

Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATIONS 2015 – 2016

Phillips, Wayne	Chabot	F 2015, S 2016
Ho, Ming-Lun	Chabot	F 2015
McLean, Clara	Chabot	S 2016
Weaver, Lisa	LPC	F 2015, S 2016
Ozdemir, Hilal	Chabot	F 2015
Langdon, Michael	Chabot	F 2015
Lange, Jennifer	Chabot	F 2015, S 2016
Thompson, Sarah	LPC	F 2015, S 2016
Cole, Elena	LPC	F 2015, S 2016
Dry, Richard	LPC	F 2015, S 2016
Schoenecker, Paula	LPC	F2015
Hopkins-Kurz, Elizabeth	LPC	F 2015, S 2016
Parker, Sara	Chabot	S 2016
Zuliani, Diana	Chabot	S 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 8/21/14

A. Applicant's Name:
Phillips, Wayne Alvin
(last) (first) (middle)

Address:

(street)

(city) (state) (ZIP)

Division AppTech + Business

Subject Area Electronic Systems Tech

Home Phone _____

Office Phone 510-723-7476

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 2015

Semester Spring Year 2016

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:

Wayne A. Phillips

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.)



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 Wayne A. Phillips

DATE: 8/21/14 [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: 2015-2016 (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 3.5

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 5.5 Spring Summer

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

- | | | | | | | | | | | |
|--|------|-------------------------------------|-----|-------------------------------------|------|--------------------------|-----|--------------------------|----|-------|
| 1. One (1) semester Leave; or | Fall | <input type="checkbox"/> | Spr | <input type="checkbox"/> | Yr | _____ | | | | |
| 2. One (1) continuous Academic Year Leave; or | Fall | <input checked="" type="checkbox"/> | Spr | <input checked="" type="checkbox"/> | Yr | <u>15-16</u> | | | | |
| 3. One (1) aggregate year split within two (2) Academic Years. | Fall | <input type="checkbox"/> | Yr | _____ | Fall | <input type="checkbox"/> | Spr | <input type="checkbox"/> | Yr | _____ |

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

APPLICATION FOR SABBATICAL LEAVE

Wayne A. Phillips

August 21, 2014

Purpose of Leave

During my leave, I plan to complete courses from Western Governors University in the M.S. in Information Security and Assurance program. I am planning on starting my coursework in Summer 2015, prior to my leave, and continue through Summer and Fall 2016 until I complete the program. The competency-based model of the WGU program will allow me to progress at an accelerated rate while I am on leave, and complete the program with a manageable load after I return from leave.

The technical competencies required in the Computer Networking Technology program advance at a rapid pace. In order provide topical and relevant content to my students, I need to continue to develop my skills and knowledge. Information Security is one of the most critical fields in the Information and Communication Technology sector. This Master's program is structured around the Certified Information Systems Security Professional (CISSP®) body of knowledge, developed from guidelines prescribed by the National Security Agency. Upon my return from leave, I will have greater knowledge to teach our CNT courses and to develop new programs and courses.

Specific Objectives, Plan for Achieving these Objectives, and Documentation

Objective: Complete a minimum of sixteen competency units (semester unit equivalents) prior to return from leave.

Plan for Achieving these Objectives: I plan to start the program in June, 2015. Semesters at WGU run continuously for six months, so I plan to complete a minimum of eight competency units per semester, or sixteen units by the end of my leave, May, 2016. The entire Master's program consists of thirty competency units, and I plan on completing the remaining units in one or two semesters starting June, 2016 and finishing after my return from leave.

Documentation: I will submit a transcript of completed courses for the two semesters during my leave.

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 Sept. 15, 2014

A. Applicant's Name:

Ho Ming-Lun
(last) (first) (middle)

Address

(street)

(city) (state) (ZIP)

Division Science/Math

Subject Area Math

Home Phone _____

Office Phone 510-723-6870

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 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:

[Signature] 9/15/2014

Received and Reviewed by:

[Signature] 9/15/2014
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.)

I am submitting two proposals for my sabbatical. The courses that I intend to take for the proposal on this page are online courses on Coursera and Udacity. In case the courses are not available when my sabbatical begins, I want to have an approved alternative to fall back on. The next page is my alternative proposal. I would like to mix-and-match activities from both proposals, in case there is a problem.

First Proposal

II. Purpose of Leave

During my leave, I plan to take courses in data science and artificial intelligence online. As a math faculty with background in computer science and statistics, I want to broaden my understanding in two fields that are really important in the modern era of Big Data. I want to apply my knowledge to what my students may encounter in the real world.

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

Objective 1: Learn about data science. (64%)

Plan: Take an online non-credit series of nine courses on data science authorized by the associated Johns Hopkins University through Coursera. The 9 courses consist of about 180 hours of work. Overview of the courses¹ can be found at <https://www.coursera.org/specialization/jhudatascience/1/overview>.

Documentation: I will submit online course progress and certificate of completion for each course.

Objective 2: Learn about artificial intelligence. (36%)

Plan: Through Udacity, take an online course on artificial intelligence co-taught by Peter Norvig, Director of Research at Google, Inc. and by Sebastian Thrun, a Research Professor of Computer Science at Stanford University. The course consists of about 100 hours of work. Overview of the courses can be found at <https://www.udacity.com/course/cs271>.

Documentation: I will submit online course progress and certificate of completion for the course.

Objective 3: Earn professional development hours to renew my California Single Subject Credential for K-12.

Plan: The hours in Objectives 1 and 2 count toward my teaching credential renewal.

Documentation: Same as for Objectives 1 and 2.

¹ You can see in the overview that the nine courses and a capstone project comprise a specialization certificate. I did not commit to the capstone project because it is offered only three times a year, and at the time of this application, it was unclear whether I can complete the capstone within the semester of sabbatical.

Second Proposal

II. Purpose of Leave

During my leave, I plan to study for two exams among the series of professional exams administered by the Society of Actuaries to designate a professional as an Associate of the Society of Actuaries.

The purpose of my leave would be to:

1. Learn about how probability is used in a risk management context.
2. Learn about how mathematics applies to Interest Theory and Financial Economics.
3. Earn professional development hours to renew my California Single Subject Credential for K-12.

By taking on the independent study project for two professional exams, I will broaden the understanding of how the actuarial discipline uses mathematics. Being in a position to study for a standardized professional exam helps me experience what we prepare students to do when they move on. I will use the experience to help me reflect on the relevance of the curriculum that we teach our students and how it may be improved to better support what they will encounter later, using actuary as a concrete starting point.

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

Objective 1: Learn about how probability is used in a risk management context. (20%)

Plan: I will choose a suggested reference from the syllabus provided by the Society of Actuaries for its Exam P–Probability. I will read and take notes on the chapters and work out sufficient number of problems and exercises to practice and document my learning. I will practice and study sample exams. I will take Exam P in November 2015. Syllabus with learning objective/outcomes and readings for Exam P can be found at <https://www.soa.org/education/exam-req/edu-exam-p-detail.aspx>.

Documentation: I will submit my notes and exercises. I will submit my Exam P results.

Objective 2: Learn about how mathematics applies to Interest Theory and Financial Economics. (60%)

Plan: I will choose a suggested reference from the syllabus provided by the Society of Actuaries for its Exam FM–Financial Mathematics. I will read and take notes on the chapters and work out sufficient number of problems and exercises to practice and document my learning. I will also do independent reading on finance and investment as needed to understand the mathematical applications, as I have not had any formal education in business. I will practice and study sample exams. I will take Exam FM in December 2015. Syllabus with learning objective/outcomes

and readings for Exam FM can be found at <https://www.soa.org/education/exam-req/edu-exam-fm-detail.aspx>.

Documentation: I will submit my notes and exercises. I will submit my Exam FM results.

Objective 3: Earn professional development hours to renew my California Single Subject Credential for K-12. (20%)

Plan: Under *The California Professional Growth Manual for Multiple and Single Subject Credentials and Services and Specialist Credentials* by the California Commission on Teacher Credentialing, one way to earn professional development hours is through “a program of independent study, provided that the credential holder investigates a specific aspects of education, produces a written report or other tangible product, and evaluates the independent study and its product.” The aspects of mathematics education I want to investigate is how well school mathematics curriculum is aligned with standardized, professional examinations for professional status/licensure, using actuarial science as a case in point. On the flip side, actuary is consistently rates as one of the best jobs in America. In order to encourage students to enter the field, it would be important to incorporate in the curriculum aspects of the field by first being exposed more to the field.

In the process of completing Objectives 1 & 2, I will compare/contrast the types of mathematical tasks required by the SOA exams and in a typical math class. I will reflect on how more authentic problems can be incorporated in school curriculum to encourage students into the actuarial field. As I take on the role of a student preparing for exams, I will note the more important mathematical and thinking skills that should be emphasized to support students in their future endeavor in actuarial science or a quantitatively intensive field.

Documentation: I will complete a report of my observations and findings.

Clara McLean

Application for Sabbatical Leave 8-20-14

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 8/15/2014

A. Applicant's Name: Address:
McLean Clara Denison
(last) (first) (middle) (street)
(city) (state) (ZIP)

Division Language Arts Subject Area English

Home Phone Office Phone 7429

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

Yes No xx 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 2016

Semester Year

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

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

Applicant's Signature: Clara McLean

Received and Reviewed by: Martin Correa
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.)

Clara McLean
11/13/14

Application for Sabbatical Leave (Continued)—REVISED

II. Purpose of Leave.

The purpose of this semester-long sabbatical leave will be to make significant progress toward an initial draft of a book of 30-50 poems tentatively titled *Flyway*. As a full-time instructor of writing, literature, and creative writing at Chabot, it can be challenging to carve out sufficient time to write, edit and hone my own creative work. Over the past few years, I have reconnected with my identity as a poet, and have been writing steadily and workshopping my poems with several other writers. I have also begun the “business-y” process of sending poems out and finding an audience for my work. The semester of sabbatical leave in spring of 2016 will offer me the opportunity to devote my full attention and time to my poetry and to begin the process of shaping it into a thematically linked collection for eventual publication.

My intention is to build on the recurring motif of birds that has emerged in many of the pieces I have written over the past few years. This book project will sometimes literally, and at other times metaphorically or elliptically, deal with the idea of the “flyway,” a modern term designating major migratory bird flight patterns. I first became aware of the Pacific Flyway when doing volunteer conservation work at a local estuary when I was a graduate student in Orange County in the 1990s. Since then, the birds of the Pacific Flyway have touched my life and inspired me in many ways—politically and spiritually as well as poetically. One of the things that intrigues me about flyways is the way that they cut across the human and natural worlds, airily collapsing the nature/culture divide. They bring a nature that does not heed human constructions and boundaries into the heart of our urban centers, showing that nature is not something “out there,” pristine and separate from civilization and its many transformations. For this reason, wild birds’ presence in our midst, for me, has a kind of mythic dimension; they are here, eminently among us and yet transcendent of our world. This book of poems will invite visitations from these birds in much the same way as our human landscape does: as at once central and peripheral, earthly and other.

This sabbatical leave project will benefit the college and district in that it will immerse me in a process that will greatly enhance my ability to teach literature and writing to my students and inspire the passion of the writer in them. “Inspiration” is currently the explicit theme of my Basic Skills writing classes, but inspiration is always central to my pedagogical philosophy: I want to help my students find it in themselves and in their world. The more inspired I am in my own writing process, in my own poetic noticing of the world, the more I can impart that in the classroom. In my English 4 (transfer-level composition with a literature focus), in the literature electives I teach (including U.S. Women’s Literature and Shakespeare) and in English 13, the Poetry writing elective I teach, poetry plays a key role in germinating interpretive and critical thinking skills in my students, as well as a love of language and an ability to use it well. Having a semester to plunge more deeply into my poetic practice and produce a longer work will make me better able to support their growth as readers and writers. Poet Roque Dalton famously wrote that “poetry, like bread, is for everyone.” I deeply believe this to be true, and will bring what I gain from this more sustained poetry project back into my work in the classroom and my collaborative work with colleagues on pedagogy and curricula.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1:

Write 25 new poems for the book project *Flyway*. (50%)

Plan:

With the goal of completing one poem per week, I will write notes for, craft, and hone at least 25 new poems for this project. Generally, these poems will be between 30-100 lines in length.

