and cost of commercially processed food. Home gardens and urban agriculture are alternatives to this dependence on the market system.

I have had an interest in urban agriculture for many years and have included the study of agriculture in my environmental science classes. I obtained bond money to purchase raised bed kits and, with the help of the Biology Club and environmental science students, planted the beds in April, 2013.





This small project gained the attention of many of Chabot's faculty, students and staff. It illustrated that fact that a fairly large amount of nutritious, organic food can be grown in a relatively small space. It also underscored the need for outdoor educational opportunities for our students and instruction in growing food and building food security and sustainability in an urban environment.

In the 2010-11 Biology Program Review, I proposed development of an Urban Agriculture Program at the college beginning with workshops to meet with community and staff. Although, the program was never funded, I met with the Urban Farm Planning Group in Hayward. I also met with a representative of the US Department of Agriculture to discuss possible grants, scholarships and internships for Chabot students.

My greatest limiting factor has been lack of time. With four sections each semester and all of my other responsibilities, I find little time to devote to this endeavor. I would like to use my sabbatical leave to learn more about growing food in an urban environment and determine the feasibility of developing an agriculture program at Chabot. I am requesting leave for two semesters to work through an entire year of planting and harvesting and to have enough time to do research. There are several questions that I hope to answer. Can we expand our efforts to grow food at Chabot and contribute to a food bank for students? Faculty in Environmental Studies and Anthropology and student groups have already expressed interest in being involved in the garden. How can we include them in a program? Are there members of the community with whom we can work? Perhaps Ochoa Middle School or the Dig Deep Farms project would be good partners. Will it be possible to gain access to the Frye farm adjacent to Chabot College? Are there internships, scholarships, service learning, or employment opportunities for our students?

This work will benefit the college by:

1. allowing me to increase my knowledge of organic farming, sustainable practices, and development of food systems.
2. updating the environmental science curriculum and exploring methods to integrate urban agriculture into biology, environmental science and perhaps other courses.
3. seeking funding to expand our ability to offer outdoor educational, service learning, internship and employment opportunities to our students.

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

- 1. Through independent study, workshops and an internship, gain more knowledge about urban agriculture in the Bay Area.*
- 2. Through visits to commercial and campus farms and gardens, investigate successful programs in environmental science and agriculture.*
- 3. Through meetings with potential partners and interested parties both on and off campus, research and shape a program at Chabot College.*
- 4. Write a grant proposal to get funding for development of curriculum and a possible agriculture program at Chabot College.*

Details of the Plan

1. To gain more knowledge about urban agriculture in the Bay Area....

- A. I will work at the Finn Farm in Livermore each week, helping to plant, grow and harvest fruits and vegetables for donation to a church, food banks, and senior housing. (30%)
- B. I will participate in workshops through the Livermore Amador Valley Garden Club EGG (Edible Garden Group) and the Fertile Groundworks at the Garden of Grace in Livermore. (20%)
- C. I will read books and journal articles about agriculture, botany, soil science and other topics related to my research including the following: (10%)

2. To investigate successful programs in environmental science and agriculture...

I will visit colleges, farms, and agriculture projects in the area to observe their methods and curriculum. (20%)

Possible visits will include the following:

Camp Arroyo Organic Childrens' Garden (Livermore)

Wente Vineyards Restaurant Garden (Livermore)

Eden Garden (Livermore)

Indian Valley Organic Farm (College of Marin)

Work Horse Organic Agriculture (Sonoma)

Love Apple Farms (Santa Cruz)

Sustainable Agriculture Education-SAGE (Sunol Ag Park)

Urban Farm Research Laboratory (Ohlone College Newark Center)

Center for Agroecology and Sustainable Food Systems (UC Santa Cruz)

Dig Deep Farms (Cherryland, San Leandro)

Documentation

- a. Written journal with a log documenting visited sites and review of their program.
- b. Photo journal documenting planting methods, sites visited, varieties of plants and other relevant information.

3. To research and shape a program at Chabot College...

I will meet with Chabot students, faculty and staff to discuss collaboration. (10%)

Documentation

Written journal with a log documenting meetings and notes.

4. To get funding for development of curriculum and a possible agriculture program ...

I will write a grant proposal to get funding for planning and development of a program at Chabot. (10%)

Documentation

Copy of grant proposal will be submitted.

Thank you for your consideration.

Pollan, Michael. *In Defense of Food: An Eater's Manifesto*. New York: Penguin Press, 2008.

Shiva, Vandana. *Manifestos on the Future of Food & Seed*. Cambridge, Mass.: South End Press, 2007.

Diamond J. *Guns, Germs and Steel, A short history of everybody for the last 13,000 years*. Viking UK Random House, 1997

Carpenter, Novella. *Farm City*. New York: Penguin USA, 2009. Allen, Patricia, Julie Guthman, Amy W. Morris, and University of California, Santa Cruz. Center for Agroecology and Sustainable Food Systems. *Meeting Farm and Food Security Needs through Community Supported Agriculture and Farmers' Markets in California*. Santa Cruz, Calif.: Center for Agroecology & Sustainable Food Systems University of California Santa Cruz, 2006.

Gliessman, Stephen R. *Agroecology: The Ecology of Sustainable Food Systems*. 2nd ed. Boca Raton: CRC Press, 2007.

Jaffe, Roberta, Gary Appel, and Life Lab Science Program Inc. *The Growing Classroom: Garden-Based Science*. Menlo Park, Calif.: Addison-Wesley, 1990.

Jolly, Desmond Ansel, and Isabella Kenfield. *California's New Green Revolution: Pioneers in Sustainable Agriculture*. Davis, Calif.: UC Small Farm Program, 2008.

Jolly, Desmond Ansel, and University of California Davis. Small Farm Center. *Outstanding in Their Fields: California's Women Farmers*. Davis, Calif.: UC Small Farm Center, 2005.

Kimbrell, Andrew. *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. Washington: Island Press, 2002.

Documentation

- a. Written journal with a log documenting time in the field, workshops, and applications to curriculum. Relevant handouts and other information from workshops will be included.
- b. Letter from Wanda Finn verifying my work at her farm.
- c. Annotated bibliography of books and articles.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Office of Human Resources

Workload Banking: Augment Sabbatical Salary

Article 12-1A.4g(1) & (2)



(Please Print)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY Howell, Debra Ison

DATE: Sept 7, 2013 [Article 12-1A.4g(1)] of the Contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each Calendar Year.)

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

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

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

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

COMPLETE THE FOLLOWING:

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

- 1. One (1) semester Leave: (Indicate semester/year)
2. One (1) continuous year Leave: 2014-15 (Indicate academic year)
3. One (1) year split Leave: (Indicate semester and years)

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

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 5.49 Spring 5.25 Summer

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

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

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

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 8/21/2013

A. Applicant's Name: GRACE, KENNETH
(last) (first) (middle)

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

Division KINESIOLOGY

Subject Area Kinesiology & HEALTH

Home Phone [Redacted]

Office Phone X 6662

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 2014

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:

[Handwritten Signature]

Received and Reviewed by:

[Handwritten Signature]
Signature of Dean

RECEIVED
AUG 22 2013

[Handwritten 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.)

Ken Grace

Application Sabbatical Leave Fall 2014

II. Purpose of Leave

According to the Centers for Disease Control, "about 33% of U.S. adults have prediabetes. Prediabetes affects 35% of adults age 20 and older, and half of Americans age 65 and older. CDC estimates that as many as 1 in 3 U.S. adults could have diabetes by 2050 if current trends continue". This will be the first generation in U.S. History that has a lower life expectancy than previous generations.

The Chabot College Mission and Values statement says:

- *supports the development of the whole person*
- *embrace thoughtful change and innovation*

As the coordinator of the Chabot College Fitness Center I would like to use my sabbatical leave to develop a program that will make inroads in the prevention of adult type II diabetes and metabolic syndrome in our college and in our community. To do this I plan to do the following:

- 1) I will visit and survey established institutional fitness programs to exam what steps are they using to lower adult type II diabetes in their students
- 2) I will read a number of scholarly books and articles and develop a 15 week course that can be offered at Chabot College to lower the risk factors of Adult Diabetes and Metabolic Syndrome.

III. Specific Objectives

Objective 1

I will visit a minimum of ten established educational orientated fitness centers. During these visits I will conduct a verbal survey with the fitness center coordinator. Questions for the interview will evolve around: 1) Is the center designed for the student or the community? Or both? 2) Is the center run by the college or the associated students? 3) What types of pre-assessment are done prior to using the center? 4) Does the center offer courses in lowering risk factors for chronic diseases? 5) If so what classes

are offered? 6) Is there any post assessment at the end of a course in the fitness center? 7) Does the fitness center work in conjunction with the health center? **(40%)**

Documentation: I will provide a written summary on my observations of the fitness centers along with summary of the responses of the survey with each fitness center coordinator.

Here is partial list of the schools I will visit: Cal-State East Bay, San Jose City College, City College of San Francisco, College of San Mateo, Hartnell College, Diablo Valley College, Monterey Peninsula College

Objective 2

Develop a course, to be taught within a fifteen week period, to make inroads into the prevention of Adult Diabetes and Metabolic Syndrome at Chabot College. This course would be named, *Kinesiology 24: Prevention of Adult Diabetes and Metabolic Syndrome*. This 3 unit course would be comprised of 2 hours of lecture each week along with 2 hours of physical activity. This course would cover a wide variety of topics from genetics, early signs of the disease, nutritional and personal risk assessment to journaling and stress reduction. Each student would leave the course with a personal road map that will lower their chances of developing either one of these chronic diseases. **(60%)**

Documentation: I will read and present an annotated bibliography of 10 books and scholarly articles on the prevention of adult diabetes and metabolic syndrome. Examples are: American College of Sports Medicine position stand on Adult Diabetes, Joel Fuhrman, M.D. , **The End of Diabetes: the Eat to Live Plan to Prevent and Reverse Diabetes**, Jack Challem, **Stop Prediabetes Now: The Ultimate Plan to Low Weight and Prevent Diabetes**, Neal B. Barnard, **Dr. Neal Barnard's Program for Reversing Diabetes**.

I will provide a course outline for a new 3 unit course called: Kinesiology 24: Prevention of Adult Diabetes and Metabolic Syndrome. The new course will submitted to the curriculum committee for Fall of 2016.

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 9/16/13

A. Applicant's Name:
McElderry Stuart John
(last) (first) (middle)

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

Division ALSS Subject Area History

Home Phone [REDACTED] Office Phone 424-1298

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 2014

Semester Fall Year 2015

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:

Juanice Noble for Justin Garoupa
Signature of Dean

Juanice Noble
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

Dr. Stuart McElderry
Las Positas College

II. Purpose of Leave

During my leave, I will research and write a historical novel set during the 1790s.

The purpose of my leave will be to:

1. Improve and update my knowledge of United States history, especially that of the early Federal period.
2. Write a complete first draft of a novel set during the 1790s.

The benefits to Las Positas College will be enhanced instruction in United States history. Besides improving my subject knowledge, and therefore my ability to teach History 7, the novel I write will be used in class to help students understand the people, events, and issues of this critical period in their nation's development.

Splitting my leave over two fall semesters will be beneficial to the project by, in effect, extending the research and writing over the course of two years, thus allowing more time and focus for both phases of it which in turn will enhance the overall quality of the project. A split sabbatical will also lessen the financial burden to myself of the reduction in salary. This will enable me to spend more time and energy on the project itself and less time and energy on part-time teaching to make up for the lost income.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1. Improve and update my knowledge of United States history, especially that of the early Federal period (50%).

Plan: I will spend Fall Semester 2014 reading and compiling an annotated bibliography of the literature on the subject of United States history during the period 1788 to 1815. More specifically, I will focus on political and diplomatic history paying particular attention to the rivalry between the various factions within the national leadership (Federalists versus Republicans) regarding the great issues of the age: the founding of the Constitution, the role of government in steering the national economy, the slavery question, and the maintenance of neutrality during the wars of the French Revolution and the Napoleonic era.

I will read, annotate, and compile notes from at least 25 published books and 10 scholarly articles. I will gather these materials through purchase and/or visits to local and nearby libraries: the Las Positas College Library; the public libraries of Livermore, Pleasanton, and Dublin; Doe Library at U.C. Berkeley.

The research phase of the project will involve a 10 to 14-day trip to the East Coast where I will visit and gather information at sites such as Adams National Park in Quincy, Massachusetts, Independence National Historical Park in Philadelphia, and George Washington's Mount Vernon estate and Thomas Jefferson's Monticello estate in Virginia. I also plan to visit several sites in New York City, first home of the Federal Government. These sites include: Federal Hall National Memorial, St. Paul's Chapel, and the Fraunces Tavern Museum.

Documentation:

- a. Annotated bibliography of primary and secondary research materials.
- b. Compilation of research notes
- c. Travel itineraries, tickets, and receipts
- d. A travel journal and photographs of historical places visited.

Objective 2. To write a complete first draft of a novel set during the 1790s (50%).

Plan: I will spend Fall Semester 2015 writing a complete first draft of a planned 300-400 page manuscript.

