



Regular Meeting – Friday, October 3, 2025
Time – 12:00pm - 3:00pm
Hyflex Meeting – Room OC 14293 and Via Zoom in
accordance with AB2449: Information below
Call 1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/89873311652>
Meeting ID: 898 7331 1652
Find your local number: <https://miracosta-edu.zoom.us/u/kOt8Ft8Bq>

AGENDA

I. Call to Order

II. Remote Member Attendance

Description: *Sabbatical Leave Committee will consider remote participation of members under the provisions of AB2449, if any.*

III. Roll Call

IV. Persons Wishing to Address the Committee

Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

V. Consent Calendar

A. [Approval of the Meeting Minutes of April 18, 2025](#)

VI. Sabbatical Leave Reports

Description: *The SLC will discuss sabbatical leave reports received from seven (7) faculty who have returned from their sabbatical leave during the Spring 2025 semester. The SLC will vote on sabbatical leave reports based on the committee's recommendations.*

VII. Sabbatical Leave Applications

Description: *the SLC will discuss sabbatical leave applications received from seventeen (17) faculty who plan to take their sabbatical leave during the 2026-2027 academic year. Committee members will be assigned to each applying faculty member.*

VIII. Sabbatical Leave Handbook and Committee work

Description: *The SLC Committee will discuss this year's committee plans and review the updated handbook based on revisions made during the April 18, 2025 sabbatical committee meeting. The Handbook and Change Log is linked to the April 18, 2025 Unofficial Minutes.*


IX. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda.

Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish. In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at alocke@miracosta.edu. Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at alocke@miracosta.edu.

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

 Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

rkelly@miracosta.edu

PART I: Applicant Information

Name

Robert Kelley

Department

Psychology

Title

Sabbatical (Spring 2025)

Duration of Sabbatical Leave:

⌵ Dropdown

Spring - One Semester (Full Sabbatical) ▼

Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies ▼

PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

The purpose of this sabbatical is to increase the Accessibility and Equity of my Behavioral Statistics courses through the greater embracing of universal design, completion of a Zero Textbook Cost textbook for my students (along with supporting activities and materials), development and integration of 'hands-on' applications to reinforce instructional concepts (see examples at my website www.p2l.io), and improvement of instructional materials.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

(All responses, including restating Objectives #1 and #4, are abbreviated with the use of AI, to fit within the Google Docs maximum length constraints)

Both Objectives #1 and #4 are listed here together, for reasons provided further below in the Objective #1 Activities section.

Objective #1

Increase accessibility of instructional materials through the application of universal design principles.

The application of Universal Design principles to these materials will include, but is not necessarily limited to, making improvements in the following categories: [1] headers that are usable by screen readers for navigation, [2] equivalent text for images, [3] informational tables that use headers accessible to screen readers, [4] using link names rather than providing the raw URL, and [5] the use of bulleted/numbered lists that are identifiable to screen readers.

Documentation will include the recording of the hours spent on this goal, a general list of materials updated by this process, and selected excerpts of those materials developed or improved upon. I would expect to maintain the intellectual property rights of my works created or improved upon during the sabbatical in accordance with Administrative Procedure 3715.

OBJECTIVE #4:

Improvement of instructional materials (e.g., Behavioral Statistics Workbooks, Parts A & B)

The total page count of the two workbooks (parts A & B) combined exceeds 400 pages. Yet coverage of some of the topics in the Workbooks remains minimal, reflecting the origin of the workbooks as a collection of handouts. I would read through the workbook, improving the wording of material and adding further topics and/or expanding upon existing topics. The instructional materials will be updated and made more clear, with the goal of improving student equity and success.

Documentation will include the recording of the hours spent on this goal, a general list of improvements made (e.g., organized by workbook chapter), and selected excerpts of materials developed or improved upon. I would expect to maintain the intellectual property rights of my works created or improved upon during the sabbatical in accordance with Administrative Procedure 3715.

Objective #1:

Activities

(250 word maximum recommended)

Objectives #1 and #4: Accessibility and Instructional Improvement

During the sabbatical, work on Objective #1 (accessibility through universal design) and Objective #4 (improvement of instructional materials) proved inseparable. Accessibility adaptations often enhanced instructional clarity, while content revisions required accessibility updates. Hours for both objectives were therefore recorded under Objective #1.

Students using assistive technology (e.g., NVDA) with my Behavioral Statistics Workbooks are now much better situated to independently navigate and interact with mathematical concepts, data, and equations.

Objective #1 Activities (Accessibility)

1. Consulting with SAS staff on best practices and for feedback on work.
2. Applying MS Word heading styles, lists, and accessible formatting.
3. Providing alt text for all images and tables; adding row/column headers.
4. Replacing raw URLs, empty paragraphs, tables-for-formatting, and text boxes.
5. Integrating key information from images/tables into main text.
6. Writing a suite of MS Word macros to:
 - A. Convert equations to prose for screen readers.
 - B. Detect/correct accessibility issues.
 - C. Preserve accessibility when converting to Google Docs (supporting machine translation).
 - D. Prepare files for text-to-speech apps.
7. Adding AI prompts at chapter starts to help students manage cognitive load.

Objective #4 Activities (Instructional Improvement)

Updates to the Behavioral Statistics Workbooks, Parts A & B improved flow, clarity, and engagement.

Activities included:

1. Adding learning goals and key terms to chapters and sections.
2. Providing greater organization of the text into sections and subsections (also making it more accessibility-friendly).
3. Revising "Test Your Understanding" questions and answers.
4. Rewriting chapters for smoother flow and clarity.
5. Using AI to create images and statistical graphs.
6. Adding new sections to cover additional concepts and skills.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

Objective #1 – Contribution to Professional Growth (Accessibility & UDL)

Through consultation with Student Accessibility Services, I deepened my understanding of accessibility needs and learned to design instructional materials that work across formats—print, large screens, mobile devices, assistive technology, audio, and AI. Applying these perspectives to the Workbooks enhanced both accessibility and instructional quality. I also gained significant experience with AI: generating alt text for images and tables, co-writing 24 Visual Basic macros to improve MS Word accessibility, and creating prompts to help students manage cognitive load. These skills later supported similar efforts with Objective #2 (e.g., generating Alt Text) and with “vibe coding” using ChatGPT 5 to develop statistical apps (Objective #3).

Objective #4 – Contribution to Professional Growth (Instructional Improvement)

In revising the Behavioral Statistics Workbooks, I expanded my skills in using AI for generating images, graphs, and statistical analyses, while improving clarity, flow, and student engagement.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

Objectives #1 and #4 (Accessibility and Instructional Improvement)

These objectives directly support the institutional goal to “provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are.” Accessibility ensures equitable access, while improved course materials foster success and help reduce equity gaps.

Guided by Universal Design for Learning (UDL), major revisions to the Workbooks enhanced navigation for students using assistive technology (e.g., through headers, lists, bookmarks, and anchored images). These changes required substantial rewriting, which also improved clarity, flow, and organization. New images, graphs, AI prompts, and sections were added to strengthen understanding of key concepts and skills.

Student feedback on these enhancements—such as revised workbooks, audio recordings, and AI prompts—has been highly positive.

Objective #1:

Benefits to Department

Objectives #1 and #4 (Accessibility and Instructional Improvement)

Redesigning and rewriting the Behavioral Statistics Workbooks, for greater clarity and accessibility, increases the diversity of students better served by my course materials. As a department, the more classes we offer which fully embrace and go beyond minimum accessibility expectations, the better for all our students. This learning process of creating instructional materials aligned with Universal Design for Learning (UDL) principles was transformative —expanding my skills, deepening my awareness of accessibility, and positioning PSYC 104 as a course that goes well beyond minimal compliance. These are now skills and experiences that I can share with my department colleagues.

Objective #1

Benefits to College and/or Community

Objectives #1 and #4 (Accessibility and Instructional Improvement)

At the college level, I have previously offered workshops and co-led Canvas courses on accessibility. This sabbatical greatly expanded my expertise—integrating UDL principles, leveraging rapidly developing AI tools, using MS Word’s accessibility features and macros, and applying other technologies. I look forward to sharing these skills through future collaborations, workshops, and courses to help colleagues better support students with accessibility challenges and, in turn, improve learning for all students.

Objective #1

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., “Transcripts, log of Activities, draft chapter, modules”

Recommended: bullet list or short phrases.

Deliverables for Objectives 1 & 4 include:

1. Accessibility Features Applied
2. Improvements for Accessibility and Instruction
3. Instructional Improvements with AI-Generated Graphs
4. Integration of AI-Generated Images
5. Use of Computer Code (subroutines with names and summaries) to Create Derivative Works, by transforming Mathematical Equations into their equivalent spoken form, including natural pauses, incorporating accessibility-friendly formatting, and identifying accessibility issues
6. Preparing Documents for Google Docs (machine translation support)
7. Printed vs. Mobile/Accessible Formats
8. One Primary Document Supporting Multiple Formats
9. Integration of materials into my Fall 2025 Canvas Course
10. Sample Chapters from Behavioral Statistics Workbook

Link to Objective #1 Supporting Documentation at


<https://docs.google.com/document/d/1d0wTLIsF7aVgTnVB6Grf0ST6FFOE4cBr/edit?usp=sharing&oid=111227779235348634278&rtpof=true&sd=true>

Total number of hours for Objective #1 include hours for Objective #4 (due to significant overlap; see comment at top of Objective #1 activities)

Total number of hours for Objective #1

603.5

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

(All responses, including restating Objective #2, are abbreviated with the use of AI, to fit within the Google Docs maximum length constraints)

To benefit my Behavioral Statistics students, there are several "SPSS Now Step-by-Step" chapters (and their resources) on hypothesis testing to be completed. This includes coverage of the Single Sample t-test, Paired Samples t-test, Independent Samples t-test, Pearson's r (as an inferential statistic), One-Way ANOVA, Chi-Square, and related topics.

For both completed and upcoming topics, each unit will be supported by the following resources:

1. Book Chapter – Illustrated, step-by-step SPSS tutorials for introductory statistics, written with Universal Design principles.
2. Play to Learn Activities – Sequenced screenshot tutorials simulating SPSS use with clear, stepwise instructions.
3. Equivalent Text – Screen-reader-friendly versions with structured headings for accessibility.
4. Instructional Videos – Walkthroughs posted on the ProfKelley YouTube channel (playlist).
5. Slide Presentations – Classroom and reference slides aligned with tutorials (example).
6. Canvas Quizzes – Integrated quizzes linking to activities, videos, and book chapters; completion codes verify participation in the gradebook.
7. SPSS Application Practice – Students redo activities in SPSS with unique datasets; for correlation activities, the quiz also verifies results and instructors can hand-grade written interpretations.

Note: The elements of this objective depend upon a wide variety of platforms, apps, and programs, working separately and in concert with one another. In response to changes in, or the absence of, these supporting resources, the elements of the objective may need to be modified or even removed. In such cases, the cause and the response to it will be documented.

This is not an 'all or none' objective, but rather one where all progress makes a difference. The hours of any objective deemed completed in less than the estimated time may be added to this objective and vice versa.

Documentation will include the recording of the hours spent on this goal, a general list of resources developed (organized by instructional topic; e.g., One-way ANOVA), and selected excerpts of materials developed or improved upon. I would expect to maintain the intellectual property rights of my works created or improved upon during the sabbatical in accordance with Administrative Procedure 3715.

Objective #2:

Activities

(250 word maximum recommended)

Five new Play to Learn activities were developed, each with multiple integrated resources: (1) a Step-By-Step Guide chapter written in clear, accessible style (thereby also serving as equivalent text; co-written with the aid of ChatGPT), (2) a sequenced screenshot tutorial, (3) an instructional video, (4) a matching set of classroom slides, and (5) a Canvas quiz linking to the activity. The quiz provides a passcode-to-completion code system, records results in the gradebook, and invites participants to repeat the activity in SPSS working with another dataset. Likewise, coverage of the single sample t-test now meets these same standards.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

In addition to being a benefit to my students, this project afforded me with many opportunities to explore using AI (e.g., generating alt text and co-writing equivalent text). Gaining experience with AI has been extremely helpful with applying UDL and accessibility principles to my instructional materials (Objective #2 began after Objectives #1 and #4); both of these skill sets are valuable and applicable to my teaching.

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

Online students often learn SPSS independently, away from campus support. The Play to Learn activities scaffold this process by combining videos, step-by-step screenshots, written chapters, and slides for a supportive learning experience. Students then repeat the analysis in SPSS, with immediate feedback. This layered support provides multiple opportunities to practice SPSS skills with feedback, and improve student learning. Students share that these scaffolded opportunities makes a substantial difference in their ability to succeed.

Objective #2:

Benefits to Department

The Play to Learn website (www.p2l.io) is publicly available to all faculty - as a benefit to those both within and outside my department. When my prior game hosting site (simmer.io) permanently went down, a statistics instructor alerted me immediately, and within 24 hours I had migrated all my apps to itch.io and restored access through the www.p2l.io site. With many of our Behavioral Statistics courses online, the level of support provided with these tutorial apps is helpful to instructors and students where the SPSS statistical package is part of their course. My department recognizes my expertise in this area, and I readily share my knowledge with others.

Objective #2:

Benefits to College or Community

Completion of Objective #2 is consistent with our institutional goal for MiraCosta College to "provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are...". This objective was approached with a strong UDL and accessibility perspective, tying into MiraCosta College's institutional goal that we will "provide equitable access...". The development of the SPSS Now: Step-By-Step Guide (Objective #2) supports MiraCosta College's efforts to "... enhance student success, and close equity gaps by deploying strategies that meet students where they are...".

Objective #2

Deliverables submitted to the SLC

Please list the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

A "guided tour" of selected materials is provided in the linked Google Doc:

<https://docs.google.com/document/d/1x6nLZ8uTh7xd4AY5-d65SD4HJgqLvi7DQSIRKAaYiD4/edit?usp=sharing>

It includes screenshots covering the following:


- The SPSS Topics Now Offered
- The Goals and Instructions for the SPSS Paired Samples t-Test
- The Paired Samples t-test application and list of accompanying resources
- Video Tutorial
- Tutorial Slides
- SPSS Now Chapter
- A Canvas Quiz Question (associated with the SPSS Now activity)

Screenshot images are from the www.P2L.io website and the Fall 2025 Behavioral Statistics Canvas Course.

Total number of hours for Objective #2

27

OBJECTIVE #3

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #3:

(All responses, including restating Objective #3, are abbreviated, in some cases with the aid of AI, to fit the maximum length requirements enforced by Google Docs)

Development of approximately 15 new 'hands-on' applications to reinforce statistical concepts to take place after I refresh my programming skills (e.g., for the Godot programming language), review the literature on expertise and perceptual learning, and explore existing statistical applications available online to students. The newly developed 'hands-on' game applications will be integrated into the Play to Learn (www.P2L.io) website, in addition to each of them integrated into a Canvas quiz (where successful completion of the game would then automatically be recorded in the Canvas grade book).

The games would be uploaded and hosted online and then integrated into the P2L.io site. This involves creating a new webpage on the www.P2L.io site for the game app with its accompanying resources. These resources, at a minimum, would include an instructional video of how to complete the activity successfully (recorded and uploaded to a video platform such as YouTube). The game would then be integrated into a Canvas Quiz (with a link to the instructional video posted on YouTube or other video platforms). The games would also include either an equivalent text or a text-to-speech (TTS) option for accessibility purposes.

This is not an 'all or none' objective, but rather one where all progress makes a difference. The hours of any objective deemed completed in less than the estimated time may be added to this objective and vice versa.

Documentation will include the recording of the hours spent on this goal, a general list of actions taken (organized by the step in the process; e.g., Programming with Godot or other programming language, Review of Literature and other resources, Research of Available Statistical Games, Development of New Statistical Games), and selected excerpts of materials developed or improved upon. Each of the newly developed games and their purpose will be listed. I would expect to maintain the intellectual property rights of my works created or improved upon during the sabbatical in accordance with Administrative Procedure 3715.

Objective #3:

Activities

(250 word maximum recommended)

Fifteen "hands on" apps were developed using HTML, to maximally facilitate accessibility. Consistent with UDL, rather than needing a separate equivalent text document, the app itself was designed to be accessible (e.g., through use of headers, skip links, ARIA labels and roles, labels, descriptive titles, alt text, and where interactive elements are keyboard-friendly with visible focus). These apps were "vibe coded" using ChatGPT 5, in an iterative process (e.g., starting with a "kernel" of the app, and then step-wise adding additional functionality). Prior work on Objective #1 with AI and MS Word Macros, served as great preparation. A short review was conducted of the literature and existing apps. The fact that these apps incorporate perceptual learning practices (i.e., making concepts visible and hands-on for the students) in an accessible manner (either directly or through equivalent text), makes them a great addition to the online learning of behavioral statistics.

New Demonstrations and Their Purpose:

1. Detect the Effect with P-Values – Classifies outcomes using hypothesis testing decisions.
2. Detect the Effect with the Mean – Compares sample histogram with null distribution.
3. Empirical Rule – Applies 68–95–99.7 rule to normal populations.
4. IQR Tukey's Method – Shows quartile changes with sample size.
5. Linear Regression – Explores effects of Pearson's r and predictors.
6. Impact of Shape and Outliers – Demonstrates effects on the mean.
7. Percentile Ranking – Connects raw scores, percentiles, and z-scores.
8. Dice & Probability (Mutually Exclusive) – Demonstrates addition rule.
9. Probability "Or" with Independent Events – Demonstrates addition rule for independent events.
10. Probability of A and B – Demonstrates multiplication rule.
11. Dice & Probability (Single Event) – Simulates basic single-event probability.
12. Random Selection (Basic) – Shows variability in sample means.
13. Random Selection (Intermediate) – Compares descriptive stats and histograms across multiple samples.
14. Sample of 3,000 – Demonstrates sample mean accuracy with large samples.
15. Sample Means Game – Illustrates the Central Limit Theorem.

All apps were added to the Play to Learn (www.p2l.io) site with companion tutorial videos.

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

By vibe coding with ChatGPT, I can now create just about any HTML demonstration statistical app that I would want, designed with accessibility as a first principle. That is a huge leap forward in my ability to help my online students have a "hands on" learning experience covering important statistical concepts. I am excited by not only what I was able to create during my sabbatical, but also by the skillset I now possess for continuing to do so going forward.

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3

Benefits to Students

The apps help to shift students from a memorization approach to active learning through play. For example, the probabilistic nature of hypothesis testing is challenging for students to grasp - the interactive app helps students by placing them in the driver's seat for making decisions and observing the outcomes. Importantly, the apps make experiential learning possible at a pace that is both quickly rendered and comfortable - so that within a five minute period, students using one of these apps may have gone through tens or hundreds of such scenarios. This is of great value when covering probabilistic outcomes (i.e., outcomes vary each time), developing skills through repeated application, and giving students the opportunity to make new decisions each time and learn from their experiences.

Objective #3:

Benefits to Department

These apps are available to the public (including my department) on the Play to Learn website (www.P2L.io). They are freely shared, to help students with learning several challenging concepts and skills. In addition, I myself have gained many new skills with translating teaching goals and ideas into working HTML applications that prioritize accessibility. I am happy to share what I have learned with my colleagues, both within and outside my department (e.g., through personal conversation, workshops, and YouTube videos).

Objective #3:

Benefits to College or Community

The benefits to college and community for Objective #3 match those of Objective #2. Completion of this objective is consistent with our institutional goal for MiraCosta College to "provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are...". This objective was approached with a strong UDL and accessibility perspective, tying into MiraCosta College's institutional goal that we will "provide equitable access...". The development of these learning applications supports MiraCosta College's efforts to "... enhance student success, and close equity gaps by deploying strategies that meet students where they are...".

Objective #3

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

A list of the applications developed and their purpose is provided in the Object #3 Activities section. Included is a brief walkthrough of five of the 15 applications, explaining their use and instructional value, available at https://docs.google.com/document/d/14-ad61_k8sTx4ElzwBi2x48ATkluvQjFoA7-GWXXIzE/edit?usp=sharing

All fifteen apps are posted at the www.P2L.io website.

Hours on the objective are provided.

Total number of hours for Objective #3

67

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

697.5

Do you agree to provide access to your documentation to the public?



Yes - It will be available to all members of the SLC, AS, the Superintendent/President, the Board, and the Public.



No - It will only be available to an ad hoc task force of the SLC. The link to your documentation will be removed before the report is forwarded to the AS, the Superintendent/President, and the Board. Advanced Academic Studies Sabbaticals will choose this for privacy.

Link to Shared Folder or transcripts

Set to "Anyone with the link" can "View" (if you chose to keep the deliverables private, still make it viewable to "anyone with the link" - only an ad hoc task force of the SLC will view).

Date Submitted:

MM DD YYYY

09 / 12 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT


Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

 Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

vsanchez@miracosta.edu

PART I: Applicant Information

Name

Violeta Sánchez

Department

Letters

Title

English Faculty

Duration of Sabbatical Leave:

⌵ Dropdown

Fall - One Semester (Full Sabbatical) ▼

Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies ▼

PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

I intend to research the genre of life writing and begin to produce an autobiographical text. In my ENGL 100 courses, we read nonfiction work, often including a memoir that centers the experiences, identities, and subject matter that are relatable, validating, and/or engaging to my students. I want to devote part of my sabbatical to expanding my knowledge of autobiographical works to include more voices of marginalized and minoritized communities in my course content. I also want to begin my own autobiographical work because as a writing instructor, I believe it is important to model real-life writing for our students. Part of my pedagogical approach as a writing instructor is to encourage my students to see themselves as writers and that their stories are worthy of writing/telling/studying. By writing and sharing an autobiographical work of my own with my students, I will be better equipped to teach this genre of writing and show my students how I am challenging myself as a reader, writer, and thinker—just as I ask that they challenge themselves as they write, rewrite, and reflect on their own work.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion

of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

To research the literary genre of life writing/autobiography (such as creative nonfiction, memoir).

Objective #1:

Activities

(250 word maximum recommended)

During my sabbatical, I immersed myself in both primary texts (memoirs) and secondary texts (craft guides) to study the genre of life writing. I read widely across contemporary memoir, including Reyna Grande's *The Distance Between Us*, Michelle Zauner's *Crying in H Mart*, Carmen Maria Machado's *In the Dream House*, Sandra Cisneros' *Caramelo*, Elizabeth Acevedo's *Family Lore*, Tina Knowles' *Matriarch: A Memoir*, Stephen King's *On Writing: A Memoir*, Julia Cameron's *The Artist's Way*, and Maggie Smith's *You Could Make This Place Beautiful*. These works offered diverse perspectives on voice, structure, cultural identity, and narrative innovation.

I also engaged with instructional texts such as Jennie Nash's *Blueprint for a Memoir*, which provided practical strategies for planning and shaping autobiographical writing. In addition, I re-read selected works of fiction to analyze how narrative techniques—such as characterization, dialogue, and pacing—translate effectively into creative nonfiction.

Together, these activities supported my objective by deepening my understanding of the memoir form, expanding my knowledge of craft, and sharpening my ability to identify and apply literary techniques across genres.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

Reading memoirs and works on creative nonfiction deepened both my admiration for the genre and my commitment to writing my own story. Engaging with other people's narratives prompted me to reflect on the ethics of life writing—particularly the challenges of how, and how much, to write about others when we tell our own stories. This question continued to resonate throughout my sabbatical and still feels timely now, especially in light of the public debate around Elizabeth Gilbert's forthcoming memoir *All the Way to the River* and its reception.

In addition to broadening my literary knowledge, the texts I studied on writing, process, and the creative life proved invaluable. They allowed me to approach reading as both student and practitioner, giving me the rare chance to slow down and reflect on what makes memoir both artful and honest. This opportunity reminded me of the joy of being a learner again—something I often encourage in my students but rarely allow myself the same space to practice.

Most importantly, the sabbatical helped me begin to embrace my identity as a writer. For many years, I have struggled with calling myself a writer. Immersing myself in memoir, alongside craft guides and reflections by established authors, gave me new confidence to claim writing not only as a practice but as part of my professional identity. This shift, perhaps more than anything, has been the most significant outcome of my sabbatical.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

Reading memoirs and texts on writing has made me a more thoughtful and compassionate instructor, directly benefiting my students in both the short and long term. This work has validated many of my current teaching practices while inspiring new approaches that strengthen student learning outcomes.

In the short term, studying diverse life stories allows me to bring a wider variety of texts into ENGL C-1000. These works provide students with models of expository and narrative structure (SLO #1) and culturally rich material that encourages them to integrate diverse sources into their arguments (SLO #2). Exposure to authors from different backgrounds also deepens students' ability to interpret texts through the lens of their own cultural and personal experiences, advancing SLO #3 and fostering intercultural competence.

In the long term, my expanded knowledge of memoir and creative nonfiction reinforces Core Competencies in written communication, critical and creative thinking, and information literacy. Assigning readings that reflect diverse voices advances equity and inclusion by validating students' lived experiences and affirming that their stories are worth studying and writing about.

Ultimately, the sabbatical reenergized me as an educator. My renewed passion translates into more engaging instruction, intentional curriculum design, and stronger support for students as they learn to see themselves as writers.

Objective #1:

Benefits to Department

My sabbatical work has strengthened the knowledge and perspective I bring to the Letters Department, both as a participant and a leader in professional development. Reading widely in memoir and creative nonfiction provided fresh insight into narrative craft, representation, and the ethics of life writing—topics relevant to both my teaching and departmental discussions about curriculum and pedagogy.

In the short term, I can share texts and strategies that diversify reading lists and offer students more inclusive models of writing. Many of the memoirs I studied explore identity, culture, and resilience, enriching discussions across English courses and supporting the department's commitment to equity-minded teaching.

In the long term, my sabbatical positions me to contribute to program review, assessment, and professional learning communities with renewed expertise. Drawing on what I have learned, I can help colleagues refine how we teach writing, select course materials, and mentor students in embracing their own writing identities. This grounding in memoir and creative nonfiction allows me to collaborate more meaningfully, strengthening departmental efforts to advance student success, promote inclusive pedagogy, and cultivate a vibrant writing community.

Objective #1

Benefits to College and/or Community

My sabbatical work in life writing and memoir has strengthened my confidence as an educator and enhanced my ability to contribute meaningfully to MiraCosta College and the surrounding community. Immersing myself in diverse narratives has been an ongoing education in empathy and humility, reinforcing my commitment to advocate for students, colleagues, and the broader community.

In the short term, this project allows me to bring renewed energy and fresh perspectives into the classroom. Students benefit from inclusive, engaging texts and from a teacher who models lifelong learning. These contributions extend to campus initiatives—such as equity-minded teaching, interdisciplinary collaborations, and professional development—where I can share strategies and resources drawn from memoir and creative nonfiction.

In the long term, my expertise in life writing supports stronger connections between the college and surrounding communities. Many of the texts I studied explore identity, resilience, migration, family, and cultural memory—topics that resonate with our diverse student population. Incorporating these themes into teaching and outreach ensures that students see their lived experiences reflected and valued in academic spaces.