Documentation:

25 completed new poems of approximately 30-100 lines each.
(As noted in Article 30B.1 b and c of the Faculty Contract, ownership of copyrights and royalties derived from these 20 poems shall belong to me, the unit member).

Objective 2:

Revise 10 existing poems for inclusion in the book project *Flyway*. (20%)

Plan:

Revisit existing completed poems with an eye to making them coherent with the larger project.

Documentation:

10 revised poems of approximately 30-100 lines each, with explanatory notes on effected revisions. (As noted in Article 30B.1 b and c of the Faculty Contract, ownership of copyrights and royalties derived from these 20 poems shall belong to me, the unit member).

Objective 3: (10%)

Outline a coherent structure for the book, with possible sections and subtitles, grouping poems accordingly.

Plan:

Toward the end of the sabbatical semester, draft an outline with possible sections and subtitles based on the body of work written and revised.

Documentation:

Notes and rationale for proposed structure of the book, draft of Table of Contents with sections and subtitles.

Objective 4: (20%)

Research *Flyway* project through reading, walks, interviews, and travel.

Plan:

In addition to continuing to explore bird presence throughout the Bay Area, I will visit a number of other stopping points on the Pacific Flyway (possibilities include the Sacramento Delta, Baja California, the Great Salt Lake, Alaska) and observe and write about the migratory bird life in

these places. I will interview local naturalists and birders as well as ordinary residents to deepen my experience of migratory birds and flyway history in these areas. I will read and consult relevant books such as Petersons' bird guides, the recent nonfiction work *Seeking Refuge: Birds and Landscapes of the Pacific Flyway*, and Billy Collins' recent anthology of bird poetry, *Bright Wings*.

Documentation:

Itinerary of travels, journal notes, annotated bibliography of books consulted.

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 Sept. 9, 2014

A. Applicant's Name:

(last) Weaver (first) Lisa (middle) T.

Address: _____

(street) _____
(city) _____ (state) _____ (ZIP) _____

Division BSBA

Subject Area Business/Marketing

Home Phone _____

Office Phone 925.424.1271

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 n/a

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

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:

Lisa Taylor Weaver

Received and Reviewed by:

[Signature] 9/9/14
Signature of Dean

[Signature] 9/10/14
Signature of Vice-President, Academic Services

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

SABBATICAL LEAVE PROPOSAL FOR LISA TAYLOR WEAVER

II. PURPOSE OF LEAVE

There are three major goals for my sabbatical leave. They include: (1) expanding my content knowledge; (2) exploring pedagogical options; and (3) enhancing the resources available to my students. These objectives are melded with my overall philosophy of continuous personal improvement which should lead naturally and seamlessly to enhancing and enriching students' experiences in courses.

My sabbatical will result in:

1. an enhancement of my knowledge of Business Law through independent readings of relevant books and articles; (objective #1)
2. a knowledge of strategies used in Business Law courses being taught at other community colleges; (objective #2)
3. an analysis of Business Law courses being taught at a representative group of four year schools to which LPC students transfer; (objective #2)
4. an examination of the resources being used at both the two and four-year institutions; (objective #2)
5. the creation of at least eight original, topical multimedia content for Business Law courses; (objective #3) and
6. the updating of my platform skills to more effectively engage and inspire students (objectives #2 and #3).

III. OBJECTIVES AND ACTION PLANS

OBJECTIVE #1 -- Expand my content knowledge (25%) -- By expanding and updating my knowledge of law I will offer a more robust experience to students. I will accomplish this by reading historical and current literature in the areas of Business Law.

ACTION PLAN -- Readings will include, but not be limited to textbooks, journals, topical articles, case analyses, and case briefs. While I would like to read all of the books identified, there must be an achievable goal established. The reading plan includes: (1) At least six books from the list provided; (2) ten journal articles; and (3) all of the transcriptions of cases from the 2014-2015 Supreme Court (SCOTUS) term, which are relevant to business law. For the SCOTUS cases, the background facts and cases leading up to the SCOTUS hearing will also be read. An annotated bibliography of all readings will be compiled.

Selected readings will be chosen from the following:

TEXTBOOKS AND OTHER LEGAL TEXTS (a minimum of five selections)

A. LEGAL HISTORY and GENERAL TOPICAL INFORMATION

These are in publication date order from oldest to most recent. At least **three** of these will be read.

1. The Law

Author: Frederic Bastiat

Publisher: Tribeca Books 2007

Originally published in 1850. Translated into American English in 1874.

ISBN-10:149970870X ISBN-13:9781499708707

2. The Path of the Law (American Classics Library)

Author: Oliver Wendell Holmes Jr.

Originally published 1897 Harvard University

ISBN-10:1480294136 ISBN-13:9781480294134

3. Concise History of the Common Law, 5th edition

Author: Theodore F. T. Plucknett

Publisher: Liberty Fund, 2010

Originally published in 1929.

ISBN-10: 0865978077 ISBN-13: 978-0865978072

4. An Introduction to the Philosophy of Law: Revised edition

The Storrs Lecture Series

Author: Roscoe Pound

Yale University Press September 1959

ISBN-10: 0300001886 ISBN-13: 9780300001884

5. The Supreme Court

Author: Justice William Rehnquist

Publisher: Vintage Books, 1987

ISBN-13: 978-0375708619 ISBN-10: 0375708618

6. The Magic Mirror: Law in American History 2nd edition

Authors: Kermit L. Hall and Peter Karsten

Oxford University Press, 1989

ISBN-13: 978-0195081800 ISBN-10: 0195081803

7. A Matter of Interpretation: Federal Courts and the Law

The University Center for Human Values Series

Author: Justice Antonin Scalia

Publisher: Princeton University Press; 1998

ISBN-10:0691004005 ISBN-13:9780691004006

8. **Law in America: A Short History (Modern Library Chronicles)**
Authors: Lawrence M. Friedman
Publisher: Modern Library; 2004
ISBN-10:0812972856 ISBN-13:9780812972856
9. **Law, Justice, and Society: A socio-legal Introduction, 2nd edition**
Author: Anthony Walsh and Craig Hemmens
Publisher: Oxford University Press
October 2010
ISBN-10:0199757933 ISBN-13:9780199757930
10. **Business Law: Text and Cases 13th edition**
Authors: Kenneth W. Clarkson, Roger LeRoy Miller, and Frank B. Cross
Publisher: Cengage Learning
January 2014
ISBN-10:1285185242 ISBN-13:9781285185248
11. **Law and Ethics in the Business Environment (Cengage Learning Legal Studies in Business) 8th edition**
Authors: Terry Halbert and Elaine Ingulli
Publisher: Cengage Learning
January 2014
ISBN-10: 1285428560 ISBN-13:9781285428567

B. SPECIFIC LEGAL TOPICS (A minimum of two of these will be read)

1. TORTS

The Law of Torts: Examples & Explanations, 4th Edition
Author: Joseph W. Glannon;
Publisher: Aspen Publishers
February 2010
ISBN-10:0735588740 ISBN-13:9780735588745

2. CONTRACTS

Burton and Eisenberg's Contract Law: Selected Source Materials Annotated, 2014 (Selected Statutes)
Authors: Steven J Burton, Melvin Eisenberg
Publisher: West Academic Publishing; July 2014
ISBN-10:1628100613 ISBN-13:9781628100617

3. INTELLECTUAL PROPERTY

Trademarks and Unfair Competition; Law and Policy, Fourth Edition (Aspen Casebook Series) 4th edition

Authors: Graeme B. Dinwoodie and Mark D. Janis
Publisher: Aspen Publishers; January 2014
ISBN-10:1454827823 ISBN-13:9781454827825

Not So Obvious: An Introduction to Patent Law and Strategy - Third Edition

Author: Jeffrey Schox
Publisher: CreateSpace Independent Publishing Platform
September 2013
ISBN-10:1492741795 ISBN-13:9781492741794

4. INTERNATIONAL LAW

International Law, 4th edition

Publisher: Oxford University Press
Author: Malcom Evans
June 2014
ISBN-10:0199654670 ISBN-13:9780199654673

C. CALIFORNIA SPECIFIC

There are several areas of law, which in California are distinctly different from federal law. At least one of the following will be read

2014 California Labor Law Digest 54th Edition

Author: California Chamber of Commerce
Publisher: California Chamber of Commerce
January 2014
ISBN-10:1579974473 ISBN-13: 9781579974473

California Business Law - 4th edition

Authors: William McGrath J.D., Kim Tyler J.D., and Walt Huber
Publisher: Educational Textbook Company, Inc.; 2014
ISBN-10:162684030X ISBN-13:9781626840300

JOURNAL ARTICLES - A minimum of ten articles from the following journals will be read:

1. AMERICAN BAR ASSOCIATION BUSINESS LAW TODAY JOURNAL
2. AMERICAN UNIVERSITY BUSINESS LAW REVIEW
3. CALIFORNIA BAR JOURNAL
4. CATO SUPREME COURT REVIEW
5. BERKELEY BUSINESS LAW JOURNAL
6. MCGEORGE LAW REVIEW
7. NATIONAL LAW REVIEW
8. SANTA CLARA LAW REVIEW
9. STANFORD LAW REVIEW
10. UC DAVIS BUSINESS LAW REVIEW
11. WILLIAM AND MARY BUSINESS LAW REVIEW

U.S. SUPREME COURT's (SCOTUS) 2014-2015 TERM CASES

At this time only the cases being heard by the Court in October, November, and December have been announced. When the January, February, and March cases are announced this list will be updated.

Of the 32 cases which will be heard in October, November and December nine are directly relevant to business law. The SCOTUS ruling along with the history of the case, and all briefs and supporting information leading up to the SCOTUS will be read:

1. *B&B Hardware v. Hargis Industries*
2. *Comptroller v. Wynne*
3. *Hana Financial v. Hana Bank*
4. *Integrity Staffing Solutions v. Busk*
5. *M&G Plymers USA v. Tackett*
6. *T-Mobile South v. City of Roswell*
7. *Teva Pharmaceuticals v. Sandoz*
8. *Yates v. United States*
9. *Young v. United Parcel Service*

DOCUMENTATION: An annotated bibliography will be compiled.

OBJECTIVE #2 -- Explore pedagogical options (25%) -- By connecting with faculty who are teaching Business Law at other community colleges and at four year institutions I will become aware of additional resources, teaching strategies, and pedagogical options.

ACTION PLAN -- Visit a minimum of seven colleges. The seven institutions selected will include a minimum of four community colleges, one California State University (CSU) campus, one University of California (UC) campus, and one private institution. During the visits I anticipate observing strategies and gathering information, which may be utilized within my face-to-face, hybrid, and online courses. To obtain the information sought it will be necessary to utilize a variety of techniques. Depending on the campus and faculty involved, I may interview faculty members who are teaching either Business Law, review course outlines, course syllabi, course exercises (including case studies, written assignments, and in class exercises for example), and observe instruction.

The community colleges I plan to visit will have programs of similar demographics and size. I will visit a minimum of four of the following community colleges: Allan Hancock, Butte, Cabrillo, Canada, Chabot, Consumnes River, Cuesta, Evergreen, Folsom Lake, Modesto, Napa, Siskiyou, or Solano.