Documentation:

- a. Novel manuscript
- b. Daily writing journal

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Office of Human Resources

Workload Banking: Augment Sabbatical Salary

Article 12-1A.4g(1) & (2)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY Stuart McElderry

DATE: 09-16-13 [Article 12-1A.4g(1)] of the Contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each Calendar Year.)

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

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

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

COMPLETE THE FOLLOWING:

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

- 1. One (1) semester Leave: _____
2. One (1) continuous year Leave: _____
3. One (1) year split Leave: Fall 2014 & Fall 2015

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

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

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

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

Form with checkboxes for Fall, Spr, Yr for Yr 14 and Yr 15. Yr 14: Fall [x], Yr 15: Fall [x]

SEP 12 2013

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

RECEIVED

(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

A. Applicant's Name: Henson, Teresa Dern Address: [Redacted]
(last) (first) (middle) (city) (state) (ZIP)

Division STEMPS Subject Area Mathematics
Home Phone [Redacted] Office Phone (925) 424-1349

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 2014
Semester Spring Year 2015

Applicant's Signature: Teresa Dern Henson

Received and Reviewed by: Lisa Sandrett
Signature of Dean

Juanice Noble
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
Teresa D. Henson

II. Purpose of Leave

For the past several years the so-called "algebra problem" has loomed large in discussions about student success, completion, basic skills and transfer. What is the algebra problem? Many students starting at community college start in elementary algebra (equivalent to high school Algebra 1) or pre-algebra (below Algebra 1). At LPC, only 7% of students starting in pre-algebra will make it to a transfer level math class and succeed in that class. A student starting in pre-algebra must take a total of 13 units of math to satisfy the math proficiency requirement and get into a transfer level course (a total of 16 – 18 units depending on the transfer level course). This is a problem...

But his problem is not new – in 2001 (my second year as a full-time faculty member), I became the Math coordinator for a Title III grant aimed at increasing transfer rates amongst students placing two levels below transfer level. An outgrowth of this grant was the establishment of the Open Math Lab and the Integrated Learning Center, which I helped to develop and coordinate. A few years later I participated in the Pathways through Algebra project, a consortium of California Community College mathematics faculty who were exploring a variety of approaches to improve completion of the algebra sequence. More recently I have been actively involved in departmental efforts to improve student success and completion, including coordinating several workshops last year in which we explored various aspects of the algebra problem.

Is the problem **algebra**? For students majoring in STEM fields or who have to take a rigorous Business Calculus course, a firm grasp of the content of Elementary and Intermediate Algebra is essential to success. But for students majoring in non-STEM areas, much of what they learn in these courses seems irrelevant to them and their future. Recent years have seen the development of alternatives to the traditional algebra sequence. Many of these alternatives have been controversial and there is much debate in the mathematics community about them. What is clear, however, is that this is a serious problem that deserves, requires, serious attention.

If an alternative pathway is to be designed, what mathematical content from Elementary and Intermediate Algebra is important? Who decides that? How can we make the content more relevant? What is the goal of mathematical proficiency? There is no one right answer to any of these questions. Nevertheless, there are sources that can inform the answers to these questions. The *Statement of Competencies in Mathematics Expected of Entering College Students* published by an inter-segmental council comprised of mathematics faculty from the UC, CSU and CC systems lays out clear standards and expectations. The impact of the common core standards may substantially change the nature of the answers to these questions. The standards represent a seismic shift in the competencies expected of k-12 students. A key component of this shift is the importance of contextualized learning and mathematical reasoning. If the implementation of the standards delivers what it promises, we will see a different kind of student entering our classes in a few years. We need to be ready to meet that student where s/he is.

The purpose of the sabbatical is to

- research alternative offerings to the traditional algebra sequence and best practices in offering such alternatives
- learn about and employ best practices of course redesign
- deepen my knowledge of the common core standards and how they are implemented in the classroom

with the goal of developing an alternative pathway through algebra to mathematical proficiency and transfer; one that makes the best use of technology and contextualized learning to deepen students' mathematical understanding and abilities, while holding to the standards expected by UC and CSU and set forth in the common core. The alternative pathway will be designed to be an acceptable alternative prerequisite for transfer level statistics and the Mathematics for Liberal Arts course.

The research and development carried out will be of great benefit to the hundreds of LPC students who need these algebra courses to graduate and transfer. I plan to hold departmental seminars, to share what I have learned with our full-time and part-time faculty. In addition, the knowledge gained will be used to inform future course development and discussions about how best to improve student success and completion. Finally, personally, I see this as a tremendous opportunity for personal growth and creativity. As a result of my long involvement with initiatives aimed at building a better math experience for students, I have longed to have the time to develop a really deep understanding of the best practices for improving student success in mathematics and to put those best practices to work by creating courses that can benefit students, improve their mathematical abilities and literacy, and help them understand the importance of math in their lives.

III. Specific Objectives and Methods for Achieving These Objectives

1. Objective: Research alternative pathways offered at other schools.
 - a. Plan for achieving this objective:
 - i. Conduct research using the Chancellor's data mart and other sources to identify community colleges in California and nationally that are offering alternatives. Follow-up with those colleges to find out about the content, prerequisites, materials used, role in satisfying academic requirements, etc.
 - ii. If needed/feasible, visit several California colleges with promising programs
 - b. Percentage of the whole: 15%
 - c. Documentation to demonstrate objective has been met: Written report summarizing the results of the research and identifying the best practices in offering alternative pathways.

2. Objective: Learn about and employ best practices of course redesign.

Course redesign has as its goals the achievement of better learning outcomes and lower costs by taking advantage of the capabilities of technology.

 - a. Plan for achieving this objective: In the fall of 2014, conduct independent research in best practices for course redesign through the use of online course redesign websites and webinars and by attending a local workshop or national conference on course redesign. Potential sources for this research include:
 - MyCourseRedesign
 - Hosted by Pearson, this website includes access to publications, webinars, and discussion boards which draw from the experiences of hundreds of educators across the country.
 - NCAT
 - The National Center for Academic Transformation "is an independent non-profit organization dedicated to the effective use of information technology to improve student learning outcomes and reduce the cost of higher education. NCAT provides expertise and support to institutions and organizations seeking proven methods for providing more students with the education they need to prosper in today's economy."¹
 - NCAT has partnered with organizations such as the Pew Charitable Trusts and The Gates' Foundation to promote effective course redesign. Of particular interest is "Changing the Equation", an initiative, sponsored by the Gates' Foundation in partnership with NCAT, which focuses on course redesign in the area of basic skills/developmental mathematics.
 - Pearson National Conference on Course Redesign
 - Hosted by Pearson publishing, this two day conference provides participants with a basic foundation in the principles of course redesign.

- Experiencing Mathematics and Statistics Workshop
 - This one-day workshop, held each fall at Napa Valley Community College, includes sessions about teaching with technology and best practices in course redesign.
 - b. Percentage of the whole: 15%
 - c. Documentation to demonstrate objective has been met: A 2-5 page paper synthesizing the results of the research, focusing on best practices and their incorporation into the courses created for the alternative pathway; certificates of completion for webinars; proof of conference attendance.
3. Objective: Develop knowledge of the common core standards in mathematics and their implications for course content and pedagogy.
- a. Plan for achieving this objective:
 - Thoroughly read and assimilate the standards
 - Participate in discussions with local high schools about the implementation and assessment of the standards
 - Attend mathematics conference sessions related to the standards
 - b. Percentage of the whole: 10%
 - c. Documentation to demonstrate objective has been met: Written report summarizing the results of the reading, discussions and conference sessions; provide evidence of participation in the discussions and attendance at the conference session.
4. Objective: Define the content for the pathway.
- a. Plan for achieving this objective:
 - Use the results of my research to identify the essential topics of Elementary and Intermediate Algebra to include in the pathway. Work with faculty within the Mathematics Department to develop appropriate mathematical content that satisfies the standards of the department and the transfer institutions.
 - b. Percentage of the whole: 10%
 - c. Documentation to demonstrate objective has been met: Written report summarizing the results of the discussions and research and identifying the content of the pathway.
5. Objective: Develop the courses which will comprise the pathway and prepare course outlines of record for submission to the Curriculum.
- a. Plan for achieving this objective: write the course outlines for the courses.
 - b. Percentage of the whole: 5%
 - c. Documentation to demonstrate objective has been met: Copies of the proposed course outlines will be provided.
6. Objective: Identify and develop appropriate contextualized learning materials for the courses.
- a. Plan for achieving this objective:
 - i. Use results of research to identify published materials
 - ii. Where needed, develop additional contextual material to support the objectives of the courses
 - b. Percentage of the whole: 45%
 - c. Documentation to demonstrate objective has been met: identification of materials; copies of developed materials.

¹ <http://www.thencat.org/>

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 9/15/2013

A. Applicant's Name: Wong, Wanda Y. (last) (first) (middle)

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

Division Applied Tech & Business Subject Area Business

Home Phone [Redacted] Office Phone 723-7465

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 2015

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: Wanda Wong

Received and Reviewed by: [Signature] 9/16/13

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.)

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

The purpose of my leave will be to complete two remaining courses and my dissertation at Northern Polytechnic University (NPU). The two courses will be accounted for 9 semester units plus planned oral defense of my dissertation during spring 2015 semester. The courses and dissertation will fulfill requirements for a doctoral degree in Business Administration (DBA).

At Chabot, my primary discipline is Business teaching mostly in the Accounting area. My MBA degree was in Accounting and Finance, which narrows my expertise only in these two areas. I started my doctoral program in 2011. I had already taken a wide range of Business courses. The coursework at NPU will give me the ability to teach a broader range of courses and will, I believe, improve the overall quality of my instruction.

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

Objective 1: To complete two graduate-level courses and a dissertation for a DBA degree in Northern Polytechnic University in spring semester, 2015

Plan: During spring semester 2015, I will enroll in 2 courses (9 unit total) and defense my dissertation. I will complete each course with a passing grade and pass oral defense of my dissertation.

Documentation:

- a) I will submit a transcript establishing that I completed the coursework during the semester specified and that I obtained a passing grade in each course.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Office of Human Resources

Workload Banking: Augment Sabbatical Salary

Article 12-1A.4g(1) & (2)



(Please Print)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY Wanda Wong

DATE: 9/15/2013 [Article 12-1A.4g(1)] of the Contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each Calendar Year.)

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

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

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

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

COMPLETE THE FOLLOWING:

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

1. One (1) semester Leave: Spring 2015 (Indicate semester/year)
2. One (1) continuous year Leave: _____ (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 0.95

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 2.05 Spring Summer

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

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

Fall	<input type="text"/>	Spr	<input type="text" value="3"/>	Yr	___				
Fall	<input type="text"/>	Spr	<input type="text"/>	Yr	___				
Fall	<input type="text"/>	Yr	___	Fall	<input type="text"/>	Spr	<input type="text"/>	Yr	___

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

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: September 2, 2013

A. Applicant's Name: McFarland Sean Edward Address: [REDACTED]

Division Language Arts Subject Area English

Home Phone [REDACTED] Office Phone x7427

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

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 2014

I am only asking for one semester leave.

Applicant's Signature:

Sean McFarland

Received and Reviewed by:

Signature of Dean

Signature of Vice-President, Academic Services

Sean McFarland
Revised 11/12/13

Accessing, learning from, and leveraging “Student Voices” has become a deep part of Chabot College culture over the last 7-8 years. Student Voice is a term that we came up with early on to describe what was evolving here at Chabot. It was only much later that we learned that it is a term in wide use by educators around the world. I have never had the opportunity to look deeply into this body of research, and so I propose to do so for my semester sabbatical.

Student Voice has a number of features, but can be characterized as giving students the ability to influence their own educational environments to include policies, curriculum, pedagogy, programs, and more. This can occur when student voices—that is to say, their perspectives—are sought out, listened to, and implemented.

At Chabot College, our Student Voice work often featured the creation of video documentaries; these were spearheaded by Chabot students and supported by Chabot faculty. A great number of documentaries have been created, approaching 50 or so. A great variety of documentaries have been created: from ten-minute shorts that tout a program to full-length award winning documentaries. A wide variety of disciplines, programs and issues has been explored: Reading, Writing, Assessment, Distance Ed, Counseling, Tutoring, First year experience, Learning Communities, Basic Skills, Passion for Learning, Disabled Student Resources, Learning Connection, Bridge to Engineering, Student Services, Finding a “hook” on campus, Service Learning, Math Fear, Athletics, and more. Most of these films have been “commissioned” by Chabot faculty or administrators, and as such these films have been shown at many Chabot College and CLPCCD events: convocations, flex days, retreats, special events, board meetings, conferences, college hours, orientations. Along the way, thousands of hours of interviews of Chabot students have been conducted.

Some years ago this work caught the attention of educational funders that support community college education and we were offered the opportunity to train other colleges in doing this kind of work. In the Faculty Inquiry Network, the Umoja Community (a statewide African-American educational consortium), and now in Acceleration in Context we have worked with 70 or so colleges around the state and nation, consulting, supporting and training them to develop a Student Voice culture locally. This work has kept me very busy, but for this sabbatical I think it important to turn my attention to the theoretical underpinnings of Student Voice in order to offer analytic perspective to the Student Voice work being done here at Chabot. (This is especially timely as the Building 100 renovations are finished; Student Voice/Making Visible will have offices and studio space there and will be working closely with the other programs housed there.) We have a lot to be proud of, but it is my feeling that we can take this work further here at Chabot. But in order to do that, I believe I need to come to a deeper understanding of the theories, findings, and local experiences around Student Voice that have been researched and written about in education theory.

