



Regular Meeting – Thursday, October 2,
2026 Time – 1:00pm - 3:00pm
Location - OC1002 (Admin Building)
1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/81990161778>

Meeting ID: [819 9016 1778](https://miracosta-edu.zoom.us/j/81990161778)

One tap mobile: +16694449171,,81990161778# US

+16699006833,,81990161778# US (San Jose)

Agenda

I. **Call to Order**

II. **Roll Call**

III. **Persons Wishing to Address the Committee**

IV. **Consent Calendar**

A. Approval of the Meeting Minutes of February 27, 2026

V. **Sabbatical Leave Reports - (40 min)**

Description: The SLC will review sabbatical leave reports received from six (6) faculty who have returned from their sabbatical leave during the Spring 2026 semester. The SLC will vote on sabbatical leave reports based on the committee's recommendations.

VI. **Sabbatical Leave Applications - (40 min)**

Description: The SLC will review sabbatical leave applications received from (12) faculty who have submitted applications for the 2027-28 academic year. The SLC will vote on sabbatical leave applications based on the committee's recommendations.

VII. **Information / Discussion**

A. Extenuating Circumstances for Late Applications - Lambert (10 min)

Description: The committee is asked to discuss whether an extenuating circumstances provision should be established for the acceptance of late sabbatical applications and, if so, what criteria or process should guide such decisions.

B. Academic Senate Subcommittee AI Framework Discussion - Lambert (15 min)

Description: Academic Senate is seeking feedback from all subcommittees in response to the AI Framework Memo from the Chancellor's Office. The committee is invited to discuss how artificial intelligence tools may affect the work of the Sabbatical Leave Committee, as well as their potential impact on individual members, faculty, and academic departments.

C. Sabbatical / Professional Development Showcase - Lambert (15 min)

Description: The committee is invited to discuss the potential development of a Sabbatical

showcase as part of a broader Professional Development Program (PDP) Showcase being considered for Spring 2027. Discussion will focus on how sabbatical projects and outcomes might be incorporated into this model and the role the Sabbatical Leave Committee could play in its planning and implementation.

VIII. **Adjournment**



UNOFFICIAL MINUTES

- I. Call to Order
The meeting was called to order at 12:04pm.
- II. Roll Call
Present: Shannon Myers, Ruth Gay, Gail Meinhold, Dean Ramos, Luke Lambert, Christina Sharp, Claudia Flores, Pilar Hernandez, Jose Jara.
Absent: John Kirwan
Note: Jara was approved by unanimous consent to participate remotely under Just Cause provisions of AB 2449 Ralph A. Brown Act.
- III. Persons Wishing to Address the Committee
None.
- IV. Consent Calendar
 - A. [Approval of the Meeting Minutes of October 3, 2025](#)
A motion MS (Myers /Meinhold) / Lambert Abstained to approve the Meeting Minutes of October 3, 2025 passed.
- V. Sabbatical Leave Reports
Description: The SLC will review sabbatical leave reports received from eight (8) faculty who have returned from their sabbatical leave during the Fall 2025 semester. The SLC will vote on sabbatical leave reports based on the committee's recommendations.
A motion MS (Sharp /Meinhold) Lambert Abstained to approve eight (8) sabbatical leave reports pending the deliberated edits of three Reports as recorded in the Discussion passed.

Discussion: Robertsons Report was assigned to (Pilar Hernandez). Lambert questioned the (in red) on Objective 1. Clarity was given, an anomaly and could be removed. Hernandez will email applicant to revise the document removing this asterisk. Kirwan's comments were read, asked if he could reference additional meaningful material. Some overlap was noted between objective 1 & 2. Members discussed [Cal-GETC].

Lambert's Report was not assigned as no significant changes were noted. Members discussed length of sentence structure in objective II; Activities.

Doig's Report was assigned to (Pilar Hernandez). Light changes were recommended. Members discussed the deliverables as having great depth. A question arose with regards to course revamping and whether a sabbatical should be used for this purpose. Members discussed that with Artificial Intelligence on the rise, the need to revise rubrics is a larger lift than a simple update to a course,

therefore, allowable. A note about professional development that occurred during the sabbatical? Jara added that AI and Curriculum Design navigation was mentioned which alludes to how the applicant had to professionally develop. A recommendation to fine-tune the area of professional development.

Gardiner's Report was assigned to Hernandez. No significant revisions needed.

Petri's Report members asked that the Report be resubmitted since the scan provided was difficult to read and would be best corrected for the Board of Trustees review. Additional comment was that If coursework extends beyond the semester to select "Self-Directed Studies."

Hoste's Report was assigned to Gay. members asked for preliminary verbiage in Objective II to show that courses referenced were courses she enrolled in. In objective III the activities list reads compacted and short. It was discussed that since she elected to make her deliverables public, she was not required to be so elaborative or descriptive in her objectives. Others shared that maybe inserting an index to assist those reading the report with not having to read through all of the deliverables would be more helpful.

Johnson's Report was assigned to Meinhold. Changes needed; edit objective I paragraphs I & III to remove overlap. Deliverables were made public, yet Canvas work was inaccessible since it was from an outside college. Suggestion to make Canvas Commons accessible so that the SLC, President and Trustees will be able to view deliverables provided (four out of five G-links were inaccessible). Remove pre-sabbatical activities from Report. Jara thought that Report was very concrete, and would be a viable template for others to reference.

Zepeda's Report was assigned to Sharp. Members shared that her list of books and sources consulted were made available in her deliverables, providing reflections on travel journal writings. travels. More descriptive language in objective II so that it isn't all hidden in the deliverables.

VI. New Google Applications and Reports

Description: The SLC Committee will review the new Application and Report format to be considered.

Discussion: REPORT - The committee appreciated the document revisions as they have provided much clarity to applicants. One outstanding revision needed is in Part V of the Report: Deliverables and Documentation. Word smith the sentence that reads "list the materials you are providing." The goal is to have applicants only provide one shareable link to a deliverable folder instead of several individual links to each deliverable.

Meinhold asked to update the language to have the activity log linked within the deliverables folder. Members discussed how the clear guiding in the Report was helpful to applicants. Members were reminded that much of what was listed in the Report Form was not developed by the SLC but by guidance from Senators.

APPLICATION - The committee discussed removing reference to a specific person and insert the role

of the [administrative assistant to academic senate] in part III.

Part III: remove “holistically” from the third sentence.

Part IV: In contributions, add “and or.”

Part V: clarify language to read, “activity log of hours” to be consistent throughout the report and application form.

VII. Information / Discussion

- A. Shared-reading system for large Fall reviews only, and shared Google Sheets for tracking readers, liaisons, and revision confirmations.

Discussion : For Fall 2026, there needs to be a shared-reading system. Meinhold suggests 2-3 person (ad-hoc) task group, and grouping by discipline. However, it is also valuable to have outside disciplines read outside of their discipline to scrutinize language and process. A suggestion for incoming chair, Lambert, to decide how this will be structured and send a plan in the Fall. Lambert mentioned that he might encourage faculty to meet 1:1 with their mentor (a formal) connection to better foster an ecos around sabbatical reports and applications within first two-weeks of a new semester.

- B. SLC member Google Folder

Discussion : A form was created to track the revisions, accessible by all committee members and was a solid sheet to review for updates and then the administrative assistant will know which revision to compile for Academic Senate & the Board. Members discussed new changes to the way the committee will handle the preview of private deliverables - noting that as long as its less than half of the committee they could establish 2-3 person ad-hoc task group.

- C. SLC chair for 2026-2028

Discussion: It was shared that Lambert accepted the call to be the new sabbatical leave chair for the 2026-2027 academic year and noted that he looked forward to support from members of the committee.

- D. Nominations for a new Sabbatical Leave Chair

Noted in Item C above.

VIII. Adjournment

The meeting adjourned at 1:44pm.

SABBATICAL REPORTS FALL 2026

Six Sabbatical Reports Submitted for Review

Anthony Ongyod

Christopher Sleeper

Donny Munshower

Kaitlin Fisher

Lauren Greenwald

Richard Ma



SABBATICAL LEAVE REPORT

Sabbatical Year: Spring 2026

Semester Returned: Fall 2026

Submission Instructions

- ☒ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
 - ☒ Download as PDF.
 - ☒ Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Anthony Ongyod

Department: Communication Studies

Title: Faculty

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)
- ☐ Year taken [Enter here]

Category of Sabbatical Leave:

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

My purpose for this sabbatical is to compile and create Open Education Resources for COMM120: Principles of Human Communication to remove the cost for course materials.

There are no quality OER textbooks for this course. The current available textbooks for purchase are not written for the community college audience and/or are not highly relatable for the 18-25 year old population.

By compiling and creating OER for this course, students will be provided free, more relevant materials for learning, skill building, and applying effective communication behaviors taught in this foundational course.

PART III: Objectives and Activities

Objective #1: Research and collect OER materials for COMM120: Principles of Human Communication.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

A sampling of books, websites, resources I read:

1. Theories of Human Communication (Littlejohn, Foss, & Oetzel, 2021)
2. Introducing Communication Theory: Analysis and Application (West & Turner, 2020)
3. Communication Theory: Racially Diverse and Inclusive Perspectives (Austin, Orb, & Sims, 2021)
4. Understanding Communication Theory: A Beginner's Guide (Croucher, 2016)
5. Key Works: Theories in Communication Studies (Rudeloff, Spiller, Döbler, 2026)
6. Communication Theory, International Communication Association Journal
7. Communicationstudies.com
8. [Communicationtheory.org](https://communicationtheory.org)
9. Communication Theory Wikipedia

A sampling of the academic videos, classroom projects, YouTube videos, other resources I reviewed:

1. Helpful Professor Explains
2. A First Look at Communication Theory
3. Psychology Exposed
4. Social Science Explainer
5. TED
6. TED-Ed
7. Study Hall, ASU
8. Crash Course
9. Practical Psychology
10. PHILO-notes
11. Opinion Science
12. Explained in Minutes
13. Courtney Anderegg
14. Khan Academy
15. Carbon Radio

A sampling of podcasts I listened to about teaching and communication theory:

1. Conversations About Communication (Carr)
2. Communication Corner podcast (McGraw-Hill)
3. Think Fast, Talk Smart (Abrahams)

4. Communication Theory podcast (Proffitt)
5. Talk Theory to Me podcast (Yarber)
6. Communication Research Podcast (Boston University)

I attended a communication conference with panels/workshops/discussions in the community college, communication theory, and teaching divisions:

1. Western States Communication Association Conference

A sampling of workshops about Canvas, teaching principles, and technologies:

1. Universal Design for Learning guidelines 3.0
2. Numerous universal design videos
3. Accessibility training
4. Canvas LMS tutorials
5. Best Practices for Canvas Course Design
6. HTML for Canvas
7. Artificial Intelligence in higher ed workshops

Total Hours spent on Objective #1: 300

Objective #2: Create and compile OER materials for COMM120: Principles of Human Communication.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

I wrote content for 32 modules, assembled a collection of readings and videos, wrote quizzes, and updated assignments.

Total Hours spent on Objective #2: 300

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Impact and Contributions:

- Impact on Students:
Student learning is improved because the OER materials are contemporary, relevant, and written for a community college course. The textbook I used previously is still the industry standard, but it was jargon-full, the examples are pretty old even in the newest edition, it was written for a 300/400 level upper division course with unnecessary detail even for a COMM major. Going OER gave me the opportunity to present information specific to our introductory level course, information that makes sense to the 2026 student, and is much more user friendly, fun to read, and immediately applicable. Learning is improved primarily because it is just more likely students will read and understand the materials much better than before.

- Student engagement is increased because the material is in shorter bursts with higher impact, simple and applicable snippets of information without unnecessary jargon. The materials are more visually interesting with memes and relevant videos. Because the materials are more digestible, we spend less time lecturing/discussing the readings and have more time in class to engage with applying the materials, engage in communicating and listening to each other, and going more in-depth with the concepts.
- Student success is improved because they have immediate access to the materials once they enter Canvas which increases success, especially for those students that previously would not have the textbook for the entire semester or used the copy on reserve at the library. The materials and skills learned are useful beyond the classroom and these communication skills can be applied in the future at work, in relationships, in-person and online. When students experience the more clear connection between the materials and their personal lives, they will likely be more successful in the course.
- SLO #1 and the core competency aligned with it were strengthened the most: *Students will be able to effectively apply human communication theories to situations and problems outside the classroom* and *Competencies gained from SLO #1: Problem solving; Integration of knowledge; Skills for ongoing personal, academic, and professional growth*. With new materials and new assignments, a large portion of the class is now dedicated to applying the theories in meaningful and relevant ways outside the classroom and for a lifetime. Previously, I would spend a significant amount of class time discussing and lecturing to understand the textbook. Now that the materials are easier to understand for students, we can spend almost the entire class focused on discussing ways with which we can apply the communication theories we learn to make our lives and the lives of people around us more awesome.
- Impact on Your Department:
Our department has another OER course, and worthy of celebration is this: Communication Studies majors can now complete their entire degree without having to purchase a textbook. COMM120 was the last course without an OER option, so this sabbatical really contributed to our department's work in serving students. We are in agreement that OER supports equity and inclusion, and the overall college's initiatives regarding providing free educational resources.
- Impact on the College and/or Community:
OER classes elevate MiraCosta College's achievement of its mission of innovative teaching and learning. I have materials to share with my department or other institutions that are interested in OER for this course.
- Impact on Your Professional Growth:
I learned how to make memes, which I thought was pretty cool. I also learned some basic HTML for Canvas, then Design Plus came along and was much easier than using HTML, but I guess I could still use some HTML if I had to. Overall, I think the most fun part was being able to take the time to think about what I really wanted the course to provide for students. I got to take on the perspective of a student in a communication theory class and understand how to take complex ideas and make them simpler, funnier, and package them as tools to use that are lifelong and life changing.
- It was easy and familiar to rely on the text, lecture the text, and use assignments from the text because it was all pretty good stuff. Now, I get to teach the course the way I think is most useful for students: high impact and easy to digest content and quizzes so that we can spend a lot of

time in class discussing and applying the human communication theories to make positive additions, changes, adjustments to our communication to make our lives and the lives of people around us better.

- I will continue to apply the skills I learned to my other courses by focusing on teaching more of the great stuff that is most useful, to shorten lessons while increasing quality. I have one more class I teach that uses a textbook. I can apply the principles I learned here to OER that class as well without needing a sabbatical to do it.

PART V: Deliverables, Documentation and Permissions

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).

Deliverables:

Curriculum materials: 32 modules of class content, quizzes, and assignments

- B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

 Sabbatical Leave Report Deliverables 2026, Anthony Ongyod

- ☒ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.
- ☐ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)

- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 600

PART VIII – Certification

Signature: *Amal*

Date: 9/10/26



SABBATICAL LEAVE REPORT

Sabbatical Year: 2025-2026

Semester Returned: Fall, 2026

Submission Instructions

- Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
 - Download as PDF.
 - Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Christopher Sleeper

Department: History

Title: Instructor of History

Select the duration of your sabbatical leave:

Fall – One semester (full sabbatical)

☒ Spring – One semester (full sabbatical)

Full-year sabbatical at 50% pay

Variable (requires pre-approval by the Superintendent/President)

Year taken [Enter here]

Category of Sabbatical Leave:

Advanced Academic Studies

☒ Self-Directed Studies

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

The purpose of my sabbatical is to enhance history education through three key initiatives: conducting scholarly research and travel to Central and Eastern Europe to deepen my expertise on the Interwar era, World War II, and the Cold War; developing new in-person and online instructional materials and modules for History 100; and creating zero-cost resources for four history courses. The first part of my proposed leave expands my knowledge of the military campaigns, personal histories, and the Holocaust of World War Two. This work and traveling to Germany, Austria, Czechia, and Poland is critical to maintaining currency as a discipline expert. The information gained from this work can be applied towards my teaching of History 101, 104, 111, and 113 courses. The second part of my sabbatical leave focuses on developing instructional materials for teaching History 100 (World History to 1500) in face-to-face and online formats. I last taught this class in 2009, and I have never taught it

online. The final part of my sabbatical leave consists of curating open access materials from websites, digital archives, e-files, and the MiraCosta library to enrich my History 100, 101, 110, and 111 courses. This project supports student success and equity in the history department and supports a larger college-wide initiative.

PART III: Objectives and Activities

Objective #1: To expand my knowledge of Central and Eastern European histories of the Interwar, World War Two, and Cold War eras.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

Read histories by authors Svetlana Alexievich (3), Christopher Browning, Eric Schlosser, Malcolm Gladwell, Bradley Hart, Timothy Snyder, Florian Huber, Donald Miller, Odd Arne Westad, and David Petriell.

Watched documentaries about World War Two and the Cold War.

Traveled to Germany, Czechia, and Poland (April 27-May 14)

Site Visits:

Berlin: Visited Reichstag, Checkpoint Charlie, Jewish Museum Berlin, Topographie of Terror, German Spy Museum, National Art Gallery, Brandenburg Gate, sections of the Berlin Wall, Stasi Museum, Nordbahnhof,

Sachsenhausen: Visited Sachsenhausen Memorial and Museum

Potsdam: Visited City Palace, Sans Souci, University of Potsdam,

Wittenberg: Visited All Saints' Church, University of Wittenberg, Town Church of St. Mary, Old Town

Meissen: Visited Albrechtsburg Castle, Meissen Porcelain Factory tour, Old Town

Dresden: Visited City Museum, Albertinum, Green Museum, Gemäldegalerie Alte Meiser (Old Masters Picture Gallery, Zwinger Palace, Pillnitz Castle

Bastei: Visited Rock Castle of Neurathian

Prague: Visited the Communist Museum, the Cold War Museum, Old Town, Prague Castle, Lobkowicz Palace, and the Jewish Quarter.

Krakow: Visited Old Town, Wawel Castle, Wawel Cathedral, Auschwitz and Auschwitz-Birkenau

Czestochowa: Visited Jasna Gora Monastery and Fortress

Warsaw: Visited Warsaw Uprising Museum, Museum of the History of the Polish Jews, Old Town,

Total hours spent on Objective #1: 274

Objective #2: To develop instructional materials for teaching History 100 in-person and online.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

Read histories by numerous authors, including David Petriell, Bonnie Smith, Brian Fagan, Alfred Crosby, and the World History Encyclopedia.

Watched documentaries and videos on world history eras, individuals, and specific events like the Black Death.

I attended Design Plus workshops during Flex Week.

I met and corresponded with Nadia Khan to go over universal design, issues of accessibility, course design and Design Plus.

I met and corresponded with Stephanie Kelley to go over zero-cost instructional materials for History 100.