Ultimately, my sabbatical reinforced my role as both educator and advocate, enabling me to contribute to a campus culture rooted in empathy, inclusion, and respect for diverse stories—benefiting both the college and the wider community it serves.

Objective #1

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., “Transcripts, log of Activities, draft chapter, modules”

Recommended: bullet list or short phrases.

Please see begin with my google site as an introduction, then my Sabbatical Timesheet, as well as the folders: Artist's Way Sample Annotations, Blueprint for a Memoir Sample Annotations, and the Annotation Excerpts in the Shared Folder.

Total number of hours for Objective #1

266

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

To outline and begin drafting an autobiographical work that centers my experiences as a migrant, former English Language Learner, educator, foodie, and lover of pop culture.

Objective #2:

Activities

(250 word maximum recommended)

During my sabbatical, I committed to a consistent writing practice that laid the foundation for my memoir project. Each day, I began with morning pages—a minimum of 30 minutes of uninterrupted writing—with the intention of “clearing the cobwebs,” so to speak. This practice allowed me to shake off distractions, generate raw material, and create the mental space to focus more deeply on the themes and stories I wanted to explore. Over time, it became both a creative outlet and a way to identify recurring patterns in my life narrative.

A central component of my work was participating in a three-part writing workshop with River Heron called “Write the Story of Your Life.” The workshop focused on key themes such as: pivotal “branching points” in our life stories, family history, our health and the body, the role of money in our upbringing, and the arc of our professional life. Each unit was anchored by guiding questions that challenged me to dig deeper into personal experience. These prompts not only helped me clarify the scope of my project but also inspired drafts of small chapters that will become part of my memoir manuscript.

In addition, I met regularly with writing groups and partners to exchange feedback and encouragement. These collaborative spaces helped me refine my drafts, consider audience awareness, and stay motivated throughout the sabbatical.

Together, these activities advanced my objective by moving me from abstract intention to tangible progress: I now have an emerging body of work, an outline shaped by central life themes, and the beginnings of chapters for my memoir.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Working on this written project gave me both new skills and a renewed sense of confidence as a writer. The daily practice of morning pages taught me the discipline of writing without judgment so that I could move past my self-doubt and into a writing flow. This habit has made me more comfortable with drafting freely, trusting that clarity and refinement come later in the process.

The River Heron workshops deepened my knowledge of memoir structure and thematic development. Writing through the course themes pushed me to articulate experiences I had not previously examined in depth. I learned how specific guiding questions can function as powerful prompts for discovery—an approach I can now adapt for both my own writing and my teaching.

Participating in writing groups and partnerships gave me valuable experience in giving and receiving feedback. Learning to read my work through the eyes of others sharpened my awareness of audience and strengthened my revision strategies. Equally important, being in community with other writers provided encouragement and accountability, which reinforced the importance of collaboration in the writing process.

Most significantly, this project helped me begin to claim my identity as a writer. For years, I have encouraged my students to embrace their voices, but I hesitated to claim that title myself. Through this sabbatical, I gained not only practical tools for memoir writing but also the confidence to stand more fully in that identity—a growth that will enrich both my writing and my teaching.

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

The work I completed through this writing project benefits my students both immediately and over time by enriching my teaching practice and supporting our course learning outcomes.

In the short term, my morning pages practice and workshop writing prompts give me concrete strategies to share with students as they learn to compose expository essays (SLO #1). These exercises demonstrate that strong writing grows from consistent practice, freewriting, and revision, helping students build confidence and persistence.

The River Heron workshops emphasized generating material through guiding questions about pivotal life experiences, family history, financial challenges, and attitudes toward health, the body, and major life events. Adapting these prompts for the classroom helps students integrate diverse sources—including their own experiences—into arguments that are academically sound and audience-aware (SLO #2), strengthening critical and creative thinking.

In the long term, my work as a memoirist models how cultural and personal experiences shape text interpretation (SLO #3). Sharing my writing process allows students to see the interplay between identity and interpretation, fostering intercultural competence, empathy, and respect for diverse perspectives.

Ultimately, students benefit from an instructor who actively writes, understands the vulnerability and discipline of the process, and models the joy of storytelling. This strengthens equity, inclusion, and helps students embrace their own identities as writers.

Objective #2:

Benefits to Department

My work drafting a memoir benefits the Letters Department by enhancing my contributions to curriculum development, professional development, and departmental collaboration. By engaging deeply with life writing and memoir, I have gained new strategies for teaching personal and expository writing, which I can share with colleagues to strengthen our collective approaches to student learning.

In the short term, the workshop prompts and writing exercises I practiced provide adaptable tools for classroom use, enabling us to support students in generating authentic, meaningful writing. These strategies also promote equity by encouraging students to draw on their diverse backgrounds and experiences, aligning with departmental goals to foster inclusive teaching and learning.

In the long term, my sabbatical work positions me to contribute to ongoing program development, including reading lists, course design, and assessment discussions. Having explored techniques for structuring narrative, integrating reflection, and sustaining disciplined writing practice, I can share insights that support faculty in mentoring students and in cultivating a writing culture across courses.

Ultimately, this project strengthens my role as a resource and collaborator in the department. It allows me to bring renewed expertise, practical strategies, and fresh perspectives to conversations about teaching, curriculum, and student support, benefiting colleagues, students, and the department's mission to provide rigorous, inclusive, and engaging writing instruction.

Objective #2:

Benefits to College or Community

My sabbatical work drafting a memoir benefits MiraCosta College and the broader community by enhancing my ability to engage students, colleagues, and community members with empathy, insight, and creativity.

In the short term, the strategies and prompts I practiced—such as reflecting on pivotal life experiences, family histories, and cultural influences—inform my teaching and outreach. They allow me to create learning experiences that validate diverse student experiences, encourage self-expression, and foster critical thinking. Sharing elements of my own writing process also models vulnerability, discipline, and the creative process, reinforcing a campus culture where lifelong learning and personal growth are celebrated.

In the long term, my work strengthens connections between the college and the surrounding community. By exploring themes of migration, language, culture, and identity in my memoir, I can contribute to programs, workshops, or public presentations that resonate with community members' experiences. This work reinforces the college's commitment to equity, inclusion, and intercultural understanding.

Ultimately, my sabbatical enhances my capacity to serve as both educator and advocate—someone who brings renewed energy, practical strategies, and reflective insight to the classroom, to departmental initiatives, and to the wider community. Students, colleagues, and community members alike benefit from an instructor who models engagement with personal narrative, critical reflection, and inclusive storytelling.

Objective #2

Deliverables submitted to the SLC

Please list the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Please see begin with my google site as an introduction, then my Sabbatical Timesheet, watch the video introduction to my manuscript as well as the folders: Memoir Excerpts, The Violeta Archive, and Memoir Workshop.

Total number of hours for Objective #2

310

OBJECTIVE #3

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3
Benefits to Students

Objective #3:
Benefits to Department

Objective #3:
Benefits to College or Community

Objective #3
Deliverables submitted to the SLC
List the materials included in your documentation folder.
E.g., “Log of Activities, draft chapter, modules”
Recommended: bullet list or short phrases.

Total number of hours for Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

576

Do you agree to provide access to your documentation to the public?



Yes - It will be available to all members of the SLC, AS, the Superintendent/President, the Board, and the Public.



No - It will only be available to an ad hoc task force of the SLC. The link to your documentation will be removed before the report is forwarded to the AS, the Superintendent/President, and the Board. Advanced Academic Studies Sabbaticals will choose this for privacy.

Link to Shared Folder or transcripts

Set to "Anyone with the link" can "View" (if you chose to keep the deliverables private, still make it viewable to "anyone with the link" - only an ad hoc task force of the SLC will view).

Link is private.

Date Submitted:

MM DD YYYY

09 / 12 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT


Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

 Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

ctsuyui@miracosta.edu

PART I: Applicant Information

Name

Chad Tsuyuki

Department

Letters

Title

English Instructor

Duration of Sabbatical Leave:

⌵ Dropdown

Spring - One Semester (Full Sabbatical) ▼

Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies ▼

PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

For several years, I have been exploring alternative assessment practices (AAPs) and currently use a hybrid system in my courses that I call "Promise Grading." In addition, I am in the process of co-editing a special issue of Teaching English in the Two-Year College that will be dedicated to AAPs and also include perspectives from MiraCosta students. These ongoing efforts speak to my longstanding commitment to AAPs and equity-minded practices that ultimately promote linguistic justice and increase student success. A possible sabbatical will allow me to continue this commitment by diving deeper into the literature, interviewing practitioners, and ultimately developing a resource that can be used by faculty across campus. More specifically, I plan to survey the literature and gain greater expertise via leading figures like Asao B. Inoue and Jesse Stommel. This will enable me to better understand some of the major approaches like specifications and labor-based grading. I also plan to conduct interviews with practitioners to develop a more meaningful understanding of their approaches. Finally, I will take this knowledge and use it to develop a digital ungrading handbook. This resource will give MCC faculty across campus an opportunity to reflect on traditional grading methods, consider alternatives, and develop unique approaches that can be used to address DI groups and increase student success.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

Survey the literature on alternative assessment practices.

Objective #1:

Activities

(250 word maximum recommended)

To meet this objective, I surveyed a variety of works focusing on alternative grading practices. These works included book chapters, scholarly articles, popular articles, blog posts, interviews, and panel discussions. I logged my hours for this objective in a Google Sheets document, and I dedicated 275 hours to this objective.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

MiraCosta faculty are evaluated based on the five Criteria for Evaluation. One of the criteria focuses on professional growth. This project enabled me to contribute to my professional growth by addressing several of the criterion's sub-criteria:

- I participated in self-initiated activities like surveying the literature.
- I had the chance to explore and develop new equity-minded practices through my survey of the literature, interviews, and website.
- I conducted discipline and pedagogical research through my survey of the literature.
- I maintained currency in my field by surveying the literature and conducting interviews with current practitioners.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

By surveying the literature, I've been able to develop a significantly deeper understanding of alternative grading practices. This growing knowledge will enable me to continue rethinking and refining my "Promise Grading" system. These refinements will ultimately benefit students who will experience a clearer and more equitable grading system. In a special issue of Teaching English in the Two-Year College, several MCC students reflected on their experiences using this system and some of the benefits that include a less stressful environment and the opportunity to focus on learning rather than points. Their reflections are available here:

<https://publicationsncte.org/content/journals/10.58680/tetyc202452120>

<https://publicationsncte.org/content/journals/10.58680/tetyc202452181>

<https://publicationsncte.org/content/journals/10.58680/tetyc2024521108>

While students overwhelmingly prefer this system to traditional grading, I know there's room for improvement and look forward to exploring possibilities and refining my system. One example would be how alternative grading practices work (or don't) with required LMS systems like Canvas. Another important student benefit is my ability to better articulate why alternative grading systems are worthwhile. Specifically, thanks to this objective, I now have a better sense of the history of grading in America, where our practices come from, and why traditional grading should be reconsidered.

Objective #1:

Benefits to Department

My deeper understanding of alternative grading practices gives me new ways to contribute to my department. For instance, I teach in our Highly Supported English program and have continued to participate in the community of practice that supports the program. This space enables the program to evolve and has been a wonderful place to explore ungrading possibilities with colleagues who teach a common course. Thanks to this first objective, I can share new works with colleagues and help the program continue to evolve.

Objective #1

Benefits to College and/or Community

Alternative grading practices are far from new. In fact, the literature on contract grading dates back to the 1920s. But the realities of the pandemic coupled with social justice issues and antiracist conversations generated a unique opportunity to embrace ungrading, which is exactly what many faculty did and continue to practice. MCC has demonstrated an interest in Futures Thinking, which serves as a tool to realize our IDEA efforts: "A critical component of MiraCosta's focus on IDEA (inclusion, diversity, equity and accessibility) is ensuring we are creating the just, equitable, and sustainable future we want to build at the college and that we can impact the future by the decisions we make today. We invest in futures learning and planning because we live in a VUCA (volatile, uncertain, complex, and ambiguous) world which requires institutions of higher education to engage in intentional planning given the timeline to make institution-wide changes." If MCC is truly committed to a futures mindset, it must also create opportunities for its faculty to become proficient in various equity efforts that include ungrading. My sabbatical and this objective in particular help to ensure we have faculty with ungrading expertise.

Objective #1

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Transcripts, log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Reading Hours Log - <https://docs.google.com/spreadsheets/d/1TLiztgFwQXSRuGWL0fh0r-G3VDbwb7hLwiq-Sd0sw8l/edit?usp=sharing>

Total number of hours for Objective #1

275

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site

visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

Interview at least three practitioners whose publications focus on alternative assessment practices.

Objective #2:

Activities

(250 word maximum recommended)

To accomplish my second objective, I researched current practitioners and their works, reviewed published interviews to better understand possibilities, developed interview questions, and conducted interviews via Zoom. I included links to the interviews and a list of works surveyed for this objective. I logged my hours for this objective in a Google Sheets document, and I dedicated 60 hours to this objective.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

MiraCosta faculty are evaluated based on the five Criteria for Evaluation. One of the criteria focuses on professional growth. This project enabled me to contribute to my professional growth by addressing several of the criterion's sub-criteria:

- I participated in self-initiated activities like surveying the literature of practitioners.
- I had the chance to explore equity-minded practices by interviewing current practitioners.
- I maintained currency in my field by surveying the literature and conducting interviews with current practitioners.

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

These interviews are available on the Ungrading Handbook resource that is Objective #3. They are designed to help new practitioners make the transition from traditional grading to an alternative grading practice, which will directly benefit students. More specifically, in the interview with Anthony Lince, one of the topics explored touches on how he introduces his system to students at the beginning of the term. This breakdown will be helpful to new practitioners since one of the most challenging aspects of integrating a new system is explaining and justifying it to students. His approach not only shows how to explain a system but also how to frame the topic as it relates to students' lives.

Objective #2:

Benefits to Department

As mentioned, I teach in our Highly Supported English program and have continued to participate in the community of practice that supports the program. This space enables the program to evolve and has been a wonderful place to explore ungrading possibilities with colleagues who teach a common course. Thanks to this second objective, I have new resources to share with colleagues interested in making the transition from traditional grading to ungrading.

Objective #2:

Benefits to College or Community

While the practitioners interviewed are housed in English departments at two- and four-year institutions, their experiences and reflections are not limited to English faculty. MiraCosta faculty across campus who are interested in adopting an alternative grading practice will benefit from their perspectives. As mentioned, Anthony Lince's interview touches on how he introduces his system to students at the beginning of the term. His reflections here will benefit faculty from various disciplines.

Objective #2

Deliverables submitted to the SLC

Please list the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Log of Hours and Works Consulted - <https://docs.google.com/spreadsheets/d/1TLiztgFwQXSRuGWL0fh0r-G3VDbwb7hLwiq-Sd0sw8l/edit?usp=sharing>

Total number of hours for Objective #2

60

OBJECTIVE #3

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #3:

Create a digital ungrading handbook that can be used by faculty across campus.

Objective #3:

Activities

(250 word maximum recommended)

To accomplish my third objective, I used the first two objectives to develop a digital ungrading handbook. This resource includes overviews of alternative grading practices, student perspectives, historical context, interviews and resources. I logged my hours for this objective in a Google Sheets document, and I dedicated 250 hours to this objective.

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

MiraCosta faculty are evaluated based on the five Criteria for Evaluation. One of the criteria focuses on professional growth. This project enabled me to contribute to my professional growth by addressing several of the criterion's sub-criteria:

- I participated in self-initiated activities by developing a digital handbook to help faculty transition from traditional grading to ungrading.
- I had the chance to explore and develop new equity-minded practices through my survey of the literature, interviews, and website.
- I maintained currency in my field by researching hosting option, design possibilities, and creating the online resource.

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3

Benefits to Students

The Ungrading Handbook is designed for faculty interested in making the transition from traditional grading to ungrading. While students won't be accessing the resource directly, they will be experiencing the ideas and resources through the alternative grading systems that are developed and deployed in classes. What these systems will look like will depend on the course and faculty member, but it's possible students will benefit from alternative grading practices that include contract grading, labor-based grading, and specifications grading.

Objective #3:

Benefits to Department

The Ungrading Handbook is designed primarily for composition faculty. Letters faculty at MiraCosta will find a resource that provides historical context, student perspectives, alternative approaches, and resources on getting started. Together, the Ungrading Handbook will provide Letters faculty with the tools they need to successfully transition to an alternative grading practice.

Objective #3:

Benefits to College or Community

While the Ungrading Handbook is designed primarily for composition faculty, many of the resources are written by and for STEM faculty. In addition to the resources, the sections will benefit faculty across campus. Some of the sections that benefit all faculty include historical context, student perspectives, and alternative approaches. Together, the Ungrading Handbook will provide all faculty with the tools they need to successfully transition to an alternative grading practice.

Objective #3

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Log with Hours and Link to Ungrading Handbook

Total number of hours for Objective #3

250

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

585

Do you agree to provide access to your documentation to the public?



Yes - It will be available to all members of the SLC, AS, the Superintendent/President, the Board, and the Public.



No - It will only be available to an ad hoc task force of the SLC. The link to your documentation will be removed before the report is forwarded to the AS, the Superintendent/President, and the Board. Advanced Academic Studies Sabbaticals will choose this for privacy.

Link to Shared Folder or transcripts

Set to "Anyone with the link" can "View" (if you chose to keep the deliverables private, still make it viewable to "anyone with the link" - only an ad hoc task force of the SLC will view).

Link is private.

Date Submitted:

MM DD YYYY

09 / 12 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

— Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

pmorgado@miracosta.edu

PART I: Applicant Information

Name

Pedro Morgado

Department

Biology

Title

Instructor

Duration of Sabbatical Leave:

⌵ Dropdown

Spring - One Semester (Full Sabbatical) ▼

Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies ▼

PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

For my sabbatical project, I want to update the instructional material used for Biotechnology in Society (BIO105) . Upon being hired at MiraCosta in 2018, I became the lead instructor for Molecular Mechanisms of Disease (BIO340) and BIO105. BIO340 was a never-before-taught course that MiraCosta would begin offering for the Biomanufacturing Bachelors program. As such, developing the course along with iterative improvements to BIO340 have taken precedence in the last few years. With this sabbatical, I intend to focus on both personal growth and actionable goals to help me update the instructional content for BIO105. These include 1) researching and selecting a suitable textbook to replace the current textbook being used. As well as, 2) researching the science of teaching/learning to help inform the update of the course. And finally, 3) delving into the literature around culturally relevant pedagogy to transform my teaching.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site

visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

To research textbooks to find a suitable replacement for the current BIO105 textbook.

Objective #1:

Activities

(250 word maximum recommended)

In preparation for my sabbatical, I pre-ordered several textbooks I thought would work for BIO 105. However, I quickly realized none fully addressed the course's scope—covering biology, biotechnology, and its social implications in a way that met the course outline and student learning outcomes. I then consulted with Nadia Khan, our instructional designer, who introduced me to various Open Educational Resources (OERs) for alternative materials. The advantage of OERs was the ability to mix and match content from different texts to create a more customized resource for students.

I spent significant time researching, reviewing, and selecting materials from these OERs before starting to assemble a textbook for BIO 105. With guidance from OER/ZTC instructional designer Stephanie Kelly, I discovered LibreTexts and began compiling materials into a comprehensive textbook for use in Fall 2026. A significant portion of my time was spent learning how to use LibreTexts, creating a detailed outline of the material (the "remixer"), and revising each chapter to ensure clarity, engagement, and alignment with the course's rigor. I focused on integrating relevant images and interactive elements to enhance the student learning experience. Additionally, I made sure to highlight key connections between concepts, especially those related to local issues or broader, globally significant topics. Throughout this process, I worked to ensure the content remained consistent with the course outline and effectively supported the student learning outcomes.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

In preparation for my sabbatical, I pre-ordered several textbooks that I thought might be suitable for BIO 105. However, I soon realized that no single textbook addressed biology, biotechnology, and the social implications of using biotechnology in a way that was necessary to adequately address the course outline of record and meet the student learning outcomes for this class. I then met with Nadia Khan, our instructional designer, who introduced me to a variety of OERs for researching alternative materials. The advantage of using OERs was that I could combine sections from different texts to create a more tailored resource for the students. I spent considerable time researching, reviewing, and selecting materials from these OERs before beginning to assemble a textbook for BIO 105. With the guidance of our OER/ZTC instructional designer, Stephanie Kelly, I discovered LibreTexts and started compiling the materials into a comprehensive textbook, which will be used in BIO 105 starting Fall 2026.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

The OER textbook directly reduces financial barriers by eliminating the cost of expensive commercial biology texts. It is easily updated, ensuring students have access to current and relevant material. Because the course emphasizes biotechnology and its social implications, the text now integrates examples from San Diego's biotechnology community, grounding concepts in local, real-world contexts. This supports student learning outcomes (SLOs) by strengthening students' ability to apply scientific principles to contemporary issues and evaluate the ethical, cultural, and societal impacts of biotechnology. At the program level (PSLOs), the text enhances critical thinking, scientific literacy, and the ability to connect biological knowledge to civic engagement. The integration of local case studies also promotes inclusivity by reflecting the diverse workforce and communities of our region, thereby advancing equity and representation in STEM education.

Objective #1:

Benefits to Department

My project supports the department's longstanding commitment to equity and student-centered pedagogy. By adopting a zero-cost OER textbook, the department reduces a major financial burden for students, while simultaneously increasing flexibility to tailor content to course objectives. The text aligns with program-level outcomes by reinforcing evidence-based teaching practices and enabling faculty to better scaffold learning across the curriculum. Although this is my first OER textbook, I intend to extend this work to BIO 230 (Microbiology) and BIO 340 (Molecular Mechanisms of Disease), creating consistent, equitable learning resources across multiple courses. Furthermore, my experience with LibreText positions me to mentor colleagues interested in adopting OERs, amplifying the department's capacity to support SLOs and PSLOs through innovative and accessible teaching materials.

Objective #1

Benefits to College and/or Community

This project advances the college's mission and the broader community by expanding equitable access to high-quality, no-cost instructional materials. Institutionally, it supports Goal I by reducing barriers to course completion and transfer, and Goal III by fostering academic excellence through a culturally competent, adaptive, and innovative learning environment. The OER textbook integrates biotechnology case studies that highlight local and regional developments, connecting classroom learning to real-world applications while supporting core competencies such as communication, critical thinking, and cultural competency. By modeling adaptive pedagogy responsive to a changing scientific and social landscape, the project enriches the academic experience for all students and strengthens the college's commitment to equity and innovation.

Beyond the college, the textbook's open availability extends its impact to educators, students, and community members. Because OER materials can be adapted and remixed, the resource can be tailored to diverse institutions or organizations seeking accessible introductions to biotechnology. This openness promotes lifelong learning, supports public scientific literacy, and extends equity in education by making inclusive instructional materials widely available. Locally, its emphasis on San Diego's biotechnology sector highlights community innovation, strengthens ties between the college and regional industries, and showcases pathways for students into a field vital to the local economy.

Objective #1

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Transcripts, log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.


- The textbook remix google excel sheet. The document lists the source material for each section in the textbook I put together. It lists the OER textbooks as well as the sections used from each source. It is color coded to visually help me see what material came from which OER textbook

-A link to a short video where I walk the SLC through the textbook I developed that is on LibreText. As I am still finalizing the book with the help and input of associate faculty that teach BIO105, the text is not yet published. I hope to finalize the book this semester and begin using this book in spring 2026.

Total number of hours for Objective #1

455

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

To research the science of teaching/learning to help inform the updating of BIO105.

Objective #2:

Activities

(250 word maximum recommended)

In preparing to redesign BIO105, I took time to engage with research-informed literature on the science of learning and the art of teaching. This process gave me both a refresher on practices I already value and new insights into how I can make my classroom more engaging, inclusive, and effective. Readings such as *How Learning Works* and *Ambitious Science Teaching* emphasized the importance of intentional design and helped me think critically about the “why” behind my pedagogical choices. I also came away with practical strategies—rooted in motivation theory and active learning research—that I am eager to apply. More than anything, this experience renewed my excitement for teaching and strengthened my commitment to continuously seeking better ways to support student learning with care and evidence-based practices.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Engaging with the readings on the science of learning and teaching helped me grow both in confidence and curiosity. They served as a valuable refresher on practices I already use, while also opening my eyes to new ways I might strengthen student engagement and success. I appreciated how the material emphasized equity and inclusion, reminding me that the “how” of teaching is just as important as the “what.” This encouraged me to reflect on the reasons behind my pedagogical choices and remain open to questioning long-held habits. I also gained practical, research-backed strategies that I am eager to bring into my classroom. Most importantly, the process renewed my motivation to keep seeking out better ways to support student learning with care, intentionality, and evidence-based practices.

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

Taking time to revisit the science of learning and data-driven practices during my sabbatical directly benefits students both in the short and long term. These readings helped me better understand that when students struggle, it is rarely due to a lack of effort or intelligence, but more often because the learning process has not been made transparent or structured enough. In the short term, this awareness informs how I design assignments, communicate expectations, and identify struggles early, allowing me to create a more inclusive and supportive classroom environment. In the long term, students benefit by developing stronger metacognitive skills, effective study habits, and resilience—transferable skills that align with Core Competencies like critical thinking, communication, and self-directed learning. I have also become more intentional about identifying and leveraging student strengths, such as their motivation to improve healthcare access or experiences, and building those interests into case studies, discussions, and assignments. This approach not only addresses SLOs and PSLOs related to content mastery but also helps students see the relevance of their learning to real-world issues. Ultimately, my sabbatical work equips me to foster courses that are more transparent, engaging, and equity-minded, giving all students greater opportunities to succeed.

Objective #2:

Benefits to Department

My sabbatical work benefits the department by bringing back concrete, research-based strategies that strengthen how we support students collectively. In the short term, I am able to share practical tools—such as scaffolding assignments, structuring active learning, and embedding reflection—that directly address challenges we often see in introductory courses, like uneven preparation or persistence gaps. In the long term, these strategies help us align course SLOs more closely with program-level outcomes, ensuring that our students leave with not only content knowledge but also the habits of mind needed to thrive in STEM and beyond. What I most value is that this work doesn't just improve my own teaching; it enriches conversations within our department about pedagogy, assessment, and inclusive practices. By modeling equity-minded approaches and focusing on how students actually learn, I can contribute to a culture where we share and refine ideas in ways that benefit all faculty and students. Ultimately, my sabbatical helps position the department to be more intentional in how we design learning experiences, so that we meet students where they are and better support their success throughout their academic journey.

Objective #2:

Benefits to College or Community

At the college level, the benefits of my sabbatical extend beyond my individual classroom. In the short term, the changes I have made—designing clearer learning objectives, making expectations transparent, and incorporating active learning—contribute to institutional Core Competencies such as critical thinking, communication, and self-reflection. Over the long term, this work strengthens program-level outcomes by fostering student persistence, smoother transfer pathways, and greater equity in achievement. My sabbatical also underscores the importance of professional growth; by investing in research-based teaching practices, I not only enhance student outcomes in my own classes but also contribute to the college's broader mission of equitable access to high-quality education. Sharing what I learned through workshops, committee discussions, or mentoring creates ripple effects, helping to build a culture of continuous improvement in teaching. This collective growth is especially important at the community college level, where our diverse student population brings unique strengths and challenges. By grounding my teaching in inclusive, data-driven strategies, I can help the college better fulfill its mission of preparing students not just to succeed academically, but to thrive as lifelong learners and active participants in their communities.