Objective #1:

- A. Come to a deeper understanding of the educational theories that have grown up around Student Voice so that they can inform my analytic understanding of our local Student Voice culture.
- B. Come to a deeper understanding of how educational institutions elsewhere conduct their Student Voice work so that I can consider adjusting the way we do our Student Voice work here.

Plan #1:

- A. Conduct the needed research.
- B. Read/analyze/compare and contrast/evaluate the requisite number of books and articles on the topic of Student Voice.
- C. If I can contact him, I will conduct an interview with Michael Fielding, the foremost authority on Student Voice educational theory. (He lives in England and is retired, but I will do my best.)

Documentation #1:

- A. I will create an annotated/evaluative Student Voice Lit. Review that houses 20 books and 12-15 articles. The following sample of books and articles offers promising territory in which I can begin my research:

Fletcher, A. (2012) "Broadening the bounds of involvement: Transforming schools with student voice." *New Horizons for Learning*.

Harper, D. (2000). *Students as Change Agents: The Generation Y Model*. Olympia, WA: Generation Y.

Rogers, A. (2005). "Student voice: Bridges to learning." Seattle: University of Washington.

Cook-Sather, A. (2006). Sound, Presence, and Power: Exploring 'Student Voice' in Educational Research and Reform. *Curriculum Inquiry* 36, 4 (Winter), 359-390

Fielding, M. (2004). "New wave" student voice and the renewal of civic society. *London Review of Education* 2, 3 (November), 197-217

Lodge, C. (2005). From hearing voices to engaging in dialogue: Problematising student participation in school improvement. *Journal of Educational Change*, 6, 2 (June), 125-146.

- B. I will write a 5-7 page paper that evaluates and compares the experience we have had with Student Voice here at Chabot with the trends that I find in the

Sean McFarland
Revised 11/12/13

books/articles. The reason for doing this paper is that I want to be able to adjust how we shape our Student Voice work locally in light of the educational trends and approaches that other educators have been doing elsewhere.

- C. I will write up my interview with Fielding, if I can get the interview. If I cannot, I will devote a special addendum to the Lit. Review that summarizes his contributions to the field of research around Student Voice.

(100%)

Sean McFarland/English
Sabbatical Proposal: Fall semester, 2014

SEP 16 2013

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

VP Academic Services
Las Positas College

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 Sept. 13 2013

A. Applicant's Name:

(last) (first) (middle)
Torres Paul S.

Address: _____

(city) (state) (ZIP)

Division A.L.S.S.

Subject Area Political Science

Home Phone _____

Office Phone 1293

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 2015

Semester _____ Year _____

Applicant's Signature: Paul S TORRES

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.)

Sabbatical Application Paul S. Torres

II. Purpose of Leave

During my sabbatical leave, I plan to split my time between creating courses and writing curriculum for the Las Positas College (LPC) Political Science department, some of which are cross-discipline in nature. I intend to research and create three new courses from the following: Campaigns and Elections; Women in Politics; Political Psychology; Environmental Politics; and Political Films.

The purpose of my leave would be to:

1. research and examine existing and/or similar courses and curriculum for teaching such courses at the California community college level.
2. create curriculum and syllabi for each of the three courses.
3. compile an annotated bibliography consisting of a minimum of three textbooks for each of the three courses; for the Political Film class, minimum of 20 films for potential use.
4. investigate other appropriate resources (internet and media sources, guest lectures, films, etc...) for courses.

III. Objectives

Objective 1: Create curriculum for Political Science courses, some with potential for cross-disciplinary instruction at LPC. (100%)

Plan: Create three new curriculum outlines and syllabi from the following: Campaigns and Elections, Political Psychology, Environmental Politics, Women in Politics, and Political Film. Curriculum will be equivalent to similar courses taught at other California community colleges and/or adapted from four-year course colleges and universities.

I plan to explore and access various existing resources available for each course, including both primary and secondary sources available, as well as appropriate Community College course curriculum and transferability. Further, I will review, where possible, existing similar curriculum for each class and plan on contacting other campuses with similar curriculum; I will interview conduct up to three interviews

total. I will ask about these or similar courses and their best practices, especially for the community college level. For example:

Women in Politics:

Pierce College: <http://www.piercecollege.edu/>

San Jose State University: <http://www.sjsu.edu/>

California State East Bay: <http://www20.csueastbay.edu/index.html>

Santa Clara University: <http://www.scu.edu/cas/>

Campaigns and Elections

San Francisco City College: <http://www.ccsf.edu/NEW/>

San Jose State University: <http://www.sjsu.edu/>

California State East Bay: <http://www20.csueastbay.edu/index.html>

Santa Clara University: <http://www.scu.edu/cas/>

Political Psychology

University of California, Irvine: http://www.polisci.uci.edu/ps_psych

Claremont McKenna College:

<http://www.claremontmckenna.edu/discovercmc/index.php>

Santa Clara University: <http://www.scu.edu/cas/>

University of California, Los Angeles: <http://www.ucla.edu/>

University of California, San Diego: <http://www.ucsd.edu/>

Stanford University: <http://www.stanford.edu/>

University of California, Berkeley:

<http://www.berkeley.edu/index.html>

Environmental Politics

Santa Monica College,

http://www2.smc.edu/schedules/2012/fall/088_123_schedule.htm

California State University Fresno,

<http://www.fresnostate.edu/catalog/courses-by-subject/index.html>

San Francisco State, <http://www.sfsu.edu/~bulletin/courses/44584.htm>

Political Films:

San Jose State University: <http://www.sjsu.edu/>

University of California, Los Angeles: <http://www.ucla.edu/>

KQED: <http://www.kqed.org/a/forum/R201211061000>

Questions to ask during campus contacts include, but not limited to:

1. Types of resources needed to implement successful curriculum and class?
2. What materials and supplies are necessary for courses?
3. How do your course goals relate to your programs and campus educational plan?
4. Is there an interest and relationship of such courses to the larger community?
5. Do your courses involve incorporating campus and surrounding communities and how?
6. What are the strengths and weaknesses of your courses?
7. How do your courses balance using a practical v. theoretical approach?
8. How often are courses offered?
9. How do you evaluate success/failure as well as the needs?
10. What curriculum would be expected for transferability?
11. Best pedagogy for instruction?

Documentation: I will submit three new course outlines for approval as well as three syllabi. Further, I will do an annotated bibliography for appropriate textbooks for each new course developed, as well as investigate other teaching resources and submit documentation of potential resources to be used in each class, i.e., films and videos, potential guest speakers, online sources, etc.

I will submit a list of the campuses contacted for interviews with an evaluative summary from each campus that compares courses examined for the California community college level; the most relevant information to be incorporated into creating/teaching of each course will be highlighted.

How does it benefit Las Positas College?

Creating a **Women in Politics** class would merge with Dr. TeriAnn Bengiveno's Women's Studies program, which includes a Psychology of Women; Women's Spirituality, and a Feminist Philosophy course. Inevitably we will have some of the same students, and it is useful to have dialogue across disciplines in support of teaching, curriculum, and student success. Course would survey from historical to present, with the range of experiences from the diversity of woman in politics

and their struggles and contributions. As a transferable course it would draw interest from students across disciplines.

A **Campaigns and Elections** class would be offered during election years. Its focus would be directed at educating students (as well as members of the Tri-Valley community) about past elections, pending campaign/election issues, the campaign/electoral processes, researching candidates and campaigns, issues, and propositions, guest speakers (candidates, campaign managers, journalists, etc...) accessing and evaluating candidates/campaigns, quality of media information, etc... the goal is to educate students in order for them to better understand the many complex issues with which they are confronted at the polls. Past and current students have expressed strong interest in understanding the electoral process and choices better *before* they vote.

Political Psychology could be a team-taught course with an LPC Psychology instructor, currently Ms. Cynthia Ross, who has expressed an interest and included the course in the Psychology Department's program review. It would provide an opportunity for LPC students to do interdisciplinary academic work, as well as introduce students to an area of study available to them after transfer. Course would consider relationships between individual's beliefs, motivation, cognition, socialization, and attitude formation: consideration of leadership roles; policy making; individual and group behavior; voting attitudes and motivation; voting and the media's role, etc. It would study the dynamics of political behavior incorporating cognitive and social explanations. As a transferable course it would draw interest from students not only in both disciplines, but across campus. It would expose students to a unique (and often unseen) aspect of political behavior, candidates, elected officials, formation of political attitudes, and those attitudes in relation to campaigns, media, etc. Further, it will introduce students to a different approach to learning and understanding the correlation and relation between two disciplines.

Environmental Politics

Like Women's Politics, this transferable class would merge nicely with Las Positas College's Environmental Studies program, which currently includes mostly science curriculum (Biology, Chemistry) with only a few social science courses. Further, like the Political Psychology class, it has potential to be team-taught with a Science instructor, which offers the potential for a "*Campus Sustainability*" component/project as well as potential for Tri-Valley community guest lecturers. This again

encourages cross-discipline teaching and learning as well as sharing students and involving the LPC community. The course would survey from historical to present with significant events in environmental politics, policy and governance. It would include a review of the political, economic, and social origins of environmental change and degradation, as well as democratic, bureaucratic and market-based solutions to environmental problems advocated by environmental movements, interest groups and political parties. Further, it would include some examination of major environmental legislation in the United States, including the Endangered Species Act, Clean Water Act, Clean Air Act, and policy responses to global warming. The course would also give consideration to the rise of global environmental governance, reviewing the role of nonprofit organizations, civil societies, and corporate firms as voluntary environmental regulation moves from the margins to the mainstream. Opportunities for debates may include conservation vs. preservation, multiple use vs. sustainability, intergovernmental policy implementation, eco-terrorism, and free-market environmentalism. Opportunities for discussion may include identifying avenues for civic engagement, accountability, and environmental citizenship. Upon completion of this course students should be able to think, speak and write critically about environmental politics and policy.

A **Political Films** class would merge nicely with other disciplines offering film classes, like Humanities and Psychology. It would aim to reach not just at LPC students, but members of the Tri-Valley community as well, by providing an introduction to the portrayal of American Politics in cinema, from the silent film to present. It can be a means to analyze political issues in film, from the overt to the “covert” political messages, to help analyze American political culture, society, and politics. It would help provide a “lens” to viewing messages through the techniques of film writing, directing, symbolism, etc.

Finally, **this will benefit Las Positas College as the** above objectives and plans will enhance my teaching ability. Researching and examining textbooks and creating new courses will undoubtedly improve all the classes I currently teach. All of the objectives will assist my ability to stay current in my own research and classroom preparation.

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 September 16, 2013

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

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

Division SOTA

Subject Area PHIL, HUMN, RELS

Home Phone [Redacted]

Office Phone 510-723-6835

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 2015

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: Patricia D. Shannon [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.)

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

Objective 1: To update and improve my ability to teach Humanities at Chabot through a project that will culminate in a rough draft of a book. (100%)

Plan: My project, as currently envisioned, is to conduct the majority of research and first person interviews to support a first draft of a book. The working title of the book is **Profiles in Emerging Art and Craft**. The outline of the book is to identify and describe six to ten emerging areas/trends in art and craft. The chapters will weave together artist profiles (photographs and interviews) with contextual information about the area, for example, accessibility, typical training and skills, economics, etc. While I have not firmly committed to specific areas at this point, examples include: “fire” arts (the combination of traditional welding and material science with pyrotechnics as seen in art projects for *Burning Man*), graffiti and public utility arts, alternative production and distribution of music/art (crowd sourcing, digital galleries, and non-corporate distribution), and folk, tribal, and street dance.

Documentation: Over the next year (2014), I will identify areas, artists, and research sources (contextual information), and schedule travel and interviews. During my sabbatical, I will conduct the research, complete the interviews (with accompanying photographs), and write a rough draft. The rough draft, including bibliography, and a public lecture will constitute the work products for the semester. Detailed materials to be provided in the sabbatical report include:

- a. Rough draft of at least six but not more than ten emerging “areas” with accompanying interviews, photographs, and contextualization, including bibliography and appropriate support materials including photographs, verbatim accounts of interviews, or other materials.
- b. Public lecture (with accompanying photography)
- c. Travel itineraries (places, dates, time, etc.)
- d. Name, title, and address of persons interviewed and copies of subject agreement for interviews and photographs to be used, with date and synopsis of interview. At this point in time, I don’t know how many specific individuals will be interviewed, but I commit to at least one in each area.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

RECEIVED

SEP 10 2013

APPLICATION FOR SABBATICAL LEAVE

VP Academic Services
Chabot 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)

Date of Application 9/12/2013

A. Applicant's Name:
O'Herin Maureen P.
(last) (first) (middle)

Address:

(city) (state) (ZIP)

Division AALS

Subject Area English

Home Phone 

Office Phone 925-424-1256

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: March 15, 2013

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

Semester Fall Year 2014

Semester Spring Year 2015

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:

Maureen O'Herin

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.)

