

Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATIONS 2016 – 2017

Magallon, Angie	Chabot	F 2016, S 2017
Brickman, Jonathan	LPC	S 2016-2017 / F 2017-2018
Hanhan, Doris	Chabot	F 2016
Ames, Jason	Chabot	S 2017
Ruys, John	LPC	F 2016, S 2017
Morrison, Kim	Chabot	F 2016, S 2017
Cockerham, Rudolph	Chabot	S 2016
Schultz, Eric	Chabot	F 2016, S 2017
Moniz, Rick	Chabot	F 2016
Eagan, Catherine	LPC	F 2016, S 2017
Alarcon, Laura	Chabot	S 2017
Zingg, Barbara	LPC	F 2016, F 2017



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



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

DATE: April 6, 2015

SUBJECT: LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE
 (Due to the College Office of Academic Services Monday, April 6, 5:00
 p.m. Late letters will not be accepted.)

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

Name of Applicant: Cockerham Rudolph Calvin
(Last) (First) (Middle)

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: Spring Academic Year: 2016
 Semester: _____ Academic Year: _____

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

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

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

Date initially employed by District: Aug 12 2002
(Month) (Day) (Year)

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

Yes No

RECEIVED

MAR 23 2015

Dr. Stacy Thompson
 Vice President of Academic Services

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

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

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

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

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

From: _____ To: _____

From: _____ To: _____

From: _____ To: _____

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

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

From: _____ To: _____

From: _____ To: _____

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

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

Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

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

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

Rudolph Caraborn
(Signature)

3/23/15
(Date)



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

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



NOTE: Article 12-1A.4g(1) of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM:

DATE:

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

In order to be compensated at full salary for an Academic Year Sabbatical Leave (Fall through Spring Semester), a Faculty member must have banked nine (9) CAHs equivalent units of earned Banked Load [Article 12-1A.4g.(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): 5

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

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

- 1. One (1) semester Leave; or Fall Spr Yr 16
2. One (1) continuous Academic Year Leave; or Fall Spr Yr
3. One (1) aggregate year split within two (2) Academic Years. Fall Yr Fall Spr Yr

Signature: Rudolph Colaninno (Faculty Signature)

RECEIVED Date: 3/23/15

Approved Disapproved

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

FOR OFFICE USE ONLY	
Verified By: _____	Date: ___/___/___
(Vice President, Academic Services)	
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President, Academic Services Faculty Applicant	

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



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received: March 23, 2015

A. Seniority Number (Article 12-1A.3b.) 629

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by: Rudolph Calvin Cockerham



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: August 27, 2015

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

Address: 3283 Barlow Drive Castro Valley Calif 94546
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: PE Health

Discipline: Nursing

Current Contact #: (510) 599-9665 Office Phone: (510) 723-6774

cell home

Provide the following information, when available:

On Leave Contact #: () Personal Email: cockerhamr@mail.com

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: Fall 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:

Rudolph Cockerham

Received and Reviewed by:

Administrator's Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
 Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM:

DATE:

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

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

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

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

COMPLETE THE FOLLOWING:

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

1. One (1) semester Leave: Fall 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): 5

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

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

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

Signature: Rudolph C. Cockerham Date: 08 / 27 / 2015
 (Faculty Signature)

Approved

Disapproved

Division Dean/Administrator Signature: _____

Date: 9 / 15 / 15

FOR OFFICE USE ONLY

Verified By: _____ Date: ___ / ___ / ___
(Vice President of Academic Services)

Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.

cc: Division Dean
Vice President of Academic Services
Faculty Applicant

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

Submitted by Rudolph Cockerham
Chabot College
September 14, 2015

Purpose of Leave

The Chabot College statement, collective values on **Learning and Teaching**: Will be used to guide me. As I explore the flipped classroom and it's utility in the Chabot College Nursing Program. The flipped classroom, or 'inverted teaching' is a response to the idea that class time can be used to engage students in learning through active learning techniques, rather than through delivering lectures alone. Flipping the classroom is the process of replacing traditional lectures with more student-centered learning strategies and learning activities. The rationale of this model reports to help students explore more difficult or complex concepts while in class, with the benefit of receiving individual or small group help, or where students are engaged in instructional activities that involve higher levels of thinking, learning, and problem solving. I envision Using the flipped class room as a method to improve the Nursing programs retention rate and our ability to Improve on our student learning outcomes.

The Chabot College collective values that will guide my exploration are:

1. Supporting a variety of teaching philosophies and learning modalities.
2. Providing an environment conducive to intellectual curiosity and innovation
3. Encouraging collaboration that fosters learning
4. Engaging in ongoing reflection on learning, by students and by staff
5. Cultivating critical thinking in various contexts

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

I. General Information (please print or type)

Date of Application: August 27, 2015

A. Applicant's Name: Cockerham, Rudolph Calvin

Address: 3283 Barlow Drive Castro Valley CA 94546

College: [X] Chabot [] Las Positas

Division: P.E Health, Nursing

Discipline: Nursing

Current Contact #: (510) 599-9665 Office Phone: (510) 723-6774

[X] cell [] home

Provide the following information, when available:

On Leave Contact #: () Personal Email: cockerhamr@gmail.com

[X] cell [] home

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

Semester: Fall 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: Rudolph C. Cockerham

Received and Reviewed by: [Signature]

Academic Services Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE



This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received:

February 20, 2015
6666

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

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by: JASON MATHEW AMES



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM: Rudolph Cockerham

DATE: 08/27/2015

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

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

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

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

COMPLETE THE FOLLOWING:

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

- 1. One (1) semester Leave: Fall 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): 5

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

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

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

Signature: Rudolph Cockerham (Faculty Signature)

Date: 08/27/2015

Approved Disapproved

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

FOR OFFICE USE ONLY	
Verified By: _____	Date: ___ / ___ / ___
(Vice President of Academic Services)	
Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.	
cc: Division Dean Vice President of Academic Services Faculty Applicant	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

Submitted by Rudolph Cockerham
Chabot College
September 14, 2015

Purpose of Leave

The Chabot College statement, collective values on **Learning and Teaching**: Will be used to guide me. As I explore the flipped classroom and its utility in the Chabot College Nursing Program. The flipped classroom, or 'inverted teaching' is a response to the idea that class time can be used to engage students in learning through active learning techniques, rather than through delivering lectures alone. Flipping the classroom is the process of replacing traditional lectures with more student-centered learning strategies and learning activities. The rationale of this model reports to help students explore more difficult or complex concepts while in class, with the benefit of receiving individual or small group help, or where students are engaged in instructional activities that involve higher levels of thinking, learning, and problem solving. I envision Using the flipped class room as a method to improve the Nursing programs retention rate and our ability to Improve on our student learning outcomes.

The Chabot College collective values that will guide my exploration are:

1. Supporting a variety of teaching philosophies and learning modalities.
2. Providing an environment conducive to intellectual curiosity and innovation
3. Encouraging collaboration that fosters learning
4. Engaging in ongoing reflection on learning, by students and by staff
5. Cultivating critical thinking in various contexts



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



RECEIVED

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

MAR 23 2015

DATE: April 6, 2015

Dr. Stacy Thompson
Vice President of Academic Services

SUBJECT: LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE
(Due to the College Office of Academic Services Monday, April 6, 5:00 p.m. Late letters will not be accepted.)

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

Name of Applicant: Magallon Angie F
(Last) (First) (Middle)

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: Fall Academic Year: 16
Semester: Spring Academic Year: 17

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

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

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

Date initially employed by District: Aug 1 2002
(Month) (Day) (Year)

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

Yes No

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

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

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

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

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

From: _____ To: _____

From: _____ To: _____

From: _____ To: _____

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

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

From: _____ To: _____

From: _____ To: _____

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

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

Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

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

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



(Signature)

3/16/15

(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 the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received:

March 23, 2015

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

630

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by: Angie F. Magallon

8/12/2002?



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

RECEIVED

SEP 08 2015

Dr. Stacy Thompson
Vice President of Academic Services

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

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

Date of Application: 9/1/2015

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

Address: 725 Joaquin Ave San Leandro Ca 94577
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: Language Arts

Discipline: English

Current Contact #: (510) 329-3590 Office Phone: (510) 723-6815
 cell home

Provide the following information, when available:

On Leave Contact #: () Personal Email: amagallon@chabotcollege.edu
 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: Fall Academic Year: 2016

Semester: Spring Academic Year: 2016

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

Applicant's Signature: _____

Received and Reviewed by: _____

Administrator's Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: _____

Date:
Completed: _____

Angie Magallón

09/01/15

Application for Sabbatical Leave

II. Purpose of Leave

My goal in a year-long sabbatical leave is to update my course materials and reorient myself with current issues and shifts going on in Latin America, specifically, Mexico. I have always sought out new texts, speakers and materials, but my sabbatical leave project could provide the time needed to explore these issues more deeply, among many other shifts going on in Mexico and Cuba.

One of my first goals is to travel to Michoacán, Mexico where I intend to live for 1.5-2 months so I can renew my understanding of the culture. I also want to research contemporary authors, artists and activists emerging in Mexico to be able to integrate fresh perspectives into my classes. One specific shift I want to study is the impact drug war violence is having on the culture. In my English 22 where I introduce students to the uniquely Mexican folk art form of storytelling called Corridos, I made an adjustment after my most recent travels to Mexico. We discussed the rising popularity of "Narcocorridos" and artists such as Gerardo Ortiz and Chalino Sanchez who not only sing about drug cartels but have been victims of drug violence themselves. We also discussed and how the influence of drug violence is changing this specific genre of music and, as a result, the culture itself.

I also plan to visit Cuba for a 1-2 weeks now that travel restrictions have been lifted. Cuba is another country in the midst of big cultural shifts and political changes. The last time I visited, Fidel Castro was steering the direction of the country. Clearly, Cuba has big changes in store and I would like to find articles in Cuba to see what perspectives are being expressed by Cuban authors and activists about the warming relationship between the U.S. and the lifting of trade and travel restrictions.

Upon my return from Mexico and Cuba, I would like to focus the second half of my sabbatical on integrating my experiences into materials and curriculum that can be shared not just with my students but with my colleagues. I will do this by extensive research and reading, and also networking with faculty from the various universities and colleges.

The drug war violence in Mexico also splinters into many of the themes that I and many instructors use regularly in Basic Skills, Composition, Sociology, Criminal Justice courses to name just a few. Many classes focus on themes such as incarceration, immigration and social justice, or these classes have students who have been impacted by these issues. So in addition to creating materials for English 22, I also want to update my texts and materials for my Basic Skills and Composition classes which could easily be adopted by my English colleagues and colleagues across campus.

These themes are especially important now that Chabot is a Hispanic Serving Institute and more and more of our students are coming from Latino backgrounds and experiences. Clearly, given the large population of Latino students at Chabot in particular, my project will not only benefit my teaching but it will lend to many projects and activities across campus.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: Improve personal fluency in the Spanish language and investigate the impact Drug War violence is having on Mexican culture, and Mexico-U.S. relations. (35%)

Plan: Live in Sahuayo, Mexico for at least two months. I will conduct interviews with residents, visit areas that are recovering from Drug War violence and document the media coverage and the political response to Drug War violence.

Documentation: I will keep a journal during this time abroad, noting locations visited, conversations of interest, news articles and photos. I will also bring back any relevant receipts and materials.

Objective 2: Investigate the impact renewing U.S. relations with Cuba is having on the culture of Cuba, and the U.S. (25%)

Plan: I want to compare Cuban perspectives with U.S. perspectives about this new political relationship. I will conduct interviews with residents, activists and document Cuban media coverage of the relationship with the U.S. to uncover the way day-to-day life of Cuban citizens is or is not impacted by this political shift. I will compare this to U.S. coverage of renewed ties with Cuba.

Documentation: I will keep a journal during this time abroad, noting locations visited, interviews, news articles and photos. I will also bring back receipts, programs, maps and visitor guides, and compile photos to document any clear U.S. influences in Cuba. I will compare my experiences with information I find in articles from U.S. media outlets.

Objective 3: Come to an understanding of how Latino Literature courses are currently being taught at other colleges and universities. (15%)

Plan: Review online syllabi and available course materials for existing courses as they are taught in various English, Latino Literature, and Ethnic Studies departments. Note differences and similarities. Communicate with instructors via e-mail or through class visits to discuss teaching strategies, materials and texts.

Documentation: I will write up an overview of current practices in teaching Latino Literature in the college and university setting, and include lists of commonly taught texts, assignments, assessment strategies, and expected outcomes. I will also include any relevant e-mail correspondence or conversations.

Objective 4: Increase my knowledge of U.S. Latino literature, and produce materials to assist in the future teaching of English 22 and/or Basic Skills, Composition courses. (15%)

Plan: Read 8-10 full-length books written by Mexican, Mexican-American, and U.S. Latino authors which can be directly incorporated into English 22 or adopted by other instructors.

Documentation: I will produce an annotated bibliography of these texts, with a focus on how they might be taught in an English 22 course or in a Basic Skills, Composition class.

Objective 5: Attend writing workshops, conferences and cultural events. (10%)

Plan: Attend events with local writers and activists to identify new themes and network with Latino writers and artists. I will also update my teaching strategies for English 22, Composition and Basic Skills courses using materials and strategies adapted from my attendance to these events.

Documentation: I will list the contacts I have made and include flyers, receipts and stubs, including any relevant materials that can be adapted into assignments or reading materials.

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

Semester: _____ Academic Year: _____
Semester: _____ Academic Year: _____
Semester: _____ Academic Year: _____

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

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

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

From: 5/3/2010 To: 5/21/2010 (Maternity leave)
From: 4/19/2012 To: 5/25/2012 (Maternity leave)
From: _____ To: _____

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

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

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

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

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

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

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

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

[Signature]
(Signature)

3/26/2015
(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 the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received:

March 26, 2015

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

649

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes

No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes

No

Date Received: _____

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

N/A
(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by: Doris Fuad Hannan

8/18/2003

Doris Fuad



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: August 19, 2015

A. Applicant's Name: Hanhan Doris ~~Doris~~ Fuad
(last) (first) (middle)

Address: 568 Sarah Pl Hayward CA 94544
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: Science & Mathematics

Discipline: Mathematics

Current Contact #: (510)541-7525 Office Phone: (510)723-6911
 cell home

Provide the following information, when available:

On Leave Contact #: (510)541-7525 Personal Email: dolffin25@yahoo.com
 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: Fall 2016 Academic Year: 2016-2017
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: *Doris Hanhan* 9/11/15

Received and Reviewed by: *Janet A. Dancy* 9/11/15
Administrator's Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: _____

Date:
Completed: _____

Doris Hanhan
Sabbatical Proposal, Fall 2016

II. Purpose of Leave

This sabbatical project will be three-fold. First, I plan to volunteer my time at a local elementary school as a teaching assistant and Mathematics tutor. I will assist, collaborate and develop Mathematics curriculum at the elementary school. Second, I plan to take a few courses on Singapore Math, the most sought after methods of teaching Basic Math that has propelled the country of Singapore to the leading nation in Mathematics education. Lastly, I plan to attend one of the Mathematics council conferences held in December. The new knowledge that I will gain will be incorporated with my own courses and curriculum at the Basic Skills/Remedial level.

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

Objective 1: Volunteer as a Teaching Assistant and Mathematics tutor at St. Clement School. (50%)

Plan: During the summer of 2015, I worked closely with Hilal Ozdemir, an Early Childhood Development Faculty, to develop a contextualized Math 103 course. After completing the project, I became interested in Elementary School Mathematics. It gave me new ideas of incorporating math manipulatives in the classroom and the importance of developing a strong foundation in arithmetic that would lead to algebraic thinking.

I spoke and received approval from Principal Crowthers to volunteer at St. Clement School. St. Clement is a TK-8 school in Hayward of about 300 students. As with many of our courses, each class consists of students with varying degrees of skill and ability in Mathematics. By working with the teachers and providing individual attention to students, I hope to assist students in improving their Mathematical foundation as well as increase their confidence in their academic endeavors. One of my main objectives is to work with Ms. Angela Quiroz, the Transitional-Kindergarten teacher, with developing a Mathematics curriculum. I will develop manipulative-based Math projects and will present them to her class on a weekly basis. Extensive notes will be kept about the process, supply list, execution and the success of the assignments with the group of students. I will also assist other teachers in developing relevant curriculum, tutor students during class time and tutor students after school. I will work with all levels of students and will help enrich the school's Mathematics program.

Working with the St. Clement community will give me an opportunity to think of new ways of teaching my own students. Not only will I learn from the other teachers, but I will have time to think through manipulative-based projects that could be incorporated in the basic skills Mathematics courses offered at Chabot.

Also, I will share my projects with Hilal and other ECD faculty that they may use as they see fit.

Documentation: I will have a binder with a write up of each activity and will keep track of all the hours that I volunteer. I will have each teacher that I work with and either the Principal or Vice Principal sign off to verify my attendance and volunteer time.

Objective 2: I will take three courses on understanding WHAT Singapore Math is and HOW it is taught to students. (40%)

Plan: Learn about Singapore Math from ed2go.com. Each online course is six weeks long. I anticipate spending a total of about 100 hours. The three courses are

- Singapore Math Strategies: Model Drawing for Grades 1-6
- Singapore Math Strategies: Advanced Model Drawing for Grades 6-9
- Singapore Math: Number Sense and Computational Strategies

Singapore Math refers to the methods that young students are taught Mathematics in Singapore. Singapore's students often achieve the top scores on international Math tests and their methods have been popular with homeschooled children. These methods evolve from the concrete to the visual and then to the abstract. Instead of being told how to do problems followed by drill sheets, a specific scenario is proposed to the students and they have to figure it out with guidance from their teacher. I also plan to apply the methods that I learn about in my own basic skills courses.

Documentation: I will submit a course syllabus, my course notes, any assignments and exams and confirmation from the instructor that I completed each course.

Objective 3: I will attend the California Mathematics Council (CMC) in Asilomar, California OR the California Mathematics Council Community Colleges (CMC3) in Monterey, CA. (10%)

Plan: The CMC conference spans three full days and is the first or second weekend of December. The December 2016 date is yet to be confirmed. The CMC3 conference is a two day conference and is scheduled for December 9-10, 2016.

Both conferences discuss teaching pedagogy, content and curriculum. Topics span remedial Math through Calculus. Attending these conference always gives me new ideas to try in the classroom, but I haven't had the opportunity to attend in years. Since they are often during the same weekend, I will wait to decide which to attend based upon the key speakers and topics that will be presented.

Documentation: I will submit my payment receipt, schedule and a copy of any notes from the sessions that I attend.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: August 19, 2015

A. Applicant's Name: Hanhan Doris Doris Fucci
(last) (first) (middle)

Address: 568 Sarah Pl Hayward CA 94544
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: Science & Mathematics

Discipline: Mathematics

Current Contact #: (510)541-7525 Office Phone: (510)723-6911
 cell home

Provide the following information, when available:

On Leave Contact #: (510)541-7525 Personal Email: dolffin25@yahoo.com
 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: Fall 2016

Academic Year: 2016-2017

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: _____

Doris Fucci 9/11/15

Received and Reviewed by: _____

Judy A. Day 9/11/15
Administrator's Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: _____

Date:
Completed: _____

Doris Hanhan
Sabbatical Proposal, Fall 2016

II. Purpose of Leave

This sabbatical project will be three-fold. First, I plan to volunteer my time at a local elementary school as a teaching assistant and Mathematics tutor. I will assist, collaborate and develop Mathematics curriculum at the elementary school. Second, I plan to take a few courses on Singapore Math, the most sought after methods of teaching Basic Math that has propelled the country of Singapore to the leading nation in Mathematics education. Lastly, I plan to attend one of the Mathematics council conferences held in December. The new knowledge that I will gain will be incorporated with my own courses and curriculum at the Basic Skills/Remedial level.