At the four-year level, I will visit at least three schools. The schools being considered are based on the transfer selections being made by business students within this geographic region. I will visit three four-year schools in our geographic region: (1) one California State University (CSU) campus either: CSU East Bay, CSU Fresno, CSU Sacramento, or CSU San Jose; (2) one University of California (UC) campus either: UC Berkeley, UC Davis, or UC Merced; and (3) one private institution either: St. Mary's College, University of the Pacific, Dominican, Holy Names, John F. Kennedy, or Pacific Union.

For interviews a core set of questions will be asked. Additional questions may be added to the core set. The types of questions asked will be consistent and may include:

1. What strategies do you use to start off the semester?
2. In teaching IRAC what have you found most effective?
3. How do you utilize "moot" court dynamics in classes?
4. In which areas do you utilize guest speakers?
5. For landmark cases, what exercises have you found most effective?
6. What document preparation do you have students do? Contracts?
7. What are your requirements for written exercises?
8. In forming groups for projects and/or presentations which do you find most effective, self-forming, assigned, or a combination?
9. What emphasis do you place on the understanding of terminology? Case dissection? Case analysis? Extemporaneous writing in class?

The time on site for each visit will obviously vary depending on the size of the institutions' legal studies programs and the availability of faculty members teaching Business Law or the Legal Environment of Business.

COMMUNITY COLLEGES: At all of the community colleges a plan to visit the programs approximately the size of our, with an offering of 3-5 Business Law courses. My plan is to meet face-to-face with at least one full-time faculty member at each campus selected. If the full-time faculty member is not teaching the Business Law sections then I will meet with one or more of the part-time faculty members teaching the Business Law offerings. Hopefully, the faculty teaching the Business Law sections will be amenable to me observing a face-to-face and/or distance education class. However, that decision is not one that I can control.

My objectives for the community college visits are:

- (1) Identify any study or tutoring resources provided students that we are not providing;
- (2) Learn of class activities which are being consistently incorporated in Business Law classes that we are not using;
- (3) Gather information about out of class activities that are made available to students, which may be possible to incorporate in the LPC Business Law program; and
- (4) Determine if the LPC Business Law programs exceeds, meets or needs improvement to provide the quality of instruction and opportunities offered at other community colleges

While on each campus I will also visit (1) the bookstore to assess any materials made available to students that may be beneficial for LPC's Business Law students and (2) the library to determine resources provided to those students which are not available to LPC's Business Law population. I estimate that the time on each community college campus will be a minimum of five hours excluding a classroom observation. This estimate does not include any research about the school and its program prior to the visit or any electronic communications with the faculty either prior to or after the visit.

FOUR-YEAR INSTITUTIONS - At the four-year institutions my objectives are:

- (1) Meet with at least one faculty member who is actively teaching either a Business Law or Legal Environment of Business course.
- (2) Observe a face-to-face session and/or distance education course. Again, whether I will be welcome to observe instruction is not a decision that I control. I believe at the private institutions I have a better opportunity to secure observations than I will at either the community colleges or the state schools.

- (3) Gather sufficient information to determine if the materials and measurable objectives in Las Positas College's courses are sufficient and reflect the rigor of the four-year institution's course. and
- (4) Assess whether the Las Positas Program is adequately preparing students for the junior level of study.

While on each campus I will also visit (1) the bookstore to assess any materials made available to students that may be beneficial for LPC's Business Law students and (2) the library to determine resources provided to those students which are not available to LPC's Business Law population.

I estimate that the minimum time on each upper division college campus will be five hours excluding a classroom observation. This estimate does not include any research about the school and its program prior to the visit or any electronic communications with the faculty either prior to or after the visit.

DOCUMENTATION: For each campus visit the following will be provided:

- (1) an outline of the visit, which will include dates, times and a list of the individuals met;
- (2) a list of questions asked;
- (3) a summary of what was gained from any interview/conversation;
- (4) a summary which will discuss classroom related resources and/or teaching strategies gained from the visits;
- (5) an assessment of the need for resources found in the visited schools' bookstore and/or library; and
- (6) an analysis of my perception of the value of the visit to this overall project.

OBJECTIVE #3 -- Enhance the resources available to my students (50%) -- Through the expansion of my content knowledge which will be a result of the reading and visits to other campuses and classrooms the resources available to my students will expand naturally.

ACTION PLAN -- At least eight multimedia presentations on specific Business Law topics will be created. These presentations will be of three to six minutes in length and will provide students additional explanations in areas which are consistently challenging. These presentations will be developed out of my personal knowledge, my readings, and information received from experts on specific topics. A combination of my personal scripts and taped interviews with experts on specific topics may be used. The finished products will be made available to other instructors for use in their courses if applicable. These will not be Power Point or Prezi type presentations.

The topics for the eight presentations which will be created may be selected from the following areas: civil procedure; jurisdiction; strict liability; business invitees; torts; tort damages; negligence; causation; proximate cause; contractual consideration; contractual capacity; breach of contract; remedies in law vs. remedies in equity; intellectual property; negotiable instruments; Uniform Commercial Code; agency; contractual delegation; contractual assignment; and/or anti-trust.

To create the eight presentations I expect that a minimum of 20 hours will be required for each segment. This time includes narrowing the objective of the piece, preparing an outline, and writing the script. The 20 hours does not include any research required and/or assessment of any presentations that may exist on the topic.

TYPES OF PRESENTATIONS:

Lecture -- If the presentation is a lecture of a static legal concept in addition to the above, a minimum of three hours will be needed for filming, editing, and dubbing. Concepts which may be selected for lecture format include (but are not limited to): civil procedure; jurisdiction; strict liability; business invitees; torts; tort damages; negligence; causation; proximate cause; contractual consideration; contractual capacity; breach of contract; remedies in law vs. remedies in equity; intellectual property; negotiable instruments; Uniform Commercial Code; agency; contractual delegation; contractual assignment; and/or anti-trust.

Demonstration -- Presentations which will demonstrate a process and or compare materials should require a 3-5 hours for filming, editing, and dubbing. Examples of topics which will be considered for the demonstration process include (but are not limited to): reading citations, case brief preparation, reading court holdings, navigating the Supreme Court web page, and using the Public Library of Law.

Interview - Presentations which use the interview format will require a little less time to prepare than 20 hours estimated each segment. Individuals interviewed may be other Business Law instructors, attorneys, and/or judges. Interviews will take approximately ten hours of specific preparations. This time will include preparing a logical flow of questions to ask the interviewee. For an interview presentation in addition to the 15 hours in preparation a minimum of two hours will be needed for filming and an additional two-three hours for editing and fill content.

Topics which may be selected for the interview format include (but are not limited to): civil procedure; strict liability; tort damages; negligence; causation; proximate cause; contractual capacity; remedies in law vs. remedies in equity; intellectual property; negotiable instruments; Uniform Commercial Code; agency; contractual delegation; contractual assignment; and/or anti-trust.

Speed Drawing (AKA Video Scribe and Fast Draw) – For a presentation using speed drawing, it is anticipated that the time required for preparation will be a minimum of ten hours. The production process for filming, editing, dubbing and fill content will be approximately fifteen hours. The topics being considered for this format include (but are not limited to): negligence, causation, proximate cause, agency, assignment and delegation, jurisdiction and some landmark cases. An example of landmark cases under consideration are cases like: *Palsgraff v. Long Island Railway*, *Gibbons v. Ogden*, *Heart of Atlanta Motel v. U.S.*, and *Marbury v. Madison*

DOCUMENTATION: The documentation for this objective will be the completed presentations. In addition to the presentations being posted within the business law courses (face-to-face, hybrid, and online), the presentations will also be posted to a shell course available to the committee and the board and may be made available in any other agreed upon format desired by the committee and the board.

IV. BENEFIT TO LAS POSITAS COLLEGE

This sabbatical leave offers me an opportunity to enhance my teaching effectiveness; have the range of my scholarly usefulness enlarged; and strengthened the academic program. While bits and pieces of research, personal enrichment efforts, and work toward increasing professional competence are tackled on a day-to-day basis, the sabbatical will provide me the time to focus on those issues and develop pathways to utilize the gained knowledge in the classroom. Las Positas College and its constituents will directly benefit from my leave through the availability of the multimedia series being developed for the Business Law course for other courses and general interest viewing. These topics are also covered in several other courses (for example: Introduction to Business, Business Ethics, Small Business Management, and Managerial Accounting)

A second consequence of this sabbatical will be the benefits to students. Students will gain additional resources to use in expanding their knowledge and engaging them in the subject matter. Students in my classes will receive a direct and immediate benefit from the additional knowledge accumulated from my reading, interactions with peers at other schools, and additional ancillary research.

Our community will be an additional beneficiary as our graduating students will be better prepared to transfer to four-year institutions, will be more competitive when entering the job market, and will be aware of the responsibilities they have to be participating and involved citizens.

V. SUMMARY OF DOCUMENTATION TO BE PROVIDED:

For objective #1 an annotated bibliography will be compiled and made available to the committee and the board.

For objective #2 for each campus visit the following will be provided: (1) an outline of the visit, which will include dates, times and a list of the individuals met; (2) a list of questions asked; (3) a summary of what was gained from any interview/conversation; (4) a summary which will discuss the resources gained from the visits; and (5) an analysis of my perception of the value of the visit to this overall project.

For objective #3, the documentation will be the completed presentations. In addition to the presentations being posted within the business law courses (face-to-face, hybrid, and online), the presentations will also be posted to a shell course available to the committee and the board. At the committee and board request the presentations may be made available in another agreed upon format.

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

A. Applicant's Name:

Address:

Ozdemir Hilal H.
(last) (first) (middle)

(street) (city) (state) (ZIP)

Division: Social Sciences Subject Area: Early Childhood Development

Home Phone Office Phone 510 723-6685

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 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:

Ozdemir Hilal

Received and Reviewed by:

Carla Walter

Signature of Dean

Stacy Krom

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.)

Hilal Ozdemir 9-15-14

Submitted by: Hilal H. Ozdemir
Chabot College
Submission Date: September 15, 2014

Application for Sabbatical Leave

II. Purpose of Leave

During my leave, I plan to work on two projects.

For my first project, I would like to gain more knowledge regarding early brain development and how to effectively teach math and science during the early childhood years. I would like to acquire insight by reading texts and articles in these respective areas. Despite our highly publicized efforts to improve our schools, the United States is still falling behind. We recently ranked 15th in the world in reading, math, and science. Clearly, more work needs to be done.

I have been teaching Early Child Development (ECD) courses for the last fifteen years. Over the years, I have realized most of my ECD students do not enjoy math or science, and they get tense when these subjects are taught in the curriculum courses. Also, when I reflect upon my personal experiences, I realized these were not my favorite subjects either. I would like to understand this particular issue better so I can better prepare my students to face their fears of math/science so the children they teach have a head start in learning these concepts during the critical years.

For my second project, I would like to develop a manual on "How to Teach Math and Science in the Early Years". I am planning to use this manual in my ECD courses, particularly ECD 63 (Curriculum in Early Childhood) and ECD 90 (Practicum). My main goal is to help my students develop the perception that math and science can be exciting and fun. The more that my students believe in this, the easier it can be communicated to children. I believe teaching math and science should start in the early years. Preschool teachers must develop an age appropriate curriculum while teaching these concepts.

Emerging brain research has suggested that early experiences have a determining role in how the brain develops and forms critical connections:

"...a newborn's brain is only about one-quarter the size of an adult's. It grows to about 80 percent of adult size by three years of age and 90 percent by age five. ...between infancy and the early grade school years, the brain actually over-produces connections--some 50 percent more than will be preserved in adulthood. During the critical period, a child's experience--sensory, motor, emotional, and intellectual--determines which of these synapses will be preserved, through pruning of the least useful connections. In this way, each child's brain becomes better tuned to meet the challenges of his or her particular environment."

