



**Sabbatical Leave Committee Meeting  
Tuesday, October 20, 2021  
12:00pm – 2:00pm ~ via Zoom**

Zoom Meeting Link: <https://miracosta-edu.zoom.us/j/93142887826>

Meeting ID: 931 4288 7826

One tap mobile: +16699006833, 93142887826# US (San Jose), +12532158782, 93142887826# US (Tacoma)

Dial by your location: +1 669 900 6833 US (San Jose); +1 253 215 8782 US (Tacoma); +1 346 248 7799 US (Houston);

+1 929 205 6099 US (New York); +1 301 715 8592 US (Washington DC); +1 312 626 6799 US (Chicago)

Meeting ID: 931 4288 7826

Find your local number: <https://miracosta-edu.zoom.us/u/adE4uiYtKX>

Join by Skype for Business: <https://miracosta-edu.zoom.us/skype/93142887826>

## **AGENDA**

### **I. Call to Order**

### **II. Roll Call**

### **III. Teleconferencing for Meetings**

*Description: Given the passage of AB 361 and the MiraCosta Academic Senate's approval of a resolution (attached) supporting continued online meetings, the SLC will consider approving continuing to hold their meetings online, following the rationale provided in the AS resolution. If the committee does not approve a motion to support teleconferencing for meetings, the remainder of the agenda will be postponed to a future meeting scheduled with in-person attendance for voting members.*

### **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 allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.*

### **V. Consent Calendar**

#### **A. Approval of the Meeting Minutes of September 28, 2021**

### **VI. Old Business**

#### **A. Sabbatical Leave Applications**

*Description: The committee will discuss revisions made to the twelve (12) sabbatical leave applications received from faculty who plan to take their sabbatical leave during the 2022-2023 academic year. Committee members were assigned to each applying faculty member.*

### **VII. Adjournment**

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the Coronavirus (COVID-19). Meeting will be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda. Therefore, Sabbatical Leave Committee (SLC) meetings will be held via Zoom. If you wish to attend the meeting and you have another disability requiring special accommodations, please notify the SLC Administrative Secretary at 760.795.6873 or 760.757.2121, extension 6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2929 or 1-800-735-2922.

In compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District SLC 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 SLC website at <http://www.miracosta.edu/instruction/slc/index.html>. Such writings will also be available at the SLC meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the SLC Chair, at 760.795.6873 or by email at [dadler@miracosta.edu](mailto:dadler@miracosta.edu).

**A Resolution of the MiraCosta College Academic Senate:  
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:  
(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:  
(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:  
(e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:  
(A) The legislative body has reconsidered the circumstances of the state of emergency.  
(B) Any of the following circumstances exist:  
(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.



## **UNOFFICIAL MINUTES**

I. **Call to Order** – The meeting was called to order at 12:03pm.

II. **Roll Call**

**Members present:** Trisha Hanada-Rogers (co-chair), Pilar Hernandez, John Kirwan, Lisa Lane, Gail Meinhold (co-chair), Jennifer Paris, Zika Perovic, Denise Stephenson

III. **Persons Wishing to Address the Committee** – None.

IV. **Consent Calendar**

A. **Approval of the Meeting Minutes of February 26, 2021**

**The Consent Calendar was approved by consent with one abstention from John Kirwan.**

V. **Sabbatical Leave Applications**

The committee discussed twelve (12) sabbatical leave applications received from faculty who plan to take their sabbatical leave during the 2022-2023 academic year. Committee members were assigned to each applying faculty member.

**ARENIVAR, Sam** (assigned to Pilar Hernandez)

His documentation needs to state how is going to document the hours. He should provide documentation either as a list of sources, websites, or examples of the podcasts. Including the hours is not enough. He needs to show examples of what he is creating, for example, a bibliography. It was further discussed that Arenivar should indicate that he is not being compensated for this sabbatical through a grant or other funding. It is upon the committee to make sure to share clarity about double dipping. This also needs to be a policy included on the application and in the Handbook. Since this is not a change in the process, it does not need approval by Academic Senate. A checkbox can be included to indicate that additional funding for the sabbatical is not being received.

A further reminder was noted that intellectual property is in Board Policy and the college cannot claim ownership of anything.

Another question was raised as to whether faculty can use a sabbatical for course preparation. In most of the proposals submitted, they are creating (writing) materials for the course that has not been curated to replace a textbook which is more than simply course preparation. Creating a new course and materials would also be far beyond getting one's own class ready. Have to also consider the amount of time it takes for online learning and how difficult it is. The committee will be looking for above and beyond a new lesson plan; i.e. creating new materials, new technologies and pedagogies.

**CLARKE, Elizabeth** (Eli) (assigned to Lisa Lane)

Documentation was listed as goals and part c. should go into part b. Clarke needs to show what she is creating. In both objective 2 and 3 where she mentions convert to a hybrid model leaves the question of how finding and training other faculty has to do with converting the class to a hybrid model. These can be removed completely. In contribution, she can note finding and training other faculty. Instead of "I would like to" it should read "I will." If the documentation is clear this language can remain the same. Would like her to include some of the journal and book names. Needs more specificity. For examples she can say "may include."

**DURAN, Erica** (assigned to Lisa Lane)

Concerned by the abstract that it is not specific about what is going to be done. It is not important to mention past trainings. In objective 2.b. she should list the unit classes which may equal more than 576 hours. Point her to the formula. Have her include the exact number of hours for the college courses. She could use language that says she will take some of the courses, "such as" or "may include." Needs to specify what the documentation is in objective 3.

**FALKER, Matt** (assigned to Zika Perovic)

Objective 1 needs to be more detailed/specific. Travel receipts are not needed for documentation. Should also not include his travel time for the sabbatical. Need a discipline expert to understand if this is what students need to learn regarding making preparations and travel arrangements for him and

his groups. Is this something he needs to teach his students? He should give examples of what it is he wants to do and narrow it down. The committee would like documentation of recording demos and writing music in objective 1.c. He should also take out the part about "travel preparations."

**FLORES, Claudia** (assigned to Jennifer Paris)

Objective 1 reads like three separate goals; writing, researching and gaining knowledge by enrolling in coursework. She needs to rewrite the objective and indicate this is the coursework she's taking. She never specifies if this is semester or quarter units. She will need to decipher the units and should state this in total hours, i.e. this is 432 semester hours.

It was asked what happens if she does not pass the courses. Rather than indicate she will "successfully" complete the courses, she should indicate she will complete them. As well, remove the wording of getting a grade of "B" or higher. In benefits to the college she needs to remove "I recognize that in order to make true changes, I need to gain a thorough understanding of the community college system."

**GOUETH, Pierre** (assigned to Gail Meinhold)

Needs to clarify with all examples if they are semester or quarter units. If he is mixing semester units with quarter units he will need to check the other box, i.e. self-directed studies.

**HIDLE, Jade** (assigned to Denise Stephenson)

This is a well thought out proposal. She needs to clarify that this is a lesson plan that models what she learns from the sabbatical; decolonizing teaching practices. The word lesson plan needs to be removed. Perhaps use the phrase, develop a unit and assessments and share with other faculty. It needs to look more like creation of material. In the explanation of contribution to the district feels like some of the benefits in A. can be moved to part B.

**LANGAGER, Arlie** (assigned to Trisha Hanada-Rogers)

Looking for an end product in objective C. Need to expand on the contribution to the district in Part I.V.b. What is the documentation that will be provided? Will also need a log hours as part of the documentation. Can provide lists of the interviews, conferences, programs of conferences, and if a recital is developed, can include the program of the recital. Needs to focus on the deliverables and what will be accomplished.

**LOPEZ, Alicia** (assigned to John Kirwan)

Needs to move things around. In objective 1, needs a simple statement and to leave out how she will do it. In objective 2, explore and the other things are not necessary or needs to be moved to another area. The objectives are saying too much. Not enough shown in the proposal. There are glaring names missing from the in-house at MCC. Suggested adding Pilar's name as someone to contact. Suggest removing all caps such as ONLINE. Simplify the objective statements. Reorganize where she is putting information and ask if she can identify more of the online authorities who are doing work in cultural competency and retention, etc.

**REYES, Kristi** (assigned to Denise Stephenson)

This is a good proposal. Instead of indicating she is improving instructional course design for hybrid classes, it should be improving online and technical skills. She should focus on herself and not course design. Instead of saying she will read the books she can include will read books "such as."

The documentation is a little cluttered. Needs to identify the deliverable; what she will be producing and including with her report. Needs to be clearer. Ask if she will give a link to her video. She is proposing a lot of work. This proposal feels ambitious. She can reduce some things. It was suggested she could combine objectives 1 and 3. Remove the list of hours in the documentation.

**TUCKER, Alexis** (assigned to Trisha Hanada-Rogers)

Does not include hours for her objective. Needs more explanation in how she plans to accomplish her objective using activities such as. Needs to detail the parameters and be clearer for the purpose of this process. Commit to sharing some form i.e. sample of data. Include links to the publication she is going to produce. Also needs to produce a log.

**VIRAMONTES, Rosa** (assigned to Pilar Hernandez)

She mixes units and it was asked if these are modules. It was noted they are units of materials. She will create 15 readings i.e. 3 readings per unit. She is basically creating all the material or curating it for the course for non-textbook. She does not need to show all the units to the taskforce.