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

Objective 1: Volunteer as a Teaching Assistant and Mathematics tutor at St. Clement School. (50%)

Plan: During the summer of 2015, I worked closely with Hilal Ozdemir, an Early Childhood Development Faculty, to develop a contextualized Math 103 course. After completing the project, I became interested in Elementary School Mathematics. It gave me new ideas of incorporating math manipulatives in the classroom and the importance of developing a strong foundation in arithmetic that would lead to algebraic thinking.

I spoke and received approval from Principal Crowthers to volunteer at St. Clement School. St. Clement is a TK-8 school in Hayward of about 300 students. As with many of our courses, each class consists of students with varying degrees of skill and ability in Mathematics. By working with the teachers and providing individual attention to students, I hope to assist students in improving their Mathematical foundation as well as increase their confidence in their academic endeavors. One of my main objectives is to work with Ms. Angela Quiroz, the Transitional-Kindergarten teacher, with developing a Mathematics curriculum. I will develop manipulative-based Math projects and will present them to her class on a weekly basis. Extensive notes will be kept about the process, supply list, execution and the success of the assignments with the group of students. I will also assist other teachers in developing relevant curriculum, tutor students during class time and tutor students after school. I will work with all levels of students and will help enrich the school's Mathematics program.

Working with the St. Clement community will give me an opportunity to think of new ways of teaching my own students. Not only will I learn from the other teachers, but I will have time to think through manipulative-based projects that could be incorporated in the basic skills Mathematics courses offered at Chabot.

Also, I will share my projects with Hilal and other ECD faculty that they may use as they see fit.

Documentation: I will have a binder with a write up of each activity and will keep track of all the hours that I volunteer. I will have each teacher that I work with and either the Principal or Vice Principal sign off to verify my attendance and volunteer time.

Objective 2: I will take three courses on understanding WHAT Singapore Math is and HOW it is taught to students. (40%)

Plan: Learn about Singapore Math from ed2go.com. Each online course is six weeks long. I anticipate spending a total of about 100 hours. The three courses are

- Singapore Math Strategies: Model Drawing for Grades 1-6
- Singapore Math Strategies: Advanced Model Drawing for Grades 6-9
- Singapore Math: Number Sense and Computational Strategies

Singapore Math refers to the methods that young students are taught Mathematics in Singapore. Singapore's students often achieve the top scores on international Math tests and their methods have been popular with homeschooled children. These methods evolve from the concrete to the visual and then to the abstract. Instead of being told how to do problems followed by drill sheets, a specific scenario is proposed to the students and they have to figure it out with guidance from their teacher. I also plan to apply the methods that I learn about in my own basic skills courses.

Documentation: I will submit a course syllabus, my course notes, any assignments and exams and confirmation from the instructor that I completed each course.

Objective 3: I will attend the California Mathematics Council (CMC) in Asilomar, California OR the California Mathematics Council Community Colleges (CMC3) in Monterey, CA. (10%)

Plan: The CMC conference spans three full days and is the first or second weekend of December. The December 2016 date is yet to be confirmed. The CMC3 conference is a two day conference and is scheduled for December 9-10, 2016.

Both conferences discuss teaching pedagogy, content and curriculum. Topics span remedial Math through Calculus. Attending these conference always gives me new ideas to try in the classroom, but I haven't had the opportunity to attend in years. Since they are often during the same weekend, I will wait to decide which to attend based upon the key speakers and topics that will be presented.

Documentation: I will submit my payment receipt, schedule and a copy of any notes from the sessions that I attend.

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 09-11/15

A. Applicant's Name: Morrison, Kim L.
(last) (first) (middle)

Address: P.O. Box 19121
Oakland, CA 94619
(city) (state) (ZIP)

Division Library

Subject Area Information Literacy

Home Phone 510-967-4389

Office Phone 510-723-6762

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 2016

Semester Spring Year 2017

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).

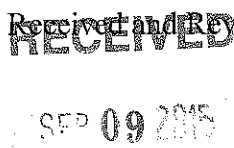
Applicant's Signature: [Signature]

Reviewed by: [Signature]
Signature of Dean

[Signature]
Signature of Vice-President, Academic Services

Dr. Stacy Thompson

Application must be 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.)



KIM MORRISON APPLICATION FOR SABBATICAL LEAVE:

II. Purpose of Leave:

For the duration of my sabbatical leave I plan to divide my time between attending classes, in the San Jose State/ Queensland University of Technology Phd program and completing and submitting my Phd. dissertation Summer 2017.

The purpose of my leave would be to:

1. Research and read literature on asset-based pedagogy, critical information literacy praxis, critical pedagogy, and ethnographic research.
2. Transcribe, analyze data collected from research to incorporate in my Phd dissertation
3. Apply to and present my research at a conference

The benefits to Chabot College would gain me an employee with newly acquired knowledge and skills to help implement critical pedagogy that increases student agency, academic and information literacy skills. Along with helping my colleagues incorporate student cultural wealth into their classroom pedagogy. Provide literature on additive vs. deficit teaching pedagogy.

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

Objective 1: Research and read literature on asset-based pedagogy, critical information literacy praxis, critical pedagogy, and ethnographic research.

Plan: Spend (30%...of full year) reading a combination of a minimum of 30 books and journal articles related to my research/work and complete a bibliography on them. Complete literature review to broaden my knowledge base on Critical Race Theory, Critical Pedagogy, Asset-based, Critical Information Literacy.

A few examples of books and articles to be read:

Accardi, M. T., Drabinski, E., & Kumbier, A., (2010). *Critical library instruction: theories and methods*. Duluth, MN: Library Juice Press.

Akom, A. A. (2009). Critical hip hop pedagogy as a form of liberatory praxis. *Equity & Excellence in Education*, 42(1), 52–66.

Anderson, L. (2006). Analytic Autoethnography. In P. Atkinson, & S. Delamont (Eds.), *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks, CA: SAGE.

Anzaldúa, Gloria (1987). *Borderlands/La Frontera: The new mestiza*. San Francisco: Aunt Lute Books.

Baszile, D. T., (2009). Deal with it we must: Education, social justice, and the curriculum of hip hop

culture. *Equity & Excellence in Education*, 42(1), 6–19.

Boylorn, Robin M. (2006). E pluribus unum (out of many, one). *Qualitative Inquiry*, 12(4), 651-680.

Documentation: I will submit a literature review and bibliography on topics stated in objective 1 above

Objective 2: Spend (50%...of full year) analyze data collected for my Phd dissertation

Plan: Transcribe and insert pertinent information gathered from 5 interviews, classroom observations, artefacts created in class and incorporate into my dissertation

Documentation: Submission of written dissertation

Objective 3: Apply to and present my research at a conference

1. International Review of Qualitative Research (IRQR)
2. Action Research Network of the Americas
3. National Association for Ethnic Studies
4. Critical Race Studies in America

Plan: Spend (20%) researching potential conferences to apply and present at.

Documentation: Submit the call for submission literature along with paperwork required to apply to present. If selected to present I will attach the acceptance literature inviting me to present at conference.

Research interest:

Navigating the intersection of academic, information, and cultural literacy is central to the educational experience of under-served community college students. This research frames these three literacies as contextual assets and develops an additive framework for combining multiple literacies through critical Information Literacy curricula and praxis. For these students the ability to acquire new literacies by critically thinking and researching about the cultural knowledge/assets they already hold are important components of educational success and development of self. Scholars of color along with Afrofuturist all are writing/creating representations of people of color theorizing about themselves which flips the script of being theorized upon. Their work promotes empowerment, self-agency, and much needed knowledge in the academic canon. In this study I use a mixed method approach, drawing from several asset-based theories (*i.e.* funds of knowledge, cultural wealth, critical race theory) as well as students' lived-experiences to frame the study. This study intersects with students experience of systemic oppression, it intersects with them knowing

their own history and how it is articulated in hip-hop, but not articulated in the curricula they meet in other places. It intersects with their experience allowing them to use what they know and theorize about their own lives in an academic setting.

I will address the following questions:

1. How can Information Literacy Praxis intersect with students cultural assets and supports them in theorizing about their lived experience in an Academic setting?
2. What are some mechanisms by which Information Literacy Praxis can incorporate asset-based pedagogy and address current politics on information literacy and knowledge production within the Information Literacy field?

Why:

For many Community College students it is timely to consider if information literacy, the ways in which they think about, seek and use information in their educational process, be central to their persistence and achievement. It is also timely to consider if current academics are helping them to acquire academic and information literacy in a college setting, or are these students encountering a barrage of information in their courses and in the campus climate that conflicts with or even denies their knowledge and experience. Assets Based Pedagogy that incorporates students' real world literacies and lived experience is absent from much of the information literacy literature and curriculum. And where it does appear it is often an add-on to an existing curriculum.

Future Work:

My hope is that the completion and submission of my Phd. dissertation I will have gained some useful knowledge and tools to improve my teaching pedagogy in providing a critical information literacy curricula that is not only culturally relevant, revitalizing, and sustaining to community college students also tools I can share with my colleagues. Along with advancing the discussion at Chabot Community college around our goals, curriculum, and retention efforts for our students -my future hope is to create an aspire to McNair program. McNair Scholarships are provided to poor and students of color that support their undergraduate tenure through the completion of a Phd degree in-order to increase phds within these communities.



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 Kim L. Morrison

DATE: Sept. 9th/2015 [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: _____ (Indicate academic year)
- 3. One (1) year split Leave: Fall 2016/Spring 2017 (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 0

C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall 6 Spring 2.5 Summer 11

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

- 1. One (1) semester Leave; or
 - 2. One (1) continuous Academic Year Leave; or
 - 3. One (1) aggregate year split within two (2) Academic Years.
- Fall Spr Yr _____
 Fall Spr Yr _____
 Fall Yr 2016 Fall Spr Yr 2017

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



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

**LETTER OF INTENT TO APPLY
FOR SABBATICAL LEAVE OF ABSENCE**



RECEIVED

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

APR 06 2015

DATE: April 6, 2015

Dr. Stacy Thompson
Vice President of Academic Services

SUBJECT: LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE
(Due to the College Office of Academic Services Monday, April 6, 5:00
p.m. Late letters will not be accepted.)

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

Name of Applicant: Morrison Kim L.
(Last) (First) (Middle)

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: Spring Academic Year: 2016
Semester: Fall Academic Year: 2017

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

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

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

Date initially employed by District: 08 16 2004
(Month) (Day) (Year)

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

Yes No

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

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

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

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

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

From: _____ To: _____

From: _____ To: _____

From: _____ To: _____

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

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

From: _____ To: _____

From: _____ To: _____

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

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

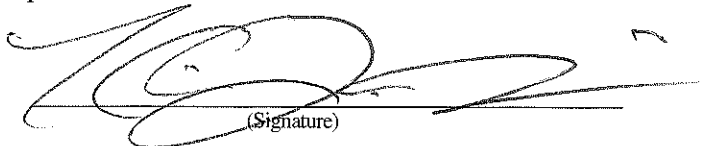
Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

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

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


(Signature)

4/6/15
(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 the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received: _____

April 6, 2015
LS

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

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by: Kim L Morrison

APPLICATION FOR SABBATICAL LEAVE

Jason Ames, Communication Studies, Chabot College

“Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world” - Eleanor Roosevelt

Proposal:

As a member of the CIN! Learning Community and as a member of Amnesty International since high school, I have the honor of teaching a Communication Studies 46 (Argumentation and Debate) class that is centered on Human Rights. The class introduces students to some basic history of Human Rights, essential premises and elements of Human Rights, and students debate about controversial issues in the Human Rights arena. Teaching Human Rights as part of a course is not a new trend. According to a Handbook for Human Rights Educators in 2011, “The international community is increasingly promoting human rights education and training ... as a means to great ends: preventing human rights violations and violent conflicts, promoting equality and sustainable development, and enhancing people’s participation in decision-making within democratic systems.” Teaching these skills to students will clearly benefit the campus and community as a whole.

Developing the HR Debate class has met with mixed results. Students who have been assessed in the CIN! Debate class are mostly positive about the curriculum, but not necessarily the scope or depth of the Human Rights Education. Students like the subjects discussed, but feel like it could go deeper in scope and be more immersive. Students ask what the next step is after they pass the class: they aren’t sure how to advocate for rights outside the classroom or how to take their learning outside academia. Thus, I believe my integration of Human Rights into the debate class (and thus, into the CIN! Learning Community) is incomplete. With this in mind, I am proposing a sabbatical that will allow me to integrate a Human Rights curriculum into Communication Studies and thus, the CIN! learning community by taking courses towards a second post-graduate degree in Social Justice Education

Purpose of Leave

First, as a point of clarification, I will use Human Rights and Social Justice interchangeably throughout this proposal. While not the same, they often coincide with each other. In fact, “Social justice is defined as “... promoting a just society by challenging injustice and valuing diversity.” It exists when “all people share a common humanity and therefore have a right to equitable treatment, **support for**

their human rights, and a fair allocation of community resources." (Appalachian State Department of Government). My approach to this will be through taking classes, that will enable me to develop a courses that truly integrate human rights and social justice with the communication, critical thinking, and advocacy skills my classes already provide. This is especially true for the Communication Studies 46 CIN! Argumentation and Debate course. I also predict that this learning will inform other classes and my overall pedagogy, making all my classes socially conscious.

My intention is that through this sabbatical time I will:

- a. Increase my ability to help students define human rights, debate human rights in depth, and to understand how they can become human rights advocates in their community and the world.
- b. Use these new ideas to further develop and create curriculum and projects within Communication Studies and CIN! program.
- c. Build lasting collaborative connections with individuals and institutions in California who can be helpful to our Communication Studies, CIN! and Great Debate students in finding a path to further advocate and work for social justice issues.
- d. Increase my understanding and facility as a social justice/human rights actor both on campus and in the community.

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

Objective 1: Learning about and how to integrate Human Rights/Social Justice into my classes. (85%)

Plan:

There are a number of classes that will enhance my knowledge and ability to inject a Human Rights/Social Justice oriented pedagogy for my classes. These courses will allow for an exploration of the interdisciplinary nature of human rights/social justice education (HRE). If granted sabbatical for a year, I will take classes in one of two options, and incorporate the learning from these classes into my pedagogy, assignments, and lectures.

There are a number of options including, but not limited to:

I. Classes (In order of preference upon admittance to the programs):

I will take classes and become a full time student in one of the following programs:

- a. Equity and Social Justice in Education Masters Program at San Francisco State University.

I will become a full time student, this time possibly working towards my second Masters Degree. The ESJ MA Program is designed to “addresses current issues in culture, language, ethnic, and gender diversity in education. The program focuses on the theoretical, historical, and political perspectives of race, class, gender, language, and sexual orientation as they apply to the theory and practice of education. In so doing, equity and social justice become key end goals for the educational process” (SFSU website). The program consists of 30 units, 18 of which consist of the following 18 core classes:

- Equal Opportunity in Education,
- ISED 716 Literacy and Cross-cultural Issues in Education
- ISED 717 Social Foundations for Multicultural Education
- ISED 736 Leadership and Policy for Community and Non-formal Education
- ISED 738 Critical and Postmodern Pedagogies
- ISED 739 Education and Community Development: Equity and Diversity
- ISED 740 Education & Globalization: Issues in Comparative and International Education
- ISED 747 Culture, Language, and Society in Education
- ISED 748 Culture, Cognition, and Power Issues in Education

I will take the classes that are offered at the given times, which a preference towards Leadership, Language, Culture, and Pedagogy classes. I will also be allowed to take units in various other disciplines as electives. I will obviously seek out Human Rights and Social Justice courses for this elective.

If this option is somehow unavailable to me, I will choose option b:

- b. Ed. D. in Educational Leadership for Social Justice at California State University East Bay

The Focus of this program is develop school leaders who will “demonstrate bold, socially responsible leadership to address and resolve issues that have impacted the achievement and success of students of color, and other marginalized students and communities of California’s PK-12 public schools” (CSU East Bay). Even though the program notes PK-12 schools, I have confirmed through e-mails with their Director that they actually now focus on PK-14. Additionally, the model seems fit with many aspects of Communication Studies. The ELSJ builds “an understanding of the transformative power of language and

its use to build an environment that intentionally rejects all “isms,” particularly those of race, class and gender, creating new possibilities for just and equitable organizations and societies.” This model fits within the Chabot mission statement and goals, but also directly uses pedagogical aspects of Communication Studies in the program. The ability to incorporate this learning should be clear. Finally, one of the SLOs of the program is directly related to improvement in instruction. Their 5th SLO states that their goal is to “Develop instructional leaders who inspire a shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement” (ibid).

This first year of this program offers the following classes that I would take as a full time Doctoral Candidate: Fall Quarter: School as Organization: Link Theory and Practice; Leadership for Equity. Winter Quarter: Government, Law, and Policy Development; Leadership in Curriculum and Instructional Reform. Spring Quarter: Defining Educational Issues; Sustainability of Education Reform.

As proof of my completion, I will submit a record of my passing grades from these courses. If any other documents are required, I will submit those at the will of the committee.

II. Certifications/Certificates

I plan on completing at least 1 certificated programs/classes during my leave. These programs will allow me to incorporate my learning into my pedagogy, assignments, lectures, and class materials. It is difficult to find schedules for these courses and certificates nearly a year ahead of time, but many of them have been offered multiple times so I am confident in my ability to find certificated programs/classes in the near future. These courses are listed in order of preference.

Amnesty International

Amnesty has a number of resources, including teaching guides, lesson plans, Modules, and other on-line resources that could (and should) be reviewed. There are also a number of curriculum guides that are topic specific, allowing classes to get into specific human rights issues if they so choose. I will review the appropriate literature and work to incorporate that into my pedagogy, syllabi, lesson plans, and assignments for my classes. Amnesty is working with edx, a MOOC provider, to create HRE courses. I look to complete at least one of these courses.

<https://www.edx.org/school/amnesty-internationalx>

Duke University

Duke’s International Human Rights Course is a MOOC that provides a certificate post-

completion. This course analyzes the international and domestic laws and institutions that protect the fundamental rights of all human beings. The course also describes and evaluates the principal mechanisms and strategies for holding governments accountable for violating those rights.

Students engage with thought-provoking issues that arise at the intersection of human dignity, state sovereignty, and international justice. Cutting-edge topics include: genocide and humanitarian intervention, the right to life and capital punishment, the right to health and HIV-AIDS, counterterrorism, and LGBTQ rights. Students also learn about the international, regional and national mechanisms for monitoring government conduct and redressing violations of human rights, such as United Nations political and expert bodies, international courts, domestic criminal prosecutions, and truth commissions.