- Brain Development-Zero to Three

(http://main.zerotothree.org/site/PageServer?pagename=ter_key_brainFAQ)

However, over 90% of my students in ECD 63 and ECD 90 report that they are not good at math. Several of them indicated that they have a "Math Phobia". I am a firm believer that if you do not know something, you cannot teach it! Therefore, I believe creating this manual would benefit many ECD students and the children they teach over the years.

The purpose of my leave would be:

1. To gain further understanding of how young children learn math and science in the early years and the best ways to teach them
2. To develop a manual on how to teach math and science during the early years. The manual will be shared with all other ECD faculty. I will also do a short informational session during a scheduled college hour to interested ECD faculty.

The opportunity to work on these projects during my sabbatical would be of great benefit to the Chabot College faculty, students, and the children my students work with. A clearer understanding of math/science development in the early years will provide ECD students with sound developmental theory, recent research, and the tools/skills to critically assess and apply teaching models in their classrooms.

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

Objective 1: To update my knowledge base on current research and new trends in the field of education, child development, and teaching/learning math and science in the early years. (50%)

Plan: I will read at least 10 books on early Brain Development and Math & Science in the field of early child development. A few of the books I plan to read are:

- **Experiences in Math for Young Children -Big Ideas of Early Mathematics: What Teachers of Young Children Need to Know-** The Early Math Collaborative- Erikson Institute, *Erikson Institute*
- **Children are Born Mathematicians: Supporting Mathematical Development, Birth to Age 8,** Eugene Geist, *Ohio University-Athens*
- **Flourishing in the First Five Years: Connecting Implications from Mind, Brain, and Education Research to the Development of Young Children** by Donna Wilson
- **Zero to Three-National Center for Infants, Toddlers, and Families-** <http://www.zerotothree.org/child-development/brain-development/faqs-on-the-brain.html>
- **The Myth of the First Three Years A New Understanding of Early Brain Development and Lifelong Learning** by John T. Bruner

- **The Scientist in the Crib: Minds, Brains, and How Children Learn** by Gopnik, A., Meltzoff, A. & Kuhl, P
- **The Myth of the First Three Years: A New Understanding of Early Brain Development and Lifelong Learning** by Bruer, J.T
- **What's Going on in There?: How the Brain and Mind Develop in the First Five Years of Life** by Lise Eliot

Documentation:

- a. I will organize these readings into an annotated bibliography that will contain a **100-200 word summary** of the main topic.
- b. I will also incorporate some important parts from these resources into my teaching by creating power point presentations (**minimum of 30 slides**) and assignments (**minimum of 5**) that allow students to develop better understanding of the related topics and concepts.

Objective 2: To develop a math and science teaching manual (**50 %**)

Plan: I will create a math and science teaching manual during the early years

Documentation:

- a. A manual on teaching math and science during the early years (**minimum of 15 pages**)
- b. Minimum of **10 assignments** for instructors who teach curriculum courses

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

As my sabbatical leave project, I propose to spend four-six months living and traveling in Mexico, improving my Spanish and my knowledge of Latin-American culture, and reading and translating Spanish-language gay and lesbian literature for my gay and lesbian literature class (English 31).

I have been studying Spanish intensively for about fifteen years now—taking classes, working with private tutors, reading books in Spanish, watching Spanish-language television, and traveling during the summer to Spanish-speaking countries, where I have studied at numerous language schools. During this time, I have found my increasing command of the language and my knowledge of Latino culture to be useful with my Latino students, especially those who speak Spanish as a first language. When I have used books about Latin-American immigration in my classes, such as *Enrique's Journey*, I have found that my knowledge of and love for Central America and Mexico have made some of my students feel safe opening up about their own immigration experiences. When first-language interference leads to usage errors, I am often able to identify the grammatical structure in Spanish that is the source of the error, and thus help the student learn to correct his/her errors. Even so, my Spanish is not nearly as good as I would like it to be. Unless I am able to immerse myself in Spanish for an extended period of time, I fear that I will remain somewhat uncomfortable when using the language, and that I will never reach the high level of fluency that I am aiming for.

Because Chabot is a Hispanic-serving institution, an improved knowledge of Spanish and Latin-American culture would help me better serve students in all of my classes, but I am particularly interested in using this sabbatical leave to improve a course that I wrote several years ago, English 31, Introduction to Gay and Lesbian Literature. I use a few short stories now that were written in English by Latino writers, but I would like to include more literature about the experience of being gay or lesbian in Latin America. Among our students, there are many recent immigrants from Latin America, and I would like to make the class more meaningful for them by including texts that reflect the experience of being gay or lesbian in their home countries. I am looking primarily for contemporary short fiction and poetry by LGBT writers, the kinds of works that I suspect would have the most meaning for my students. In the past, I have searched online for these kinds of texts without any luck. My attempts to buy the novel that is, by all accounts, the most important work of Mexican gay literature, Luis Zapata's *El Vampiro de la Colonia Roma*, proved fruitless until I found a copy in a used bookstore in Mexico City on a summer trip a couple of years ago. (Amazon.com had no copies, nor did any other online book source that I could think of.) My sense is that these types of texts are difficult enough to find in Latin America and are nearly impossible to find here in the United States. In an online forum on the topic of gay-themed Spanish-language novels,

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

someone wrote, "Todos son muy dificiles de conseguir." (All of them are hard to get.) But I think that while living and traveling in Mexico, particularly in cities with active and visible LGBT communities, such as Mexico City, I should be able to find the types of works that I am looking for. I have also contacted some openly gay professors of Spanish-language literature to seek advice about how and where to find these types of texts.

In order to prepare myself for the kind of translation work that I am proposing to do on my sabbatical, I have been reading gay-themed novels in Spanish over the past few years. In addition to *El Vampiro de la Colonia Roma*, I have read *No Se Lo Digas a Nadie*, by Peruvian novelist Jaime Bayly; *El Gladiador de Chueca*, by Spanish novelist Carlos Sanrune, and *Nocturno Y Otros Desamparos*, by Puerto Rican writer Moises Agosto-Rosario, as well as non-gay themed Spanish novels such as *Las Batallas en el Desierto*, by the Mexican novelist Jose Emilio Pacheco. To further prepare myself for this work, I will also be traveling in Latin America the semester prior to my sabbatical, when I will be on load-bank leave. During that time, I will also be studying Spanish and reading Spanish-language literature.

My sabbatical project will benefit the college and the district in that it will improve my ability to serve the needs of our students, especially some of the most marginalized of our students. A greater familiarity with Latin American culture will enable me to create curricula that will be more meaningful and engaging for students with that cultural background, and the inclusion of literature about the LGBT experience in Latin America will enrich my gay and lesbian literature class not only for my Latino students but for other students as well, who will benefit from knowing more about the experience of being gay or lesbian around the world.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To improve my fluency in Spanish. (30%)

Plan: I plan to spend four-six months living in Central Mexico. Though I will be based in Mexico City, I also plan to spend some time in Puebla, Querétaro, and Guanajuato, all cities that I have visited before and where I have Spanish-speaking friends. I will be studying Spanish at language schools while in these cities. Schools that I am considering including the Frida Spanish School and the International House, both located in la Condesa, a neighborhood in Mexico City; Centro de Enseñanza Para Extranjeros, which offers Spanish classes at the Universidad Nacional Autónoma de México (UNAM), in Mexico City; the Spanish Institute of Puebla, an excellent school that I studied at once before, in Puebla; and the Instituto Miguel de Cervantes, in Guanajuato, another school at which I have already studied. These schools offer classes four-six hours a day, Monday-

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

Friday. I don't want to commit to taking classes every day of my sabbatical, but I plan to take at least one hundred hours of classes over the course of my sabbatical.

Documentation: I will provide certificates and diplomas from the schools I attend.

Objective 2: To improve my knowledge of Latin-American culture. (20%)

Plan: While living in Central Mexico, I will read about Latin American culture and visit museums and other cultural sites. Museums that I might visit include Museo Nacional de Antropologia, in Mexico City; Museo Nacional de Historia, in Mexico City; Museo Nacional de las Culturas Populares, in Mexico City; Museo La Magia del Pasado, in Queretaro; Museo Regional, in Queretaro; Museo de la Revolucion Mexicana, in Puebla; and Museo de Arte y Historia, in Guanajuato. Books that I might read include *The Labyrinth of Solitude*, by Octavio Paz; *Mexico Profundo: Reclaiming a Civilization*, by Guillermo Bonfil Batalla; and *Looking for History: Dispatches from Latin America*, by Alma Guillermoprieta. I commit to reading at least three books about Latin American culture, in addition to ten or more articles or essays, during my sabbatical and visiting at least eight museums or cultural sites.

Documentation: I will receipts and tickets from museums and cultural sites, an annotated bibliography of the reading I do, and a brief report on the museums/cultural sites that I visit.

Objective 3: To search for and read Spanish-language gay and lesbian literature. (30%)

Plan: In order to find the types of texts I am seeking, I will contact LGBT organizations, gay and lesbian literature professors, and go to gay and lesbian bookstores. I commit to reading at least 500 pages of poetry and prose in Spanish.

Documentation: I will submit an annotated bibliography of all of the gay and lesbian literature that I read during my sabbatical.

Objective 4: To translate gay and lesbian literature for use in English 31. (20%)

Plan: I will translate 6,000-7,000 words of poetry and/or prose.

Documentation: I will submit the translated literature.

I. Purpose of Leave

Gain knowledge that will provide me with knowledge and a greater appreciation of Latin American culture and the experience of Latino students in the Hayward Unified School District. Additionally, investigate possible community service opportunities in Latin American countries that we could coordinate with to offer volunteer trips for our students. Why? Research shows that students learn better from teachers who share their culture. I can't change that I'm a white girl from Livermore, but I can immerse myself in other cultures so that I can develop an understand of their values, their communication styles, and their attitudes towards education. Since Chabot is a Hispanic Serving Institution, I would like to learn more about Latin American cultures and the experiences of students whose families have immigrated to the US from Central America and Mexico.

II. Specific Objectives & Methods for Achievement

Objective 1: Learn basics of conversational Spanish. (20%)

I plan to study enough Spanish to pass the A2 level of the Diplomas of Spanish as a Foreign Language international exam. The average time in classes to achieve this level averages 120 hours (Spanish 1A at Chabot has 100 classroom hours). I'm a slow language learner, so I figure that at 20 hours of group lessons a week of basic conversational classes plus 10 hours a week of DELE specific (and required) private instruction, it will take me approximately 6-8 weeks of instruction to prepare for the exam. The exam date for 2015 is November 21, so I would spend the entirety of October and November in immersion classes.

Plan:

Study Spanish at a School in a Latin American country or Mexico (depending on class schedule and cost) for approximately 8 weeks.

- <http://www.academiatica.com/>
- <http://www.learnspanishadelita.com/index.htm>
- <http://www.hablayapanama.com/courses/group4/#plus>

Documentation

- School transcript
- Pass the level A2 DELE Exam.

Objective 2: Arrange both local and international volunteer opportunities for Chabot students. (30%)

I'm not sure what end form this will take as making this determination will be part of the work to achieve this objective – it could be a course (themed GNST 5 or community education), it could be founding a Chabot chapter of an established volunteer organization, or it may be another

Jennifer Lange
Sabbatical Leave Application

option that will arise from researching and interviewing schools and organizations that already have this type of program.

Many students in Passion & Purpose classes state that their passion is to work/volunteer for community organizations overseas. One of the projects that started in Fall 2014 (lead by Jasleen Justina) is to organize a trip to Costa Rica (they are planning on going in late May or early June. That trip is with EF College Study Tours. I think the student group picked that trip and that company because it was easy (an EF employees occasionally come by faculty offices, so their rep was persuasive). But, that trip is more tour and little service. So, the focus for the group this year is fundraising to pay for the 20+ students who have penciled in their names to go.