The committee decided that the revised applications will be due October 14<sup>th</sup> and the SLC will meet again on October 20<sup>th</sup> from 12pm – 2pm to revisit the proposals for approval.

## **VI. Sabbatical Leave Reports**

The SLC discussed sabbatical leave reports received from three faculty who have returned from their sabbatical leaves during the spring 2021 semester. A taskforce was assigned to review the documentation submitted with each report. The SLC will vote on sabbatical leave reports based on the taskforce recommendations.

### **CHAPETON-LAMAS, Nery**

The report was very good. The documentation had the signature page uploaded and will be removed from the actual pdf report by Adler. He included links within his report. It appears he wanted to include these links for the public.

It was decided that a note could be added on the application form indicating that if the applicant should consider including all links at the end of the report and not embed them within the report.

### **MORGAN, Rebecca**

This was an advanced academic study and her transcripts were received.

She has future tense within her report such as "I will be studying," rather than she has done it. For clarification on the SL report form, it was suggested to change "restate" to "explain and elaborate. Morgan's report is fine and will be left as is. Quarter units should be included in her total hours using the correct formula. Add semester units and not quarter units. The number needs to be 12 semester units x 48 = 576 (where she says to accomplish the objective. Adler can make this correction on the report. Add the word 12 semester units and update the total number of hours.

### **WILLIAMS, Arnoldo (will be contacted by Meinhold)**

Initially calls his deliverable a practical guide (in the objective) but subsequently, calls it a "simple" guide. Does not indicate that he wrote the guide. The title of the guide should be consistent throughout. The benefits statement in IV.b. does not show the benefits, but he lists the 'what' it is (describes it) but not exactly how it benefits. Ask that he make it obvious that he did create the "Guide" in part b. of Objective #1.

**MSU (Lane / Meinhold)** to approve the sabbatical leave reports for Nery Chapeton-Lamas, Rebecca Morgan, and Arnoldo Williams with minor revisions.

## **VII. Adjournment – The meeting adjourned at 2:24pm.**

## **Sabbatical Leave Applications – AY 2022-2023**

1. ARENIVAR, Sam
2. CLARKE, Elizabeth (Eli)
3. DURAN, Erica
4. FALKER, Matt
5. FLORES, Claudia
6. GOUETH, Pierre
7. HIDLE, Jade
8. LANGAGER, Arlie
9. REYES, Kristi
10. TUCKER, Alexis
11. VIRAMONTES, Rosa

## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

sarenivar@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjiYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Sam Arenivar

Department \*

Communication Studies

Date Submitted: \*

MM DD YYYY

09 / 23 / 2021

Full-time Hire Date (semester and year): \*

Fall 2005

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

Spring 2023

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

The purpose of my sabbatical would be to enhance, reimagine, and revitalize the curriculum for the Communication 215: Intercultural Communication class. The need to complete this work begins with eliminating the required textbook from the course and converting it into a class that is Zero Textbook Cost (ZTC). This brings an onslaught of curriculum changes which would allow for a deeper dive into topics that are subtly mentioned in textbooks but beg to be comprehensively covered given the climate of today's society. While this endeavor may seem facile, it is an arduous task given the delicate content of the course. Topics such as; race, gender, sexuality, privilege, appropriation, power-distance, uncertainty reduction, conflict, inclusion, multi-cultural, diversity, equality, and low/high context and must be introduced and dealt with using a fair, equitable and non-threatening approach.

This endeavor includes researching currently open source textbooks, evaluating them for licensing agreements and their ability to cover highly sensitive issues within the curriculum. As well, I will be conducting scholarly research to develop specific areas that are not covered in the open source documents or that need further development given the topic. This would be the case whether they be sensitive or imperative with regards to understanding the importance of effectively and appropriately communicating interculturality.

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

Search, read, compile, and review current open source textbooks offered for college level intercultural communication courses and their agreements regarding using their content.

\*

b) How I plan to accomplish my objective and anticipated outcome:

Review the OER Commons, Humanities Common, OAPEN, Open Culture, Digital Commons, Directory of Open Access Books, Directory of Open Access Journals: Communication, E-Book Directory: Business Communications and review each of their agreements in regards to using and editing their material.

The anticipated outcome would be one or two (depending on possible licensing agreements) open source textbook(s) that can be used in an intercultural communication course.

\*

c) Documentation and estimation of time spent on my activity:

150 Hours - Weekly log of hours and activities will be provided, as well as an annotated bibliography of what was read and researched.

**OBJECTIVE #2 (if applicable):**

a) My objective:

Conduct scholarly research on the topics within the field of intercultural communication. This includes (but not limited to) reading current publications and journals.

b) How I plan to accomplish my objective and anticipated outcome:

Pull research from publications and journals on topics covered in the intercultural communication course. Use the information in this discovery phase to supplement/augment Objective 1 and/or to serve as a reference for Objective 3.

c) Documentation and estimation of time spent on my activity:

210 Hours - Weekly log of hours and activities will be provided, as well as an annotated bibliography of what was read and researched.

**OBJECTIVE #3 (if applicable):**

a) My objective:

Design and develop material to carefully introduce, explain, and expand on topics that were not sufficiently covered in the open source material (Objective 1) using the research discovered in publications and journals (Objective 2) as references.

b) How I plan to accomplish my objective and anticipated outcome:

Using currently available technology, I will design and develop video and audio podcasts that introduce, explain, and/or illustrate topics that need further development given their lack of representation in currently available open source documents.

c) Documentation and estimation of time spent on my activity:

220 Hours - Weekly log of hours and activities will be provided. Access to the podcasts will be made available to the SLC for the duration of the sabbatical review process. All material, including the podcasts, will be the intellectual property of Sam Arenivar.

**OBJECTIVE #4 (if applicable):**

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

Total Estimate of Hours for all objectives (minimum of 576 hours) =

580 Hours

**PART IV. - Explanation of Contribution to District**

\*

A. Explanation of how my activities will contribute to my professional development:

The curriculum within the intercultural communication course is very timely given today's society. Taking the time to dive deep into the elements that make up the curriculum allows me time to get reacquainted with all the layers, colors, and nuances of its content. As a person who teaches this content, the sabbatical grants me time to refocus, recenter, and recalibrate the tone, inflection, and intention on topics that must be delivered carefully which ultimately gives me the chance to enhance the curriculum of a course I teach.

\*

B. 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.

The benefits of the project will directly affect students who enroll in the intercultural communication course and the communities they visit and reside. The research within this sabbatical is guided by the course's student learning outcomes, which are:

- 1-Effectively apply intercultural theories to intercultural situations outside the classroom,
- 2-Apply an effective communication style when operating within their own culture, and
- 3-Apply an effective communication style when operating in a different culture other than their own.

The three student learning outcomes all rest with understanding the theories and/or concepts presented in the class. While many of the theories are welcomed, understood, and acknowledged with open arms by participants in this course (as seen from my 30+ years of teaching and training on diversity issues), there are still some concepts that are met with hesitancy. And, if these concepts are not carefully introduced, it could block all the course's content from being comprehended. While a textbook offers a perceived credibility, ridding the course of a textbook, allows more inclusivity as the material in the class will be more diverse, current, and varied in its medium. This will benefit students as they will be hearing, applying, and examining topics within the intercultural communication discipline that embrace equity, diversity, and inclusion. This ultimately impacts how students communicate self and their cultures to be an optimized communicator (effective and appropriate).

**THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION**

This content is neither created nor endorsed by Google.



## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

eclarke@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Elizabeth Clarke

Department \*

NCESL

Date Submitted: \*

MM DD YYYY

09 / 22 / 2021

Full-time Hire Date (semester and year): \*

Fall 2009

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

Fall 2023

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

The main purpose of my sabbatical is to make the NCESL 82 Computer class for ESL Intermediate/Advanced Students accessible to all our ESL students. I would also like to update my teaching materials, handouts, quizzes, and videos for this class since technology is constantly changing. I will share all the materials and updates with all the faculty teaching this class. In addition to this objective, I would like to convert the current NCESL 65 Citizenship class to a hybrid model with accessible videos and new materials since the Naturalization process has evolved in the last few years. Finally, I would like to propose a new Citizenship class for beginning ESL students and would like to collaborate with part-time faculty to develop curriculum for this particular class.

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

My first objective is to make the NCESL 82 Computer class for ESL Intermediate/Advanced Students accessible to all our ESL students. I would also like to update my teaching materials, handouts, quizzes, and videos for this class since technology is constantly changing. I will share all the materials and updates will all the faculty teaching this class.

\*  
b) How I plan to accomplish my objective and anticipated outcome:

I plan to accomplish objective 1 by taking online classes and training on accessibility as well as how to become a better prepared online instructor. I also plan to research online teaching tools that can make my classes not only more accessible, but also more interactive and meaningful for my students.