<https://www.coursera.org/course/intlhumanrightslaw>

The Global Human Rights Education and Training Center

Classes include certification in Human Right Advocacy, The Right to Education, Effective Leadership for Humanitarian Action and Social Change, International Human Rights Law (Foundation Course), and/or Introduction to International Humanitarian Law. I will direct my focus towards the Effective Leadership course, as I feel that will be the one that is most beneficial for my pedagogy, classes, and campus at large. If that course is unavailable, I would work on Human Rights Advocacy training, a self-explanatory fit since many of my classes teach advocacy. This program is certificated when done in coordination with the UN Peace Center.

<http://www.hrea.org/learn/elearning/>

Documentation:

- I will submit grades and or certificates earned from the courses
- I will submit syllabi, course readings, and relevant material created during classes.
- I will compile and share all course materials with any and all instructors interested (particularly the CIN! learning community), and I will create a reader of select material for the Argumentation and Debate class.
- Use of the materials to create advocacy workshops for students
- New and class specific syllabi that incorporate learning and materials from the courses.

Objective 2: Review of material and creation of reader (5%)

Many websites offer handouts, course guides, and informational packets for HR oriented classes. These guides/packets may be general or they may deal with specific geographical hotspots throughout the world, or specific issues (such as LGBTQ rights, women's rights, etc). As part of my sabbatical, I will review these guides and begin to incorporate them into my classes. I also hope to use these materials in the creation of assignments and lectures, as well as handouts and research materials for students in the courses. Example creators include Amnesty International, the United Nations, and the University of Minnesota Human Rights Resource Center. These documents and materials are separate from the material that will be read in the classes I am taking. They are in various places throughout the web and they vary in quality. The assessment of these materials is key to the compilation of a reader/library for social justice/human rights. This work will be done over roughly 15 – 20 hours.

Documentation:

I will create a reader from many of these handouts/guides and make it available in the Chabot College Library and CIN! learning community. I will also incorporate these materials into assignments, handouts, and lectures, all of which I will make available to the committee.

Objective 3: Write an overall summation. (10%)

Plan/Documentation:

I will write a short summation of my experience, learning, and integration to the sabbatical committee, along with my transcript with a record of my passing grades. I will also present my findings on a Flex Day or Speaker Series night. As an aside, I think this is something that should become a trend or requirement: a public presentation of the sabbatical projects so that faculty who leave and gain knowledge can share their experiences and knowledge with the community.

Benefits of my Sabbatical to Chabot College

Chabot College's mission statement and values demonstrate a need for HRE in the curriculum. Chabot College's mission statement states in part that we as educators must "prepare students to... engage in the civic and cultural life of the community. Our students contribute to the intellectual, <and> cultural vitality of the region". Additionally, Chabot College's "Values", according to the website, also discuss Community and Diversity, including "treating one another with respect, dignity, and integrity <and> honoring and respecting cultural diversity". Finally, our values discusses how Chabot College Students should have "Individual and Collective Responsibility", including

“cultivating a sense of social and individual responsibility; developing reflective, responsible and compassionate citizens; playing a leadership role in the larger community; and embracing thoughtful change and innovation”. A human rights based curriculum will foster and meet these goals.

While accomplishing a number of values within the Chabot College mission statement, HRE in an Argumentation and Debate class allows all of the college wide goals to be met in the same course. This includes the development of the whole person through enabling agency to change their own communities; global and cultural involvement by the research, discovery, and analysis of HR throughout the world; communication and critical thinking through the presentation of speeches, research, creation, and analysis of arguments; and finally civic responsibility.

First, HRE allows students to become better agents of change towards diversity and equity, allowing “individuals ... to become actors of social change aimed towards the effective realization of human rights. The change envisioned would involve, among other things, changes in social structures, attitudes, beliefs, views, values, freedoms and rights, the quality of education, and women and men or gender equality, is also a critical component of social change that HRE must strive to achieve.” (Osler, 70).

Additionally, an HRE will make students better actors and defenders of rights in their own community. According to Osler in “The Social Studies”, Eleanor Roosevelt, a driving force in the creation of the Universal Declaration of Human Rights (UDHR), believed that Human Rights started at home, and thus needs to be taught in order for Human Rights to prosper. Osler states “Eleanor Roosevelt was on the one hand referring to the individual’s day-to-day responsibility to defend human rights and the power of human rights as a framework for everyday living in community. Within this vision, and guaranteed in the UDHR and subsequent human rights instruments, is not just the right to education but also *the right to human rights education* as a fundamental aspect of schooling. For learners to claim their rights and defend the rights of others, they need opportunities to study and understand human rights.” (Osler, 70)

This community action is particularly important to at-risk populations, an extremely relevant need at Chabot College. Osler states, “Human rights apply to us all, but they offer special protection to those who are marginalized or excluded. For this reason, they are particularly valuable tools for the protection of minorities, as Malcolm X recognized. Banks and his colleagues reviewed the literature on education for democratic citizenship and argued (2005, 12) that “The ethical framework proposed by universal human rights standards is particularly important in multicultural schools . . . [since it] provides members of the school community with a basis for dialogue and can help ensure that all voices are recognized and all points of view are considered” (Osler, 72).

On the college level, a human rights curriculum/AA-T will be interdisciplinary, allowing students to analyze the multiple facets of HRE. This will include an exploration of the pedagogy, advocacy, topics, and different elements of human rights work through multiple perspectives. This could include all disciplines, with Business as a good example

of the unique perspective HRE could bring to both student and discipline: "At a United Nations Global Compact (UNGC) U.S. network meeting in 2008, Mike Toffel, Harvard Business School professor, argued: "The topic of human rights is new to business scholarship. Although there are peripheral mentions of human rights, there is still plenty of room for management knowledge and practice to work on the implementation of human rights" (UNGC, 2008c, p. 1). (Palthe, 117). The interdisciplinary nature of HRE will allow social justice conversations to continue campus wide, connect like-minded advocates in different disciplines. This will allow the social justice-conscious members of Chabot's Business department, for example, to work with other disciplines in order to continue the development of these skills and advocacy, ultimately benefitting the campus, community, and students. A HR AA-T will be symbiotic in its benefits: the AA-T itself will be interdisciplinary and the interdisciplinary nature of the AA-T will enhance learning.

The AA-T will also provide social justice based learning in multiple subjects, again intensifying the depth of the education while giving students a pathway to meet their educational goals. A HR AA-T will also allow special programs to have another outlet for their discovery and advocacy. Programs like CIN!, Students for Social Justice, Striving Black Brothers, Service Learning, and EOPS, among others, will be able to take their learning in these programs and bring them to a central point, a sort of human rights silo. Finally, an AA-T in HR will allow the college to develop strong social justice minded students, enhancing the college and the community around them.

Nearly 70 years ago, Eleanor Roosevelt stood in front of world leaders and called for human rights advocates to step forward and better protect this world from tyranny and oppression. With this sabbatical project, Chabot College, its students, and community will be able to better heed her call.

Works Cited

Mission Statement. 2014. <http://www.chabotcollege.edu/about/visionmissionvaluestatements.asp>

Office of the High Commissioner for Human Rights. *Evaluation Human Rights Training Activities: A Handbook for Human Rights Educators*. United Nations. 2011. <
<http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>>

Osler, Audrey. "Bringing Human Rights Back Home: Learning from "Superman" and Addressing Political Issues at School." *The Social Studies*. Vol. 104, Issue 2, (Mar/Apr 2013): p. 67 – 76.

Palthe, Jennifer. "Integrating Human Rights in Business Education: Embracing the Social Dimension of Sustainability". *Journal of Education for Business*. Vol. 88, Issue 2 (Mar/Apr 2013): p. 117 – 124



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



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

DATE: April 1, ²⁰¹⁵~~2014~~

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

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

Name of Applicant: Ames Jason Matthew
 (Last) (First) (Middle)

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: Spring Academic Year: 2017
 Semester: _____ Academic Year: _____

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

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

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

Date initially employed by District: August 01 2005
 (Month) (Day) (Year)

RECEIVED

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

Yes No

FEB 20 2015

Dr. Stacy Thompson
 Vice President of Academic Services

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

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

Semester: _____ Academic Year: _____
Semester: _____ Academic Year: _____
Semester: _____ Academic Year: _____

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

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

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

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

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

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

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

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

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

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

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

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

(Signature)

2-10-2015

(Date)

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



***Arts, Humanities, and Social Sciences Division
Valuing Community, Creativity, and Collaboration***

September 10, 2015

TO: Stacy Thompson, VP Academic Services

FR: Carla Walter, Dean AHSS *ew*

RE: ***Jason Ames Sabbatical Application, AY 2016 - 2017***

Dear Dr. Thompson:

Attached please find Jason Ames' (Forensics Coach and Communications Studies Instructor) application for sabbatical for academic year (AY) 2016 - 2017. He is requesting two full semesters to study human rights (first semester) and to develop a human rights AA - T (second semester) at Chabot College. Philosophically, I support this application, yet I must voice my concerns.

Professor Ames indicated to me in our meeting to discuss his proposal today that Communications Studies plans to seek two new hires during the Faculty Prioritization Process in fall 2015 and anticipates that the new faculty will be able to cover courses in his discipline while he is on sabbatical. Alternatively, Professor Ames suggests hiring a temporary leave replacement, or, further, should those two options not bear fruit, seek to attract part time faculty to cover courses and forensics coaching responsibilities while he is away. Please note that Communications Studies is an impacted program, and with this sabbatical there may be an adverse impact on the discipline, which often experiences large wait lists for many of its sections. With these pieces of data in mind, I shared with Professor Ames the following information today:

1. As of now the college does not know what its faculty obligation numbers will be for AY 2016 - 2017;
2. The Faculty Prioritization Committee has not yet convened nor has the process begun for this academic year, and;
3. In any case, the college has the ability to hire adjuncts to cover Professor Ames' teaching and coaching responsibilities while he is on a year-long sabbatical.

Please let me know if you have questions or need further clarification.

Thank you.

Attachments

C: Jason Ames, Communications Studies

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

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

I. General Information (please print or type)

Date of Application 9-10-15

A. Applicant's Name: Ames Jason M
(last) (first) (middle)

Address: 6268 Robin Court
(street)
Pleasanton CA 94588
(city) (state) (ZIP)

Division AHSS

Subject Area Communication Studies

Home Phone 510 684 3069

Office Phone 510 723 7438

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 2016

Semester Spring Year 2017

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

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

Applicant's Signature: _____

Received and Reviewed by: Carla Wacker 9/10/2015
Signature of Dean
(please see attached memo)

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

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM: Jason Ames

DATE: 9/10/15

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

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

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

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

COMPLETE THE FOLLOWING:

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

- 1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: Fall 2016/Spring 2017 (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): 16

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

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

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

Signature: [Signature] Date: 9 / 10 / 15
(Faculty Signature)

Approved

Disapproved

Please see attached memo.

Division Dean/Administrator Signature: *Paul Weter* Date: 9/10/2015

FOR OFFICE USE ONLY

Verified By: _____ Date: / /
(Vice President of Academic Services)

Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.

cc: Division Dean
Vice President of Academic Services
Faculty Applicant

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

APPLICATION FOR SABBATICAL LEAVE

Jason Ames, Communication Studies, Chabot College

“Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world” - Eleanor Roosevelt

Proposal:

As a member of the CIN! Learning Community, and because I have been a member of Amnesty International since High School, I have the honor of teaching a Communication Studies 46 (Argumentation and Debate) class that is centered on Human Rights. The class introduces students to some basic history of Human Rights, essential premises and elements of Human Rights, and students debate about controversial issues in the Human Rights arena. Teaching Human Rights as part of a course is not a new trend. According to a Handbook for Human Rights Educators in 2011, “The international community is increasingly promoting human rights education and training ... as a means to great ends: preventing human rights violations and violent conflicts, promoting equality and sustainable development, and enhancing people’s participation in decision-making within democratic systems.” Teaching these skills to students will clearly benefit the campus and community as a whole.

Developing the HR Debate class has met with mixed results. Students who have been assessed in the CIN! Debate class are mostly positive about the curriculum, but not necessarily the scope or depth of the Human Rights Education. Students like the subjects discussed, but feel like it could go deeper in scope and be more immersive. Students ask what the next step is after they pass the class: they aren’t sure how to advocate for rights outside the classroom or how to take their learning outside academia. Thus, I believe my integration of Human Rights into the debate class (and thus, into the CIN! Learning Community) is incomplete. With this in mind, I am proposing a sabbatical that will allow me to integrate a Human Rights curriculum into Communication Studies, the CIN! learning community. Additionally, a year long sabbatical will allow me to expand Human Rights Education (HRE) into the Chabot community-at-large through the development of a Human Rights AA-T.

Purpose of Leave

My approach to this will be through multiple means, including taking Human Rights Education classes, pursuing “on the ground” work through Human Rights non-profits (like Amnesty International), and meeting and interviewing other instructors who teach human rights infused classes. This will enable me to develop a debate course that truly integrates human rights and social justice with the communication, critical thinking, and advocacy skills of the debate course. I also predict that this learning will inform other classes and my overall pedagogy, making all my classes socially conscious. I will also research and analyze other Community Colleges throughout the country to discover which have Human Rights AA-T’s, cross-analyze classes at Chabot to see if there are equivalents, discuss and talk to faculty at Chabot about integration and then begin to use Curricunet to develop and have a Human Rights AA-T passed through the Curriculum Committee.

My intention is that through this sabbatical time I will:

- a. Increase my ability to help students define human rights, debate human rights in depth, and to understand how they can become human rights advocates in their community and the world.
- b. Use these new ideas to further develop and create curriculum and projects within Communication Studies and CIN! program.
- c. Build lasting collaborative connections with individuals and institutions in California who can be helpful to our Communication Studies, CIN! and Great Debate students in finding a path to further advocate and work for social justice issues.
- d. Increase my understanding and facility as a social justice/human rights actor both on campus and in the community.

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

Objective 1: Learning about and how to integrate Human Rights into a debate class through courses and certificate programs. (45%)

Plan:

There are a number of classes, degrees, and certificates that will enhance my knowledge and ability to inject a Human Rights oriented pedagogy for my classes, with special focus on my CIN! Argumentation and Debate course. They will also allow me to create a reading list for the class and other classes that may be part of the AA-T. This will also create time for an exploration of the interdisciplinary nature of human rights education (HRE), allowing me to create the Human Rights AA-T. If granted sabbatical for a year, I

will take 1 or 2 classes in Human Rights Education and earn 2 - 3 certificates in Human Rights subjects. I will incorporate the learning from these classes into my pedagogy, assignments, and lectures.

There are a number of options including, but not limited to:

I. Classes (In order of preference upon admittance to the programs):

a. The University of San Francisco Masters Degree in Human Rights program

This is the only such program in the country. Its classes include HRE Pedagogy and Praxis courses, Tools for Human Rights Practice, Linguistic Rights and Bilingual Education, Critical Analysis of Urban Schooling, Critical Race Theory and Praxis, Critical Pedagogy, Cross-Cultural Literacy, Teaching and Learning through the Arts. In particular, I would like to take a class that deal directly with pedagogy, thus, if admitted, I would take either the Critical Pedagogy Course, the HRE Pedagogy and Praxis Course, and/or the Tools for Human Rights Practice Course.

<https://www.usfca.edu/soe/human-rights-education-masters/program-details/>

b. Columbia University

Columbia University has 2 separate post-graduate certification programs that can be completed over one summer. It would include classes in Human Rights Law, an Introduction to Human Rights, and Human Rights and Visual Culture. This last course could potentially influence any theory based Communication Studies classes that teach non-verbal communication or the Mass Media (e.g. Communication Studies 50, Persuasive Communication, Intercultural Communication, Gender Communication, Performance Studies) as well as the CIN! Argumentation and Debate course. Columbia also has a Human Rights Studies MA which could include Economic, Social, Cultural Rights in Policy and Practice Equality, Identity and Rights, Children's Rights, Human Rights and Foreign Policy, and International Human Rights Movement. The last two classes in particular could help an Argumentation and debate class since we discuss, advocate, and debate numerous policy issues during the course of the class.

If this route is chosen, (and again, this would be my second choice after USF's program), I will attempt to take Human Rights Law, Identity and Rights, and International Human Rights Movement classes. If they are not available, I would attempt to take the classes that are available that best represent my project.

II. Certifications/Certificates

I plan on completing at least 2 certificated programs/classes during my leave. These programs will allow me to incorporate my learning into my pedagogy, assignments, lectures, and class materials. It is difficult to find schedules for these courses and certificates nearly a year ahead of time, but many of them have been offered multiple times so I am confident in my ability to find certificated programs/classes in the near future.

Amnesty International

Amnesty has a number of resources, including teaching guides, lesson plans, Modules, and other on-line resources that could (and should) be reviewed. There are also a number of curriculum guides that are topic specific, allowing classes to get into specific human rights issues if they so choose. I will review the appropriate literature and work to incorporate that into my pedagogy, syllabi, lesson plans, and assignments for my classes. Amnesty is working with edx, a MOOC provider, to create HRE courses. I look to complete at least one of these courses.

<https://www.edx.org/school/amnesty-internationalx>

Duke University

Duke's International Human Rights Course is a MOOC that provides a certificate post-completion. This course analyzes the international and domestic laws and institutions that protect the fundamental rights of all human beings. The course also describes and evaluates the principal mechanisms and strategies for holding governments accountable for violating those rights.

Students engage with thought-provoking issues that arise at the intersection of human dignity, state sovereignty, and international justice. Cutting-edge topics include: genocide and humanitarian intervention, the right to life and capital punishment, the right to health and HIV-AIDS, counterterrorism, and LGBTQ rights. Students also learn about the international, regional and national mechanisms for monitoring government conduct and redressing violations of human rights, such as United Nations political and expert bodies, international courts, domestic criminal prosecutions, and truth commissions.

<https://www.coursera.org/course/intlhumanrightslaw>

The Global Human Rights Education and Training Center

Classes include certification in Human Right Advocacy, The Right to Education, Effective Leadership for Humanitarian Action and Social Change, International Human Rights Law (Foundation Course), and/or Introduction to International Humanitarian Law. I will direct my focus towards the Effective Leadership course, as I feel that will be the one that is most beneficial for my pedagogy, classes, and campus at large. If that course is unavailable, I would work on Human Rights Advocacy training, a self-explanatory fit since many of my classes teach advocacy. This program is certificated when done in coordination with the UN Peace Center.

<http://www.hrea.org/learn/elearning/>

Stanford Human Rights Education Initiative

SHREI, as it is known, creates an exchange of ideas among instructors of many disciplines amongst many levels to create discourse and teaching ideas regarding Human Rights. "Through this exchange of ideas, educators develop new curricula that advance the teaching of human rights across the international studies curricula. The goal is to promote human rights education in California and nationally and to serve as a model of how faculty from various disciplines and institutes can work together to create pedagogic resources for one another. As part of this four-year, collaborative project, SHREI is working closely with community college instructors to develop, publish, catalog, and distribute curricular materials on human rights to be used in the community college setting. These materials will be designed to be integrated into a wide range of courses, thereby encouraging students to be more informed and engaged global citizens." SHREI has often had Community College instructor workshops in the past, but has discontinued those. If they re-instate these courses, I will sign up for them.

<http://shrei.stanford.edu>

Documentation:

- I will submit grades and or certificates earned from the courses
- If grades or certificates are not available I will submit receipts and letters from teachers as documentation of participation in classes. I do fully expect grades to be available, though.
- I will submit syllabi, course readings, and relevant material created during classes.
- I will compile and share all course materials with any and all instructors interested (particularly the CIN! learning community), and I will create a reader of select material for the Argumentation and Debate class.