Objective #2

Deliverables submitted to the SLC

Please list the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Annotated bibliographies that include a list of actionable items drawn from each book

Total number of hours for Objective #2

85

OBJECTIVE #3

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site

visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #3:

Delving into the literature around culturally relevant pedagogy to transform my teaching.

Objective #3:

Activities

(250 word maximum recommended)

While my academic training as a scientist inspired my selection of material for Objective #2, my heart guided my desire to delve deeper into material relevant for Objective #3. Much of my teaching has been shaped by practices I have borrowed and personalized from educators I admire and strive to emulate, both through formal and informal pedagogical training. I sought out this material for two main reasons: first, to develop the vocabulary to better describe the practices I already employ around culturally responsive pedagogy; and second, to refine and expand those practices. For this objective, I dedicated time to reading books that could help me work toward these goals.

From there, I reflected on how I could bring something from each source into my classroom. While each book offers a wealth of ideas, I have highlighted only a few examples I look forward to implementing. As with all teaching, this will be an ongoing process, and I expect that the next time I revisit these texts, I will take away new insights shaped by who I am at that moment in my teaching journey.

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

My sabbatical has given me the chance to pause and think more deeply about the kind of educator I want to be, and the ways I can better serve my students. The readings I engaged with challenged me to see how culture, assessment, and institutional identity all shape the student experience in ways I hadn't fully appreciated before. I now feel a stronger sense of responsibility not only to teach biology content well, but also to create classroom environments where students feel valued, capable, and supported. Looking ahead, I am excited to experiment with ways of making my classroom more inclusive—welcoming multiple languages, honoring diverse backgrounds, and designing learning experiences that connect biological concepts to issues students care about in their communities. I also look forward to rethinking how I approach grading and assessment, so that my practices reflect growth and mastery rather than rigid compliance. Another area I hope to explore is building in more interdisciplinary connections, helping students see biology as part of a larger network of knowledge rather than an isolated subject. These are not changes I expect to make all at once, but goals I plan to work toward in the semesters ahead. The ideas I've gained have given me both direction and inspiration, and I'm eager to continue developing them in my teaching.

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3

Benefits to Students

At the departmental level, my sabbatical strengthens our ability to support students by addressing the challenges of teaching biology in ways that are both rigorous and equitable. A common perception in STEM is that equity-focused practices—such as culturally responsive teaching or flexible grading—dilute rigor or are difficult to integrate into content-heavy courses. In reality, the very structure of STEM classes, with their dense terminology, tightly sequenced concepts, and high-stakes exams, can unintentionally disadvantage students who need more time to process material or who bring diverse linguistic and cultural backgrounds. These dynamics often leave both faculty and students constrained by tradition rather than empowered by innovation. The books for this objective showed how these barriers can be addressed without lowering standards. Grading for Equity demonstrated how transparent grading structures can better reflect mastery while reducing unnecessary stress, and Culturally Responsive Teaching and the Brain offered strategies for connecting abstract material to students' lived experiences. By sharing these insights with colleagues, I hope to spark departmental dialogue on redesigning elements of our courses to affirm student identities while maintaining high expectations. This work brings us closer to a culture where equity and excellence reinforce, rather than compete with, one another.

Objective #3:

Benefits to Department

At the departmental level, my sabbatical strengthens our shared capacity to support student learning in intentional, equity-driven ways. The texts I studied—ranging from equitable grading to culturally responsive teaching—challenge us to reexamine practices that often feel “neutral” but may unintentionally reproduce inequities. In the short term, I can share practical strategies such as revising grading rubrics, creating inclusive participation structures, and incorporating interdisciplinary themes into our courses. In the long term, these strategies help align our course-level SLOs and program-level outcomes with broader equity goals, ensuring that all students, regardless of background, are set up to succeed. Importantly, this work also enriches departmental dialogue. By bringing in frameworks like HSI transformation, I can contribute to conversations about how our department can move from simply enrolling Latinx students to authentically serving them. These discussions not only strengthen our instructional practices but also reinforce our collective mission to create learning environments where students feel seen, supported, and challenged. My sabbatical work thus serves as a catalyst for reflection and growth within the department, fostering a culture of collaboration and shared responsibility for equity.

Objective #3:

Benefits to College or Community

For the college, my sabbatical reinforces our institutional mission of equity, inclusion, and student success. The readings affirmed that becoming a Hispanic-Serving Institution is not about meeting enrollment thresholds but about transformational practices that permeate teaching, services, and culture. In the short term, I am implementing classroom practices that directly support institutional Core Competencies—like transparent learning objectives, culturally responsive pedagogy, and equitable grading. These align with the college's commitment to student persistence and transfer success. In the long term, my sabbatical equips me to contribute to broader institutional efforts: rethinking policies, shaping professional development, and helping create a campus culture where multilingualism and cultural diversity are assets to be celebrated. Sharing what I've learned through committee work or workshops extends the impact beyond my own classroom, offering colleagues tools for more inclusive teaching. Ultimately, the college benefits when our faculty are equipped to serve students not just as learners but as whole people, with identities and experiences that enrich our campus. This work ensures our HSI designation is not just a federal label but a genuine, lived commitment to equity.

Objective #3

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Annotated bibliographies that include a list of actionable items drawn from each book

Total number of hours for Objective #3

95

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

635

Do you agree to provide access to your documentation to the public?

☐ Yes - It will be available to all members of the SLC, AS, the Superintendent/President, the Board, and the Public.

☒ No - It will only be available to an ad hoc task force of the SLC. The link to your documentation will be removed before the report is forwarded to the AS, the Superintendent/President, and the Board. Advanced Academic Studies Sabbaticals will choose this for privacy.

Link to Shared Folder or transcripts

Set to "Anyone with the link" can "View" (if you chose to keep the deliverables private, still make it viewable to "anyone with the link" - only an ad hoc task force of the SLC will view).



Date Submitted:

MM DD YYYY

09 / 12 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT


Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

 Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

whorton@miracosta.edu

PART I: Applicant Information

Name

Wendy Horton

Department

Counseling

Title

Counseling Faculty

Duration of Sabbatical Leave:

⌵ Dropdown

Spring - One Semester (Full Sabbatical) ▼

Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies ▼

PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

This sabbatical leave aims to expand my knowledge and expertise in career development and deepen my understanding of career exploration tools. I plan to complete career development courses and participate in webinars. I will read books, journal articles, and other academic materials related to career development. The first pillar of the Guided Pathways model is for students to explore and clarify their career and educational goals. With the Guided Pathways initiative, it is even more crucial that general counseling faculty are also trained in career development theory. As a general counselor, I dedicate most of my time to staying up-to-date with the ever-evolving landscape of degree and transfer requirements. This sabbatical will provide the time to dive deeper into career counseling and expand my knowledge of how to use career exploration tools. This will enable me to better support my students in choosing career paths that align with their interests, skills, and goals and help them connect their academic goals with potential careers. At the culmination of my research and learning, I aim to create a resource guide and career development framework that will benefit all general counseling faculty.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion

of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

My objective for this sabbatical is to expand my knowledge of career development theory and stay up-to-date with the latest trends and best practices in the field. At the culmination of my research and learning, I will develop a career development framework and resource guide for general counseling faculty that can be used during a 45-minute counseling session.

Objective #1:

Activities

(250 word maximum recommended)

My sabbatical research involved more than 600 hours on how career development can be more intentionally integrated into general counseling. My research included reading 10 books and over 20 journal articles, exploring both classic theories, such as Super's model of career development over a lifetime and Holland's framework for vocational personalities, as well as newer approaches like the Chaos Theory of Careers and multicultural perspectives. I also studied Motivational Interviewing (MI), a research-based approach that is particularly effective in career counseling.

Beyond books and articles, I engaged in professional learning through the National Career Development Association (NCDA) webinars on equity, the changing job market, and the role of artificial intelligence in career planning. I completed online courses through UC Irvine and Stanford that combined theory with practical strategies. I also experimented with career tools, including Career Coach, California CareerZone, O*NET, and Roadtrip Nation, to evaluate which are most user-friendly during a 45-minute counseling appointment.

A consistent theme throughout this research was the need for equity-minded, practical strategies that integrate academic planning with career exploration and development. To address this, I created a career resource guide for counseling faculty that includes MI questions, interest and values exercises, and quick-reference career tools. The guide provides a framework for weaving meaningful career conversations into academic counseling, helping students connect their education to their strengths, values, and long-term goals, while reducing the risk of taking unnecessary courses. This work is designed to strengthen counseling practice at MiraCosta, support disproportionately impacted students, and contribute to the college's larger mission of equity and student success.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

During my sabbatical, my focus was on exploring how career development can be integrated into general counseling sessions. Through reading, webinars, and learning about various career exploration tools, I discovered that career conversations don't need to be intense or overwhelming; they can be embedded naturally into dialogue when students share their interests, worries, or uncertainties.

This research emphasized that intentional career conversations are especially critical for disproportionately impacted students, including first-generation, Latinx/Chicanx, Black/African American, Native American, Pacific Islander, LGBTQIA+, veterans, former foster youth, and low-income individuals, because every semester often carries higher stakes. Financial aid restrictions, work schedules, and family responsibilities mean these students may have less room for trial and error. Keeping equity at the center reminded me that career exploration is not a luxury, but a necessary support in helping students stay on track.

Creating the counselor resource guide became both a research project and a reflection on my own practice. As I gathered theories, MI strategies, and online resources, similar themes kept emerging: students need support identifying their strengths, breaking down big decisions into manageable steps, and building confidence that their lived experiences are valuable and transferable skills for a career. Incorporating MI questions reminded me to pay closer attention to my own language, to ask open-ended questions, and to give students the space and time to respond. Since returning from my sabbatical, I have incorporated MI questions more intentionally to listen more fully for what truly matters to them.

While the research expanded my knowledge and skills, the real growth came from putting theory into practice through creating a practical resource I hope my colleagues can actually use. I completed my sabbatical with a clearer understanding of how to balance building rapport, staying mindful of equity, and assessing career readiness in a general counseling appointment. I also feel confident in my ability to support students as they navigate the early and often messy stages of decision-making.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

Students will benefit the most from what I learned during my sabbatical. I now feel better equipped and more confident to engage in career conversations earlier in their academic journey. When students recognize the importance of career exploration from the beginning, they are better positioned to make thoughtful decisions about their majors and future goals. While this doesn't mean they will have everything figured out immediately, it does provide them with tools to make decisions that are less random and more intentional. These tools provide practical strategies for guiding students along a clear and purposeful path forward.

Objective #1:

Benefits to Department

The department benefits from the practical resource guide I created, specifically designed for 45-minute counseling appointments. This guide offers straightforward tips, effective strategies, sample motivational interviewing questions, and accessible tools to support career exploration. I hope counselors find it practical and easy to incorporate into their everyday conversations with students.

Objective #1

Benefits to College and/or Community

MiraCosta's commitment to racial justice is focused on creating a campus culture that authentically welcomes diverse identities. A crucial part of this initiative is ensuring that career counseling is not only available to students who seek it out but is also proactively offered to all students, particularly those from disproportionately impacted groups. Early and intentional career exploration helps bridge gaps in access, not only to services but also to long-term opportunities. This work aligns with the college's Guided Pathways efforts, especially Pillar 1: Clarify the Path. By equipping counseling faculty with concrete tools to use during counseling sessions, we facilitate students' exploration of their interests, allowing them to connect those interests to majors and reducing the number of unnecessary classes. This approach leads to faster progress in achieving their goals. The guide also aligns with MiraCosta's Core Competencies, particularly critical thinking, personal responsibility, and communication. It provides students with a framework to align their personal values and strengths with their academic and career choices, rather than simply following a checklist.

Objective #1

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Transcripts, log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Spreadsheet: Weekly log of research and activities


Counselor Resource Guide

Sabbatical summary and detailed research references

Total number of hours for Objective #1

603

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

Objective #2:

Benefits to Department

Objective #2:

Benefits to College or Community

Objective #2

Deliverables submitted to the SLC

Please list the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Total number of hours for Objective #2

OBJECTIVE #3

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3

Benefits to Students

Objective #3:

Benefits to Department

Objective #3:

Benefits to College or Community

Objective #3

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Total number of hours for Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

603

Do you agree to provide access to your documentation to the public?



Yes - It will be available to all members of the SLC, AS, the Superintendent/President, the Board, and the Public.



No - It will only be available to an ad hoc task force of the SLC. The link to your documentation will be removed before the report is forwarded to the AS, the Superintendent/President, and the Board. Advanced Academic Studies Sabbaticals will choose this for privacy.

Link to Shared Folder or transcripts

Set to "Anyone with the link" can "View" (if you chose to keep the deliverables private, still make it viewable to "anyone with the link" - only an ad hoc task force of the SLC will view).

link is private.

Date Submitted:

MM DD YYYY

09 / 11 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT


Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

 Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

PART I: Applicant Information

Name

Michael Paulding

Department

Computer Science

Title

Instructor

Duration of Sabbatical Leave:

⌵ Dropdown

Full-Year Sabbatical at 50% Pay



Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies



PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

The purpose of the sabbatical leave is to complete a self-directed study of Ethnomathematics and STEM (E-STEM) from resources provided through the University of Hawai'i. This body of research introduces educators to the practice of learning and developing culturally responsive STEM curriculum. The research, and corresponding literature review, is focused on topics such as Ethnomathematics, qualitative research methods and culturally responsive pedagogy.

An additional goal of the leave is to complete a certificate in the Culturally Responsive Practices for STEM Faculty Teaching Latinx Students (STEM-X) program, offered by ESCALA Educational Services. This equity-based professional development program is offered for STEM faculty from Hispanic Serving Institutes (HSIs) and introduces educators to the practice of using research-based methods to increase Latino/a/x student engagement while promoting students' culture and identity.

Through the coursework of the ESCALA STEM-X program and the Ethnomathematics and STEM directed studies, I will be learning about and developing culturally responsive pedagogy through group and interdisciplinary projects. Historically, Computer Science has lacked diversity in terms of race, gender and culture. This sabbatical leave serves to build upon our Computer Science pedagogy to ensure the experiences and histories of underrepresented groups, particularly Latinx/é students, are integrated in the learning process. The completion of this sabbatical through the ESCALA STEM-X certificate and Ethnomathematics and STEM directed studies will result in a knowledge base for further development of CS pedagogy to make the subject matter more authentic, relevant and engaging for a broader range of students.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

Completion of the Ethnomathematics and STEM (E-STEM) Institute – Literature Review

Completion of the E-STEM Institute literature review consists of reading and summarizing the research base, selected from five graduate level courses and the Ethnomathematics Curriculum Textbook, produced by the Curriculum Studies Department at the University of Hawai'i. In the literature review, a summary of each resource will be provided as well as a synthesis of how the knowledge gained can be applied within the pedagogy of Computer Science courses at MiraCosta College. These courses include the following.

EDCS 654: Ethnomathematics (3)

EDCS 606: Introduction to Research in Curriculum and Teaching (3)

EDCS 622G: Curriculum Leadership: K–14 (3)

EDCS 632: Qualitative Research Methods (3)

EDCS 653F: Mathematics in the Schools: Integrated Mathematics Content (3)

The specific research base of books and journal articles which the literature review is drawn from include the following:

Ascher, M. (1987). Mu Torere: An Analysis of a Maori Game. *Mathematics Magazine*, 60(2), 90-100.

Ascher, M. (1998). *Ethnomathematics: A Multicultural View of Mathematical Ideas*. New York: Chapman & Hall.

Babayan, C., Finney, B., Kilonsky, B., & Thompson, N. (1987). Voyage to Aotearoa. *The Journal of the Polynesian Society*, 96(2), 161-200
Babayan, C., Finney, B., Kilonsky, B., & Thompson, N. (1987). Voyage to Aotearoa. *The Journal of the Polynesian Society*, 96(2), 161-200

D'Ambrosio, U. (2001). *Ethnomathematics Link between Traditions and Modernity*. Amsterdam: Sense Publishers.

Finney, B., Kilonsky, B., Somseon, S., & Stroup, E. (1986). Re-Learning a Vanishing Art. *The Journal of the Polynesian Society*, 95(1), 41-90.

Finney, B. R. (1994). *Voyage of Rediscovery: A Cultural Odyssey through Polynesia*. University of California Press.

Finney, B. R. (2003). *Sailing in the wake of the ancestors: Reviving Polynesian Voyaging*. Bishop Museum Press.

Kyselka, W. (1987). *An Ocean in Mind*. Honolulu: University of Hawai'i Press.

National Council of Teachers of Mathematics. (2023). *Position Statement on Equity in Mathematics Education*. Arlington: National Council of Teachers of Mathematics Press.

Powell, A. B., & Frankenstein, M. (Eds.). (1997). *Ethnomathematics: Challenging Eurocentrism in Mathematics Education*. State University of New York Press.

Objective #1:

Activities

(250 word maximum recommended)

To complete the Ethnomathematics literature review, I read and analyzed each book and journal article from the selected research base from the Curriculum Studies Department at the University of Hawai'i, including works by Ascher, D'Ambrosio, Finney, Kyselka, Powell & Frankenstein, and the NCTM Equity Statement. For each source, I summarized the key concepts, cultural context, and mathematical ideas, noting connections to Computer Science.

I then synthesized this knowledge into ideas for engaging, culturally responsive applications for Computer Science at MiraCosta College. This involved designing examples of programming assignments and lab activities that model concepts like arrays, recursion, graph theory, and search algorithms using contexts such as Māori board games (Mu Torere), Polynesian wayfinding, Inca Quipu, Chokwe Sona sand drawings and Indigenous data systems. I aligned these applications with equity-focused pedagogy to promote inclusivity and engagement.

Each literature review includes both a summary and connections for MiraCosta CS students. Throughout the process, I focused on ensuring that the literature review served both as an academic synthesis and as a blueprint for integrating ethnomathematics principles into CS curriculum in ways that honor the diverse cultural backgrounds of our students.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

Completing the Ethnomathematics literature review deepened my understanding of how STEM thinking is embedded in diverse cultural practices, such as Polynesian navigation, Māori games, Inca quipu, Chokwe sand drawings and Indigenous record-keeping systems. I gained new knowledge in how to connect these cultural traditions to computer science curriculum and furthered my ability to translate them into culturally responsive CS pedagogy, centered around algorithms, data structures, graph theory, arrays, methods and object-oriented programming. I expanded my capacity to design curriculum that integrates cultural context with core CS competencies, aligning with equity-driven educational principles.

In objective #3 of this project, I applied this capacity to developing assignments that model algorithms using Indigenous games, represent data through traditional systems like quipu, and simulate navigational methods with arrays and loops. Embedding these culturally grounded problems into programming labs fosters student engagement, affirms diverse ways of knowing, and supports equitable learning outcomes. This approach also broadens the relevance of CS for students from varied backgrounds, helping them see computing as a field that values multiple perspectives and histories. Ultimately, the literature review has enhanced my ability to create inclusive, engaging, and academically rigorous CS curriculum.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

The Ethnomathematics and STEM literature review supports CS students at MiraCosta College in the following ways, connected to specific SLOs of our CS 101 and 111 courses:

SLO #1 – Breadth of CS & Societal Impact

By connecting computer science principles to ethnomathematical traditions (e.g. Talavera Pottery, Polynesian navigation, Māori games, Chokwe sand drawings and Inca record-keeping) the review will help to broaden students' understanding of CS as a discipline with multicultural roots.

SLO #2 – Critical Thinking & Problem-Solving Process

The review provides culturally rich problem scenarios that students can design, implement, document, and test as programming projects. Translating these traditions into code strengthens analytical thinking while encouraging creative approaches to algorithm design and implementation.

SLO #3 – Appropriate Solutions Using CS Principles

Through assignments inspired by the literature (mentioned in SLO #1), students will practice identifying the effective programming techniques, applying data structures, and optimizing algorithms grounded in authentic and engaging cultural contexts.

SLO #4 – Collaboration & Cooperative Learning

Many proposed ideas for lab assignments in this literature review are well-suited for pair or group programming, where students collaboratively analyze cultural systems, agree on algorithmic solutions, and co-develop solutions. I believe this process will strengthen teamwork skills while integrating diversity equity and inclusion into collaboration.

Objective #1:

Benefits to Department

The literature review supports the CS department at MiraCosta College in the following ways, connected to specific program-level outcomes:

- **Algorithmic Analysis & Programming:** By adapting Ethnomathematics concepts into programming lab assignments and reflections, students will deepen their understanding of core computational structures and algorithmic reasoning.
- **Critical Thinking & Problem-Solving:** Translating cultural STEM heuristics like the Māori Mu Torere game or Polynesian wayfinding into programming assignments and reflections will foster higher-order thinking and abstraction.
- **Communication & Presentation:** Students engage in articulating both the cultural context and computational representation of problems, strengthening their verbal and written communication skills, especially through reflections of each assignment.
- **Collaboration & Inclusivity:** Designing partner or team-based activities grounded in cultural traditions will promote collaborative learning while affirming diverse perspectives within technical education

Objective #1

Benefits to College and/or Community

In the long term, I believe this literature review and further application into CS pedagogy will foster culturally aware graduates who can approach computing challenges from multiple perspectives. It also advances MiraCosta's core competencies in critical thinking, global awareness, and communication by encouraging students to analyze and articulate the cultural dimensions of computational systems.

This work supports the college's equity, diversity, and inclusion efforts by validating non-Eurocentric knowledge systems in STEM, uplifting historically underrepresented students see their cultural heritage reflected in coursework. Over time, our department believes these approaches can inspire greater enthusiasm and community engagement among underrepresented students, contributing to a more diverse and innovative technology sector.

Objective #1

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Transcripts, log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

All deliverables for Objective #1 are contained within the shared folder "Objective #01 - Ethnomathematics Literature Review"

This folder includes ten literature reviews (in PDF and Word document formats) of the Ethnomathematics research base, selected from five graduate level courses and the Ethnomathematics Curriculum Textbook, produced by the Curriculum Studies Department at the University of Hawai'i.

Within each literature review there is a summary of key concepts and ideas followed by a section in which I connect these principles to culturally responsive computing ideas for CS students at MiraCosta College.

Total number of hours for Objective #1

250

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

Completion of the ESCALA Culturally Responsive Practices for STEM Faculty Teaching Latinx Students (STEM-X) - Certificate

The ESCALA's Culturally Responsive Teaching in STEM Certificate is designed to improve the competency and confidence in creating CRT STEM environments and to utilize culturally responsive pedagogies to boost Latinx/e students' sense of belonging and persistence. This course is facilitated by working STEM faculty in HSIs across the country.

The certificate introduces culturally responsive teaching methods through anthropological and cognitive research including Choque, teaching across cultural strengths, Utility-Value, validation theory and course data disaggregation.

I will complete each of the six modules of evidence-based practice and implementation examples to provide a more culturally responsive learning experience for Latinx students in my Computer Science courses. Each of the six modules of the certificate requires several written activities and summative equity exercises to be completed to earn the certificate. The capstone exercise is to complete an equity index spreadsheet using my own disaggregated course data provided through RPIE to unpack and uncover information about my teaching effectiveness, particularly with respect to Latinx/é students.

Objective #2:

Activities

(250 word maximum recommended)

To earn the ESCALA Culturally Responsive Teaching in STEM (aka STEM-X) certificate, I completed six structured modules that combined research with practical application. In each module, I studied evidence-based practices such as choqué to address cultural shock or collisions in learning, teaching across cultural strengths (ventajas), Utility-Value interventions, and validation theory. I learned from these frameworks to design culturally responsive activities tailored to strengthen Latinx/e students' sense of belonging in CS. These assignments are presented in Objective #3 of my sabbatical portfolio.

Each module required reflective writing, analysis of my own teaching practices, and the completion of equity exercises demonstrating ideas for integrating culturally responsive teaching strategies into pedagogy. Activities included identifying and empowering ventajas, embedding validation strategies in classroom interactions, and making course content more relevant through culturally meaningful examples.

The capstone project (Equity Exercise #6) was the completion of an equity index spreadsheet using disaggregated course data from RPIE. This analysis allowed me to evaluate my teaching effectiveness by examining success, persistence, and engagement trends specifically among Latinx/e students, identifying equity gaps, and proposing actionable changes to improve outcomes.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

By completing the ESCALA Culturally Responsive Teaching in STEM (STEM-X) certificate, I enhanced my professional growth by deepening my understanding of how cultural strengths (ventajas) influence student engagement, persistence, and success in STEM. I gained practical skills in applying evidence-based frameworks (Choqué, Ventajas, Utility-Value interventions, and Validation Theory) to provide a foundation for designing learning experiences that affirm students' backgrounds and uplift their cultural strengths.

I also improved my ability to analyze and interpret disaggregated course data, allowing me to identify equity gaps and measure the impact of instructional changes on Latinx/e student outcomes. My first experience with this exercise was through the Strong Workforce Faculty Institute, but the STEM-X experience introduced me to investigating disaggregated data specific to disproportionately impacted student populations within computer science. This data-informed approach helped me to move beyond intuition to targeted, measurable improvements in teaching effectiveness.

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

Earning the ESCALA Culturally Responsive Teaching in STEM certificate supports students by creating a more inclusive and engaging learning environment that empowers all students, especially Latinx/é learners, to succeed. Here are some examples, connected to specific SLOs of our CS 101 and 111 courses:

SLO #1 – Breadth of CS & Societal Impact

Culturally responsive teaching connects CS concepts to students' cultural experiences and societal contexts, helping them better understand the discipline's broad impact on real-world challenges and solutions.

SLO #2 – Appropriate Solutions Using CS Principles

The certificate's focus on leveraging students' cultural strengths (ventajas) fosters deeper engagement with programming fundamentals and CS principles, enabling students to analyze problems more effectively and develop solutions for their communities.

SLO #3 – Collaboration & Cooperative Learning

Culturally responsive pedagogy emphasizes collaborative learning environments that respect diverse perspectives and encourage cooperative pair and team programming, enhancing students' ability to share ideas and co-create solutions. Again, this aligns well with high-context cultures, such as our Latinx/é student population.

Objective #2:

Benefits to Department

The completion of the ESCALA STEM-X certificate supports the CS department at MiraCosta College in the following ways, connected to specific program-level outcomes:

- Understanding the breadth of Computer Science and its societal impact

Culturally responsive teaching connects course content to students' lived experiences and societal challenges, making the discipline more relevant and meaningful.

- Applying critical thinking through the full computational problem-solving process

The certificate's emphasis on validation and utility-value increases student motivation and persistence (which I now have the tools to accurately measure).

- Collaborating effectively in pairs to understand CS topics and develop programs

Culturally responsive methods foster respectful, cooperative learning environments that support teamwork and communication among diverse students. This connects well with high-context cultures, such as our Latinx/é student population.