\*  
c) Documentation and estimation of time spent on my activity:

Some of the trainings I plan on taking and activities to do include:

-California Virtual Campus Online Network of Educators @One Trainings. I plan on taking classes to update my teaching knowledge in online teaching as well as learning about accessibility in the classroom

- Research and read a few books, blogs, pages, articles, and watch recorded presentations related to online teaching and accessibility. Some examples include:

\* <https://www.insidehighered.com/blogs/higher-ed-gamma>

\* <https://www.edsurge.com/news>

\* <https://cccaccessibility.org/resources/presentations-handouts>

\* Empowering Students with Hidden Disabilities: A Path to Pride and Success by Margo Izzo and LeDerick Horne

\* Negotiating Disability: Disclosure and Higher Education edited by S. L. Kerschbaum, L. T. Eisenman, and J. M. Jones

\* Disability as Diversity in Higher Education edited by E. Kim and K. C. Aquino

- Research and read articles, journals, blogs, and watch recorded presentations related to online teaching and second language acquisition

Some examples include:

\* CATESOL Journal <http://www.catesoljournal.org/>

\* Language Learning and Technology <https://www.lltjournal.org/>

\* CA Department of Education <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

- NOTE (Noncredit Online Teaching Excellent). I would like to take this class again to review the materials provided

- Read and review the Distance Education handbook written by Jim Julius and apply this knowledge to create rubrics, quizzes, videos, and teaching materials

- Learn about new Google Apps to develop current videos

- Review Microsoft Office tools and learn about Office 365

- Research to look for additional trainings to improve my online teaching

- Observe online classes to develop new materials for my classes

- Create new materials, quizzes, how to handouts, and videos for the class

- Share my curriculum with current and future teaches teaching Computers for ESL students

- An Excel log with all activities and time spent will be submitted after all the activities have been completed.

Approx. Total 380 hours

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#### OBJECTIVE #2 (if applicable):

a) My objective:

I would like to convert the current NCESL 65 Citizenship class to a hybrid model with accessible videos and new materials since the Naturalization process has evolved in the last few years.

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b) How I plan to accomplish my objective and anticipated outcome:

I plan to research the new Naturalization process and verify that our curriculum is up-to-date and accessible to all students. I would also like to investigate what schools offer higher level Citizenship classes and plan to observe part of these classes. I also need to submit paperwork to Courses and Programs to make this class a hybrid model. I would also like to share my knowledge with part-time faculty on how to record videos and use other tools to make their curriculum accessible. I will do this by presenting at the college and/or conferences around the state.

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c) Documentation and estimation of time spent on my activity:

- Investigate what schools offer higher level Citizenship classes and observe part of these classes

- Learn about recording tools to create classroom materials

- Find and train other faculty on how to use video recording tools and make their teaching materials accessible (this includes finding faculty and communication with faculty, individual and group trainings, group and one-on-one meetings, follow-up meetings, uploading curriculum to Canvas, etc.)

- Find conferences where I can share my knowledge

- Submit paperwork to Courses and Programs to make this a hybrid class

- An Excel log with all activities and time spent will be submitted after all the activities have been completed.

- I will also submit pictures of my materials (videos, quizzes, and lessons)

Approx. Total 120 hours

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#### OBJECTIVE #3 (if applicable):

a) My objective:

I would like to propose a new Citizenship class for beginning ESL students.

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b) How I plan to accomplish my objective and anticipated outcome:

I plan to investigate what schools offer lower level Citizenship classes and plan to observe part of these classes. I also plan on submitting paperwork to Courses and Programs to propose this class. Finally, I will create a shell in Canvas with materials for a lab class.

c) Documentation and estimation of time spent on my activity:

- Investigate what schools offer lower level Citizenship classes and observe part of these classes
- Create teaching materials accessible to students
- Upload materials to Canvas
- Submit paperwork to Courses and Programs to make this a hybrid class
- Eventually teach this class in a lab setting
- An Excel log with all activities and time spent will be submitted after all the activities have been completed.
- I will also submit pictures of my materials (videos, quizzes, and lessons)

Approx. Total 100 hours

OBJECTIVE #4 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

Total Estimate of Hours for all objectives (minimum of 576 hours) =

My final estimate is 600 hours

**PART IV. - Explanation of Contribution to District**

\*  
A. Explanation of how my activities will contribute to my professional development:

By making my curriculum up to date and accessible, I will be better serving all our students. I will also be able to help part-time faculty improve their curriculum in several classes by sharing my knowledge while training them as needed. Finally, I will create a lower level Citizenship class to serve our lower ESL levels.

\*  
B. 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.

My students will benefit directly from my new acquired knowledge by helping them keep up with up-to-date technology. Students will also benefit from the updated Citizenship lectures, and with the new Citizenship class because they will be able to complete the Naturalization process in a more efficient way. By adding a new lower level Citizenship class, the department and the college will benefit by increasing interest in our ESL program and adding enrollment to our current offerings. In addition, the community will benefit by having new members of the community with 21st century skills, and community members well informed about the Naturalization process. Finally, the community, department, and college will benefit from my acquired knowledge while I present and share my new skills.

**THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION**

## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

eduran@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjiYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Erica Duran

Department \*

Adult High School

Date Submitted: \*

MM DD YYYY

08 / 27 / 2021

Full-time Hire Date (semester and year): \*

August 2016

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

-----

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

I am interested in devoting my sabbatical to researching diversity, equity, and inclusion from three perspectives: an academic approach via scholarly research; a faculty approach via exploring best practices; and a student approach via participation in classes, clubs, and/or student campus groups here at MiraCosta. In the last few years, I have been excited to see more professional development opportunities available to faculty and staff to support allyship. However, I have been overwhelmed by trying to engage in these activities while also fulfilling my duties as Department Chair, English instructor, and developer of an online faculty training course – especially during the pandemic. Simply, there is much I would like to do to develop myself (both personally and professionally) and feed my soul, but the amount of time I have to do so has become increasingly limited. I hope to return from my sabbatical motivated and empowered as a more educated ally.

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## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

Examine current scholarly research and discussions related to diversity, equity, and inclusion practices in higher education.

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\*

b) How I plan to accomplish my objective and anticipated outcome:

This objective will be met in three distinct ways: through conference attendance, reading, and academic podcasts.

I plan to attend or watch full recorded sessions for at least one academic and/or professional conference with a DEI focus, such as:

1. American Association for Access, Equity, and Diversity Annual meeting.
2. National Conference on Race and Ethnicity (this will likely be held in person, but they post full recordings of the sessions later for people who could not attend)
3. Facing Race, a National Conference

I plan to read the following books:

- o Stamped from the Beginning by Dr. Ibram X. Kendi
- o Academic Ableism: Disability and Higher Education by Jay Timothy Dolmage

I plan to listen to the following episodes of the Cornell University Podcast, Inclusive Excellence:

- o Episode #4: "Does Diversity Include White People?"
- o Episode #14: "Am I Good Enough? Overcoming the Imposter Within"
- o Episode #21: "Decades Apart – A Conversation on the Impact of Code-Switching:"
- o Episode #31: "Social Change Through the Lens of Religion, Faith, and Spirituality"
- o Episode #34: "Let's Talk...Microaggressions"
- o Episode #35: "Let's Talk...Anti-Asian Violence"
- o Episode #36: "A Disabled Person is Not Disabled – On Ableism and Disability"
- o Episode #45: "Beyond Binaries with Sue Brightly"

\*

c) Documentation and estimation of time spent on my activity:

I plan to take detailed notes on each item, as well as document time spent in a log/spreadsheet.

I anticipate the completion of all of these tasks and the documentation of my work will take approximately 150 hours.

**OBJECTIVE #2 (if applicable):**

a) My objective:

Examine current best practices for faculty who wish to create more inclusive and equitable coursework, class spaces, and relationships with their students.

b) How I plan to accomplish my objective and anticipated outcome:

I plan to enroll into and complete two massive online open courses (MOOCs) during my sabbatical. These courses vary in length and are not for college credit. The courses I plan to enroll into may include any of the following, based on availability in Fall 2022:

1. "Education for All: Disability, Diversity, and Inclusion" offered through the University of Cape Town.
2. "Leading for Equity, Diversity, and Inclusion in Higher Education," at the University of Michigan.
3. "Disability Inclusion in Higher Education: Building Systems of Support" through the University of Cape Town.
4. "Queering the Schoolhouse: LGBTQ+ Inclusion for Educators" through the University of Colorado.
5. "Anti-Racism 1" through the University of Colorado @ Boulder
6. "Inclusive Online Teaching -- Teach Out" through Johns Hopkins University

Complete at least two DEI-related training publicized on the MIST events calendar, such as "A Community Conversation About Gender Equity," "LatinX Student Webinar Series," and "Pathways to Equity" learning series." Specific trainings will be chosen during my sabbatical, as they are updated each semester.

c) Documentation and estimation of time spent on my activity:

These courses are MOOCs, so they will be documented with enrollment/completion records.

Based on each of the course's listed number of hours, as well as adding in time for reading and homework, I estimate that it will take me approximately 190 hours to complete all of the proposed courses.

**OBJECTIVE #3 (if applicable):**

a) My objective:

Personally interact in classes, student clubs, and events here at MiraCosta to experience these as close to a student's perspective as possible.

b) How I plan to accomplish my objective and anticipated outcome:

To create a mock student experience for myself, I plan to complete all of the following:

1. Complete a credit application and ACP assessment as a student
2. Meet with a credit counselor to discuss my enrollment options
3. Complete a noncredit application
4. Meet with a noncredit counselor to discuss my enrollment options for the various noncredit programs
5. Meet with an SAS Counselor, preferably in noncredit, to walk-through the onboarding process of a student with disabilities.