- Use of the materials to create advocacy workshops for students
- New and class specific syllabi that incorporate learning and materials from the courses.

Objective 2: Review of material (10%)

Many websites offer handouts, course guides, and informational packets for HR oriented classes. These guides/packets may be general or they may deal with specific geographical hotspots throughout the world, or specific issues (such as LGBTQ rights, women's rights, etc). As part of my sabbatical, I will review these guides and begin to incorporate them into my classes. I also hope to use these materials in the creation of assignments and lectures, as well as handouts and research materials for students in the courses. Example creators include Amnesty International, the United Nations, and the University of Minnesota Human Rights Resource Center.

Documentation:

I will create a reader from many of these handouts/guides and make it available in the Chabot College Library and CIN! learning community. I will also incorporate these materials into assignments, handouts, and lectures, all of which I will make available to the committee.

Objective 3: Gain experience and connections with Human Rights organizations. (10%)

My plan is to make contact with people holding varying positions and jobs in the arena of human rights, including instructors at other colleges and universities who teach or incorporate human rights into their curriculum. I will interview them about their pedagogy, incorporation of human rights into their curriculum, current assignments and research. I plan to conduct 6-8 interviews of this nature.

Possible Interviews:

Karen Lovaas, Communication Studies and Global Peace, Human Rights and Justice Studies Program Co-director.

Molly Aufdermauer □ Public Engagement Coordinator, SHREI

Monisha Bajaj, Ed.D., USF

Emma Fuentes, Ph.D., USF

Susan Roberta Katz, Ph.D., USF

Work with Service Learning Instructors at Chabot to incorporate out of the classroom advocacy

Representatives from Amnesty International

Representatives from Human Rights Watch

Sara Lamin, Hayward City Council Women (working on homelessness outreach in Hayward)

Maria Ochoa, Foundation work and outreach, Chabot College

Veronica Martinez, Chabot College (Service Learning)

Kristin Land, Chabot College (Service Learning)

Other various non-profit Human Rights Groups upon their availability.

Documentation:

I will record the interviews (when allowed) and take notes. After the interview I will write a summation of the interview and submit the results. I will submit the summation and discuss their impact on the classes and my pedagogy.

Objective 3: Create a Human Rights AA-T (25%)

I will research other Community Colleges in order to discover and analyze Human Right Associate degrees (or their equivalents). I will then research the Chabot College Catalog to find any and all similar classes on campus, working with instructors to assess the nature and status of the classes. I will then work with instructors who have interest and/or equivalent classes in the creation of an AA-T for Human Rights. I will then work with the Curriculum Committee on campus in order to create and pass the AA-T.

Documentation

- a compilation of websites that have an AA-T or equivalent.
- Documentation (recorded or written) of interviews done with any instructors at Chabot or at other campuses regarding the creation and compilation of the AA-T shall be provided.
- Work with the curriculum committee and within Curricunet should be visible as I work on its completion (at least that is my understanding of Curricunet).

Objective 4: Write an overall summation. (10%)

Plan/Documentation:

Using the material and information gained from the courses and interviews, I will create a number of educational materials for the course, the AA-T, and for the CIN! learning community. This could include, but will not be limited to: updated syllabi for the CIN! Comm. 46 Argumentation and Debate course, a human rights reader, in class activities, a reading list, and workshops for students to increase activity and advocacy.

Benefits of my Sabbatical to Chabot College

Chabot College's mission statement and values demonstrate a need for HRE in the curriculum. Chabot College's mission statement states in part that we as educators must "prepare students to... engage in the civic and cultural life of the community. Our students contribute to the intellectual, <and> cultural vitality of the region". Additionally, Chabot College's "Values", according to the website, also discuss Community and Diversity, including "treating one another with respect, dignity, and integrity <and> honoring and respecting cultural diversity". Finally, our values discusses how Chabot College Students should have "Individual and Collective Responsibility", including "cultivating a sense of social and individual responsibility; developing reflective, responsible and compassionate citizens; playing a leadership role in the larger community; and embracing thoughtful change and innovation". A human rights based curriculum will foster and meet these goals.

While accomplishing a number of values within the Chabot College mission statement, HRE in an Argumentation and Debate class allows all of the college wide goals to be met in the same course. This includes the development of the whole person through enabling agency to change their own communities; global and cultural involvement by the research, discovery, and analysis of HR throughout the world; communication and critical thinking through the presentation of speeches, research, creation, and analysis of arguments; and finally civic responsibility.

First, HRE allows students to become better agents of change towards diversity and equity, allowing "individuals ... to become actors of social change aimed towards the effective realization of human rights. The change envisioned would involve, among other things, changes in social structures, attitudes, beliefs, views, values, freedoms and rights, the quality of education, and women and men or gender equality, is also a critical component of social change that HRE must strive to achieve." (Osler, 70).

Additionally, an HRE will make students better actors and defenders of rights in their own community. According to Osler in "The Social Studies", Eleanor Roosevelt, a driving force in the creation of the Universal Declaration of Human Rights (UDHR), believed that Human Rights started at home, and thus needs to be taught in order for Human Rights to prosper. Osler states "Eleanor Roosevelt was on the one hand referring to the individual's day-to-day responsibility to defend human rights and the power of human rights as a framework for everyday living in community. Within this vision, and guaranteed in the UDHR and subsequent human rights instruments, is not just the right to education but also *the right to human rights education* as a fundamental aspect of schooling. For learners to claim their rights and defend the rights of others, they need opportunities to study and understand human rights." (Osler, 70)

This community action is particularly important to at-risk populations, an extremely relevant need at Chabot College. Osler states, "Human rights apply to us all, but they offer special protection to those who are marginalized or excluded. For this reason, they are particularly valuable tools for the protection of minorities, as Malcolm X recognized.

Banks and his colleagues reviewed the literature on education for democratic citizenship and argued (2005, 12) that “The ethical framework proposed by universal human rights standards is particularly important in multicultural schools . . . [since it] provides members of the school community with a basis for dialogue and can help ensure that all voices are recognized and all points of view are considered” (Osler, 72).

On the college level, a human rights curriculum/AA-T will be interdisciplinary, allowing students to analyze the multiple facets of HRE. This will include an exploration of the pedagogy, advocacy, topics, and different elements of human rights work through multiple perspectives. This could include all disciplines, with Business as a good example of the unique perspective HRE could bring to both student and discipline: “At a United Nations Global Compact (UNGC) U.S. network meeting in 2008, Mike Toffel, Harvard Business School professor, argued: “The topic of human rights is new to business scholarship. Although there are peripheral mentions of human rights, there is still plenty of room for management knowledge and practice to work on the implementation of human rights” (UNGC, 2008c, p. 1). (Palthe, 117). The interdisciplinary nature of HRE will allow social justice conversations to continue campus wide, connect like-minded advocates in different disciplines. This will allow the social justice-conscious members of Chabot’s Business department, for example, to work with other disciplines in order to continue the development of these skills and advocacy, ultimately benefitting the campus, community, and students. A HR AA-T will be symbiotic in its benefits: the AA-T itself will be interdisciplinary and the interdisciplinary nature of the AA-T will enhance learning.

The AA-T will also provide social justice based learning in multiple subjects, again intensifying the depth of the education while giving students a pathway to meet their educational goals. A HR AA-T will also allow special programs to have another outlet for their discovery and advocacy. Programs like CIN!, Students for Social Justice, Striving Black Brothers, Service Learning, and EOPS, among others, will be able to take their learning in these programs and bring them to a central point, a sort of human rights silo. Finally, an AA-T in HR will allow the college to develop strong social justice minded students, enhancing the college and the community around them.

Nearly 70 years ago, Eleanor Roosevelt stood in front of world leaders and called for human rights advocates to step forward and better protect this world from tyranny and oppression. With this sabbatical project, Chabot College, its students, and community will be able to better heed her call.

Works Cited

Mission Statement. 2014. <http://www.chabotcollege.edu/about/visionmissionvaluestatements.asp>

Office of the High Commissioner for Human Rights. *Evaluation Human Rights Training Activities: A Handbook for Human Rights Educators*. United Nations. 2011. <
<http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>>

Osler, Audrey. "Bringing Human Rights Back Home: Learning from "Superman" and Addressing Political Issues at School." *The Social Studies*. Vol. 104, Issue 2, (Mar/Apr 2013): p. 67 – 76.

Palthe, Jennifer. "Integrating Human Rights in Business Education: Embracing the Social Dimension of Sustainability". *Journal of Education for Business*. Vol. 88, Issue 2 (Mar/Apr 2013): p. 117 – 124

AUG 24 2015

VP ACADEMIC SERVICES
LAS POSITAS COLLEGE

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

I. General Information (please print or type)

Date of Application: August 19, 2015

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

Address: 9931 Lawlor Street Oakland CA 94605
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: BSBA

Discipline: Psychology

Current Contact #: 530-848-3982 Office Phone: 925-424-1267
 cell home

Provide the following information, when available:

On Leave Contact #: 530-848-3982 Personal Email: johnruys@gmail.com
 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: Fall Academic Year: 2016
Semester: Spring Academic Year: 2017

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

Applicant's Signature: _____

Received and Reviewed by: _____

Administrator's Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: _____

Date:
Completed: _____



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Workload Banking: Augment Sabbatical Salary
 Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM: John Ruys, Ph.D. Instructor of Psychology

DATE: August 19, 2015

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

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

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

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

COMPLETE THE FOLLOWING:

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

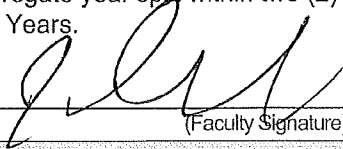
1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: 2016-17 (Indicate academic year)
3. One (1) year split Leave: _____ (Indicate semester and years)

B. Indicate the number of CAHs equivalent units of earned Load you have currently Workload Banked (do not include units in progress): 4.25

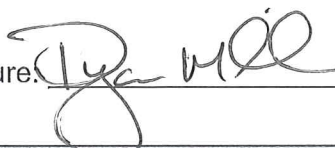
C. Indicate, if applicable, the number of additional CAHs equivalent units of Load you plan on workload banking before your Sabbatical Leave: Fall Spring Summer

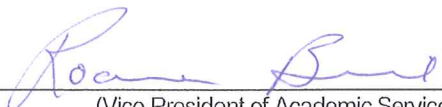
D. I request to use the following number CAH equivalent units of workload to be earned and banked by the end of the Term preceding applied to my Sabbatical Leave of Absence in order to increase my salary:

- | | | | | | | |
|--|------|------------|-----|----------|------|-------------|
| 1. One (1) semester Leave; or | Fall | ___ | Spr | ___ | Yr | ___ |
| 2. One (1) continuous Academic Year Leave; or | Fall | <u>.75</u> | Spr | <u>4</u> | Yr | <u>4.75</u> |
| 3. One (1) aggregate year split within two (2) Academic Years. | Fall | ___ | Yr | ___ | Fall | ___ |
| | | | | | Spr | ___ |
| | | | | | Yr | ___ |

Signature:  Date: 08 / 19 / 2015
 (Faculty Signature)

Approved Disapproved

Division Dean/Administrator Signature:  Date: 8/19/15

FOR OFFICE USE ONLY	
Verified By: <u></u>	Date: <u>9/17/15</u>
(Vice President of Academic Services)	
<p>Original signed copy to be attached to Sabbatical Leave of Absence Application that will be provided to Human Resources.</p> <p>cc: Division Dean Vice President of Academic Services Faculty Applicant</p>	

Reference: Article 12-1A.4g- Faculty Collective Bargaining Agreement

II. Purpose of Leave

I will use my sabbatical leave to expand my knowledge of psychology by traveling to the University of Rijeka in Croatia as part of the Fulbright Scholar Program. The Fulbright Fellowship will begin in October, 2016 and extend through February, 2017. Dr. Mladenka Tkalčić, the Chair of the Psychology program in Rijeka is excited for me to join their program. She has asked for me to teach upper-division and graduate courses in Animal Behavior, Biopsychology of Addiction, and Primate Social Behavior. This will require me to update my knowledge in those areas, develop new syllabi, and develop course materials (lessons plans, multimedia presentations, and class assignments) for these courses. While I will be teaching courses in the English language, English will be a second language for almost all of the students. I will develop course materials that take into account these differences in linguistic mastery.

I have 4 objectives during my sabbatical leave:

1. To update my knowledge of neuroscience, animal behavior, and addiction studies through reading relevant articles and books (20%).
2. To develop materials for courses in neuroscience, animal behavior, and/or addiction studies (40%).
3. To build course materials appropriate for students where English is not their primary language (10%).
4. To teach courses in neuroscience, animal behavior, and/or addiction studies at the University of Rijeka in Croatia (30%).

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To update my knowledge of neuroscience, animal behavior, and addiction studies through reading relevant articles and books (20%).

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

Alcock, J. (2013). *Animal behavior: An evolutionary approach* (10th edition). Sunderland, Mass: Sinauer Associates.

de Waal, F. B. M. (2009). *The age of empathy: Nature's lessons for a kinder society*. New York: Harmony Books.

de Waal, F. B. M., & Ferrari, P. F. (2012). *The primate mind: Built to connect with other minds*. Cambridge, MA: Harvard University Press.

Feldman, R. S., Meyer, J. S., & Quenzer, L. F. (1997). *Principles of neuropsychopharmacology*. Sunderland, Mass: Sinauer Associates.

Houck, L. D., Drickamer, L. C., & Animal Behavior Society. (1996). *Foundations of animal behavior: Classic papers with commentaries*. Chicago: University of Chicago Press.

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

Mason, W. (2008). Social development: A psychobiological perspective. *Integrative Psychological & Behavioral Science*, 42(4), 389-396.

Nader, M. D., Czoty, P., Nader, S., & Morgan, D. (1996). Nonhuman primate models of social behavior and cocaine abuse. *Psychopharmacology*, 224(1), 57-67.

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

Documentation: I will create an annotated bibliography of the books and articles.

Objective 2: To develop materials for courses in neuroscience, animal behavior, and/or addiction studies (40%).

Plan: I will look at syllabi, textbooks, and webpages for courses on primate behavior, psychopharmacology, neuroscience, and animal behavior to gain an overview of what other instructors are doing in their courses. I will prioritize the most relevant material and develop lesson plans, lecture materials, exams, and course assignments. The course materials will be collected into a packet that can be shared with other instructors or used to develop similar courses at Las Positas College. Community colleges in California offer lower-division courses that are equivalent to the courses in neuroscience (PSYC 4: Brain, Mind, & Behavior, Las Positas College) and addiction studies (PSYC 20: Drugs and the Brain). The course materials that I develop can be used to teach similar courses at LPC.

Documentation: I will submit a copy of the course materials that I develop.

Objective 3: To build course materials appropriate for students where English is not their primary language (10%).

John Ruys
2016-17 Sabbatical Proposal

Plan: Through conversations with other faculty at the University of Rijeka, as well as, using experiences I have while staying in Croatia, I will adapt my pedagogy to make use of words, phrases, and examples that are familiar to my students. I will also use online resources for teachers with English language learners (ELL) such as Colorín Colorado! (<http://www.colorincolorado.org/educators>) to improve my lesson plans. While I will not likely use these examples in my future teaching, the general principles can be adapted for English language learners (ELL) I encounter at Las Positas College.

Documentation: I will include a list of resources for educators with ELL students and I will include pedagogical examples in the lessons plans.

Objective 4: To teach courses in neuroscience, animal behavior, and/or addiction studies at the University of Rijeka in Croatia (30%).

Plan: During the Fall semester (October, 2016 - February, 2017), I will teach full-time at the University of Rijeka in Croatia. I will teach upper-division and graduate courses in Animal Behavior, Biopsychology of Addiction, and/or Primate Social Behavior. I will develop syllabi for all courses, hold office hours, advise students on projects, and give students feedback on course assignments.

Documentation: I will submit copies of all course syllabi and examples of student work that has been completed.

John Ruys
2016-17 Sabbatical Proposal

Addendum: In the event that I am not selected for a Fulbright Scholar Fellowship, I will still complete Objectives 1 and 2 from the proposal. In place of objectives 3 & 4 I will complete the following alternative objectives.

Alternative Objective 3: To develop PowerPoint slides and online materials for use in PSYC 25: Research Methods (30%).

Plan: I will create at least 15 sets of PowerPoint slides that cover the scientific method, deductive/inductive logic, sampling procedures, survey methodology, behavioral observation, indirect measures, research design, APA style, data presentation, research ethics, and other topics. I have a small online module that covers APA style and library resources integrated into Blackboard for my courses. I will expand this online module to 4 separate modules that will cover using library tools, evaluating sources, referencing sources, and APA style. The modules will include assignments to evaluate student learning of the material. The online modules will be available to any instructor through Blackboard.

Documentation: The PowerPoint slides and screenshots of the blackboard modules will be provided to the committee as documentation.

John Ruys
2016-17 Sabbatical Proposal

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

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

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

Strengthening and Sharing a Pedagogy of Inclusion: Insights from Croatia

I am excited to submit my application to become a Fulbright Scholar and to have the opportunity to teach in Croatia during the 2016-2017 academic year. I am confident that I could bring new insights to students in Croatia while teaching undergraduate and graduate courses in research methodology and neuroscience. My adaptable, dynamic, and friendly personality combined with my broad experiences as a college faculty member, the head of a psychology program, and the dean of a college have given me the necessary skills and knowledge to be successful in a foreign culture. I would be a valuable team member to the institution and I could successfully support the needs of the students and faculty in the Department of Psychology at the University of Rijeka.

Educational Background

My training in neuroscience and psychology has taught me how to communicate complex ideas to a broad audience. I studied within the Department of Psychology at the University of California at Davis where I earned a bachelor's degree in Psychology and master's and doctoral degrees in Animal Behavior. Following completion of my doctoral degree, I took a postdoctoral position at Wake Forest University School of Medicine in the department of Physiology/Pharmacology. The time I spent at Wake Forest University allowed me to further my education in substance use and addiction.

My doctoral and post-doctoral research focused on two broad areas 1) examining individual differences in social competence and social cognition and 2) the associated differences in neurobiology. Specifically, my research examined the link between primate social behavior, personality traits, alcohol consumption, and brain neurotransmitters (serotonin, dopamine, and norepinephrine).

Teaching Experience

My academic record exemplifies my commitment to creating an inclusive learning and teaching environment. My commitment to inclusion will be beneficial when teaching abroad and adapting to a new classroom environment. I have spent the last 13 years as an educator and faculty member in psychology. During my time as a psychology instructor, I have taught a variety of courses (including introductory psychology, research methodology, biological psychology/neuroscience, drugs and addiction, social psychology, lifespan development, and abnormal psychology). These courses have dealt with issues of gender, sexual orientation, substance use, stigma, racism, tolerance, and cross-cultural differences. The discussions that have occurred within the classroom often highlight the diversity of students present in the community college classroom. This diversity of students also requires that my examples, assignments, and my approach to teaching must be flexible. I constantly strive to achieve a balance of rigor and accessibility with my courses.