I would like to find out how we can provide more of a learning experience for the students that can then impact our local community. While travelling abroad is always a valuable experience, regular tours hit the hot tourist areas and rarely provide much of a vision of the everyday life of the country's people. I want to find local non-profits that do overseas work and or international organizations that have local chapters to have our students partner with. This isn't very common - most international opportunities for college students are study abroad semesters - but I have found a few examples so far:

Foundation for International Medical Relief of Children
(Chapter at UC Berkeley)

<https://fimrc-web.squarespace.com/costa-rica>

Coordinate with the UCB chapter for local activities as well as travel to one (or more) of the sites in Central America to teach health education classes and activities. (*One of our Passion & Purpose students who transferred to UCSD just went on a trip with his local chapter to volunteer at an orphanage in Tijuana! I'm waiting to hear his report.*)

Professional and Educational Services International

3536 Arden Rd

Hayward, California 94545

Phone Number: 510-887-2738

<http://www.pesintl.com/international-scholarship-program>

Network in Solidarity with the People of Guatemala

<http://www.nisgua.org/home.asp>

Students can volunteer at the local chapter in Oakland, and the organization arranges for delegations to travel to Guatemala to learn

first-hand about the culture and the issues the organization is supporting.

International Volunteer Programs Association

<http://www.volunteerinternational.org/memberlist.html>

Many members have college based chapters that train volunteers for volunteering abroad.

Habitat for Humanity (Oakland & SF offices)

<http://www.habitat.org/gv>

Their Global Village program offers multiple opportunities for students volunteering locally for the Habitat for Humanity to travel abroad and help families and communities build much needed housing.

Seattle Central College – Community college with volunteer program:

Global Impact is a global health-oriented service learning program. Since 2005, hundreds of Seattle participants have travelled to developing countries and worked with non-governmental organizations (NGOs) to run health clinics, offer health education and build public health related infrastructure. No experience is necessary. Our trips have been offered in Belize, Ghana, India, Peru and Tanzania.

Samuel Merritt Medical Missions

<https://www.samuelmerritt.edu/about/medical-missions>

Students travel abroad to deliver medical supplies and conduct health education classes.

Plan

Work with Chabot students in Passion & Purpose classes to develop local and international volunteer opportunities. (We have already done this for over 40 local non-profits through the Opportunity & Freedom project. This would expand the range to include health care and environmental stewardship, which was not focused on in the initial investigation.)

- Contact each of the above organizations (and others, if needed to broaden the picture) that coordinate volunteer work in Latin America, particularly in community health and environmental stewardship. Make arrangements for myself and Passion & Purpose students to interview program directors. Possible questions include:

Jennifer Lange
Sabbatical Leave Application

- Program overview
 - How does your program cover liability?
 - How do you (do your best) to ensure student safety?
 - How did you select your volunteer sites? What are your criteria?
 - What pre-departure education do you provide for your students?
 - What do you teach them about the destination?
 - Is this learning a requirement to go?
 - How do you measure student learning? Readiness for international travel?
 - What post-trip education do you provide for your students?
 - How do you measure student learning?
 - How are vaccination costs handled?
 - How are travel costs handled?
 - What fundraising options do you use?
 - What scholarships are available from you? Outside organizations?
 - What is your minimum/maximum number of students allowed on the trip? Are they accompanied by faculty?
 - Do your students travel as a group or individually to sites? Why?
 - How do you monitor your program?
 - How often do you check up on the sites you send volunteers to? What do you look for?
- Interview directors of local non-profits focused on health care and environmental stewardship to find out 1) what populations they serve, 2) the goals of their organization, 3) what services they provide, 4) how they organize their activities.

Passion & Purpose already has a list of non-profits visited to date as well as interview sheets for the project director. I will guide students in identifying 5-10 local non-profits to visit and interview and then accompany them to the site visit. After each visit the team debriefs and writes a visit summary.

After conducting local non-profit site visits and interviews, as well as the interviews of program directors of international volunteer programs, I would conduct site visits to five projects in Mexico and/or other Latin American countries. The goal of these visits is to view/participate in their work to determine the appropriateness of the site as a volunteer location for our students.

Jennifer Lange
Sabbatical Leave Application

5 hours per week, January through May

Develop course curriculum, pre/post trip educational materials, and any needed training modules for volunteer work. Work within the Chabot governance structure to obtain necessary approvals for course.

Documentation

- Minutes from planning and debriefing meetings with P&P students;
- Record of site visits, hours spent at each one, notes from meetings with program directors;
- Visit summaries for each program.
- COR (if new one is needed), course materials, & training modules.

Objective 3: Begin developing an understanding of Latin American cultures, the immigrant experience, and the experience of Latino students in Hayward schools. (50%)

Plan:

Homestay while learning Spanish conversational basics. While studying Spanish abroad, I would be living with a local family. So, not only will the school be an immersion in the Spanish language, the living arrangements would be an immersion into family life and community.

Reading/Research on Latino cultures/history and the migrant experience. Read 6 books covering the history and/or culture of countries that I will be visiting as potential volunteer abroad sites; read 3 books on the experience of Latino migrants in the United States.

Shadow two Latino/a students, one at Tennyson and one at Hayward High School (for the precedent and method, see *Doing School*, by Denise Pope.) I would meet them before school, attend all of their classes (two days a week for each student) as well as have lunch with them and attend any after school activities. This will be qualitative research into the experience of Latino/a students in the HUSD.

Documentation:

- Journal of experiences and observations while living abroad with a host family and while shadowing HUSD high school students.
- Travel itineraries
- Bibliography and synopsis of readings

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 9/15/14

A. Applicant's Name: Thompson Sarah K
(last) (first) (middle)

Address: _____

(city) (state) (ZIP)

Division ALSSS

Subject Area Sociology

Home Phone _____

Office Phone 707 424 126

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 2015

Semester Spring Year 2016

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).

I worked online and could not fund

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.)



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: Jayesh Thumpe

DATE: 9/15/14 [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: 2015-2016 (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 6 Spring 3 Summer 0.

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

- 1. One (1) semester Leave; or
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 multiple years.

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

Sarah Thompson – Social Sciences – Las Positas College

Sabbatical Leave Proposal for Fall 2015/Spring 2016

II. My project will improve and update two areas of my instruction:

A) Renew expertise in the area of Economic Sociology and Globalization studies

III. Objectives and Objective Plans

A) Objective 1(75%) : Update my reading in the area of Economic Sociology and Globalization Studies so I can update the content of my courses

a. Plan: Read 30 books. Below is a list of potential texts:

1. Half the Sky by Nicholas Kristov and Sheryl WuDunn
2. No One's World by Charles Kupchan
3. Africa in World Politics by John Harbeson
4. Globalization and Citizenship by Hans Schattle
5. The Empathetic Civilization by Jeremy Rifkin
6. Globalization and the Media by Jack Lule
7. The Haves and Have-Nots by Branko Milanovic
8. The Price of Inequality by Joseph Stiglitz
9. Beyond Outrage by Robert Reich
10. The Post American World by Fareed Zakaria
11. The Forever War by Dexter Filkins
12. White House Burning by Simon Johnson
13. Zombie Economics by John Quiggin
14. Street Dreams and Hip Hop Barbershops by Brad Weiss
15. Between Feminism and Islam by Zakia Salime
16. Aftershock by Robert Reich
17. Supercapitalism by Robert Reich
18. Life as Politics by Asef Bayat
19. Global Shadows by James Ferguson
20. Carbon Democracy by Timothy Mitchell
21. The Women, Gender and Development Reader by Nalini Visvanathan
22. The Globalization Paradox by Dani Rodrik
23. The Travels of a T-Shirt in the Global Economy by Pietra Rivoli
24. Knife Fights by John Nagl
25. The Shifts and the Shocks by Martin Wolf
26. Average is Over by Tyler Cowan
27. Pay Any Price by James Risen
28. A Path Appears by Nicholas Kristof
29. Political Order and Political Decay by Francis Fukuyama
30. The New Kings of Crude by Luke Patey

- b. Documentation: Submit an annotated bibliography demonstrating completion of Objective 1
- B) Objective 2 (5% of project)
 - a. Plan: Attend the Association for Humanist Sociology's annual conference in Portland Oregon. The Theme for the October 21-25 meeting is "Lovacore Sociology: Challenging Globalization, Embracing the Local"
 - b. Documentation: Submit Written Journal and Summary of the Conference
- C) Objective 3 : (20% of the project): Research and Travel to Eastern Europe and Northern Africa for a total of 5-7 weeks to supplement my class lecture materials in terms of artifacts, pictures, and anecdotal evidence to integrate into presentations for my Global Change, Popular Culture, Gender and Principles of Sociology classes.
 - a. Plan: Travel to Morocco and Tanzania

Currently the state of the African economy is the biggest swing factor in the global economy – it has the most potential, but it is also the continent with the most failed states and sovereignty instability. This instability makes travel to parts of Africa unwise, but Tanzania and Morocco are both states that have experienced significant economic growth over the past decade, and are representative of two different regions (Northern and Sub-Saharan Africa).

 - i. Travel to Morocco

In Morocco I plan to visit:

 1. Casablanca: economic capital and largest city, currently aiming to become the second Dubai, where I plan to photograph the thriving markets there, and interview small business owners as to their thoughts on the future of Morocco's economic growth, as well as their sense of how equitable the growth has been; Sample questions include "Has your business thrived over the past 5 years?" "Are all Casablancans benefitting from the new economy?" "What do you think the future holds for Morocco?"
 2. Marrakech: Historic and modern economies side by side, I plan to conduct similar interviews, but mostly learn about the city's importance in the pre-globalization world order; and
 3. Fez: Still considered to be the cultural capital of Morocco, where I plan to photograph the current presentation of Moroccan historic and popular culture.
 - ii. Travel to Tanzania

In Tanzania I plan to visit:

 1. Dar Es Salaam: Capital and economic center, where I plan to use the same approach as Casablanca;
 2. Zanzibar: Historic spice trade route city and key African city during the Islamic empire, where I plan to use the same approach as Marrakech; and

3. National preserves (Serengeti, Ruaha, etc, where I plan to document eco-tourism as one of the country's main revenue sources).

iii. Travel to Croatia

Eastern Europe's economic troubles and challenges to sovereignty over the past 20 years have made this area second only to Sub Saharan Africa in terms of poverty growth. This economic and political instability of ex Soviet states has a domino effect on both Russia and Western Europe. Croatia has strengthened its sovereignty since the conflicts after independence in 1991. It's economic recovery has been exemplary, to the point where Croatia was accepted into the European Union in 2013. I plan to visit the city of Rjeka in the Fall for the 2015 International Maritime Universities conference to see/hear presentations on the role of the Maritime Industry in a globalizing world. Depending on the time frame, I hope to also take side trips to other cities on the coast line, Zagreb, and Plitvice National Park.

- b. Documentation: Submit travel itinerary and travel journal of sites visited and pedagogical ideas of 10 pages per country visited, and photo documentation of 30 pictures with annotation demonstrating completion of Objective 3.

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 9-15-14

A. Applicant's Name:

Cole Elena Christina
(last) (first) (middle)

Address:

(street)

(city) (state) (ZIP)

Division ALSS

Subject Area English

Home Phone _____

Office Phone 925-424-1250

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 2015

Semester Spring Year 2016

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:

Elena Cole

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.)



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 Elena Cole

DATE: 9-15-14 [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: 2015-2016 (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): 6.