Objective #2:

Benefits to College or Community

From the ESCALA STEM-X training, the strategies and data-driven insights gained will strengthen departmental equity efforts, contributing to sustained improvements in retention and completion rates for historically underrepresented and disproportionately students in CS. By modeling culturally responsive curriculum and widely sharing the resources I developed during this sabbatical among the CS faculty, I can support colleagues in adopting similar practices, expanding the impact across the department. This integrates and hopefully enhances the groundbreaking work of colleagues working on the GOALS in CS initiative, namely Nery Chapetón-Lamas, Catherine Walker and Eduardo Mariscal.

For MiraCosta College, this work aligns with institutional equity, diversity, and inclusion goals by aiming to close equity gaps and cultivating an inclusive learning environment. For the broader community, it increases access to high-demand CS skills among diverse populations, fostering a more representative and innovative workforce.

Objective #2

Deliverables submitted to the SLC

Please list the materials included in your documentation folder.

E.g., "Log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

All deliverables for Objective #2 are contained within the shared folder "Objective #02 - ESCALA Certificate and Equity Exercises"

This folder includes a collection of the 16 ESCALA STEM-X activities and the 8 summative equity exercises. This portfolio includes the capstone project (equity exercise #6) - the completion of an equity index spreadsheet using disaggregated course data from RPIE, coupled with an analysis of my teaching effectiveness by through student success, persistence, and engagement trends specifically among Latinx/é students.

Total number of hours for Objective #2

150

OBJECTIVE #3

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #3:

Creation of Ten (10) Culturally Responsive Lab Assignments for Computer Science

Utilizing the knowledge earned from the coursework of the ESCALA STEM-X program and the Ethnomathematics and STEM directed studies, I will develop ten culturally responsive labs for my Computer Science courses through group and individual assignments.

To create these culturally responsive CS lab assignments, I will be integrating examples, problems, and contexts from diverse cultures and student backgrounds. Specifically, I will connect coding concepts to cultural practices, such as Indigenous data systems, African fractals, Polynesian navigation, Inca Quipu and local community issues. I will encourage students to incorporate their heritage into projects, fostering relevance and belonging and will highlight global contributions to computing that decenters Eurocentrism. These lab assignments will use inclusive language and include reflective components, so students connect technical skills to culture, ethics, and community impact.

Objective #3:

Activities

(250 word maximum recommended)

In this sabbatical project, I developed ten culturally responsive computer science lab assignments drawing from the ESCALA Culturally Responsive Teaching in STEM (STEM-X) certificate and the Ethnomathematics literature review. I designed pair and team-based labs that integrate diverse cultural examples and contexts, connecting core coding concepts to rich cultural practices such as African fractals, Polynesian navigation, Inca Quipu, Mexican ofrendas, Talavera Pottery Tiles, the Maori Mu Torere game, and other culturally responsive connections.

Through this work, I created opportunities for students to explore global contributions to computing, effectively decentering Eurocentric narratives. I used inclusive language and encouraged students to incorporate their own heritage into projects, fostering a sense of relevance, belonging, and cultural pride. Additionally, each lab included reflective components prompting students to consider the ethical, cultural, and community impacts of technology. A primary goal of this work was to enhance student engagement and success, especially for underserved student populations, by blending technical skills with cultural awareness and social responsibility.

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

In Objective #3 of this sabbatical project, I applied the capacity of developing culturally responsive curricula to create assignments that model algorithms using Indigenous games, represent data through traditional systems like quipu, and simulate navigational methods with arrays and loops. Embedding these culturally grounded problems into programming labs fosters student engagement, affirms diverse ways of knowing, and supports equitable learning outcomes. This approach also broadens the relevance of CS for students from varied backgrounds, helping them see computing as a field that values multiple perspectives and histories. Ultimately, the implementation of lab and reflective assignments has enhanced my ability to create inclusive, engaging, and academically rigorous CS curriculum going forward.

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3

Benefits to Students

As this objective parallels closely with Objective #1, many of the contributions overlap. Objective #1 was to complete the background research of Ethnomathematics and culturally responsive teaching, while objective #3 serves to implement parts of the curriculum in my own pedagogy.

The creation of culturally responsive CS curriculum supports CS students at MiraCosta College in the following ways, connected to specific SLOs of our CS 101 and 111 courses:

SLO #1 – Breadth of CS & Societal Impact

By connecting computer science principles to ethnomathematical traditions (e.g. Talavera Pottery, Polynesian navigation, Māori games, Chokwe sand drawings and Inca record-keeping) the review will help to broaden students' understanding of CS as a discipline with multicultural roots.

SLO #2 – Critical Thinking & Problem-Solving Process

The review provides culturally rich problem scenarios that students can design, implement, document, and test as programming projects. Translating these traditions into code strengthens analytical thinking while encouraging creative approaches to algorithm design and implementation.

SLO #3 – Appropriate Solutions Using CS Principles

Through assignments inspired by the literature (mentioned in SLO #1), students will practice identifying the effective programming techniques, applying data structures, and optimizing algorithms grounded in authentic and engaging cultural contexts.

SLO #4 – Collaboration & Cooperative Learning

Many proposed ideas for lab assignments in this literature review are well-suited for pair or group programming, where students collaboratively analyze cultural systems, agree on algorithmic solutions, and co-develop solutions. I believe this process will strengthen teamwork skills while integrating diversity equity and inclusion into collaboration.

Objective #3:

Benefits to Department

The completion of culturally responsive curriculum for Computer Science benefits the department in the following ways, connected to specific program-level outcomes:

- **Algorithmic Analysis & Programming:**

By adapting Ethnomathematics concepts into programming lab assignments and reflections, students will deepen their understanding of core computational structures and algorithmic reasoning.

- **Critical Thinking & Problem-Solving:**

Translating cultural STEM heuristics like the Māori Mu Torere game or Polynesian wayfinding into programming assignments and reflections will foster higher-order thinking and abstraction.

- **Communication & Presentation:**

Students will engage in articulating both the cultural context and computational representation of problems, strengthening their verbal and written communication skills, especially through reflections of each assignment.

- **Collaboration & Inclusivity:** Designing partner or team-based activities grounded in cultural traditions will promote collaborative learning while affirming diverse perspectives within technical education.

Objective #3:

Benefits to College or Community

I believe this culturally responsive curriculum development will foster culturally aware graduates who can approach computing challenges from multiple perspectives. It also contributes to the groundbreaking work of my CS colleagues (Nery Chapetón-Lamas, Catherine Walker and Eduardo Mariscal) in their GOALS in CS initiative.

This curriculum supports the college's equity, diversity, and inclusion efforts by validating non-Eurocentric knowledge systems in STEM, uplifting historically underrepresented students see their cultural heritage reflected in coursework. Over time, our department believes these approaches can inspire greater enthusiasm and community engagement among underrepresented students, contributing to a more diverse and innovative technology sector.

Objective #3

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., “Log of Activities, draft chapter, modules”

Recommended: bullet list or short phrases.

All deliverables for Objective #3 are contained within the shared folder " Objective #03 – Culturally Responsive Curriculum"

This folder includes a collection of the 10 lab and reflective assignments that were informed through the ESCALA STEM-X coursework and Ethnomathematics and STEM literature review. For each lab, there is an associated resources folder containing images, sample starter code, solutions and sample output.

Total number of hours for Objective #3

200

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

600

Do you agree to provide access to your documentation to the public?

☐ Yes - It will be available to all members of the SLC, AS, the Superintendent/President, the Board, and the Public.

☒ No - It will only be available to an ad hoc task force of the SLC. The link to your documentation will be removed before the report is forwarded to the AS, the Superintendent/President, and the Board. Advanced Academic Studies Sabbaticals will choose this for privacy.

Link to Shared Folder or transcripts

Set to "Anyone with the link" can "View" (if you chose to keep the deliverables private, still make it viewable to "anyone with the link" - only an ad hoc task force of the SLC will view).

Link is private

Date Submitted:

MM DD YYYY

08 / 10 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT


Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

 Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

lcluff@miracosta.edu

PART I: Applicant Information

Name

Leah Cluff

Department

Art

Title

Instructor of Art History

Duration of Sabbatical Leave:

⌵ Dropdown

Spring - One Semester (Full Sabbatical) ▼

Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies ▼

PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

The discipline of art history has been grappling with its dominant focus on the history of Western art for some time. This focus is most apparent in broad survey and art appreciation classes. This has led to a call among many art historians and students of art history to decolonize these courses. For my sabbatical I propose to completely redevelop Art 157 - Art Orientation in order to decolonize this curriculum. The two dominant modes of teaching this course, either thematically or historically, still foreground the history of Western art. I propose to research decolonized Art Orientation and Art Appreciation courses and syllabi from numerous other institutions in order to rework the curriculum at MiraCosta. I will also research best practices for decolonizing curriculum. I propose to contact instructors teaching these courses and ask for their experiences with a decolonized model. My goal is to develop a course that respectfully and appropriately discusses global arts with significant cultural and/or historical context. I would also like to find a Zero Cost Textbook (ZTC) text that might accompany this decolonized course. I would then significantly rework the Art 157 Course Outline of Record to reflect what I learn during this process.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion

of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

To research and develop a new, decolonized, course outline of record for Art 157 - Art Orientation.

Objective #1:

Activities

(250 word maximum recommended)

During my sabbatical I performed a significant amount of pedagogical and curriculum research, looking at best practices for teaching Art Appreciation and Art Orientation courses at two and four year colleges and universities across the United States. Additionally I researched Course Outlines and syllabi from a number of California Community Colleges, CSUs and UC schools to which our courses articulate, and other four year universities in the United States. While originally I had proposed interviewing a broad cross section of instructors and professors, I intentionally narrowed my focus to the associate faculty teaching at MiraCosta, as they have an incredible breadth of expertise, and also are directly familiar with our student body and its needs. I spoke with Joanne Carrubba, Julian Contreras, Gabriela Muller, Terri McDermott, and Jane Kluck. I also investigated and examined potential traditional and ZTC texts for use in this course. I wrote a revised Course Outline of Record for ART 157 reflecting ideas from my research. I also developed a revised lecture schedule for teaching ART 157. My research notes and bibliography of both research and course materials are included in the documentation section, along with the revised COR and lecture schedule.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

This project directly aids in my classroom instruction. The course now reflects a clearer content outline, which, in its revised form, stresses an increased global point of view as well as places an emphasis on cultural context for art production. In addition to the classroom benefits to myself and my students, my sabbatical project provided me the opportunity to research and examine best practices in art history pedagogy and curriculum development. This allowed me to fill in a significant gap in my educational experience, which followed the more traditional academic path of scholarly research and production in a specific discipline without much examination of pedagogical practices and curriculum development.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

This project will provide both short and long term benefits to students, the Art department, and the college. As a result of the research I undertook, I made changes to the Art 157 course outline that will have the practical benefit of increasing the cultures, peoples, and art practices represented and discussed in our art history classes. This will facilitate the inclusion of contemporary and historical ways of making and thinking about art that reflect the lives, backgrounds, and heritages of many of our college's students. Students will be able to see themselves and their heritages reflected in this class, as well as learn more roundly about the art produced in cultures worldwide.

Objective #1:

Benefits to Department

This increased focus on diversity and inclusion in one of our most frequently offered art history courses will positively impact the Art department. The new course outline offers greater clarity than the previous version. It also reflects the input of all of the Art department's art history instructors. As the sole full-time art historian, it was important to me to involve my part-time colleagues in the conversations about this class and how we all feel about it. As a direct result of this project, I feel that there are tangible benefits, not only to the curriculum, but to the collegiality and cohesion of the art history program within our department. We have continued our discussions about how best to teach Art 157, and are actively sharing ideas and practices. These less documentable benefits are arguably just as important as the revisions made to the course outline itself. The changes developed out of this project could conceivably also be applied to other courses in the Art department, such as Art 258 (Prehistory to Gothic Art), Art 259 (Renaissance to Modern Art) and Art 260/H (History of Modern Art).

Objective #1

Benefits to College and/or Community

As a result of my research and sabbatical project, I believe that Art 157 is now a more just and equitable Art Orientation course, one that considers the artistic productions of global cultures with detail, respect, and appropriate context. It reflects the college's commitment to creating a racially just campus climate, and actively provides a space in which to welcome and provide representation for students' identities and heritages. SLOs for Art 157 were examined and revised as part of this project and I expect that future SLO assessments will reflect the changes made to the Art 157 course outline. Further, the revised Art 157 course engages even more clearly with the College's Core Competencies, specifically Personal And Social Responsibility And Efficacy and Knowledge Of Human Cultures And The Physical And Natural World.

Objective #1

Deliverables submitted to the SLC

List the materials included in your documentation folder.

E.g., "Transcripts, log of Activities, draft chapter, modules"

Recommended: bullet list or short phrases.

Documentation of my project includes:

- Bibliography - Research and Textbooks
- Detailed notes from research and interviews
- Revised COR for ART 157
- Draft syllabus with revised course content and schedule
- Spreadsheet documenting hours

Total number of hours for Objective #1

586

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site

visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

Objective #2:
Benefits to Department

Objective #2:
Benefits to College or Community

Objective #2
Deliverables submitted to the SLC
Please list the materials included in your documentation folder.
E.g., "Log of Activities, draft chapter, modules"
Recommended: bullet list or short phrases.

Total number of hours for Objective #2

OBJECTIVE #3

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3

Benefits to Students

Objective #3:
Benefits to Department

Objective #3:
Benefits to College or Community

Objective #3
Deliverables submitted to the SLC
List the materials included in your documentation folder.
E.g., “Log of Activities, draft chapter, modules”
Recommended: bullet list or short phrases.

Total number of hours for Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

586

Do you agree to provide access to your documentation to the public?

☐ Yes - It will be available to all members of the SLC, AS, the Superintendent/President, the Board, and the Public.

☒ No - It will only be available to an ad hoc task force of the SLC. The link to your documentation will be removed before the report is forwarded to the AS, the Superintendent/President, and the Board. Advanced Academic Studies Sabbaticals will choose this for privacy.

Link to Shared Folder or transcripts

Set to "Anyone with the link" can "View" (if you chose to keep the deliverables private, still make it viewable to "anyone with the link" - only an ad hoc task force of the SLC will view).

Link is private.

Date Submitted:

MM DD YYYY

09 / 10 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT


Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

You are submitting your Sabbatical Leave Report. Please complete this form by the last business day of the 4th week of instruction in the semester you return to full-time service.

 Important: Please follow the word and field limits to avoid submission errors. We recommend writing your responses in a separate document and pasting them in. (Google keeps their character max a mystery)

Email *

lcluff@miracosta.edu

PART I: Applicant Information

Name

Leah Cluff

Department

Art

Title

Instructor of Art History

Duration of Sabbatical Leave:

⌵ Dropdown

Spring - One Semester (Full Sabbatical) ▼

Check the Category of Sabbatical Leave:

⌵ Dropdown

Self-directed studies ▼

PART II - Abstract

Copy and paste the abstract from your approved Sabbatical Leave Application exactly as it appeared. If your application was formally modified and approved by the Superintendent/President, copy and paste the most recent approved version. If you didn't save your application to your files, your application can be retrieved via the link sent to you by Google upon submission.

Abstract

The discipline of art history has been grappling with its dominant focus on the history of Western art for some time. This focus is most apparent in broad survey and art appreciation classes. This has led to a call among many art historians and students of art history to decolonize these courses. For my sabbatical I propose to completely redevelop Art 157 - Art Orientation in order to decolonize this curriculum. The two dominant modes of teaching this course, either thematically or historically, still foreground the history of Western art. I propose to research decolonized Art Orientation and Art Appreciation courses and syllabi from numerous other institutions in order to rework the curriculum at MiraCosta. I will also research best practices for decolonizing curriculum. I propose to contact instructors teaching these courses and ask for their experiences with a decolonized model. My goal is to develop a course that respectfully and appropriately discusses global arts with significant cultural and/or historical context. I would also like to find a Zero Cost Textbook (ZTC) text that might accompany this decolonized course. I would then significantly rework the Art 157 Course Outline of Record to reflect what I learn during this process.

PART III: Objectives, Activities, Impact, and Evidence

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion

of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #1:

To research and develop a new, decolonized, course outline of record for Art 157 - Art Orientation.

Objective #1:

Activities

(250 word maximum recommended)

During my sabbatical I performed a significant amount of pedagogical and curriculum research, looking at best practices for teaching Art Appreciation and Art Orientation courses at two and four year colleges and universities across the United States. Additionally I researched Course Outlines and syllabi from a number of California Community Colleges, CSUs and UC schools to which our courses articulate, and other four year universities in the United States. While originally I had proposed interviewing a broad cross section of instructors and professors, I intentionally narrowed my focus to the associate faculty teaching at MiraCosta, as they have an incredible breadth of expertise, and also are directly familiar with our student body and its needs. I spoke with Joanne Carrubba, Julian Contreras, Gabriela Muller, Terri McDermott, and Jane Kluck. I also investigated and examined potential traditional and ZTC texts for use in this course. I wrote a revised Course Outline of Record for ART 157 reflecting ideas from my research. I also developed a revised lecture schedule for teaching ART 157. My research notes and bibliography of both research and course materials are included in the documentation section, along with the revised COR and lecture schedule.

Objective #1:

Contribution to Your Professional Growth

What new skills, knowledge, or experiences did you gain? *(250 word maximum recommended)*

This project directly aids in my classroom instruction. The course now reflects a clearer content outline, which, in its revised form, stresses an increased global point of view as well as places an emphasis on cultural context for art production. In addition to the classroom benefits to myself and my students, my sabbatical project provided me the opportunity to research and examine best practices in art history pedagogy and curriculum development. This allowed me to fill in a significant gap in my educational experience, which followed the more traditional academic path of scholarly research and production in a specific discipline without much examination of pedagogical practices and curriculum development.

Objective #1:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #1:

Benefits to Students

This project will provide both short and long term benefits to students, the Art department, and the college. As a result of the research I undertook, I made changes to the Art 157 course outline that will have the practical benefit of increasing the cultures, peoples, and art practices represented and discussed in our art history classes. This will facilitate the inclusion of contemporary and historical ways of making and thinking about art that reflect the lives, backgrounds, and heritages of many of our college's students. Students will be able to see themselves and their heritages reflected in this class, as well as learn more roundly about the art produced in cultures worldwide.

Objective #1:

Benefits to Department

This increased focus on diversity and inclusion in one of our most frequently offered art history courses will positively impact the Art department. The new course outline offers greater clarity than the previous version. It also reflects the input of all of the Art department's art history instructors. As the sole full-time art historian, it was important to me to involve my part-time colleagues in the conversations about this class and how we all feel about it. As a direct result of this project, I feel that there are tangible benefits, not only to the curriculum, but to the collegiality and cohesion of the art history program within our department. We have continued our discussions about how best to teach Art 157, and are actively sharing ideas and practices. These less documentable benefits are arguably just as important as the revisions made to the course outline itself. The changes developed out of this project could conceivably also be applied to other courses in the Art department, such as Art 258 (Prehistory to Gothic Art), Art 259 (Renaissance to Modern Art) and Art 260/H (History of Modern Art).

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As a result of my research and sabbatical project, I believe that Art 157 is now a more just and equitable Art Orientation course, one that considers the artistic productions of global cultures with detail, respect, and appropriate context. It reflects the college's commitment to creating a racially just campus climate, and actively provides a space in which to welcome and provide representation for students' identities and heritages. SLOs for Art 157 were examined and revised as part of this project and I expect that future SLO assessments will reflect the changes made to the Art 157 course outline. Further, the revised Art 157 course engages even more clearly with the College's Core Competencies, specifically Personal And Social Responsibility And Efficacy and Knowledge Of Human Cultures And The Physical And Natural World.

Objective #1

Deliverables submitted to the SLC

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Documentation of my project includes:

- Bibliography - Research and Textbooks
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- Spreadsheet documenting hours

Total number of hours for Objective #1

586

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

Restate (copy and paste) your approved objective, then clearly and concisely describe the activities you completed for Objective #1 during your sabbatical, and briefly explain how each activity supported or contributed to the completion of the objective. Include key activities and resources, such as books, articles, websites, software, consultations, or site

visits. If the list is extensive, highlight the most significant items here and include the full version in your documentation folder.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #2:

Benefits to Students

Objective #2:
Benefits to Department

Objective #2:
Benefits to College or Community

Objective #2
Deliverables submitted to the SLC
Please list the materials included in your documentation folder.
E.g., "Log of Activities, draft chapter, modules"
Recommended: bullet list or short phrases.

Total number of hours for Objective #2

OBJECTIVE #3

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OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Describe the short- and long-term benefits of your sabbatical work for students, your department, the college, and the broader community. Be specific about how your project supported student learning outcomes (SLOs), program-level outcomes (PSLOs), Core Competencies, and/or equity, diversity, and inclusion efforts.

(200 word maximum for each group)

Objective #3

Benefits to Students

Objective #3:
Benefits to Department

Objective #3:
Benefits to College or Community

Objective #3
Deliverables submitted to the SLC
List the materials included in your documentation folder.
E.g., “Log of Activities, draft chapter, modules”
Recommended: bullet list or short phrases.

Total number of hours for Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

The sum total number of hours for all objectives. Minimum 576.

Total

586

Do you agree to provide access to your documentation to the public?

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Link is private.

Date Submitted:

MM DD YYYY

09 / 10 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Rankings for Sabbatical Leaves AY 2026-2027

Sorted by hire date with last SL date

	Last name	First name	Date Hire	Last SL	Semester requested
1	Hernandez	Pilar	Fall 2004	Fall 2019	Spring 2027
2	Falero	Robert	Fall 2019	N/A	Fall 2026
3	Firouzian	Shawn	Fall 2016	N/A	Fall 2026
4	Kiyochi	Emiko	Fall 2018	N/A	Fall 2026
5	Prescott	JahB	Fall 2019	N/A	Fall 2026
6	Walker	Catherine	Fall 2019	N/A	Spring 2027
7	Hayek	Laura	Spring 2016	N/A	Spring 2027
8	Silva	Mariana	Fall 2018	N/A	Spring 2027
9	Welch-Scalco	Rhonda	Fall 2018	N/A	Spring 2027
10	Bond	Robert	Fall 2014	N/A	Spring 2027
11	Duarte	Karina	Summer 2014	N/A	Fall 2026
12	Collins	Laney	Fall 2018	N/A	Spring 2027
13	Burman	Tony	Fall 2008	N/A	Spring 2027
14	Trzoss	Lynnie	Fall 2019	N/A	Fall 2026
15	Kulkarni	Himgauri	Fall 2003	Spring 2019	Fall 2026
16	Julius	Jim	Summer 2011	Spring 2019	Spring 2027
17	Beltran-Aguilar	Angela	Fall 2005	Spring 2020	Fall 2026

Karina lists Summer '14 on her Signature Page and Spring 2016 on her Application; Workday verified her hire date is Summer (July 2014)

ALTERNATE

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Pilar Hernandez

Department

International Languages

Title

Spanish Instructor

Full-time Hire Date (Semester & Year):

Fall 2004

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

08 / 16 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to develop a pilot Zero Textbook Cost (ZTC) course, SPAN 121: Introduction to Hispanic Cultures. This newly approved course, currently under review for General Education (GE) Humanities approval, examines global Hispanic cultures through creative works such as film, music, art, literature, and traditions. During the sabbatical, I will design a flexible, modular Canvas course that engages students in meaningful cultural analysis and can be readily adapted by other faculty in the department.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

Design and develop a Zero Textbook Cost (ZTC) modular pilot Canvas course for SPAN 121: Introduction to Hispanic Cultures.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

1. Develop and Curate Zero Textbook Cost (ZTC) materials aligned with Student Learning Outcomes (SLOs). Curated content will be drawn from a range of open-access platforms, such as:

- Films and documentaries: Films on Demand, Kanopy, Retina Latina
- Music and oral traditions: Free Music Archive, Smithsonian Folkways
- Art and cultural symbols: Google Arts & Culture, Wikimedia Commons, Archivo Digital INAH
- Literature and folklore: Project Gutenberg, Biblioteca Virtual Miguel de Cervantes, Biblioteca Ayacucho
- Scholarly articles: DOAJ, HAPI, SciELO
- Teaching materials: OER Commons, LibreTexts

2. Develop a complete syllabus that outlines course objectives, requirements, and assessments.

3. Create 5–7 Canvas modules that include lecture slides, discussion prompts, formative and summative assessments, and rubrics. Use Canvas tools alongside accessible options (e.g., Google Slides, YouTube) to build engaging, easy-to-navigate content.

4. Collaborate with International Languages program colleagues to ensure the course aligns with department practices and accommodates a variety of teaching styles.

5. Consult with Student Accessibility Services (SAS) as needed to confirm that materials meet accessibility standards and function effectively for all students.

6. Refine the Canvas course with a focus on clarity, accessibility (e.g., alt text, screenreader-friendly structure), and flexibility so it can be adopted and adapted by other instructors.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

This project will support my growth as a cultural studies educator by deepening my expertise in Hispanic cultural expression through creative works. It will also expand my curriculum design skills, refine my approach to interdisciplinary humanities instruction, and allow me to contribute lasting, adaptable educational materials to the college's course offerings.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

This course will provide students with an inclusive exploration of Hispanic cultures through accessible, creative content. Recognizing that culture is not static but continually evolving, the course will highlight both enduring traditions and contemporary expressions. Its flexible, modular design will allow faculty to tailor the course to diverse learning needs and adapt it to new content, perspectives, and teaching styles. The course supports MiraCosta's institutional Core Competencies by fostering Global Awareness, Critical Thinking, and Communication. As a Zero Textbook Cost (ZTC) course, it will also remove financial barriers and increase equitable access for students.

Objective #1:

Anticipated Benefits to Department

This course will enhance the department's offerings by adding a transferable course taught in English that introduces students to Global Hispanic cultures. The International Languages department will benefit from a flexible course that faculty can easily adapt to their teaching style and student needs.

Objective #1:

Anticipated Benefits to College and/or Community

College: This project will advance MiraCosta College's commitment to fostering an inclusive and equitable educational environment. By developing a Zero Textbook Cost (ZTC) course, it will reduce financial barriers and promote equitable access to education. The course enriches the curriculum by exploring diverse Hispanic cultures through creative works. It supports the college's mission to strengthen the cultural and social well-being of the communities it serves. The flexible, modular design will enable faculty to adapt instruction to diverse learning needs. This aligns with the college's values of innovation, student-centeredness, and excellence in teaching. This project will contribute to the college's long-term objectives of enhancing student success and closing equity gaps.

Community: As a Hispanic-Serving Institution, MiraCosta College plays an important role in helping students and the wider community better understand and appreciate Hispanic cultures. This course will highlight the rich diversity of Hispanic cultural expression from around the world, encouraging respect for different traditions and perspectives. Its flexible design will allow it to grow, adapt, and improve over time, recognizing that both culture and teaching practices are always evolving. The course will serve as a resource that reflects the college's values of inclusion, community connection, and civic engagement.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- ➡ Enter "Log of Activities" below as one of your deliverables.
- ➡ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- ➡ Provide a copy of their transcript with their report
- ➡ Enter "Transcript" or "Transcripts" below as their deliverable

1. A Google Sheet documenting activities and hours, showing a minimum of 576 hours.
2. A video tour of the developed pilot course shared with a documentation subcommittee on the Sabbatical Leave Committee.