Teaching Philosophy

My teaching philosophy revolves around developing a positive, supportive atmosphere for students to learn and explore their interests. Student comments frequently and consistently state that I am enthusiastic, knowledgeable, well-organized, and make the subject matter interesting. Furthermore, I have received consistently high teaching evaluations from students (with a mean rating 4.7 out of 5 regarding whether students viewed me as a good teacher) and a graduate student teaching award. Along with the top faculty instructors at the University of California, I was nominated for an 'Excellence in Undergraduate Teaching Award'. More recently, I was voted the 'Teacher of the Year' by the student body at Las Positas College. These accolades speak to my dedication and interest in providing high quality educational experiences to students. Peers have also recognized my teaching excellence. For example, one evaluation from a former chair of my department stated "I was very impressed [with] the integration of current and classic studies that he used to support his data. I was even more impressed with the clear and simple analogies that he used to clarify complex concepts." My techniques and methods are designed to interest, educate, and challenge the array of students found within the classroom. Because I teach in a community college, I am often working with students where English is not their first language. This presents a challenge but I have worked diligently to overcome this obstacle using a variety of teaching techniques. For example, when students are asked to apply course concepts in small groups they can help one another and overcome language barriers. I also have worked to develop opportunities for learning outside of the classroom. For example, I have served as the advisor for the psychology club and the Psi Beta Psychology Honor Society. I have successfully obtained funding to allow 25 students to attend the National APA Convention for two years. I have also performed outreach activities with local middle schools and assisted in coordinating a 'brain awareness fair' on campus. Our fair has been so successful that the psychology faculty members have won awards and recognition for this event.

The Importance of Inclusion of Diversity

I am devoted to providing students and co-workers with an environment that recognizes the importance of diversity and community. My dedication to issues of inclusion originates from my personal and professional experiences. I developed an interest in learning about other cultures during my childhood and adolescence. I sought out formal opportunities to learn about other cultures by taking courses in cultural anthropology and comparative literature. To further my interests, I lived in Costa Rica learning about the history, language, and culture of the region as part of an education abroad program. The experiences that I have had also taught me the value of educating others about issues relevant to a diverse community.

In my adulthood, I have deepened my understanding of diversity and applied it in order to create inclusive learning spaces for others. As a gay parent my partner and I are frequently in situations to discuss the diversity of families. Whether, I am speaking to my own children, friends, students, co-workers, or strangers at the park, I am comfortable listening

to the opinions of others but also working to change misconceptions or misinformation. These discussions often create moments of discomfort. I have found that continued communication is critical during these discussions and that these situations can become 'teachable moments'. As a psychology instructor, I have integrated my interests and experiences into the curriculum. For example, I augment traditional lecture material with recent work on mental illness stigma, cross-cultural research, and gender research. The multiple viewpoints that are presented in class pave the way for discussions of diversity as they relate to psychology. As a member of the Campus Change Network (CCN), I have worked continuously to create a workplace that celebrates differences and appreciates similarities. I have participated in our monthly speakers' series and other events that have recognized the diversity of students and employees on campus. In fact, the Western Association of Schools and Colleges (WASC) accreditation team noted the successful work of the CCN during their recent visit to Las Positas College. Lastly, in my role as the staff development chairperson, I have brought in speakers to discuss how to create an inclusive curriculum and facilitated discussions on how better to assess student learning with regards to multiculturalism, civility, and tolerance.

I believe that issues of inclusion extend beyond classifications of ethnicity, religion, sexuality, or gender. To create a truly inclusive environment, societies must include diversity of thought and opinion. Opportunities for discourse should be cultivated and encouraged but culminated in action that leads to forward momentum. Throughout my professional and personal development, I have sought to provide opportunities that foster an appreciation of others and a sense of community. My efforts have enabled me to meet the needs of a diverse classroom and workplace.

Service to the College

My experience extends beyond teaching. I have been an active and engaged member of the campus community. For example, I have been the adviser to the psychology club and the gay-straight alliance. I have also chaired the staff development committee and the student learning outcome committee. I was also one of the faculty members in my division responsible for reviewing new curriculum. Since coming to LPC in 2006, I have been an active member of the Campus Change Network (CCN). The CCN partnered with California Tomorrow "to [increase] diversity, equity and inclusion through dialogue, reflection and action". As a member of CCN, I participated in our monthly speaker's series, helped to create a campus mural, and organized multiple workshops for faculty on how to integrate ideas about equity and inclusion into the curriculum. I participated in two accreditation processes at Las Positas College by writing and editing portions of self-study and talking with visiting members of the team about departmental processes, assessment of student learning, and the work of the CCN. I also participated in the Abundance Network/Strategic Horizons program at LPC. This program gathered together faculty, classified staff, and administrators to develop a vision of education that focused on potential, abundance, and opportunities for growth within community colleges. Members of the group met with leaders in education and business from around the country to share experiences that furthered this abundance model. This work culminated in the college working together to develop a broad strategic plan for our future.

As a member of the psychology faculty, I have been active in curriculum development. I have updated course outlines, insured articulation of courses to 4-year universities, developed a psychology degree, and a new transfer model curriculum degree as mandated by SB 1440, similar to the Bologna Process that the EU went through a few years ago. The faculty members within the psychology program are strongly connected and work well together. Since coming to LPC, we have seen a 54% increase in enrollments in psychology, a 36% increase in the number of students majoring in psychology, and began offering a 3 new courses (research methods, psychology of women, and drugs and the brain). We have also made significant progress in assessing student learning as mandated by our accrediting body. I have participated in a workshop on Classroom Assessment Techniques (CATs) and I have spearheaded the development and assessment of program-level and course-level learning outcomes within the psychology program. We are now in our 8th year of assessment and our assessment data continues to inform our pedagogy and program review.

Administrative Experience

For two years, I was the chairperson of the psychology program and provided educational leadership for our program. Working closely with both faculty and administrators, I have improved the quality and services of the psychology program. This has given me experience in consensus building, personnel management, planning, and budgeting. I have collaborated with psychology faculty to develop program review documents and performed analysis of data on fill rates, course success, and course preparation to develop an action plan for the future. I have developed yearly discipline plans and course schedules for the psychology program and identified work assignments for adjunct faculty. I have also served on interview committees for full-time and adjunct faculty, performed faculty and staff evaluations, organized efficient department meetings, and served as the liaison between the psychology faculty and the dean. Lastly, I have had to develop proposals to request resources for the program.

As program chair, I have also had to solve existing and new problems within the program and make decisions to insure the quality of the psychology program. For example, I have had to build consensus concerning assessment of student learning outcomes and begin developing a plan for improvement within the program. I have worked with the division dean and department chairs in Business, Computing, Early Childhood, Political Science, Sociology, History, Automotive, Welding, Economics, and other departments to generate a plan to cut courses in the current fiscal environment while maintaining access for students.

After serving as the head of the psychology program, I worked as the Interim Dean of Arts and Communication at LPC. This gave me experience in policy implementation, planning, budgeting, personnel management, building successful collaborations, and monitoring the fiscal condition of the programs I oversaw. As the Division Dean, I worked with over 60 classified staff and faculty members. I assisted them in completing their duties and provide support when necessary. I also reported to the Vice-President of Academic Services and worked closely with her to advocate for resources for students, faculty, and staff.

Outcomes and Contributions

I became enamored with the people and culture of Croatia during my brief visit a few years ago. Everyone I met was friendly, open, and genuinely interested in hearing about my experiences in the U.S. I was introduced to the history and diverse cultures found in Croatia. In addition, the Croatian people have gone through a number of important sociocultural changes since declaring independence in 1991 and joining the European Union in 2013. I anticipate that living and teaching in Croatia will present a number of exciting challenges and opportunities. Similar to when I studied in Latin-America as a student, living in an unfamiliar culture will allow me to grow as a teacher and as a member of society. I will challenge my pedagogical principles and further develop my philosophy of inclusion using the experiences I gain while teaching at the University of Rijeka.

California is currently going through a process of mapping courses across colleges and universities. This is very similar to the Bologna Process that was instituted in the EU a few years ago. I hope to share my experiences and gain insight from faculty at the University of Rijeka on program and curriculum development.

I would be the first faculty member from my institution to earn a Fulbright Scholar award. It is unusual for community college faculty to apply for Fulbright Scholar awards. I hope to change the culture among community college faculty and encourage more faculty members to apply to the Fulbright program either as teachers or researchers. As part of my sabbatical project, I will share my experiences through roundtable discussions with other faculty and write-up my experiences to guide future faculty applicants.

John D. Ruys, Ph.D.

Department of Psychology
 Division of Behavioral Sciences, Business and Athletics
 Las Positas College
 Livermore, CA 94551
 Home Phone: 530-848-3982
 E-mail: johnruys@gmail.com

Education

- 2003 Ph.D. Animal Behavior (Biological Sciences). University of California, Davis.
Dissertation Title: The Relationship between Psychological and Physiological Systems: Central Neurochemistry, the Hypothalamic-Pituitary-Adrenal System, and Personality Assessments in Rhesus Macaques
- 2002 M.S. Animal Behavior (Biological Sciences). University of California, Davis.
- 1996 B.S. Psychology (emphasis in Biology). University of California, Davis.

Other Educational Experiences

Graduate Coursework (20 units), Biology, Arizona State University
 Study Abroad, Costa Rica and Panama, Organization for Tropical Studies, Arizona State University and Universidad de Costa Rica.

Professional Experience

- | | |
|--------------|---|
| 2015-Present | <u>Student Learning Outcome and Assessment Committee Chairperson.</u>
Las Positas College, Livermore, CA USA. |
| 2011-2012 | <u>Dean of Academic Services (Interim).</u> Division of Arts and Communication. Las Positas College, Livermore, CA USA. |
| 2010-Present | <u>Instructor of Psychology (tenured).</u> Las Positas College, Livermore, CA USA. |
| 2009-2011 | <u>Psychology Department Chair.</u> Las Positas College, Livermore, CA USA. |
| 2009-2011 | <u>Staff Development Committee Chairperson.</u> Las Positas College, Livermore, CA USA. |
| 2006-2010 | <u>Instructor (tenure-track).</u> Department of Psychology, Las Positas College, Livermore, CA USA. |
| 2004-2006 | <u>Assistant Professor of Psychology.</u> Division of Physical Education and Social Sciences. Evergreen Valley College, San Jose, CA USA. |
| 2003-2004 | <u>Postdoctoral Fellow.</u> Departments of Physiology/Pharmacology and Pediatrics. Wake Forest University, Winston-Salem, NC USA. |
| 2003 | <u>Adjunct Assistant Professor of Psychology.</u> Department of Social Sciences. Cosumnes River College, Elk Grove, CA USA. |
| 2002-2003 | <u>Psychology Lecturer.</u> University of California-Davis, Davis, CA USA. |

Research Papers & Reviews

- Maninger, N; Capitanio, JP; Mason, WA; Ruys, JD; & Mendoza, SP (2010). Acute and chronic stress increase DHEAS concentrations in rhesus monkeys. *Psychoneuroendocrinology*, 35, 1055-1062.
- Ruys, JD; Mendoza, SP; Mason, WA; Capitanio, JP (2004). Behavioral and physiological adaptation to repeated chair restraint in rhesus macaques. *Physiology and Behavior*, 82, 205-213
- Ruys, JD; Shilling, A (2002). Overview: Expanding an individual's "self-world" to include conspecifics. *Journal of Comparative Psychology*, 116, 164-165.
- Mendoza, SP; Ruys, JD (2001). The beginning of an alternative approach to the neurobiology of emotion. *Social Science Information*, 40, 39-60.

Abstracts/Presentations

- Ruys, JD; Machamer, A (2010). Assessing the Core Competency of Respect and Responsibility. Faculty Flex Day, Las Positas Community College.
- Ruys JD (2010). Developing a Strategic Goal of Academic and Professional Excellence. Strategic Planning Day, Las Positas Community College.
- Ruys, JD (2008). Do Animals Feel Emotions? Psychology Club, Las Positas Community College.
- Ruys, JD (2007). Medical Marijuana: Separating Fact from Fiction. Psychology Club, Las Positas Community College.
- Ruys, JD (2006). Using Online Discussion Boards in WebCT: Implementation and Grading. Faculty Flex Day, Evergreen Valley Community College.
- Ruys, JD (2003)
- Ruys, JD; Capitanio, JP; Mendoza; SP (2003). Normative Dose Response Data on the Prolactin Response to Monoaminergic Agonists/Antagonists in Yearling Rhesus Macaques (*Macaca mulatta*). *American Journal of Primatology*, 60, 123-24. Presentation at 26th Annual Meeting of the American Society of Primatologists, Calgary, Alberta.
- Ruys, JD; Capitanio, JP; Mendoza; SP. (2002). Differences in Personality and Neuroendocrine Responses to Pharmacological Treatment in Adult Male Rhesus Macaques. *American Journal of Primatology*, 57, 78. Presentation at 25th Annual Meeting of the American Society of Primatologists, Oklahoma City, OK.
- Ruys, J; Mendoza, SP; Capitanio, JP; Gietzen, DG. (2001). Methodological Effects on Cerebrospinal Fluid (CSF) Monoamines in Adult Male Rhesus Macaques (*Macaca mulatta*). *American Journal of Primatology*, 54, 92. Presentation at the 24th Annual Meeting of the American Society of Primatologists, Savannah, GA.
- Jennings, DH; Ruys, JD; Moore, MC; Orchinik, M: (2001) Corticosterone regulation of plasma steroid-binding globulin levels and free steroid hormone levels in tree lizards, (*Urosaurus ornatus*). *American Zoologist*, 41, 57.

Awards and Honors

- 2008 Instructor of the Year Award, Associated Students of Las Positas College
- 2003-2004 Postdoctoral Fellow, Training Grant in the Integrative Study of Alcoholism, Wake Forest University Health Sciences
- 2003 Nominee, ASUCD Excellence in Undergraduate Education Award, UC Davis
- 2003 Outstanding Graduate Student Teaching Award, UC Davis
- 2000-2002 Fellow, Training Consortium in Affective Science, UC Berkeley
- 2002 Outstanding Student Presentation, Honorable Mention, American Society of Primatologists
- 1998 Howard Hughes Medical Institute Graduate Fellowship, Honorable Mention
- 1997 National Science Foundation Graduate Fellowship, Honorable Mention
- 1995-1996 President's Undergraduate Fellow, University of California, Davis

Organizational and Professional Leadership

- Academic Senate Committee, Secretary
- Visual Communications Advisory Board (chair)
- Interior Design Advisory Board (chair)
- Mass Communications Advisory Board
- Enrollment Management Committee
- Facilities Committee
- Instructional Program Review Committee
- Student Learning Outcome Committee
- Curriculum Committee (faculty and administrator)
- Strategic Planning, Academic and Professional Excellence (lead)
- Staff Development Committee (faculty chair and administrator)
- Las Positas College Accreditation - Themes section (co-writer)
- College Council
- Technology Committee
- Faculty Hiring Committees in Psychology, Health, and Library Studies
- Honors Program Mentor at Las Positas College, Evergreen Valley College, and U.C. Davis
- Strategic Horizons Network - Leadership Initiative for the Center for Community College Development
- Campus Change Network - Diversity and Equity Initiative for California Tomorrow
- Awards and Recognition Committee, American Society of Primatologists

Fundraising Accomplishments

- 2007-2009 Co-Curricular Grant, Teaching Students Psychology, Bookstore Funds
- 2007-2008 Vocational and Technical Education Agency (VTEA) Grant, Alcoholism and Drug Abuse Counselor Program
- 2007, 2010 Staff Development Travel Awards
- 2006 Using Rubrics to Develop Scientific Reasoning and Communication Skills, Teaching and Learning Center Mini-Grant, Evergreen Valley College
- 2004 The Effects of Adolescent Alcohol on Social Cognition, National Institute of Alcoholism and Alcohol Abuse (grant funded but was declined)
- 2001 Center for Animal Behavior Research and Travel Award

- 2001 American Society of Primatologists General Small Grant
- 2001 Health Emotions Travel Award, University of Wisconsin-Madison
- 1998 Organization for Tropical Studies Research Scholarship



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

RECEIVED

SEP 14 2015

VP ACADEMIC SERVICES
LAS POSITAS COLLEGE

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

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

Date of Application: September 11, 2015

A. Applicant's Name: Brickman Jonathan David
(last) (first) (middle)

Address: 298 9th Ave San Francisco CA 94118
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: ALSS

Discipline: ESL

Current Contact #: (415) 317-6335 Office Phone: (925) 424-1216
 cell home

Provide the following information, when available:

On Leave Contact #: (415) 317-6335 Personal Email: jonbrickman@yahoo.com
 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: 2017
Semester: Spring Academic Year: 2018

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: _____
[Signature]

Received and Reviewed by: _____ 9-11-15
[Signature]
Administrator's Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE



This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: _____

Date:
Completed: _____

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

A. Full-length Texts for the ESL Program (50%)

Background

In order to promote successful attainment of the course objectives and Student Learning Outcomes for each course, the ESL Department chooses a full-length text to be read in each reading/writing course. Historically, each semester's collection of full-length texts (usually non-fiction) has been organized around a theme such that each course in a given semester is reading a book related to a similar theme. In the past, themes have included such things as African-American History and The Lewis and Clark Expedition, and currently, the theme for the fall semester is "Science," and the theme for the spring semester is "Women's Issues and History."

Purpose

The purpose of my leave will be to create a new set of six books (one for each level) of appropriate linguistic complexity and interest, and to create supplemental materials to assist in the use and instruction of the books.

Benefits to Las Positas College

Every ESL student will benefit from the additional books by reading an interesting, linguistically appropriate book and having appropriate support materials.

ESL instructors will benefit from not only the choice of books but also the support materials that enable them to teach the book more effectively.

The ESL Program will benefit by having a series of thematically connected books to use in every reading/writing course, thereby fostering departmental cohesion for both students and instructors and pedagogical consistency across the program.

B. Japanese Language Study and Music Study (50%)

Purpose

The purpose of my leave is to update and improve my ability to teach ESL by embarking on a rigorous course of Japanese language study and music study. Though I have some experience with Japanese, I am a complete beginner in music.

Benefits to Las Positas College

This would benefit Las Positas College and all ESL students because it would update and improve my ability to teach ESL. As instructors, we often forget what it is to be a student, yet by being students, we can greatly expand our empathy and improve our teaching. Additionally, it goes without saying that knowledge of other languages, including music and musical notation, is beneficial for ESL instructors, allowing them to make inter-linguistic connections between English and other languages, be more aware of inter-linguistic interference, and perceive language instruction from the students' perspective, thereby improving their ability to teach effectively. Additionally, the

experience of being a complete beginner with a language, as I am with music, will give me powerful insights into the experiences of my students as they study ESL, enabling me to more effectively address these issues in my instruction.

Rationale for Splitting My Leave

The purpose of splitting my leave is solely to accommodate the scheduling of our department. Marilyn Marquis, one of three full-time instructors in our department, is planning to teach a pre-retirement reduced load and will be off campus for the Spring 2017 and Spring 2018 semesters. After discussing this with my department and division dean, Don Miller, it was decided that splitting my leave between these semesters would greatly facilitate scheduling for the department and reduce the burden of my sabbatical on my department and division.

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

Objective 1: Choosing Appropriate Books (25%)

Plan

I will read and analyze a minimum of 15 books in order to choose books of appropriate interest, theme, and linguistic complexity.