C. Indicate, if applicable, the number of additional CAHs 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 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 | <u>4.5</u> | Spr | <u>4.5</u> | Yr | <u>2015-2016</u> | | | | |
| Fall | <input type="checkbox"/> | Yr | _____ | Fall | <input type="checkbox"/> | Spr | <input type="checkbox"/> | Yr | _____ |

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

Sabbatical Leave Application
Elena Cole
Las Positas College
September 15, 2014

II. Purpose of Leave

The purpose of my leave is to expand and deepen my understanding of U.S. women's literature in preparation for teaching English 32, U.S. Women's Literature, at Las Positas College.

According to Las Positas College's course outline, English 32, "Chronicles the expression of U.S. women authors through readings in a variety of genres such as fiction, poetry, drama, and the essay. Study of the works of at least three of the following groups: African Americans, Asian Americans, European Americans, Hispanic Americans, and Native Americans." I last taught English 32 at Las Positas about fifteen years ago, in the meanwhile developing my skills as a teacher of non-transfer level English classes. This leave would provide me with the opportunity to expand and update my approach to course. During the time since I last taught the class, the body of writing by U.S. women writers has evolved, and so has the technology of the classroom. I plan to read current women writers, develop new materials that may be posted online, and engage in my own expression as a U.S. woman writer.

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

Objective 1: I will expand and update my knowledge of U.S. Women's Literature. (50%)

Plan: Read a minimum of 20 books / plays by 20th century and 21st century women writers of various groups as identified in the course outline for English 32. Some books I will read will be by recently published, popular women writers such as Donna Tartt's *The Goldfinch*, A.M. Holmes' *May We Be Forgiven*, Taiye Selasi's *Ghana Must Go*, and Zadie Smith's *White Teeth*. I also will read newer works by some of my favorite women writers such as Amy Tan (*The Valley of Amazement*) and Louise Erdrich (*The Plague of Doves*).

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

Objective 2: One of the content requirements, as described on the course outline for English 32, is that there be supplemental readings and lectures about the "historical, critical, and thematic context for the literary works." I will research select writers and develop a minimum of 5 Power Points to provide a historical, critical, and/or thematic context. I will also identify at least 3 relevant supplemental readings to include in the curriculum. (30%)

Documentation: 5 Power Points. An annotated bibliography of at least 3 supplemental readings.

Objective 3: When I have returned to the classroom as a student since becoming a teacher, I have more fully appreciated the vulnerability, the excitement, and the risks of being a student. I believe this has made me a better teacher, more in touch with the students' experience. I have also found the study of women's literature provokes a desire to be creatively expressive. For this leave, I plan to take a creative writing class at either The Grotto (in San Francisco) or The Writers Workshop (in Berkeley). I also want to research a woman writer, Louisa May Alcott, and describe my personal reading experience. I will write at least 10,000 words addressing themes relating to women.
(20%)

Documentation: 10,000 words of personal / creative writing addressing themes related to women, a course registration receipt, and a summary report of the class.

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 9/15/14

A. Applicant's Name: Dry Richard Jason
(last) (first) (middle) _____
_____ (street)
_____ (city) _____ (state) _____ (ZIP)

Division ALSS Subject Area English
Home Phone _____ Office Phone 925 424-1257

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 2015/16
Semester Spring Year 2016

D. Do you plan to use banked load to increase your sabbatical leave salary? (contract) yes

Applicant's Signature: _____

Received and Reviewed by: _____
Signature of Dean

Signature of Vice-President, Academic Services

or
NO
see email

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.)

kk 9/13/07
e:\documents\word\sab-lv\forms\sabapp.doc

Carolyn Scott - Re: One more thing!

From: Richard Dry <english1a@comcast.net>
To: Carolyn Scott <CScott@laspositascollege.edu>
Date: 9/15/2014 5:51 PM
Subject: Re: One more thing!

I do not plan to use load!

--Richard Dry

On Sep 15, 2014, at 4:38 PM, "Carolyn Scott" <CScott@laspositascollege.edu> wrote:

Hi Richard,

Not an emergency but I noticed you used an old "application for sabbatical leave" form. It's missing an important question which you can answer by replying to this email:

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

Please let me know. Thanks!

Carolyn
x1104

>>> Richard Dry <english1a@comcast.net> 9/15/2014 1:41 PM >>>

--Richard Dry

On Sep 15, 2014, at 11:32 AM, "Carolyn Scott" <CScott@laspositascollege.edu> wrote:

Hard copy received!

>>> "Instructor Richard Dry" <english1a@comcast.net> 9/12/2014 5:10 PM
>>>

Hi Carolyn,
I had the wrong dates on the first file I sent. The correct dates on the form here (and on the paper copy which should have also been corrected already) should be Fall 2015 and Spring 2016.

Please let me know that you've received this and the paper copy.

Thank you.
Richard Dry

II. Purpose of Leave

For many years I have taught the Craft of Writing Fiction course at Las Positas College. While teaching objective craft lessons is valuable to my students, my ability to speak to the writing process from personal experience has been diminished because I have not had the time or energy while teaching to write with any consistency. The purpose of my leave is to write 200 pages of a novel, edit, and revise it. I believe this will allow me to teach from experience and with authority again about the challenges my students encounter in their own creative work: facing the blank page, planning, researching, evaluating syntax and diction, developing the elements of fiction, researching setting and character, and rewriting. This project will increase my skills and increase my value to the District and to the students as an English instructor and an author.

III. Objectives

Objective 1: Write 200 pages of a novel (65%)

Plan:

To write 200 pages in 35 weeks (two semesters), I will need to write, on average, six pages a week. There will be some weeks entirely devoted to editing and rewriting, but this guideline will help keep me on track throughout the writing process so that I can meet the proposed objective. If, for example, I use one week for rewriting, I know I will need to write twelve new pages the following week.

Documentation: Submission of 200 pages of a manuscript (not necessarily a completed novel)

Objective 2: Editing and revision (25%)

Plan:

A large and extremely important portion of the writing process is devoted to editing and revising. (Hemingway rewrote the ending to *A Farewell to Arms* 39 times.) The longer the text, the more time it takes to reread and implement changes. In some cases, it is necessary to read the entire text over from the beginning to make sure there is consistency in plot, character, and tone. During the rereading (and rereading), there are always new changes that come up. Some changes are local, such as sentence structure and word choice revisions and some changes are larger issues that can affect multiple chapters, such as changes to plot or character. Of course, there is no way to know exactly what type or how many changes will be made, only that they will need to be made.

Documentation: Submission of an annotated version of the manuscript using Track Changes (and/or Comments); this will allow the reader to see the changes that have been made.

Objective 3: Research (10%)

Plan:

My novel will take place primarily in Venice, California, during different time periods, which require that I become familiar with the culture, characters, architecture, and fashions of the times. I will investigate both primary and secondary sources. I will read at least two books about Venice, CA, in the 1950s (*Venice West*, by John Maynard, and *Venice California: Coney Island of the Pacific*, by Jeffrey Stanton) and at least twenty articles (i.e. "Venice in a Time of Love: an appreciation of Stuart Z. Perkoff," by Pat Hartman, and "Birth of 'Venice of America': (1890 – 1906)" on the Westland Network History website).

I will also visit Venice, CA, twice over this time period to explore setting and history.

Documentation:

Annotated bibliography of two books and twenty articles. I will also submit a summary of my experiences in Venice.

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 9-15-2014

A. Applicant's Name: Schoencker, Paula M (last) (first) (middle)

Address: (city) (state) (ZIP)

Division Student Services Subject Area DSPS/learning Skills

Home Phone Office Phone (925) 424-1527

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 Year

Applicant's Signature: [Signature]

Received and Reviewed by: Signature of Dean 9-15-2014

Signature of Vice-Pres. Carolyn, 2-10-15

Applications due on September 15 by 5:00 p.m. college. (Should this date fall on a holiday, Saturday shall be the due date.)

I am trying to obtain Diana's signature, but Frances advised me to get this in anyway. Paula

*D. Not using banked load to increase sabbatical salary. (see email attached)

Carolyn Scott - Re: Application for Sabbatical Leave

From: Paula Schoenecker
To: Scott, Carolyn
Date: 9/15/2014 4:55 PM
Subject: Re: Application for Sabbatical Leave

No, I do not have banked load as far as I know. Thanks
Paula

Paula Schoenecker
Learning Disabilities Specialist
BSI Coordinator
Las Positas College, Livermore
(925) 424-1527

>>> Carolyn Scott 9/15/2014 4:50 PM >>>
Hi Paula,

Thanks for dropping off the hard copy of your application. I will watch for the signed form to come once your dean or VP is back in the office.

I noticed you used an old "application for sabbatical leave" form. It's missing an important question which you can answer by replying to this email:

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

Please let me know. Thanks!

Carolyn
x1104

>>> Paula Schoenecker 9/15/2014 1:55 PM >>>
Hi Carolyn

As required, I am sending an electronic copy of my application to you. Please find attached. Thank you.

Paula

Paula Schoenecker
Learning Disabilities Specialist
BSI Coordinator
Las Positas College, Livermore
(925) 424-1527

Paula Schoenecker
Learning Skills

November 11, 2014--revision 1

Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATION for Fall, 2015

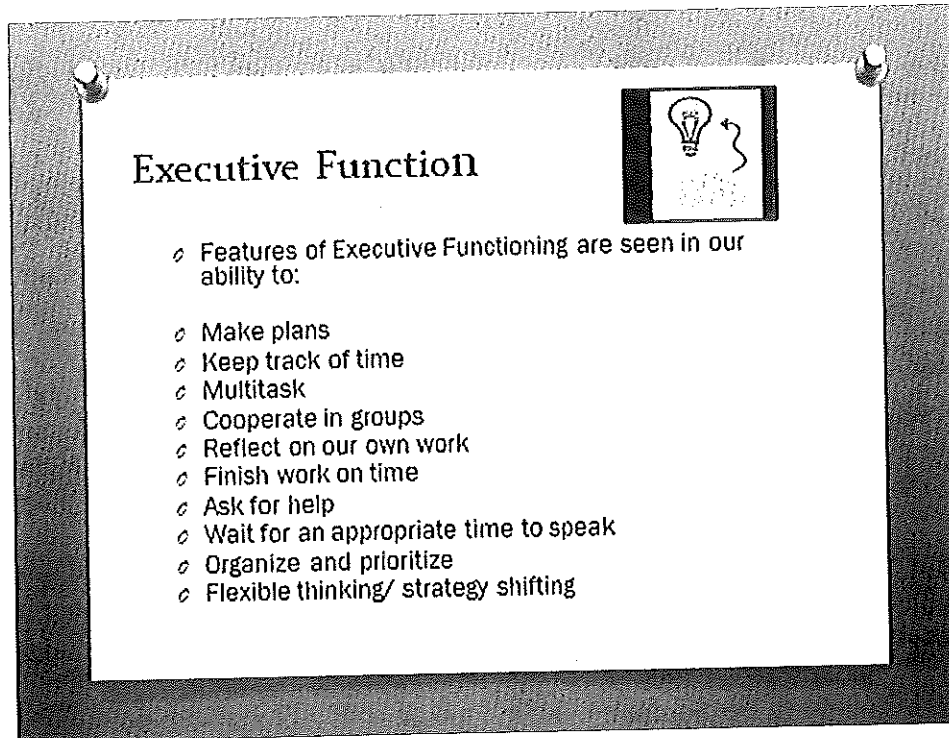
II. Purpose of Leave

During my leave, I propose to continue my personal research into the effects of the Executive Function of the brain on student academic success. I will then write modules for enhancing the executive function that can be used by our college instructors within their classes and propose how an entire course with this specific mission can be offered within the Learning Skills Program for any student that DSPS counselors, mainstream counselors or regular faculty feel it may benefit from it.