Met and corresponded with full-time history department colleagues to discuss module design, assignment design, syllabi language, and artificial intelligence.

Created 20 modules for the History 100 course.

Total hours spent on Objective #2: 325

Objective #3: By the end of my sabbatical leave, I will have implemented zero-cost instructional materials into four history courses (100, 101, 110, and 111).

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

I conferenced and corresponded with Stephanie Kelley to go over zero-cost instructional materials for History for History 100, 101, 110, and 111 courses.

Correspondence with Lauren McFall about zero-cost instructional materials in MiraCosta collections.

Conferenced with full-time history department colleagues to discuss zero-cost instructional materials for History 100, 101, 110, and 111 courses.

Conferenced with faculty from history departments at Oxnard Community College, Riverside Community College, Fullerton Community College, and Moreno Valley Community College about zero-cost instructional materials for History 100, 101, 110, and 111 courses.

Researched OER materials in Libretexts, Academic Senate for California Community Colleges Open Education Resources Initiative (ASCCC OERI), and Cool 4 Ed sites.

Read OER Textbooks for four history courses.

Total Hours spent on Objective #3: 79

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or core competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?

How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?

- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

I have been a world historian for three decades and admittedly have seen little of the world. I created my first objective to learn and understand how people in Central and Eastern Europe lived during a seventy-year period (1918-1989) that saw tremendous political, economic, and social change. These people witnessed the fall of democracies and lived through fascism and communism. I learned how the Nazis instituted national socialism across Germany and what the experience was for people living under Communism in East Germany, Poland, and Czechia. While history books can share rich details and deepen knowledge of these eras, no book, no matter how well it is written, can reproduce what it was like to share time and meals with those who lived under these systems. I spent hours visiting with numerous historians and guides who shared with me their memories of these periods and what life was like behind the Iron Curtain of communism. I went to three different Nazi and Soviet concentration camps, including the notorious Auschwitz and Auschwitz-Birkenau. While I learned extensively about this seventy-year period, I also seized the opportunity to learn about how the Reformation and Holy Roman Empire impacted the region's history. The depth of knowledge that I gained about Martin Luther, his wife Katherine, and other leaders of the Reformation and Counter-Reformation should make learning fascinating for my students. Another benefit of my trip is understanding centuries of history concerning the Jewish people in this region. What I learned and saw while working on my first objective will change me for the rest of my life. My students for years will get the benefit of my pictures, stories, and expertise, sharing what I learned from dozens of historians and guides. I will be able to provide much deeper and more meaningful context about numerous historical documents like Luther's 95 theses and Hitler's Nuremberg laws because I saw the impacts of these documents firsthand. I started this objective in January as a historian, but now I also consider myself an activist. I am motivated by the words of Polish-Jewish historian and Holocaust survivor Marian Turski, "Thou shalt not be indifferent. If you are indifferent, another Auschwitz will come out of the blue for you or your descendants."

I have worked extensively to create a History 100 course with the latest historical scholarship and perspectives, as well as entirely new maps and materials. I had not taught history 100 for fifteen years, and in that period, new movements about student equity, accessibility, and course design required me to rebuild an entirely new course to meet the needs of my students. My work with Nadia Khan, Stephanie Kelley and other community college historians helped me find more zero-cost and lower-cost materials for my students not only in History 100 but also History 101, 110, and 111. I created 20 modules for the History 100 course on various periods and regions of World History. I have incorporated many suggestions from Nadia not only into my History 100 modules but also other courses that I teach. I use the same layout for every module so that students can learn history from a diverse spectrum of resources while feeling comfortable with the structure and layout of the course. Instead of leading with a top-down approach to the subject, I incorporated histories of subjects that are often left out of many world history courses, including the experiences of working women, climate

change and ecological factors, lesser-known trade networks, such as the amber and obsidian trade routes, and new discoveries about science and technology in these complex societies. Student feedback on my online teaching has been very positive. One student remarked, "I think this course did a really good job of making history interesting and clear. One thing I particularly liked was the videos and infographics." Another remarked that "this course was very organized, especially with having large amounts of history to fit into clear modules with readings, vocabulary, images, videos, and the professor's perspectives." I designed the course assessments with a clearer appreciation of the new History CSLOs that our department developed in Fall, 2025. The principles about accessibility, module design and content that I have incorporated into my courses will be shared with my department colleagues, faculty in OAC, and my mentees in the Lodestar program.

PART V: Deliverables, Documentation and Permissions

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).

Deliverables:

Bibliography of Interwar, World War Two, and Cold War materials (History 101)

Bibliography of History 100 materials.

Travel Diary (screenshots) and assorted trip pictures

Semester log of weekly hours spent on objectives 1-3

Screenshots of Canvas Modules.

History 100 book and film worksheet assignments

History 101 book and film worksheet assignments

Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

Option 1: Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.

Option 2: No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

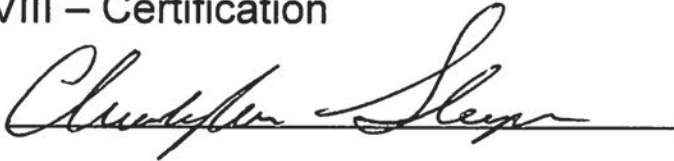
- Travel time and travel preparations

- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 678

PART VIII – Certification

Signature: _____



Date: _____

9/8/26



SABBATICAL LEAVE REPORT

Sabbatical Year:

Semester Returned:

Submission Instructions

- ☒ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
 - ☒ Download as PDF.
 - ☒ Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Donny Munshower

Department: Counseling

Title: Counselor (Veterans)

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)
- ☐ Year taken [Enter here]

Category of Sabbatical Leave:

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

The purpose of this sabbatical leave is to create a comprehensive Canvas class shell tailored to the needs of Veteran and Military-Affiliated (VMA) students, providing resources, support, and guidance similar to the Transfer Center's Canvas shell. This project will involve self-directed study through relevant professional development courses that will enhance both my ability to develop this specific VMA shell and my broader teaching practice in the counseling courses I lead.

PART III: Objectives and Activities

Objective #1: Enhance my expertise and skills in using Canvas to support my ongoing teaching efforts in the Counseling Department, as well as the development of the VMA Canvas shell.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

In my sabbatical Leave application, I stated that I would enroll in between 1-3 courses offered by @ONE (California Virtual Campus Online Network of Educators), where the course credit would be awarded by Fresno Pacific University, as graduate level units. I enrolled and completed 9 units (three 3-unit courses): Intro. to Course Design, Intro. to Teaching with Canvas, and Advanced Techniques with Canvas during my sabbatical semester.

Total Hours spent on Objective #1: 432 hours. Each graduate level unit was awarded 48 hours of work.

Objective #2: Veterans Services currently has a basic Canvas shell with a single module that provides essential veteran-specific information for students at MiraCosta who wish to utilize their GI Bill.

However, this resource is not actively used or publicly available to students. My second objective is to enhance this Canvas shell to include comprehensive information about the GI Bill at MiraCosta, as well as to highlight valuable on- and off-campus resources and scholarships. I envision it as a living document that offers students immediate access to the information they need to thrive on campus. It will serve as a reference guide for our Veterans and Military Affiliated students and counselors. This resource will be similar to the Transfer Center Canvas shell, which is widely accessible to students. Additionally, it will provide a platform for continuously updating information, ensuring that students can access the latest resources whenever they need them.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

Individual interviews with students: I had discussions/interviews with 8 current/past students and asked them about topics they thought would be beneficial in this updated Military Resource Canvas shell.

Requested feedback from staff, and Veterans Counselors (sent an email for feedback): I requested feedback from Veterans Services front staff, Veteran Services Federal Work Study Students, and Veterans Counselors on topics that needed to be included in the Canvas shell.

Requested feedback on completed modules (sent an email for feedback): I gave access to the Veterans Services Program Manager, and the other full-time Veterans Counselor for feedback on the completed Canvas shell. I also shared the information on the specific SAS page with our Veterans Service SAS liaison.

Development of Canvas modules: The majority of the time for this Objective was spent building the Canvas shell and adding content.

Meeting with Nadia Khan: I met with Nadia Khan, MiraCosta's Instructional Designer on designing specific pages.

Total Hours spent on Objective #2: 144 hours

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

I'd like to address each point individually, and will finish with a summary of things I learned and where my next steps will be for this Sabbatical Leave project.

Impact on Students

The main focus of this project was building an informative Canvas shell for our **Military-Connected Students (MCS)** — one they'll automatically be enrolled in upon coming to MiraCosta, giving them immediate access to key information. This is a living document: we'll continue updating it, adding modules, and refining how information is presented based on student feedback.

The coursework also directly improved my online teaching in COUN 105: Transfer Success, which I've taught for more than five years. I originally built the course from another counselor's shell and have been modifying it piecemeal ever since. These classes taught me how to use Canvas to its full potential — skills I've already begun applying to both the new resource guide and my "old" COUN 105 shell. .

Impact on My Department

For the Counseling department, this sabbatical strengthened my online teaching skills, but the bulk of impact is on Veterans Services and other Veterans Counselors. This Canvas shell will be a major win. One goal of Veterans Services is to contact every new student within a week of their application to introduce them to Veterans Services and outline next steps for using their GI Bill, enrolling in classes, and submitting VA documents. This shell becomes that starting point — a detailed resource students and staff can point to when the office is busy. GI Bill usage has grown steadily — up 8% (704 to 760

students) from Spring to Fall 2026 alone, and 20% over the last few years — with more students expected to apply late. With only one full-time and one part-time staff member handling our front desk, a resource that answers basic questions on its own is significant relief.

It also frees up Veterans Counselors, who currently spend a lot of time explaining GI Bill benefits — time that pulls us away from career and academic counseling. This project also has an equity dimension. Military-connected students are often older, returning, or first-generation, and many are balancing service-connected disabilities with coursework — populations who can fall through the cracks of a general-purpose onboarding process. A dedicated, always-available resource helps close that gap by giving students consistent access to information regardless of when they enroll or how comfortable they are asking for help in person. That said, this project also taught me where equity-minded content can overreach — feedback from SAS (discussed further below) helped me see where I'd gone too far. Beyond GI Bill guidance, the guide gives MCS's a starting point to build a sense of identity and connection at MiraCosta — a one-stop shop for the information they need to succeed.

Impact on the College and/or Community

MCS will benefit from a centralized resource available from enrollment through graduation, serving as an essential starting point for understanding GI Bill benefits at MiraCosta. One area still needing development in this resource guide is additional off-campus resources; I included the San Marcos Vet Center and CalVet Veteran Services office but this area could be expanded on. As a living document, I plan to keep expanding it with local nonprofits supporting veterans with housing, transition assistance, debt relief, food services, and more.

Looking ahead, once the shell clears remaining sign-offs, I plan to present it to other Region X Veterans Service community college offices — potentially as a model other campuses could adapt.

Impact on My Professional Growth

The coursework shaped how I think about organizing and designing Canvas content — every page and assignment needs a clear purpose, and information should be presented without overwhelming students. But the biggest growth came from meeting with Nadia Khan, who introduced me to MiraCosta-specific Canvas tools not covered in the @ONE classes — the Cidi Labs Multi-Tool, the Transformational Wizard, and the Open DesignPLUS Sidebar. Learning about these changed my entire approach with Canvas — I went back and revised much of my existing content once I understood them. If other faculty don't know about these tools, they should; they make content more engaging without adding clutter.

Creating this Resource guide also forced me to wrap my head around the mass amount of information needed for Veterans Counseling. Working with the VA and assisting students to maximize their GI Bill benefits can be very stressful— Veterans get up to \$3963/month in housing stipend for enrolling in the correct classes each term, but there are many “rules” we need to keep in mind. Class modality, class length, unit value of the classes all play a part in calculating the student's Rate of Pursuit for their payments. I hadn't thought about it, but this Resource Guide will be an excellent training manual for new associate counselors or other full-time counselors if needed.

Summary and Next Steps

A few key takeaways from this project:

- ***There are many ways to present information, and mine may not be optimal.*** I'll keep gathering feedback from Veterans Services staff and fellow counselors to refine it.
 - ***I'm not the expert at everything, and I don't need to be.*** Our SAS liaison let me know that I'd gone too far in identifying specific accommodations tied to VA disability ratings, since that could imply "guarantees" SAS can't make. Several pages need reassessment before launch.
 - ***Feedback is still incomplete.*** I don't expect this Canvas shell to go live until Spring or Fall 2027. I built it around early feedback from students and staff, and received helpful input from our VSOC VA representative and SAS counselor, but still need sign-off from the Program Manager, other Veterans Services staff, and Veterans Counselors.
 - ***This remains a living document*** — VA policy updates yearly, and the guide needs to keep pace. Specific processes within Veterans Services may also change and we will want to update it accordingly. New modules may be added as additional information comes to light that we'd want to highlight to our MCS. There are additional pages that I want to add that haven't been developed.
 - ***Taking real time off is re-energizing.*** My schedule rarely allows more than 3–4 weeks away at a time, but six months let me fully recharge and finally tackle a project I'd wanted to build for 4–5 years. I'm excited about what I've created and how it will help our students.
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PART V: Deliverables, Documentation and Permissions

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).

Deliverables:

1. Log of Activities Excel sheet.
 2. Access for the Sabbatical Leave Committee Chair to my Sandbox Canvas shell, titled, "[Sandbox Veterans Services](#)".
 3. Transcript from Fresno Pacific College identifying the three 3-unit graduate level classes I completed.
- B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

- ☐ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.
- ☒ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

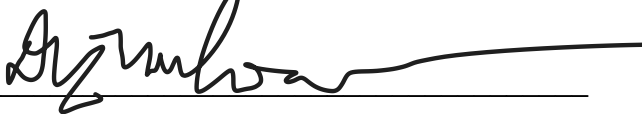
PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 576 hours

PART VIII – Certification

Signature:  Date: September 11, 2026



SABBATICAL LEAVE REPORT

Sabbatical Year: Spring 2026

Semester Returned: Fall 2026

Submission Instructions

- ☒ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
 - ☒ Download as PDF.
 - ☒ Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Kaitlin Fisher

Department: Chemistry

Title: Professor

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)
- ☐ Year taken [Enter here]

Category of Sabbatical Leave:

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

Given the current need to assess and structure course curriculum to reflect career pathways and readiness, restructuring the lab curriculum of CHEM 112 will be the primary objective of my sabbatical project. CHEM 112 represents an important course for the preparation of students hoping to pursue future careers in health, nursing, and more. The current lab curriculum is fairly siloed and does not necessarily offer any translatable skills that could give students an advantage in their respective programs to which they enroll. I would like to change this by creating a lab curriculum that allows students to synthesize medication, purify it, and compound it using the principles associated with the course. These skills are highly transferrable to their future careers and can give them a distinct advantage moving forward. We have seen success with

project based learning in our majors courses and I believe that we can make this course unique in the chemistry course pre-requisite landscape. I want students that come through our MiraCosta pre-health classes to move into their respective health careers with advantages unique to our college.

PART III: Objectives and Activities

Objective #1: Research best practices and lab curricula in consultation with MiraCosta nursing faculty.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

- Research on introductory nursing curriculum at schools in California including course outline of records for the classes
- Research on lab curriculum offered for other introductory chemistry courses for pre-nursing at both community colleges and state schools in California
- Discussion with nursing faculty about their “wish lists” for incoming nursing students preparedness

Total Hours spent on Objective #1: 100 hours

Objective #2: Design and test lab curriculum iteratively to refine the procedures and processes resulting in the refinement of the procedures. This will result in the publication of a lab manual that will be available free of cost on our course sandbox site.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

- Investigation and outlining of 12 original lab projects with step by step methods for experimentation
- Hands on iterative testing of the lab procedures by me to ensure success of the methodology
- Writing of 12 original introductions and backgrounds for the lab procedures
- Writing of 12 original methods and procedures based on my hands on iterative testing
- Writing of 12 original data and observations sections
- Writing of 12 supplemental pre-lab and post-lab assignments for each lab procedure
- Consultation and collaboration with lab staff to clarify the feasibility of implementing the lab work flow to support implementation of the new labs in Fall 2026
-

Total Hours spent on Objective #2: 500 hours

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

Impact on Students

The motivation of this project was to provide a curriculum that is current and applicable to student success in Chem 112 and to better prepare students for courses and careers in health. The lab curriculum serves to allow students to build the skill sets that increase motivation by bridging chemistry with practical, medical applications they will encounter in nursing. By transitioning from a traditional, siloed approach to labs with no clear skill building sequence to a more project-based learning model, students will now have the opportunity to learn and grow their skills in solution formation, spectroscopy, and data analysis. For example, new modules detailing the synthesis, TLC analysis, and UV-Vis spectroscopy of aspirin directly translate abstract chemical principles into concrete, career-relevant techniques. This hands-on methodology will hopefully serve to enrich student engagement, shifting their perspective of chemistry from a hurdle requirement to the beginning of mastering problem solving strategies that will serve them well into the future. Furthermore, this curriculum directly strengthens core competencies in scientific inquiry, quantitative reasoning, and technical lab execution, ensuring our pre-health students possess a distinct, translatable advantage when entering rigorous health and nursing programs.

Impact on the Department

Within the Chemistry Department, this sabbatical work significantly enhances our pedagogical approach and program design. The creation of a fully tested, 12-week lab manual directly supports our equity, diversity, and inclusion initiatives by eliminating the financial barrier of expensive traditional lab texts. Because the manual is available free of cost on our course sandbox site, all students are guaranteed equitable access to high-quality learning materials on day one. Additionally, this project fostered vital professional collaboration. By working closely with MiraCosta nursing faculty to establish

a curriculum preparedness "wish list," and consulting intimately with lab staff to ensure feasible lab workflows for Fall 2026, this work serves as a blueprint for future cross-disciplinary and intra-departmental course development. Because these procedures underwent extensive hands-on iterative testing to ensure methodological success, the department can confidently implement these modules.

Impact on the College and Community

At the institutional level, modernizing the CHEM 112 curriculum elevates MiraCosta College's visibility and reinforces our mission to provide career-ready education. By offering a pre-health chemistry course uniquely tailored to nursing and clinical applications, we distinguish our institution within the broader California community college and state school landscape. Our students will enter their respective cohorts with specialized, practical competencies that reflect exceptionally well on MiraCosta's academic rigor and innovative project-based learning approach. Furthermore, the deliverables—including the comprehensive lab manual chapters and project motivation presentation—can be shared at local academic conferences or STEM workshops, contributing to a broader community dialogue on modernizing prerequisite education.