Additionally, based on availability of classes/events in Fall 2022, I plan to complete at least two of the following activities:

1. Enroll into and complete SOC 207 or ETHN 207: Race and Ethnic Relations at MiraCosta College – this one is especially exciting to me since the college is looking to develop an Ethnic Studies program, and this course would be part of that program. I am anxious to see this class first-hand!
2. Attend at least two meetings and/or events hosted by two or more of the following: the Social Justice and Equity Center, Umoja, Uprise, Black Student Alliance, Puente, and Pride groups at MCC.
3. Attend at least two noncredit-specific events like on-campus fairs, celebrations, speakers, or other events.

c) Documentation and estimation of time spent on my activity:

I estimate that it will take me approximately 250 hours to complete the tasks and documentation for this objective.

OBJECTIVE #4 (if applicable):

a) My objective:

not applicable

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

Total Estimate of Hours for all objectives (minimum of 576 hours) =

590

**PART IV. - Explanation of Contribution to District**

A. Explanation of how my activities will contribute to my professional development:

I have carefully researched activities that will provide me with a more holistic understanding of diversity, equity, and inclusion practices in higher education. As a faculty member, I am most often involved in discussions surrounding these topics from a teaching perspective, and specifically speaking with other educators here at MiraCosta. While I do find this valuable, my sabbatical will provide me an opportunity to examine these topics from a top-down approach: what the research says, how faculty and staff interpret the research into best practices, and how students at MiraCosta perceive those practices.

I am most curious about the student experience at MiraCosta. As an institution we place great value on offering a diverse, equitable, and inclusive environment for our students. As a faculty member, I can only look in from the outside through anecdotal experiences and data to understand their perspectives, and I want more. This sabbatical will allow me the time to go through MiraCosta processes, events, and a course AS a student. While I fully understand my experience will be different than that of a disabled, queer, and/or student of color, my hope is that in engaging as a MiraCosta student and speaking with other students, I'll get a closer look at how MiraCosta's goals of diversity and inclusion are being actualized on a student-level.

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.

\*

B. 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.

Benefits to Students: I am not only an instructor in the Adult High Schol, but am I also the current Chair of Short Term Voc and General Noncredit. Each of these programs have students who are marginalized in higher education and even at this institution. Whether it be because of their age, (dis)ability, race, ethnicity, or sexual orientation, my understanding of what MiraCosta offers them and how MiraCosta treats them will assist me in better serving and advocating for them in the future. As a result of being a noncredit instructor, I often do not fully understand the opportunities and support (or the challenges) that our noncredit students face when they transition to credit. I do not always fully understand why some of those who transition decide not to stay. Therefore, my approach to these activities will be to learn as much as possible about how the college is really enacting diversity, equity and inclusion best practices for noncredit and credit students alike. I strongly believe that this holistic approach will make me a better faculty member, better chair, and better student advocate at the college.

Benefits to Department: As an instructor and department Chair, I'll be able to bring back what I learn on sabbatical to each of my noncredit areas. As a teacher, I will be able to apply what I have learned not only to revising my own courses, but also to curriculum revision if necessary. As a Chair, I'll have a stronger understanding of the student groups in my area and the types of support they may be lacking or the classes they may need offered.

Benefits to College: In 2020 MiraCosta College issued a Commitment Statement that reads:

"MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes 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. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community."

As an individual faculty member I signed this pledge, and I believe in it both personally and professionally. That being said, I also strongly believe that I can always learn more and do better. This sabbatical will allow me the time and space to learn more about each of the groups I have "committed" to in this statement, as well as to better understand how the college's commitment is being perceived by them.

**THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION**

This content is neither created nor endorsed by Google.

Google Forms

## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

mfalker@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjiYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Matt Falker

Department \*

Music

Date Submitted: \*

MM DD YYYY

09 / 20 / 2021

Full-time Hire Date (semester and year): \*

Fall 2006

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

-----

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

A crucial aspect of being a successful professor in music is maintaining currency in the music industry. It is important that my students can learn from my experiences from actively performing, writing, presenting clinics, growing as a musician and as an educator.

It is also important to provide our music majors with as many professional-level experiences as possible. Maintaining the strength of my professional connections in the world of vocal jazz is part of the reason we are able to bring in quality guest artists, clinicians, and choirs from around the world to our annual Oceanside Jazz Festival at MiraCosta.

A sabbatical leave could take many forms, but would likely include:

- Arrange music for vocal jazz choir and big band or orchestra. A sabbatical leave would allow me time to arrange more music for vocal jazz choir, including our own Frequency. I am very interested in learning to write works for vocal jazz choir with big band or with orchestra, which I have not done before.
  - Participating in professional conferences and festivals. In addition, a sabbatical leave would give me time to attend and possibly present at fall music events that I haven't attended before. Examples could include EJC (European Jazz Conference), ISME (International Society for Music Education), the College Music Society, and the Manitoba ChoralFest.
  - Establishing international connections for our students. I am passionate about helping our students experience other musical cultures. I'd like to be able to explore connections with faculty and programs in other countries, with the goal of establishing exchanges (traditional travel and/or virtual).
- 

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

**OBJECTIVE #1: \***

a) My objective:

Arrange music for vocal jazz choir and big band or orchestra

---

\*

b) How I plan to accomplish my objective and anticipated outcome:

How I plan to accomplish my objective and anticipated outcome: I would write many arrangements specifically for MUS 166/266 (Frequency Vocal Jazz), specifically larger works that could be performed with one of our jazz bands (Steve Torok, director) or orchestra (Branden Muresan, conductor). I would also solicit invitations to write custom-built arrangements for various school groups.

As I haven't written for big band or orchestra before, I would study published resources and dissertations on this subject, as well as learning some of my peers in the field who are more experienced than I am in this area.

It is very possible or even likely that writing a commissioned work goes hand and hand with one of the visits detailed in the other objectives. For example, the Manitoba Choral Association commissions me to write an arrangement, then they bring me out for a workshop teaching it to an honor choir and big band, followed by a performance where I participate as a guest conductor, pianist, and/or vocalist at their festival.

---

\*

c) Documentation and estimation of time spent on my activity:

The bulk of the time would be spent writing the music and recording demos in my home recording studio, for which I would keep a log of my hours. I would also keep a log of all of the groups for whom I write, and the professionals that I work with in the process. I estimate that at least 250 hours would be spent on these activities.

---

**OBJECTIVE #2 (if applicable):**

a) My objective:

Participate in professional conferences and festivals

---

b) How I plan to accomplish my objective and anticipated outcome:

I would apply to attend, and possibly perform or present, at domestic and international conferences that I haven't had the opportunity to participate in:

Conferences and festivals could include:

- ISME – International Society for Music Education – July – Brisbane, QLD, Australia
- EJC – European Jazz Conference – September – Sofia, Bulgaria
- CSM – College Music Society – September – Long Beach, CA
- Cuesta College Vocal Jazz Festival – November – San Luis Obispo, CA
- NASM – National Association of Schools of Music – November – St Louis, MO
- EFG London Jazz Festival – November – London, England
- Manitoba ChoralFest – November – Winnipeg, MB, Canada
- NYSSMA – New York State School Music Association – December – Rochester, NY

In addition, I am honored to have been invited to direct the very first National Jazz Educator Chorus, made up of educators attending the national ACDA Convention in February 2023. This will take significant preparation time during the Fall 2022 semester.

---

c) Documentation and estimation of time spent on my activity:

A summary of my professional experiences would be included, and time preparing any presentations or performances would be documented. I estimate that at least 200 hours would be spent on these activities.

---

**OBJECTIVE #3 (if applicable):**

a) My objective:

Establish international connections for our students.

---

b) How I plan to accomplish my objective and anticipated outcome:

Traveling to a conference on another continent also allows me the opportunity to seek out various areas of the world where vocal jazz is being taught in the schools, likely Germany, Australia, and/or Finland. I can explore scheduling a performance at a jazz club or university, and visits with local schools working with their jazz choirs. Through the conference/performance/clinic, I would connect with educators and programs with the goal of exploring some form of exchange.

For example: I have many contacts in Australia from previous conferences I have attended. I might attend the ISME Conference, meet with those educators at their schools and discuss possibilities like: inviting a group of Australian students to visit MiraCosta; taking a group of MiraCosta students to Australia; setting virtual exchanges where our music students connect culturally and perform for each other – and possibly even a live multi-continent performance!

After returning home, I would begin laying the groundwork for physical or virtual exchanges, which could include interfacing with the MiraCosta International Office; research technology necessary for a virtual exchange; working with a tour company to establish a travel itinerary, and similar actions.

c) Documentation and estimation of time spent on my activity:

A summary of my participation in events and my professional experiences would be included, and time would be documented. I estimate that at least 150 hours would be spent on these activities.

**OBJECTIVE #4 (if applicable):**

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

Total Estimate of Hours for all objectives (minimum of 576 hours) =

576

**PART IV. - Explanation of Contribution to District**

\*  
A. Explanation of how my activities will contribute to my professional development:

I believe I will learn so many things on this sabbatical. These proposed activities build on my experiences from my previous sabbatical, and give me time to learn and grow as a musician and an educator.

Arranging music is a passion of mine, and expanding my horizons to write for instrumental jazz and classical ensembles is a challenge worth pursuing, and a logical next step in my development.

Conference attendance brings additional learning from both the content of the lectures and performance presentations, and potentially the growth from presenting a lecture or performance for an international audience. The connections made with fellow educators will continue to help me grow as well. These opportunities would continue to broaden my knowledge of and connection to the music industry.