The State of California has sent a clear message to the community colleges that there is a need to improve student retention and completion of individual courses and degrees/certificates. There is also a push to assist basic skills students in a timely and successful transition through their basic skills course sequences. To this end, we are charged with identifying our student learning outcomes for each course and assessing how well we are meeting them. Faculty continue to look for ways to improve their pedagogy, including the use of multi-modal teaching techniques and universal design for learning. Counselors have been mandated to make sure every student is assessed for their level of reading, writing and math ability and properly placed in appropriate level courses. They are also charged with assuring that every student has an orientation to the college, its requirements and resources, and finally an education plan to map what they need to take and when to complete their goal for college. *However, very little effort has focused on what I consider the elephant in the room: How developmentally and cognitively prepared is the average community college student to succeed in college.* Without support for how to learn, how to persist and how to take responsibility for one's own success, many students will continue to fall by the wayside, uncertain of how to be successful in college or certain that they don't have the ability.

Ability is important, but studies have shown that even capable students drop out of college because they don't understand why, although successful in high school, they now can't seem to get everything done or meet college rigors. We do provide assistance for students through our college success and career planning classes offered through the psychology-counseling program. But sometimes general how-to's aren't enough if a student has executive functioning deficits. I find it fascinating that scientists believe that a young person's executive functioning capabilities aren't even fully developed until age 25. Yet we expect them to use this higher order of thinking well before that. Even some faculty don't recognize the importance of students learning respect and responsibility. It is stated as a college core competency for the purpose of creating course and program level student learning outcomes. Yet less than 10% of the faculty tie their course or program level outcomes to this area. It seems that many feel that college students should just arrive with it. But how is that possible when it isn't emphasized enough in high school, nor have many students reached that developmental landmark.

By now you are asking what exactly is executive functioning. I am attaching a slide I once used in a power point presentation on deficits often complicating learning problems for many students with disabilities. Be assured that whereas it is worse in students with learning-related disabilities, it is a universal problem.



Executive Function



- Features of Executive Functioning are seen in our ability to:
- Make plans
- Keep track of time
- Multitask
- Cooperate in groups
- Reflect on our own work
- Finish work on time
- Ask for help
- Wait for an appropriate time to speak
- Organize and prioritize
- Flexible thinking/ strategy shifting

If interested, further information is available by perusing a few website.

<http://www.tourettesyndrome.net/disorders/executive-dysfunction/>

<http://www.slideshare.net/psychoed/executive-functioning-assessment-in-psychoeducational-domains>

<http://www.scholastic.com/parents/resources/article/disabilities-special-needs/explaining-executive-function>

III. Objectives and Plan

Objective 1: Research the issue and identify existing methods of enhancing Executive Functioning in college students. (35% of time)

Plan: I will conduct both website analysis and data base research (review of literature) on what others have found specifically related to how the Executive Function of the brain relates to college academic success. My goal is to review 3 books and 10 websites and 5 journal articles. I will also be conducting research/ through professional list serves to reach out to colleagues in order to identify if others at community colleges have already developed courses or service models to enhance executive function in this population of students. I belong to several

professional organizations through which I can network in order to identify such programs and services.

Sample websites include:

<http://www.tourettesyndrome.net/>

with articles such as "Overview of Executive Function" by Leslie E. Packer, PhD. at

<http://www.tourettesyndrome.net/disorders/executive-dysfunction/overview-of-executive-dysfunction/> and

<http://www.ncld.org/types-learning-disabilities/executive-function-disorders/what-is-executive-function>

Possible books include:

Promoting Executive Function in the Classroom by Lynn Meltzer and

Coaching Students with Executive Skills Deficits (Guilford Practical Intervention in Schools) by Peg Dawson (Author), Richard Guare (Author)

Documentation: I will provide an annotated bibliography of the 3 books, and 10 websites and 5 journal articles reviewed in my final report. I will also submit a summary of findings of what has already been developed by colleges in our arena of services.

Objective 2: Prepare professional development modules with the objective of raising awareness for faculty and staff on the issues of executive dysfunction. Provide a tangible list of activities that can be used with students to enhance their executive functioning and thereby increase student retention and success in all type of courses.(55% of time).

Plan: Develop 3 modules that will educate faculty on issues related to the effect of the Executive Function of the brain as it relates to student learning and success in college. My operational definition of module: An online professional development mini-course. Each module will contain text and graphics and allow participants to demonstrate what they have learned via the pre and post- test format. This is required by the staff development committee for approval for flex credit.

For an example, please reference a module that I previously developed (and which is currently available for 2 pre-approved flexible flex hours) at this link:

<http://laspositascollege.edu/staffdevelopment/disability/index.php>

In addition, I will produce a small written booklet (estimate 15 pages) on activities that can be used within the current confines of a course's curriculum with the goal of increasing a student's self-awareness and ability to manage their organization skills, learning strategies and emotional stamina. This booklet will both summarize activities mentioned in the modules and present activities that I will have developed for classroom use. It will be presented in a user friendly

format that includes lists of activities to compensate for the various aspects of executive function as well as references for further exploration.

Documentation: The final products will be the documentation. There will be links to the 3 modules and a booklet of approximately 15 pages.

Objective 3: Develop a course outline on maximizing your learning ability by improving your brain's executive processes, which will be offered within the Learning Skills program. (10%)

The Plan: Create a course using the parameters of Curricunet. There will be a course outline, materials used such as the Functional Assessment of Verbal Reasoning and Executive Strategies (FAVRES) Checklist. It will most likely have both a lab and lecture component since it will include assessment and individualized strategies. Through this sabbatical, I intend to get a jump start on writing a book on this topic for practical application in the college setting. With this intent, I will also be preparing 3 or more original class lessons with materials. I have an example with my current lecture on *Sudoku as a Metaphor for Math and for Life*.

Documentation The components listed above along with necessary samples will be provided within my final report. My final report will serve as a resource for the learning skills program and can be made available to any interested faculty/disciplines. Time allowing, the course components will be entered into Curricunet for launch and review by the curriculum committee during the following semester, if not by close of the sabbatical.

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 9/15/14

A. Applicant's Name: Hopkins-Kurz Elizabeth Address: _____
(last) (first) (middle) (street)
(city) (state) (ZIP)

Division BSBA Subject Area Health
Home Phone _____ Office Phone 424-1258

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 2015

Semester Spring Year 2016

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: Elizabeth Hopkins-Kurz

Received and Reviewed by: [Signature]
Signature of Dean

[Signature] 9/15/14
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.)

Elizabeth Hopkins-Kurz
September 3, 2014

Chabot-Las Positas Community College District
APPLICATION FOR SABBATICAL LEAVE

Purpose of Leave

During my leave, I intend to complete graduate level coursework in pursuit of a doctoral degree, specifically an Ed.D. in Educational Leadership. I am currently in process of applying to this program.

The focus of the program is "designed for accomplished professionals who seek additional knowledge and experience to enhance their current positions, and who wish to pursue new opportunities in the field of educational leadership (<http://www.mills.edu/academics/graduate/educ/programs/doctor-of-education.php>)." I intend to focus my studies on health education topics related to women and children or families.

The benefits to Las Positas College will include my increase knowledge and skills related to

- Performing both quantitative and qualitative research
- Clear and concise writing
- Teaching pedagogy
- Educational policies
- Leadership and decision making

Specific Objectives, Plan for Achieving these Objectives, and Documentation

Objective 1: Complete a minimum of the equivalent of 6 graduate units per semester (Mills College uses its own Mills Credit system in which courses range from .5 to 1 Mills units. One Mills semester course credit is equivalent to 3.5 semester units)

Plan: Attend and complete graduate courses according to my advisor's recommendations. The program has students work with an academic advisor after admission to select coursework based on professional and individual goals.

Below is a list of sample course requirements:

- EDUC 227/427 Issues of Race and Ethnicity in Education (1)
- EDUC 229 Schools, Sexuality, and Gender (1)
- EDUC 230 History of Education in the United States (1)
- EDUC 419 Educational Technology and Information Systems (.5)
- EDUC 420 Education Research Colloquium (.5)
- EDUC 421A Inquiry into Leadership: Practice into Theory I (1)
- EDUC 421B Inquiry into Leadership: Practice into Theory II (1)
- EDUC 424 Educational Program Evaluation (1)
- EDUC 426 Ethical and Moral Considerations in Educational Leadership (1)
- EDUC 428 Organizational Development and School Improvement (1)
- EDUC 432 Curricular Leadership (1)

Documentation: Submission of transcripts for completed coursework

APPLICATION FOR SABBATICAL LEAVE

I. General Information

Date of Application: 9/9/14

A. Applicant's Name: Parker, Sara Lynn

Address: _____

Division: Social Science

Subject Area: Political Science

Home Phone: _____

Office Phone: (510) 723-7683

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

No

C. Period for which leave is requested:

Spring 2016

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

Yes

Applicant's Signature: _____

Received and Reviewed by: _____

Signature of Dean

Signature of Vice-President, Academic Services



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 Sara Parker

DATE: 9/9/14 [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 2016 (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): 2.25

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 3.15 Spring Summer

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

- 1. One (1) semester Leave; or Fall Spr X Yr 2016
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

II. Purpose of Leave

During my sabbatical leave I propose dividing my time between two activities that will serve to improve my cultural literacy, teaching practice, and enhance and update my expertise in political science and international studies. The proposed professional development will allow me to integrate new knowledge, skills, and experiences into the classroom and support the mission and strategic goals of Chabot College.

The purpose of my leave is to engage in the following:

1. Take two months of intensive Spanish language courses to improve my language ability and affirm my commitment to culturally sensitive teaching in a Hispanic Serving Institution. It will also help prepare me for purpose #2.
2. Complete two 3-unit Graduate courses for credit through the *Guanajuato Law Institute*, which offers classes in International and Comparative Law. The Institute is a consortium of law schools comprised of the Universidad de Guanajuato Facultad de Derecho, Southwestern Law School, Texas Tech University, and The University of New Mexico. The institute takes place in Guanajuato, Mexico, where I will live for the duration of the coursework.

Through intensive language study and by living in Mexico, I will improve my ability to speak a language that 18% of our service area students speak (and roughly 17% of San Francisco Bay Area residents).¹ The Association of Colleges and Universities describes Hispanic Serving Institutions as places where students can feel at home. As one HSI College President explains, "I think it's important to have faculty and staff that are willing to try if they don't speak it fluently. It creates a climate of being receptive. Being receptive to diversity."² I will bring the linguistic skills and cultural knowledge I acquire into my classroom, my curriculum, and my interactions with Chabot and the communities it serves.

Graduate coursework in comparative law and Mexican history and government will update and enhance my academic repertoire. The three courses I regularly teach are: Introduction to American Government, Introduction to International Relations, and Law and Democracy. Each of these course outlines includes comparative legal perspectives, American history, and international current events, and I will incorporate new knowledge into the courses I teach.

¹ Chabot College Institutional Research; 2010 Census data available at: <http://www.census.gov/prod/2013pubs/acs-22.pdf>.

² Thurman, Q., "4 Key Considerations for Students Seeking a Hispanic-Serving Institution," *U.S. News & World Report*, May 8, 2014.

Specific Objectives, Plans for Achieving these Objectives, and Documentations

Objective 1: Complete two months of an intensive language Spanish program (30%).

Plan: I will participate in two months of an intensive language course offered through Centro Latino in Berkeley, California. Each month long session is a 3-hour per day, 3-day per week schedule with reading and writing preparation and assignments to complete outside of class.

Documentation:

- a. I will submit verification from the school of my completion of each month long session.
- b. I will submit a portfolio of my progress over the two months.

Objective 2: Complete two 3-unit graduate courses for credit in International and Comparative Law through the Guanajuato Law Institute (70%).