Impact on Professional Growth

This sabbatical provided an invaluable opportunity for deep, focused professional development. Dedicating 500 hours to investigating, writing, and iteratively testing 12 original lab projects allowed me to recalibrate my own pedagogical strategies and technical procedures. I gained a much deeper understanding of the specific demands of modern nursing programs through my research into state-wide curricula and direct consultations with nursing faculty. This newly acquired perspective fundamentally shifts my teaching approach; I am now better equipped to appropriately contextualize chemical principles for health-science majors. Moving forward, I plan to leverage these curriculum design skills and cross-disciplinary insights to continually advocate for dynamic, student-centered learning environments within the sciences.

PART V: Deliverables, Documentation and Permissions

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).

Deliverables:

1. Acids, Bases and Sour Candy Lab Manual
2. Analyzing Kool-Aid Lab Manual
3. Demonstrating Osmosis Lab Manual
4. Measurements Lab Manual
5. Nomenclature and chemical Reactions Lab Manual
6. Plant Pigments Lab Manual
7. Scientific Method_Oreos_Lab Manual
8. Synthesis of Aspirin_Lab Manual
9. TLC Analysis of Amino Acids_Lab Manual
10. TLC Analysis of Aspirin_Lab Manual

11. UV-Vis Spectroscopy of Aspirin_Lab Manual
12. M&M Statistical Lab Manual
13. Powerpoint of Project Motivation

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

- ☒ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.
- ☐  Sabbatical Deliverables_Fisher
- ☐ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.
-

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 600 hours

PART VIII – Certification

Signature: __Kaitlin Fisher_____

Date: _9/8/2026_____



SABBATICAL LEAVE REPORT

Sabbatical Year: Fall 2025

Semester Returned: Fall 2026

Submission Instructions

- ☒ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
 - ☒ Download as PDF.
 - ☒ Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Lauren Greenwald

Department: Art

Title: Full-time Faculty, Photography

Select the duration of your sabbatical leave:

- ☒ Fall – One semester (full sabbatical)
- ☐ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)
- ☐ Year taken [Enter here]

Category of Sabbatical Leave:

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

For this sabbatical leave, I will produce a new body of work investigating and documenting historical pilgrimage routes in Western Europe, with preliminary examinations of the Camino de Santiago and the Via di Francesco. As an artist and art professor, my professional practice includes the development and production of self-directed creative work. My previous work focused on modes of travel, perception, and the importance of the journey, and this new work will be a continuation of these themes, investigating the social, philosophical, and cultural significance of walking and the act of the pilgrimage. This will be made through historical research, site visits, and the walking itself. The final product will be a portfolio of photographs, possibly supplemented with video and mixed media artworks. To produce the physical

prints, I will be using a range of traditional and digital photographic printmaking processes, which will allow me to explore new methods and developments in photographic printing, ones I plan to introduce into the art curriculum at MiraCosta.

PART III: Objectives and Activities

Objective #1: Research, visit, and photograph significant pilgrimage sites and routes in southern France and Northern Spain along the Camino de Santiago (St. James' Way) and the Via di Francesco (Way of St. Francis) in the Umbria region of Italy.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

In preparation for my site visits in Europe, I read a range of books and articles about pilgrimages and pilgrimage sites (a complete bibliography is included in the documentation). All site visits included some combination of the following: walking portions of the established pilgrimage trails, visiting significant sites and / or buildings, making photographs and filming video of the sites, and interacting with pilgrims and participants at each site. The French sites visited focused on various locations along the four primary routes of the Chemin de Saint Jacques, including: Abbaye de Cluny, Chartres, Lyon, Paris to Orleans, Le Puy-en-Velay, Saint-Jean-Pied-du-Port, and the Lourdes shrine, which was the start of an organized pilgrimage tour in Italy. The two-week guided tour was titled "Lourdes and the Shrines of Italy", and I joined a group of Catholic pilgrims, visiting: Rome and the Vatican, San Giovanni Rotondo, Monte San Angelo, Montecassino, Lanciaio, Loreto, Assisi, and Orvieto. I crossed the Pyrenees by car from France to Spain, and visited Roncesvalles, Santiago de Compostela, portions of an unofficial extension of the Camino in Galicia, and Fisterra. Due to the extensive French travel itinerary, I knew some improvement in my French language skills was necessary, so I also completed a private, week-long French language immersion course in the Beaujolais region during the first week of September.

Total Hours spent on Objective #1: 403 Hours

Objective #2: Edit the accumulated material into a cohesive body of work, with plans developed for submission for exhibition and / or publication opportunities.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

The photographs and documents made at the above sites included both digital and film photography. Every site visit was followed by downloading, archiving, and making preliminary edits of the digital material produced, along with processing, scanning, and digital editing of the film. Preliminary video edits were made of the video recorded. After my return home in November, hundreds of photographic proof prints were made in my studio, narrowing thousands of images down into a cohesive group of images. During this process, it became clear I had two distinct bodies of work - a portfolio of landscape

images, consistent with my established photographic style, as well as a series focusing on the interactions of people inhabiting and passing through these spaces.

While in Paris in November, I attended Paris Photo, one of the largest photo-centric art fairs in the world, and over a period of three days was able to familiarize myself with dozens of galleries and publishers, and to compile a list of prospective exhibition or publication opportunities in the future.

Several opportunities have already materialized following my sabbatical. In December, I was invited to participate in an artist residency in Venice, Italy. I spent two weeks in January 2026 at Venezia Contemporanea, where I was able to exhibit some of the sabbatical project prints and to begin a new body of work. I was also offered a solo exhibition at Gallery Palindroma in Piermont, NY, tentatively scheduled for late 2027 or early 2028.

Total Hours spent on Objective #2: 105 Hours

Objective #3: *Explore a variety of production possibilities for the finished work, including familiarizing myself with a contemporary method of photographic printmaking based on a traditional printing process, the photogravure.*

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

In the past, I have produced prints for exhibition using a variety of processes, from silver gelatin prints to alternative processes such as cyanotype and kallitype, to archival inkjet prints in a range of sizes. I had originally planned to take a workshop at Cone Editions in Vermont to learn a contemporary photogravure process called photopolymer plate printing, but the studio had a very limited schedule and the few sessions available were not viable with my schedule. I instead decided to explore another photographic printmaking process, photo lithography. This process requires exposing a photographic image onto a metal photo-sensitive lithography plate, which is then inked and printed onto paper using a traditional lithography printing press. Once back in California in December, I collaborated with my printmaking colleague, Frol Boundin, and was able to produce a preliminary set of photo lithographs from my larger body of images. I found this printing method very appealing, and I'll be pursuing it in the future to create a larger edition. Two of the prints from this series are currently on view in the MiraCosta Art Gallery as part of the Art Faculty and Staff show, and others are in an upcoming group exhibition, opening at the end of September, at Gallery Palindroma in Piermont, NY. While working on the photo lithographs, I also tested numerous archival papers for use with our photo inkjet printers.

While the original objective was to examine printing methods for my body of landscape images, the secondary body of work lent itself more to book form. As such, I experimented with book and magazine formats as possible presentation methods. A pdf version of a preliminary book dummy is included in the supporting documents.

Total Hours spent on Objective #3: 127.5 Hours

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

Impact on Students:

During this sabbatical period, I was able to learn several new techniques and processes that I intend to implement in my classes and in future curriculum. For many years, and particularly post-pandemic, students have been increasingly interested in analogue, hand-made work. The processes I learned through workshops included: instant film emulsion lifts, a method manipulating the emulsion on an instant photograph to transfer it onto a separate surface, RA-4 reversal, which creates direct color positive prints without the need for a color darkroom, and traditional color darkroom printing. Students enrolled in my darkroom classes as well as our digital course will benefit from these new skills.

The second and third SLOs across almost every course in the photography curriculum state: "Students will be able to identify major movements and/or artists working in the photographic medium" and "Students will be able to convey ideas and concepts about artwork."

Successful teaching requires continuous learning on the part of the instructor. During this sabbatical, I used this time to see as much art as possible. I attended art fairs (Paris Photo, Paris Print) and saw dozens of museum and gallery exhibitions. I attended many gallery openings, artist talks, and round-table discussions, and visited numerous artist studios, ateliers, and arts organizations. This expanded knowledge of the larger contemporary art world will benefit my students through lectures and discussions. Photography is one of the most universal of languages; we communicate through images more and more. Being able to present more global perspectives in my classroom, and to examine diverse viewpoints within our shifting cultural landscape, will enrich the educational experience of our students.

Impact on the Department:

The ART Department has been reviewing and revising curriculum to better meet student needs. I am returning from this sabbatical with the goal of re-evaluating the photo curriculum, an area long overdue for an update. I feel I can now effectively revise my curriculum, given the distance and perspective I've gained during this break from teaching. In addition to the direct impact on my students, the department will also benefit from the time I've spent learning about art from a more global scope, including raising awareness of many artists and institutions outside of the US. My professional development also has the potential to impact our courses focusing on professional practices, both ART 295, Visual Art and Professional Practice, as well as ART 253, Applied Digital Photography.

Impact on College and/or Community:

I was inspired by so many of the organizations I encountered during this sabbatical. Artist Brendan Barry's non-profit, Positive Light Projects, has extensive experience in community events and projects, and provided me valuable insight for incorporating some of these approaches to our program. During time in Paris, familiarizing myself with a range of institutions allowed me to improve upon the scope of the study abroad class I co-taught with Prof. David Parker this past Summer 2026 term.

As a studio art faculty, part of my job is to maintain currency in my field with an active creative practice. Making and exhibiting work, along with presenting and publishing, are all ways I can contribute to MiraCosta's mission and raise the visibility of our institution. I've already participated in an international residency at Venezia Contemporanea in Venice, Italy, in January 2026, and I will be exhibiting with a New York gallery, Gallery Palindroma, beginning with a group show this month and a solo exhibition next year. I will continue to pursue exhibition and publication opportunities with this new body of work.

Impact on Professional Growth:

This is the first sabbatical of my professional career. After the pandemic and a period serving as department chair, my creative practice desperately needed a reboot. This time has been invaluable to re-establishing my studio practice. The research in preparing for my project, the extended time to make photographs and to follow where new inspiration led, and the exposure to a variety of new processes and ways of thinking about art have been enormously positive for my professional growth. I return to MiraCosta this semester with a renewed sense of purpose and motivation, and I am confident this will help me become a more effective colleague and instructor than ever before.

PART V: Deliverables, Documentation and Permissions

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).

Deliverables:

- Log of Hours
- Log of Site Visits
- Bibliography
- List of classes / workshops

- Documentation for Photo Litho printing process
- Documentation for RA-4 process workshop
- Portfolio of images + project statement
- Sample images of print versions
- Book dummy pdf of secondary project

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

- ☐ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.
- ☒ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.
-

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 635.5 Hours

PART VIII – Certification



Signature: Lauren Greenwald Date: September 10, 2026



SABBATICAL LEAVE REPORT

Sabbatical Year: Spring 2026

Semester Returned: Fall 2026

Submission Instructions

- ☒ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
 - ☒ Download as PDF.
 - ☒ Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Richard Ma

Department: Library

Title: Librarian

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)
- ☐ Year taken [Enter here]

Category of Sabbatical Leave:

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

Instructional videos are a vital component of learning, providing flexible and engaging ways to convey information. They offer visual and auditory learning opportunities, catering to diverse learning styles and reinforcing complex concepts. Additionally, videos can be accessed on-demand, allowing students to learn at their own pace and revisit material as needed.

This sabbatical will focus on researching and evaluating video editing tools and software, conducting a literature review on the efficacy of using videos in learning, and analyzing videos to identify best practices for creating content that enhances students' understanding of information literacy. Additionally, this sabbatical will be dedicated to creating a series of information literacy videos that students can

access at their convenience. These videos will be made available for the library department to integrate into existing platforms such as our website, LibGuides (course guides), and LibChat (chat service). The videos will also be shared with faculty and reside under a Creative Commons license for anyone to access freely.

PART III: Objectives and Activities

Objective #1: Conduct a focused review of resources related to video production. This will include exploring video editing tools and software, conducting a literature review on the use of videos in education, and analyzing videos created by others to identify effective techniques in video production and presentation.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

The first task was the literature review. I relied not only on scholarly sources but also on sources from teaching centers and tech sites since the latter two provided methodology that I could learn from and adopt for creating the instructional videos.

Complementing the literature review is a short spreadsheet that lists some effective strategies for video production, drawn from the suggestions offered by the various authors.

In addition, I reviewed a handful of existing information literacy videos. The pros and cons table found after each entry of the video review served as an ongoing cheat sheet (quick-reference guide) for me to use as I embarked on developing my information literacy videos.

Lastly, I reviewed and explored video production software and tools to see which would be the most effective and efficient to use. I surveyed a range of video production, screen capture, and text-to-speech tools, with particular attention to ease of use, functionality, and pedagogical fit.

During my review of existing information literacy videos, I noticed that some used AI voices for their narration. I devoted some time to researching this since I immediately recognized this would greatly benefit me during this stage of video editing.

Total Hours spent on Objective #1: 294

Objective #2: Create a variety of information literacy videos that can be utilized by the library (on our website, in library course guides, during live library chat sessions); classroom faculty (standalone links or embedded into Canvas courses); and community partners (K-12, other colleges). These videos will serve as instructional tools, providing foundational knowledge on information literacy concepts. Selecting relevant topics on information literacy will precede the development of these videos.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

I initiated the process of developing a list of videos to create by looking at a handful of college library websites with information literacy tutorials and identified gaps in our LIBR 101 course to fill with potential videos.

Once I felt I had a solid list, I created a “video bumper” (animated brand identifier) that featured a reference to MiraCosta College Library, which I placed at the end of all the videos I created.

With these components in place, I developed 30 information literacy videos, uploaded them to YouTube (Link: <https://www.youtube.com/@MCCLib2026>), uploaded some to my Library 101 course in Canvas, and created a library guide to house them (Link: <https://library.miracosta.edu/sabbatical2026>).

Total Hours spent on Objective #2: 307

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

Students: One of the benefits to students is that the instructional videos allow for “micro-learning.” Since each piece is no longer than 3 minutes and 30 seconds (many averaging just above 2 minutes), the concepts presented are scaffolded into easy-to-understand segments. If a student wants to learn more about scholarly versus popular sources, they can access those two videos and ignore the others. There is no need for them to “waste” time viewing everything. With the shorter content, students can view and review, pause, reverse, and fast-forward without major interruption to their workflow. Students can watch a video and immediately apply what they learn to an active task, such as selecting sources, refining a topic, or building a reference list, which reduces trial-and-error during the research process. The immediate application to their assignments and task at hand is valuable.

This flexibility, along with the closed captioning for accessibility, accommodates diverse learning styles. Moreover, videos support learners who benefit from visual demonstrations, structured explanations, and repeated exposure. The lack of text-heavy content can also be an appealing angle for a subset of learners.

Our college emphasizes the importance of academic support, and these learning objects can be accessed anytime, anywhere, providing students with continuous learning opportunities. Their “24/7 nature” makes them ideal and levels the playing field for all students, whether they are taking classes on campus or remotely. Though our library already offers 24/7 chat reference, the videos add another layer of access to library instruction in a low-stakes, self-paced environment. This can reduce frustration during research. When students face obstacles, such as not knowing how to refine a topic or what peer-reviewed sources really mean, they can access these videos for short explanations, helping them move forward.

Beyond their immediate academic value, these instructional resources teach transferable research and evaluation skills that students can apply in future coursework, careers, and everyday information-seeking contexts. And because of the archival nature of media, students who graduate from MiraCosta can still access them. Likewise, these videos have the potential to increase student confidence in using library resources and conducting research. Understanding how databases, search strategies, and filters work helps students feel more capable.

An important feature is their scalability and sustainability. The videos can serve thousands of students with minimal ongoing maintenance. Updates can be made as needed, making this a cost-effective and sustainable instructional resource for the college. For newer students, exposure to college-level research skills through these resources gets them ready for classes that have a research component.

Department: The Library Department’s SAO 1 on Instruction (As a result of library instruction, e.g., reference interactions, research orientations, and workshops, students will locate relevant sources of information to accomplish a stated information need) and SAO 2 on Resources (All students will have ample access to library information and technological resources, both in the library and online, that support and supplement the college curriculum, course assignments, student success, and lifelong learning) are addressed in this sabbatical project. The focus on information literacy and the accompanying instructional content align well with the two SAOs.

Since librarians routinely create guides specific to a class when providing orientations, these videos can be embedded into the guides, making them more engaging. More importantly, these learning objects can help teach concepts that may not be covered during an orientation session, especially if other, equally important concepts need to be introduced. Likewise, students who seek assistance at the reference desk can be provided with a link to these on-demand instructional resources for reinforcement of concepts introduced. For instance, if a librarian shows a student how to use advanced search strategies employing Boolean operators, the tutorial on this very topic can be sent to the student's email to further teach the search strategy. This scenario illustrates effective use of both the librarian's and the student's time.

The videos can be incorporated to supplement chat sessions, especially to introduce key concepts or help students retain information discussed in the chat. These asynchronous learning materials can serve as a springboard beyond the chat and potentially help students better navigate the library's resources afterward.

These instructional videos have also been incorporated into the library's credit courses for Fall 2026 to enhance the content taught to students and provide an additional way to explain concepts: they supplement the text-based lectures. Based on previous LIBR 101 course surveys, students have requested more multimedia learning materials to assist in their learning.

Lastly, educational media can be featured on the library's web page and social media outreach, making them a valuable resource to a wider audience (students, staff, and the community). These methods of using instructional resources are all potential outreach points for the department. Incorporating these videos into various contexts can help the department provide information more effectively, engage users more effectively, and cater to different learning preferences.

College: One of MiraCosta's Core Competencies, specifically within the realm of Intellectual and Practical Skills, includes Information Literacy. This competency represents a vital learning outcome that students are expected to develop during their time at MiraCosta. The information literacy videos are designed to bolster students' skills in this critical area, providing them with the preliminary tools necessary to navigate the complex information landscape of the twenty-first century.

An added benefit is that these learning objects are aligned with Guided Pathways. They provide clear, standardized instruction that ensures every student, regardless of their intended major or course of study, receives the same foundational information literacy skills.

Because these resources are short and modular, faculty can embed these videos into their learning management systems, such as Canvas, to supplement their lectures or assignments. Ideally, the department would prefer faculty to schedule on-campus or online library orientations to help students understand the services and resources available to them. However, this preference may not always work for some faculty, so having a menu of information literacy videos that faculty can choose from can be helpful, allowing the delivery of instruction to occur at the point of need.

Likewise, for faculty who do incorporate library orientations into their curriculum, these resources can complement and reinforce key concepts. Not all students may fully grasp what is taught the first time, and these learning objects can be viewed and reviewed countless times without foreseeable issues.