Jazz is an uniquely American art form that has spread worldwide, and the opportunity to learn how jazz is taught and performed in different parts of the world would be immensely valuable.

\*  
 B. 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.

1. Students - As with so many other aspects of life, but especially so with music, being an active professional is key to providing students with up-to-date knowledge of the craft and the industry. Students will see my active desire to grow as a performer and an arranger, and learn from my ability to manage the various many aspects of having a career in music. We have more and more students who have shown interest in becoming composition majors, and my various writing opportunities will help them develop further as writers, in the context of both Frequency (MUS 166/266) and the Jazz/Commercial Piano class that I teach (MUS 229), where the curriculum includes the basics of jazz voicings and arranging styles.

In addition, the integration of various learning modalities is crucial to the success of all musicians. This is reflected in our course SLO's, which require music performance, music literacy, and musicianship (which is another word for musical ear). Our PSLO's for our graduating majors require the total integration of all three, in preparation for the placement exams of all kinds that will greet at their transfer institutions.

2. Department – Any sort of international exchange I help develop would be open to all Music students in the department, and likely involve other faculty and staff, thereby providing them with similar benefits to what I would experience. As I did following my last sabbatical, having the time to write music specifically for multiple ensembles would provide the opportunity to present unique concerts featuring collaboration between MiraCosta's music ensemble.

3. College – The college benefits from these projects because I would take the name and hopefully the quality of MiraCosta College to every performance, clinic, and conference that I attend. Outside performances & presentations would be excellent ways to promote MiraCosta College, as well as extending invitations to our Oceanside Jazz Festival. Any sort of international exchange we could create would be consistent with the college's vision for creating students that are versed with different custom communities, from local to global.

4. Community – The community benefits from Arts performances of all kinds, and is a great recruiting tool for new students as well as a natural way to connect with the city of Oceanside and the community at large. A project connecting diverse types of music ensembles could be a big draw for the community, and these experiences can help connect the community to the arts, and demonstrate the quality and worth of a MiraCosta education to them in the process. It is expected that connections gained from my sabbatical leave would allow me to contribute to booking artists who are a perfect fit for our community.

**THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION**

This content is neither created nor endorsed by Google.



## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

cflores@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Claudia Flores

Department \*

Child Development

Date Submitted: \*

MM DD YYYY

09 / 21 / 2021

Full-time Hire Date (semester and year): \*

Fall 2015

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

-----

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

The purpose of this sabbatical leave is to continue my studies in the graduate program, Educational Leadership with a Concentration in Community College/ Postsecondary Education Leadership (Ed.D.) at San Diego State University. I will be entering my second year in the fall of 2022, enrolled in 9 semester units of graduate coursework. I would use the sabbatical leave to concentrate on my studies and gain leadership skills as I work collaboratively with my faculty mentor to research the topic of interest for my dissertation.

-----

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

Improve my academic writing skills, identify a researchable problem in postsecondary education, and gain the knowledge and skills to improve student learning in community colleges.

-----

\*

b) How I plan to accomplish my objective and anticipated outcome:

To accomplish this objective, I will be enrolling in 9 semester units of graduate coursework. The courses I plan to enroll in for fall 2022 may include:

ED 836-Research and Writing Support. This course is based on analyzing related research and literature on community college leadership, investigation of methodology and how to apply to the Institutional Review Board. I will gain knowledge on academic writing and annotation skills needed I gather research relevant to my topic of interest. (3 semester units)

ARP 850-Seminar in Quantitative Methods of Inquiry. This course is part of the required research core for the graduate program, which will serve as the foundation for my dissertation proposal. (3 semester units)

ARP 827-Seminar in Emerging Issues in Postsecondary Education. This course examines local, national, and international issues in postsecondary education. (3 semester units)

\*

c) Documentation and estimation of time spent on my activity:

The documentation will be a copy of the official transcripts from SDSU reflecting the completed coursework listed above. The time spent on this activity will be 432 hours.

OBJECTIVE #2 (if applicable):

a) My objective:

Improve my leadership capacity while working on research for dissertation.

b) How I plan to accomplish my objective and anticipated outcome:

I plan to accomplish this objective by reading literature and collecting resources on the topic of equity-minded, effective, and reflective leadership in community colleges. This process will be done under the supervision of the doctoral faculty and chair that will help guide and mentor me through this process.

Additionally, I will attend professional development webinars and workshops related to equity-minded leadership. Examples of webinars include, but are not limited to the following three- hour sessions provided by the California Community Colleges Racial Equity Leadership Alliance eConvening with USC Race and Equity Center:

Recruiting and Strategically Diversifying Staff at All Levels  
Presenters: Wilmon A. Christian III, Ed.D. and Brandi Junious

Accountability and Incentives for Advancing Racial Equity  
Presenter: Estela Mara Bensimon, Ed.D.

Creating Equitable Pathways to Leadership Roles for Employees of Color  
Presenter: Shaun Harper, Ph.D.

Opposing the Erasure of Asian Americans, Pacific Islanders, and Native Americans  
Presenter: Daniel Soodjinda, Ed.D.

The anticipated outcome will be the knowledge of leadership theory and research practices that I plan to implement in my role as full-time faculty, department chair, and committee work at MiraCosta College.

c) Documentation and estimation of time spent on my activity:

I will provide access to a Google folder that will contain an annotated bibliography of the material, documentation of time spent annotating readings, description of webinars and workshops I attend, and the meetings dates and times with doctoral faculty. I estimate this will take 144 hours.

OBJECTIVE #3 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

.....

OBJECTIVE #4 (if applicable):

a) My objective:

.....

b) How I plan to accomplish my objective and anticipated outcome:

.....

c) Documentation and estimation of time spent on my activity:

.....

Total Estimate of Hours for all objectives (minimum of 576 hours) =

576

.....

#### PART IV. - Explanation of Contribution to District

\*

A. Explanation of how my activities will contribute to my professional development:

These activities will contribute to my professional development in the following ways. Shared governance is a requirement for all full-time faculty members. By obtaining leadership skills and examining the empirical research that pertains to postsecondary educational institutions, I will be better equipped to contribute to the strategies that may help solve issues that affect our institution, the students, and the community we serve. The activities proposed will add value to the multiple roles I play at MiraCosta College. Through my dissertation research, I will be better able to serve in my role as faculty in the classroom, as department chair, and as committee member.

.....

\*

B. 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.

With this sabbatical leave, I will be better equipped to execute the multiple roles I play as part of the MiraCosta College community; faculty member in the classroom, department chair, and participant in our governance structure. The short-term benefits will include strategies that help solve issues that exist serve as barriers to student success in my classroom and will be shared with my department and through developing professional development activities. The long-term benefits of my sabbatical leave relate to the shared governance committee work. Leadership is a prerequisite as a faculty member in community colleges. Whether it is in the classroom, within a department, or division, as committee members and participants of the governance structure, we all do our part to lead. Throughout my professional career find myself gravitating toward leadership positions. It was during my most recent leadership role as chair of the President's Alliance on Diversity, Equity, and Inclusion that I realized how valuable and critical leadership skills are if one is to navigate the decision-making process within the governance structure. I must stay current with research and have a foundation of theoretical frameworks based on equity-minded practices. By pursuing this doctoral degree I hope to learn how to become empathetic, informed, and brave enough to meet today's challenges and embrace them as opportunities to transform our college and meet the diverse needs of the students and community we serve.

.....

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

This content is neither created nor endorsed by Google.

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## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

pgoueth@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Pierre Goueth

Department \*

Chemistry

Date Submitted: \*

MM DD YYYY

09 / 23 / 2021

Full-time Hire Date (semester and year): \*

Fall 2006

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

Spring 2023

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

During my sabbatical leave, I intend to broaden the areas of expertise within my department by taking courses at university programs in green chemistry and sustainability as well as chemical toxicity and toxicology. Toxicology is the study of the adverse effects of chemicals on living systems and the means to prevent or ameliorate such effects. This project is in line with the college's commitments to sustainability and safety. Indeed, the College Administrative Procedure, AP 3260, states that "the district will pursue efforts to develop a broad sustainability curriculum in career-technical education, science, and liberal arts. The Instructional Services Division and Academic Senate will provide leadership and support in this regard..." Furthermore, the MiraCosta College 2019 Chemical Hygiene plan requires that "laboratory Faculty and Staff are responsible for, but are not limited to ... actively participate in appropriate trainings and assessments presented by the district, including, but not limited to Hazard Communication, Bloodborne Pathogens Exposure Prevention, Chemical Handling, Waste Disposal, and Proper Use of all Safety Equipment and PPE as related to chemical safety and safe laboratory practices." After my return from this sabbatical leave, I intend to incorporate green chemistry principles and the issues of sustainability into my lectures and in the chemistry laboratory manuals. This project will ultimately contribute to the improvement of sustainability and lab safety on campus.