Maureen O'Herin

Sabbatical Leave Application

II Purpose of Leave

The purpose of my leave is to research and gain first-hand experience in the most current pedagogy concerning the integration of Shakespearean studies into community college curricula and student/community life. By doing so, I hope to

- broaden my understanding of the current best practices in teaching and learning Shakespeare's plays and poetry,
- incorporate these practices into courses currently offered at Las Positas College,
- develop new curriculum based on my travel and research, and
- create the blueprint for a summer Shakespeare Institute, connecting courses taught at LPC to the Livermore Shakespeare Festival.

My sabbatical leave proposal is anchored in the idea that Shakespeare courses are not meant to be a silo of study, separate from other departments and available only to English majors. Shakespeare wrote the plays for the masses, peasants and nobility alike. No one had to take a prerequisite or enter a course of study in order to watch a play at the Globe Theater. In addition to asserting that the plays be available to all, I believe the plays are relevant to all learners, at all levels, in all disciplines: Shakespeare's plays have been performed and enacted in prisons, psychiatric hospitals, and grade schools; they are the reoccurring examples that Freud offered to support his theories of human behavior; Shakespeare's words were the ones that Bobby Kennedy chose to express his grief as he spoke to a crowd after his brother's assassination. Shakespeare clearly belongs to all of us. My proposal reflects my commitment to creating a cross-disciplinary approach to Shakespeare studies that would connect and enrich the entire community at LPC, engaging students and igniting their interest in language, human behavior, history, and/or theater arts. My proposal also reflects my dedication to connect live performances and classroom study. The ideology of the Folgers Institute, workshops held at the Royal Shakespeare Company, and my experience teaching Shakespeare in the classroom reveal the same thing: the plays lose so much of their dynamic if they are not experienced in their original form -- live on the stage.

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

(15 %) **Objective 1:** To update and improve my ability to teach Shakespeare's plays and poetry and to share this pedagogy with other instructors at Las Positas College.

Plan:

I will attend the four-week "Institute on Teaching Shakespeare" offered by the Folger's Shakespeare Library. Folger Education provides a performance-based, language-centered approach, which has made the Institute a leader in Shakespeare education. This Institute will provide me with the newest and most effective pedagogy developed by teachers and for teachers. In addition, the Institute offers a vast library focused on classroom teaching techniques and proven lesson plans.

Documentation:

- A. I will submit all registration information, as well as a detailed account of the sessions attended and work completed at the Institute on Teaching Shakespeare.
- B. Based on information, documents, and experiences at the Institute, I will create a "Teaching and Learning Shakespeare" handbook for LPC faculty. This document will explain and give examples of the current pedagogy. Also included will be specific lesson plans and assignments, as well as researched examples for using Shakespeare in basic skills classes, ESL classes, and other courses across the curriculum. This document will be made available to the LPC community on the Reading and Writing (RAW) website.

(15 %) **Objective 2:** To research up-to-date sources that focus on teaching and learning Shakespeare's work, specifically pedagogy relevant to non-English majors, and to share the information in these sources with other instructors at Las Positas College.

Plan:

Using the Folger's library, as well as reference lists provided by the Institute, I will read extensively about the newest strategies for teaching Shakespeare, especially focusing on best practices for engaging students of different cultural, ethnic, and socioeconomic backgrounds.

Documentation:

I will submit an annotated bibliography of my reading and research. The bibliography will contain 20-40 entries. Each entry will include a one-paragraph to one-page summary of

information from the source, as well as a detailed explanation concerning the way that the information can be used to

- improve teaching,
- devise a lesson plan, and/or
- create an assessment project.

This annotated bibliography will be made available on LPC's Reading and Writing (RAW) website as a reference for teachers.

(25%) **Objective 3:** To examine the curriculum and processes of community colleges that have established Shakespeare-focused learning communities, travel courses, summer institutes, and low-credit, non-transferable courses.

Plan:

- A. I will research and visit community colleges that have established learning communities focused on Shakespeare's works and/or have created on-going Shakespeare Institutes that involve a program of coordinated travel, production, and coursework.
- B. To acquire the most pertinent information from the colleges I visit, I will develop a single group of questions to ask each professor or dean I visit to discover the method and structure of their linked classes, travel class, and/or institute. I will also provide a survey of questions to determine how effective these programs have been for their students and communities. For example:
 - What are the costs to the college?
 - What is the enrollment?
 - Has the enrollment been consistent?
 - Is there evidence of student learning outcomes and/or student satisfaction concerning the course/program/institute?
- C. In addition, I will tour each facility and interview at least one of the students or instructors involved in the program. At each institution, I will compile course outlines of record, syllabi, assignments, and assessments pertaining to the Shakespeare courses/programs/institutes.

I have made tentative arrangements to visit:

1. Solano Community College, Fairfield, CA
 - Solano College has offered a low-unit spring semester travel course to the Oregon Shakespeare Festival for over 20 years. According to my preliminary research, enrollment has been consistent and many students and community members have been introduced to Shakespeare for the first time through this course.
2. Modesto Junior College, Modesto, CA
 - MJC has a 17-Unit Certificate of Achievement in Shakespeare Studies attainable in one summer. In addition, its Shakespeare Institute supports Shakespeare Festival trips, a yearly "Shakespeare Summer in London" program, and a merit scholarship open to students enrolled in the program.
3. Vista College, Berkeley CA
 - Vista College coordinates with the California Shakespeare Festival, and has established a summer course that allows students to interact with performers and attend live Shakespeare plays.
4. Southern Oregon University, Ashland, OR
 - SOU has several linked classes, including courses that are linked with theatergoing at the Oregon Shakespeare Festival.
5. Sacramento City College, Sacramento, CA
 - SCC theater arts and English departments work closely with the Sacramento Theatre Company to connect classes to live performances.

Documentation:

- A. Travel receipts
- B. A one to five page summary, analysis, and evaluation for each course, program, or institute that I observe. Analysis and evaluation will focus on the course's effectiveness and ability to serve as a model for LPC curriculum. Each evaluation will include a copy of the questions asked and the answers I received when interviewing faculty and students, survey information, copies of the course syllabi, as well as examples of assignments and assessment.

(10%) **Objective 4:** To draft Course Outlines, following guidelines from the LPC Curriculum Committee, for three new Shakespeare courses.

Plan:

Using the information from college visits and the information and experience I receive at the Folgers Institute on Teaching Shakespeare (see Objective 1), I will create curriculum for these three new courses at LPC:

1. An interdisciplinary linked-study course. This course would link English 20 (Studies in Shakespeare) with a history, humanities, theater arts, philosophy and/or English course.
2. A low-unit, non-transferable Appreciation of Shakespeare course.
3. A travel study course: An introduction to Shakespeare's plays and Elizabethan theatre through the study of several live productions at a select Shakespeare Festival (for example, the California Shakespeare Festival in Orinda, the Santa Cruz Shakespeare Festival, the Oregon Shakespearean Festival, etc.)

Documentation:

Drafts of Course Outlines of Record for each of these courses.

(35%) **Objective 5:** To create a prospectus, detailing institutional commitment, resources, and curriculum for a summer Shakespeare Studies Institute. This program would connect summer productions at the Livermore Shakespeare Festival with interdisciplinary courses at Las Positas College, focused on enriching the student's appreciation of the plays.

Plan:

- A. Create a list of possible Institute models, based on my research and travel, detailing the ways that courses at LPC could be coordinated with Shakespeare productions at the Livermore Shakespeare Festival.
- B. Meet with Lisa Tromovitch, current managing director at the Livermore Shakespeare Festival at Concannon Vineyard. Discuss models and elicit feedback concerning best models and viability of a continuing summer study institute.
- C. Meet with representatives from the history, theatre arts, music, art, sociology, humanities, and psychology departments at LPC to discuss summer institute models and whether these departments would be interested in offering summer classes correlated to the Shakespeare plays offered by the Livermore Festival, and focused on

Elizabethan/Renaissance history, theatre, music and art, or contemporary issues connected with the plays.

- D. Meet with Administration at LPC. Provide information from previous discussions with the Livermore Shakespeare Festival, LPC faculty, as well as example models for Institutes. Discuss the logistics (including costs, curriculum expectations, faculty, and facilities) of a summer Shakespeare Institute at LPC.

Documentation:

- A. Detailed list and explanation of possible Institute models, based on earlier research and travel to community colleges supporting Shakespeare Institutes.
- B. List of interview questions and responses from Lisa Tromovitch, director of the Livermore Shakespeare Festival.
- C. List of interview questions and responses from LPC faculty concerning interdisciplinary classes for the Institute.
- D. List of interview questions and responses from meeting with Administration at LPC.
- E. 20+ page prospectus, which would serve as a blueprint for establishing a Summer Shakespeare Institute at LPC. The prospectus would detail:
 - a. Need and rationale for Summer Shakespeare Institute
 - b. Step-by-step plan for development of an Institute at LPC
 - c. Planned curriculum, course load, and requirements for earning a certificate of completion
 - d. Projected costs
 - e. Resources needed
 - f. Expected enrollment
 - g. Recruitment plan

Conclusion:

I believe that the work I propose for my sabbatical will lay the foundation for an interdisciplinary, community-focused study of Shakespeare at LPC, one that will enrich our students, our faculty, and our Tri-Valley Community.

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

(Please Print)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY Maureen O'Herin

DATE: 9/12/13 [Article 12-1A.4g(1)] of the Contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each Calendar Year.)

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

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

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

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

COMPLETE THE FOLLOWING:

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

1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: 2014-2015 (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 9 CAH

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

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

1. One (1) semester Leave; or
 2. One (1) continuous Academic Year Leave; or
 3. One (1) aggregate year split within two (2) Academic Years.
- | | | | | | | |
|------|-------------------------------------|-----|-------------------------------------|------|--------------------------|--|
| Fall | <input type="checkbox"/> | Spr | <input type="checkbox"/> | Yr | <input type="checkbox"/> | |
| Fall | <input checked="" type="checkbox"/> | Spr | <input checked="" type="checkbox"/> | Yr | <input type="checkbox"/> | <u>2014-2015</u> |
| Fall | <input type="checkbox"/> | Yr | <input type="checkbox"/> | Fall | <input type="checkbox"/> | Spr <input type="checkbox"/> Yr <input type="checkbox"/> |

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

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE • BRUCE MAYER, PE

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

RECEIVED

AUG 19 2013

I. General Information (please print or type)

Date of Application 11-Aug-2013

A. Applicant's Name:

Mayer Bruce E
(last) (first) (middle)

Address: 
(city) (state) (ZIP)

Division Math & Science

Subject Area Engineering & Math

Home Phone 

Office Phone 510.723.7182

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.)

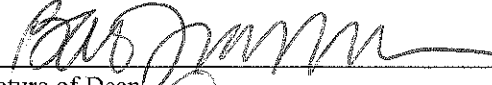
Semester Spring Year 2014

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: 

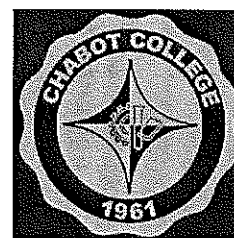
Received and Reviewed by: 
Signature of Dean


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.)

REC'D AUG 12 2013

Bruce Mayer, PE
Sabbatical Leave Proposal
For Spring 2014



Purpose of Leave

EXECUTIVE SUMMARY

The purpose of this leave is that I obtain additional academic pure-mathematics training. Such training would allow me to contribute more to the instructional mix in the Chabot Math subdivision. The vehicle for this training will be quarter-length Open Campus (OC, also called Open Enrollment) courses at the University of California at Santa Cruz (UCSC).

Open University (OU) semester-length courses at either or both of CSU-Monterey Bay (CSUMB) and San Jose State University (SJSU) serve as back-up positions in unlikely event that some of the UCSC courses are unavailable.

I intend to augment my sabbatical salary with 1.5 CAH per request form WorkloadBankingAugmentSabbaticalSalaryB_Mayer_Sp14.pdf. See Appendix 1 for a reproduction of the salary augment form.

DISCUSSION

Since the fall of 2006 the Chabot Math subdivision has been kind enough to afford me the opportunity to provide instruction for several Math courses. Over 2006-2014 I have been, or will be, the instructor for the classes Listed in Table 1.

Table 1 • B. Mayer Chabot Mathematics Course Instruction

Course No.	Course Name	Terms Taught
MTH65	Elementary Algebra	Fa06, Sp07, Fa07
MTH55	Intermediate Algebra	Fa08, Sp09, Fa10, Fa11
MTH55A	Intermediate Algebra A	Sp09, Fa09, Sp10, Fa10, Sp11
MTH25 ¹	Computational Methods	Fa05, Sp06, Fa06, Sp07, Fa07, Sp08, Fa08, Sp09, Fa09, Sp10, Fa10, Sp11, Fa11, Sp12, Fa12, Sp13, Fa13
MTH16	Applied Calculus II	Planned for Sp14
MTH15	Applied Calculus I	Fa13

¹ CrossListed with ENGR25

While I have extensive academic training in APPLIED mathematics, my PURE mathematics background has room for expansion. When I complete additional pure math course work I will be in a position to contribute even more to the Chabot mathematics subdivision than I have in the past.