Though we have mostly left the pandemic behind, remote learning continues to be a popular option for our students, as evidenced by the increasing number of online and hybrid courses offered at MiraCosta. These information literacy videos allow the library department to offer a consistent resource that all students can access anytime and anywhere. This flexibility aids the college in meeting equal access standards, as outlined in accreditation requirements.

Lastly, I would like to make a brief comment about the work the sabbatical committee does for the college. Year in and year out, in addition to other duties, members tirelessly review applications, final products, and provide feedback. I appreciate the collegial work performed to help all faculty grow professionally, which in turn helps the college tremendously.

Community: Our partners in the community can currently access some of our library resources, and these information literacy videos would be another such resource available for free. In fact, for some previously created content, other colleges and K–12 schools have used these resources for their own instruction. For example, our exhibit guide on Japanese Internment has been accessed thousands of times. Openly sharing instructional materials reinforces the library's role as a collaborative, service-oriented institution, rather than a closed academic silo.

I also plan to share these learning objects with the head of the library division at SDCOE, who has in the past shared our library's work with K–12 schools in the county. Further, the same will be done with our community college partners in the San Diego County region, with full rights to modify and use the resources as they see fit.

Sharing our videos with the community also benefits us by raising the college's profile. At the same time, it allows us to use resources created by others, making the exchange mutually beneficial. Additionally, a potential benefit is future collaboration with community partners in developing additional resources for all partners to use, saving time and money for everyone.

PART V: Deliverables, Documentation and Permissions

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).

Deliverables:

1. Richard Ma-2026 **Literature Review**
2. Richard Ma-2026 **Instructional Video Review**
3. Richard Ma-2026 **Effective Video Production Ideas (Personal List)**
4. Richard Ma-2026 **Video Production Software and Tools Review**
5. Richard Ma-2026 **LibGuides Upload Screenshot**
6. Richard Ma-2026 **Sabbatical Hours Log**

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

- ☐ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.
- ☒ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.
-

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 601

PART VIII – Certification

Signature: 

Date: 08/13/2026

SABBATICAL APPLICATIONS 2027-2028

Twelve Sabbatical Applications Submitted for Review

Allison Perkins

curry mitchell

Dominique Ingato

Eric Snortum

John Kirwan

Lynnie Trzoss

Nery Chapeton-Lamas

Rick White

Steve Isachsen

Suzie Bailey

Taya Lazootin

Tyrone Nagai

APPLICATION FOR SABBATICAL LEAVE Spring 2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).

Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.

Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.

Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.

Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Allison Perkins, PhD, APRN, ACNS-BC

Department: Nursing & Allied Health

Title: Full-time Faculty

Select the duration of your sabbatical leave:

Fall – One semester (full sabbatical)

X Spring – One semester (full sabbatical)

Full-year sabbatical at 50% pay

Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 2020

Date of Proposed Return to Full-time Service: Summer 2028

Category of Sabbatical Leave (select one):

Advanced Academic Studies

X Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract:

The primary purpose of my sabbatical is to comprehensively revise the Licensed Vocational Nursing (LVN) curriculum, which has not undergone a major update in more than 20 years. The current curriculum does not fully reflect today's healthcare environment, evolving patient needs, advances in technology, evidence-based practice, or the expectations of contemporary nursing education.

To accomplish this goal, I will conduct a comprehensive curriculum review, analyze current industry standards and regulatory requirements, benchmark successful LVN programs, consult with healthcare partners and stakeholders, and develop updated course content, learning activities, and assessment strategies.

The sabbatical will produce a revised LVN curriculum framework, updated course outlines, enhanced learning materials, and recommendations for implementation that align with current healthcare practices and student learning needs.

These outcomes will better prepare students for success in modern healthcare settings, improve program relevance and student engagement, strengthen alignment with workforce demands, and support the department's commitment to providing high-quality nursing education. Ultimately, the revised curriculum will benefit students, faculty, healthcare employers, and the college by ensuring graduates are well-equipped to meet the challenges of today's healthcare environment.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Activities:

List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

Objective 1

Objective Statement: **Conduct a comprehensive review of the current LVN curriculum.**

1. Analyze existing course outlines, program outcomes, and instructional materials.
2. Compare the current curriculum with contemporary LVN program standards, state requirements, and accreditation expectations.
3. Review current nursing education literature and best practices to identify content gaps and areas for revision.

Estimated Hours: 150 hours

Objective 2 **Develop updated curriculum content and course materials based on findings from objective #1.**

1. Revise course outlines, learning objectives, and instructional content to reflect current healthcare practices.
2. Integrate contemporary topics such as patient-centered care, technology in healthcare, evidence-based practice, cultural competence, and clinical judgment.
3. Create updated learning activities, assignments, and assessment tools aligned with revised course outcomes.

Estimated Hours: 300 hours

Objective 3 **Create a curriculum implementation plan.**

1. Organize revised curriculum documents into a cohesive program framework.
2. Seek feedback from faculty, clinical partners, and nursing education stakeholders on proposed revisions.
3. Develop recommendations, timelines, and supporting resources for implementation of the revised curriculum.
4. Receive approval from the BVN-PT for implementation of updated curriculum.

Estimated Hours: 150 hours

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

The proposed sabbatical project will result in a comprehensive revision of the Licensed Vocational Nursing (LVN) curriculum to ensure that program content, learning experiences, and course outcomes align with contemporary healthcare practice and current nursing education standards. This project will positively impact students, the department, the college and community, and my own professional development.

a) Students

Students will benefit from a curriculum that more accurately reflects the realities of today's healthcare environment. The revised curriculum will incorporate current evidence-based practices, advances in healthcare technology, patient-centered care principles, cultural competence, and clinical judgment skills that are essential for today's vocational nurses. Updated learning activities and assessments will provide students with relevant educational experiences that better prepare them for licensure, clinical practice, and lifelong learning. By aligning instruction with the knowledge and skills expected of entry-level nurses, students will graduate with a stronger foundation for success in both academic and professional settings.

b) Department

The Nursing Department will benefit from a modernized curriculum that is current, cohesive, and aligned with industry expectations. The curriculum revision process will provide updated course outlines, learning outcomes, instructional resources, and assessment strategies that can be used consistently across the program. The project will also support ongoing program evaluation and continuous improvement efforts by ensuring that curriculum content reflects current standards of nursing practice. Additionally, the revised curriculum will serve as a resource for faculty, promoting consistency in course delivery and supporting future curriculum development initiatives.

c) College and/or Community

The college will benefit from offering an LVN program that is responsive to evolving workforce needs and healthcare trends. A contemporary curriculum demonstrates the institution's commitment to academic excellence, student success, and workforce preparation. The healthcare community will benefit from graduates who are better prepared to meet the demands of modern clinical settings and provide safe, effective patient care. Strengthening the alignment between educational preparation and workforce expectations can also

enhance partnerships between the college and local healthcare agencies that rely on well-prepared entry-level nurses.

d) Professional Growth

This sabbatical will provide an opportunity to engage in a comprehensive review of current nursing education practices, regulatory requirements, and emerging healthcare trends. Through research, collaboration with stakeholders, and curriculum development activities, I will deepen my knowledge of curriculum design, instructional strategies, and program assessment. This experience will strengthen my ability to lead future curriculum initiatives, mentor colleagues, and contribute to continuous program improvement. Ultimately, the sabbatical will enhance my effectiveness as a nursing educator and instructional leader while supporting the long-term advancement of the LVN program.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

The following materials will serve as evidence of work completed and outcomes achieved during the sabbatical:

1. Sabbatical Activity Log: Detailed log documenting activities completed, dates, and hours devoted to curriculum review, research, curriculum development, stakeholder consultation, and preparation of final products.
2. Curriculum Review and Literature Search findings: Summary of findings from the review of the existing LVN curriculum, current nursing education literature, regulatory requirements, and benchmarking of comparable LVN programs. An Annotated bibliography of key resources used during the project.
3. Revised LVN Curriculum Framework: Updated program philosophy, student learning outcomes, curriculum sequencing, and alignment with current nursing practice standards.
4. Updated Course Outlines and Curriculum Documents: Revised course objectives, student learning outcomes, course content, learning activities, and assessment methods for LVN courses.
5. Stakeholder Feedback Summary: Documentation of input and recommendations gathered from faculty, clinical partners, and nursing education stakeholders during the revision process.

6. Final Sabbatical Report: Comprehensive report summarizing project activities, accomplishments, deliverables, findings, and recommendations for curriculum implementation and future program development.
 7. Faculty Presentation: Presentation and supporting materials shared with the Nursing Department outlining the curriculum revisions and proposed implementation plan.
-

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 590 hours

Activity	Estimated Hours
Review current curriculum and course materials	50
Literature review and annotated bibliography	70
Review regulatory standards and comparable LVN programs	50
Meetings with faculty, clinical partners, and stakeholders	70
Revision of program outcomes and curriculum framework	80
Revision of course outlines and objectives	120
Development of learning activities and assessments	100
BVN-PT curriculum approval preparation	50
Total	590 hours

PART VII: Certification

Signature: Allison K. Perkins Date: 9/14/26

APPLICATION FOR SABBATICAL LEAVE 2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☐ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☐ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: curry mitchell

Department: Letters

Title: Faculty

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 2014

Date of Proposed Return to Full-time Service: Fall 2028

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract: The purpose of my sabbatical project will be to better understand the medium and the effect of AI technologies on the reading and writing process. As a composition instructor, I see how iterations of new tools (autocorrect, Grammarly, ChatGPT) disrupt but also add resources to a student’s processes for engaging with texts and structuring expression. While I’ve continually updated instructional content, this project will allow me to develop a more comprehensive understanding of generative and agentic technologies and how to guide and support first-year college writers. To pursue this understanding, I will compile an annotated bibliography of books, articles, and other publications by discipline experts and teaching practitioners in composition studies. This will be my primary activity and deliverable. Secondly, I will seek collegial networks by either communicating with English faculty at other CCCs or attending a conference such as the College Composition and Communication Conference where I may ask questions and glean pedagogy & practices that I intend to organize into two FLEX workshops for MiraCostans (my second deliverable). Finally, I will review instructional content in ENGL C1000 that advise on processes for reading and writing, and I will update these based on current knowledge and practice in our field.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: Gain currency within composition studies on the medium and effects of generative and agential writing technologies

Activities: To meet this objective, I will develop an annotated bibliography by surveying a variety of works including books, scholarly articles, popular articles, blogs & newsletters, podcasts, and recorded lectures, interviews, and panel discussions.

Estimated Hours: 250

Objective 2 (if applicable)

Objective Statement: Participate in professional development discussions and/or workshops with composition colleagues with the intention of creating two FLEX workshops for MiraCosta faculty.

Activities: To meet this objective, I will either: reach out to colleagues in English departments at other California Community Colleges to inquire about practices, pedagogies, and policies that support ENGL C1000 students (a course that is now common in curriculum across the state via AB 1111); or I may attend one major conference, such as the College Composition and Communications Conference or Online Teaching Conference; or I may participate in an ongoing series of professional practice workshops such as those hosted by the Process Feedback Team (<https://processfeedback.org/webinar>) or by The Hypothesis Team (<https://web.hypothes.is/events/>).

Estimated Hours: 80

Objective 3 (if applicable)

Objective Statement: Review and update content in my ENGL C1000 course that offers instruction on reading and writing processes.

Activities: To meet this objective, I will identify the text, videos, and assignments that define steps, tools, and skills associated with effective reading practices and effective writing practices in ENGL C1000, onsite and online. I choose to concentrate on instruction in ENGL C1000 because of its ubiquitous role in MiraCosta students' first year experience. I will focus primarily on content that I deliver within the first unit of instruction, and secondarily on instruction delivered in later units. I will update and revise content that still holds instructional value but lacks currency and I will develop new instructional materials to fill in gaps where my ENGL C1000 course design does not directly facilitate student decision making regarding generative and agentic productivity tools. If I meet this objective with time remaining in the total I've estimated, I will take up the same process for ENGL C10010.

Estimated Hours: 250

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

My sabbatical project has the potential to benefit ENGL C1000 students, the composition sequence & programs within the Letters Department, and MiraCosta faculty who incorporate writing tasks in their course design.

First, my research and my collaboration with practitioner colleagues will benefit my own expertise and teaching practice as I develop a more comprehensive understanding of how the medium of generative and agentic technologies affect the reading and writing process.

I see three tracts where I want to do research and build things:

Tract 1, Gain currency in composition and rhetoric studies: Writing is a technology, and the iteration of new tools and inscription surfaces have always reshaped processes for engaging texts and structuring expression. What insights are emerging about the constraints and affordances of AI assisted reading and writing?

Tract 2, Gain currency in pedagogy and practice: As teachers, we are always asking how we design instructional content and how we can be responsive to each of our students. What promising classroom practices are emerging in both online and onsite modalities that allow us to talk with students about the tools they are using and—as [Susan E. Ray](#) puts it—“the pressures shaping their choices?”

Tract 3, Rebuild ENGL C1000 instructional content in the objective and outcome areas related to process:

- Read, analyze, and evaluate a variety of primarily non-fiction texts...
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Find, evaluate, analyze, and interpret primary and secondary sources...
- Reflect and analyze through the recursive nature of the writing process.

What changes in course design will persuade students to "develop and strengthen an effective writing process"?

By compiling an annotated bibliography of resources, by collaborating with composition colleagues who teach at other CCC institutions, by updating my own ENGL C1000 instructional materials, I will have access to resources and models that will benefit the Letters department as well as colleagues across campus who rely on reading and writing pedagogies to facilitate and assess learning.

We are all grappling with the way AI tools disrupt traditional teaching and assessment methods just as we are all grappling with the pressures to integrate AI technologies believed to be integral to future jobs. Our challenge lies in nuance: Productivity tools affect the workflow of experts and novices differently, and since a learning space is essentially a mistakes making space, it is crucial we understand when productivity tools assist a novice student striving to understand & overcome constraints and when the productivity tool circumvents those constraints and undermines the learning. As skills build and confidence increases, productivity tools afford more cognitive attention on problems and tasks that scale in complexity (from, say, spelling to syntax to structures of logic/metaphor). This is why blanket policies will not do. At one point, the generative and assistive productivity tool—like the graphing calculator—may become a resource to the skills-building novice, potentially a necessary tool. So, the question is ‘when?,’ and how do we design instruction that equips students to decide ‘when?’ for themselves?

I do not expect to complete this sabbatical project having discovered a panacea; rather, I hope to discover helpful ways to reflect on learning objectives, learning processes, and course design strategies, so I may share such approaches with colleagues and so we may take up these challenges and explore these questions together: as teachers, how to we guide students in their decision-making as they confront the constraints of knowing a thing, expressing a thing, and effectively sharing what they know with others, such that it is safe to make mistakes in the process and so the outcome is gains in knowledge, skills, and abilities?

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables: My deliverables will be an annotated bibliography, two FLEX workshops (one designed for my department and one designed for MiraCosta classroom faculty), and updated content delivered in ENGL C1000's first unit of instruction that I will make viewable to colleagues.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 580

PART VII: Certification

Signature:  Date: 9-15-2026

APPLICATION FOR SABBATICAL LEAVE - Fall 2027

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Dominique Ingato

Department: Biotechnology

Title: Instructor

Select the duration of your sabbatical leave:

- ☒ Fall – One semester (full sabbatical)
- ☐ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 2018

Date of Proposed Return to Full-time Service: Spring 2028

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract:

This sabbatical project will involve development of new, industry-aligned curriculum to strengthen the Biomanufacturing Bachelor’s Degree Program by integrating advanced chemistry concepts with biotechnology applications. The project addresses curriculum gaps identified by the program’s industry advisory board. During the sabbatical, I will collaborate closely with industry advisors to develop lecture materials, laboratory activities, assessments, etc. that emphasize the principles underlying oligonucleotide therapeutics and nanoparticle-based drug delivery systems. The resulting curriculum will enhance student learning, strengthen alignment between the program and workforce needs, and better prepare graduates for careers in the rapidly evolving biotechnology industry.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To develop an industry-aligned curriculum outline focused on the chemistry and biotechnology applications of oligonucleotide therapeutics and nanoparticle-based drug delivery systems

Activities:

List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like “research AI” or “review literature.” Instead, briefly describe what you will research, read, visit, or produce (e.g., “Review peer-reviewed studies on AI-generated feedback in writing instruction” or “Complete a 40-hour certification course in UX design through [platform]”). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Consult with our department's industry advisory board members and regional biotechnology employers to identify workforce needs and curriculum gaps related to emerging therapeutic platforms, including nucleic acid-based therapies, lipid nanoparticles, and other advanced drug delivery technologies.
- Review current scientific literature and industry white papers related to the development, manufacturing, and characterization of oligonucleotide therapeutics and nanoparticle-based drug delivery systems.
- Review existing upper-division biotechnology, biochemistry, chemical biology, and pharmaceutical science curricula from other institutions to identify effective approaches for teaching emerging therapeutic technologies.

Estimated Hours: I plan to spend 250 hours on this objective. I will record my time spent on this objective in a spreadsheet that will be shared with SLC.

Objective 2

Objective Statement: To develop instructional materials and applied laboratory experiments that translate modern biotechnology chemistry concepts into an industry-relevant learning experience for biomanufacturing students.

Activities:

List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Develop lecture modules, presentations, and supporting materials that integrate chemistry concepts with biotechnology applications and current biopharmaceutical development practices.
- Develop laboratory protocols, instructional guides, safety considerations, student worksheets, and assessment tools to support implementation of oligonucleotide therapeutics and nanoparticle-based drug delivery systems laboratory experiences.
- Seek feedback from industry advisors and biotechnology faculty colleagues to refine curriculum materials and ensure relevance, accuracy, and workforce alignment.

Estimated Hours: I plan to spend 400 hours on this objective. I will record my time spent on this objective in a spreadsheet that will be shared with SLC.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

The proposed sabbatical project will contribute to the continued growth and innovation of MiraCosta College's Bachelor of Science in Biomanufacturing program by developing industry-aligned curriculum focused on emerging therapeutic technologies, including oligonucleotide therapeutics and nanoparticle-based drug delivery systems. As the biotechnology industry rapidly advances, students need educational experiences that connect foundational scientific principles with the technologies and processes used in modern biopharmaceutical development. This project will address identified curriculum gaps by incorporating current industry needs into the design of new instructional materials and laboratory experiences.

Students:

The primary beneficiaries of this project will be current and future Biomanufacturing students who will gain access to curriculum that reflects the evolving needs of the biotechnology workforce. The development of applied laboratory activities, case studies, and assessments will provide students with opportunities to practice industry-relevant problem solving and strengthen their preparation for careers in biomanufacturing. This curriculum will help bridge the gap between traditional academic preparation and the interdisciplinary knowledge expected of biotechnology professionals.