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

Increase my knowledge and understanding of the principles of green chemistry and chemical toxicology. This knowledge will lead to an introduction of these principles in the chemistry curriculum and practice at MiraCosta College.

b) How I plan to accomplish my objective and anticipated outcome:

To accomplish this objective, I plan to take a combination of upper-level, graduate-level and other courses equivalent to 12 units of coursework for the sabbatical semester. The coursework could include, but is not limited to the following courses:

1) From the University of California – Irvine Continuing Education

CHEM X470: Introductory Chemistry of Hazardous Materials -

3 quarter units (3 x 32 = 96 hours)

Covers chemical concepts used in the environmental management courses. Emphasizes the practical aspects of hazardous materials chemistry, including chemical and physical properties, chemical usage in society, and familiarization with common chemical hazards. Explore topics that include chemical naming terminology, periodic table, states of matters, acids and bases, chemical solubility, chemical bonding, understanding and balancing equations, water cycle, and the movement of hazardous materials in the environment. Also useful for people seeking to update formal chemistry training.

2) From the University of California – San Diego Extension

ENVR-40006: Behavior Change Strategies for Sustainability

3 quarter units (3 x 32 = 96 hours)

This course focuses on the strategies and tools needed to change individual behavior and promote environmental protection. Students will learn how to assess needs, identify available resources, and design and evaluate a program for a behavior change intervention. Topics include identifying problems stemming from conventional behaviors; identifying market obstacles to behavior change; evaluating conventional practices (behavioral mapping); developing interventions to promote desired behaviors (best practices); designing a pilot program; and defining metrics for evaluating performance. Students will explore common strategies to promote behavior change, including community-based social marketing and other conceptual frameworks. Upon completion of this course, students will have the basic knowledge to design or redesign a behavioral change program and to assess performance following implementation.

BIOL-40189: Toxicology

3 quarter units (3 x 32 = 96 hours)

Gain a basic understanding of the introductory concepts and use of toxicology in drug discovery and development. The basic principles of toxicology will be presented as they relate to the assessment of drug safety from the initial selection of a drug for development through the registration of a drug for human use and post-marketing surveillance. The principles and applications of toxicology will be taught through the use of actual examples encountered in the drug discovery and development process to help you deal with toxicology issues you may encounter in the work environment. Chemists, biologists, clinicians, and others who are involved in pharmaceutical research and development would benefit from this course.

3) From the University of Washington – Green Chemistry and Chemical Stewardship Online Certificate - Sustainability, Toxicology, and Human Health

COURSE I: Sustainability, Toxicology, and Human Health -

5 quarter units (5 x 32 = 160 hours)

You will learn the fundamental principles of green chemistry and evaluate frameworks for incorporating chemical toxicity and human health considerations into product design, material selections, and supply chain decision-making.

Overview of fundamental principles of toxicology, human health, and material science. Participants will review their own business' sustainability drivers and barriers while investigating the health and environmental hazards that contribute to human disease.

COURSE II: Principles of Green Chemistry

5 quarter units (5 x 32 = 160 hours)

Fundamental principles of green chemistry, including the human and ecological reasons for considering less toxic alternatives and the various green applications to chemical design. overview of new tools and cutting-edge research for the design of 21st century chemicals that minimize hazards to health and the environment.

OSHA #7225: Transitioning to Safer Chemicals

1.15 quarter units (1.15 x 32 = 36.8 hours)

This course will provide participants with information about and hands-on experience with the process for transitioning to safer chemicals, as well as the key methods, tools, and databases that can assist in this process. More specifically, the course will guide participants through OSHA's seven-step substitution planning process for understanding and evaluating chemical use, identifying and assessing alternatives, and implementing those alternatives that are safer ([http://www.osha.gov/dsg/safer\\_chemicals/](http://www.osha.gov/dsg/safer_chemicals/)). The target audience is purchasing staff, maintenance supervisors, facility managers, and workers who utilize hazardous chemicals at their worksites, along with occupational safety and health professionals who provide technical assistance on the control of chemical hazards.

4) Oregon State University

CH 390 – Environmental Chemistry

3 quarter units (3 x 32 = 96 hours)

Sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments and the effects of technology thereon.

5) University of South Florida

PHC 6310 – Environmental Occupational Toxicology

3 semester units (3 x 48 = 144 hours.)

A study of the nature of industrial and environmental toxins and toxic by-products, generated and distributed, leading to disease, disability, or death, and the control measures available. Lecture and appropriate laboratory methods are used.

PHC 6307 Principles of Exposure Assessment & Control

3 semester units (3 x 48 = 144 hours.)

The student learns the principles and details of processes involved in the assessment of inhalation, ingestion, and dermal contact exposures to chemical and biological agents encountered in environmental and occupational settings.

PHC 6300 Principles of Environmental Health

3 semester units (3 x 48 = 144 hours.)

This course provides information regarding fundamental topics in environmental and occupational health including air pollution, water pollution, solid and hazardous waste, and environmental health law and ethics.

6) Coursera - offered by John Hopkins University

Chemicals and health - 11 hours to complete

This course covers chemicals in our environment and in our bodies and how they impact our health. It addresses policies and practices related to chemicals, particularly related to

how they get into our bodies (exposures), what they do when they get there (toxicology), how we measure them (biomonitoring) and their impact on our health. Most examples are drawn from the US.

\*  
c) Documentation and estimation of time spent on my activity:

Per the universities catalogs, the amount of time spent on the activities will be a minimum of 576 hours. Documentation of the coursework will be shown by the submission of transcripts.

OBJECTIVE #2 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

OBJECTIVE #3 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

OBJECTIVE #4 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

Total Estimate of Hours for all objectives (minimum of 576 hours) =

600 hours

#### PART IV. - Explanation of Contribution to District

\*

A. Explanation of how my activities will contribute to my professional development:

Through this project, I will gain new expertise in several areas of green chemistry and chemical toxicology. I will also improve my ability to clearly convey and apply the 12 principles of green chemistry to chemical education through lectures and laboratory experiments. The knowledge gained through this set of courses will help me explore curriculum resources specific to chemistry lab experiments; the revision of which will eventually render them "greener" over time. This project will also give me the opportunity to make professional contacts with faculty and professionals who have introduced Green Chemistry into their curricula at other institutions.

\*

B. 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.

Students - We know that students are increasingly interested in the issue of sustainability and a knowledgeable instructor in the subject matter and the incorporation of the principles of green chemistry into chemistry courses will help them make informed decisions in that area. Further, students will benefit in class through the revision of chemistry lab experiments that will lead to less toxic laboratory sessions.

Department- I will share what I learned with my department in a presentation during a department meeting and revise chemistry lab experiments used by several instructors and students in the department to be in line with "greener" and less toxic chemicals.

College and Community: My sabbatical leave objectives align closely with two of the College's objectives:

The College AP 3260 on Energy and Sustainability is committed to improving sustainability on campus in different areas including in the student and curriculum development and on-campus and community outreach and awareness.

The College 2019 Chemical Hygiene plan requires that laboratory Faculty and Staff be responsible for Hazard Communication, Bloodborne Pathogens Exposure Prevention, Chemical Handling, Waste Disposal, and Proper Use of all Safety Equipment and PPE as related to chemical safety and safe laboratory practices.

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

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## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

jhidle@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Jade Hidle

Department \*

Letters

Date Submitted: \*

MM DD YYYY

09 / 22 / 2021

Full-time Hire Date (semester and year): \*

Fall 2015

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-23

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

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Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
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## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

During my sabbatical, I intend to research educational pedagogies and practices indigenous to Native Hawaiian and Pacific Islander (NHPI) cultures.

Over the past six years, I have been the sole English instructor for our Academic Success and Equity's Mana Program serving NHPI students. Just this past academic year, I was appointed the co-coordinator of the program. This institutional recognition and support have enabled me to continue my six years of work with Mana recruitment, integrated curriculum development, mentorship, program planning, as well as leadership in campus and community events. Yet, while my current integrated curriculum with Mana instructors in Counseling and Sociology certainly centers on Pacific Islander-created content and culturally responsive pedagogies, I hope to use my sabbatical to further decolonize my methodologies to Mana curriculum and program planning by delving more deeply into research of indigenous NHPI educational philosophies and practices. In particular, because our male Mana students struggle with one of our program's pillars--academic achievement--as men of color do across the board in the Letters Department and at our institution as a whole, I wish to implement educational approaches that will support our Mana males' academic success. To this end, I plan to focus on the following objectives.

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## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

A self-directed study of NHPI educational scholarship (including written work and oral traditions) to better understand indigenous educational philosophies, pedagogies, and practices. This study will be collected in an annotated bibliography.

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\*

b) How I plan to accomplish my objective and anticipated outcome:

In order to be sensitive to how NHPi scholarship is often orally transmitted as well as how institutionalized racism has historically marginalized Oceania authors, I plan for my research to include not only written academic and creative texts, but also oral and artistic traditions such as spoken word poetry, tatau (tattoo), song, interviews, and storytelling. To start, I will read Terisa Teaiwa's collected scholarship on Pacific Studies in Sweat and Salt Water; Dr. Craig Santos-Perez's anthology, Navigating Chamoru Poetry; Karin Amimoto Ingersoll's Waves of Knowing: A Seascape Epistemology; Rick Bonus's The Ocean in the School; and the anthology, Living Teacher Education in Hawai'i: Critical Perspectives.

\*

c) Documentation and estimation of time spent on my activity:

I will synthesize my reading notes by creating an annotated bibliography, which I will submit with my sabbatical report. Time spent researching will equal or exceed 200 hours.