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

600

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or Community

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #2

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

600

Date Submitted:

MM DD YYYY

08 / 21 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Robert Falero

Department

Physical Science

Title

Instructor, Geology

Full-time Hire Date (Semester & Year):

Fall 2019

Select the Duration of Sabbatical Leave Requested:

- ☒ Fall - One Semester (Full Sabbatical)
- ☐ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

02 / 05 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to develop internationally relevant Oceanography 101 course materials with a specific focus on the Mediterranean region, tailored for delivery in Italy as part of the MiraCosta Study Abroad program. My aim to expand the Physical Sciences curriculum, increase program awareness and enrollment, and provide an opportunity for cross discipline student engagement, to increase equity in a STEM field. This can be accomplished by integrating oceanographic concepts that highlight Italy's unique coastal environments, marine biodiversity, and regional oceanographic processes. Adding cross-cultural perspectives will provide students with a globally informed understanding of ocean science in a Mediterranean context. The course modalities will include introductory slide decks, field-based learning opportunities, local case studies and online supplemental learning materials.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To research existing geologic and oceanographic information specific to Italy and the Mediterranean Sea, identify areas in my existing course design where this content can be included.

At the conclusion of my research, I will create on-ground introductory lecture content and online course content to maximize student engagement with this material.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

1) I will research existing textbook, video, journal and online resources that discuss the oceanography and geology of the Mediterranean Sea and surrounding European and African landmasses. This foundational research will build a comprehensive understanding of the geologic and oceanographic processes shaping the region.

Here is a short list of texts that I plan to review:

-Schroeder, Katrin, et al., editors. *Oceanography of the Mediterranean Sea: An Introductory Guide*. Elsevier, 2023.

-Boni, Marta, and Francesco Stoppa. *A Geological Walk Through Italy: Visiting Western Alps, Elba and Naples*. *Il Giornale di Geologia*, 2015.

-Borzelli, Gianluca Eusebi, editor. *The Mediterranean Sea: Temporal Variability and Spatial Patterns*. Wiley, 2014.

-Blondel, Jacques, et al., editors. *Mediterranean Ecosystems: Structures and Processes*. Springer Italia, 2010.

-Goffredo, Stefano, and Zvy Dubinsky, editors. *The Mediterranean Sea: Its History and Present Challenges*. Springer, 2014.

-Ozhan, E. "The Mediterranean Sea." *The Handbook of Environmental Chemistry*, vol. 5, part K, Springer, 2005.

-Vita-Finzi, Claudio. *The Mediterranean Valleys: Geological Changes in Historical Times*. Cambridge University Press, 1996.

-Hsü, Kenneth J. *The Mediterranean Was a Desert: A Voyage of the Glomar Challenger*. Princeton University Press, 1983.

2) I will curate specific instructional resources, including maps, diagrams, photos, videos, and infographics, that highlight local phenomena such as tectonic activity, coastal erosion, and marine biodiversity. These materials will be selected for their relevance to Italy's coastal environments and will be integrated into existing course content to enhance student engagement and regional context.

3) I will redesign my current Oceanography 101 curriculum to reflect this new focus on coastal Italy.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

Geology and Oceanography are, by definition, global disciplines. This portion of the project will significantly add to my global geologic and oceanographic knowledge, specifically in the areas surrounding the Mediterranean. I will gain specialized knowledge of Italy's coastal systems, tectonic activity, and marine ecosystems, content that is not typically emphasized in our current Oceanography 101 courses. This will allow me to offer students a more globally informed understanding of ocean science, strengthening my global teaching perspective.

In addition, I will develop new skills in sourcing and integrating multimedia instructional resources, including maps, infographics, and field-based learning materials. Many of the materials sourced can be incorporated into our existing oceanography courses. Exploring experiential learning opportunities will also enhance my ability to design interdisciplinary, culturally responsive curriculum.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

Oceanography 101 introduces students to key Earth systems concepts such as atmospheric circulation, weather, waves, tides, climate change, and El Niño. At MiraCosta, these topics are typically framed within the context of the Pacific Ocean, using examples from San Diego and the U.S. West Coast. Expanding this framework to include the Mediterranean Sea and the Italian coastline will help students understand the global nature of oceanographic processes and how they manifest differently across regions.

By connecting familiar phenomena—like coastal upwelling or seasonal storm patterns in San Diego—with their counterparts in Italy, students will develop comparative analytical skills and an appreciation for the interconnectedness of Earth's ocean systems. This approach supports Student Learning Outcomes (SLOs) related to reconstructing the interrelationships between atmospheric and oceanic systems, while also reinforcing MiraCosta's Core Competencies in global awareness and critical thinking.

Additionally, incorporating international examples and culturally responsive content promotes equity by making science more inclusive. This is especially impactful for students from underrepresented backgrounds, who may not see their cultures or regions reflected in traditional STEM curricula. The redesigned course will offer a more accessible and engaging learning experience, encouraging broader participation in oceanography and study abroad programs.

Objective #1:

Anticipated Benefits to Department

Expanding the curricula offered by our department to include globally relevant, international material is one added benefit. This redesigned curricula can serve as a template for future earth science, oceanography and geology courses taught in different international destinations. Promotion of the department as the first of the STEM disciplines to engage with the Study Abroad program could potentially stimulate interest and enrollment overall.

Objective #1:

Anticipated Benefits to College and/or Community

International travel is one of the foundations to creating a more culturally diverse, accepting and equitable community. These qualities have been historically lagging in the STEM fields of U.S. colleges and universities. By being the first STEM faculty to offer a Study Abroad course at MiraCosta, I hope to encourage students to explore their world, grow their understanding of other cultures and ultimately show them that diversity and cultural awareness are critical to being a good citizen, a good community member and a good scientist. Hopefully, spearheading this course will encourage other STEM instructors to embrace the Study Abroad program as well.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- ➡ Enter "Log of Activities" below as one of your deliverables.
- ➡ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

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- ➡ Enter "Transcript" or "Transcripts" below as their deliverable

Log of Activities

At the end of this sabbatical I intend to provide:

new curriculum materials

a repository of figures, maps, infographics and documents compiled

any online video content created.

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

Estimated time: 580-620 hours.

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or Community

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #2

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

580

Date Submitted:

MM DD YYYY

09 / 11 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

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2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
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PART I: Applicant Information & Preparation

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[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
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- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Shawn Firouzian

Department

Mathematics

Title

Faculty

Full-time Hire Date (Semester & Year):

Aug 2016

Select the Duration of Sabbatical Leave Requested:

- ☒ Fall - One Semester (Full Sabbatical)
- ☐ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

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Date of Proposed Return to Full-time Service:

MM DD YYYY


01 / 01 / 2027

Check the Category of Sabbatical Leave:

- ☒ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☐ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

 Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to complete and defend my doctoral dissertation, "Evolution of Reasoning Skills: A Comparative Case Study of Introductory Statistics and Data Science Courses at Community Colleges." This qualitative research project investigates how students at the community college level develop statistical reasoning in different curricular contexts. During the sabbatical, I will conduct final data analysis, complete the dissertation's concluding chapter, and prepare for the defense. The findings will contribute to scholarship in data literacy and equity-focused mathematics education, and will inform instructional and curricular practices at MiraCosta and beyond.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like "To develop...", "To research...", or "To create..." and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: "To research existing educational videos" and "To create instructional videos to fill identified gaps", you could write:

"To analyze existing educational videos and create new content that addresses identified instructional gaps."

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To analyze research data and complete Chapter 4, Findings, of the dissertation manuscript.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

During Fall 2026, I will synthesize and analyze the data collected during Spring 2026 to produce Chapter 4 of my dissertation. This includes coding and interpreting responses, identifying patterns and themes, and ensuring methodological rigor. I will consult relevant literature to frame the findings and align them with my research questions and conceptual framework. Resources will include qualitative analysis software, feedback from my dissertation chair, and relevant scholarly sources.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

Completing this chapter will significantly strengthen my scholarly expertise in mixed-methods research and deepen my understanding of qualitative data analysis within the context of educational equity. This experience will enhance my ability to mentor student researchers and incorporate authentic data-driven discussions into my classroom instruction.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

This work will enrich course content in statistics and research methods, exposing students to real-world educational research.

Objective #1:

Anticipated Benefits to Department

The findings will inform equitable practices in assessment and instruction within mathematics and data science.

Objective #1:

Anticipated Benefits to College and/or Community

By contributing to scholarship on equity in community college mathematics education, my study aligns with MiraCosta's mission of closing equity gaps.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

1. Chapter 4 draft approved by dissertation chair
 2. Log of activities detailing time spent on data analysis and writing
 3. Reflections or annotations on methodological sources used
-

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

Estimated Time: 250–300 hours

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

To synthesize findings, discuss implications, and complete Chapter 5, Conclusions and Recommendations, and the final dissertation defense.

Objective #2:

Activities

(250 word maximum recommended)

I will write Chapter 5 by integrating conclusions, discussing implications for practice and policy, and proposing directions for future research. I will also prepare for and complete my dissertation defense. Activities include synthesizing literature, consulting with my dissertation committee, and revising based on feedback. I will submit the final manuscript by the end of the sabbatical term.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

The completion and defense of my dissertation will culminate years of advanced study and research. It will position me to contribute as a scholar-practitioner and elevate my role in institutional conversations on equity and research-based teaching.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Enhanced pedagogical approaches and curricular strategies will benefit student learning, especially in statistics and data literacy.

Objective #2:

Anticipated Benefits to Department

My research contributes to the department's equity goals and may inform future curriculum initiatives.

Objective #2:

Anticipated Benefits to College or Community

As a doctoral scholar, I will be better equipped to contribute to MiraCosta's strategic planning and professional development efforts.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- ➡ Enter "Log of Activities" below as one of your deliverables
- ➡ List of the other specific planned deliverables to the SLC

1. Chapter 5 draft approved by dissertation chair
 2. Transcript confirming successful defense
 3. Log of activities
 4. Final abstract or summary report of key findings
-

Estimation of Time to Complete Objective #2

Estimated Time: 280–320 hours

OBJECTIVE #3

- ➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

620

Date Submitted:

MM DD YYYY

06 / 22 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Emiko Kiyochi

Department

International Languages

Title

Instructor

Full-time Hire Date (Semester & Year):

Fall 2018

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

08 / 12 / 2026

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical leave is to update and expand my knowledge in my discipline, and related Learning Sciences. This is part of my long-term project to overhaul our Japanese program to close equity gaps, beyond ensuring textbook access through affordability.

My long-term project aims for transformative changes on two fronts:

- integrating better representation of marginalized populations in instructional material;
- exploring how to promote greater curriculum interactability for students with underdeveloped study skills.

During my sabbatical, I intend to work on updating and expanding my knowledge and application skills in:

Cultural studies with special attention to:

- the perspectives and lived experiences of marginalized populations;
- the evolution of modern forms of popular culture in Japan.

Learning sciences, primarily

- text comprehensibility
- effects of print vs. online reading on the learning outcomes of students with less reading proficiency.

This proposal assumes completion of my ongoing work on the language sequence by Spring 2026, leaving only program electives to work on. However, it is impossible to accurately estimate the time available (and necessary) for the prioritized courses between now and Spring 2026. This proposal is written with flexibility in mind for adjustment without fundamental changes to its content or context.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To update and expand my knowledge of (1) Japanese language and cultures and (2) Learning Sciences on text comprehensibility, in the context of instructional improvement, especially targeting students with underdeveloped study skills.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

With the current speed of technological advancement, reading lists generated today* will be obsolete by Spring 2026 for my purposes to:

- update and expand my discipline knowledge, and
- support my decision making in instructional designs (which entails leveraging the most up-to-date knowledge and availability of technologies as of Spring 2026).

Therefore, my first actions will be to develop an initial study list and prioritize listed items. I will keep the list updated thereafter as my study progresses.

Representative input activities will likely include:

- reading academic materials to improve currency in my professional-level knowledge;
- visiting cultural sites to seek embodied understanding of events/artifacts/people beyond book knowledge;
- communicating with informants to learn from their lived experiences;
- reading or viewing cultural products that highlight personal narratives, especially of the targeted populations/phenomena, to help me vicariously experience the personal effects of certain social practices or historical events.

I may take a class in addition, if available, to benefit from peer interactions and instructor guidance.

Routine output activities

- Create annotated bibliographies to keep my sabbatical activities focused and organized, and also to address future referencing needs.
- Create simple micro-lessons per sub-topic I study. This will help me stay focused on my learning tasks while also producing the sabbatical deliverables that are directly usable in future classes.

Optional output activities

- May write articles for submissions to relevant publications.
- May edit some of my existing lessons based on new findings as needs arise,
- May work on structural changes of course materials.

*https://docs.google.com/document/d/1_bECVJWp1BpgS7YIBxZqqKZVnF_ZACYqv0u0nZmOCew/edit?usp=sharing

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

My sabbatical activities will improve my currency in professional-level knowledge of my disciplines and Learning Sciences. The "historical facts" in current school textbooks have changed considerably, due to new findings and shifts in prevailing scholarly views. The drastic changes in societal norms are not reflected in formal textbooks. Learning sciences likely developed considerably since COVID and Generative AI. These new developments are difficult to fully integrate into our instruction while juggling our regular duties.

The time away from campus duties will also allow me to gain more embodied understanding and vicarious experience of events, artifacts or people beyond book knowledge. Visiting culturally significant sites with the requisite knowledge will drastically improve appreciation of regional/group cultures and heritages in a holistic manner, and enhance my understanding of other interconnected phenomena.

For example, Japan hosts the most U.S. bases globally, most of which are in Okinawa. More Japanese Americans have their roots in Okinawa than any other prefecture. Many of our veteran students and their families have significant life experiences while stationed there. Okinawa's complex relationship with mainland Japan is marked by the extreme sacrifices and discrimination Okinawans experience on many fronts that continue today.

Unfortunately, I have only fragmented book knowledge about Okinawa (or US bases in Japan in general). I hope to visit Okinawa with more cohesive knowledge about their history, culture and their experiences through the colonization process. A visit there will also help me connect more with veterans and Okinawans among our students.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

My sabbatical work is on improving engagement and learning outcomes, especially for students with less developed study skills, by exploring (1) the effect of digital reading on learning outcomes and (2) improving text comprehensibility.

My students will access more nuanced presentations of Japan and its cultural products, in an intellectually and emotionally safe context, with improved text comprehensibility of the lesson materials. Research suggests that cognitive flexibility thus developed is transferable to other domains of knowledge.

For example, modern Japanese pop culture is grounded on traditions and global interactions throughout history, while often taken as isolated recent phenomena.

Marginalized groups are typically glossed over in mainstream narratives of Japan, which is commonly perceived as a homogeneous society. But the Japanese peoples include Indigenous Ainu, Ryukuan, "untouchables", isolationist domains, immigrants and emigrants, LGBTQ+, and the working poor, etc. Students will be made aware of Japan's marginalized peoples as issues in a different country, away from their current context with the constraints of their preexisting worldviews.

The exposure to layers of complexities as above in a different culture can prepare students to develop transferable cognitive flexibility to consider the equity issues and the value of diversity in their own cultures.

Objective #1:

Anticipated Benefits to Department

I expect my Learning Sciences study to focus more on the novice readers of non-European texts. However, it can be informative to instructors of other languages as all language programs in my department are currently using digital textbooks.

My culture study list will include a brief look into Ethnic Studies. I don't plan on fully engaging with Ethnic Studies content, because I primarily study the perspectives of residents in Japan. However, some parallels appear to exist between culture studies and ethnic studies. Moving forward, it will be informative to develop familiarity with Ethnic Studies and its possible interconnection with our own disciplines, now that all incoming students are required to take an Ethnic Studies course.

My vision for the new instructional material includes adopting personal narratives and emotional engagement that reflect our own student populations, not generic college-age full time students or full-time workers as in typical textbooks. As such, I plan to interview individuals representing different student experiences. While unclear how much of it will be done during Spring 2026, I anticipate my increasing familiarity with our diverse student bodies will be an asset for the department to reach them more effectively.

Objective #1:

Anticipated Benefits to College and/or Community

My culture studies will contribute to the Core Competencies outcomes, by cultivating

-“awareness of global issues and trends, focused by engagement with big questions, both contemporary and enduring” and

-“Intercultural competence and respect for diverse perspectives”

My Learning Sciences study will hopefully add to the knowledge-base of discipline-agnostic instructional design to close equity gaps in learning outcomes.

The current robust online class offerings and the drive for ZTC/OER may address the equity issues with curriculum access. However, I suspect digitization of instruction may be creating different equity issues.

I have repeatedly observed low-performing students having difficulties with simple online assignments, getting started and staying on task. The gamified, finely scaffolded online assignments, which worked well before, seems to be challenging now with novice students with under-developed study skills.

A similar observation made a Finnish town, which stopped using most books in 2018, return to pen and paper last year (Reuters, 2024*). In fact, research indicates that print reading leads to better comprehension and deeper learning than digital reading. This effect is more pronounced for students with lower reading proficiency (e.g. Stiegler-Balfour et al, 2023**). Lower reading proficiencies are often associated with low SES, LD, ADHD, etc.

*<https://www.reuters.com/world/europe/books-screens-out-some-finnish-pupils-go-back-paper-after-tech-push-2024-09-10/>

** <https://caccl->

[miracosta.primo.exlibrisgroup.com/permalink/01CACCL_MIRACOSTA/oelfvo/cdi_crossref_primary_10_1016_j_ijhcs_2023_103036](https://caccl-miracosta.primo.exlibrisgroup.com/permalink/01CACCL_MIRACOSTA/oelfvo/cdi_crossref_primary_10_1016_j_ijhcs_2023_103036)

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

I will create annotated bibliographies, to keep me organized.

I intend to create simple micro-lessons per subtopic that I study. I currently envision the content delivery as fact sheets or infographics. The format(s) will be pending:

- my findings in my learning sciences study and;
- my future decision within the time constraint whether to aim for breadth of coverage OR granularity of content engagement.

The micro-lessons will be accompanied by scaffolding to support comprehension of students with limited study skills (e.g. simple quiz questions for declarative facts and/or other types of pre/post/while-reading tasks).

I anticipate that many Canvas assets will be continuously updated across 4-8 different courses, in addition to creating new media items. It may be unnecessarily labor intensive to submit all the products in one package. Also, depending on my progress, especially with the learning sciences study, I may opt to write a longer report. Unless otherwise requested, I plan to submit representative work samples and a list of items that can be shared upon request.

In summary, I can commit to the deliverables below.

- Log of activities
- Study lists
- Annotated Bibliography
- A list of newly created micro-lessons

-Representative work samples.

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

Roughly 620-660 hours total

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or Community

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #2

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

620

Date Submitted:

MM DD YYYY

09 / 14 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

JahB Prescott

Department

Letters

Title

English with Developmental Expertise

Full-time Hire Date (Semester & Year):

Fall 2019

Select the Duration of Sabbatical Leave Requested:

- ☒ Fall - One Semester (Full Sabbatical)
- ☐ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

01 / 10 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to examine online and on-ground learning opportunities for the Umoja English cohort. Currently, the letters department in association with the Umoja program is continuing to build the structure of the Umoja cohort. We have had two successful cohorts and expanded the program from C1000 through to ENGL 201 in our third unground cohort and plan to include an online late start 8 week model to equitably support African American students and students interested in engaging with Reading and Composition from an Afrocentric lens.

Community colleges that support Umoja throughout California utilize many models, including the online and on-ground 8 week model in English to support students with meeting their college and career goals.

In addition, I'd like to further research equitable grading practices, reluctant reading and "illiteracy", the use of linguistic justice in the redesign of assessments, and constructing a student driven literary and scholarly journal to support BIPOC writers.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like "To develop...", "To research...", or "To create..." and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: "To research existing educational videos" and "To create instructional videos to fill identified gaps", you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To research existing online and on-ground models of English courses in the Umoja program

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

Examine the data of community colleges with English cohorts in Umoja programs throughout counties surrounding Oceanside.

Document the success of the different models for online, on-ground, and 8 week courses in Umoja

Consult with colleges and Umoja English professors when available.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

I expect to gain a broader understanding of how Umoja supports African American students and students interested in learning from an Afrocentric lens. My preliminary research has uncovered that each college model is designed to support students in a variety of ways. I intend to gain additional knowledge on the role of English in cohorts that support including our discipline as a part of the Umoja program. I'm interested in how these models work across disciplines for African American and Black students.

As a co-facilitator in Junto Podemos in the role of data coach, I'm interested in the data other colleges provide about the success and retention of Umoja students. Furthermore, I'm interested in the exploration of how Umoja practices align with the Pedagogy of Cariño utilized in Juntos Podemos and our sister ASE program Puente to support teaching and learning. Lastly, I'm curious about the connection between colleges with an HSI designation and the supports provided for Black and African American students and those who identify with mixed ethnicities.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

Students will have more access to Umoja through providing additional models for their attendance. Transportation remains a large factor why students are unable to continue or remain successful in courses provided as an on-ground opportunity only in Umoja. Although the course is taught from an Afrocentric lens, Umoja remains largely inclusive and has had a diverse group of learners on-ground for three cohorts. Expanding to an online model provides an opportunity for additional nontraditional students to engage with the practices and support provided by Umoja at MiraCosta and an C1000/ ENGL 201 course in the Letters department.

Objective #1:

Anticipated Benefits to Department

The department will receive additional methodology and modeling of how to support Umoja and other ASE program students. The department will benefit from the continued development of additional courses for instructors interested in teaching from an Afrocentric lens. Currently, I am the only Umoja professor in the English Department. Additional modalities and instructors could assist further access for student as well as provide other department members with techniques to support black and African American students in traditional on-ground and online modalities.

Our department continues to develop Student Learner Outcomes in the areas of Reading and Composition. As of our last Program Review, Black students continue to see an increase in retention and success in English 100. Additional course modalities would provide opportunities for enrollment in other department programs that assist students on their Academic Career Pathway.

Objective #1:

Anticipated Benefits to College and/or Community

My sabbatical will also support the college's commitment: "MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated." Developing further access, resources and support for African American students and other disproportionately impacted students at the college.

Creating access for community members who may want to learn but are unable to attend campus in order to engage in an Umoja course. While Umoja supports African American and Black students, it also recognizes that many of our students are of mixed ethnicities or blended families. In this regard, the research I conduct is also accepting the "institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses."

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

Log of Activities; new curriculum materials; research findings; creative output

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

To Research Literary and Scholarly Journals to support BIPOC Scholars

Objective #2:

Activities

(250 word maximum recommended)

Research student production of student driven scholarly and literary journals.

Develop a database of scholarly journals that support BIPOC community College writers.

Determine the impact of a scholarly journal on student writers and learners.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

I continue to write scholarly works and submit to journals. The research would assist me with navigating scholarly writing journals as well as work with students and faculty interested in publication of methodologies, learning experiences and writing that supports the discipline.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

BIPOC students are still largely unrepresented in the academic writing world. Students will be able to see themselves as academic writers in their specific discipline. Publication could assist students with determining the role of writing in their future Academic Career Pathway.

Objective #2:

Anticipated Benefits to Department

Our departments Student Learner Outcomes are based on reading and composition as a result for our students. However, currently Tidepools remains the only publication we have as a way to display student writing. More opportunities centered on both scholarly and fictional writing will assist our students with earning publication and learning about the process of writing within their chosen discipline. Both Scholarly and Literary writers struggle to fill in "Previous Publications" when submitting. At MiraCosta we can provide multiple opportunities for students to be published academic writers.

Objective #2:

Anticipated Benefits to College or Community

As a college, we've had the opportunity to hear from several academic writers as a faculty, largely, many of them come from well beyond the college and the community that surrounds it. Academic and Literary writing are cornerstones of all disciplines at MiraCosta. I believe developing new ways for students, college faculty, and the community to engage in publication through the college aligns directly with Institutional Goal III: "MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world."

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Log of Activities; new curriculum materials; research findings; creative output

Estimation of Time to Complete Objective #2

180

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Research and develop curriculum using Equitable Grading Practices and Linguistic Justice

Objective #3:

Activities

(250 word maximum recommended)

Research practices in equitable grading practices and strategies

Research practices in Linguistic Justice as a Trauma Informed approach

Develop curriculum that supports Equitable Grading Practices and Linguistic Justice

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Equitable grading practices and strategies continue my growth in decolonizing English curriculum and supports my development of practices to support students success and retention.

Linguistic Justice provides an opportunity to develop curriculum that supports students who have previously experience learning trauma in composition and reading.

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Student success and retention has grown in my courses due to the implementation of Equitable grading practices and strategies. Equity is at the core of these strategies and students receive equitable instruction that is supported by the grade they earn by the end of the course. As this practice is adopted in more courses, students become intrinsic learners who are driven by the act of curiosity, being active participant in their learning and success, as well as, the purveyors of their own knowledge.

Objective #3:

Anticipated Benefits to Department

Equity remains at the core of our departments student learner outcomes and curriculum. As composition instructors, the discipline is still new to Linguistic Justice and the methods for providing a course that has Linguistic Justice at its core without losing the aspects that sometimes define our discipline. I believe this study will continue our discussion in community of practices centered around Linguistic Justice and Equity Based Grading.

Objective #3:

Anticipated Benefits to College or Community

The strategies in Equitable Grading Practices and Linguistic Justice are directly related to Goal 1 of the college:

"Goal I. MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity."

The practice of decolonizing curriculum is valuable to a community that may not see their own values about learning reflected in their formative years in education. A shift from these practices will support the community as they seek MiraCosta for what is different in their educational journey.

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Log of Activities; new curriculum materials; research findings; creative output

Estimation of Time to Complete Objective #3

180

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

580

Date Submitted:

MM DD YYYY

08 / 21 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Catherine Walker

Department

Computer Science

Title

Professor

Full-time Hire Date (Semester & Year):

Fall 2019

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

- ☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

- ☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY


08 / 01 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

 Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to learn about, apply, and share universal design strategies for creating course materials. I will participate in workshops and/or coursework, compile a packet of resources for my colleagues, and implement lessons learned to revise the introduction to computer science with Java course textbook. The textbook will be shared publicly to be available to all students. The goal is to improve accessibility while also injecting more humanity into the technical work, with the intended result of closing equity gaps.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To learn about universal design and how to make accessible and inclusive open educational resources then curate a resource packet to share with colleagues.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

To achieve this goal I will participate in workshops, conferences, and/or courses such as the following from the California Virtual Campus Online Network of Educators.

- Beyond Boundaries: OER and Universal Design for Learning
- Navigating the Future: Open Education with Generative AI
- Creating Accessible Course Content
- Humanizing Online Teaching & Learning

The specific workshops or courses may vary depending upon availability at the time of sabbatical.

The workshops/courses selected will relate to one or more of three veins: Universal design and accessibility, humanity and cultural relevancy, or best practices for open educational resources. Together these will prepare me to do my second objective, major revisions of our Java textbook.