After considerable discussions with my Chabot mathematics-faculty colleagues, in particular the late Ken Eberhard², I have developed a pure-mathematics training plan around the upper-division, baccalaureate level, pure-math courses listed in Table 2.

Table 2 • B. Mayer Subject Plan for Pure-Math Academic Training

General Course Content	No. Qtr-Length Units
Introduction to Mathematical Proofs	5
Pure-Math Algebra	10
Introduction to Complex ³ Analysis	5
Theory of Real Variable Functions	5
Advanced Topics in Geometry	5 (Elective)
The Art, Science, and History of Mathematics	5 (Elective)
Total Course Load	30

Specific Objectives

Objective 1: To improve my teaching ability in mathematics, and (not coincidentally) some engineering, courses at Chabot College.

Plan: Complete 15 Course Units during the Win14 and Sp14 quarters at UCSC through the Open Campus program. See Appendix 2 for more information on the UCSC Open Campus. Based on the Fa13 UCSC Course-Schedule and Course-Catalog I plan to take the courses listed in Table 4.

In the event that any of the planned courses are unavailable due to space or scheduling Table 5 and Table 6 display back-up courses from UCSC, CSUMB, and SJSU.

Documentation: I will submit a transcript of the completed courses. Please consider this quote taken from the UCSC Open Campus website (see Appendix 3)

Open Campus concurrent students are evaluated and graded by the **SAME** grading policies applied to UCSC main campus students.

² A truly excellent community college mathematics instructor, and a fine person

³ In this context "complex" refers to that branch mathematics that emphasizes use of the "complex unit"; $i = \sqrt{-1}$

Sp14 Coverage Plan: I developed a tentative plan for coverage of Chabot Engineering Courses in the spring 2014 Semester. Based on the current scheduling pattern I expect that in Sp14 Chabot will offer ENGR[10, 11, 25, 43]. Table 3 displays the detail of the coverage plan.

Respectfully Submitted,



Bruce Mayer, PE
11-Aug-2013

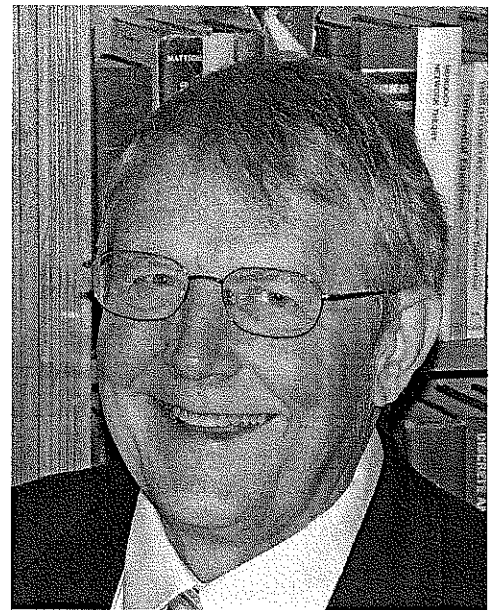


Figure 1 • Dr. Laurence Nagel. Tentatively planned as replacement ENGR43 Lecture Instructor during B. Mayer's Sabbatical Leave in Sp14.

Table 3 • Tentative ENGR Course Coverage Plan for Sp14

Course ID	Expected Instructor	Notes & Comments
ENGR10	Mr. Dan Quigley or Dr. Laurence Nagel	Mr. Quigley Has degrees in both Engineering and Math. He is currently on Staff at Chabot. See ENGR43 Lecture for Comments for notes on Dr. Nagel
ENGR11	Mr. Dan Quigley	See Above for Notes on Mr. Quigley
ENGR25	Mr. Dan Quigley	In Fall 2014 Mr. Quigley will formally lead a study session for ENGR25
ENGR43 Lecture	Dr. Laurence Nagel	Dr. Nagel holds a Ph.D. in Electrical Engineering from UC Berkeley ⁴ . As the primary developer of the SPICE ⁵ electrical circuit simulation program Dr. Nagel is generally regarded as the "Father" of the MultiBillion-\$ Electronic Design Automation (EDA) industry. He has guest lectured ⁶ at Chabot, and has enthusiastically agreed to teach ENGR43 – See: Figure 1 and Appendix 4
ENGR43 LAB	Mr. Wayne Phillips	No. Change. Mr. Phillips currently the instructs the ENGR43 LAB

⁴ <http://www.omega-enterprises.net/Nagel%20Resume%2020101124.pdf>

⁵ <http://en.wikipedia.org/wiki/SPICE#Origins>

⁶ http://www.chabotcollege.edu/faculty/bmayer/ChabotEngineeringCourses/ENGR-10_Into_to_Engrng/E10_Guest_Speakers/Nagel_The%20Life%20of%20SPICE_ENGR10_Fa11.ppt

Table 4 • B. Mayer Detailed Plan for Pure Math Courses at UCSC

Term	Course No.	Units	Course Name	Catalog Description
Win14	MATH 100	5 Qtr	Introduction to Proof and Problem Solving	Students learn the basic concepts and ideas necessary for upper-division mathematics and techniques of mathematical proof. Introduction to sets, relations, elementary mathematical logic, proof by contradiction, mathematical induction, and counting arguments.
Win14	MATH 111A	5 Qtr	Algebra	Group theory including the Sylow theorem, the structure of abelian groups, and permutation groups.
Win14	MATH 103A	5 Qtr	Complex Analysis	Complex numbers, analytic and harmonic functions, complex integration, the Cauchy integral formula, Laurent series, singularities and residues, conformal mappings.
Sp14	MATH 111B	5 Qtr	Algebra	Introduction to rings and fields including polynomial rings, factorization, the classical geometric constructions, and Galois theory.
Sp14	MATH 105A	5 Qtr	Real Analysis	The basic concepts of one-variable calculus are treated rigorously. Set theory, the real number system, numerical sequences and series, continuity, differentiation.
Sp14	MATH 129	5 Qtr	Algebraic Geometry	Algebraic geometry of affine and projective curves, including conics and elliptic curves; Bezout's theorem; coordinate rings and Hilbert's Nullstellensatz; affine and projective varieties; and regular and singular varieties. Other topics, such as blow-ups and algebraic surfaces as time permits.

Table 5 • B. Mayer BackUp Courses at UCSC
(In the event that a course shown in Table 4 is not available)

Term	Course No.	Units	Course Name	Catalog Description
TBD	MATH 181	5 Qtr	History of Mathematics	A survey from a historical point of view of various developments in mathematics. Specific topics and periods to vary yearly.
TBD	MATH 121A	5 Qtr	Differential Geometry	Topics include Euclidean space, tangent vectors, directional derivatives, curves and differential forms in space, mappings. Curves, the Frenet formulas, covariant derivatives, frame fields, the structural equations. The classification of space curves up to rigid motions. Vector fields and differentiable forms on surfaces; the shape operator. Gaussian and mean curvature. The theorem Egregium; global classification of surfaces in three space by curvature.
TBD	MATH 128A	5 Qtr	Classical Geometry: Euclidean and Non-Euclidean	Rigorous foundations for Euclidean and non-Euclidean geometries. History of attempts to prove the parallel postulate and of the simultaneous discovery by Gauss, J. Bolyai, and Lobachevsky of hyperbolic geometry. Consistency proved by Euclidean models. Classification of rigid motions in both geometries.
TBD	MATH 140	5 Qtr	Industrial Mathematics	Introduction to mathematical modeling of industrial problems. Problems in air quality remediation, image capture and reproduction, and crystallization are modeled as ordinary and partial differential equations then analyzed using a combination of qualitative and quantitative methods
TBD	MATH 114	5 Qtr	Introduction to Financial Mathematics	Financial derivatives: contracts and options. Hedging and risk management. Arbitrage, interest rate, and discounted value. Geometric random walk and Brownian motion as models of risky assets. Ito's formula. Initial boundary value problems for the heat and related partial differential equations. Self-financing replicating portfolio; Black-Scholes pricing of European options. Dividends. Implied volatility. American options as free boundary problems..
TBD	AMS147	5 Qtr	Computational Methods and Applications	Applications of computational methods to solving mathematical problems using MATLAB. Topics include solution of nonlinear equations, linear systems, differential equations, sparse matrix solver, and eigenvalue problems. Some prior experience with MATLAB is helpful but not required. Knowledge of differential equations is recommended (course 27 or Mathematics 24).
TBD	EE174	3 Qtr	Introduction to EDA Tools for PCB Design	Focus on EDA tools for design of printed-circuit boards. Elements of design flow covered: schematic capture and simulation to final PCB layout. Final project is required. Students are billed a materials fee.

Term	Course No.	Units	Course Name	Catalog Description
TBD	CMPE125	5 Qtr	Logic Design with Verilog	Verilog digital logic design with emphasis on ASIC and FPGA design. Students design and verify large-scale systems. Assignments and project use the Verilog Hardware Description Language with emphasis on verification and high-frequency ASIC/FPGA targets.
TBD	EE171	5 Qtr	Analog Electronics	Introduction to (semiconductor) electronic devices. Conduction of electric currents in semiconductors, the semiconductor p-n junction, the transistor. Analysis and synthesis of linear and nonlinear electronic circuits containing diodes and transistors. Biasing, small signal models, frequency response, and feedback. Operational amplifiers and integrated circuits.

Table 6 • B. Mayer BackUp SEMESTER Courses at CSUMB and SJSU
(In the event that a course shown in Table 4 is not available)

Term	Course No.	Units	Course Name	Catalog Description
TBD	MATH 306 (CSUMB)	4 SEM	Logic & Foundations	A careful analysis of methods of proof, axiomatic systems, consistency, the elaboration of mathematical structures from a minimal set of axioms and basic principles of symbolic logic. Students gain an understanding of the nature and purpose of axiomatic systems, and the ability to prove fundamental theorems utilizing various mathematical systems. (Offered when enrollment warrants.)
TBD	MATH 326 (CSUMB)	4 SEM	History of Mathematics	The history of mathematics from ancient to modern times. Students learn to solve problems using only the tools of the past. Mathematics is developed in the context of its impact on the development of science and the interaction of mathematics with other fields of human endeavor such as philosophy, arts, and social values.
TBD	MATH 350 (CSUMB)	4 SEM	Complex Analysis	Complex numbers; analytic functions, Cauchy-Riemann equations; linear fractional transformations; construction and geometry of the elementary functions; Green's theorem, Cauchy's theorem; Jordan curve theorem, Cauchy's formula; Taylor's theorem, Laurent expansion; analytic continuation; isolated singularities, Liouville's theorem; Abel's convergence theorem and the Poisson integral formula. The fundamental theorem of algebra.
TBD	MATH 410 (CSUMB)	4 SEM	Modern Algebra I	Detailed study of the theory of basic algebraic systems, groups, and rings. Topics include subgroups, permutation groups, homomorphisms, subrings, ideals, and quotient rings.

Term	Course No.	Units	Course Name	Catalog Description
TBD	MATH 106 (SJSU)	3 SEM	Intuitive Geometry	Introductory geometry, measurement, inductive and deductive reasoning, introduction to transformations, and problem-solving techniques; technology integrated throughout the course.
TBD	MATH 161A (SJSU)	3 SEM	Applied Probability and Statistics I	Descriptive and inferential statistics. Collection and analysis of data, discrete and continuous probability models, random variables, Central Limit Theorem, confidence intervals, hypothesis testing.

Appendix 1 • Workload Banking: Augment Sabbatical Salary (1.5 CAH)



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Office of Human Resource Services
Workload Banking: Augment Sabbatical Salary



(Please Print)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY: Bruce Mayer (Chabot Engineering)

DATE: Article 12A.7 of the contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each year.

SUBJECT: Request To Use Earned Bank Load to Increase Salary on Sabbatical Leave.
(Article 12A.4g.)

In order to be compensated at full salary for a continuous year sabbatical leave (Fall through Spring), a faculty member must have banked fifteen (15) CAH equivalent units of earned banked load [Article 12.4g.(1)]. For a one semester sabbatical leave (exclusive of librarians or special assignment faculty), a faculty member may use three (3) CAH equivalent units of earned banked load and be compensated at full salary. A librarian or special assignment faculty may use one and a half (1.5) CAH equivalent units of earned banked load and be compensated at full salary for a one (1) semester sabbatical leave [Article 12.4g.(2)]. A faculty taking sabbatical has until the end of the term preceding the leave to complete the required load banking [Article 12.4g.(1)]

COMPLETE THE FOLLOWING:

A. I am applying for: _____

1. One semester: Spring 2014 (Indicate semester/year)
2. One continuous year leave: _____ (Indicate academic year)
3. One year split leave: _____ (Indicate semester and year(s))

B. Indicate the number of CAH equivalent units of earned load you have currently banked (do not include units in progress): 3

C. Indicate, if applicable, the number of additional CAH equivalent units of load you plan on workload banking before your sabbatical leave: Fall 3 . Spring ____ . Summer

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the term preceding my leave in order increase my salary:

1. One semester leave: ; or
2. One continuous year leave; or
3. One year split leave: .

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

Printed: 1/15/2007 WorkloadBankingAugmentSabbaticalSalaryB_Mayer_Sp14.pdf
P:\FORMS\Faculty 2007-09\WorkloadBankingAugmentSabbaticalSalary.doc

Appendix 2 • UCSC Open Campus (Concurrent Enrollment) Program

See <http://www.ucsc-extension.edu/open-campus> for this general course description:

Members of the Community

The Concurrent Enrollment Program administered by UC Extension, Santa Cruz, is a program that allows you to enroll in courses offered on the UCSC campus without being formally admitted to a degree program.