OBJECTIVE #2 (if applicable):

a) My objective:

Visits to virtual and in-person (when possible, given fluctuating COVID-19 restrictions, especially in the disproportionately impacted NHPi communities) museum exhibits and class meetings featuring traditional texts and artifacts related to NHPi cultural representation and transmission, which I will trace in a journal.

b) How I plan to accomplish my objective and anticipated outcome:

Depending on COVID restrictions, I will either virtually or physically attend museum exhibits showcasing NHPi cultural artifacts and texts. Some of these museums include, but are not limited to, Pacific Islander Ethnic Arts Museum, PIEAM, USC Pacific Asia Museum, LACMA, San Francisco Asian Pacific Islander Cultural Center, Bishop Museum, Honolulu Museum of Art, Smithsonian's Asian Pacific American Center. I also plan to visit (either in person or via Zoom) classes centered on Pacific Studies and utilizing indigenous NHPi pedagogies. Some of the institutions where these classes are offered include, but are not limited to, Cal State Dominguez Hills, Long Beach City College, College of San Mateo, University of Hawaii, University of Guam, and American Samoa Community College, and College of the Marshall Islands.

c) Documentation and estimation of time spent on my activity:

With my sabbatical report, I will submit sample journal entries I write during and after visits to the museum exhibits and class sessions. These journal entries will focus on the intent and impact, the "how" and "why," of the exhibits and class sessions I observe. The time spent on the visits and writing the journal entries will equal or exceed 300 hours.

OBJECTIVE #3 (if applicable):

a) My objective:

Based on the principles I learn from the previous two research plans, design integrated curriculum for the Mana English 100 and 201 courses linked to Counseling 100 and Sociology's new Intro to Pacific Studies course, respectively.

b) How I plan to accomplish my objective and anticipated outcome:

For asynchronous and flipped synchronous formats alike, I will design intentional and culturally sustaining integrated curriculum that supports the implementation of indigenous NHPi pedagogies and practices in our Mana Program learning communities. This curriculum will also align with Letters Department SLOs and Mana Program objectives and pillars.

c) Documentation and estimation of time spent on my activity:

With my sabbatical report, I will submit a sample Mana integrated curriculum planning document that demonstrates how I will put my sabbatical research into practice. Time spent on crafting these materials will equal or exceed 50 hours.

OBJECTIVE #4 (if applicable):

a) My objective:

Creation of a professional development workshop to share with colleagues the indigenous educational tenets I learn from research.

b) How I plan to accomplish my objective and anticipated outcome:

In recent years, MiraCosta has shown its commitment to diversity, equity, inclusion, and cultural competency through its FLEX week Cultural Competency Conference, workshops on decolonizing syllabi, Luke Wood's "Teaching Men of Color" course, Ibram X. Kendi's All College Day keynote address, and the creation of the C3 Teaching and Learning Center, among many other initiatives through the Student Equity Department and Social Justice & Equity Center. I aim to continue my active participation in these professional development efforts by designing a workshop that will educate my colleagues in indigenous NHPI pedagogies and practices.

c) Documentation and estimation of time spent on my activity:

With my sabbatical report, I will submit an outline of a professional development workshop based on my research. The time spent on developing and planning this workshop will equal or exceed 26 hours.

Total Estimate of Hours for all objectives (minimum of 576 hours) =

576

#### PART IV. - Explanation of Contribution to District

\*

A. Explanation of how my activities will contribute to my professional development:

I entered my tenured teaching position with a doctorate in literature and a dissertation emphasis on Asian American cultural productions. My academic training led me to generative professional development opportunities thus far: writing and teaching the first Asian American literature course at MCC, actively developing events for the Asian Pacific Islander Heritage Month planning committee, and spearheading the creation of our campus's only Asian Pacific Islander Desi American (APIDA) Ally Training Program. However, every year that I teach for Mana, I more deeply understand the necessity to disaggregate Asian American and Pacific Islander (AAPI) data. In a nutshell, it is dangerous to continue lumping together AAPIs, especially amidst recent safety and health concerns during the COVID-19 pandemic. The myriad of issues confronting Pacific Islander communities deserves, at the very least, my personal and professional commitment to better understanding them so as to better serve NHPI students on our campus. Though I learn more about NHPI history and culture every year as I prepare for the Mana Program classes and events, it will not be until this sabbatical that I will be able to fully devote my attention and time to researching and advocating for NHPI student communities. This sabbatical focus will enable me to more significantly engage with the larger discourse and local communities along with connections throughout the Pacific. Equipped with this deeper knowledge, I will be able to better teach culturally sustaining pedagogy in Mana in specific, as well as help to decolonize the historical ethnocentrism of my discipline.

\*

B. 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.

Short-term

- 1) Enhance culturally sustaining instruction for incoming Mana cohort
- 2) Increase awareness of MCC's Mana Program to be included in the wider NHPI college network
- 3) Increase awareness of indigenous pedagogies and practices for MCC colleagues, extend NHPI cultural relevance beyond Mana

Long-term

- 1) For fellow faculty, set a high standard for culturally sustaining pedagogy specific to NHPI students
- 2) Increase male student success in Mana Program
- 3) Forge connections for more transfer and study abroad opportunities

**THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION**

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## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

alangager@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Arlie Langager

Department \*

Music

Date Submitted: \*

MM DD YYYY

09 / 24 / 2021

Full-time Hire Date (semester and year): \*

Fall 2008

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

-----

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

This sabbatical will grant me the time to focus on my own output and expression as a choral artist. For conductors, our artwork is made through the people who sing for us in our choirs. By working with singers with advanced skills and experience, I hope to be challenged and rejuvenated by working on repertoire that may be beyond the experience level of my college students.

I plan to contact my colleagues who work with professional and advanced vocal ensembles for inspiration and support. I also want to connect with the professional associations that serve choral conductors to examine how they are responding to cultural and social movements and the influence on choral music curriculum.

-----

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

To advance my rehearsal, conducting, and artistic skills by directing an advanced choral ensemble

-----

\*

b) How I plan to accomplish my objective and anticipated outcome:

Anticipated Outcome: entirely plan, prepare, and direct a concert, recording, or other capstone-style artistic project of choral music

For this project, activities will include most of the following:

- research and select repertoire, plan program
- identify and contact experienced singers (professional or community, arrange schedule
- repertoire study, score preparation, conducting practice, reading
- observe and/or interview conductors of professional and advanced choirs
- arrange and prepare for all rehearsals with singers, accompanists, etc.
- project: performance, or recording session, or other artistic output
- editing, completion, wrap up
- project administration: manage any communications, recruitment, scheduling, etc.

\*

c) Documentation and estimation of time spent on my activity:

I estimate I will spend 350-460 hours working on this project.

Documentation will include the following:

- list of repertoire researched and selected
- roster of musicians
- rehearsal schedules
- list of interviews, conductors observed, choirs studied
- an artistic output that may be a record of a live performance, or recording session or similar
- a reflection on the experience that may be written or given in a video presentation

**OBJECTIVE #2 (if applicable):**

a) My objective:

To connect with the professional associations that serve choral conductors and examine their response to cultural and social movements and the influence on choral music curriculum

b) How I plan to accomplish my objective and anticipated outcome:

- research and educate myself about professional choral associations across California (and possibly US and abroad)
- attend professional meetings or conferences, such as the American Choral Directors Association National Conference, the California Association of Music Educators Conference
- interview 5-10 colleagues in various leadership positions connected with choral curriculum in the community college system (including transfer institutions), such as Eliza Rubenstein, Orange Coast College, Dr. Emilie Amrein, University of San Diego, Dr. Rob Istad, CSU Fullerton, Dr. Corie Brown, SJSU, Dr. Jenny Bent, Sonoma State, Dr. Kellori Dower, Rio Hondo College
- interview 1-2 college staff or administrators (example: Joanne Benschop) involved in related aspects such as curriculum, articulation, courses for transfer; critically examine C-ID and music degree structure
- familiarize myself with innovative initiatives in post-secondary curriculum development, such as the College Music Society's initiative for the 21st Century Music School Design and Universal Design for Learning

c) Documentation and estimation of time spent on my activity:

I estimate I will spend approximately 240-290 hours.

Documentation will include records such as:

- log of hours and activities
- list of organizations consulted, including personnel
- list of interviews
- copies of conference registrations; websites; links to materials
- list of web and print resources consulted
- list of relevant curricula from other colleges and universities
- possible recommendations for curriculum review or revision
- summary reflection

OBJECTIVE #3 (if applicable):

a) My objective:

.....

b) How I plan to accomplish my objective and anticipated outcome:

.....

c) Documentation and estimation of time spent on my activity:

.....

OBJECTIVE #4 (if applicable):

a) My objective:

.....

b) How I plan to accomplish my objective and anticipated outcome:

.....

c) Documentation and estimation of time spent on my activity:

.....

Total Estimate of Hours for all objectives (minimum of 576 hours) =

590-730

PART IV. - Explanation of Contribution to District

\*

A. Explanation of how my activities will contribute to my professional development:

I expect my study will rejuvenate my artistic expression and skill, which in turn, will invigorate my teaching in all my music classes.

Examining the activities of the professional associations will help me gain currency in my field.

Exposure to current developments in my field may guide curriculum updates and revisions to both course content and entire degree scope.

.....

\*  
B. 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.

Both of my sabbatical objectives challenge me to increase my awareness of global issues and trends in arts education. This is the crux of the Knowledge of Human Cultures and Intellectual and Practical Skills Core Competency. By asking some of the big questions during my sabbatical, I hope to return with a perspective that will inform my teaching and even reach beyond my students into my department.