Throughout this learning process I will identify resources that are more applicable to computer science and other STEM fields. I will compile these resources into an organized digital packet such as a Google folder or website and share with colleagues.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. (250 word maximum recommended)

Expanding my knowledge of universal design and inclusive practices will strengthen my teaching across all courses. Because I use Canvas extensively, even in on-ground sections, developing accessible online materials will directly improve the learning experience for my students. In addition, gaining strategies for designing inclusive classroom activities will enhance my ability to foster participation, engagement, and belonging for all students. This work will broaden my professional skillset and support my growth as an educator committed to equity and accessibility.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

Students with disabilities will be among the primary beneficiaries of this work—last year, 5% of CS students were documented as disabled. At the same time, making materials culturally relevant ensures that more students see themselves reflected in the content, which strengthens engagement and motivation. Together, accessibility and cultural relevancy make learning resources clearer, more inclusive, and more meaningful for all students, not only those with documented needs. While I will deepen my knowledge of specific strategies during the sabbatical, I am confident these improvements will foster belonging, reduce barriers, and ultimately increase student success.

Objective #1:

Anticipated Benefits to Department

The curated resource packet I develop will equip colleagues with practical, discipline-specific strategies for creating accessible course content and integrating inclusive pedagogy. By organizing these materials into a sustainable, easy-to-use reference, faculty will have ongoing support as they update their courses, adopt OER, and strengthen accessibility practices. This resource will foster consistency across our department while also encouraging innovation in how we design learning experiences for diverse student populations.

Objective #1:

Anticipated Benefits to College and/or Community

As a member of the Outcomes Assessment Committee, I can apply what I learn through this sabbatical to recommend more accessible assessment practices and tools for faculty reporting. Likewise, my role on the Campus Facilities Advisory Committee will allow me to bring an informed perspective to identifying and addressing accessibility needs on campus. In both capacities, I will contribute to advancing MiraCosta's commitment to equity and inclusion beyond my own courses and department.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

Log of activities.

Any certificates of completion available for coursework.

Access to the packet of curated resources.

Estimation of Time to Complete Objective #1


When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

128-136 hours

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

To revise our CS111: Introduction to Computer Science: Java course textbook and move it to a new platform.

Objective #2:

Activities

(250 word maximum recommended)

In 2019, through a grant with CSUSM, our computer science department drafted a textbook for CS111 hosted in Carnegie Mellon's Open Learning Initiative (OLI). Since then, technology has changed and we've learned more about culturally sustaining pedagogy. In addition, there are concerns about accessibility with the text. My goal is to implement the lessons I learned from Objective #1 to edit the book and also to move it to a new platform where it can be used by students throughout the country, not only those at MiraCosta College.

Activities:

- Use the rubric from the Academic Senate for California Colleges (ASCCC) Open Educational Resources Initiative (OERI) Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework for each section of the current textbook to identify where improvements are needed.
 - Investigate platforms that could host our OER textbook and meet accessibility standards. Select a platform in collaboration with department colleagues. Become acquainted with how to create and edit in the new platform.
 - Edit every section of the textbook to updated course content, include practice exercises on each page, increase human presence throughout, and ensure accessibility.
-

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Revising the CS111 textbook and moving it to a new platform will significantly advance my professional growth as both an educator and contributor to the broader computer science community. By applying the ASCCC OERI IDEA Framework, I will gain deeper expertise in identifying and addressing equity, accessibility, and cultural relevancy gaps within technical course materials. The process of editing and restructuring the textbook will sharpen my ability to translate rapidly evolving technologies, such as AI, into clear, engaging, and inclusive content for students. In addition, evaluating and adopting a new platform will expand my technical skillset and familiarity with tools that support universal design and open education. The knowledge I gain will be directly transferable to other courses I teach. Ultimately, it will strengthen my capacity to create learning resources that are both academically rigorous and meaningfully accessible to diverse student populations.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

The revised CS111 textbook will directly enhance students' learning by providing a clearer, more interactive, and inclusive resource. Gaps in content will be filled, practice exercises will be embedded within each section, and accessibility will be prioritized so that all students can engage fully with the material. By increasing human presence and incorporating culturally relevant examples, the text will better reflect and support the diverse experiences of our students, fostering greater connection and engagement. At the same time, maintaining a zero-textbook-cost (ZTC) resource ensures equity of access, removing financial barriers while raising the overall quality of the learning experience.

Objective #2:

Anticipated Benefits to Department

Making the revised CS111 textbook available to all faculty will provide our department with a high-quality, accessible, and zero-cost teaching resource that can be consistently used across sections. This shared text will support alignment of course content, reduce instructor preparation time, and ensure that all students benefit from inclusive and up-to-date materials. By hosting the book on a widely available platform, our department also strengthens its role as a contributor to the broader computer science education community.

Objective #2:

Anticipated Benefits to College or Community

By publishing the textbook on a platform accessible to other institutions, MiraCosta contributes to the broader community of educators and students in computer science, enhancing the college's visibility and reputation as a leader in open education. People throughout the country could benefit by learning Java through this accessible and inclusive text.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Log of activities.

A PDF and/or link to the book.

Estimation of Time to Complete Objective #2

470 hours

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

598

Date Submitted:

MM DD YYYY

09 / 10 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
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PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Laura Hayek

Department

Counseling

Title

General Counselor

Full-time Hire Date (Semester & Year):

Spring 2016

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

- ☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

- ☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

07 / 01 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of my sabbatical is to gain a deeper understanding of how bias, discrimination, and identity-based stress affect the academic, social, and emotional experiences of Middle Eastern and North African (MENA) students, and to develop practical tools for counseling faculty to support them at MiraCosta. I will review current research, examine support programs at other colleges, and consult with faculty and practitioners experienced in this area. Based on what I learn, I will create a Canvas module with best practices and resources for counseling faculty, including a lesson tailored to our new COUN 115: Multicultural Counseling course. My goal is to provide lasting, equity-focused resources that help counselors foster a more inclusive and supportive environment for MENA students.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To research best practices for supporting MENA students experiencing bias, discrimination, or identity-based stress, and to translate this research into a Canvas module with practical tools for counselors, including a lesson aligned with COUN 115: Multicultural Counseling. The goal is to provide accessible, ready-to-use resources that strengthen counseling practices, foster equity and inclusion, and support students who are disproportionately impacted.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

To meet this objective, I will:

Conduct a literature review of peer-reviewed journal articles and books on MENA students in higher education, focusing on identity-based stress, political trauma, and belonging.

Examine institutional practices by reviewing equity plans and program models from colleges that support MENA and other student groups that are disproportionately impacted.

Attend professional development opportunities such as conferences and workshops that focus on equity, student mental health, and culturally responsive practices.

Consult with experts by meeting with faculty, counselors, and student services practitioners experienced in supporting MENA students.

Design a Canvas module that compiles best practices, frameworks, and case studies.

Create instructional materials linking research to classroom practice, including a lesson for COUN 115.

Pilot draft materials with colleagues and refine resources based on feedback.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

This project will help me apply what I've learned directly to my work with students, especially those from MENA backgrounds. It will also strengthen my use of trauma-informed and culturally responsive approaches that can support other disproportionately impacted groups, while also giving me the experience sharing these strategies with colleagues in ways that are useful and easy to apply.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

Students will benefit from counselors having concrete strategies for supporting MENA students. When support is informed by research and guided by culturally responsive, trauma-informed practices, students are more likely to feel seen, supported, and connected to campus—making it easier for them to stay engaged and move forward in their academic goals.

Objective #1:

Anticipated Benefits to Department

The department will gain a Canvas module with tools that translate research on MENA students into counseling and instructional practice. This resource will strengthen our collective ability to use culturally responsive, trauma-informed approaches, helping us better serve MENA students while also supporting other disproportionately impacted groups.

Objective #1:

Anticipated Benefits to College and/or Community

This project supports MiraCosta's equity and inclusion goals by creating resources for counseling and classroom use. It will strengthen our support for students during times of social or political stress and help me turn research into practical strategies for counseling and teaching. By expanding my knowledge of trauma-informed and culturally responsive approaches, I can equip counselors with clear tools to better support MENA students, foster stronger connections, and promote academic success. Over time, this work will help embed equity-minded practices across the college, leaving a lasting impact on our culture of care and inclusivity.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

→ Enter "Log of Activities" below as one of your deliverables.

→ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

→ Provide a copy of their transcript with their report

→ Enter "Transcript" or "Transcripts" below as their deliverable

1. Log of weekly activities documenting time spent on research, consultations, and professional development.
 2. Notes and references summarizing literature and institutional research.
 3. Completed Canvas module with counseling and instructional resources, including a lesson for COUN 115.
 4. Links to final resources for review by the Sabbatical Leave Committee.
-

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

I estimate this project will take approximately 580 hours, including: 350 hours reviewing research, attending conferences/workshops, and consulting with experts. 230 hours designing, drafting, piloting, and revising the Canvas module and instructional materials.

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or Community

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #2

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

580

Date Submitted:

MM DD YYYY

09 / 16 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Mariana Silva

Department

ESL

Title

ESL faculty

Full-time Hire Date (Semester & Year):

Fall 2018

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

08 / 10 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of my proposed sabbatical leave is to curate and create OER materials for the beginning ESL courses (levels 1-3) with a focus on accessibility and cultural relevancy. In particular, my goals are to improve my understanding on open licensing, review, create, curate, and incorporate materials for equity, inclusiveness, diversity, anti-racism, and accessibility. This project will help the department's goal of reducing textbook cost and using Open Educational Resources that will remove barriers for our students and can be easily modified and updated to reflect the emerging needs of our diverse student population.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To analyze existing OER materials, curate and create new OER for ESL beginning level courses (levels 1-3) with an emphasis on accessibility and cultural relevance.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

First, I would like to take some courses on open licensing such as this one from The College of the Canyons (https://miracosta.instructure.com/accounts/1/external_tools/5?launch_type=global_navigation).

Additionally, I would like to review WebAIM Accessible Documents (Word, PowerPoint, PDFs) training from ASCCC: Accessibility Basics. Last but not least, I would learn more about the IDEA Framework (a resource developed by ASCCC OERI that I can use as a rubric as I review materials for equity, inclusiveness, diversity and anti-racism).

Next, I plan on analyzing various existing OER materials for beginning ESL levels (level 1-3) through the accessibility and cultural relevance lens. I would also curate some of the resources to reflect our student population needs and ensure the content is relevant to our students' lives, career and academic goals. Eventually, I would like to identify the gap between the current existing OER materials and the needs of our students and department. Unfortunately, there are more OER resources for intermediate and advanced ESL students, but less for the beginning levels. Once the gap has been identified, I would engage in using various AI tools to create accessible and inclusive materials for our students.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. (250 word maximum recommended)

This sabbatical will support my professional growth and development by enhancing my knowledge and skills on open licensing, accessibility and culturally relevant course curation and creation. Additionally, exploring various AI tools to generate new OER materials will equip me with better skills to assist students in using the language models as a tool for learning. Furthermore, I will be able to peruse and analyze various Open Educational Resources and collaborate with colleagues in my discipline from the various colleges.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

Our ESL students will benefit from using course materials that are accessible and culturally relevant. The OER materials directly align with our college's commitment, "MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated." It is highly important that the course content is both a mirror -in which students can see themselves reflected -and a window- through which the students can view the world and learn about. Moreover, students will benefit from free class packets and Canvas courses that are easy to navigate, thus reducing the cognitive overload and leading to learning in a welcoming and caring environment.

Objective #1:

Anticipated Benefits to Department

The ESL department will greatly benefit from the OER materials in multiple ways. First, many of faculty members teaching beginning ESL courses rely fully on textbooks. The cost keeps increasing each year, and some of the content in these textbooks gets outdated quickly. We can definitely reduce the cost of materials by using OER content (that can be both printed both for in-person or Zoom classes but also accompanied by Canvas modules). Additionally, content creation can be time consuming and by having it ready, both seasoned and new associate faculty can have the inclusive and accessible OER content ready to use. This will come in handy especially for new faculty who join our ESL department.

Objective #1:

Anticipated Benefits to College and/or Community

The anticipated benefits to the college and community are that the OERs will reflect the emerging needs of the diverse students we serve. At the same time, these resources align with our college's mission, "MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves."

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

Log of activities and provide a copy of the transcript with my report

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

Research and training/courses, 80-100 hours; OER analysis and curation: 120-140; OER creation: 340-380.

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or Community

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

→ Enter "Log of Activities" below as one of your deliverables

→ List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #2

OBJECTIVE #3

→ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

→ Enter "Log of Activities" below as one of your deliverables

→ List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

620

Date Submitted:

MM DD YYYY

09 / 18 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Rhonda Welch Scalco

Department

Child Development

Title

Full time faculty

Full-time Hire Date (Semester & Year):

Fall (8/10/2018)

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

08 / 13 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

🚫 Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

My sabbatical project has two main goals. First, I want to deepen my understanding of infant and toddler development so I can more confidently teach the department's infant/toddler courses. Second, I'll be revising those courses to align with the California Alignment Project (CAP), and creating Canvas shells that include assignments, activities, and full content that others in the department can use.

To start, I will participate in professional development training led by respected experts in the field. The focus will be on trauma-informed practices and culturally responsive care. When designing the Canvas materials, I will be sure to keep students in mind and provide them with a more inclusive and culturally grounded understanding of infant and toddler development.

In the second phase, I will work with CAP personnel to make sure our courses meet the necessary standards. I will also prepare all the required documentation for revision. Throughout the process, I will incorporate cultural practices, inclusive teaching methods, and developmental frameworks that honor the identities of children, families, and educators. Our curriculum will reflect both the science and the heart of early childhood care.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like "To develop...", "To research...", or "To create..." and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: "To research existing educational videos" and "To create instructional

videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

I will engage in professional development activities to develop the skills and knowledge necessary to teach the department's infant and toddler courses.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

I have researched several trainings that will augment my existing knowledge of infant and toddler development in early childhood settings:

(1) The California Infant and Early Childhood Mental Health Consultant Training Program. This program promotes reflective practice, explores problem-solving strategies within the context of infant and early childhood mental health, and considers all relationships that influence a child's well-being.

(2) Resources for Infant Educators (RIE) Foundations: Theory and Observation

This training offers an in-depth examination of the Educaring approach developed by Magda Gerber.

(3) Program for Infant/Toddler Group Care (PITC) Online Training

This course focuses on the PITC approach to infant/toddler care, with particular attention to supporting healthy social-emotional development and learning in group care settings.

(4) Zero to Three: Infant and Early Childhood Mental Health Training Suite

There are several trainings that can be combined to round out my professional development in these particular topics (Foundations and Theoretical Perspectives in IECMH), Neuro-Relational Development, Supporting Children and Families around Developmental Disorders/Disabilities and Observation and Assessment in Infancy and Toddlerhood.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

These trainings will deepen my expertise in infant and toddler development while expanding my capacity to teach, design curriculum, and serve the college with greater cultural responsiveness and emotional insight. Each program offers distinct tools and frameworks that will strengthen my understanding of early childhood mental health, social-emotional development, and caregiving practices across diverse settings.

The California Infant and Early Childhood Mental Health Consultant Training will sharpen my skills in reflective practice and relational problem-solving, which are essential for trauma-informed teaching and responsive care. The RIE Foundations course will enrich my approach to observation and respectful caregiving, grounded in Magda Gerber's Educaring philosophy. The PITC Online Training will offer strategies for supporting infants and toddlers in group care environments, with a strong emphasis on emotional safety and developmental alignment. Zero to 3 is a national program that will round out my deep dive into Infant mental health.

These experiences will directly inform the revision of our department's infant/toddler courses. I will integrate inclusive pedagogies, elevate the voices of theorists of color, and design Canvas materials that reflect both developmental science and honors cultural wisdom. This work will enhance my teaching, contribute to scholarship in culturally affirming curriculum design, and support the college's mission to serve diverse communities with care and integrity. I aim to co-create learning experiences that honor identity, legacy, and belonging—for students, families, and educators alike.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

These trainings will directly benefit students by enriching the curriculum with inclusive, emotionally attuned, and culturally grounded content. As I revise our infant/toddler courses, I'll integrate trauma-informed practices and caregiving approaches that reflect the lived experiences of diverse families. It is my intention to create modules that will allow students to honor cultural traditions, community knowledge, and developmental science, preparing them to support children with empathy and respect.

By highlighting the voices of theorists of color, students will gain a deeper understanding of infant and toddler development. This understanding will challenge negative narratives and emphasize relational care. The Canvas materials will focus on clarity, warmth, and accessibility. They will provide students with practical tools and prompts that link theory to real-world practice.

These trainings will also help students build confidence in navigating complex caregiving settings, especially those shaped by historical trauma, systemic inequities, or cultural misunderstandings. Ultimately, students will leave the course better equipped to serve families with insight, humility, and a deep appreciation for identity and belonging.

Objective #1:

Anticipated Benefits to Department

The insights gained from these trainings will also inform faculty discussions and professional development by offering fresh strategies for responsive caregiving, social-emotional development, and reflective practice. My work will help build a foundation for inclusive teaching and developmental science. It will keep the department up to date, promote teamwork, and focus on the community. These trainings will improve the Child Development department by raising the quality of the curriculum, increasing cultural relevance, and encouraging faculty cooperation. This work may also support the revision of our CHLD Program Learning Outcome Statement, which currently reads: "At the conclusion of the program of study, the student will be able to analyze and apply key theories and concepts of early care and education to employment settings and to advanced academic study in child development and related academic disciplines." Updating this statement to explicitly include diversity, equity, and inclusion would better reflect our department's values and the evolving needs of the communities we serve.

Objective #1:

Anticipated Benefits to College and/or Community

Each training will help me teach the department's courses with more confidence, cultural awareness, and emotional understanding. By engaging in nationally recognized programs focused on mental health, respectful caregiving, and group care strategies, I am expanding my expertise in key areas of infant/toddler education. I believe that these trainings will also build capacity not only for myself, but for students, colleagues, and the broader community.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- ➡ Enter "Log of Activities" below as one of your deliverables.
- ➡ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- ➡ Provide a copy of their transcript with their report
- ➡ Enter "Transcript" or "Transcripts" below as their deliverable

"Log of Activities" is one of the deliverables.

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

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OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

I will align the 2 infant/toddler classes to CAP, seek approval from not only the dept but also CAP and Courses and Programs.

Objective #2:

Activities

(250 word maximum recommended)

In order to align our two Infant/Toddler classes to CAP--crosswalks must be created in order to determine the gaps that exist with the current Course Outline of Record. These gaps will then need to be addressed and content added in order to move these two courses forward in the CAP alignment process. There will be a few meetings with CAP personnel to address the modifications and also with the department.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

By completing the professional development trainings first, I will be better equipped to contribute thoughtfully to the course crosswalks and help shape the course outlines of record. This objective provides an opportunity to apply the knowledge gained through training. The possibility exists that two full revisions of our courses may need to be undertaken and designed in a manner that is culturally affirming while at the same time maintaining alignment with developmental science. This will require me to sharpen my course design skills, which will continue to benefit my work as a full-time faculty member actively involved in course updates.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Revising the course outlines of record for both infant/toddler classes will directly benefit students by strengthening the curriculum and ensuring it reflects current best practices. The SLOs for CHLD 111 address key developmental domains and foundational practices in early childhood education, they do not explicitly honor the cultural contexts in which development occurs. They present learning and caregiving as universal processes. They do not acknowledge the diverse traditions, values, and relational frameworks that shape how infants and toddlers grow across communities. Along the same lines, the SLOs for CHLD 212 use terms "culturally sensitive" which suggests peripheral awareness rather than a deep integration of cultural identity, and family traditions and wisdoms. These SLOs focus on individual responsiveness and developmental appropriateness, but they do not explicitly invite students to examine how culture shapes caregiving practices.

Objective #2:

Anticipated Benefits to Department

Updating these courses to explicitly integrate culture into the course outlines of record would ensure the curriculum reflects both developmental science and the lived realities of the families students will serve in their educational settings. These changes/modifications will strengthen academic rigor while aligning with current best practices in the field and in equity-minded education.

Objective #2:

Anticipated Benefits to College or Community

These revisions align with the College's commitment to diversity, equity, and inclusion. They also demonstrate the department's dedication to culturally affirming pedagogy and trauma-informed care, which the College strives to uphold across all courses campus-wide.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Enter "Log of Activities" below as one of your deliverables

Estimation of Time to Complete Objective #2

50 hours

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

I will create two Canvas shells for our infant/toddler classes, including content, lectures, videos, and resources that can be shared across the department.

Objective #3:

Activities

(250 word maximum recommended)

As part of my sabbatical project, I will create two Canvas shells for our infant and toddler courses. These shells will be grounded in culturally affirming teaching and trauma-informed care while remaining aligned with developmental science. Both will include content, lectures, videos, and resources that support student understanding and can be shared across the department.

To ensure clarity and accessibility, I will meet with an instructional designer to plan the layout and design of assignments. This includes integrating Notebook LM and Play Lab to support hands-on, reflective learning and the responsible use of AI. I will also gather course materials that reflect diverse caregiving traditions and uphold developmental science.

Using backward design, I will create at least three key assignments that measure student learning outcomes and reflect each course's goals.

Assignments will be carefully arranged throughout the Canvas shell, building from foundational knowledge to practical application. Each activity will align with specific Student Learning Outcomes (SLOs) and be mapped to the stages of learning: introduced, reinforced, and mastered.

My goal is to help students engage with concepts in a developmentally appropriate sequence, leading to a final assignment that demonstrates their ability to integrate theory, observation, and culturally affirming caregiving practices

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

This work will support my professional growth by allowing me to engage with cutting-edge AI technology and guide students who are just beginning to use it within the context of our infant/toddler courses. Designing two Canvas shells that align with Student Learning Outcomes and follow the path of introduced, reinforced, and mastered—culminating in a signature assignment—will strengthen my curriculum design skills.

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

It is my hope that student learning will be improved in our infant/toddler courses through clarity, relevance, and cultural responsiveness. With support from our instructional designer, I plan to develop Canvas shells with intuitive navigation and accessible assignments. Including course materials that reflect diverse caregiving traditions and developmental science. Which will help students connect theory to practice with empathy and insight.

The assignments will be scaffolded using the introduced–reinforced–mastered framework, guiding students through a clear learning path. Signature assignments will demonstrate students' ability to integrate observation, theory, and culturally affirming caregiving practices. Notebook LM and Play Lab will support reflective learning, while at the same time helping student learn the use of responsible integration of AI tools which will help them build digital literacy and ethical awareness.

Objective #3:

Anticipated Benefits to Department

The two shells will offer the department thoughtfully designed courses that are culturally affirming, sharing best practices in trauma-informed care and in alignment with developmental science. These shells house content and will model a clear, scaffolded approach to course design that supports student learning from introduction to mastery. By integrating inclusive materials, signature assignments, and emerging technologies like AI, they will hopefully provide a model that faculty can adapt and build upon.

Objective #3:

Anticipated Benefits to College or Community

The benefits of the two canvas shells will advance the college's mission to support diverse communities through culturally responsive pedagogy. I intend to create the courses to honor both the academic standards and lived experiences of the students we teach.

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

List of the other specific planned deliverables to the SLC (two canvas shells)

Estimation of Time to Complete Objective #3

300 hours

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

576

Date Submitted:

MM DD YYYY

09 / 19 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Robert Bond

Department

History

Title

Chair, History Department

Full-time Hire Date (Semester & Year):

Fall 2014

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

08 / 10 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

This sabbatical aims to significantly enhance the learning experiences for online students by thoroughly revising and reimagining the World History I (HIST 100) course. Since starting to teach World History online in 2014, and particularly following the shift brought about by COVID, most students now enroll in online courses each semester. While I've made gradual improvements over time, this sabbatical provides an opportunity for a comprehensive update to History 100. The process and insights gained from this work will also inform future updates for World History II and The Modern Middle East online courses. The primary goals are: (1) Eliminate textbook costs by integrating open educational resources (OER) and library materials. (2) Develop engaging course content, assignments, and activities for the diverse communities that make up MiraCosta's student body. (3) Teach students the responsible use of AI, with a focus on its application in historical research.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and

deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

1) To revise and reimagine my World History to 1500 (Hist 100) online course.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

Activity 1: Eliminate textbook costs by integrating open educational resources (OER) and library materials in my online World History I course.

- Create a revised and updated course outline for Hist 100 that utilizes a hybrid approach to world history that combines regional history (Middle East, Asia, Americas, etc.) with thematic history (trade, education, the family, the environment, etc.). This will guide my collection of resources below
- Collect OER and Library resources that support the course outline created above. Sources should include primary and secondary sources that act as the general narrative for the entire course and that are used in specific assignments and activities.

Activity 2: Develop for my World History to 100 online course engaging course content, assignments, and activities for the diverse communities that make up MiraCosta's student body.

- Review conclusions from my participation in Juntos Podemos in Spring 2023.
- Create or revise content and assignments that will specifically relate to the many different communities that make up MiraCosta's student body, including: LatinX, Black/African American, Asian, Pacific Islander, Indigenous, and LGBTQIA students.
- Content will include but is not limited to revised and new lectures, OER materials, including textbooks and articles from Activity 1, podcasts, video(documentaries and films) from Activity 1, and Internet content.
- Assignments to be created will include but are not limited to: social annotation on Perusall, primary or secondary response writings, discussion boards, content creation using fact-checked AI input, and scaffolded essays.
- The following will be the areas of focus for this activity. For the most part, I'll be creating new or revised Canvas modules around them.
 - o Pre-Columbian history of the Americas
 - o Sub-Saharan Empires during the Middle Ages
 - o Gender roles and identity during the Middle Ages – a comparative study that would include Europe, Asia, and Indigenous peoples in the Americas.
 - o Migration and Settlement in Oceania
- I also have a fascination with food history, and I've been using food history assignments in my World History II course for many years. Food history is an excellent way to engage students, as food provides a gateway into learning more about their own culture and family traditions through a historical context. With that being said, I'm excited to explore during my sabbatical the possibility of adding a food history activity or two to the course.

Activity 3: Teach students the responsible use of AI, with a focus on its application in historical research in my World History to 1500 online course.

- I have engaged in research and discussions about AI over the past two years, including participating in workshops, Playlab training, AI discussion communities, and having great conversations with Jim Julius, Rick White, Jim Sullivan, and other leaders in the MiraCosta AI community. I will use all of the knowledge gained to inform my approach to this activity.
- Resources for this activity will be collected from academic and professional sources, blogs, websites,

and discussions with faculty.