Department:

The project will strengthen the Biomanufacturing program by expanding its curriculum offerings and ensuring that coursework remains aligned with industry expectations. Through collaboration with industry advisors and incorporation of workforce competency recommendations, the resulting materials will provide a foundation for continued program improvement and innovation. The curriculum resources developed through this sabbatical will support future course implementation, provide opportunities for integration across the program, and enhance the department's ability to prepare students for careers in a rapidly changing biotechnology landscape.

College and Community:

This project supports MiraCosta College's mission to provide innovative, workforce-relevant education that meets regional economic needs. The biotechnology industry is a significant and growing sector in Southern California, and employers require graduates with current technical knowledge and practical skills. By developing curriculum informed directly by industry partners, this project will strengthen the connection between higher education and the regional biotechnology workforce. The resulting resources may also serve as a model for future curriculum development efforts and contribute to broader biotechnology education initiatives.

Professional Growth:

This sabbatical will provide an opportunity to deepen my expertise in emerging biotechnology applications and advance my ability to translate rapidly evolving scientific developments into effective educational experiences. Through engagement with industry partners, review of current scientific literature, and development of innovative instructional materials, I will strengthen my skills in curriculum design, workforce alignment, and biotechnology education. The knowledge and resources gained through this project will directly enhance my teaching effectiveness and allow me to continue contributing to the growth and success of MiraCosta College's Biomanufacturing program.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

The following materials and products will serve as evidence of the work completed and outcomes achieved through this sabbatical project:

- **Sabbatical activity log with hours completed** documenting project activities, including industry consultations, literature review, curriculum development, laboratory design, and creation of instructional resources.
 - **Industry consultation summary report** documenting feedback and recommendations from biotechnology industry advisors regarding workforce needs, curriculum gaps, and alignment with emerging biotechnology applications.
 - **Instructional modules and teaching materials** including lecture content, presentations, student learning resources, case studies, and applied learning activities focused on oligonucleotide therapeutics, nanoparticle-based drug delivery systems, and related biotechnology applications.
 - **Laboratory activities and supporting materials** including laboratory protocols tools for approximately three inquiry-based laboratory experiences.
 - **Final curriculum development report** summarizing the sabbatical process, completed deliverables, industry alignment, and recommendations for implementation within the Biomanufacturing bachelor's degree program.
-

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 650 hours total from Objectives 1 & 2

PART VII: Certification

Signature: Dominique Ingato

Date: 8/4/26

APPLICATION FOR SABBATICAL LEAVE [2027]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: [Eric Snortum]

Department: [Physical Sciences]

Title: [Faculty]

Select the duration of your sabbatical leave:

- ☒ Fall – One semester (full sabbatical)
- ☐ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): [Fall 2021]

Date of Proposed Return to Full-time Service: [Fall 2028]

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract: This sabbatical project will create a comprehensive library of original underwater and coastal instructional videos that document marine environments in Southern California and selected tropical locations. Through free diving, underwater videography, and field filming of coastal processes, I will capture authentic examples of oceanographic concepts that are difficult to convey through traditional lectures or commercially available media. These videos will be integrated into OCEA 101 and future oceanography courses to provide students with engaging, place-based learning experiences that connect scientific concepts to real-world environments. The completed video library will serve as a long-term instructional resource for students, departmental colleagues, and the college while strengthening ocean literacy and supporting sustainability education.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

To develop a comprehensive collection of original underwater and coastal video footage that illustrates major oceanographic concepts relevant to OCEA 101.

Activities:

- Identify the oceanographic topics and field locations that best align with the OCEA 101 Student Learning Outcomes.
- Conduct free diving expeditions in Southern California and selected tropical marine environments to capture high-quality underwater video of marine habitats, geological features, and ocean processes.
- Film coastal locations that demonstrate wave dynamics, tides, shoreline processes, and other physical oceanographic phenomena.

- Maintain field notes documenting locations, environmental conditions, and the oceanographic concepts represented in each recording.

Estimated Hours: [250 hours]

Objective 2

To produce an organized library of instructional videos that communicate key oceanographic concepts through original field footage.

Activities:

- Review and catalog all recorded footage to identify the strongest examples of oceanographic processes and ecosystems.
- Edit videos using Adobe Premier or another professional video-editing software to create concise instructional segments organized by course topic.
- Record narration and develop graphics, labels, and annotations that explain the scientific concepts illustrated in each video.
- Create accurate captions and transcripts to ensure all instructional media meet accessibility standards.

Estimated Hours: [260 hours]

Objective 3

To develop a reusable instructional media library that can be integrated into OCEA 101 Lecture and shared with departmental colleagues for future instructional use.

Activities:

- Organize completed videos into a searchable digital library aligned with OCEA 101 topics and Student Learning Outcomes.
- Integrate selected videos into OCEA 101 course modules.
- Share the completed media library and supporting documentation with departmental faculty for use in future oceanography instruction.

Estimated Hours: [90 hours]

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

This sabbatical project will significantly enhance student learning by creating an original library of underwater and coastal instructional videos that bring oceanographic concepts to life through authentic field experiences. Filmed while free diving in Southern California and selected tropical marine environments, as well as at local coastal locations, these videos will allow students to observe geological, physical, and biological oceanographic processes that are often difficult to visualize through static images or textbook diagrams. Incorporating original footage into OCEA 101 will create more engaging, place-based learning experiences that support diverse learning styles and improve accessibility by pairing visuals with narration and captioning. These resources will directly support the course Student Learning Outcomes by helping students visualize seafloor features formed by plate tectonics (SLO 1), observe the interactions between the ocean and atmosphere that influence circulation patterns (SLO 2), and examine waves, tides, and coastal processes in real-world settings (SLO 3).

Within the department, this project will produce a unique collection of locally relevant instructional media that can be incorporated into multiple oceanography and Earth science courses. Because the footage will be original, faculty will have access to resources that reflect the environments students experience along the Southern California coast rather than relying exclusively on generic commercial videos. The media library could also support future curriculum development, laboratory activities, outreach presentations, and online instruction, providing lasting value beyond a single course.

The project also contributes to the college's mission by promoting experiential, place-based education that increases ocean literacy and environmental awareness. As climate change, coastal resilience, and marine conservation become increasingly important societal issues, students benefit from learning through authentic examples that demonstrate the dynamic nature of ocean systems. The videos will provide accessible learning resources that can be used across instructional modalities, increasing educational equity for students who may never have the opportunity to explore underwater environments firsthand. By connecting local marine ecosystems with broader global ocean processes, the project also supports the college's commitment to sustainability, environmental stewardship, and community engagement.

Professionally, this sabbatical will expand my expertise in underwater videography, scientific storytelling, and the development of original educational media. It will allow me to combine my experience as an oceanography instructor and diver to create resources that are both academically rigorous and visually compelling. The resulting video library will become a sustainable instructional resource that can be updated and expanded over time, enhancing my teaching while providing valuable materials for colleagues and future students. More broadly, the project represents an investment in innovative, high-quality science education that will continue to benefit the department for years beyond the sabbatical period.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- Log of activities with hours

- A comprehensive digital library of original underwater and coastal instructional videos filmed in Southern California and selected tropical marine environments.
 - New Modules
-

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 600 hours

PART VII: Certification

Signature: ____Eric Snortum_____

Date: _____7/8/2026_____

APPLICATION FOR SABBATICAL LEAVE 2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).

Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.

Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.

Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.

Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: John Kirwan

Department: Letters

Title: Instructor of English

Select the duration of your sabbatical leave:

Fall – One semester (full sabbatical)

Spring – One semester (full sabbatical)

Full-year sabbatical at 50% pay

Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 1997

Date of Proposed Return to Full-time Service: Fall 2028

Category of Sabbatical Leave (select one):

Advanced Academic Studies

Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract:

It's an important time to study France with the coming 2027 elections. Will France join its neighbors and the US in retreating from globalism, turning its back on the unprecedented emigration resulting from its brutal history and failed policies in its former colonies? Much seems at stake, and while a European election seems distant, the reality is that the Francophone world spans the globe, even finding its way to our backyard where Haitians among other refugees seek haven.

For my sabbatical, I intend to study French culture and its language, developing my reading, writing and speaking skills. I plan to study the French language for the first half of the semester, while reading works of French literature and watching French-language cinema. In the latter half of the semester I intend to travel to France to participate in an immersion program followed by a pilgrimage along a historic walking route. The elections will be decided by the time I arrive, but the struggle over French national identity will remain. It's my experience that walking through a country is the best way to get a gauge of a people. My goal in the sabbatical is ultimately to take what I learn to enrich the curriculum of the courses that I teach where French literature and culture is part of the curriculum, notably my World Literature and Humanities courses for which I will develop lesson plans. Beyond my classes, developing French language competency promises to open doors of opportunity for me professionally whether that is leading a Study Abroad program in Paris or participating in local immigrant and refugee advocacy programs where French speakers are in great demand.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement:

To study the French language

Activities:

- a) Study French through participation in continuing education courses such as
- MiraCosta's Community Education French Conversation course (6-8 weeks)
 - UCSD's Extension program (Jan 3- March 27, 2028) in French Conversation
 - [Comme Une Francaise](#): online French conversation groups.
 - French immersion programs like [Ecole de Trois Pont](#)
- b) Keep a portfolio of course/program notes and written work.
- c) Use textbooks for development of grammar, usage, and vocabulary, such as:
- *Vis-a-Vis: Beginning French* by Amon, Muyskens and Hadley

Estimated Hours: 200 hours

Objective 2 (if applicable)

To study French literature and film

Activities:

- a) Read works of literature in French such as:
- *Le Petit Prince* by Antoine de Saint-Exupéry
 - *La Gloire de Mon Pere* by Marcel Pagnol
 - *L'Etranger* by Albert Camus
 - A play by Moliere
- b) Subscribe to *Le Monde* to read daily
- c) Watch French-language cinema (from France and the francophone world) and programming, such as:
- Grigris (Chad, 2013)
 - La Bataille d'Algers (France/Algeria, 1966)
 - La Noire de ... (Senegal, 1966)
 - Les Intouchables (France, 2011)
 - Seraphine (France, 2008)
 - Lupin (Streaming series)
 - Astrid (Streaming series)
- d) Listen to French Podcasts such as:
- *Slow French*
 - *Duolingo French Podcast*
- e) Write regularly in French with a journal reflecting on literature, cinema and podcasts
- f) Create lesson plans for World Literature courses

Estimated hours: 200 hours

Objective 3 (if applicable)

To study France and its culture through travel along a historic route

a) Walk a historic route such as:

- The Via Podiensis (famous medieval pilgrimage) from Le Puy-en-Velay to St Jean Pied de Port (750 kilometers)
- Le Chemin de Stevenson (route taken by Robert Louis Stevenson and his donkey) from Le Puy-en-Velay to Ales (270 kilometers)
- Le Chemin de Rocamadour from Rocamadour to Lourdes (180 kilometers)

b) Keep a record of observations and experiences and reflections in a journal, written in French.

c) Take photographs for workshop presentation.

d) Create lesson plans for Humanities courses based upon observations and experiences.

Estimated time: 200 hours

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

This sabbatical project will enable me to realize MiraCosta's second institutional goal, "to prepare students to be active global citizens, and provide opportunities for cultural educational enrichment." There couldn't be a better time to do this than now as western superpowers are retreating from globalism even as the instability they have wrought in their former colonies has triggered unprecedented emigration. In developing some level of French language competency and a better knowledge of French culture, including the larger Francophone world, I plan to enrich my curriculum in the courses I teach (specifically World Literature and Humanities) with the goal of promoting global awareness. I also anticipate the project influencing my work on the International Education Committee, and while I would love to teach Study Abroad in Paris, there is plenty that this committee is doing on campus through the revived foreign film series and the International Fair where I can build on the work of my sabbatical. I would like to get involved in local advocacy work for immigrants and refugees, where French speakers are in high demand and I suspect that there is an opportunity to create ties between our Service Learning program and these groups with the goal of involving our students.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables;

- Sample of course/program work from French study portfolio:
 - Sample of journal entries for literature, cinema, podcast and pilgrimage
 - Slideshow for workshop presentation
 - Sample of lesson plans for World Literature and Humanities courses
 - Log of activities with hours
-

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 600 hours

PART VII: Certification

Signature: _____ John Kirwan _____

Date: ___Sept. 12, 2026_____

APPLICATION FOR SABBATICAL LEAVE 2027

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Linnie Trzoss

Department: Chemistry

Title: Faculty

Select the duration of your sabbatical leave:

- ☒ Fall – One semester (full sabbatical)
- ☐ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 2019

Date of Proposed Return to Full-time Service: Spring 2028

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract:

The purpose of my sabbatical leave is to research and develop a project-based lab curriculum for organic chemistry II, CHEM 211. (1) I will begin by reviewing the course content to formulate a list of lab techniques and topics to be covered. (2) I will research project-based curriculum implemented by other colleges and universities. (3) I will compile and evaluate a list of experiments that take the form of a research project. (4) Finally, I will write the lab procedure for each experiment. As a result of my sabbatical research, I will create a project-based lab curriculum, and draft a new and complete lab manual for CHEM 211.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To review course content and research project-based lab curriculum

Activities:

List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like “research AI” or “review literature.” Instead, briefly describe what you will research, read, visit, or produce (e.g., “Review peer-reviewed studies on AI-generated feedback in writing instruction” or “Complete a 40-hour certification course in UX design through [platform]”). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

I will review the lab techniques and topics that need to be covered. I will also research project-based curriculum implemented by others by reading peer-reviewed research manuscripts from journals such as the *Journal of Chemical Education*, and *Organic Letters* from the American Chemical Society. I will also interview faculty who may have experiences with project-based learning. I will also reflect on my own project-based undergraduate lab experience at UCLA.

Estimated Hours: I estimated this project will take 280 - 300 hours

Objective 2

Objective Statement: To compile, evaluate experiments and draft a lab manual for CHEM 211

Activities:

I will design a set of 7-8 experiments for CHEM 211 that take the form of a meaningful research project requiring minimal or no extracurricular resources. All experiments will be evaluated for content, safety and reliability. Experimental procedures will be designed in consideration of the department's chemical supply budget and to reduce expensive hazardous waste generated as well as to make each experiment environmentally-friendly. All experiments will follow current safety protocols to ensure compliance with OSHA and chemical safety. Lastly, all experiments will be written to ensure student comprehension of topics, to utilize more current pedagogical best practices and to reflect course SLOs.

Estimated Hours: I estimated this project will take 300 - 350 hours

Objective 3 (if applicable)

Duplicate or delete as needed.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

Students: I strive to teach my students how to be well-rounded scientists with the ability to problem solve, anticipate errors, and adapt to unexpected roadblocks. Unlike traditional organic chemistry experiments with known outcomes and step-by-step instructions, project-based experiments encourage deep thinking and real-world problem-solving skills. A specific type of project-based lab curriculum interests me is a student-led, open-ended research investigation. This student-centered pedagogical approach can be particularly appealing to students because it promotes active learning through application of knowledge. Historically, organic chemistry is considered as a difficult “weed-out” course that serves as a barrier for students pursuing STEM careers and medicine. I think student-centered learning potentially reduces equity gaps and increases diversity in STEM.

Department: This project replaces rigid, step-by-step “cookbook” experiments with real-world like experiences. It potentially benefits the department by boosting student engagement, improving retention rates, and fostering industry-aligned skills. Furthermore, a project-based lab curriculum helps to support our course SLOs of “After completing CHEM 211, students will be proficient in the laboratory techniques” and “After completing CHEM 211, students will be proficient in the concepts and problem-solving techniques”. Also, I am committed to creating an effective project-based learning template, which may serve as a plug-and-play resource to my colleagues as well.

College and Community: Inclusive and active learning are particularly effective in reducing the achievement gap in STEM courses and promote equity in higher education. This is an important finding as a large proportion of MiraCosta students belong to an underrepresented minority. Currently, the success rate for organic chemistry has held steady in the low-eighties. With one in five enrolled students failing organic chemistry a

year, it is important for the department and college to find creative ways to close the success gap amongst our students, especially amongst our Black/African American (67%) and Hispanic (57%) students. By redesigning and creating new lab curriculum, students are expected to take a more active role in their learning. Rather than memorizing facts, students must apply chemical concepts to solve complex, open-ended problems. It is my hope that this process leads to deeper learning and long-term knowledge retention.

Professional growth: On a personal level, given my research experiences as an undergrad, graduate student then a biotech researcher, I am intrigued with the inquiry style of learning, and want to share my experience with my own students. I will also acquire knowledge that will allow me to rethink and refine the course design of my lecture components. My goal is to be an effective educator, and to bridge the gap between academic learning and lifelong learning. By redesigning and creating a new lab curriculum for CHEM 211, it potentially offers students a social learning experience. It is my hope that these interactions between diverse groups of students will cultivate the skills necessary for their personal and professional growth.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- Log of weekly activity
 - Summary of literature research and interviews
 - List of chemical experiments
 - New lab manual for CHEM 211
-

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 580 - 650 hours

PART VII: Certification

Signature: _____

Date: _____ 9/18/2026

APPLICATION FOR SABBATICAL LEAVE [2026]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: **Nery Chapetón-Lamas**

Department: **Computer Science**

Title: **Faculty**

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): **Fall 2014**

Date of Proposed Return to Full-time Service: **Fall 2028**

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract:

My proposed project is to capture the CS student voice with respect to culturally relevant and responsive curriculum development. This will be accomplished through 1-on-1 interviews with students to help design questions for focus group interviews (of students of color and women in CS), finalizing a department-wide student survey. The qualitative and quantitative data will inform a report with reflection on past departmental changes as well recommendations for future changes. This kind of data will help us center student voice and provide better context to currently accessible institutional data. This work will be done in collaboration with ESCALA, a professional development organization for HSIs (Hispanic-Serving Institutions) <https://www.escalaeducation.com/about>, to provide a model for other departments and institutions to follow.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: **To develop a focused student survey, evaluating culturally relevant changes, to deliver department-wide**

Activities:

List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like “research AI” or “review literature.” Instead, briefly describe what you will research, read, visit, or produce (e.g., “Review peer-reviewed studies on AI-generated feedback in writing instruction” or “Complete a 40-hour certification course in UX design through [platform]”). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Review resources that will frame approach, like CREAT (Culturally Responsive Evaluation and Assessment Tool), Culturally Relevant Pedagogy Toolkit, and I-SLATE (Indigenous Slate of Learning Authenticity Tools for Education) framework
- Request RPIE data and contacts for CS students pre- and post- ESCALA training that occurred department-wide Spring 2025
- Use contacts to run 1-on-1 interviews with students to help design focus group questions
- Run focus group interviews with key constituents and groups: students of color, women, CSCG (Computer Science for Common Good) club, MESA program, etc.
- Use themes from focus groups to design survey questions to gather department-wide data
- Collaborate with ESCALA throughout design work to ensure mutually beneficial work

Estimated Hours: **400 hours**

Objective 2 (if applicable)

Objective Statement: **To create a report analyzing student voice and design structure for replicating this process**

Activities:

- In collaboration with ESCALA, reflecting on effects of professional development (pre and post ESCALA PD) and recommending changes for future MiraCosta CS departmental work
- Design general structure that other STEM departments can use to capture their own student voice
- Brainstorm section-level process that could be integrated into a STEM class for more immediate student voice capture for department-level analysis on a more regular basis

Estimated Hours: **200 hours**

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- Students
- Department
- College and/or community
- Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

Capturing the students' voice is important for our overall institutional work, especially at key inflection points in our department. Our department's cultural shift has been well-documented in Program Review over the past 10 years, but it only captures the faculty perspective. Institutional data (dashboards) capture retention and success data but those metrics are sanitized of student voice. The Computer Science for Common Good (CSCG) club has been a consistent source of student voice for our department, this project would help capture it in a broader and structured way that intentionally centers our more disenfranchised and disproportionately impacted communities: women and students of color, particularly Black/African-American, Latine, Indigenous, and Native Hawaiian/Pacific Islander.