As a Concurrent Enrollment student you may take up to 12 units per quarter, or more by petition. Concurrent course enrollment is based on available space, and **class participation and assignments are just the same as for regular students**. The Concurrent Enrollment Program is available during the fall, winter, and spring quarters.

This is an ideal program for those who:

- **Desire university-level credits**
- Are thinking about returning to school, but who are not sure if they want to become full-time students
- Need only a course or two to complete degree requirements at another institution
- Would like to take a graduate course
- **Wish to gain up-to-date information in their professional fields**

For additional information see: <http://www.ucsc-extension.edu/open-campus/forms>

Appendix 3 • UCSC Open Campus Grading-Policy and Transcripts

Open Campus Grading Policy per <http://www.ucsc-extension.edu/open-campus/grading>

Grading Process: Open Campus concurrent students are evaluated and graded by the **SAME** grading policies applied to UCSC main campus students.

[The UCSC] Extension mails a separate grade list to the instructor a week before the last day of class. The instructor returns the completed grade list to Extension.

Extension mails the grade report to the student, four to six weeks after the last day of the quarter.

Open Campus Transcripts per <http://www.ucsc-extension.edu/open-campus/transcripts>

To request an official Transcript: You must submit the required information to UCSC Extension via online, mail, fax or in person. Click here to view transcript request information.

For more information on special request orders, call us at (408) 861-3700 or email reginfo@ucsc-extension

Appendix 4 • Laurence Nagel Expression of Interest in Teaching ENGR43

From: Laurence Nagel <lwn@omega-enterprises.net> Wednesday - May 29, 2013 4:34 PM

To: Bruce Mayer <bmayer@chabotcollege.edu>
Subject: Re: Any Interest in Teaching an EE Course at Chabot College?

Bruce:

Your question comes at a very opportune time! I've always wanted to teach at a Community College --- call it a bucket list item. This looks like an excellent opportunity. You may know Ray Westergard, who taught mathematics at Chabot for eighteen years. Ray also thinks this is an excellent opportunity.

This looks like a wonderful opportunity for me, and I would love to talk with you more about it. Perhaps we could have lunch sometime?

Thanks!!!

Larry

Laurence Nagel
Omega Enterprises Consulting
251 Stanford Avenue
Kensington, CA 94708

(510) 558-0842
lwn@omega-enterprises.net
<http://www.omega-enterprises.net>

On 5/25/2013 3:10 PM, Bruce Mayer wrote:
Larry,

How are you doing? I hope all well.

I'm thinking about taking a Sabbatical in Sp15, and I need to arrange for an instructor for Chabot's EE course, ENGR43.

* Would you be interested in teaching the LECTURE portion of this class (another instructor handles the labs)?

Some details

- * Lecture is on Tues; 9am-12noon (one day a week)
- * The course articulates to UCB EE40
- * Compensation would be in the \$5k range (you'd have to do this for "fun")

To learn more about the class you can visit the course webpage at:
<http://www.chabotcollege.edu/faculty/bmayer/ChabotEngineeringCourses/ENGR-43.htm>

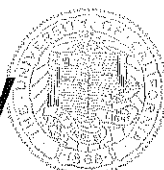
take care, Bruce

Appendix 5 • Typical DeadLines for UCSC Open Campus Enrollment

Concurrent Enrollment Schedule 2013–2014

	Fall 2013	Winter 2014	Spring 2014
Application Deadline	9/12/13	12/13/13 <i>After this date a \$100 late fee applies</i>	3/17/14
First Day of Instruction	9/26/13	1/6/14	3/31/14
Instructor Approval Forms Deadline	10/10/13	1/20/14 <i>After this date a \$50 per course late fee applies</i>	4/14/14
Last Day to Add Class	10/17/13	1/27/14	4/21/14
Last Day to Withdraw (no refund)	11/14/13	2/24/14	5/13/14

Appendix 6 • \$-Fees for UCSC Open Campus Enrollment



**CONCURRENT ENROLLMENT
FEES/REFUNDS/SCHEDULES 2013–2014
UCSC EXTENSION SILICON VALLEY**

Fees for Concurrent Enrollment 2013–2014

Application Fee

First Time Enrollee	\$65.00
Prior Concurrent Enrollment Student	\$20.00
Late Application Fee	\$110.00

Course Fees

Standard Fee—per 5 unit course (\$251/unit)	\$1255.00
Graduate Course Fee (\$344/unit)	\$1720.00

Respectfully Submitted.

Bruce Mayer, PE
11-Aug-2013



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Office of Human Resource Services
Workload Banking: Augment Sabbatical Salary



(Please Print)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY: Bruce Mayer (Chabot Engineering)

DATE: Article 12A.7 of the contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each year.

SUBJECT: Request To Use Earned Bank Load to Increase Salary on Sabbatical Leave. (Article 12A.4g.)

In order to be compensated at full salary for a continuous year sabbatical leave (Fall through Spring), a faculty member must have banked fifteen (15) CAH equivalent units of earned banked load [Article 12.4g.(1)]. For a one semester sabbatical leave (exclusive of librarians or special assignment faculty), a faculty member may use three (3) CAH equivalent units of earned banked load and be compensated at full salary. A librarian or special assignment faculty may use one and a half (1.5) CAH equivalent units of earned banked load and be compensated at full salary for a one (1) semester sabbatical leave [Article 12.4g.(2)]. A faculty taking sabbatical has until the end of the term preceding the leave to complete the required load banking [Article 12.4g.(1)]

COMPLETE THE FOLLOWING:

A. I am applying for:

- 1. One semester: Spring 2014 (Indicate semester/year)
2. One continuous year leave: (Indicate academic year)
3. One year split leave: (Indicate semester and year(s))

B. Indicate the number of CAH equivalent units of earned load you have currently banked (do not include units in progress): 3

C. Indicate, if applicable, the number of additional CAH equivalent units of load you plan on workload banking before your sabbatical leave: Fall 3, Spring, Summer

D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the term preceding my leave in order increase my salary:

- 1. One semester leave: 1.5; or
2. One continuous year leave; or
3. One year split leave:

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

Sabbatical Leave Application for Kristine Woods

Fall 2014 and Fall 2015*

I. **General Information**

revised December 14, 2013

A. Woods, Kristine W.
507 La Vista Road, Walnut Creek, CA 94598

Division: STEMPS, LPC

Subject Matter: Mathematics

Home Phone: (925) 324-0825

Office Phone: (925) 424-1329

B. Has this proposal ever been approved but not funded, or approved, funded but not taken by the applicant? **NO**

C. Period for which the leave is requested: Fall 2014 & Fall 2015

* In my Letter of Intent, I requested a single semester sabbatical. Based on preliminary conversations with Administration, however, I have determined my project is too large for a single semester. I am now requesting a full split leave sabbatical, to be completed during Fall 2014 and Fall 2015.

D. Do you plan to use banked load to increase your sabbatical salary?

In Fall 2014, I will remain Mathematics Department Chair and CurricUNET Chair.

In Fall 2015, I will use banked load to increase my sabbatical salary.

Applicant's Signature: _____

Received and Reviewed by: _____ (Dean)

_____ (Academic VP)

II. Purpose of Leave

Too many community college students are struggling to pass the college-level math classes they need to complete a degree or transfer to a four-year institution. Statewide, they are required to pass Intermediate Algebra for an AA or AS Degree; to transfer, they need one course above this. Without completing these classes, students may be permanently blocked in their pursuit of degrees in higher education.

At Las Positas College, many of our students are either entering school poorly equipped to succeed in their assigned math courses, or they postpone their required classes beyond the point at which they possess the skills to succeed.

Making matters more difficult, many returning students and high school students are placed into lower math courses than they have demonstrated proficiency in within high school. Research into success rates at Las Positas indicates students are *twice* as likely to successfully complete a transfer-level math course within three years if they begin in a course one level higher.

Currently, our college does not offer any formal support to help students prepare for the placement exam so they are more accurately assessed. Nor can our students receive a focused, personalized review prior to taking a math course. In contrast, many community colleges in California and across the United States are implementing effective, personalized, algebra review courses to address these issues. I would like to focus my sabbatical on studying the approaches taken within the most successful programs, and preparing to implement similar support systems at Las Positas.

During my leave, I intend to:

1. Study the current academic research regarding the issues impacting student success rates, and how to adequately prepare new students for success.
2. Travel to Community Colleges which are implementing successful algebra review supports, to learn from their successes, and help inform how to most effectively implement algebra review supports at Las Positas. For example, our algebra review courses could be summer “Algebra Math Jam” programs, “Summer Bridge”, or an open-entry/open-exit review course during the school year.
3. Continue conversations with our Administration and the Math Department regarding the research and collaborative make decisions regarding algebra supports, to give all stakeholders an opportunity for input, and to ensure that my final deliverable has the support it needs to succeed.
4. Design an integrated plan for implementation of two new “Algebra Review Courses” that will best meet the needs of our students.

At Community Colleges, “Algebra Review” support classes are typically offered in the form of summer bridge programs or short, lab setting courses during the year. These each offer unique (and I believe important) supports to two very different target student groups that would benefit from an Algebra Review Course.

Current, returning, and High School students placed below capability.

Many current, returning, and high school students are placing into lower math courses than they have demonstrated proficiency in within their educational history. There are many potential reasons for this, ranging from significant time between their last math class and taking the placement exam, to the fact that calculators are not allowed on the placement exam. For example, if a student completes Algebra II sophomore year in high school, many of them opt to not take an additional math course. For these students, by the time they take the placement test at Las Positas College, over two years have passed. Our placement test, ACCUPLACER, the most commonly used placement exam by community colleges and four-year colleges in California, does not allow calculators, as do many basic skills math sections. Most of our students relied heavily on a calculator in their K-12 education. For all of these students, a review of fractions and decimal operations could mean the difference between placing into Math 107: PreAlgebra and Math 65: Elementary Algebra, meaning they would be *twice* as likely to successfully complete a transfer level math course within three years.

An Algebra review course could begin with a thorough diagnostic exam. This would then inform a rigorous, personalized review of concepts with the goal of improving their placement results, allowing them to place into a math class higher than they did previously. This perhaps would work best in a Summer Bridge Program type program.

Students unprepared to succeed in placed course.

Many of our students find themselves unable to succeed in their math course. Others have postponed fulfilling their math requirement, and therefore have forgotten the math needed to succeed in the course they were placed in. Currently there are no formal supports in place, outside of taking a math course, to help these students prepare for success in their math class. Students often withdraw from a course, hoping that when they re-enroll the next semester they will magically be in a better situation and pass the class.

For these students, an algebra review course could allow them to be diagnosed, and have a personal review that would prepare them for re-enrolling in the math course and successfully passing it. The algebra review course would have to be designed so that students could withdraw and enroll in this course mid-semester without losing an additional semester. A similar argument can be made for those students who need a refresher prior to enrolling in their math course after taking multiple semesters off.

Benefit to the College: By offering an Algebra Review Course, Las Positas College would now offer a coherent avenue for students to receive rigorous, personalized supports in math outside

of the traditional course offerings. There is new Basic Skills Legislation designed to help community college students reach their goal of earning a degree, certificate, career advancement or transferring to a four-year institution. This legislation specifically recommends enrolling every student requiring a basic skills math class within the first year. With our current budget situation, we do not offer enough basic skills sections to meet this need. By offering a comprehensive algebra review course, we could:

- Reduce the demand for basic skills math sections by having students assess into a higher math course (AND doubling their chances of their success in completing a transfer-level math course within three years)!
- Reduce the number of students repeating a course by providing much needed review for students who are unable to succeed without it.

III. Specific Objectives and Methods for Achieving These Objectives

1. Study the research out there identifying the complex issues involved in preparing our students to assess appropriately and succeed in college math courses. (10%)

Plan: Read 15 research articles, white papers and/or attend webinars addressing issues facing community college students, placement and success in basic skills level math courses.

Documentation: I will provide an annotated bibliography and brief summary and/or conclusions of my learning.

2. Travel to 5 Community Colleges that are currently implementing “successful” algebra review courses to inform what and how we implement an algebra review course at Las Positas College. (20%)

Specific questions that need to be answered:

- How do you offer your algebra review course(s)? During the summer or mid-year.
- Number and types of units/fees?
- How do you market the course? Who is your target population?
- What kind of course materials or fees are associated with the course?
- Who teaches the course?
- How successful has the course been? Obstacles have you overcome? What additional obstacles still need to be overcome?