- Along with expanding my knowledge about AI, I will also work on the following curriculum:
 - o Instruct students on the ethical use of AI in research and writing through hands-on activities utilizing LLMs like ChatGPT, Copilot, and NoteBookLM.
 - o Teach students the basics of prompt writing with a focus on prompts they can use in historical research.
 - o Create an assignment in which students fact-check and check for bias, content created by ChatGPT and other LLMs.
 - o Create a chatbot using Playlab that allows students to interact with the assigned textbook and an AI-guided primary source analysis assignment.
-

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

The three activities that I propose for my sabbatical will contribute to my professional development in several interconnected areas. First, researching and integrating OER materials into my World History to 1500 online course will expand my skills in evaluating, curating, and providing students with free, high-quality, engaging course materials. Second, the process of developing new modules, lectures, and assignments that reflect the diverse communities of MiraCosta students will broaden my pedagogical toolkit through building content that speaks directly to Latinx, Black/African American, Asian, Pacific Islander, Indigenous, and LGBTQIA students. Third, I will expand my knowledge of artificial intelligence and large language models with a focus on teaching and learning. It will make me a better guide for students as they navigate the use of AI in both their academic and professional lives. Collectively, these activities will enhance my teaching and make my World History to 1500 online course more engaging, inclusive, and relevant to our students.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

The short-term benefits of my sabbatical project will first be felt by students in World History I. By eliminating textbook costs through the integration of open educational resources (OER) and library materials, I will reduce financial barriers to learning, directly supporting equitable access. Students will also benefit from newly developed lectures, assignments, and modules that highlight diverse histories—including those of Latinx, Black/African American, Asian, Pacific Islander, Indigenous, and LGBTQIA communities—making the course more relevant, inclusive, and engaging. By incorporating food history as a unifying theme, students also gain tools to connect global historical processes to local and everyday experiences. Students will also benefit from the incorporation of AI literacy—teaching students to use, fact-check, and critically evaluate generative AI tools. All assignments and activities will be designed with the History Department's SLOs and PSLOs in mind. The incorporation of AI literacy aligns with Core Competencies in critical thinking, information literacy, and communication. It also prepares students with transferable skills that will benefit them beyond the classroom.

In the long term, the redesigned World History I course will serve as a model for updating my World History II and Modern Middle East courses, ensuring coherence across offerings while integrating equity-minded pedagogy. Also, as part of our program review, I will gather the disaggregated data related to student success rates of my World History I online courses for our Latinx, Black/African American, Asian, Pacific Islander, Indigenous, and LGBTQIA communities to see if the course redesign and new modules have had an impact.

Objective #1:

Anticipated Benefits to Department

For the department, the sabbatical project will provide shareable annotated bibliographies of OER and library resources that colleagues can adapt for their own courses. I also think that it is important to share the resources and assignments created from my AI research. This will lead to more dialogue in the department on history and AI, which can lead to workshops, department policies, etc.

Objective #1:

Anticipated Benefits to College and/or Community

At the college level, the work aligns with institutional goals around equity, innovation, and affordability. Finally, the broader community benefits as students emerge from these courses with a deeper understanding of diverse global histories, stronger critical thinking and communication skills, and greater ethical awareness of how to use emerging technologies.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

For Activity 1, I will deliver the following: I will provide an annotated bibliography of materials that I collected and will be using in my online Hist 100 course. For Activity 2, I will deliver the following: I will provide PDFs of assignments and a link to a video tour of the completed modules in Canvas. For Activity 3, I will deliver the following: I will provide an annotated bibliography of resources consulted, PDFs of assignments/activities used in my Hist 100 online course, and links to the bots that I created in Playlab. I will record everything in a Log of Activities.

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

For Activity 1: 140 to 160 hours; Activity 2: 240 to 280 hours; Activity 3: 160 to 180 hours. Total number of hours are between 580 and 620.

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or Community

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #2

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

580

Date Submitted:

MM DD YYYY

09 / 19 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Karina Duarte

Department

General Counseling

Title

SSSP, Counselor

Full-time Hire Date (Semester & Year):

Spring, 2016

Select the Duration of Sabbatical Leave Requested:

- ☒ Fall - One Semester (Full Sabbatical)
- ☐ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

01 / 04 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to create a career exploration module for COUN 100 that helps students understand how artificial intelligence (AI) is reshaping the workforce and how to use AI tools critically in their planning. I will complete CSIT 150: Artificial Intelligence: Concepts and review scholarship on AI ethics, bias, and labor market trends. The resulting module will guide students in using AI to explore occupations while teaching them to evaluate credibility and limitations of AI-generated information. Supporting materials will include an annotated bibliography, a counselor toolkit, and a Flex workshop to share outcomes.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To expand my knowledge of artificial intelligence and its workforce implications through formal coursework and scholarly research, culminating in an annotated bibliography.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

Activities

Complete CSIT 150: Artificial Intelligence: Concepts at MiraCosta College to gain foundational knowledge of AI methods, applications, and ethics.

Conduct a review of scholarly literature on AI in workforce development, with attention to bias, equity, and labor market impacts (including works by Abeba Birhane and other leading researchers).

Produce a 10–15 page annotated bibliography summarizing and analyzing key scholarship.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

This sabbatical will deepen my expertise in artificial intelligence, an area increasingly shaping all career sectors. By combining coursework with research, I will gain both technical and sociocultural perspectives on AI. Designing a practical instructional module will expand my curriculum development skills and position me to lead in workforce-focused counseling and digital literacy integration.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

Students will develop the ability to critically evaluate and use AI tools in their career planning — a skill set essential in today's job market. The module will demystify AI through inclusive and culturally responsive pedagogy, reinforcing MiraCosta's core competencies in information literacy, critical thinking, and communication.

Objective #1:

Anticipated Benefits to Department

Counseling faculty will have access to a ready-to-use instructional module aligned with COUN 100 outcomes. The toolkit and training resources will support consistent integration of workforce trends and help address the digital divide.

Objective #1:

Anticipated Benefits to College and/or Community

This project advances MiraCosta's commitment to equity, innovation, and workforce readiness. The Flex workshop and shared resources will encourage cross-department collaboration and provide a model for integrating digital literacy across disciplines.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

Log of activities documenting a minimum of 576 hours

Annotated bibliography (10–15 pages)

Completed COUN 100 instructional module (Canvas or slide-based)

Counselor toolkit (implementation guide and support materials)

Recorded Flex workshop presentation

Reflective write-up linking CSIT 150 content to the final deliverables

Estimation of Time to Complete Objective #1


When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

Complete CSIT 150 96 and Conduct literature review & bibliography 100–120 hours and Reflective write-up linking CSIT 150 content to the final deliverables (also tied to objective #2)

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

To design and share a student-centered instructional module for COUN 100, supported by a counselor toolkit and Flex workshop, that prepares students to use AI tools critically in career exploration.

Objective #2:

Activities

(250 word maximum recommended)

Develop a COUN 100 module with lesson plans, activities, discussion prompts, and assessments that integrate AI into career exploration.

Create a counselor toolkit with implementation notes, activity adaptations, and support materials.

Record and present a Flex workshop to introduce the module, demonstrate its use, and support broader faculty adoption.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

This sabbatical will deepen my expertise in artificial intelligence, an area increasingly shaping all career sectors. By combining coursework with research, I will gain both technical and sociocultural perspectives on AI. Designing a practical instructional module will expand my curriculum development skills and position me to lead in workforce-focused counseling and digital literacy integration.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

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Objective #2:

Anticipated Benefits to Department

Counseling faculty will have access to a ready-to-use instructional module aligned with COUN 100 outcomes. The toolkit and training resources will support consistent integration of workforce trends and help address the digital divide.

Objective #2:

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This project advances MiraCosta's commitment to equity, innovation, and workforce readiness. The Flex workshop and shared resources will encourage cross-department collaboration and provide a model for integrating digital literacy across disciplines.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Completed COUN 100 instructional module (Canvas or slide-based)

Counselor toolkit (implementation guide and support materials)

Recorded Flex workshop presentation

Reflective write-up linking CSIT 150 content to the final deliverables

Estimation of Time to Complete Objective #2

Develop COUN 100 instructional module 200–220 Create Counselor Toolkit 80 Plan, record, and edit workshop 40–50 Final documentation and prep 40hrs

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

→ Enter "Log of Activities" below as one of your deliverables

→ List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

606

Date Submitted:

MM DD YYYY

09 / 18 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
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PART I: Applicant Information & Preparation

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[Application Signature Page](#)

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- ☒ Step 2: 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.
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- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Laney Collins

Department

Counseling

Title

Counselor

Full-time Hire Date (Semester & Year):

07/2018

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

07 / 06 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

🚫 Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to examine best practices across the 113 California Community Colleges related to diversity, equity, and empowerment initiatives for student athletes. The project will result in the development of a semester-long series of modules and/or workshops designed to address the academic, social, and developmental needs of student athletes, with the goal of advancing equity-minded practices and fostering inclusive learning.

I will conduct a review of current research, analyze exemplary programs at other institutions, and consult with faculty, coaches, and administrators experienced in supporting student athletes. Each module/workshop will highlight a critical theme relevant to the lived experiences of student athletes, such as mental health, race & bias on the field, women in sports, LGBTQ+ Athletes, Black voices in Athletics, First-Gen Athletes, etc to name a few.

The program will contribute to strengthening team culture within our athletic programs while also cultivating a broader campus environment that values inclusion and empowerment. By amplifying the voices of current and former student athletes, this work seeks to integrate research-based practices into sustainable, equity-focused programming that benefits both athletes and the wider community.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional

videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To create a semester module/workshop series tailored for student-athletes, addressing a distinct critical theme

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn’t need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

To reach the goal of building a semester module/workshop series for student-athletes, this project will start by listening to the voices of athletes, coaches, and faculty to identify the themes that matter most in athletics today—such as identity and belonging, race and representation, gender equity in sports, mental health, social justice, empowerment and team culture. Each module/workshop will be designed to feel relevant and engaging, combining short readings, videos, and peer-to-peer storytelling with opportunities for reflection and discussion. The focus is on creating a space where student-athletes can share their experiences, learn from one another, and connect across different sports and identities. By weaving storytelling and dialogue into the athletic experience, this project aims to strengthen team culture, build understanding, and gives student-athletes the tools to support one another both on and off the field.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

This sabbatical offers a unique opportunity to grow professionally by combining my counseling expertise with a focus on student-athletes' experiences in sports. Developing equity based modules/workshops will allow me to address the real-life challenges athletes face, from navigating identity and mental health to building trust and cohesion within their teams. By listening to student-athletes, coaches, and faculty, I can better understand their experiences and translate those insights into practical, engaging resources

Facilitating peer-to-peer storytelling and guided discussions will strengthen my ability to create safe spaces where athletes feel comfortable sharing their experiences, learning from one another, and reflecting on how identity and empowerment impact both their personal and athletic growth. Leading the project also builds my skills in curriculum design, project management, and leadership, as I pilot the modules, gather feedback, and refine them for broader implementation.

Ultimately, this project aligns with my work as an athletic counselor by giving me the tools to foster inclusive team environments, promote empathy and understanding, and support athletes in developing both on and off the field. It will enhance my professional practice, deepen my connection to the athletic community, and create a sustainable framework for promoting equity and team cohesion across programs.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

This project will directly benefit MCC student athletes by providing meaningful opportunities to engage with diversity, equity, and empowerment within the context of athletics. In the short term, the modules/workshops will give student-athletes a structured space to share their experiences, reflect on identity, and learn from peers across different teams and backgrounds. These activities will help students develop self-awareness, empathy, and communication skills while fostering a stronger sense of belonging and supportive team culture. Long term, this project will create a sustainable framework for ongoing student engagement in diversity, equity and empowerment that can be facilitated by coaches, faculty and student leaders. By embedding these modules/workshops into athletics, student athletes will develop enduring skills in collaboration, leadership, and self-reflection that extend far beyond the field or court. The emphasis on storytelling and dialogue fosters meaningful connections across differences, helping students build empathy, cultural awareness, and the ability to navigate diverse communities. Over time, these experiences will equip students with the social and emotional competencies necessary to thrive academically, professionally, and personally.

Objective #1:

Anticipated Benefits to Department

These modules/workshops will give Athletics and Counseling departments tools to support student-athletes where it matters most—on the field, in the locker room, and in the classroom. Coaches and staff can foster stronger team cohesion, inclusive locker room culture, and peer leadership, while Counseling can guide reflection, storytelling, and dialogue that help athletes navigate identity, mental health, and personal growth.

Objective #1:

Anticipated Benefits to College and/or Community

The modules/workshops will create welcoming spaces for student-athletes to share experiences, reflect, and connect across differences, helping to foster understanding and inclusivity on campus. Students will carry the skills, empathy, and awareness they gain into their broader communities, promoting collaboration and equity beyond campus. The project also positions the College as a leader in integrating diversity, equity and empowerment practices into student-athlete programs, enhancing institutional goals and community engagement. Over time, this work will help nurture a culture where diversity is valued, inclusive empowerment is encouraged, and students are better prepared to thrive in future career fields.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- Enter "Log of Activities" below as one of your deliverables.
- In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- Provide a copy of their transcript with their report
- Enter "Transcript" or "Transcripts" below as their deliverable

Log of Activities

Create Canvas Modules

Create Workshops

Estimation of Time to Complete Objective #1


When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

300

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Research current Diversity, Equity and Empowerment programs currently offered to Community College Student Athletes

Objective #2:

Activities

(250 word maximum recommended)

Program Inventory: Gather descriptions of existing DEE programs across the 113 California community colleges and 5-10 NJCAA programs across the country

Research Review: review current research on DEE programs for student athletes at community colleges, including literature review of peer reviewed journal articles

Best Practices: inventory best practices for DEE programs among CCCAA and NJCAA programs

Observe & Participate: attend and/or observe DEE programs, workshops/trainings at MiraCosta College and other local community colleges, including professional development focused on equity work with student athletes

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Researching Diversity, Equity and Empowerment programs for community college student-athletes will enhance my growth as an athletic counselor by deepening my understanding of the cultural, social, and emotional challenges athletes face beyond competition. This work will allow me to apply evidence-based practices, advocate for more inclusive programming, and collaborate effectively with coaches, administrators, and professionals. Through data collection and analysis, I will strengthen my skills in research, program development, and leadership. This research will empower me to better support student-athletes and to grow as a counselor, mentor, and advocate.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Ultimately, this research will empower MiraCosta student athletes to become inclusive, thoughtful, and resilient leaders who contribute positively to both the College community and society at large.

Objective #2:

Anticipated Benefits to Department

Research supports the athletic department in recruiting, retaining, and fostering a strong sense of belonging within the college community. By gaining a deeper understanding of our student-athletes' lived experiences, we can make informed, data-driven decisions that address the needs of both current and future students. Most importantly, this work empowers student-athletes to grow as individuals, feel seen and valued, and have every opportunity to thrive—both on and off the field.

Objective #2:

Anticipated Benefits to College or Community

Equity-focused research in athletics creates ripple effects that align with the college's mission and values, enriching the overall educational experience for the entire campus population.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Log of weekly activities documenting time spent on research, consultations, workshops and professional development, including attending the National Association of Athletic Professionals national conference which is dedicated to diversity and equity

Notes on literature review

Estimation of Time to Complete Objective #2

300

OBJECTIVE #3

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

→ Enter "Log of Activities" below as one of your deliverables

→ List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60

hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

600

Date Submitted:

MM DD YYYY

09 / 19 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☐ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Tony Burman

Department

Letters

Title

English Instructor

Full-time Hire Date (Semester & Year):

Fall Semester 2008 (Hired in late-spring for fall work)

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

08 / 15 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of my sabbatical is to apply current scholarship on the "rhetorics of space" such that I can create a stronger sense of student belonging both (1) in the classroom and (2) on the SEC campus. For the classroom, I will investigate "rhetorics of digital space" so that I can add two delivery platforms to my C1001 course: one for the writing process -- think a "digital cafe with tutor"(AI) and the other to present student work-- think a dynamic digital newspaper. For the SEC campus, I will review current scholarship on "rhetorics of physical space" and consult with other community colleges. I want to create a list of campus design elements that can foster student belonging. I am currently co-chair of the SEC Advisory, and I view the SEC campus as a "rhetorical (persuasive) physical space" that reinforces ideologies and values; I want to make sure it values fostering student belonging. (What's the lack of a bus stop suggest to our student body? How does the absence of a plaza perpetuate the parking lot-to classroom-to parking lot(PCP) reality we face? What designs can we implement that could help students better connect with the campus.)

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like "To develop...", "To research...", or "To create..." and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: "To research existing educational videos" and "To create instructional videos to fill identified gaps", you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

"To review composition scholarship on the 'rhetoric of digital space' and create two new platforms of communication to be used in my C1001 classes."

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

I foresee four key activities: (1) Examining the literature: I want to sharpen my understanding of composition research on 'digital space and media ecology.' I will read foundational texts within the field (e.g., McLuhan's *Understanding Media: The Extension of Man*, Postman's *Technopoly: The Surrender of Culture To Technology*, etc.), and I will read current scholarship (e.g., from academic journals like *Computers and Composition* and *The Journal of Literacy and Technology*, etc. (2) Consulting: I would like to meet with composition instructors who are actively using new digital platforms in their writing classes. I will engage with colleagues here at MiraCosta, and I will engage with colleagues elsewhere, as well. (3) Training: I will need training on how to develop AI-based platform(s)/tools. (4) Platforms: I would like to develop at least two platforms/tools for my ENGL C1001 course, a class-based, chatbot-assisted platform for the writing process (think "meeting the tutor at the digital cafe") and a dynamic, digitally-based platform for presenting/archiving final products (e.g., an online, dynamic digital newspaper.)

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

There have been fundamental changes within the field of composition studies within the last decade, and even greater changes within the last 2+ years (AI in writing, etc.). These all impact what we teach and how we teach. My current approach in the composition classroom has been informed by lots of student-centered composition theory -- Peter Elbow, socio-epistemic approaches to knowledge production, even more recent culturally-sustaining pedagogies and teaching practices. However, current and radical recent changes -- the introduction of AI, the digitalization of writing, etc. -- suggest that we must intertwine student-centered writing theory and pedagogy with what's happening to the the "technology" of writing. Objective 1 is my way of meeting this challenge.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

This first objective is quite beneficial to students as it does two main things: 1. It situates class-based writing and the writing processes into real-world contexts, both in terms of the genres in which they write and the tools they use to compose. And 2. It creates student ownership and belonging, as the situated writing means all student are involved in creating a central publication(i.e., dynamic digital newspaper). Our understandings of writing and the writing process are being completed upended, and if we are to prepare students to write and think both in and outside of school, we must rethink how we conceptualize writing and the teaching of writing. Introducing new platforms, whether that mean new digital genres or new tools, or both, is paramount.

Objective #1:

Anticipated Benefits to Department

Our department is quite "progressive" regarding composition pedagogy and instructional practices, and this falls in line with the the ethos of the department. There are a couple full-timers who are currently using some class-specific AI tools (via PlayLab). Furthermore, developing a platform to share student work falls in line with what our department already strives to do -- to create spaces and places to appreciate the works our students produce,

Objective #1:

Anticipated Benefits to College and/or Community

The main benefit of this objective with regard to the college is that it directly connects to our core competencies regarding "intellectual and practical skills" "critical thinking," "problem solving," and "written communication." Moreover, a dynamic, digitally-based platform for sharing and archiving student work

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- ➡ Enter "Log of Activities" below as one of your deliverables.
- ➡ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- ➡ Provide a copy of their transcript with their report
- ➡ Enter "Transcript" or "Transcripts" below as their deliverable

I plan to provide (1) a log of activities and (2) two new platforms/tools for my C1001 course.

Estimation of Time to Complete Objective #1


When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

Here is a breakdown of the hours required for meeting Objective 1: (1) Examining the literature: Reading foundational composition texts within field. Reading current scholarship (e.g., articles over last 5+ years) (2) Consulting with Colleagues (3) Trainings (4) Developing actual platforms. = 400 hours

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

To review current scholarship on "rhetorics of physical space" and create a list of potential design elements and ideas that could be implemented at the San Elijo campus in order to foster student belonging.

Objective #2:

Activities

(250 word maximum recommended)

I foresee three key activities: (1) Examining the literature: I want to sharpen my understanding of scholarly research on 'rhetorics of physical space.' I will read foundational texts within the field (e.g., Space in Rhetorical Theory, The Rhetorics of Space: An Introduction, The Rhetoric of Public Places, etc.), and I will read current scholarship (e.g., The Communication Teacher's "Rhetoric of Campus Architecture." Interestingly, Stanford's entire GE writing program is premised on having students consider the the rhetorics of space. (2) Consulting: I would like to travel to various colleges around California and meet with stakeholders to investigate what they've done and why. (3) Applying Theory to Practice: I would like develop a list (15-20) of design elements and ideas that could be implemented at SEC. I anticipate that this "list of ideas" would be presented as a table, with an idea for San Elijo coupled with a photo and description of where and why it was implemented at another/other colleges.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

I am the co-chair of the SEC Advisory committee, a committee that came into being post-pandemic, when we returned to campus. Over the last few years, we have developed a variety of interventions premised on building community at SEC. This includes everything from increasing enrollment to fostering a sense of belonging. We developed the one-page schedule document, schedule parties, counseling help huts, the original 8-week cohorts, among other things. My aim with this objective is to sharpen my understanding of just how important theoretical underpinnings concerning the "rhetorics of physical space" really are such that I can develop practical design interventions that can increase student belonging and foster a real campus culture.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

I anticipate students will have a greater sense of belonging. That, in and of itself, is an incredible win. Such belonging does not currently exist. Also, this can potentially translate into increased enrollment, higher retention, and increased involvement in non-classroom student-based activities.

Objective #2:

Anticipated Benefits to Department

I anticipate that Letters, specifically, can become more involved in SEC campus life. (For example, imagine a Letters-sponsored dynamic writing wall on the outside of a building. The wall could capture students' opinions about various local, national, and international current events. Such an 'intervention' premised on understanding "rhetorics of physical space" could be quite a catalyst for involvement with Letters programming.)

Objective #2:

Anticipated Benefits to College or Community

Over the last 4+ post-pandemic years, there has been considerable troubling establishing a real "culture for the SEC campus and community. I anticipate that dedicated attention to using the physical space in purposeful ways could help establish a far more welcoming campus culture. (When one currently walks up the main walkway on campus, he/she is met with an often empty grassy area and a giant fire hydrant centerpiece, all surrounded by buildings with sterile, blank walls...imagine instead student-produced artwork, a corner of quotes, a photo wall of remarkable students (we have Olympians and White House interns), a collection of local-business success stories (SBDC is housed at SEC), artifacts of the surrounding cultures...surf&skate/health&wellness/sustainability/entrepreneurship/environmentalism...)

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

I plan to provide (1) a log of activities and (2) a table (15-20 entries) of potential interventions that could be useful at SEC. I anticipate this table would consist of an idea for San Elijo coupled with a photo and description of where and why it was implemented at another/other colleges; OR, if it is a completely new idea, a description of its value evidenced by similar examples from other colleges/spaces and links to theoretical underpinnings.

Estimation of Time to Complete Objective #2

Here is a breakdown of the hours required for meeting Objective 2: (1) Examining the literature: Reading foundational rhetorical texts within field. Reading current scholarship (e.g., articles over last 5+ years) (2) Consulting with Colleges & Colleagues. (3) Developing table. = 200 hours

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

600

Date Submitted:

MM DD YYYY

09 / 19 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Lynnie Trzoss

Department

Chemistry

Title

Faculty

Full-time Hire Date (Semester & Year):

Fall 2019

Select the Duration of Sabbatical Leave Requested:

- ☒ Fall - One Semester (Full Sabbatical)
- ☐ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY


01 / 25 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

 Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The primary purpose of my sabbatical leave is to research and create a project-based lab curriculum for organic chemistry courses, CHEM 210 and 211. I will begin by reviewing the course content to formulate a list of lab techniques and topics to be covered. Next, I will research project-based curriculum implemented by other colleges and universities. Thereafter, I will compile a list of experiments that take the form of a research project. 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 author new and complete lab manual for CHEM 210 and 211.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

Research and create a project-based lab curriculum for CHEM 210 and 211.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

I will review the lab techniques and topics 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 research the project-based learning based on Buck institute pedagogy. I will also interview faculty who may have experiences with project-based learning, such as Dr. Cynthia Gilley from Miramar College, Dr. Robert Ternansky from UCSD, and Dr. Synthia Chang from Mesa College. I will also reflect on my own project-based undergraduate lab experience at UCLA.

Using the information obtained, I will design a set of 3-4 experiments for CHEM 210, and a set of 7-8 experiments for CHEM 211 that take the form of a meaningful research project requiring minimal or no extracurricular resources.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. (250 word maximum recommended)

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. (200 word maximum for each section)

Objective #1:

Anticipated Benefits to Students

Objective #1:

Anticipated Benefits to Department

Objective #1:

Anticipated Benefits to College and/or Community

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- ➡ Enter "Log of Activities" below as one of your deliverables.
- ➡ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- ➡ Provide a copy of their transcript with their report
- ➡ Enter "Transcript" or "Transcripts" below as their deliverable

At the end of my sabbatical, I will provide:

- Log of weekly activity
 - Summary of literature research and interviews
 - List of chemical experiments
-

Estimation of Time to Complete Objective #1


When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

I estimate this part of the project will take 380 - 420 hours

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Author brand new, complete lab manual for CHEM 210 and 211.

Objective #2:

Activities

(250 word maximum recommended)

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 environmental-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 CSLOs.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

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 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 may reduce equity gaps and increase diversity in STEM.

On a personal level, given my research experiences as an undergrad, graduate student then a biotech researcher, I am intrigued with the inquiry style teaching and 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.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or 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 MiraC students belong to an underrepresented minority. Currently, the success rate for Chemistry 210 have held steady in the mid-seventies. With one in four enrolled students failing Chemistry 210 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 (55%) and Hispanic (61%) 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.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

At the end of my sabbatical, I will provide two brand new lab manuals for CHEM 210 and CHEM 211.

Estimation of Time to Complete Objective #2

I estimate this part of the project will take 210 – 230 hours

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

→ Enter "Log of Activities" below as one of your deliverables

→ List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

620

Date Submitted:

MM DD YYYY

09 / 18 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Himgauri Kulkarni

Department

Biology

Title

Instructor

Full-time Hire Date (Semester & Year):

Fall 2003

Select the Duration of Sabbatical Leave Requested:

- ☒ Fall - One Semester (Full Sabbatical)
- ☐ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

01 / 26 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to enhance teaching and learning in Microbiology by developing accessible, high-quality instructional resources and flexible course materials that will benefit both faculty and students. The project is designed to support student success, foster engagement, and create sustainable resources that can be used across the discipline. This sabbatical will allow me to focus on developing instructional resources and laboratory experiences that directly support student success in Microbiology. By learning new instructional design skills, creating an accessible online resource hub, and redesigning laboratory activities, I will provide tools that strengthen equity, engagement, and learning across Bio 230. These efforts will help students build essential skills such as critical thinking, information literacy, quantitative reasoning, creativity, inquiry, and teamwork. By centering the sabbatical on these core skills, the project strengthens the alignment between course outcomes and MiraCosta's Core Competencies while creating sustainable resources that improve student achievement and advance the college's mission of inclusive and innovative teaching.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like "To develop...", "To research...", or "To create..." and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: "To research existing educational videos" and "To create instructional videos to fill identified gaps", you could write:

"To analyze existing educational videos and create new content that addresses identified instructional gaps."

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To develop an accessible and flexible hub infrastructure that supports inclusive engagement and adaptability.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

I will complete training in instructional design, accessibility, and effective teaching strategies. I will consult with staff and review institutional guidelines to plan and build a Canvas site (or college-approved platform) as a Microbiology Resource Hub to serve as a central discipline portal. This will include creating clear guides and templates for faculty to adapt materials and for students to navigate and use resources easily. Resources for this work will include training sessions, consultations, and relevant educational literature. These activities will ensure the hub is well-organized, accessible, and adaptable, supporting flexible and inclusive teaching.