Documentation

a. Annotated Bibliography of each book.

Objective 2: Creating Support Materials for the Books (25%)

Plan

I will create a list of level-appropriate (analyzed using Laufer and Nation's Lexical Frequency Profiler) vocabulary words and discussion questions for each book.

Documentation

- a. One vocabulary list, divided into sections or chapters, for each book.
- b. One set of discussion questions, divided into sections or chapters, for each book.

Objective 3: Japanese Language Study and Music Study (50%)

Plan

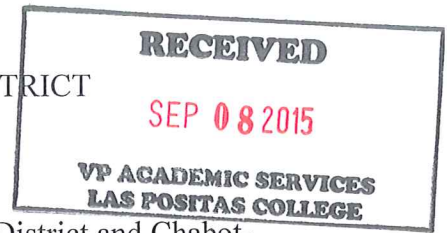
I will complete 12 units of appropriate level courses in Japanese language and music (including basic music theory and notation) at an accredited institution. Ideally, this will consist of 6 units of Japanese and 6 units of music. Though I will make the greatest effort to achieve this balance, the exact proportion of classes will depend on the offering of appropriate unit value courses and my ability to get into the desired courses.

Documentation

- a. I will submit official transcripts of the completed courses.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE



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

I. General Information (please print or type)

Date of Application September 7, 2015

A. Applicant's Name: Zingg, Barbara Christina
(last) (first) (middle)

Address: 14 Sky Terrace
(street) Danville CA 94526
(city) (state) (ZIP)

Division MSEPS STEMS

Subject Area Biology

Home Phone 925-381-8102

Office Phone 925-424-1387

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 **2016**

Semester: **Fall** Year **2017**

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

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

Applicant's Signature:

Received and Reviewed by:
Signature of Dean

Signature of Vice-President, Academic Services

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

Application for Sabbatical Leave
Barbara Christina Zingg
September 7, 2015

Purpose of Sabbatical Leave

Biology is a rapidly evolving field, with an increasing number of scientific discoveries and newly developed technologies. Of special interest to me are recent developments in fundamental science and clinical applications in microbiology and human biology. The main goal of the requested leave is to update my knowledge and improve my teaching in these areas. An additional goal is to investigate current teaching philosophies that would increase the effectiveness of my teaching and improve the learning experience of my students.

I propose to achieve these goals in three interdependent activities:

- 1) Systematically reviewing relevant scientific literature
- 2) Attending seminars, workshops and/or national or local conferences
- 3) Conducting volunteer work in a local medical microbiology research laboratory

Updating my knowledge of current academic research topics in microbiology and human biology is essential for keeping my courses equivalent to university level courses. It enables me to explain recent research to my students and incorporate exciting new developments into my lectures and activities that have not yet made it into the textbooks. Hands-on, active participation in a microbiology research laboratory will give me the ability to update my techniques and introduce state-of-the-art technologies into my laboratory exercises, such as those used in real-world medical diagnostics. Most of my students will enter a medical field, so being exposed to the most recent technology is absolutely relevant for their professional training. Conducting research in a [medical] microbiology laboratory will improve my teaching and provide better resources for my students.

The value to Las Positas College and its students is to keep the Biology program current through improved teaching and learning. Splitting my leave over two academic years (fall semesters) would benefit our students as well as the programs in pre-nursing / pre-health sciences because I would be teaching Microbiology in the spring. We do not have another full time Biology instructor teaching Microbiology, which is the most complex and time consuming course of the pre-nursing / pre-health sciences series. Due to independent research projects that are part of the course, many hours of interaction with the technician is required, as is expertise along with the highest level of time commitment outside of class for any of the pre-nursing / pre-health sciences courses.

Specific objectives and methods for achieving these objectives

Objective 1: To update and improve my ability to teach. This will be done through updating and expanding my knowledge base and broadening my teaching perspectives in microbiology and human biology. Furthermore, I will update and improve my teaching effectiveness through studying some recently developed teaching philosophies and techniques. (50%)

Plan A: I will read a minimum of 10 books relating to the fields of microbiology, medical microbiology, human biology, or effective college level teaching.

While the exact books read might differ, examples of such books would be:

- 1) *Animalcules. The Activities, Impacts, and Investigations of Microbes.* Bernard Dixon, 2009
- 2) *Genes, Chromosomes, and Disease.* Nicholas Wright Gillman. 2011
- 3) *Spillover. Animal Infections and the Next Human Pandemic.* David Quammen. 2012
- 4) *Missing Microbes. How the Overuse of Antibiotics is Fueling our Modern Plagues.* 2014.
- 5) *Germs. Biological Weapons and America's Secret War.* Miller, Engelberg, Broad.
- 6) *Biohazard. The Chilling Story of the Largest Covert Biological Weapons Program in the World Told from Inside by The Man Who Ran it.* Ken Alibek. 2014
- 7) *Teaching Naked. How Moving Technology Out of Your College Classroom Will Improve Student Learning.* Jose Antonio Bowen. 2012
- 8) *I'm the Teacher You're the Student.* Patrick Allitt. 2005
- 9) *Teaching Tips. Innovations in Undergraduate Science Instruction.* Druger, Siebert, and Crow. 2004
- 10) *Flip your Classroom.* Jonathan Bergmann. 2012

Plan B: I will read a minimum of 20 articles relating to the fields of microbiology, medical microbiology, and human biology. The articles might be from original research reported in journals such as *Nature*, *Science*, and *Clinical Microbiology*, or from reviews in magazines and journals such as *Scientific American* and *Microbe*.

While the exact articles very likely will differ, a couple of examples of such articles would be:

- 1) *Climate Change Broadly Increases Infectious Disease Risks.* Shannon Weiman. *Microbe*-Volume 1, Number 2, 2015.
- 2) *Hidden Hearing Loss. Jackhammers, concerts and other common noisemakers may cause irreparable damage to our ears in unexpected ways.* Charles Liberman. *Scientific American*. August 2015.
- 3) *Ebola: Did We Learn? How to beat this epidemic and prepare for the next.* *Nature*. Vol 524 / Issue No 7563 / Aug6th, 2015.

Plan C: Attend a minimum of two full day conferences. Examples of such conferences are:

- Northern California chapter of the American Society of Microbiology (NCASM) Fall 2015 Meeting at Santa Clara University
- 4th Annual Re-writing Genomes conference at UC Berkeley

Documentation: Annotated bibliography of 10 books and 20 articles. Notes taken during the conference/meeting talks.

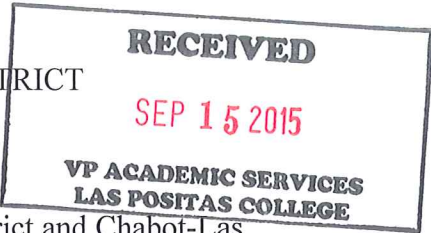
Objective 2: To update and extend my ability to conduct research in my field and therefore maintain/obtain state-of-the-art laboratory teaching methods. This will be achieved through conducting scientific research in a medical microbiology research laboratory. (50%)

Plan: For the duration of one semester, work in a laboratory at Lawrence Livermore National Laboratory for 20 hours per week. In addition, perform related research activities, including relevant training, attending group meetings, reading background materials, and attending the weekly division seminars. Preliminary discussions with the education administrator at LLNL have determined that I would likely either work with Dr. Nicholas Be or Dr. Monika Borucki. Dr. Be's focus is on developing biological detection technologies, while Dr. Borucki's research focuses on the mechanisms of viral evolution and emergence, biosurveillance, and viral forensics. Both investigate topics and use technologies that are highly relevant to my BIO 7C course. The exact laboratory I will be working in will be determined as the date gets closer.

Documentation: I will submit a letter signed by my supervising scientist attesting to my participation in laboratory work as well as documentation of research work performed and seminars attended. Description of research work will consist of my handwritten or electronic lab notes.

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 15 Sept. 2015

A. Applicant's Name: Eagan, Catherine Mary Address: 1123 Glen Drive
(last) (first) (middle) (street)
San Leandro, CA 94577
(city) (state) (ZIP)

Division ALSS Subject Area English

Home Phone 510-430-2504 Office Phone 925-424-1272

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 2016

Semester Spring Year 2017

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: Catherine M Eagan

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.)

As was the case when I applied for sabbatical leave in 2008, my proposal will describe a few different potential projects as I am currently in the process of applying for teaching and research fellowships in Europe. I submitted an application for a Fulbright grant to teach American Literature and American Studies at the University of Zagreb in Zagreb, Croatia, and I will soon apply for teaching and research visiting fellowships at the National University of Ireland Galway and University College Dublin. I am also considering doing an M. Phil. in Race, Ethnicity, and Conflict at Trinity College Dublin in the Sociology Department. If I do not win any of these fellowships or pursue the M. Phil., I will devote the whole of my sabbatical year to collaborating with faculty, administrators, and students to lay the groundwork for an Associate of Arts in Global Studies at LPC. For this reason, I have prepared this application to begin with a general “Purpose of Leave” section and then detail the specifics of each project in subsets for sections II., “Purpose of Leave,” and III., “Specific Objectives.” Subsection II.A. and III.A. will describe my Fulbright project, Subsection II. B. and III. B. will describe my Ireland potential projects, and subsections II. C. and III. C will describe my A.A. project. Thank you in advance for your patience!

II. Purpose of Leave

As my Ph.D. in English focused on ethnic studies and resulted in a dissertation and subsequent publications on the racial formation of Irish identity, my teaching has often sought to improve students’ reading, writing, and critical thinking skills through the study of race and race relations. In the past few years, this focus has been intensifying—I rewrote my English 1A course to focus on race and racial politics, created an English 7 critical thinking course that looks at the clash of indigenous and Western worldviews in imperialism and environmentalism, and created an English 45 course focused on teaching Irish literature from a global perspective, highlighting postcolonial parallels to other countries. When writing my Fulbright proposal to teach American literature and American Studies in Croatia, I stressed my interest in the transnational dimensions of race and multiculturalism. The process of applying for the Croatia grant significantly advanced my thinking on where I want to take this interest next and how I want it to impact my students’ development. As I learned more about the Croatian understanding and experiences of multiculturalism, I became more and more interested in the connections between multiculturalism, interculturalism (now the preferred term in Europe, for reasons I will explain below), and Peace and Conflict Studies. I discovered that Berkeley City College (BCC) has an Associate of Arts in Global Studies that is billed as a strong general education but also as preparation for Peace and Conflict Studies majors. As a result, my Fulbright proposal ended with a pledge to work towards globalizing the curriculum of LPC English courses and partnering with other departments to do the same, in the interests of creating LPC’s own A.A. in Global Studies. Based on preliminary conversations with the ALSS dean, who is responsible for learning communities, the faculty in my division, and faculty familiar with the interests of the Peace and Social Justice club, the Muslim Students’ Association, and the Black Student Union, I feel encouraged that this emphasis would be embraced by the LPC community. The three sabbatical leave proposals outlined below would all prepare me to realize this ultimate goal, if on very different timelines.

II.A. Purpose of Leave, Fulbright Core Scholar Grant at the University of Zagreb, Croatia.

1. If I receive a 9-month award, the main purpose of my leave will be to teach American literature and American Studies.

The project title I provided to the Fulbright Commission was “Teaching Transnational Understandings of Racial Formation, Multiculturalism, and Interculturalism.” My goal is to expand student and faculty understanding of how perceptions of racial difference shape personal and cultural identity formation

across national borders and continental divides. Teaching in Europe will also enable me to relate my American course content to the European pivot away from a model of multiculturalism and towards the goal of interculturalism, which assumes more cross-cultural dialogue. I am very interested to witness this concept in action in the Balkans, where interculturalism is currently being tested as a matter of public policy to bridge ethnic and religious divides in the region and ready more Balkan countries for admission to the European Union. In addition, this concept is being tested in Europe as a whole, which has been struggling to integrate Muslim and other immigrants of color and is now reeling from the recent Syrian and North African refugee crisis. I will learn a great deal that will allow me to bring a transnational understanding of interculturalism to those of my my LPC courses that deal with race and ethnicity, particularly my English 1A, English 7, English 45, and our courses that count for U.C. Berkeley American cultures credit (English 44 and, by the time I return, English 35 and 32). I can also bring this insight to faculty in other disciplines with the ultimate goal of globalizing LPC's curriculum and laying the groundwork for a Global Studies AA.

2. If I receive a 9-month award, I will have time to visit American Studies conferences and literature departments at other universities, both in Croatia and in other parts of Europe, to give presentations on my research.
3. If I receive a 9-month award, I also plan to visit at least one Peace and Conflict Studies program in nearby Bosnia Herzegovina. During these visits, I will seek to learn more about how they approach the teaching of interculturalism from a transnational perspective and create interdisciplinary, globally-oriented learning opportunities for their students.

As I will discuss in II.C. below, I have a larger goal of bringing what I learn about the teaching of interculturalism in American literature in a different country and in a global context to the LPC curriculum. I would like to do more to collaborate with other departments on how they teach race and multiculturalism, work with my dean to encourage the development of curriculum and linking of courses around global themes, and lay the groundwork to offer an Associate of Arts in Global Studies someday.

III.A. Specific Objectives, Plan for Achieving These Objectives, and Documentation

1. Objective 1: Teaching three courses per semester at the University of Zagreb (85%).

Plan: I would be teaching three courses per semester, two undergraduate and one graduate, though if I was invited to stay for the longer 9-month period, I might replace the second graduate course with the mentoring of graduate students as they prepare for their exams and write up proposals for conference papers. I have proposed teaching my literature of the American west course (English 44 at LPC), a course on cross-cultural contact and exchange in American literature (the theme for the first English 45 I taught at LPC), and a graduate course on whiteness and transnational Irish identity (a theme that correlates with my dissertation and publications). In American Studies circles, Irish-American racial formation is seen as representative of the process many other white ethnic groups have gone through as they have negotiated discrimination and ultimately assimilated. Adding the consideration of Irish racial formation to the course demonstrates how racial identity formation is not a process enclosed by national borders.

Documentation: I will have my acceptance letter from the Council for International Exchange of Scholars and the University of Zagreb, Croatia; the syllabi I developed for the courses; and ancillary documentation such as lecture notes, assignments, and grade reports.

2. Objective 2: Present my research at the University of Zagreb, at conferences, and at other European universities (10%).

Plan: Adapt some of my previous conference presentations and portions of my current book manuscript to prepare presentations. Initial visits might be to universities in Croatia with American literature or American Studies programs, including the University of Zadar, University of Split, University of Rijeka, and University of Osijek. I would also seek invitations to visit universities that provided me with letters of invitation to do a Fulbright but to whom I did not in the end direct my application: the University of Bergen in Norway, the University of Ghent in Belgium, and the University of Cyprus. I may also seek an invitation to speak at an Irish university, most likely University College Dublin or the National University of Ireland in Galway, where I will have submitted applications for research and teaching fellowships.

Documentation: Copies of drafts leading up to presentations, presentations, any slide shows, copies of flyers announcing my talks, copies of emails arranging talks and following up.

3. Objective 3: On visits to other universities, research teaching of interculturalism from a transnational perspective and examples of globally-focused curriculum (5%).

Plan: When visiting the conferences and universities where I plan to give talks, I will seek to learn more about transnational approaches to American studies that look at common social dynamics (for example racial formation, immigration, and integration) or racial groups across national borders. Even if community college C-ID course content remains boxed into nationalist frameworks for the foreseeable future, I would like to examine with other ALSS instructors how transnational approaches could be pulled into their courses, and courses like world literature or world history will already be more open to comparative frameworks. Aside from visiting American Studies programs, I would also visit at least one Peace and Conflict Studies program, whether in Croatia, Serbia, or Bosnia-Herzegovina. For example, I might visit the Human Rights Center at the University of Sarajevo. I am interested in learning how the methodologies of Peace and Conflict studies programs might apply to American understandings of racial conflicts that have happened long ago but still affect society, for example African slavery or Native American genocide and removal, or more recent conflicts like Japanese internment, which I consider with my students in English 104. I will keep a journal tracking teaching ideas and suggestions for course topics, readings, assignments, social justice service learning projects, and linked curriculum and courses.

Documentation: Journal.

NOTE: If I receive a 5-month award from the Fulbright Commission instead of a 9-month, the percentages of these activities will be altered accordingly. I will spend 50% on III.A Objective 1, teaching; 40% on III.C. Objective 1, developing global studies curriculum; and 10% on III.C. Objective 2, working on the beginnings of developing a Global Studies A.A.

II.B. Purpose of Leave, Research and/or Teaching Visit to Ireland

1. The purpose of this leave would be to further my research on how contemporary Irish fiction and drama reflects the processing of Irish experiences of and responses to migration and interculturalism.

My second proposal for a sabbatical leave project turns on the same issues of transnational understandings of race and interculturalism, but this time in terms of how Ireland is handling the

migration of religious and racial others and responding to it according to U.S. models of multiculturalism and E.U. models of interculturalism. My most influential article, “Still ‘Black’ and ‘Proud’: Irish America and the Racial Politics of Hibernophilia” (2006), looked at Irish cultural production and academic curriculum of the 1990s and argued that the Irish image of itself as in solidarity with oppressed people around the globe elided the white privilege they have experienced in comparison to those oppressed. That became more obvious in the wake of unprecedented migration to Ireland at the beginning of the 21st century, when many Irish people reacted with xenophobia and racism. I would like to learn more about how the Irish are handling the integration of migrants over the past ten years. Many say that the Irish are looking to the U.S. for ways to successfully integrate migrants and others that they are trying to do better than the U.S. As Ireland wrestles with these issues, I am curious to learn whether color-blind ideologies dominate as they tend to in the U.S. Understanding the sociological and historical contexts of Irish fiction will help me understand how it is responding to this radical shift in Irish culture, and it will also enable my American students to learn about other national models for dealing with diversity and immigration. It is important that LPC students understand migration and the debates over national identity that result within a global framework, as opposed to an oversimplified U.S.-Mexico binary.

III.B. Specific Objectives, Plan for Achieving These Objectives, and Documentation

1. Objective 1: Winning the Irish American Cultural Institute (IACI)/National University Ireland, Galway (NUIG) Visiting Fellowship in Irish Studies for Fall 2016 and extending my stay in Ireland through Spring 2017 by winning a University College Dublin (UCD) research fellowship through the Humanities Institute, the John Hume Institute for Global Irish Studies, or the Clinton Institute for American Studies. A final option would be to do an M.Phil. in Race, Ethnicity, and Conflict at Trinity College Dublin in the Sociology Department (85%).

Plan: The IACI Visiting Fellowship provides funding for research at NUIG and asks that the fellowship holder give a faculty seminar on the subject of his/her research and provide time for some support of graduate students. The holder is also required to submit an article for consideration at the journal *Éire-Ireland* after the fellowship is completed and may be asked to present a lecture to “an audience to be selected by the IACI” back in the States. The UCD fellowships from the Humanities Institute, the John Hume Institute for Global Irish Studies, and the Clinton Institute for American Studies do not come with funding, but they would provide office space and research resources and also ask me to give a lecture. The M.Phil. at Trinity would provide coursework that would help me write stronger interdisciplinary articles, as I often draw on the work of sociologists in interpreting Irish literature and artistic responses to Ireland’s new racial diversity. In all cases, I would take advantage of being with scholars who have so deeply influenced my work and contributing to their own work in person, as opposed to through my publications.