Plan: Travel to community colleges and interview colleagues who are currently offering an Algebra Review course at their community college to gather insight into implementation, successes and obstacles.

Documentation: I will provide a brief summary and conclusions of my learning, including details of the programs, colleagues contacted and dates traveled.

3. Continue conversations with Administration and the Math Department to identify what form an algebra review course(s) would best suit our students at Las Positas College. (20%)

Specific questions that need to be answered:

- Define when to offer this course
 - We may have a need for a summer bridge course AND mid-semester (such as first six weeks to target high school and returning students prior to placement and last six weeks to target current LPC students who have withdrawn from a math course)
 - Hours of offering must be flexible to meet student needs – is the Math X program a good place to offer it?
 - Can we do positive attendance? How is this done?
- Marketing will be critical. We need to identify what the population is that we are trying to serve and how to best meet their needs and communicate effectively what supports are available. Student Services, specifically counselors, and Mathematics faculty need to be informed of the course details and marketing.
- NEW Curriculum needs to be written and approved by Curriculum Committee
- Identify the best materials for offering a personalized plan for review. Considerations will be success rates around the country and based on current methods of assessment (ACCUPLACER and EAP).
- FTEF needed to be able to offer algebra review courses to students, offered twice during the semester; how do we get the additional FTEF?
- Immediate reassessment is mandatory within a short window of course completion for accurate placement into a math course. Currently the local rule is the placement exam can only be taken once every six months; this will need to be changed for participating students.
- In a summer algebra review course for incoming students, can we provide embedded counseling (orientation, education plan, post-placement exam). This would also increase participating students' priority registration number.
- Our math courses average 108% occupancy and fill up very quickly, leaving many students unable to get into a math course. Ideally we could guarantee students first day registration (limit units allowed to 5) to allow them to enroll in math course they reassess into and not take time off between reviewing and enrollment in their math course.
- Credit, noncredit or community ed.?! Concurrent enrollment issues? Who will teach the class?

Plan: Preliminary conversations have been started with Administration regarding a mutual desire to offer algebra review supports, but have only generated more questions. Based on information from objective 1 and 2, these conversations should be more productive.

Documentation: I will provide brief summaries of meetings with colleagues at Las Positas, including details of dialogue around each of the above issues.

4. Design an integrated plan for implementation of two new “Algebra Review Courses” at Las Positas College. (50%)

Plan: Based on the outcomes in the first 3 objectives, I will propose two “Algebra Review Courses” that will best meet the needs of our students. My plan includes the following:

- Creating course outline of record for a “during-semester” algebra review course. The course will be submitted to the Curriculum Committee for approval in Fall 2015.
 - I will look into how and if this course can be offered open-entry, open-exit.
 - This course should include a rigorous, personalized algebra review.
- Creating a course outline of record for a “summer math jam” type course. The course will be submitted to the Curriculum Committee for approval in Fall 2015. This course should include:
 - A rigorous, personalized algebra review and a math study skills component.
 - Embedded counseling, specifically so students will complete orientation, an educational plan and take a post ACCUPLACER placement exam.
- Developing a marking strategy for both courses.
- Research course materials to identify the best product to provide our students with a rigorous, personalized algebra review. Ultimately one product will be recommended for adoption.
- Research pre and post-diagnostic exams that are linked to our current placement exam ACCUPLACER. Recommend one for adoption.
- Research local restrictions on only allowing students to take one placement exam every six months. Recommend a policy change to administration so that students participating may take a post placement exam.
- Learn how to create video lectures using the software “Camtasia.”
- Create video lectures to provide instruction on benchmark topics (such as fractions, decimals, graphing, solving linear systems, matrices, factoring, rational expression and equations, radical expressions, etc.).
 - These videos will include power-point like screens, with handwritten visuals to model thought process on how to approach the concepts and think through the problems, an audio component that follows along with the visual as well as a written transcript.
 - Each video will have accompanying worksheets, to be completed during the video to help students follow along and after the video to check for independent mastery.

- These videos and accompanying worksheets will be made available to every basic skills math course, not just the algebra review courses.
- Identify and create 5 additional supplemental lab exercises.
 - These lab exercises will be made available to every basic skills math course, not just the algebra review courses.
- Present the deliverables to the math department and administration and solicit feedback.

Documentation: I will provide:

- Two Course Outlines of Record for the algebra review courses
- New curriculum, as submitted to the Curriculum Committee during Fall 2015
- Sample syllabi
- Marketing strategies for both courses
- A recommendation for which materials to use to best provide our students with a rigorous, personalized algebra review.
- A recommendation for which diagnostic exam to use, pre and post algebra support, and linked to our current placement exam ACCUPLACER.
- Recommendations for a policy change to administration so that students participating may take a post placement exam.
- Details of conversations with counseling regarding embedding counseling components such as orientation and students completing an educational plan.
- 6 video lectures and accompanying worksheets. The video lectures will include pre-algebra, elementary algebra and intermediate algebra content.
- 5 additional supplemental lab exercises
- Summary of feedback from presentations to math department and administration

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

SEP 16 2013

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)

Date of Application Sept 12 2013

A. Applicant's Name:

Ruys John Daniel
(last) (first) (middle)

Address:

[Redacted Address]

(city) (state) (ZIP)

Division BSBA

Subject Area Psychology

Home Phone [Redacted]

Office Phone 424-1267

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 2014

Semester Spring Year 2015

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:

[Handwritten Signature]

Received and Reviewed by:

Signature of Dean

[Handwritten 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

I will use my sabbatical leave to expand my knowledge of psychology by traveling to relevant conventions, studying techniques used in psychological research, and developing course materials for a new psychology course.

The psychology program has created a new course in Research Methods (PSYC 25) as part of the new psychology AA-T degree. This course will require that students be familiar with introductory topics in psychology and statistics. Across the semester students will learn how to locate, conduct, and present psychological research. The sabbatical leave will enable me to develop high quality course materials that teach students psychology, statistics, and scientific writing.

I have 5 objectives during my sabbatical leave:

1. To update my knowledge of psychology and research methodology through attendance at professional conferences and reading relevant articles and books (20%).
2. To develop PowerPoint slides and other materials for use in PSYC 25 (20%).
3. To create a set of laboratory materials and assignments for the new Research Methods course (40%).
4. Investigate and select a software program that will allow students to learn data/statistical analysis in a user-friendly manner (10%).
5. Update online materials to help students use library resources and learn APA style (10%).

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To update my knowledge of psychology and research methodology through attendance at professional conferences and reading relevant articles and books (20%).

Plan: I will read at least 5 books and 20 articles such as those listed here:

Bargh, J., & McKenna, K. Y. A. (2004). The internet and social life. *Annual Review of*

Psychology, 55, 573-590.

Bolger, N., Davis, A., & Rafaeli, E. (2002). Diary methods: Capturing life as it is lived. *Annual*

Review of Psychology, 54, 579-616.

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

Cambridge, UK: Cambridge University Press.

John Ruys
2013 Sabbatical Proposal

Nolan, S. A., & Heinzen, T. E. (2010). *Essentials of statistics for the behavioral sciences*. New York, NY: Worth.

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

Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141-166.

I will also attend 1-2 conventions from the following list:

- 2014 Society for Neuroscience Nov 15-19 2014 (Washington D.C.)
- 14th European Congress of Psychology (ECP 2015), July 7-10, 2015 (Milan, Italy)
- 2015 Association Psychological Science Convention May 21-24 (New York, NY)

Documentation: I will write a summary of my experience at the convention, make the convention abstracts available, and create an annotated bibliography of the books and articles.

Objective 2: To develop PowerPoint slides and other materials for use in PSYC 25 (20%).

Plan: I will create at least 15 sets of PowerPoint slides that cover the scientific method, deductive/inductive logic, sampling procedures, survey methodology, behavioral observation, indirect measures, research design, APA style, data presentation, research ethics, and other topics.

Documentation: The PowerPoint slides will be submitted as documentation.

Objective 3: To create a set of laboratory materials and assignments for PSYC 25 (40%).

Plan: I will look at syllabi, textbooks, and lab manuals for research methods and psychological statistics courses to gain an overview of what other instructors are doing in their courses. I will prioritize the most relevant material and develop at least 15 laboratory assignments. The laboratory assignments will cover probability & nonprobability sampling, behavioral observation, survey & interview methods, trace measures, archival analysis, content analysis, data organization, descriptive statistics, measures of correlation, between-group designs, within-group designs (repeated measures), research ethics, writing in APA style, and data presentation. The laboratory

John Ruys
2013 Sabbatical Proposal

assignments will be collected into a handbook that can be shared with other instructors and provided to students each semester.

Documentation: I will submit a copy of the laboratory handbook.

Objective 4: Investigate and select a software program that will allow students to learn data/statistical analysis in a user-friendly manner (10%).

Plan: I will obtain demo versions of 3-5 software programs for data analysis (SPSS, SAS, Excel, etc) and pilot an assignment with a small group of students to determine which program meets the needs of students in a cost effective manner.

Documentation: I will submit a written evaluation of the products and a recommendation for which product would best meets the needs of the course.

Objective 5: Update online materials to help students use library resources and learn APA style (10%).

Plan: I have a small online module that covers APA style and library resources integrated into Blackboard for my courses. I will expand this online module to 4 separate modules that will cover using library tools, evaluating sources, referencing sources, and APA style. The modules will include assignments to evaluate student learning of the material. The online modules will be available to any instructor through Blackboard.

Documentation: Screenshots of the blackboard modules will be provided to the committee and board to review.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Office of Human Resources

Workload Banking: Augment Sabbatical Salary

Article 12-1A.4g(1) & (2)



(Please Print)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY John Ruys

DATE: Sept 12 2013 [Article 12-1A.4g(1)] of the Contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each Calendar Year.)

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

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

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

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

COMPLETE THE FOLLOWING:

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

- 1. One (1) semester Leave: _____ (Indicate semester/year)
- 2. One (1) continuous year Leave: 2014-2015 (Indicate academic year)
- 3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 4

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

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

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

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



RECEIVED

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

SEP 12 2013

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)

Date of Application SEP. 9, 2013

A. Applicant's Name:
FLORES ADELIZA ESPINO
(last) (first) (middle)

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

Division STEMPS

Subject Area CHEMISTRY

Home Phone [Redacted]

Office Phone 925-424-1334

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 2014

Semester SPRING Year 2015

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] 9/12/13
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

The purpose is 2-fold (curricular and content knowledge and pedagogy) and is aligned with improving my ability to meet the faculty standards of excellence in working with students and personal and professional development:

- 1) To contribute to improvements in our curriculum that will further enrich student experience in both the classroom and the lab
- 2) To update and expand my knowledge of chemistry through independent readings of relevant books and articles and participation in seminars and workshops.
- 3) To improve and update my ability to deliver meaningful, interesting, and inspiring lectures.

Benefits to the College and the Students

By updating my content knowledge through participation in lecture seminars, completion of workshops and courses, and independent study of literature and improving our curriculum, I will be contributing to LPC's goal to provide its students with the highest standards for learning experience by maintaining a level of rigor and curriculum standards on par with 4-year transfer institutions. One of the missions of the Chemistry program is to serve transfer students in science and engineering and in pre-professional health fields. Providing a lecture and lab curriculum based on current developments in chemistry and rich in historical context will afford these students a more seamless transition. Updating our lab manuals and making them electronically available for students for free has been an ongoing but slow work-in-progress over the years due to the technical and editorial challenges involved. Updating these manuals will not only alleviate confusion from students but will also benefit instructors, especially new ones, who are not familiar with our lab experiments. Investigating the SLO's of other institutions will contribute to the College's efforts to continually improve its implementation and assessment process as required by accreditation standards. Lastly, improving my ability to teach the subject and to engage students will help improve retention and success rates and student satisfaction with our program. Our students deserve to be the ultimate beneficiary of learning enrichment from the rapid accumulation of pedagogical resources and publication of best practices out there and it is my role to deliver them.

III. SPECIFIC OBJECTIVES AND METHODS

Objective 1: To further enrich student experience in both the classroom and the lab through various activities that will help improve our curriculum. (50%)

Plan 1: Convert our 30A, 30B, and 31 lab manuals to editable electronic files and update content.

These 3 lab manuals contain close to 750 pages total. They contain not only regular text but chemical symbols and equations, graphics, and tables as well. Each of these pages has to be scanned at high resolutions to ensure OCR text recognition. The resulting text, chemical equations and symbols, graphics, and tables will need to be cleaned up and put back in the original formatting. The next step requires updating the content to reflect the current safety

policies and changes to lab procedures that have evolved over the years and need to be integrated into the lab manuals.

Documentation: Editable electronic files of 30A, 30B, and 31 lab manuals in both MS Word and PDF versions reflecting updates and changes.

Plan 2: To improve our discipline's ability to meaningfully assess student learning outcomes by learning about other chemistry programs' SLO implementation process. I plan to research what other chemistry programs in 2-year colleges use for their student learning outcomes, how they assess them, what kind of dialogue takes place with regards to SLO development and assessment results, and how they integrate assessment results into their program reviews and program objectives.

Documentation: A description of the Chemistry SLO implementation process for 3 community colleges.