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

This sabbatical will strengthen my knowledge of accessibility, usability, and student-centered pedagogy. By completing instructional design training and consulting with staff, I will gain strategies for creating resources that address diverse learning needs and flexible laboratory instruction.

Developing a centralized Microbiology Resource Hub will allow me to apply these skills in a practical way. Faculty will have adaptable guides and templates to support course design, and students will benefit from clear navigation and organized resources that encourage independent learning.

These new skills and experiences will directly enhance my teaching by supporting more inclusive and flexible instruction. They will also extend my service to the college by providing a sustainable model that colleagues across disciplines can adapt. Overall, this sabbatical will advance my professional growth by equipping me with tools to design effective, accessible learning environments that foster engagement and equity.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

The Microbiology Resource Hub will provide students with an accessible and organized space to engage with course materials, directly supporting their success in meeting Student Learning Outcomes and Core Competencies. By incorporating principles of Universal Design for Learning, the hub will offer multiple entry points for learning, such as readings, videos, and interactive activities, ensuring students with diverse needs and learning styles can fully participate.

Clear navigation and structured resources will help students focus on key concepts, practice critical thinking, and strengthen problem-solving skills, which align with college Core Competencies. Flexible laboratory instruction resources will also give students opportunities to build collaboration skills while applying microbiology concepts to real-world contexts.

In the long term, the hub will encourage students to take greater ownership of their learning and promote equity by reducing barriers to access. By making resources transparent, consistent, and adaptable, the hub will support diverse learners in achieving course outcomes, preparing them for success in microbiology and related fields.

Objective #1:

Anticipated Benefits to Department

The Microbiology Resource Hub will support the department by providing a centralized, adaptable resource that promotes consistent course design and strengthens teaching. Faculty will gain access to curated materials, guides, and templates aligned with Student Learning Outcomes and Core Competencies, reducing duplication of effort and allowing more focus on instruction and mentoring.

By applying Universal Design for Learning, the hub will help faculty make courses more accessible and equitable. Flexible materials will support varied teaching styles and laboratory formats while reinforcing key skills such as critical thinking, problem solving, and collaboration.

In the long term, the hub will serve as a sustainable departmental tool that encourages shared practices and innovation. It will promote equity, ensure consistency across sections, and support both faculty and students in meeting course goals.

Objective #1:

Anticipated Benefits to College and/or Community

The Microbiology Resource Hub will benefit MiraCosta College by promoting equity, consistency, and innovation in teaching and learning. Aligned with Student Learning Outcomes, Program SLOs, and Core Competencies, it will model accessible, student-centered course design adaptable across disciplines, ensuring all students have equitable access to high-quality instructional materials.

For the college, the hub will reduce duplicated effort, streamline faculty preparation, and support professional development in accessibility and active learning, showcasing MiraCosta's commitment to inclusive excellence and innovative teaching.

For the community, the hub will equip students with critical thinking, problem-solving, collaboration, and communication skills, strengthening the pipeline for careers in health sciences and STEM fields, and supporting the local workforce and overall community well-being.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

→ Enter "Log of Activities" below as one of your deliverables.

→ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

→ Provide a copy of their transcript with their report

→ Enter "Transcript" or "Transcripts" below as their deliverable

Estimation of Time to Complete Objective #1

When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

Approximately 280-285 hours

OBJECTIVE #2

➡ If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

To curate and create high-quality instructional and laboratory materials that enhance student learning and support flexible, accessible microbiology instruction.

Objective #2:

Activities

(250 word maximum recommended)

To achieve this objective, I will review and curate existing instructional materials, including open-access readings, videos, and interactive activities aligned with Course Student Learning Outcomes (CSLOs) and MiraCosta Core Competencies. I will identify gaps and create new content, including laboratory exercises and guides designed for flexible and accessible learning. Consulting with instructional design staff and colleagues will ensure materials follow best practices in Universal Design for Learning and student-centered pedagogy. The curated and created resources will be organized in a centralized hub to support faculty adoption and provide students with clear, structured, and engaging learning pathways. Anticipated resources include professional development workshops, institutional guidelines, educational literature, and faculty feedback. These activities will result in comprehensive materials that enhance teaching effectiveness, equity, and student engagement.

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

This sabbatical will expand my expertise in designing high-quality, flexible, and accessible instructional resources. Curating and creating materials aligned with CSLOs and Core Competencies will strengthen my skills in active learning, inclusive pedagogy, and laboratory instruction. Consulting with instructional design staff and colleagues will provide insights into best practices for equitable and engaging teaching. These experiences will improve my ability to create adaptable materials that foster critical thinking, problem-solving, collaboration, and communication, supporting both faculty development and student success.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Students will gain accessible, organized resources that support achievement of CSLOs and MiraCosta Core Competencies. Interactive activities and clear lab guides will accommodate diverse learning styles and help students develop critical thinking, problem-solving, collaboration, and communication skills. By reducing barriers and providing transparent, adaptable resources, the hub will promote equity and student ownership of learning, preparing them for success in microbiology courses and STEM or health science pathways.

Objective #2:

Anticipated Benefits to Department

The department will benefit from a centralized, adaptable resource that ensures consistency across sections. Faculty will have curated materials, guides, and templates aligned with CSLOs and Core Competencies, reducing preparation time and supporting active learning. Flexible resources will accommodate varied teaching styles while reinforcing critical thinking, problem-solving, collaboration, and communication. The hub will foster shared practices, innovation, and equity, improving teaching effectiveness and student outcomes.

Objective #2:

Anticipated Benefits to College or Community

The project advances MiraCosta's goals of equity, accessibility, and instructional innovation. By aligning with CSLOs, Program SLOs, and Core Competencies, it provides a model for student-centered course design adaptable across disciplines. For the college, it streamlines faculty preparation, supports professional development, and reinforces inclusive teaching practices. For the community, the resources will help students build critical skills needed for STEM and health science careers, contributing to a stronger workforce and promoting community well-being.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #2

Approximately 340-345 hours

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

630

Date Submitted:

MM DD YYYY

09 / 19 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Jim Julius

Department

Online Education

Title

Faculty Coordinator, Online Education

Full-time Hire Date (Semester & Year):

Summer 2011

Select the Duration of Sabbatical Leave Requested:

- ☐ Fall - One Semester (Full Sabbatical)
- ☒ Spring - One Semester (Full Sabbatical)

- ☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

- ☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

07 / 01 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

This sabbatical will provide time for me to deepen my expertise around the creation of instructional video, create a resource to support faculty who make instructional video, and apply my learning in support of the Student Online Academic Readiness (SOAR workshop).

Instructional video is a key element of humanized, equitable online instruction. The advent of AI tools and social media influence on many students' video consumption preferences means that conventional wisdom about creating instructional video may be outdated. The inclusion of a modern video production studio for the campus in the new professional learning building also elevates the importance of being prepared to support faculty using that space. I will create a comprehensive guide on the TIC website to help faculty use video creation tools and apply principles of instructional video design.

Finally, I will apply what I learn to develop videos that will support a much-needed asynchronous version of the SOAR workshop. I offer dozens of these workshops in a live format each year, and over 9000 students have taken it, but there is a clear need to offer a robust, asynchronous version to reach even more students.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like "To develop...", "To research...", or "To create..." and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It's recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: "To research existing educational videos" and "To create instructional videos to fill identified gaps", you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To update my skills and knowledge related to production of instructional video, and to use that learning to create a guide for MiraCosta faculty that will help them use video tools available at MiraCosta to produce high-quality instructional videos for students.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

I will:

1. Complete TechSmith's Snagit and Camtasia certification courses, which we have access to through our TechSmith license. These include a little over 6 hours of instructional modules, and I anticipate practicing for at least 3x that time to apply my learning. (25 hours)
2. Review journal articles, @ONE courses, and college/university websites to identify "traditional" research-based principles, practices, and examples for creating effective instructional video (examples: <https://www.sciencedirect.com/science/article/abs/pii/S2211368121000231> , <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/1449> , <https://theeffortfuleducator.com/2020/07/31/principles-to-improve-the-effectiveness-of-instructional-videos/> , <https://teaching-resources.delta.ncsu.edu/applying-cognitive-load-theory-to-multimedia-in-your-class/>) (40 hours)
3. Research techniques for effective creation of modern social media "influencer" -type videos, as well how people engage with such videos. Seek out research and application articles that investigate the intersection of modern social media video techniques and college instruction. Review resources on techniques, benefits, and challenges in using generative AI tools to help create instructional video. Identify areas where traditional wisdom about instructional video (item 2) may have room for expanding and updating. Identify outstanding examples of modern instructional video. (one example: <https://teachinginhighered.com/podcast/layered-learning-designing-video-with-intention-and-authenticity/> but this is a fast-moving area and I will be searching the most recent resources) (130 hours)
4. Review tools and practices that ensure video is compliant with accessibility laws, including both captioning and audio description. (20 hours)
5. Review resources related to other instructional video tools available to MiraCosta faculty, and increase my familiarity with each by producing sample videos that faculty can review to see the differences of each. At present, in addition to Camtasia and Snagit, this would include Canvas Studio, PlayPosit, Zoom, and 3C Media Solutions, as well as specialized equipment available for faculty to check out from PDP and to use in the C3 Teaching and Learning Center. Compile a resource for faculty that compares features of this software as well as hardware resources (cameras, microphones, lighting, etc) to help faculty assess which tools may best fit their needs, and to access instructions and tutorials for each option. (150 hours)
6. Compile principles and practices on effective instructional video from #2, #3, and #4. Curate and produce (as needed) example videos that illustrate varied approaches that fit different instructional goals and contexts. Combine this with the practical resource in #4 to provide a comprehensive guide for MiraCosta faculty on creating instructional video. (60 hours)

-

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

Although I have some experience creating instructional video over the years, that experience is fairly limited. Becoming more fluent in instructional video design and creation, more familiar with modern social media video techniques, and more familiar with the various tools we have, will help me to produce more effective videos in support of both students and faculty at MiraCosta. It will also help me to be better able to support faculty as they create instructional video.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

Personally created instructional video has been identified as an important way for faculty teaching online classes to make their environments more equitable and inclusive, and to increase student engagement and success. The guide that I produce for our faculty, and my improved ability to work directly with faculty in workshops and through consultations, will help more faculty to create more effective instructional video.

Objective #1:

Anticipated Benefits to Department

The comprehensive guide that I develop and share on the TIC website will help others in the Online Education department to improve their own skills and knowledge with instructional video, and serve as a resource that they too can share with faculty.

Objective #1:

Anticipated Benefits to College and/or Community

In addition to the broad benefits to the college described above, I anticipate that this guide will prove useful to colleagues at other institutions in the CCC system and beyond, and I will put a CC-BY Creative Commons license on the work so that it can be freely reused and adapted elsewhere.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- ➡ Enter "Log of Activities" below as one of your deliverables.
- ➡ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- ➡ Provide a copy of their transcript with their report
- ➡ Enter "Transcript" or "Transcripts" below as their deliverable

1. Log of activities

2. Guide to creating instructional video, housed on the TIC website (<http://tic.miracosta.edu>) - this will include research-based principles and practices, examples of various types of instructional video, and guides to selecting and using the various video tools available to them at MiraCosta.

Estimation of Time to Complete Objective #1


When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

425 hours

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

To develop an asynchronous version of the Student Online Academic Readiness Workshop, through a new Canvas site that will combine new videos I will create with adaptation of existing material from the live workshop.

Objective #2:

Activities

(250 word maximum recommended)

I will:

1. Adapt the current Canvas SOAR workshop course into a new Canvas shell, adjusting the content to better fit asynchronous use by students. The current Canvas course serves as a reference that I guide students through live. A version designed for students to access and work through on their own will need to be more streamlined in terms of the content, more visually appealing, and provide clear guidance on what portions are required and what is optional. The course should have a Universal Design for Learning approach so that students are able to select elements that are most helpful and meaningful to them. (40 hours)
 2. Develop instructional videos for the SOAR asynchronous workshop. These should exemplify the learning from my completion of objective #1, and will replace the live instruction that I currently provide in the synchronous SOAR workshop. They will include interactive elements that will be required for students to engage with in order to verify their completion of each video, and the course overall. (100 hours)
 3. Create documentation about the process I follow to upload SOAR attendance information into SURF (which enables instructors to know which of their students completed the workshop). Update this process to incorporate information from Canvas about which students have completed the asynchronous SOAR. (20 hours)
 4. Determine which videos could have value on the MiraCosta Online Education website to support current or prospective student understanding of readiness for online success, without enrolling in the full SOAR workshop. Update the website to include those videos. (10 hours)
-

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

By applying my learning from objective #1 into the production of videos for our students in the SOAR workshop, I will solidify that learning and be better prepared to support faculty given my own authentic experience of modern video production. Additionally, doing more extensive student-focused work in Canvas than I typically do in my regular work will help me to bring my Canvas skills and knowledge up to date.

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Over 9000 students have completed the live SOAR workshop, and research has shown that students who complete the workshop succeed in online classes at significantly higher rates than students who don't. But many students sign up for a workshop but do not attend. And although I offer the workshop at dozens of different dates and times throughout each year, I do hear from students who cannot find the time that works for them, or who have an unexpected event occur at the time they had planned to attend. Offering an asynchronous version of the workshop will enable greater participation, especially for our students with family and work responsibilities, while maintaining accountability for students to engage with the workshop information that can make a difference in their readiness for online learning.

Objective #2:

Anticipated Benefits to Department

Offering an asynchronous version of SOAR will mean that my department is less dependent on me to offer SOAR, and depending on how attendance patterns shift with the live version of SOAR, may also free up some of my time for other departmental work.

Objective #2:

Anticipated Benefits to College or Community

At least some of the videos that I produce might also be of interest to prospective or current students, but outside of the formal SOAR workshop. By adding them to the MiraCosta website as part of our Online Education website, they could help students who wouldn't otherwise participate in the full SOAR workshop.

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

1. Log of activities
2. New asynchronous version of the Canvas Student Online Academic Readiness workshop in Canvas, featuring redesigned materials and new videos I have created.
3. Addition of some of the videos to the MiraCosta Online Education public website.

Estimation of Time to Complete Objective #2

170 hours

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

595

Date Submitted:

MM DD YYYY

09 / 18 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms

Guidelines

1. Sabbatical leave applications are due in the Fall by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.
2. Please follow the indicated word limits for each field to avoid submission errors.
3. ⚠ Save the Google confirmation email to make revisions to your application.
4. Before submitting, faculty must save a copy of their application because:
 - There may be a 1-2 year gap between applying, taking leave, and submitting the final report (which references the original application).
 - The confirmation email may be lost or deleted.
 - Exceeding word limits can result in submission errors. (Google keeps their character max a mystery)

PART I: Applicant Information & Preparation

Complete and Check Off Each Step Before Submitting Your Application. [SLC Website](#)

[Application Signature Page](#)

- ☒ Step 1: Read the Sabbatical Leave Handbook linked from the SLC website.
- ☒ Step 2: 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.
- ☒ Step 3: 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.
- ☒ Step 4: 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 Application Signature Page linked above and submit it by the Application deadline via email to the AS Administrative Assistant.

Name

Angela Beltran-Aguilar

Department

Math

Title

Instructor

Full-time Hire Date (Semester & Year):

Fall 2005

Select the Duration of Sabbatical Leave Requested:

- ☒ Fall - One Semester (Full Sabbatical)
- ☐ Spring - One Semester (Full Sabbatical)

☐ Full-Year Sabbatical at 50% Pay - ⚠️ Note: All faculty, whether taking sabbatical alone or combining it with unbanking or pre-approved district work, must consult Human Resources about the impacts on STRS service credit, salary, salary advancement, evaluation timeline, unbanking (as applicable) and benefits. Faculty may also confer with FA leadership.

☐ Variable: ⚠️ If requesting a sabbatical that does not fall entirely within a standard fall or spring semester, you must first submit a formal request to the Superintendent/President outlining your proposed schedule and rationale. Approval is required before submitting your full application. Submit a copy of the approval to the SLC chair. Once a variable leave has received presidential approval, the faculty member is responsible for coordinating with their Dean, HR, and Academic Affairs to finalize and document the approved leave structure. This ensures clarity in pay, workload, and compliance with the approved sabbatical plan.

Date of Proposed Return to Full-time Service:

MM DD YYYY

08 / 16 / 2027

Check the Category of Sabbatical Leave:

- ☐ Advanced Academic Studies (Select Advanced Academic Studies only if all 12 semester/18 quarter units are upper division/graduate credit. Otherwise, choose Self-directed studies.):
- ☒ Self-directed studies

PART II - Abstract

An abstract is a brief summary (3–5 sentences) of your sabbatical proposal. It often begins with “The purpose of this sabbatical is to...” and should convey the overall goal, major activities, and anticipated impact of your project. You do not need to list every task, just highlight the big picture.

⊖ Note: Sabbatical projects must go beyond the routine instructional duties expected of faculty. Activities such as lesson planning, organizing course content, or updating existing materials should not be the primary focus of your sabbatical, unless they are part of a larger project involving curriculum innovation, scholarly research, or equity-focused transformation. Sabbatical leave is intended to support meaningful professional development, scholarly work, or innovation that contributes to your growth and the mission of the college.

Example:

The purpose of this sabbatical is to examine inclusive assessment strategies in community college classrooms. I will review current research on equitable grading practices, participate in a teaching and learning institute, and redesign assessments for three courses. The goal is to improve student engagement and reduce equity gaps in success rates. Results will be shared with colleagues through a Flex workshop and a department resource guide.

Abstract (200 words or less)

The purpose of this sabbatical is to create a comprehensive resource on effective study skills for students in STEM classes with a particular emphasis on Math. The resource will have different forms of media such as text, images, videos, tables, websites, etc. The goal is to support students with the first 3 modules: general study skills, using A.I. to enhance Math learning, and resources for Math students with learning differences. Then, I will create a fourth module for instructors, departments, and the institution, with recommendations to support the development of study skills.

PART III: Objectives, Activities, Impact, and Evidence

An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase like “To develop...,” “To research...,” or “To create...” and should focus on the intended result, not the process, which belongs later in the "Activities" section.

It’s recommended to keep the number of sabbatical objectives limited, typically no more than three. Rather than listing many small tasks as separate objectives, consider how they connect to a shared purpose. If multiple activities contribute to the same overarching goal, they can often be combined into one clear objective. For example: Instead of writing two separate objectives: “To research existing educational videos” and “To create instructional videos to fill identified gaps”, you could write:

“To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Use the prompts below to describe each major objective of your sabbatical project. For each, you will explain your activities, contribution to your professional growth and to the district, expected outcomes, the documentation and deliverables that will be reported to the SLC, and an estimation of time to complete.

OBJECTIVE #1:

To create a comprehensive Math study skills resource for students and an accompanying best practices guide for instructors, departments, and the college.

Objective #1:

Activities

Briefly describe the key activities you will undertake to accomplish your sabbatical objectives. Include major tasks and any anticipated resources (e.g., books, sites, consultations). The description doesn't need to be exhaustive but should show clear planning. Explain how these activities support your objectives and overall sabbatical purpose. (250-word max recommended)

- 1) Research the concept of 'studenting' which I first came across in the Building Thinking Classrooms in Mathematics book by Liljedahl. In this book, studenting is "what students do in a learning setting - some of which is learning." This will serve as an umbrella term for the study skills and behaviors that will make up the bulk of the study skills resource.
 - 2) Interview faculty in Math and other STEM disciplines on productive studenting skills and behavior. I want to create a resource for Math students, but ideally it will also help students with their other classes.
 - 3) Research which study/studenting skills and behaviors are backed by studies or experiences and why they work. Students often want to know why they should engage in a certain learning practice and this will be a way for them to have those answers.
 - 4) Interview staff from SAS or related programs/organizations to create a guide for neurodiverse students. Students with learning differences might need different or additional resources or strategies so this could be a starting point to develop some resources.
 - 5) Research A.I. tools for Math either on my own or by reaching out to colleagues who have experience with these tools. I would like to develop a guide for students to use A.I. tools to engage in deeper and more engaging Math learning experiences.
 - 6) Learn the technical skills necessary to put together a 4-part comprehensive resource in a way that is accessible and easy to use for students and faculty.
-

Objective #1:

Contribution to Your Professional Growth

Explain how this sabbatical will support your professional development. Consider what new skills, knowledge, or experience you expect to gain, and how this will enhance your teaching, scholarship, creative work, or service at the college. *(250 word maximum recommended)*

I have been teaching Math at MiraCosta for over 20 years, but learning about how we learn was never a part of my training to become a community college instructor. Throughout the years, I've attended many conferences and workshops where this topic has been discussed but the discussions always feel incomplete due to time constraints and our many other commitments.

This sabbatical will not only expand my knowledge on how students learn math, but it will also allow me to look at this topic holistically by interviewing colleagues who might know about one or many aspects related to this within and outside of their own disciplines.

When I research the material I will use for my sabbatical, I will have the opportunity to strengthen my research skills and also collaborate and connect with colleagues I might not have worked with before. Learning more about A.I. will make me into a more well-rounded instructor who is more prepared to teach students how to be responsible digital citizens. Additionally, developing a better understanding of how to support students with learning differences in my classes is something I have felt the need to do, especially as more of my students have disclosed their ADHD and/or Autism diagnosis.

Objective #1:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #1:

Anticipated Benefits to Students

This semester I collaborated with Math department chair, Leila Safaralian, to present a Math Success Workshop for students in the MESA program. We had 17 students fully participate in the workshop and they were very engaged and asked a lot of questions. I realized that many students need this information but might not know where to find it. The resource I will create can work as a self-paced guide for students who want to learn Math success strategies which their instructors might not have time to discuss with them. Many students struggle with their confidence in Math and having this type of resource can help them feel empowered with the skills and knowledge they need to succeed and build their mathematical identity. I have been teaching at MiraCosta for 20 years and have noticed that our post-pandemic students might not be familiar with resources, skills, and programs that can positively contribute to their learning experiences in Math. This resource would also have specific sections that focus on only one topic so it could serve as a 'just in time' guide that students can look at for help with a specific studenting issue or concern.

Objective #1:

Anticipated Benefits to Department

One of the topics that often comes up in conversations with my Math colleagues is how they wish that their students would have better study skills and demonstrate more agency in seeking or utilizing resources to contribute to their success. We have lamented that due to how much material we have to cover in our classes, there is never time to go over study skills and/or productive studenting behaviors. By creating a comprehensive resource that can be used by Math students or colleagues at MiraCosta, faculty can refer their students to specific sections or modules that contain strategies for the particular issue they are facing or they can make it an optional resource for all students to follow along as the class progresses. My Math colleagues and I have discussed how a resource like the one I am hoping to create would be useful, but unfortunately nobody has had the time to invest into creating it.

Objective #1:

Anticipated Benefits to College and/or Community

I've had the honor of serving as MESA Faculty Sponsor for a couple of years. In this program, we support first-generation Calculus-based STEM majors with a financial need to transfer to a 4-year institution. With the passing of AB1705, our college no longer offers pre-transfer level math classes so all STEM students must start at Precalculus or higher. I have noticed that the implementation of this legislation has made it very challenging for some students in MESA or other underrepresented populations to pass their entry level Math class. This is a challenge that must be tackled from different angles: equipping our students with knowledge and study/studenting skills, providing faculty with sustainable practices to support students, and modifying any institutional practices that are not serving our current students on a STEM path. Along with developing a comprehensive resource for students to learn about Math study skills, I aim to create an accompanying guide with best practices for Math faculty and other appropriate college programs or departments that can have an impact on the success of Math students.

Objective #1

Proposed Documentation and Deliverables to SLC

Self-Directed Sabbatical

Faculty undertaking self-directed sabbaticals are required to maintain a log that clearly indicates the number of hours devoted to each activity, with a minimum total of 576 hours. This table will be submitted with the final report. You may use Excel, Google Sheets, or a Word table, whatever format is most convenient. Some faculty use the log as a place to include annotated bibliographies while completing research activities.

- ➡ Enter "Log of Activities" below as one of your deliverables.
- ➡ In addition to the log, list the other specific planned deliverables to the SLC that will serve as evidence you fulfilled your sabbatical objectives (e.g., new curriculum materials, research findings, book manuscript, YouTube channel link, publication, creative output, etc.). (200-word maximum recommended)

Advanced Academic Studies

Faculty completing Advanced Academic Studies are only required to:

- ➡ Provide a copy of their transcript with their report
- ➡ Enter "Transcript" or "Transcripts" below as their deliverable

I will submit a log of activities and provide access to the 4 modules I create.

Estimation of Time to Complete Objective #1


When estimating the hours required for your sabbatical project, break down each objective into major tasks or activities (e.g., research, writing, curriculum development, training). Estimate the time each task will reasonably require, but report only the total estimated hours per objective in your application. You may use hourly ranges (e.g., 40-60 hours) as long as the combined total across all objectives adds up to at least 576 hours, which represents a full-time commitment 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 (e.g., committee service, chair roles, coordination)

576 hours

OBJECTIVE #2

 If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #2:

Objective #2:

Activities

(250 word maximum recommended)

Objective #2:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #2:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #2:

Anticipated Benefits to Students

Objective #2:

Anticipated Benefits to Department

Objective #2:

Anticipated Benefits to College or Community

Objective #2

Proposed Documentation and Deliverables to SLC

For Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
- List of the other specific planned deliverables to the SLC

Estimation of Time to Complete Objective #2

OBJECTIVE #3

- If there are no more objectives, click "Next" at the bottom to skip to "Hours" and Submit.

OBJECTIVE #3:

Objective #3:

Activities

(250 word maximum recommended)

Objective #3:

Contribution to Your Professional Growth

(250 word maximum recommended)

Objective #3:

Contribution to MiraCosta College

Explanation of the anticipated short and/or long-term benefits of your project on the following groups: students, department, college, and/or community. Include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity and inclusion in at least one of the sections. *(200 word maximum for each section)*

Objective #3:

Anticipated Benefits to Students

Objective #3:

Anticipated Benefits to Department

Objective #3:

Anticipated Benefits to College or Community

Objective #3

Deliverables to SLC: Evidence of Completion

Self-Directed Sabbatical

- Enter "Log of Activities" below as one of your deliverables
 - List of the other specific planned deliverables to the SLC
-

Estimation of Time to Complete Objective #3

TOTAL HOURS ACROSS ALL OBJECTIVES

When listing estimated hours, be sure to calculate the total across all objectives. The combined minimum must equal at least 576 hours, which represents full-time work for one semester. You may have used hourly ranges (e.g., 40-60 hours per objective), but the lowest possible total must still meet the minimum requirement.

Be accurate but reasonable. This estimate helps the review committee understand the scope and feasibility of your plan.

Total Estimate of Hours Below (a minimum of 576 hours) =

576

Date Submitted:

MM DD YYYY

09 / 19 / 2025

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Revised April 2025

This form was created inside of MiraCosta College.

Google Forms