Documentation: I will provide an annotated bibliography of the books and articles I have read as well as my reading notes. Assuming that I would read at least twenty books and/or articles and likely many more, my annotated bibliography, containing short summaries and evaluations of how each source would affect my revisions, would number at least twenty pages. My reading notes will be typed and will most likely number at least forty pages.

2. Begin work on drafting new article for publication or writing dissertation for M. Phil. (15%).

Plan: The article would come out of research I have already done, book reviews I have recently written, and of course primarily out of the research I do in Ireland during my sabbatical year. If I do the M.Phil.

in Sociology at Trinity, the 20,000-word “dissertation” (really more like what we would call a Master’s thesis) would likely come out of coursework. The dissertation would be due at the end of August 2017, as it is a year-long program. This would largely be completed on my own time, though if I did not complete it, I could be awarded a Postgraduate Diploma in Race, Ethnicity, Conflict.

Documentation: Working bibliography, notes and rough draft of article/dissertation.

II.C. Purpose of Leave, Development of Globally-Oriented Curriculum, A.A. in Global Studies, Infrastructure for Learning Communities

Many years ago, LPC President Pollard suggested in her “modest proposal” for her tenure at Las Positas College that we broaden the minds of our students, given the globalization that is so rapidly changing our world. In many ways, our students are already products of the globalized economy, having immigrated here from other countries. In addition, we are now a Hispanic Serving Institution, and our student body is becoming much more racially and ethnically diverse. Therefore, it is vital that our teaching reflect this new reality and give students the tools to negotiate it.

If I pursued this sabbatical project, I would work towards the goal of providing students with a transnational understanding of important concepts and social events that impact everything from art to history to public policy to business: for me, the most important ones are race, immigration, and interculturalism, but for other instructors, they might be women’s rights, labor, public health, or democracy. I would begin work in my own division but then broaden my outreach to other divisions, engaging instructors in the project of building students’ global literacy. I worked with Rajinder Samra to make sure that our new Educational Master Plan at least gestures towards the importance of globalism: Strategic Direction A1 is “Address the Educational Needs of a Diverse Student Population and Global Workforce.” In addition, our Core Competencies for Creativity and Aesthetics and Respect and Responsibility value the understanding of different cultures and global awareness and responsibility. However, our curriculum has a long way to go to meet these master plan goals and core competencies in an organized fashion and systematically measure our success. My ultimate goal is to lay the groundwork for establishing an Associate of Arts in Global Studies, rather like the AA in this area at Berkeley City College.

III.C. Specific Objectives, Plan for Achieving These Objectives, and Documentation

1. Objective 1: Develop curriculum in English and work with faculty in other disciplines to encourage development of more courses in global studies and integrate or strengthen transnational approaches into teaching of current courses (40%).

Plan: In consultation with other interested English faculty, develop curriculum for thematic English 1A, English 4, and English 7 courses that could be taught by any full-time or part-time instructor to satisfy a global studies major. An embedded Honors component would be developed for each. I would also work with the dean of ALSS and later with other deans to identify programs that have expressed an interest or might be interested in adding new courses to their programs (for example, Bill Paskewitz began the development of a course in African art, and that curriculum project may be taken up by Pam Howell) and integrating or strengthening transnational approaches into current courses, for example in sociology or Spanish. I would also work with the ASLPC to survey students about global course content they would be interested in and visit student clubs like the Peace and Social Justice Club, the Black Student Union, and the Muslim Students’ Association for ideas.

Documentation: Notes from faculty and ALSS dean meetings, course outlines, notes from ASLPC club meetings and results of student survey.

2. Objective 2: Develop Global Studies A.A. (30%).

Plan: I have created two A.A.'s already, so I feel confident that I could create this A.A., going into it with my "eyes open," as it were—I know the Program and Course Approval Handbook (PCAH) and would make the major interdisciplinary, inviting various disciplines to consider including their courses in the major and advertising it to students. I would also have to write up the catalog description as part of the application to the state and ensure that it got in our catalog and got proofread when the catalog is updated. I would need to seek help from other interested disciplines to make sure their courses articulated with those at the colleges and programs our students most typically transfer to, though of course the A.A. would be a good general education to support other majors, whether political science, English, history, social work, nursing, etc. The B.A. programs at some typical transfer institutions are as follows:

- UC Berkeley's International and Area Studies Academic Program, which includes concentrations in Peace and Conflict Studies, Asian Studies, Development Studies, Latin American Studies, Middle Eastern Studies, and Political Economy
- UC Davis's minors in Global and International Studies and War-Peace Studies
- San José State's Global Studies major
- CSU East Bay's International Studies major

In this light, I would also need to consider whether I should partner with colleagues with other disciplines to create an Introduction to Global Issues course (see SJSU), for which I would do most of the "labor," as it were (measurable objectives with strong verbs, shepherding it through curriculum, SLOs, etc.), but request help to develop the content, as the only other field for which I meet minimum quals is history. I would also use the course outlines of other colleges as an initial guide and work with my dean to figure out what instructors would be qualified to teach the course.

Documentation: Completed A.A. paperwork and successful submission, information for counselors on articulation, potentially course outline for Introduction to Global Studies course.

3. Objective 3: Work with the CLPCCD chancellor, the LPC administration, and the dean of LPC's ALSS division on the college's commitment to learning communities and on the learning communities infrastructure (30%).

Plan: LPC has had a tortured history with learning communities, lacking the institutional will and resources to provide adequate financial support and infrastructure for them. Learning communities need funding for faculty training, curriculum development, instructor collaboration, and administrative coordination. An administrative coordinator would encourage faculty to initiate learning communities, work to smooth pathways for getting learning communities into the schedule, market them, help students register for them, and work with the Institutional Researcher to gather the data to assess their success. As an individual faculty member, I would not have the power to make this happen on my own, but my knowledge of the learning communities that have involved the English department would help me work with my dean to bring together staff in Admissions and Records, Counseling, Scheduling, Curriculum, Staff Development, and marketing to identify the components that would be necessary to have successful learning communities in the Global Studies major. In addition, I would contact the faculty at BCC, which has a Global Studies major, to learn more about how they provide adequate financial support and infrastructure (or not) for their program, as well as other community colleges and perhaps the

U.C. Office of the President, which sponsors Puente and oversees universities with interdisciplinary majors. Finally, I would request to attend the learning communities training at Evergreen College in Washington state.

Documentation: Meeting minutes, notes from interviews with faculty and administrators at other colleges, notes from Evergreen training.



LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE



RECEIVED

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

APR 06 2015

DATE: April 6, 2015

Dr. Stacy Thompson
Vice President of Academic Services

SUBJECT: LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE
(Due to the College Office of Academic Services Monday, April 6, 5:00 p.m. Late letters will not be accepted.)

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

Name of Applicant: SCHULTZ ERIC WAYNE
(Last) (First) (Middle)

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: Fall Academic Year: 2016
Semester: Spring Academic Year: 2017

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

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

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

Date initially employed by District: August 1 2009
(Month) (Day) (Year)

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

[] Yes [X] No

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

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

Semester: _____ Academic Year: _____

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

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

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

From: _____ To: _____

From: _____ To: _____

From: _____ To: _____

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

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

From: _____ To: _____

From: _____ To: _____

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

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

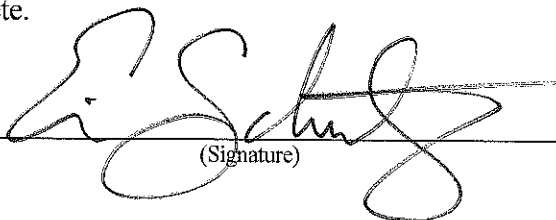
Position: Interim Dean, AHSS From: Jan '13 To: Dec. '13

Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

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

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


(Signature)

4/6/15
(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 the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received:

April 6, 2015

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

748

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by: Eric Wayne Schultz

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: 15 Sept. 2015

A. Applicant's Name: Schultz Wayne Wayne
(last) *(first)* *(middle)*

Address: 748 B ST Hayward CA 94541
(street) *(city)* *(state)* *(zip code)*

College: Chabot Las Positas

Division: Arts, Humanities & Social Sciences

Discipline: Music Technology

Current

Contact #: (510) 907-0196 Office Phone: (510) 723-6847

cell home

Provide the following information, when available:

On Leave

Contact #: (510) 907-0196 Personal Email: schultz.ericw@gmail.com

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: Fall Academic Year: 2016

Semester: Spring Academic Year: 2017

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. included

Applicant's Signature: _____

Received and Reviewed by: _____

Administrator's Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: _____

Date: _____
Completed: _____



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Workload Banking: Augment Sabbatical Salary

Article 12-1A.



NOTE: Article 12-1A.4g of the Contract states that this shall be submitted with the original Sabbatical Leave of Absence Application by September 15th of each Calendar Year.

(Please Print)

TO: Vice President of Academic Services

FROM: Eric Schultz

DATE: 9-15-15

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

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

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

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

COMPLETE THE FOLLOWING:

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

- 1. One (1) semester Leave: _____ (Indicate semester/year)
2. One (1) continuous year Leave: 2016-2017 (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): 3.15

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 4 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.

Form with checkboxes for Fall, Spr, Yr and handwritten numbers 3, 4, 9.

Signature: [Handwritten Signature] (Faculty Signature)

Date: 9/15/15

II. Purpose of Leave

During my leave, I plan to compose, produce, record and release an original electro-acoustic music recording.

The purposes of my leave, and subsequent benefits to the college, include, but are not limited to:

- 1. Study and experience for myself the entire process of creating and releasing a commercially viable music recording.**

Benefits to the college:

My teaching at Chabot — and indeed the entire Music Technology program that I have worked at creating and refining at this college — is focused on the mission of giving students the foundational skills to have a viable career in the music industry. However, as a full-time academic, my own professional experience in the industry is extremely limited.

Having the opportunity to take the time necessary to personally experience — from start to finish — the process of creating, recording and releasing a commercially viable recording will substantially improve my teaching effectiveness. It will allow me to teach from the perspective of someone who has recently gone through the process of creating and releasing their work, thus informing and enhancing my overall pedagogical approach. Further, the opportunity to share with my students a professionally created, commercially viable final product of my own creation will serve to solidify my own artistic and professional credibility as a music instructor. As the finished product will be a good one, everyone will feel a heightened sense of pride.

- 2. Immerse myself in the creative process of a large-scale project.**

Benefits to the college:

Immersion is an illusive state for any artist. It takes just the right set of circumstances to achieve: a clearly defined project; a significant amount of regularly occurring, uninterrupted time to work on the project; financial and personal stability of situation so as not to significantly distract from the project; and an internal motivation on the part of the creator to completely dive into the work.

When all of these factors exist, an artist is able to truly immerse themselves into their work for an extended period of time. This is when real growth occurs. The artist is able to have the headspace and focus with which to take their craft to new places — not having to rely on past practices to get through the situational limitations of time or budget or distractions. Simply put, both the art and the artist are able to take huge steps forward, both technically and aesthetically, that would otherwise be unachievable.

Similar to the athletic coach who is also in great physical shape, the opportunity to be immersed in my own creative process will bear many fruits. For me to experience such an immersive growth will substantially sharpen my aesthetic eye and ear towards my students' work, thus allowing me to provide much more informed and insightful feedback. Beyond this, my own increased creative momentum will help to create an enhanced culture of creativity when I return. My students will see that I am still growing and striving to make better art, and they will in turn be more motivated to do the same.

3. Study and work extensively with the most up-to-date, relevant music technologies in a professionally-focused (non-academic) environment.

Benefits to the college:

It is one thing to understand technology in enough of a capacity that one can be an effective teacher of that technology. But it is a completely different, deeper circumstance to understand technology such that one can create a work of art that they feel proud to put their name on, show off to the world, and perhaps even make a bit of money from. This is the kind of relationship that I would like to have with the technology that I teach; it goes beyond simply being up to date on what the new bells and whistles of a piece of gear or the latest software update has to offer. Frankly, I do not currently enjoy this kind of a relationship, and this sabbatical will allow me to remedy that.

The opportunity to work intimately with technology in a project-driven, professionally motivated setting will significantly enhance my fluency with the tools that I teach my students every day. It will improve my understanding of how to make these machines and digital devices do my artistic bidding, and these are precisely the improved skills that I need to be passing on to my students.

4. Learn more about the new methods of music distribution in the modern landscape.

Benefits to the college:

I was hired at Chabot in the summer of 2009 out of a largely academic music background. Since that time, the working models of music sales and distribution have completely changed, particularly in the realm of independent music and DIY distribution. Having the opportunity to take my own self-produced music and explore for myself the myriad new methods of distribution in the current marketplace will put me in precisely the same position that many of my students find themselves in. As a result, I will be able to base my pedagogy on personal experience, which will naturally increase my effectiveness.

5. Learn and experience first-hand the various technical and business-related challenges of the recording process.

Benefits to the college:

Beyond the artistic and aesthetic challenges of creating an original music recording, there are the (even more) demanding aspects of technical production and financial/business-related dealings that are a natural and unavoidable part of this process.

Technical issues include, but are not limited to: recording, producing, mixing, mastering, hard copy reproduction, internet release and musical web presence.

Business issues include, but are not limited to: finding and working with a professional recording studio, working and negotiating with studio session musicians, working with a mastering engineer, copyrighting the work, developing and implementing an effective strategy for marketing and licensing, and procuring or negotiating sampling agreements and permissions.

The above aspects of the process of creating a professionally viable recording were frankly not ever concerns that I had to deal with as an academic art music composer. Yet these are issues that my students consistently face. Having the opportunity to discover for myself the nuances of these challenges will have a highly positive effect on my teaching and enhance my value to the college.

6. Extend my network of professional contacts in the region through cultivating personal, musical relationships with various industry professionals.

Benefits to the college:

The opportunity to work on my own musical project will naturally include the necessity of collaborating—either creatively, technically, or economically—with other musicians and industry professionals here in the Bay area. As this is neither the region that I grew up in nor attended school in, I am simply not as “connected” in this part of the country as I would like to be.

The connections that I will cultivate as part of this sabbatical project have the potential to substantially widen my network of professional contacts, as well as increase the profile of the Chabot College Music Technology program within the region. This wider network can lead to more access to guest speakers and artists who will share their professional knowledge with our students.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: To create a work of musical art that is innovative, compelling and vital—a completed project that will, through its aesthetic and technical excellence, enhance and increase the musical profile of the college. (50%)

Plan: I will compose, produce, record, mix and master an album-length work of original electro-acoustic music.

Documentation: The finished album will serve as documentation of this objective.

Objective 2: To update and improve my ability to teach music production at Chabot College through first-hand experience with technology, both familiar and unfamiliar.

Plan: I will utilize a wide variety of technology in the process of creating, capturing, and manipulating sound for this album. For those technologies that I am unfamiliar with, I will educate myself using online resources such as Lynda.com and proprietary tutorial videos, as well as through extended personal tinkering. For those technologies with which I am already proficient, I will enhance my understanding and mastery through one-on-one lessons, demonstrations and observations in a professional setting from certified or acknowledged industry experts.

Documentation: I will include, along with the finished album, a complete, track-by-track list of technologies used in the development and production of this music. I will also keep and submit a log that documents the time spent learning and refining my technology skills via outside sources (internet resources and in-person lessons/research). All online resources that I use will be catalogued and made available for my students' future use.

Objective 3: To gain first-hand knowledge about independent/DIY music distribution.

Plan: I will release the completed tracks/album in a viable, industry-accepted platform (or, more likely, collection of platforms). This will be done in the same spirit of independent/DIY 21st Century aesthetic entrepreneurship that my students also encounter in the current musical landscape.

Documentation: I will submit a complete list of points of access for my finished work, including both web links and sales gateways (SoundCloud, iTunes, etc.) where appropriate.



**LETTER OF INTENT TO APPLY
FOR SABBATICAL LEAVE OF ABSENCE**



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

DATE: April 6, 2015

SUBJECT: LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE
(Due to the College Office of Academic Services **Monday, April 6, 5:00**
p.m. Late letters will not be accepted.)

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

Name of Applicant: MONIZ Rick GERALD
(Last) (First) (Middle)

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: Fall Academic Year: 2016
Semester: _____ Academic Year: _____

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

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

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

Date initially employed by District: 6 1 1985
(Month) (Day) (Year)

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

Yes No

RECEIVED

APR 06 2015

Dr. Stacy Thomas

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

Semester: Spring Academic Year: 2002
Semester: Fall-Spring Academic Year: 2009-10
Semester: _____ Academic Year: _____

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

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

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

From: _____ To: _____

From: _____ To: _____

From: _____ To: _____

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

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

From: _____ To: _____

From: _____ To: _____

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

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

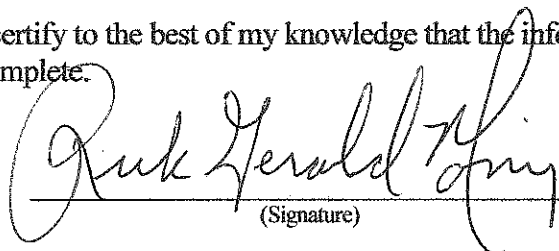
Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

Position: _____ From: _____ To: _____

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

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



(Signature)

4/6/2015

(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 the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received:

April 6, 2015
477

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

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by:

Rick Gerald Moniz



***Arts, Humanities, and Social Sciences Division
Valuing Community, Creativity, and Collaboration***

September 13, 2015

TO: Stacy Thompson, VP Academic Services

FR: Carla Walter, Dean AHSS CW

RE: Rick Moniz Sabbatical Application, AY 2016 - 2017

Dear Dr. Thompson:

Attached please find Rick Moniz's (History Instructor) application for sabbatical for academic year (AY) 2016 - 2017. We were not able to meet to discuss his proposal due to his limited time on campus schedule. Because of the deadline, I am submitting this application which does not contain all of the elements required for the full application. In any event, philosophically, I support this application, yet I must voice my practical concerns.

Please note that History is an impacted program, and with this sabbatical there may be an adverse effect on students attempting courses, especially in light of an instructor submitting their retirement letter which will be effective in AY 2016 - 2017. The discipline will lose one full time faculty member. History as a discipline often experiences long wait lists for many of its sections. In terms of hiring a full time faculty replacement in this discipline for AY 2016 - 2017:

1. As of now the college does not know what its faculty obligation numbers will be for AY 2016 - 2017;
2. The Faculty Prioritization Committee has not yet convened nor has the process begun for this academic year, and;
3. In any case, the college has the ability to hire adjuncts to cover Professor Moniz's teaching and responsibilities while he is on sabbatical, especially since he has indicated that he would be teaching three classes (History 7 online) here at Chabot while he's on sabbatical.

Please let me know if you have questions or need further clarification.

Thank you.

Attachments

C: Rick Moniz, History



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: 24 August 2015

A. Applicant's Name: Moniz Rick Gerald
(last) (first) (middle)

Address: 2911 Coho Place Davis CA 95616
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: AHSS

Discipline: History

Current Contact #: (530) 747 0270

Office Phone: (510) 723 6958

cell home

Provide the following information, when available:

On Leave Contact #: (530) 747 0270

Personal Email: mojori13@comcast.net

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: Fall Academic Year: 2016-17

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: _____

Received and Reviewed by: _____

Administrator's Signature

Vice President, Academic Services Signature

we were not able to meet; and, this application is lacking necessary documentation for approval. Please see attached memo. cw.