This project intentionally centers those institutional values around DEI and student-centeredness, as well as gathering information on barriers/support that hurt/help students in achieving our PSLO (able to analyze, collaborate, design, develop and discuss mature software solutions to complex and abstract programming problems utilizing efficient and appropriate algorithms). In particular, focusing on pre- and post- ESCALA professional development training from Spring 2025, I want to see the benefit of that department-wide PD to assess the impact on students. Additionally, two grant projects over the past 7 years have led to many changes in department culture, curriculum, and course materials. This data would provide needed student context to quantitative data with regard to these changes and how students are perceiving these changes. Students guidance can help in directing the future of department PD, my own included, to ensure we are continuing to support students in working on Core Competencies through our culturally relevant/responsive CS course materials.

Personally, the project would connect me with students in new ways that are necessary after returning to campus from the start of the COVID-19 pandemic. The shift in education and our department has disconnected us from students, I'd like to repair some of that personally and structurally. Those points of view and feedback will undoubtedly impact me personally, pedagogically, and ultimately in my classroom and department work. I would also be tapping on my community and network for support, like ESCALA and UCSD colleagues in CS educational research. This scope of work is outside of my professional experiences and would help me grow as a practitioner informed by good research practices. Other areas of impact, outside of the classroom and with students, would be my ongoing (MESA program) and future committee work, leadership positions, and being in service of our community as an HSI.

Finally, I would be open to sharing my findings and process in whatever ways can support student success. This will take the form of a CS department meeting, but I am also open to FLEX workshops and calls from the Sabbatical Leave committee to share my work.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- **Study report with analysis and recommendations for departmental changes**
 - **Structural design document for other departments/institutions to replicate**
 - **Brainstorm document for section-level version that an instructor could run to gather student voice for department-level analysis**
 - **Log of activities with hours**
-

PART VI: Estimated Total Hours

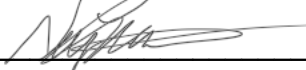
Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: **600 hours**

PART VII: Certification

Signature:  _____

Date: 09/18/2026

APPLICATION FOR SABBATICAL LEAVE [2027/28]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Tyrone Nagai

Department: Letters

Title: Instructor

Select the duration of your sabbatical leave:

- ☒ Fall – One semester (full sabbatical)
- ☐ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 2017

Date of Proposed Return to Full-time Service: Spring 2028

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract: This semester, I am teaching Creative Writing for the first time in 11 years. When I was looking at OER and ZTC textbooks for the class, I couldn't find any materials that covered the process of novel writing with realistic, detailed examples. For my sabbatical, I have two objectives. First, I want to start writing a novel tentatively titled *No Wet Hugs* to refresh my understanding of writing long-form fiction. Second, as I write this novel, I want to document my writing process at regular intervals, using reflective journals, blog posts, videos, or other media. Ultimately, I want to produce a handbook or teaching guide tentatively called "The Making of *No Wet Hugs*" where I pair excerpts of my novel writing with documentation of my writing process. The outcome will benefit creative writing students who can use my work as a learning tool and resource.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To embark on writing a novel to practice the skills required for this craft.

Activities: I will write a novel synopsis, hybrid novel synopsis/outline, outline, and chapters.

Estimated Hours: 400 hours. I will note the hours spent in my Log of Activities.

Objective 2

Objective Statement: To document my writing process and experiences as I craft a novel.

Activities: At regular intervals, I will document my ideas, inspiration, drafts, rewrites, questions, research, reflections, struggles, and other experiences related to my novel writing process.

Estimated Hours: 20 hours. I will note the hours spent in my Log of Activities.

Objective 3

Objective Statement: To create a resource, such as a handbook or teacher's guide, that can be used to teach novel writing.

Activities: I will combine excerpts of my novel synopsis, outline, and chapters with the documentation of my writing process to create a handbook, teacher's guide, or similar resource for creative writing students.

Estimated Hours: 160 hours. I will note the hours spent in my Log of Activities.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response: OER textbooks enhance student equity, and I reviewed the existing OER textbooks on Creative Writing before teaching ENGL 280: Creative Writing this fall. After my review of OER textbooks, I chose not to use any of them because they did not explain novel writing in a meaningful manner. For example, *Write or Left: An OER Textbook for Creative Writing Classes* by Sybil Priebe completely omits novel writing. On the other hand, *Elements of Creative Writing* by North American Review lumps novel writing and short story writing together as if they were the same genre within fiction. To me, a novel is neither a collection of short stories nor an elongated short story, and it would be misleading to teach it this way. Thus, my sabbatical project will help fill a gap in the available OER materials for teaching creative writing.

In addition, Performance Objective #5 for ENGL 280: Creative Writing states, “Apply the elements of craft in strategic combination to produce original works of prose.” My sabbatical project will aid students in completing this performance objective by providing detailed examples of the craft of novel writing. At the same time, I can also explain how to put together strategic combinations of exposition, dialogue, setting, characterization, and plot.

Furthermore, my sabbatical project supports the Core Competencies of “Critical and creative thinking” as well as “Written and oral communication skills.” Documenting my novel writing process will yield a tangible record and example of “critical and creative thinking” through multiple stages of invention, evaluation, and revision, which students can learn from. Moreover, my sabbatical project will help to expand the breadth of students’ “written communication skills.”

In terms of benefitting the Letters Dept, one of the biggest challenges of teaching ENGL 280: Creative Writing is that a 16-week course is not enough time for students to craft complete novels that reach 75,000-100,000 words. As a result, students in ENGL 280 are typically given abbreviated, proxy assignments for learning novel writing (such as a synopsis, outline, and/or single chapter) that cannot fully simulate the novel-writing experience. My sabbatical project will help to mitigate this challenge by providing a resource that shows and explains the novel writing process in more depth and detail than is available in current OER textbooks while complementing my extant novel-writing assignments in ENGL 280.

Regarding my own professional growth, I earned an MFA in Creative - Fiction in 2010, and I taught college-level creative writing courses regularly from 2012 to 2015. However, Fall 2026 is the first time I have taught creative writing in 11 years, and it has rejuvenated my passion for teaching and creative writing. While I have stayed moderately active over the years with writing and editing short-form fiction, creative nonfiction, and poetry, I am quite rusty when it comes to writing long-form fiction like the novel. This sabbatical can help me refresh and sharpen my skill set, so that I am a more well-rounded creative writing instructor.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables: Handbook, teaching guide, curriculum, modules, or toolkit. Log of activities with hours.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 580 hours

PART VII: Certification

Signature: 

Date: September 18, 2026

APPLICATION FOR SABBATICAL LEAVE 2027-2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Rick White

Department: Computer Studies and Information Technology (CSIT)

Title: Professor, CSIT; AI Program Lead

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): [Enter here]

Date of Proposed Return to Full-time Service: [Enter here]

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☐ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract: The purpose of this sabbatical is to build the AI Faculty Assistant, a locally hosted, human-in-the-loop tool that helps instructors know and reach every student in their Canvas courses. Community college students persist when someone at the college notices them, yet a faculty member with 150 students has little time to remember what each student wrote in an introduction post, notice when someone's confidence slips, or write the short personal note that changes a semester. I will ground the design in the research on validation, belonging, and teaching presence; build the application so that it reads a student's own words from the first post onward and drafts, for the instructor's review and approval, personalized check-ins, feedback, and end-of-term letters in the instructor's own voice; and protect student privacy with a local-first, anonymized architecture that keeps student work on the instructor's computer. I will then pilot the tool with a cross-disciplinary group of MiraCosta faculty and measure its effect on student-reported connection and on how quickly instructors reach struggling students. The sabbatical will produce a working Mac and Windows application, an annotated bibliography, a design and privacy specification, a pilot evaluation, documentation, training videos, and a Flex workshop.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To research the evidence base on student–instructor connection and the responsible use of AI with student data, and to translate it into a design specification and privacy framework for a connection-first teaching assistant.

Activities:

List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like “research AI” or “review literature.” Instead, briefly describe what

you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Read and annotate approximately 30 peer-reviewed sources on validation theory (Rendón), student belonging and persistence at community colleges (Tinto; Strayhorn), and teaching presence in online learning (the Community of Inquiry framework of Garrison, Anderson, and Archer), producing a 15-page annotated bibliography.
- Review the literature on AI-generated feedback and early-alert systems in higher education, focusing on what preserves the instructor's voice and judgment and what erodes student trust, and summarize design implications.
- Study FERPA, California student-privacy law, and MiraCosta's AI and data guidance, and consult with the college's Academic Information Services and the Teaching & Innovation Center on acceptable data handling for a tool that reads Canvas submissions.
- Interview eight to ten MiraCosta faculty across disciplines about how they currently come to know their students, where connection breaks down in large or online sections, and what they would and would not want an assistant to do on their behalf.
- Hold two student focus groups (recruited with Institutional Research guidance) on what makes students feel seen by an instructor and what kinds of AI-assisted outreach would feel supportive rather than surveilled.
- Write a design specification that maps each research finding to a concrete feature, and a privacy framework specifying a local-first architecture, anonymized identifiers for any cloud AI call, a fully local model option, and a strict rule that nothing reaches a student without the instructor's review and approval.

Estimated Hours: 120 hours

Objective 2 (if applicable)

Objective Statement: To build the AI Faculty Assistant, a locally hosted application for Mac and Windows that connects to a MiraCosta Canvas course and helps the instructor know, reach, and respond to each student personally, with every message and grade reviewed and approved by the instructor before it leaves the machine.

Activities:

- Build the Canvas connection layer: browser-based single sign-on login, a sync engine that pulls students, introduction posts, discussions, submissions, and inbox messages into a local SQLite database and per-student folders, and a write path for approved grades, comments, and messages.
- Build the pluggable AI layer with a provider abstraction supporting Anthropic, OpenAI, and a fully local Ollama model, plus the Privacy Shield that replaces student names with anonymous IDs before any cloud call and keeps a verification audit log of exactly what left the machine.
- Build the Student Portrait module, which reads each student's own words from the introduction post onward and produces an instructor-facing profile of who they are, their motivations, challenges, strengths, and concrete conversation starters, refreshed after each sync.
- Build the Growth Map and Journey modules, which track each student's trajectory across assignments in named levels rather than scores, flag slips in engagement or confidence with quoted evidence, and surface a weekly "students who need you this week" list.

- Build the Connect Queue, which drafts short, personal check-in messages in the instructor's voice (learned from the instructor's own past comments), each anchored to something real the student wrote, staged for the instructor to edit, approve, and send as a Canvas conversation.
- Build the assessment support modules: SLO-aligned rubric drafting from the course COR, feedback drafting that acknowledges the individual student, and an Inbox assistant that reads incoming student messages in context and drafts replies for review.
- Build the end-of-term "Story of Your Semester" module, which drafts a one-page letter to each student built from their own words and growth across the term, for the instructor to edit, approve, and deliver by hand.
- Build the instructor dashboard (FastAPI and Jinja2 web interface served on localhost), the Settings and privacy-audit pages, and the AI usage and cost meter so faculty can see what each activity costs.
- Package the application as a one-click installer for macOS and Windows 11, write automated tests for the sync, privacy, and staging pipelines, and review the interface against WCAG 2.1 AA with the Teaching & Innovation Center.

Estimated Hours: 320 hours

Objective 3 (if applicable)

Objective Statement: To pilot the AI Faculty Assistant with a cross-disciplinary group of MiraCosta faculty, evaluate its effect on student–instructor connection, and produce the documentation, training, and release package that lets any MiraCosta instructor adopt it.

Activities:

- Recruit four to six MiraCosta faculty from at least three disciplines (including CSIT and the BS Biomanufacturing program) to use the tool in their Spring 2028 sections, and install and configure it with each of them.
- Design the evaluation with Institutional Research: a short pre/post student survey on perceived instructor care and belonging (adapted from validated belonging and teaching-presence instruments), instructor logs of personal touchpoints and time-to-first-outreach for students who slip, and an end-of-pilot faculty interview.
- Support pilot faculty weekly, collect bug reports and feature requests, and iterate on the application in response.
- Analyze the de-identified pilot data and write a pilot evaluation report describing what changed for students and faculty, what did not, and what should change in the next version.
- Write the user guide and a faculty quick-start, and record a set of short training videos covering installation, connecting to Canvas, building student portraits, and running the Connect Queue.
- Prepare a Flex Week workshop, a department presentation, and a summary for the Academic Senate on what the pilot found and how faculty can adopt the tool.

Estimated Hours: 160 hours

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response: Students. The students most likely to leave a community college are the ones nobody noticed leaving. This project puts the instructor's attention where it matters: on the student who wrote in week one that she is the first in her family to attend college and is terrified of programming, and who in week six quietly stopped posting. The AI Faculty Assistant will surface that student, remind the instructor of her own words, and draft the note that says, "I remember what you told us, and I am here." Because every message is reviewed and sent by the instructor, students receive more human attention, not less. The tool will also help instructors write feedback that speaks to the individual student's stated goals, supporting the college's Core Competency in Personal and Social Responsibility and Efficacy, particularly goal-setting, project completion, and skills for ongoing personal, academic, and professional growth. This is equity work in the most concrete sense: proactive, personal outreach is what students from underserved backgrounds report they need most and receive least, and it is the students in large online sections who currently get the least of it.

Department. The CSIT department teaches many high-enrollment online sections, and its AI degree program asks students to build a working partnership with AI while keeping their own voice and judgment. The AI Faculty Assistant models exactly that partnership for faculty: the AI reads, remembers, and drafts; the instructor decides. The tool will support our CSIT SLOs around communication of technical ideas and ethical use of AI, and it will give the department a shared, documented practice for early outreach rather than leaving connection to individual instructors' available hours. The pilot evaluation will give the department its first evidence on how AI-assisted outreach changes student engagement in our courses.

College and community. MiraCosta has committed to closing equity gaps and to guiding principles for AI that keep humans in charge. This project delivers a working example of both, built inside the college for the college. Because the application runs entirely on the instructor's own computer, keeps student work out of cloud storage, anonymizes any cloud AI call, and offers a fully local model, it gives the college a privacy posture it can explain to students and to the Board. The cross-disciplinary pilot, the Flex workshop, the training videos, and the free release to all MiraCosta faculty mean the benefit is not confined to CSIT. Colleagues in Biomanufacturing, and any discipline that uses Canvas, will be able to adopt it in the semester after my return, and the pilot findings will be shared with the Academic Senate and the broader California community college community.

Professional growth. This sabbatical will deepen my expertise in three areas I need as AI Program Lead for the CSIT AI degree program: the learning-science research on belonging and validation, which I have practiced intuitively but not studied systematically; privacy-preserving AI architecture, including local model deployment, which our on-premise AI infrastructure work at MiraCosta increasingly requires; and formal evaluation design with Institutional Research, so that claims about AI in teaching rest on evidence rather than enthusiasm. Building a complete, tested, documented application from research through pilot is also the kind of end-to-end work I ask of my students in the AI Solution Strategies course, and doing it myself will make me a better guide for them. Everything learned will return directly to the classroom, to the department's AI curriculum, and to the college's ongoing conversation about what a human-centered use of AI actually looks like.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- Log of Activities with hours, linked to each approved objective (Excel), totaling at least 576 hours.
 - Annotated bibliography (approximately 30 sources, 15 pages maximum) on student–instructor connection, validation, belonging, teaching presence, and AI-assisted feedback.
 - Design specification and privacy framework for the AI Faculty Assistant, including faculty interview and student focus-group summaries.
 - The AI Faculty Assistant application: source code repository and one-click installers for macOS and Windows 11, with the Sabbatical Leave Committee given access to the repository and a demonstration course.
 - User guide, faculty quick-start, and a set of short training videos (captioned).
 - Pilot evaluation report with de-identified survey results, instructor touchpoint data, and faculty interview findings.
 - Flex Week workshop slides and recording, department presentation, and Academic Senate summary.
 - Intellectual property statement: this is original work. Consistent with Board Policy and Administrative Procedure 3715, the application, documentation, and training materials will be made available to all MiraCosta College faculty at no cost, with source released under an open-source license so that other California community colleges may adopt and adapt it.
-

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

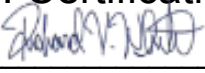
- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours:

Objective 1 — Research, design specification, privacy framework	120
Objective 2 — Build the AI Faculty Assistant	320
Objective 3 — Pilot, evaluation, documentation, release	160
Total Estimated Hours	600

Total Estimated Hours: 600 hours (minimum required: 576). All hours fall within the Spring 2028 sabbatical period and exclude travel, contractual duties, and activities unrelated to the approved objectives.