Plan: I will live in Guanajuato, Mexico for one month while participating in the Law Institute. "The Institute offers an introduction to Mexican Law and International Law subjects related to the USA and Latin America. It is offered to all law students, graduate students and professionals interested in learning the legal systems and culture of Mexico." Every year the course offerings differ slightly.

Courses offered in 2014 included:

- Overview of Mexican Law
- U.S. Immigration Law and Mexico in an Age of Reform
- International and Comparative Family Law
- Comparative Equality and Human Rights
- Mexican Legal Systems

My family will join me in Guanajuato and we will live in and engage with the local community and experience Mexican culture. I will be able to practice and continue to improve my Spanish language skills.

Documentation:

- a. An official transcript of course completion and final grades from the Law Institute, verified and signed by an appropriate authority.
- b. I will submit travel documentation.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: 9.13.14

A. Applicant's Name: Zuliani, Diane
(last) (first) (middle)

Address:

(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: School of Arts

Discipline: Art History

Contact #: () Office Phone: 510 723-6838
 cell home

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

C. Period of which leave is requested (please list entire period – see note regarding split leaves on next page.)
Semester: SPRING Academic Year: 2016
Semester: _____ Academic Year: _____

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

Applicant's Signature: Diane Zuliani/ce hay

Received and Reviewed by: C. Walker/ce hay
Administrator's Signature

Spacy Thompson/ce hay
Vice President, Academic Services Signature

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



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE



This page is for administrative processing and will be filled out by either the Sabbatical Committee Chair, Vice President, Academic Services or designated party for purposes of preparing Board of Trustees report and employment verification to Human Resources and Payroll.

[place date stamp here]

Date application received: _____

A. Priority Ranking assigned number: _____

B. Workload Banking: Augment Sabbatical Salary Requested

Yes No

C. Workload Banking: Augment Sabbatical Salary Form Received

Yes No Date Received: _____

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

(initial)

E. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by:

(specifies forthcoming 2/12/15)

APPLICATION FOR SABBATICAL LEAVE
Spring Semester, 2016
Diane Zuliani, Art History, Chabot College

II. Purpose of Leave

I propose a one-semester leave to study original artworks and monuments with the purpose of further developing a pedagogical method I call "eyewitness art history."

Knowing artworks and monuments first-hand is the basis of eyewitness art history. As in all disciplines, the instructor who speaks as an eyewitness to her subject provides the most compelling account for students. Art historians must, by necessity, teach *some* artworks they know only through reproduction. When they do, the information they give is mediated by secondary sources, and might refer only tentatively to conditions of physical, material, locational, or other contexts. Non-eyewitness teaching relies on intellectual processing and interpretation.

By contrast, the eyewitness pedagogy is based on the instructor having encountered the object—the artwork or monument—first hand. The eyewitness art historian draws on the single-most important primary historical document: the artwork or monument itself. I call this eyewitness art history, but at stake is more than vision. At stake is the response to the object with all the body's senses.

Some scholars argue that, while intellectual frameworks for processing and interpreting the world change, what really connects us to our historical predecessors is our five senses. The eyewitness art historian has a fuller understanding of the ways a man-made object impresses itself on her body and her psyche. She is more cognizant of the importance of scale, of location, of texture, of changing light conditions, of ambiance. Those experiences in turn unlock questions that are interdisciplinary in nature, with the body and psyche leading into inquiries of the object's life in historical, sociological, anthropological, and archeological contexts. Once back in the classroom, the eyewitness art historian brings the past not only intellectually but also sensorially—and thus more tangibly—into the present.

Let me share an example. I taught the Neolithic monument Stonehenge for years before I visited the actual site in Wiltshire, England, in 2013. Before seeing Stonehenge, I taught students about the monument's fifteen-hundred year long multi-stage construction, about its fifty ton sarcens brought to the site without the benefit of the wheel, about its function as a solar calendar for Neolithic agriculturalists. After visiting Stonehenge, I still teach those facts, but I am now able to share an eyewitness account that brings the monument to life. I describe how sheep graze right up to the outer-most henge, and how the subtle hue of the dolerite bluestone (never quite captured in photographs) contrasts with the white chalk of the Salisbury plain, the green of the surrounding hills, and the grey-gold of the lichen-covered sarsens. I tell students how much it costs to stand at Stonehenge's center at dawn on the summer solstice (a king's ransom), and what political and personal arguments are being made by the monument's many stakeholders,

including tour bus drivers, the National Trust, Pagans, and the Board of English Heritage, all of whom seek some measure of control of the ancient site. I can describe what Stonehenge looks and sounds like in the midst of thirty thousand campfire-lit tourists two nights before the summer solstice, and what Stonehenge looks and sounds like on a misty morning a week after the solstice, with one, lone Neo-Druid dancing with bells on. Stonehenge once lived on the page for me and my students. Now it lives and breathes in our own space and time.

My intention is to use the Spring of 2016 for travel to view canonically important artworks and monuments I have not previously seen, so that I may teach them in the way I now teach Stonehenge, as an informed eyewitness. In meeting this overall goal, I will:

- Heighten my ability to connect students to major artworks and world monuments
- Increase my facility as an instructor overall
- Update my survey courses with new eye-witness material

III. Specific Objectives / Plan for Achieving these Objectives / Documentation

Objective 1 [10%]

Develop a list of canonically important artworks and monuments I could reasonably see and study in one semester of leave. By “canonically significant” I mean commonly discussed in art history survey textbooks. By “artworks and monuments” I mean specific art objects like paintings, sculptures, and architecture, as well as archeological sites, historical sites, UNESCO World Heritage sites, and the like. By “reasonably see in a semester of leave,” I mean a travel itinerary that takes into consideration such practicalities as efficient use of travel time, site proximities, seasonal access, geo-political concerns, travel budget limits, and the like.

The artworks and monuments I include on the list might be points of interest I already teach but do not yet teach as an eyewitness, or they may be works I will incorporate for the first time once I have become an eyewitness.

Plan:

- Determine a reasonable budget limit on total travel costs based on personal/family finances;
- Develop a preliminary, working list of potential artworks and monuments to visit;
- Narrow the preliminary list down to a final list of eight chosen artworks/monuments based on their importance to the art historical canon, as well as travel budget limits and the practical considerations of location, seasonal access, possible political unrest, travel costs, a do-able itinerary, etc.;

- **Important Note:** Many more than eight artworks/monuments will be viewed during the duration of my sabbatical travels. However, in the context of this project, the eight artworks/monuments named on the final list are distinguished from the rest by being the targets of full analytical approach required by the eyewitness pedagogy;
- For each of the eight artworks or monuments on the final list, identify any supplemental sites that would be worthwhile to visit for developing the fullest understanding of the artwork/monument in question. For example, if visiting Chartres Cathedral, visits to museums dedicated to medieval masonry or the practice of pilgrimage would be relevant. If visiting the Great Pyramids, the Egyptian city of Cairo would be important to visit, since much of old Cairo is built of limestone that once veneered the huge tombs.

Documentation:

- Submit the finalized list of eight artworks/monuments that I intend to see and incorporate into my eyewitness pedagogy. The list will note where each of the artworks/monuments is located, and will also note any supplemental sites I will visit for the sake of broadening my eyewitness grasp of each.

Objective 2 [25%]

Prepare for travel by undertaking four tasks:

- Task 1) Preparatory reading
- Task 2) Research experiential opportunities
- Task 3) Plan itineraries
- Task 4) Book travel

Task 1: Preparatory Reading

- Compile a bibliography of preparatory reading on the eight artworks/monuments, as well as on the cultures they represent and the countries in which they are situated;
- Read the resources listed on the above bibliography to inform a developing itinerary and heighten my receptivity to the eight artworks/monuments.

Task 2: Research experiential opportunities

- Research opportunities to enrich eyewitness encounters through targeted, related experiences. This includes investigating the following:
 - Local tours offered by historical, archeological, and architectural organizations, or by regionally- or locally-based tour guides;

- Organizations that offer experiential opportunities. For example, when visiting London, I became a member of the Historical Royal Palaces UK, which offered discount admissions as well as salon-style lectures at Whitehall's Banqueting House and member-only presentations at Hampton Court Palace;
- Living history performances and live re-enactments;
- Lectures, conferences, and symposia;
- Events or performances offered by local experts or enthusiasts.

Task 3: Plan itinerary

- Based on the findings of all of the research above, determine if travel should be completed in one long trip, two trips, or multiple shorter trips;
- Develop a final itinerary, or itineraries, that reflect all of the above research.

Task 4: Book travel

- Book flights, transportation, accommodations as early as possible to get best rates;
- Wherever required, pre-purchase advance tickets for viewing the eight artworks/monuments and pre-book attendance at supplemental sites and for experiential offerings of the type listed under Task 2.

Documentation:

- Provide bibliography of preparatory reading;
- Submit final travel itinerary(s);
- Submit list of any organizations joined, or experiential offerings pre-booked or, even if not pre-bookable, that I plan to attend.

Objective 3 [60%]

“Eyewitness” the eight specified artworks and monuments. That is, travel to and experience the artworks and monuments in person, analyzing them in depth in order to develop the foundations of eyewitness art history.

For each of the eight artworks, this entails a four-step process involving the following:

- Step 1: Encounter and Document
- Step 2: Analyze and Document

Step 3: Pictorially Record
Step 4: Supplemental Experience

Plan:

Repeat the following four steps for all eight artworks/monuments:

Step 1: Encounter and Document

- Whenever possible, view the site or object on more than one day. Make notes comparing how the experience differs from one day to the next;
- Make note of the most obvious differences between the object in reality as compared to the object as seen in reproduction.

Step 2: Analyze and Document

- Analyze the materiality of the object, making note of its medium and physical qualities;
- Analyze the object aesthetically, making note of the artist's use (or artists' use) of specific visual elements and design principles;
- Analyze the physical context of the object, making note of location, placement, approach, and other factors affecting its impact.

Step 3: Pictorially Record

- Photograph any unexpected, surprising, or generally unseen aspects of the artwork/monument (if they exist). In other words, photograph conditions not found in the classic shots available in art history image databanks;
- **Important Note:** for the vast majority images of the artworks and monuments I teach, I rely almost entirely on images made by expert professional photographers, of which I am not one. My art history-related travels, therefore, are never photographic expeditions. However, for eyewitness art history, I do supplement the classic, pristine views made by professionals with images I have taken myself, showing, for example, a person standing in front of a painting, even partially blocking it, if such an image is useful for providing scale, and if scale is meaningful to understanding that painting.

Step 4: Supplementary Experience

- Undertake experiential opportunities (attend lectures, take classes, attend symposia, talk with local tour guides, living history presentations, etc.);

- Visit relevant supplemental sites (museums, other relevant monuments and historic sites, etc.).

Documentation:

- Submit documentation of travel in the form of brochures, pamphlets, tickets, etc.;
- Submit summaries of the written documentation and a selection of photographs made of the artworks/monuments;
- If the Sabbatical Committee is interested, give one or more “eyewitness accounts” of these artworks/monuments to the Chabot community (through the Academic Senate lecture series, or a college hour presentation, etc.).

Objective 4 [5% of sabbatical, but fully meeting Objective 4 will take up to two years]

Revise existing course materials by incorporating newly-gained eyewitness insights.

Plan:

- Identify specific courses and the appropriate course placements for incorporating new eyewitness material;
- Beginning in Fall 2016, start editing/rewriting/modifying existing lectures to reflect the eyewitness pedagogy;
- **Important Note:** These revisions will take up to two years, as new material must be factored into each course in the order in which I actually teach the time-periods and cultures represented by the eight artworks/monuments. The two-year figure comes from that fact that I generally teach the full array of art history survey material every two years.

Documentation:

- Along with all other sabbatical documentation listed above, submit a briefly annotated list of the courses and course placements where new eyewitness material will be incorporated.

End of proposal/Zuliani/9-8-2014