Plan 3: Peruse relevant sections of 1 Physiology textbook, 1 Microbiology textbook, 1 Physio lab manual, and 1 Microbiology lab manual used by LPC students to investigate how we can improve our 30A and 30B curriculum to facilitate a more seamless transfer of skills and content knowledge by allied health students.

Documentation: Sampling of chemistry questions and problems that involve topics in physiology and microbiology: At least 5 questions involving unit conversion, 5 involving stoichiometry, 5 involving solution concentrations and properties, and 3 involving acids, bases, and buffers.

Objective 2: To update and expand my knowledge of chemistry content and pedagogy. (50%)

Plan 1: Read a minimum of 30 articles in chemistry research and in chemical education from the Journal of Chemical Education, Journal of American Chemical Society, and other similar journals.

Documentation: Annotated bibliography of each article.

Plan 2: Read 15 books on the history, current research and development in, and future direction of chemistry and on chemistry demonstrations

Some sample books include:

- Books on sustainable chemistry principles (aka as green chemistry) and life cycle analysis such as Cradle to Cradle: Remaking the Way We Make Things by Michael Braungart, William McDonough and Real World Cases in Green Chemistry by the American Chemical Society
- Napoleon's Buttons: How 17 Molecules Changed History by Penny Lecouteur, Jay Burreson
- Salt: A World History by Mark Kurlansky

- A Brief History of Chemistry: A Curriculum Study by Michael Ridenour, Research Institute for Waldorf Education
- Cathedrals of Science: The Personalities and Rivalries That Made Modern Chemistry by Patrick Coffey, Oxford University Press: New York, 2008
- Four Laws That Drive the Universe by P.W. Atkins
- From Alchemy to Chemistry in Picture and Story by Arthur Greenberg
- Periodic Tales: The Curious Lives of the Elements by Hugh Aldersey-Williams
- The Chemical Tree: A History of Chemistry (The Norton History of Science)
- The Electric Life of Michael Faraday by Alan Hirshfeld
- A good source for reading material is <http://www.chemheritage.org/research/index.aspx>
- Illustrated Guide to Home Chemistry Experiments: All Lab, No Lecture by Robert Bruce Thompson
- The Joy of Chemistry: The Amazing Science of Familiar Things by Cathy Cobb
- Crime Scene Chemistry for the Armchair Sleuth by Cathy Cobb
- Why There's Antifreeze in Your Toothpaste: The Chemistry of Household Ingredients
- Culinary Reactions: The Everyday Chemistry of Cooking by Simon Quellen Field

Documentation: An annotated bibliography of each book.

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)

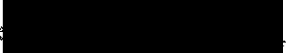
I. General Information (please print or type)

Date of Application 8/31/2013

A. Applicant's Name: PINKAS Catharine Irene
(last) (first) (middle)

Address: 
(city) (state) (ZIP)

Division Business & Technology Subject Area Business

Home Phone  Office Phone 925-706-0447

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 2015

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).

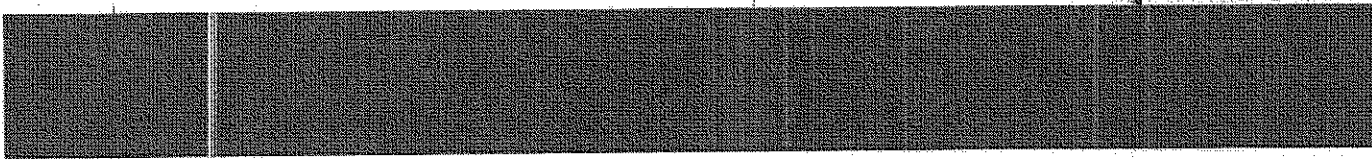
Applicant's Signature: Catharine Pinkas

Received and Reviewed by: [Signature] 9/10/13
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.)

RECEIVED
SEP 10 2013



II. Purpose of the Leave

One key mission of the Chabot includes assistance to displaced workers. As a recipient of the Department of Education FIPSE Grant and most recently as a participant in the Department of Labor TAACCCT Grant, Chabot has demonstrated its commitment to work with displaced, adult, or otherwise unemployed workers.

The great recession as significantly increased the problems of unemployment for one particular segment of the work force, older workers. Community colleges have an important role in serving these individuals. See the article attached entitled: Community College Practices that Serve Older Dislocated Workers by Michelle Van Noy, Ph.D., Maria Heidkamp, and Emily Manz written in April, 2013 can be found at <http://www.dol.gov/odep/pdf/CommunityColleges.pdf>.

In this article, Van Noy, et al. noted that:

Learner-centered programming calls for schools to understand the interests and appreciate the “life situations” of their older students, such as tailoring instructional delivery to reflect the needs of older students who are trying to upgrade their skills in order to return to the job market quickly by offering accelerated courses for training or retraining. Providing learner support services involves helping older students make use of career exploration and assessment tools, providing them with information about the local labor market, and identifying courses that will help them prepare for their careers.

Implementing successful re entry into the market place always involves a hiring interview during which there are opportunities for intended and unintended age discrimination in the selection process. This leads to less successful results in hiring older workers and impacts the workers themselves in their self perceptions about their capabilities. See AARP article: Staying-Ahead-of-the-Curve-2013-AARP-Multicultural-Work-and-Career-Study-Perceptions-of-Age-Discrimination-in-the-Workplace-Ages-45-74. This article can be found at http://www.aarp.org/content/dam/aarp/research/surveys_statistics/general/2013/Staying-Ahead-of-the-Curve-2013-AARP-Multicultural-Work-and-Career-Study-Perceptions-of-Age-Discrimination-in-the-Workplace-Ages-45-74-AARP-res-gen.pdf

Current research indicates that perception training helped health professionals achieve better patient diagnostic and treatment results where racial and cultural discrimination were considered factors. By engaging in specific training techniques to assist both practitioners and their patients, the researcher was able to report positive changes in outcomes for the participants. See Lelacheur dissertation at <http://gradworks.umi.com/3297444.pdf>

During my leave I plan to conduct similar research but directed toward human resource practices when interviewing older workers. I will conduct perception taking experiments to determine if such training has an effect on hiring results. I plan to document this research in a Ph.D. dissertation.

The purpose of my leave would be to:

1. To complete my research project with a formal dissertation on the subject of age discrimination in hiring.

The benefits to Chabot College could be leadership in academic programs to aid their mission to assist older workers in obtaining successful education. In addition, the Human Resource Certificate program will benefit from the knowledge gained in teaching students about this most pressing issue as the aging workforce continues to need to improve their skills. The Community College district could benefit from training seminars offered to help sensitize our workforce to the broader needs of the community. Local employers could also benefit from training seminars offered in conjunction with our academic programs and community education.

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

Objective 1. To complete my research project with a formal dissertation on the subject of age discrimination in hiring.

Plan: To write my thesis incorporating a comprehensive review of the literature, a statement of the problem, research design, research results, a conclusion and recommendation for future research.

Documentation: The thesis will also be available in it's entirety. Note: the timing of the acceptance may not be within the sabbatical period although the instructor will do all in her power to reach this goal.

Personal biographical note: I became interested in this topic in 2005 when I served as first vice president and then president of the Older Women's League in San Francisco. In 2011, I was elected to the National Board of OWL and was responsible for the creation of the 2012 Mother's Day Report which can be found at <http://www.owl-national.org/pages/mothers-day-report>. This report was delivered to the Congress, Department of Labor, and the Office of the President of the United States. It addresses the specific issues surrounding the loss of jobs of older women. At that time, I determined that it would be important and helpful to become more deeply involved in this important social issue. At the encouragement of an 87 year old Ph.D. OWL national president, I embarked on my Ph.D. in order to continue to contribute to my school, and my community in this important area.

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 9-10-13

A. Applicant's Name:

NIJJAR RANI (last) (first) (middle)

Address:

[Redacted address] (city) (state) (ZIP)

Division Social Sciences

Subject Area Psychology

Home Phone [Redacted]

Office Phone 510 723-6672

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 2015

Semester Spring Year 2016

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.)

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Rani Nijjar
September 10, 2013

Chabot-Las Positas Community College District
Application for Sabbatical Leave

II. Purpose of Leave

During my leave, I plan to divide my time between research, review and travel to better understand teaching and practice of psychology in the U.S and internationally.

The psychology discipline originated from different countries around the world, bringing theories, research and different perspectives for understanding behavior and mental processes, and yet in teaching psychology, students still continue to receive a very Western-based view of the discipline. With increased global connectivity and communication, there is an emerging branch of International or Global Psychology that emphasizes development of psychology curriculum that presents more culturally observant paradigms. Developing a more in depth understanding of pedagogy and tenets of global and international psychology, will allow me to be better informed and incorporate the new knowledge into the courses that I teach.

To update my personal psychological knowledge, I would also like to use my sabbatical leave to explore the latest developments in my discipline through reading and visiting research centers currently conducting psychological research. This updated knowledge will be helpful in teaching the core courses listed in the new Psychology Associate of Arts Transfer degree, including: General Psychology, Brain, Mind and Behavior and Research Methods for the Behavioral Sciences.

This work will benefit Chabot College by allowing me to

- (1) Broaden my cross-cultural understanding of teaching and learning of psychology around the world and improve my ability to instruct students of diverse backgrounds;
- (2) Update my knowledge in the field and therefore better describe and explain recent psychological research to my students;
- (3) Develop and strengthen the Psychology AA-T degree curriculum and in particular the courses I teach.

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

Objective 1: I will investigate and compile a report on International or Global Teaching of Psychology. (20%)

Rani Nijjar
September 10, 2013

Plan: I plan to search the internet for reading material and forums related to Global/International Psychology. I plan to participate in at least one website forum such as the International Teaching of Psychology Network (InterTOP), to communicate with other educators in psychology. I plan to investigate if International or Global Psychology curriculum are being offered in colleges/universities around the country.

Documentation:

- a. I will submit a 2 page summary report about global/international psychology, including an annotated bibliography of 5 articles read on the subject.
- b. I will submit a log of contacts and discussion from at least 1 forum focusing on global/international psychology (200-300 words).
- c. I will submit at least 2 example of how global/international psychology paradigms can be infused into psychology course content (200-300 words each).

Objective 2: To update and improve my ability to teach my Psychology courses at Chabot. (50%).

Plan: I will read a minimum of five psychology related books and scholarly research articles per academic semester of leave. I plan to deepen my theoretical knowledge as well as update my current understanding of developments in the field.

Sample of readings:

1. Mind, Brain, and Education: Neuroscience Implications for the Classroom by David A. Sousa, 2010
2. This Will Make You Smarter: New Scientific Concepts to Improve Your Thinking, by John Brockman
3. Emotional Intelligence: Why It Can Matter More Than IQ by Daniel Goleman, 2005
4. "On Becoming a Person" by Carl Rogers, 1961, 2004
5. "Memories, Dreams, Reflections" by C.G. Jung, 1989
6. *Aging, plasticity and environmental enrichment: Structural changes and neurotransmitter*, 2007, Brain Research Reviews.
7. *Feelings of loneliness, but not social isolation, predict dementia onset: results from Amsterdam Study of the Elderly*, TJ Holwerda, 2012.

Documentation:

I will submit an annotated bibliography of my readings (about 300-400 words each).

Objective 3: To update my knowledge about current research and extend my ability to conduct any future research in the field of Psychology. (30%)

Rani Nijjar
September 10, 2013

Plan: I plan to contact and visit at least two institutes/universities with active research grants focusing on psychological research. I plan to visit and spend at 1 week at the different sites. Two possible sites:

1. Psychology Department, CSU Northridge (visit Neuropsychology lab)
2. Psychology Department, San Diego State University (visit Life-span Human Senses Lab)

Documentation:

- a. I will submit a log of contacts with research institutes, attendance and discussions with the researchers (100-200 words each).
- b. I will submit a 500 word summary report of observed research studies at each institute.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Office of Human Resources

Workload Banking: Augment Sabbatical Salary

Article 12-1A.4g(1) & (2)



(Please Print)

TO: Vice President of Academic Services (Attached to Sabbatical Leave Application)

FACULTY RANI NIJJAR

DATE: 9-10-13 [Article 12-1A.4g(1)] of the Contract states that this shall be submitted with the original Sabbatical Leave application by September 15th of each Calendar Year.)

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

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

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

A faculty member taking a Sabbatical Leave of Absence has until the end of the Term preceding the leave to complete the required load banking [Article 12-1A.4-1g.(1)].

COMPLETE THE FOLLOWING:

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

- 1. One (1) semester Leave: _____ (Indicate semester/year)
- 2. One (1) continuous year Leave: 1 (Indicate academic year)
- 3. One (1) year split Leave: Fall 15, Spring 16 (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 12-15

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

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

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

Fall	<input type="checkbox"/>	Spr	<input type="checkbox"/>	Yr	_____
Fall	<input type="checkbox"/>	Spr	<input type="checkbox"/>	Yr	_____
Fall	<input checked="" type="checkbox"/>	Yr	<u>15</u>	Fall	<input type="checkbox"/>
		Spr	<input checked="" type="checkbox"/>	Yr	<u>16</u>

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