PART VII: Certification

Signature:  Date: 9/17/2026

APPLICATION FOR SABBATICAL LEAVE 2027-2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Steve Isachsen

Department: CSIT

Title: Full Time Faculty

Select the duration of your sabbatical leave:

- ☒ Fall – One semester (full sabbatical)
- ☐ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 2001

Date of Proposed Return to Full-time Service: Spring 2028

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Abstract: The purpose of this sabbatical is to develop and apply expertise in artificial intelligence through three connected projects: agentic workflow experimentation, an AI-developed interactive CSIT educational dashboard, and AI learning-partner experiences for CSIT 160 and CSIT 165. The dashboard and learning activities will provide applications for agentic experimentation, while research on verification and human oversight will inform all three projects. I will examine published studies to assess and refine Think → Partner with AI → Validate → Synthesize, a framework I developed that asks learners to think independently, engage AI, verify its contributions, and integrate findings into their own conclusions. Each objective will progress from structured study to development and evaluation, targeting one agentic workflow, a dashboard with four core functions, and two learning-partner designs demonstrated through four activities. This work extends beyond my regular faculty, department chair, and compensated Career Education duties and will produce usable resources and documented findings for CSIT, the CE division, and the college.

PART III: Objectives and Activities

Objective 1

Objective Statement: To develop expertise in agentic AI through structured study and experimentation, evaluate candidate educational applications, and implement a selected autonomous workflow supporting resource development, validation, or dissemination.

Activities:

1. Complete a structured learning plan addressing task decomposition, tool integration, information retrieval, verification, exception handling, and human oversight.
2. Study relevant research and technical documentation, complete guided exercises, and investigate selected development environments.
3. Conduct small experiments with applications connected to the dashboard or learning-partner resources, documenting capabilities, limitations, and implementation requirements.
4. Evaluate candidates during the first third of the sabbatical and select an application based on educational relevance, feasibility, reliability, cost, and potential for reuse.
5. Define candidate workflow inputs, outputs, delegated tasks, validation steps, stopping conditions, and human-review requirements.
6. Build and refine prototypes incrementally, documenting how research, testing, and troubleshooting inform development decisions.
7. Compare performance with a manual-process baseline using routine tasks, incomplete information, conflicting sources, and failed actions; assess accuracy, completion, time, cost, correction effort, and human intervention.
8. Document the learning process, findings, and revisions, and prepare demonstrations and implementation guidance.

Notes: Possible applications include identifying source-supported dashboard changes, assembling and checking instructional sources, organizing learning-partner tests, preparing dissemination materials from approved content or a Still Human podcast recording, or automating a multistep administrative process. An administrative workflow could organize documents from multiple sources, extract requirements and deadlines, flag missing or conflicting information, and prepare a consolidated report and draft follow-up actions for human

review. Development and testing would use public, synthetic, or appropriately authorized information and remain distinct from performing routine faculty, department chair, or compensated CE duties.

Because I have not previously implemented an agentic system, substantial research and experimentation will precede selection. These examples illustrate possibilities; investigation will determine the application using capabilities available in Fall 2027.

The target is one workflow that accepts a defined input, executes multiple connected steps without separate prompts for each action, validates intermediate results, and produces an output for human review, with documented error handling and evaluation against a manual baseline. If no candidate proves feasible by the selection point, the final portfolio will instead include tested prototypes, a comparative evaluation of candidates, documented reasons for non-selection, and implementation guidance identifying the barriers and requirements for future development.

Estimated Hours: 215

Objective 2

Objective Statement: To research AI-assisted design and development methods and apply them to create and evaluate a working dashboard that students and counselors can use to explore CSIT courses, certificates, and degrees.

Activities:

1. Research AI-assisted web development, information extraction, interface design, educational navigation, and accessibility; test selected tools and document their verification requirements.
2. Define representative student and counselor tasks and evaluate the existing CSIT Courses, Certificates, and Degrees Guide as a baseline.
3. Use AI to assist with information modeling, interface design, coding, and refinement, verifying program information against authoritative sources.
4. Implement four core functions—searching or filtering options, comparing program requirements, identifying credentials associated with a selected course, and exploring planned offerings—with views that clarify shared courses, alternative requirements, and credential connections; include sources and distinguish certificate requirements, degree requirements, planned offerings, and published schedules.
5. Link supporting departmental resources and publish Think → Partner with AI → Validate → Synthesize with its authorship, research basis, evaluation findings, and practical faculty examples.
6. Gather student, counselor, and associate faculty feedback; conduct task-based testing and accessibility checks; and refine the resources.
7. Make the dashboard available online and document its AI-assisted development, usage, and maintenance.

Notes: The dashboard will directly apply my AI research and newly acquired skills to transform a static PDF into a usable decision-support tool. Students and counselors will be able to investigate options and relationships that currently require manual comparison across pages. Evaluation will address both the dashboard's usefulness and the AI-assisted methods used to build it.

The published framework will explain its four actions—think independently, collaborate with AI, verify its contributions, and synthesize an independently defensible result—alongside the supporting evidence and remaining questions. Faculty examples will support shared departmental understanding and voluntary adoption.

Estimated Hours: 200

Objective 3 (if applicable)

Objective Statement: To assess and refine Think → Partner with AI → Validate → Synthesize through a critical review of published studies and experimental AI learning-partner designs for CSIT 160 and CSIT 165.

Activities:

1. Critically synthesize empirical studies on independent thinking, human–AI collaboration, verification, and synthesis, examining critical thinking, retention, transfer, metacognition, and overreliance; assess study quality and relevance to community college students, distinguish evidence for individual practices from evidence for the complete framework, and refine its definitions, sequence, and guidance.
2. Develop two reusable designs—a questioning partner that probes reasoning and requests evidence, and a perspective simulator that presents contrasting viewpoints for examination and verification—and create one activity for each design in each course, producing four demonstrations that preserve evidence of initial thinking, AI interaction, validation, and independent conclusions.
3. Configure the partners, prepare instructions and selected sources, and test responses to weak arguments, unsupported claims, conflicting perspectives, and requests for completed answers.
4. Conduct structured walkthroughs to evaluate clarity, sequencing, verification opportunities, and the intellectual work required; document revisions.
5. Develop a shared rubric and classroom evaluation protocol comparing framework use with less-structured AI assistance, including an independent follow-up task.
6. Prepare a research-based curriculum rationale and rewrite relevant sections of both CORs for submission through the established process.

Notes: The framework I developed will be treated as a proposition to examine and refine. Published studies will inform its foundations, prototype tests will examine AI behavior, and walkthroughs will assess instructional design. The evaluation protocol will specify how effects on student learning can be studied following classroom implementation. Findings will inform both CORs, building on the CSIT 160 updates already completed. Research and experimental design constitute the sabbatical contribution; routine curriculum drafting and processing will be tracked separately.

Estimated Hours: 185

PART IV: Contributions, Benefits, and Impact

Students

The dashboard will provide a working tool for exploring educational options, understanding course and credential relationships, and preparing for counseling conversations. Interactive search and comparison will make complex requirements easier to examine. Clear language, mobile usability, accessibility, and visible sources will guide development. These features will address information barriers for first-generation students, working adults, students with disabilities, and others unfamiliar with college processes. Clearer pathways will support informed course selection and progress toward completion. Learning-partner activities will emphasize independent thinking, purposeful AI interaction, validation, and synthesis. Research and design will consider differences in AI experience, technology access, and cost so that meaningful participation does not depend on prior expertise or personal paid subscriptions. The evaluation protocol will examine independent understanding and barriers to participation.

Department

CSIT will receive an AI-developed dashboard, reusable learning-partner designs, and documented approaches to agentic development. My framework will be examined against published studies and refined through testing before broader use is encouraged. Faculty examples and feedback will support a shared departmental approach while preserving instructional judgment. Activities will align with CSIT 160 outcomes concerning technology's societal effects and future implications and CSIT 165 outcomes concerning online environments and human behavior. Findings will inform both CORs. Guidance will address accessible participation, responsible AI use, and assessment of students' own reasoning, helping faculty connect experimentation with student success.

Career Education Division

The CE division will receive examples other programs can examine and adapt. The dashboard will demonstrate how AI can transform program information into an interactive advising resource that makes educational pathways more transparent. The agentic portfolio will document implementation requirements, verification, correction effort, cost, and human intervention. Learning-partner research will provide an evidence-informed basis for discussing instructional AI across CE programs. These materials will help colleagues assess educational value and identify access barriers before adopting approaches for different disciplines and student populations.

College and Community

The college will receive three connected case studies demonstrating how AI can be studied, applied, and evaluated for educational purposes. Research syntheses, demonstrations, and implementation guidance will support professional learning beyond CSIT. Reporting will address successful approaches, technical barriers, conflicting evidence, and unresolved questions. Prepared materials will support dissemination after my return, while community members will gain a clearer entry point for exploring CSIT opportunities. The project will contribute practical approaches to equitable access and student success while distinguishing intended benefits from outcomes requiring further evaluation.

Professional Growth

I will develop expertise in agentic implementation, AI-assisted application development, educational research, and experimental pedagogy. The contribution is sustained study, development, testing, and analysis beyond my regular faculty, department chair, and compensated CE assignments. Ordinary course preparation, grading, student support, departmental administration, catalog and academic-map maintenance, recurring outreach, assigned CE activities, and routine COR revision and processing will be excluded from qualifying hours. Previously completed work will serve as background. The activity log will document these boundaries and prevent duplicate counting.

PART V: Deliverables and Documentation

1. Activity Log

At least 576 hours of qualifying work, organized by objective and identifying research, learning, development, testing, analysis, and documentation.

2. Agentic AI Portfolio

- Research and learning record, experiments, and selection findings.
- One working workflow, or the defined comparative prototype portfolio if no candidate proves feasible.
- Manual baseline, test results, and revisions.

- Demonstrations and implementation guidance.

3. Dashboard and Framework Portfolio

- Research synthesis and documentation of AI development methods.
- Structured information model and online dashboard with four core functions.
- Evaluation results, accessibility checks, and feedback summary.
- Published framework explanation and faculty examples.
- Usage and maintenance guidance.

4. Learning-Partnership Portfolio

- Critical research synthesis and documented framework refinement.
- Two configurations and four activities with instructions, sources, and examples.
- Prototype tests, walkthroughs, findings, and revisions.
- Shared rubric and classroom evaluation protocol.
- Curriculum rationale and revised COR submissions; routine revision and processing hours excluded.

5. Dissemination Materials

A concise presentation and demonstrations suitable for departmental, CE division, or college-wide professional learning.

Accessibility and Intellectual Property: Resources will be checked for accessible use; recordings will include captions or transcripts. Documentation will identify my authorship of the framework and distinguish original work from third-party content. Ownership and educational usage rights will be stated consistent with Board Policy and Administrative Procedure 3715, retaining applicable attribution and restrictions.

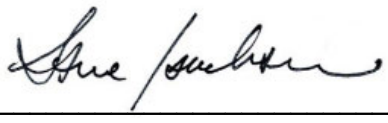
PART VI: Estimated Total Hours

Objective	Estimated hours
1. Agentic AI research and implementation	215
2. AI-assisted development of an interactive CSIT dashboard	200
3. Research and evaluation of AI learning partnerships	185
Total estimated hours	600

Early research will establish shared practices for AI-assisted development, verification, and human oversight. Dashboard and learning-partner investigation will inform the agentic feasibility decision during the first third of the semester. Objective 3 findings will inform the framework published under Objective 2.

Scope will remain bounded to the agentic workflow or defined comparative portfolio, four dashboard functions, and two learning-partner designs demonstrated through four activities, preserving time for research, testing, and documentation. Either agentic outcome will involve substantive experimentation and evaluation within the allocated 215 hours.

PART VII: Certification

Signature: _____

Date: 9/17/26_____

APPLICATION FOR SABBATICAL LEAVE [2027/2028]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☒ Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).
- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: [Janice (Suzie) Bailey]

Department: [Biology]

Title: [Instructor]

Select the duration of your sabbatical leave:

- ☐ Fall – One semester (full sabbatical)
- ☒ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): [Fall 2009]

Date of Proposed Return to Full-time Service: [Fall 2028]

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Abstract: [This sabbatical leave self-study project will focus on curriculum redesign to improve student access and success for non-science majors and biology majors student populations. Specifically, I'll be 1) creating an OER lab manual for our BIO104 (Introductory Biology-Botany) course and 2) creating video lectures to support a transition to a "flipped format" in the laboratory component of BIO204 (Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology), where students will complete all prelab preparation outside of class and class time will be spent solely on collaborative lab activities, experimentation, and analysis.]

PART III: Objectives and Activities

Objective 1

Objective Statement: [Enhance expertise in the Botany discipline, particularly with respect to San Diego native plants, create an OER lab manual for BIO104 (Introductory Biology-Botany) and explore available options for OER Botany textbooks to reduce financial barriers for students. This course for non-science majors is usually taken to satisfy the Natural Sciences GE area but the course textbook and lab manual currently used present a financial barrier for many students. The goal of this objective is to develop a digital Botany lab manual which will be provided to students at no cost and to explore options for OER textbooks, thereby reducing that financial constraint.]

[Review primary research in the Botany field]

Estimated Hours: [30]

[Complete Field Botany of San Diego County course through San Diego State University]

Estimated Hours: [128]

[Collaborate with associate faculty instructors who've taught the Botany class and non-majors discipline lead instructors at MiraCosta to ensure equitable approaches across our non-majors GE curriculum]

Estimated Hours: [10]

[Write, test and troubleshoot 12-14 laboratory activities, each consisting of supportive introductory information and detailed procedures and explanations to support analysis and interpretation.]

Estimated Hours: [240-280]

[Write new lab preparation setup instructions for support staff for the redesigned BIO104 laboratory curriculum]

Estimated Hours: [24-28]

[Evaluate available OER Botany textbooks and other resources for possible future adoption]

Estimated Hours: [5]

Objective 2

Objective Statement: [Create course materials to support a flipped format redesign of the laboratory in BIO204 (Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology). These materials will include a set of twelve prelab videos (approximately 10-15 minute long each) that students will view before coming to lab. These will replace the traditional in class lab introduction, and provide conceptual foundations of the laboratory activities, demonstrate equipment and procedures, and embed formative prelab assessments using the WeVideo platform.]

[Write, record, and edit twelve laboratory preparation videos with embedded prelab assessments.]
Estimated Hours: [240]

PART IV: Contributions, Benefits, and Impact

Response: [OER course materials reduce financial barriers that students experience in accessing our STEM courses, particularly for our non-science majors student population, and especially for our first generation and other under-resourced students. By enhancing my expertise in the botany sub-discipline, I will ensure that the OER lab manual is current, and the content reflects major shifts in scientific understanding of botanical classification and evolutionary relationships as a result of advances in DNA sequencing and genome analysis (directly related to course SLO3 which focuses on taxonomic classification of plants). Likewise, by completing the SDSU Global Campus course Field Botany in San Diego County, I'll have greater familiarity with our native flora to support revision of activities involving local field experiences. The OER lab manual will also incorporate botany-related digital and AI-supported resources (like iNaturalist) and opportunities to engage in citizen science projects, enhancing digital information literacy and civic knowledge and engagement (two important institutional core competencies). Incorporating real world relevancy will enable students to connect with the course material on a more personal level, promoting greater student engagement, retention, and success.

The resources I will create to support laboratory instruction in the majors class-BIO204- will shift prelab introductory lecture and demonstrations outside of class time instead of taking the first 20-30 minutes of in class time for these. This will free up more in class time for collaboration, discussion, and analysis with instructor support. This is the final piece of a long term effort to revise the lab in BIO204 to shift most, if not all, of the analytical work students are doing to take place during class time with the support of the instructor and SI leader, and in collaboration with their lab team members. Developing quantitative skills in the analysis of biological data is an important objective of the course (reflected in SLO3), and in my experience, it's the piece students have the most trouble with. Ensuring that students are doing the bulk of this work in class will promote greater student success in this challenging capstone course.]

PART V: Deliverables and Documentation

Deliverables:

[Objective 1 Deliverables:

- Log of weekly activities with hours
- Annotated bibliography of primary research in the Botany and Botany education fields
- Letter of Completion of Field Botany of San Diego County Course (SDSU Global Campus)
- Digital lab manual supporting 12-14 lab activities, along with supportive laboratory prep sheets

- Summary of collaborative faculty discussions related to supporting student success in non-science major laboratory courses.
- Evaluation summary of available OER Botany textbooks and their suitability for adoption.

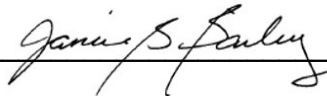
Objective 2 Deliverables:

- Log of weekly activities with hours
 - Twelve prelab preparation videos with embedded formative assessments shared via Canvas Commons]
-

PART VI: Estimated Total Hours

Total Estimated Hours: [677-721]

PART VII: Certification

Signature: 

Date: 09/18/26

APPLICATION FOR SABBATICAL LEAVE [2028]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

Read the Sabbatical Leave Handbook (linked on the [SLC Website](#)).

Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.

Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.

Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.

Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: **Taya Christina Lazootin**

Department: **Physical Sciences**

Title: **Professor of Geography**

Select the duration of your sabbatical leave:

Fall – One semester (full sabbatical)

Spring – One semester (full sabbatical)

Full-year sabbatical at 50% pay

Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): **Fall 2021**

Date of Proposed Return to Full-time Service: **Fall 2028**

Category of Sabbatical Leave (select one):

Advanced Academic Studies

Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract:

My sabbatical project will focus on integrating California Geography into each of the current geography courses offered at MiraCosta College, including Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108.

During the course of my sabbatical, I intend to investigate existing California Geography OER courses and materials, including textbooks and field trips that are currently taught at the community college level. I will also develop a California Geography Canvas Course Shell that contains one module for each of the courses listed above. Modules will contain reading materials, exercises, assessments, and field trips (if applicable).

A useable OER module focusing specifically on California Geography objectives that align with the COR will also be placed into each of the ZTC Geography courses that currently exist in the program. Reading materials (OER textbooks, articles, etc.), exercises, assessments, and field trips will be part of each California Geography module.

Students will be able to make direct connections between their everyday lives and California Geography concepts taught in the above courses. Students will be able to apply knowledge from these courses to their everyday activities such as school, work, leisure, food and lifestyle.

Finally, this project will deliver far-reaching benefits centered on equity, diversity, and inclusion for students, the department, the college, and my own professional growth.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish, and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: **To research current OER California Geography materials and field sites, including textbooks, current courses offered in California at the community college level and possible field trip sites.**

Activities:

I intend to spend the first 150 hours of my sabbatical reviewing and researching current college level OER CA Geography materials, including articles, textbooks, existing courses and possible field sites.

Estimated Hours: **150**

Objective 2 To create a California Geography Canvas Course Shell that contains one module for each of the following courses (also to be added to existing Canvas course shells): Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108.

I intend to spend the majority of my sabbatical creating modules that focus specifically on CA Geography for each geography course offered at MCC. The current geography courses are: Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108. My intent is to create useable and sharable modules for each course that include readings, assignments, assessments and field trips (if applicable).