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

To: Dr. Carla Walter

From: Rick Moniz

RE: Sabbatical Leave

I have enclosed my sabbatical proposal for Fall 2016. In addition, you have a DVD demonstrating some work to be reviewed for the project. The potential impact of the leave, if approved, would be negligible insofar as I plan to teach three courses online in History 7 for that semester. Yet, I am well down the list for potential approval.

I had scheduled an appointment for September 3, 2015, but that was rescheduled. I was hoping we might talk over the phone, but the meeting is scheduled for September 14. The enclosed material and this short memo is designed to help with potential questions. Moreover, I know that there is, generally, a scheduled EMC meeting. If I can answer any question before that date, please let me know.

Sabbatical Leave Application

For Fall Semester 2016

Rick Moniz

Purpose of Leave

The purpose of this leave is to develop a Cuba Reader. Since 1996, I have been actively involved in travel to Cuba. I have been over thirty times often leading groups across the island. I have collected several dozens of books, both Spanish and English, taken thousands of pictures, and developed multi-media films, collected art, music and much more. The goal of the project is to review all this material and create a Faces of Cuba, A Retrospective Reader. The Reader will be a reflection of my time spent in Cuba over the past three decades. The Reader will be photo essay in its format.

Specific Objectives

Objective 1: To examine the entire source of written materials collected over three decades of travel in Cuba and here in the United States. The dozens of books that I have collected – over 100 – cover a host of subject matters. I have returned with the materials but really had no time to work through their contents. I want to examine each book and determine how – if at all – I might use the resource for Faces of Cuba, A Retrospective Reader. This represents 20% of the work.

Plan: I will examine each book and determine how I can use the source for the reader. The basic minimum utilization would be to create a catalog, a bibliography as part of the reader. I plan to use the variety of subjects – art, music, literature, history – as part of an organized reader.

Documentation: I will submit a photo of each title with a short written review of each source. This is not an exhaustive reading of the source, but a review of its contents. Example: Pablo Milanes, Canciones. This is a collection of the song writer's verses. Its contents include lyrics, poems, etc. Its value is that it provides the reader with a discography of Pablo Milanes work.

Objective 2: To catalog the several hundreds of photos taken and organize them into appropriate groupings: revolutionary sloganeering, historical monuments, people, buildings, cars, etc. Once completed the goal is to determine how to use them in the reader. This is the second 20% of the work.

Plan: I will review all of the photos and group them into their respective subject areas. Upon completion, I will determine how to use them in the reader.

Documentation: I will submit a digital record of the photos and place them into their respective subject area with explanation of the groupings and determination how they were used to create the reader.

Page Two

Rick Moniz, Sabbatical Leave

Objective 3: To review the films that I have created over the many trips to Cuba. Upon completion of the review, the goal is to determine how their contents might be used in the reader? There will be a You Tube component to The Reader serving as an introduction to the sources. This is 20% of the work.

Plan: I have filmed several VHS and Digital recordings of the many trips. Upon review of these personal sources, I will edit the materials for the You Tube work.

Documentation: I will have the final product for examination in this category available for review on You Tube.

Objective 4: Creation of the Faces of Cuba Retrospective Reader. This is 40% of the work.

Plan: Take objectives one through three and create The Reader. The final work would be 100 pages of essay and photos and include a separate bibliography and the You Tube component listed.

Documentation: The Reader



***Arts, Humanities, and Social Sciences Division
Valuing Community, Creativity, and Collaboration***

September 13, 2015

TO: Stacy Thompson, VP Academic Services

FR: Carla Walter, Dean AHSS CW

RE: ***Rick Moniz Sabbatical Application, AY 2016 - 2017***

Dear Dr. Thompson:

Attached please find Rick Moniz's (History Instructor) application for sabbatical for academic year (AY) 2016 - 2017. We were not able to meet to discuss his proposal due to his limited time on campus schedule. Because of the deadline, I am submitting this application which does not contain all of the elements required for the full application. In any event, philosophically, I support this application, yet I must voice my practical concerns.

Please note that History is an impacted program, and with this sabbatical there may be an adverse effect on students attempting courses, especially in light of an instructor submitting their retirement letter which will be effective in AY 2016 - 2017. The discipline will lose one full time faculty member. History as a discipline often experiences long wait lists for many of its sections. In terms of hiring a full time faculty replacement in this discipline for AY 2016 - 2017:

1. As of now the college does not know what its faculty obligation numbers will be for AY 2016 - 2017;
2. The Faculty Prioritization Committee has not yet convened nor has the process begun for this academic year, and;
3. In any case, the college has the ability to hire adjuncts to cover Professor Moniz's teaching and responsibilities while he is on sabbatical, especially since he has indicated that he would be teaching three classes (History 7 online) here at Chabot while he's on sabbatical.

Please let me know if you have questions or need further clarification.

Thank you.

Attachments

C: Rick Moniz, History

RECEIVED

SEP 15 2015

Dr. Stacy Thompson
Vice President of Academic Services



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

I. General Information (please print or type)

Date of Application: 24 August 2015

A. Applicant's Name: Moniz Rick Gerald (last) (first) (middle)

Address: 2911 Coho Place Davis CA 95616 (street) (city) (state) (zip code)

College: [checked] Chabot [] Las Positas

Division: AHSS

Discipline: History

Current Contact #: (530) 747 0270 Office Phone: (510) 723 6958 [] cell [checked] home

Provide the following information, when available:

On Leave Contact #: (530) 747 0270 Personal Email: mojori13@comcast.net [] cell [checked] home

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

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

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

Semester: Fall Academic Year: 2016-17 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:

[Handwritten signature of Rick Moniz]

Received and Reviewed by:

Administrator's Signature

Vice President, Academic Services Signature

[Handwritten note: we were not able to meet; and, this application is lacking necessary documentation for approval. Please see attached memo. cw.]

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

RECEIVED

SEP 15 2015

To: Dr. Carla Walter

From: Rick Moniz

RE: Sabbatical Leave

I have enclosed my sabbatical proposal for Fall 2016. In addition, you have a DVD demonstrating some work to be reviewed for the project. The potential impact of the leave, if approved, would be negligible insofar as I plan to teach three courses online in History 7 for that semester. Yet, I am well down the list for potential approval.

I had scheduled an appointment for September 3, 2015, but that was rescheduled. I was hoping we might talk over the phone, but the meeting is scheduled for September 14. The enclosed material and this short memo is designed to help with potential questions. Moreover, I know that there is, generally, a scheduled EMC meeting. If I can answer any question before that date, please let me know.

Sabbatical Leave Application

For Fall Semester 2016.

Rick Moniz

Purpose of Leave

The purpose of this leave is to develop a Cuba Reader. Since 1996, I have been actively involved in travel to Cuba. I have been over thirty times often leading groups across the island. I have collected several dozens of books, both Spanish and English, taken thousands of pictures, and developed multi-media films, collected art, music and much more. The goal of the project is to review all this material and create a Faces of Cuba, A Retrospective Reader. The Reader will be a reflection of my time spent in Cuba over the past three decades. The Reader will be photo essay in its format.

Specific Objectives

Objective 1: To examine the entire source of written materials collected over three decades of travel in Cuba and here in the United States. The dozens of books that I have collected – over 100 – cover a host of subject matters. I have returned with the materials but really had no time to work through their contents. I want to examine each book and determine how – if at all – I might use the resource for Faces of Cuba, A Retrospective Reader. This represents 20% of the work.

Plan: I will examine each book and determine how I can use the source for the reader. The basic minimum utilization would be to create a catalog, a bibliography as part of the reader. I plan to use the variety of subjects – art, music, literature, history – as part of an organized reader.

Documentation: I will submit a photo of each title with a short written review of each source. This is not an exhaustive reading of the source, but a review of its contents. Example: Pablo Milanes, Canciones. This is a collection of the song writer's verses. Its contents include lyrics, poems, etc. Its value is that it provides the reader with a discography of Pablo Milanes work.

Objective 2: To catalog the several hundreds of photos taken and organize them into appropriate groupings: revolutionary sloganeering, historical monuments, people, buildings, cars, etc. Once completed the goal is to determine how to use them in the reader. This is the second 20% of the work.

Plan: I will review all of the photos and group them into their respective subject areas. Upon completion, I will determine how to use them in the reader.

Documentation: I will submit a digital record of the photos and place them into their respective subject area with explanation of the groupings and determination how they were used to create the reader.

Page Two

Rick Moniz, Sabbatical Leave

Objective 3: To review the films that I have created over the many trips to Cuba. Upon completion of the review, the goal is to determine how their contents might be used in the reader? There will be a You Tube component to The Reader serving as an introduction to the sources. This is 20% of the work.

Plan: I have filmed several VHS and Digital recordings of the many trips. Upon review of these personal sources, I will edit the materials for the You Tube work.

Documentation: I will have the final product for examination in this category available for review on You Tube.

Objective 4: Creation of the Faces of Cuba Retrospective Reader. This is 40% of the work.

Plan: Take objectives one through three and create The Reader. The final work would be 100 pages of essay and photos and include a separate bibliography and the You Tube component listed.

Documentation: The Reader



LETTER OF INTENT TO APPLY
FOR SABBATICAL LEAVE OF ABSENCE



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

DATE: April 6, 2015

SUBJECT: LETTER OF INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE
(Due to the College Office of Academic Services Monday, April 6, 5:00
p.m. Late letters will not be accepted.)

This is to inform the Sabbatical Leave Committee of my intent to apply for a Sabbatical Leave of Absence during the ~~Year~~ ²⁰¹⁶⁻²⁰¹⁷ Academic Year. It is my understanding that this will be accomplished by providing the information requested below: *(Please print in ink or type.)*

Name of Applicant: ALARCÓN LAURA JOHANNA
(Last) (First) (Middle)

Anticipated period for which Sabbatical Leave of Absence is intended:

Semester: SPRING Academic Year: 2017
Semester: _____ Academic Year: _____

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

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

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

Date initially employed by District: 03 31 2015
(Month) (Day) (Year)

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

Yes No

RECEIVED

APR 02 2015

Dr. Stacy Thompson
Vice President of Academic Services

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

Semester: _____ Academic Year: _____
Semester: _____ Academic Year: _____
Semester: _____ Academic Year: _____

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

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

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

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

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

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

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

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

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

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

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

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

Paulo Flares
(Signature)

03/31/15
(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 the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

[place date stamp here]

Date application received: April 2, 2015

A. Seniority Number
(Article 12-1A.3b.) 751

B. Priority Ranking assigned number: _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Submitted by: Laura Johanna Alarcón



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: 9/9/15

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

Address: _____
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: Counseling

Discipline: Psychology-Counseling

Current Contact #: (510) 219-1237 Office Phone: (510) 723-6731
 cell home

Provide the following information, when available:

On Leave Contact #: (510) 219-1237 Personal Email: laurajalarcon@gmail.com
 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: 2016-2017
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: _____
Laura Alarcón

Received and Reviewed by: _____
Yolanda Tate
Administrator Signature

Vice President, Academic Services Signature

Applications due on September 15 by 5:00 p.m. to your college's Office of the Vice President, Academic Services. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.) [Article 12-1A.7]

Dr. Stacy Thompson
Vice President of Academic Services



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE



This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name
of Vice President that prepared: _____

RECEIVED

Completed: _____

SEP 15 2015

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

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

Section 12A.1. Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2005-June 30, 2009)

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

Because of potential adverse impact on programs, full year sabbatical leaves that start in the spring semester, or that are split between two spring semesters or two fall semesters, must be approved both by the Sabbatical Leave Committee and by the President of the appropriate college.

Section 12A.3.f. Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2002-June 30, 2005)

The purpose of my leave is to construct a bibliography that pertains to Latino concerns in Counseling Psychology (PSCN) and to improve my ability to teach the core Human Services classes in a multicultural setting. The review of the literature will result in an updated bibliography for the current Psychology-Counseling courses that are part of the Human Services degree (specifically PSCN 1, PSCN 2, PSCN 13).

The Psychology Counseling curriculum currently has a multicultural emphasis. However, the unique needs and challenges of Latinos in the area of human services are yet to be explored fully. I am currently teaching PSCN 1, PSCN 2 and PSCN 13 which are three core courses for the Human Service degree and it has become apparent that the curriculum must be infused with updated literature about Latino's psychological-counseling evolving topics as the push and pull factors of recent immigration keep changing.

In order to improve my ability to teach Psychology –Counseling classes with an emphasis on Latino concerns in a multicultural setting, I will attend the “Mastering Diversity Training and Facilitation” workshop offered every year by the StirFry Seminars and Consulting group located in Berkeley, CA. I will also attend the National Multicultural Conference and Summit that takes place every other year in the East Coast. The workshop and the conference will further my ability to create a cultural sensitive classroom in order to create safety and trust while discussing concern that affect minorities in the USA.

In a Hispanic serving institution such as Chabot having faculty that is trained to facilitate multicultural conversations inside and outside the classroom is an asset as our faculty and student population becomes more diverse. Moreover, having a curriculum in Human Services that is infused with updated bibliography that specifically targets the concerns of a growing Latino population in multicultural society will enhance students' cultural competence as they enter a diverse work place.

III. Specific Objectives and Methods for Achieving These Objectives (Please see attached examples)

Objective 1: Selection of books (40%)

Plan: I will investigate recently published books (3 years and earlier) books in the Psychology Counseling field that target the Latino population and decide which ones could enhance PSCN classes and/or be useful in the revision of the PSCN 13 curriculum

Documentation: I will submit annotated bibliographic information of the books reviewed.

Objective 2: Selection of articles (40%)

Plan: I will investigate recently published (2 years and earlier) articles in the Psychology Counseling field that target the Latino population and decide which ones could enhance PSCN classes and/or be useful in the revision of the PSCN 13 curriculum

Documentation: I will submit annotated bibliographic information on articles read.

Objective 3: Improve my ability to teach Human Services classes in a diverse student setting – (20%)

Plan: Attend the National Multicultural Conference and Summit. A three-day conference hosted by the Society of Counseling Psychology and the Society for the Psychological Study of Culture, Ethnicity and Race (divisions of the American Psychology Association). The conference takes place every other year in mid January (last conference took place in 2015). Exact days and place will be published later this year.

Documentation: I will submit copy of conference registration, conference program and a one page summary of sessions attended.

Plan: Attend a three-full-day Mastering Diversity Training and Facilitation workshop (April 20 -22, 2017) facilitated by the StirFry Seminars and Consulting group located in Berkeley, CA.

Documentation: I will submit copy of registration and syllabus.



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT



APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

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

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

Date of Application: 9/9/15

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

Address: _____
(street) (city) (state) (zip code)

College: Chabot Las Positas

Division: Counseling

Discipline: Psychology-Counseling

Current Contact #: (510) 219-1237 Office Phone: (510) 723-6731
 cell home

Provide the following information, when available:
On Leave Contact #: (510) 219-1237 Personal Email: laurajalarcon@gmail.com
 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: 2016-2017
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: _____
Laura Alarcón

Received and Reviewed by: _____
Yolanda Hale

Administrative Signatory

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 next instructional day shall be the due date.) [Article 12-1A.7]

RECEIVED

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

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

Section 12A.1. Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2005-June 30, 2009)

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

Because of potential adverse impact on programs, full year sabbatical leaves that start in the spring semester, or that are split between two spring semesters or two fall semesters, must be approved both by the Sabbatical Leave Committee and by the President of the appropriate college.

Section 12A.3.f. Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2002-June 30, 2005)

The purpose of my leave is to construct a bibliography that pertains to Latino concerns in Counseling Psychology (PSCN) and to improve my ability to teach the core Human Services classes in a multicultural setting. The review of the literature will result in an updated bibliography for the current Psychology-Counseling courses that are part of the Human Services degree (specifically PSCN 1, PSCN 2, PSCN 13).

The Psychology Counseling curriculum currently has a multicultural emphasis. However, the unique needs and challenges of Latinos in the area of human services are yet to be explored fully. I am currently teaching PSCN 1, PSCN 2 and PSCN 13 which are three core courses for the Human Service degree and it has become apparent that the curriculum must be infused with updated literature about Latino's psychological-counseling evolving topics as the push and pull factors of recent immigration keep changing.

In order to improve my ability to teach Psychology –Counseling classes with an emphasis on Latino concerns in a multicultural setting, I will attend the “Mastering Diversity Training and Facilitation” workshop offered every year by the StirFry Seminars and Consulting group located in Berkeley, CA. I will also attend the National Multicultural Conference and Summit that takes place every other year in the East Coast. The workshop and the conference will further my ability to create a cultural sensitive classroom in order to create safety and trust while discussing concerns of minorities in the USA.

SEP 15 2015

Dr. Stacy Thompson
Vice President of Academic Services



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE



This page is for administrative processing and will be filled out by the single responsible Vice President of Academic Services through the recommendation of the Sabbatical Leave Committee or purposes of preparing Board of Trustees' report and employment verification to the District Offices of Human Resources and Payroll.

Applicant's Name: _____

W / SSN: _____

Date application received: _____

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

B. Priority Ranking assigned number: _____ in a group of _____

C. Workload Banking: Augment Sabbatical Salary Requested

Yes No

D. Workload Banking: Augment Sabbatical Salary Form Received

Yes No

Date Received: _____

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

(initials)

F. Type of Sabbatical Leave of Absence Approved:

Paid Sabbatical

Unpaid Sabbatical

Please print name of Vice President that prepared: _____ Date: _____
Completed: _____

In a Hispanic serving institution such as Chabot having faculty that is trained to facilitate multicultural conversations inside and outside the classroom is an asset as our faculty and student population becomes more diverse. Moreover, having a curriculum in Human Services that is infused with updated bibliography that specifically targets the concerns of a growing Latino population in multicultural society will enhance students' cultural competence as they enter a diverse work place.

III. Specific Objectives and Methods for Achieving These Objectives (Please see attached examples)

Objective 1: Selection of books (40%)

Plan: I will investigate recently published books (3 years and earlier) books in the Psychology Counseling field that target the Latino population and decide which ones could enhance PSCN classes and/or be useful in the revision of the PSCN 13 curriculum

Documentation: I will submit annotated bibliographic information of the books reviewed.

Objective 2: Selection of articles (40%)

Plan: I will investigate recently published (2 years and earlier) articles in the Psychology Counseling field that target the Latino population and decide which ones could enhance PSCN classes and/or be useful in the revision of the PSCN 13 curriculum

Documentation: I will submit annotated bibliographic information on articles read.

Objective 3: Improve my ability to teach Human Services classes in a diverse student setting – (20%)

Plan: Attend the National Multicultural Conference and Summit. A three-day conference hosted by the Society of Counseling Psychology and the Society for the Psychological Study of Culture, Ethnicity and Race (divisions of the American Psychology Association). The conference takes place every other year in mid January (last conference took place in 2015). Exact days and place will be published later this year.

Documentation: I will submit copy of conference registration, conference program and a one page summary of sessions attended.

Plan: Attend a three-full-day Mastering Diversity Training and Facilitation workshop (April 20 -22, 2017) facilitated by the StirFry Seminars and Consulting group located in Berkeley, CA.

Documentation: I will submit copy of registration and syllabus.