Estimated Hours: **450**

Duplicate or delete as needed.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response:

Sabbatical Project Contributions, Benefits, and Impact

The objective of this sabbatical project is to enrich the MiraCosta College geography curriculum by integrating localized California Geography modules across five core courses: Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108. By developing Open Educational Resources (OER) modules within Canvas that align with each course's Course Outline of Record (COR), this project will deliver far-reaching benefits centered on equity, diversity, and inclusion for students, the department, the college, and my own professional growth.

a) Impact on Students

This project directly bridges geographic theory and students' lived experiences and improves educational equity. By introducing California-specific reading materials, interactive exercises, localized assessments, and regional field trips, students will make immediate, tangible connections between academic work and their everyday lives, including school, work, food, and lifestyle. Each module will focus on core objectives and CSLOs and will empower students to *employ spatial reasoning to ascertain, analyze, and compare spatial*

patterns across the state's diverse landscapes, and to *critically interpret meteorological* data unique to California's complex climate zones. Furthermore, students will learn to *interpret geographic patterns of the natural environment and environmental issues in relationship to societal influences and responses*, allowing them to examine local challenges like wildfires, water scarcity, or urban sprawl through an equity-focused lens. Utilizing entirely open-source, OER materials remove the financial barrier of expensive textbooks, ensuring that these high-quality modules are accessible to all students regardless of economic background. My approach and project will foster an inclusive learning environment where students from diverse communities see their state and their own lived realities reflected in the curriculum.

b) Impact on the Department

For the geography program, this project provides a systematic, equity-minded revamp. Rather than treating California Geography as an isolated elective and separate course, this project embeds the state's unique physical, cultural, and economic landscapes into the entire existing course sequence. The creation of ready-to-use Canvas module shells establishes a standardized yet flexible resource repository. This collaborative framework ensures that all instructors—both full-time and associate faculty—have immediate access to inclusive, vetted materials that highlight diverse geographic perspectives, ensuring instructional consistency and equity across all course sections.

c) Impact on the College and Community

At the community college level, this project advances MiraCosta's commitment to culturally relevant, place-based education. Providing content specific to California deepens both faculty and student understanding of their immediate environment, local governance, and diverse regional cultures. Explicitly incorporating California's rich cultural diversity and the complex histories of its marginalized communities allows these modules to promote an inclusive understanding of the state's social fabric. Students will graduate better equipped to engage as informed, equity-conscious citizens who comprehend the distinct environmental and socio-economic challenges facing our local communities.

d) Impact on My Own Professional Growth

Professionally, this sabbatical grants me the dedicated time required to comprehensively investigate the current landscape of California Geography OER materials through an equity-focused lens. Evaluating open-source textbooks, curating diverse perspectives in academic articles, and designing inclusive field trip alternatives will significantly broaden my pedagogical toolkit. The process of building and aligning these comprehensive Canvas modules pushes me to innovate with equitable digital course design and culturally responsive assessment strategies. Ultimately, this sabbatical will revitalize my teaching practice and allow me to return to the classroom as a more impactful, inclusive, and resourceful educator.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

1. **Annotated bibliography**
 2. **One Canvas Course Shell to include one module for each of the following courses: Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108.**
 - a. **Each module will contain reading materials, exercises, assessments, and field trips. (if applicable)**
 3. **Log of activity with hours, to include research time, collaboration with other professors, and time spent creating modules for each course listed above**
-

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: **600 hours**

PART VII: Certification

Signature: _____ **Taya C. Lazootin** _____ **Date:** _____ **July, 2026**

APPLICATION FOR SABBATICAL LEAVE [2027/28]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
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- ☒ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☒ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☒ Complete and sign the [Application Signature Page](#) and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Tyrone Nagai

Department: Letters

Title: Instructor

Select the duration of your sabbatical leave:

- ☒ Fall – One semester (full sabbatical)
- ☐ Spring – One semester (full sabbatical)
- ☐ Full-year sabbatical at 50% pay
- ☐ Variable (requires pre-approval by the Superintendent/President)

Full-time Hire Date (Semester & Year): Fall 2017

Date of Proposed Return to Full-time Service: Spring 2028

Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
 - ☒ Self-Directed Studies
-

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.

Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract: This semester, I am teaching Creative Writing for the first time in 11 years. When I was looking at OER and ZTC textbooks for the class, I couldn't find any materials that covered the process of novel writing with realistic, detailed examples. For my sabbatical, I have two objectives. First, I want to start writing a novel tentatively titled *No Wet Hugs* to refresh my understanding of writing long-form fiction. Second, as I write this novel, I want to document my writing process at regular intervals, using reflective journals, blog posts, videos, or other media. Ultimately, I want to produce a handbook or teaching guide tentatively called "The Making of *No Wet Hugs*" where I pair excerpts of my novel writing with documentation of my writing process. The outcome will benefit creative writing students who can use my work as a learning tool and resource.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop...”, “To research...”, or “To create...” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To embark on writing a novel to practice the skills required for this craft.

Activities: I will write a novel synopsis, hybrid novel synopsis/outline, outline, and chapters.

Estimated Hours: 400 hours. I will note the hours spent in my Log of Activities.

Objective 2

Objective Statement: To document my writing process and experiences as I craft a novel.

Activities: At regular intervals, I will document my ideas, inspiration, drafts, rewrites, questions, research, reflections, struggles, and other experiences related to my novel writing process.

Estimated Hours: 20 hours. I will note the hours spent in my Log of Activities.

Objective 3

Objective Statement: To create a resource, such as a handbook or teacher's guide, that can be used to teach novel writing.

Activities: I will combine excerpts of my novel synopsis, outline, and chapters with the documentation of my writing process to create a handbook, teacher's guide, or similar resource for creative writing students.

Estimated Hours: 160 hours. I will note the hours spent in my Log of Activities.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:

- a) Students
- b) Department
- c) College and/or community
- d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response: OER textbooks enhance student equity, and I reviewed the existing OER textbooks on Creative Writing before teaching ENGL 280: Creative Writing this fall. After my review of OER textbooks, I chose not to use any of them because they did not explain novel writing in a meaningful manner. For example, *Write or Left: An OER Textbook for Creative Writing Classes* by Sybil Priebe completely omits novel writing. On the other hand, *Elements of Creative Writing* by North American Review lumps novel writing and short story writing together as if they were the same genre within fiction. To me, a novel is neither a collection of short stories nor an elongated short story, and it would be misleading to teach it this way. Thus, my sabbatical project will help fill a gap in the available OER materials for teaching creative writing.

In addition, Performance Objective #5 for ENGL 280: Creative Writing states, “Apply the elements of craft in strategic combination to produce original works of prose.” My sabbatical project will aid students in completing this performance objective by providing detailed examples of the craft of novel writing. At the same time, I can also explain how to put together strategic combinations of exposition, dialogue, setting, characterization, and plot.

Furthermore, my sabbatical project supports the Core Competencies of “Critical and creative thinking” as well as “Written and oral communication skills.” Documenting my novel writing process will yield a tangible record and example of “critical and creative thinking” through multiple stages of invention, evaluation, and revision, which students can learn from. Moreover, my sabbatical project will help to expand the breadth of students’ “written communication skills.”

In terms of benefitting the Letters Dept, one of the biggest challenges of teaching ENGL 280: Creative Writing is that a 16-week course is not enough time for students to craft complete novels that reach 75,000-100,000 words. As a result, students in ENGL 280 are typically given abbreviated, proxy assignments for learning novel writing (such as a synopsis, outline, and/or single chapter) that cannot fully simulate the novel-writing experience. My sabbatical project will help to mitigate this challenge by providing a resource that shows and explains the novel writing process in more depth and detail than is available in current OER textbooks while complementing my extant novel-writing assignments in ENGL 280.

Regarding my own professional growth, I earned an MFA in Creative - Fiction in 2010, and I taught college-level creative writing courses regularly from 2012 to 2015. However, Fall 2026 is the first time I have taught creative writing in 11 years, and it has rejuvenated my passion for teaching and creative writing. While I have stayed moderately active over the years with writing and editing short-form fiction, creative nonfiction, and poetry, I am quite rusty when it comes to writing long-form fiction like the novel. This sabbatical can help me refresh and sharpen my skill set, so that I am a more well-rounded creative writing instructor.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables: Handbook, teaching guide, curriculum, modules, or toolkit. Log of activities with hours.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Estimated Hours: 580 hours

PART VII: Certification

Signature: 

Date: September 18, 2026

AI Frameworks Response Coordination Plan (AS Approved 091826)

As the Academic Senate seeks to facilitate a coordinated faculty-led response to the Chancellor's AI Frameworks memo, we are asking each of the campus groups identified below to consider focusing on **one** goal for discussion and/or development of a guideline, policy, or process for the fall semester.

Context from the Memo

The first column represents the faculty group or subcommittee or college governance committee we are asking to explore these AI Frameworks ideas. The middle column collects key language from the Chancellor's office that could apply to the designated group's work. Please, please, please note that we are not asking committees to attempt to address all of the ideas included in those Chancellor memo notes. Instead, these notes are there as a reference point as you choose **one** possible point of focus. No one is asking us to address every issue raised in the Chancellor's memo; we are just working toward making some coordinated moves in the right direction

Note – this middle column was developed with help from Chat GPT...so...just sayin...feel free to blame Rick White for any mistakes... 😊

Conversation Starting Ideas and Possibilities

The suggestions in column three are just ideas to facilitate thought processes / conversations. Identified groups are enthusiastically encouraged to take this conversation in whatever direction their expertise leads them to. The goal would be to report back to the Academic Senate through the Academic Senate President who will regularly update this document with the work all these faculty groups are doing.

Faculty groups, AS subcommittee, Governance committees with Faculty chairs / co-chairs	Relevant Language from Chancellor's Memo	Possible Ideas to Explore as Committee Identifies and Selects Its One Goal for the Fall Semester
Disciplines / Departments	The memo repeatedly cautions against treating AI as a one-size-fits-all issue. It states that it “does not establish a statewide classroom policy or prescribe a single approach for every college, discipline, course, or student population” (Memo, p. 2). It later explains that “disciplines, courses, modalities, and student populations differ significantly” (p. 3). In discussing classroom practice, the memo adds that “faculty are best positioned to determine when AI supports learning and when it may undermine	Consider the possible value of developing discipline specific or department-wide guidelines for student and faculty AI use and sharing the rationales for those guidelines with

	the knowledge, skills, or competencies an assignment or course is intended to develop” (p. 6). Most directly, it notes that “Different disciplines, programs, and career pathways require different AI-related knowledge, skills, expectations, and safety considerations” and recommends that “Faculty should consider identifying discipline-specific AI competencies that prepare students for transfer, employment, and civic participation” (p. 7).	students. Consider creating a departmental process for regularly reviewing the impact AI is having on teaching and learning particularly in terms of student retention, success and enrollment patterns (could such a process be linked to program review)..
Professional Development Program	The memo treats professional development as an ongoing process of faculty inquiry rather than a one-time training response. It says colleges should view AI in teaching and learning as “an ongoing area of inquiry rather than a one-time policy issue” and specifically identifies “Faculty inquiry groups, professional learning, pilot projects, communities of practice, accessibility reviews, student co-design opportunities, and resource repositories” as supports for “thoughtful experimentation, evaluation, and continuous improvement” (Memo, p. 7). Appendix B asks, “What resources or professional learning would help faculty adapt assignments and assessments?” (p. 11), while the final recommendations call on colleges to “promotes ongoing professional learning, responsible innovation, periodic review, and the sharing of effective practices” (p. 8).	Plan a Thursday of Spring Week AI Frameworks focused day Develop sessions, resources, and strands for faculty who wish to oppose or resist (either wholly or in specific manifestations) AI implementation ideas in their disciplines, at the college, or in our culture more broadly
Academic Affairs Committee	The memo deliberately balances clear institutional guidance with faculty discretion. Because “disciplines, courses, modalities, and student populations differ significantly”, it says the framework “should not impose a single classroom rule or universal syllabus statement” (Memo, p. 3). At the same time, “Institutional guidance should establish baseline expectations, while faculty retain discretion to determine and communicate course- and assignment-specific expectations for AI use” (p. 5). It then states that “Syllabi and assignment instructions should clarify when AI use is permitted, limited, or prohibited; how AI use should be cited, acknowledged, or disclosed; and whether students are expected to use specific AI tools” (p. 5). The memo further emphasizes that “Local frameworks should preserve faculty judgment while supporting clear communication about expectations for AI use” (p. 6).	Explore the possible value of adding a requirement that faculty include a statement of their AI expectations/ guidelines and the rationale for those expectations guidelines in each class syllabus. Explore developing guidelines for institutional assessment resources and practices related to AI: for example, the Academic Proctoring Center.
Outcomes and	The memo frames AI preparation in terms considerably broader than technical proficiency. It	Explore the possible

Assessment Committee	asks, “How can colleges preserve and strengthen core educational goals such as critical thinking, communication, creativity, information literacy, civic participation, and workforce readiness in an AI-enabled environment?” (Memo, p. 3). It distinguishes AI assistance from substitution and warns that “AI should not replace human thinking, judgment, analysis, creativity, empathy, performance, or skill development that students are expected to demonstrate” (p. 6). Students, it says, need “the knowledge and judgment to recognize and evaluate AI-generated content, verify information, recognize bias, protect privacy, and use AI safely, responsibly, and ethically” (p. 7), and AI literacy includes “the critical inquiry needed to evaluate AI-generated information, question assumptions, and exercise informed human judgment” (p. 7). Appendix B similarly asks, “What evidence of learning will demonstrate independent understanding, skill, or judgment?” (p. 12). Together, this language provides a strong basis for considering an institution-level competency around critical, ethical, reflective engagement with AI and technology.	value of a new core competency around critical, ethical, and reflective engagement with AI and technology. Explore developing guidelines for institutional assessment resources and practices related to AI: for example, the Academic Proctoring Center.
Diversity, Equity, and Cultural Competency Committee	Equity is embedded throughout the memo rather than treated as a separate compliance issue. Its guiding principles explicitly include “equity, accessibility, and learner variability” (Memo, p. 2). It later states that “Equity, accessibility, and Universal Design for Learning (UDL) should remain central considerations when selecting AI technologies and developing local guidance” and identifies “Access to technology, cost, digital literacy, accommodations, linguistic bias, privacy, and community impacts” as factors that may influence students’ experiences with AI (p. 7). The memo also warns that “Reliance on free consumer tools or personal subscriptions may create inequitable access and should not be the basis for required coursework” (p. 5). Finally, it declares that “Accessibility is both an equity imperative and a legal requirement” and says colleges should treat accessibility “as a condition of adoption” when acquiring or requiring AI tools (p. 7).	Explore whether emerging teaching tools like the Culturally Relevant Pedagogy Toolkit or the College’s new online certification process should or could be expanded to provide faculty a more developed equity lens to apply to their teaching with AI and their students’ use of AI.
Institutional Program Review Committee	The memo explicitly places AI within established program-review and continuous-improvement structures. It says colleges should “establish a process for reviewing AI-related issues, developing guidance, and ensuring policies and practices are current” (Memo, p. 4), and identifies “program review” among the academic and professional matters for which colleges should identify the academic senate’s role (p. 4). At the framework level, it calls for “a process for ongoing review as technologies, workforce expectations, and instructional practices evolve” (p. 2). Appendix B reinforces the same idea, stating that “Local guidance should support ongoing learning rather than one-time	Explore the possible value of adding an AI related question (or supplementing an existing question with an AI piece) to the program review process

	policy development” and asks, “How will local guidance be reviewed and updated as AI technologies evolve?” (pp. 13 and 10).	
MiraCosta Online Educators	The memo assigns online education a distinct compliance concern in addition to broader technology review. It states that where agentic tools “interact with students, provide feedback, or initiate communication in distance education courses, colleges should evaluate the implications for Regular and Substantive Interaction” (Memo, p. 3). More specifically, “Interaction generated by an AI agent, rather than by the instructor, may not satisfy the instructor-initiated, regular, and substantive interaction required under title 5 § 55204 and federal distance education regulations” and “substituting agentic interaction for instructor interaction may place course compliance and financial aid eligibility at risk” (p. 3). Appendix B therefore asks how faculty will communicate their own AI use “including ensuring Regular and Substantive Interaction (RSI) requirements for Distance Education are satisfied” (p. 11). More broadly, local frameworks are to be developed through “technology review, accessibility review, and continuous improvement” (p. 4), and the final recommendations call for evaluating student-facing and institutionally supported AI tools for “privacy, security, accessibility, human oversight, and compliance with applicable laws and regulations” (p. 8).	Explore the possible value of developing a process for evaluating AI related canvas resources and tools for faculty use and/or institutional investment.
Sabbatical Leave Committee	The memo provides a strong rationale for treating sabbatical work as part of a continuing institutional learning process. It says AI should be viewed as “an ongoing area of inquiry rather than a one-time policy issue” and identifies “Faculty inquiry groups, professional learning, pilot projects, communities of practice, accessibility reviews, student co-design opportunities, and resource repositories” as mechanisms supporting “thoughtful experimentation, evaluation, and continuous improvement” (Memo, p. 7). Its recommendations then call on colleges to “promotes ongoing professional learning, responsible innovation, periodic review, and the sharing of effective practices” (p. 8). Appendix B extends the idea by asking, “How will effective practices and lessons learned be shared across the college” and with statewide communities of practice (p. 13). This language supports identifying AI-related sabbatical inquiry and creating mechanisms for sharing that scholarship more broadly.	Consider identifying AI related research incorporated into Sabbatical reports and developing ideas for sharing that material more broadly with the campus community.
Budget and Planning Committee	The memo frames AI as a matter of institutional planning and equitable stewardship of resources. Its purpose is to support “collegial consultation and local planning” (Memo, p. 1), and its guiding principles include “participatory governance, collegial consultation, and local decision-making” (p. 2). Although procurement is identified as an institutional responsibility (p. 4), the memo also emphasizes inclusive development, stating that	Consider the possible value of developing principles for responsible institutional investment in AI

	“Broader discussions should also include” stakeholders across instruction, technology, accessibility, student support, classified staff, administration, and students so that guidance reflects educational goals, operational realities, and student needs (p. 4). On equitable resource allocation, colleges should strive to provide “equitable access through vetted, institutionally supported tools” and should not rely on free consumer tools or personal subscriptions as the basis for required coursework (p. 5). The memo also notes that “Access to technology, cost” and related factors shape students’ experiences with AI (p. 7), and it closes by urging “thoughtful local planning” that supports faculty expertise and centers student learning (p. 8). This supports a BPC role focused on long-range planning, equitable resource allocation, and inclusively developed criteria for AI-related procurement and investment.	Consider approaches to how the college should engage with AI in our various planning processes.
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