For my students: I hope to discover a few new ways to learn and rehearse choral music to enhance my teaching in all my classes. It's my expectation that by engaging with the professional associations, I will bring the initiatives in guiding a broader choral curriculum to my own classes. I expect that I can find ways to bring more diverse and inclusive teaching practices beyond the tradition of largely traditional choral music.

For my department: I hope to gain awareness of trends in curriculum development and education, particularly as those trends aim to serve the 21st-century community college music student in California. There is movement among professional organizations who serve faculty of four-year institutions to examine the impact of a European-dominant music curriculum. MiraCosta's current PSLOs for the Music degree are ideal for successful transfer into four-year institutions, but one implies the narrow valuing of Western musical tradition. By reflecting on the AA degree in Music as a whole, perhaps some of my work will establish intersections across our course offering for music majors, and increase relevance for students entering the workforce.

For the college and community: It is a lofty goal to use this study in music to investigate ways to decenter dominant cultural norms, but there is great potential to better serve the community connected to MiraCosta College. Our music classes reach non-majors and community members, and I hope that some of my work during my sabbatical will give me and my fellow colleagues some ways to increase that connection in more meaningful ways.

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THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

This content is neither created nor endorsed by Google.



## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

kreyes@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Kristi Reyes

Department \*

Noncredit ESL

Date Submitted: \*

MM DD YYYY

10 / 04 / 2021

Full-time Hire Date (semester and year): \*

FA2004

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

.....

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

The purpose of my proposed sabbatical leave is to improve my abilities in online teaching. In particular, my goals are to improve my skills in online accessibility, learn more about and in improve my skills in creating and editing instructional video and screencasts, and to create a variety of new accessible online instructional materials suitable to my courses and my students.

.....

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

Learn new skills which will enable me to ensure online materials I create meet accessibility requirements.

.....

\*  
b) How I plan to accomplish my objective and anticipated outcome:

I will complete @ONE and/or other facilitated and self-paced courses, such as the following:

1. ABCs of Online Course Design
2. Introduction to Course Design
3. Accessibility in Canvas
4. PowerPoint Accessibility
5. Microsoft Word Accessibility
6. Video Captioning Accessibility
7. PDF Accessibility

\*  
c) Documentation and estimation of time spent on my activity:

135 hours: I estimate that I will a total of 100 hours on the coursework and 35 hours reading. For courses that provide badges or certificates upon completion, I will provide those as documentation, along with any artefacts (such as screenshots showing accessibility in my Canvas course, an accessible PowerPoint file, an accessible Word file, a well-captioned video, and an accessible PDF file) and a time log. I will document my reading using the time log.

**OBJECTIVE #2 (if applicable):**

a) My objective:

Gain new skills and improve my ability in creating and editing instructional video and screencasts. I will learn about best practices for creating high-quality, effective instructional video and will apply my learning by updating video I have already made and to create new videos and screencasts for my classes.

b) How I plan to accomplish my objective and anticipated outcome:

To learn about making instructional videos, I will take courses and learn through offerings by online training sites such as Udemy, SkillShare, the California Community Colleges Vision Resource Center, Practical Ed Tech, LinkedIn Learning, ISTE, CUE, and online tutorials. I will read published texts such as 99 Tips for Creating Simple and Sustainable Educational Videos: A Guide for Online Teachers and Flipped Classes. I will complete the @ONE self-paced course Creating a Welcome Video (online at <https://ccconlineed.instructure.com/courses/>) and update/re-do my welcome video. I will learn Adobe Premiere or other video editing program through courses offered on sites such as SkillShare, LinkedIn Learning, Udemy, and/or online tutorials for video editing. I will learn to make screencasts using Adobe Rush, Screencastify, Screencast-o-matic, or Captivate for screencasting through online tutorials.

c) Documentation and estimation of time spent on my activity:

145 hours = I estimate that learning about making effective instructional video will take 35 hours, which will be documented through a time log of my activities to include the online courses, watching tutorials, and reading books and online content. Learning video editing and screencasting will take 100 hours. Creating a new welcome video for my courses will take 10 hours, which I will document using time log.

**OBJECTIVE #3 (if applicable):**

a) My objective:

I will use all that I learn in fulfillment of Objectives 1 – 2 to create online materials to include print and Canvas modules that will be shared as OER materials to not only other faculty in my department but to anyone who would like to use them in their ESL teaching. The materials will include accessible short texts, videos, and screencasts along with Canvas assignments, discussions, and quizzes, to be shared in Canvas Commons.

b) How I plan to accomplish my objective and anticipated outcome:

I will choose 15 high-interest topics to expand upon with texts and/or videos and create accompanying Canvas activities in modules. Using the knowledge and skills I gain, I will use a Canvas course as a repository for the modules I create and then share the course on Canvas Commons.

c) Documentation and estimation of time spent on my activity:

300 hours = I estimate that each of the 15 modules will take 20 hours or longer to create, for a total of 300 hours. In addition to a time log, I will provide a link to the Canvas Commons location where the materials I create will be shared.

OBJECTIVE #4 (if applicable):

a) My objective:

.....

b) How I plan to accomplish my objective and anticipated outcome:

.....

c) Documentation and estimation of time spent on my activity:

.....

Total Estimate of Hours for all objectives (minimum of 576 hours) =

580

.....

**PART IV. - Explanation of Contribution to District**

\*

A. Explanation of how my activities will contribute to my professional development:

The proposed activities will make me a better online instructor. Our noncredit students at MiraCosta College have been surveyed several times since the pandemic forced us to move to emergency remote instruction. A majority have expressed the desire to continue online instruction because of the conveniences it affords them. More hybrid and even fully-online class offerings are certainly part of the future of my department, in our efforts to accommodate students and provide a variety of learning options. While I have taught my courses as hybrid for more than six years, when we moved to remote instruction I did face some challenges in getting students online and orienting them to using Canvas to do their coursework. Typically in my hybrid classes I have been able to demonstrate to my students how to use Canvas and other online tools with some hands-on practice in a computer lab, before they embark on the online portion of the course outside of in-class meeting time. By creating screencast tutorials and more online content, I will be more prepared for the future.

\*

B. 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.

More than any group, the objectives of this proposed sabbatical will benefit my students. When I create original materials based on their needs, interests, and lives, persistence and retention show consequential gains. The primary problem is finding such materials; the secondary problem is finding the time to create original materials when there is none that meets my students' English language proficiency levels. This sabbatical will provide me the opportunity to create original materials on current topics that I know of are interest to my students. The materials I create will be my best effort to increase equity, diversity, and inclusion within my classes. They will offer me and other teachers the chance to enhance our instruction and assess our course SLOs (in listening, speaking, and writing) using new content.

Through greater awareness and the chance to gain language skills for discussing current societal topics and understanding diversity in the contexts of workplace, culture, and community, my advanced students will be able to have greater ease in transitioning to credit coursework. In many credit courses, such real-world topics and challenges are commonly used as the basis of course content, discussions, and assignments. In this way, my sabbatical work will additionally support MiraCosta's core competencies:

- Knowledge of Human Cultures and the Physical and Natural World: Students will gain "informed by awareness of global issues and trends, focused by engagement with big questions, both contemporary and enduring.
- Intellectual And Practical Skills: Students will listen to, read, discuss, and write about the topics they learn through problem- and project-based learning and will be assessed through course SLOs, which use standardized rubrics to gauge performance.
- Personal And Social Responsibility And Efficacy: Through the curriculum, students will gain local and global civic knowledge, which will aid them in being more informed and engaged members of their communities; intercultural competence and respect for diverse perspectives; ethical reasoning and action; and skills for ongoing personal, academic, and professional growth.

In the 2020-21 school year, another noncredit faculty member and I were tasked in created an online program, Noncredit Online Teaching Excellence (NOTE) as part of our WIOA grant leadership roles. We developed online courses and run three successful cohorts. This program will continue for faculty who did not participate last year and for new faculty. For this role, this sabbatical will give me improved and updated skills to be a more effective faculty technology trainer for my department and for all of noncredit/continuing education.

Finally, as mentioned, I am hopeful that other California ESL teachers will take up my lead and create more OER content. I plan to share anything I create as part of my sabbatical at conferences I regularly present at: CATESOL, CCAE, and CAEP. Therefore, I hope and believe that my sabbatical work will benefit my discipline.

.....

**THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION**

## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

atuckersade@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjiYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Alexis Tucker Sade

Department \*

Anthropology - social sciences

Date Submitted: \*

MM DD YYYY

09 / 24 / 2021

Full-time Hire Date (semester and year): \*

Fall 2016

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

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Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
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## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

The purpose of this sabbatical is to carry out field research on cervical cancer in Solomon Islands through the lens of anthropology and epidemiology. Based on research done for my MPH in Global Health and my PhD in sociocultural anthropology, this project seeks solutions to the disproportionate morbidity and mortality from cervical cancer and the barriers from accessing screening, treatment, and palliative care. This research supports my disciplinary expertise as well as my continued connection with Oceania as a Mana mentor.

-----

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

Conduct research for publication to address the World Health Organization initiative to eliminate cervical cancer as a leading cause of death for women - especially those in developing countries.

-----

\*

b) How I plan to accomplish my objective and anticipated outcome:

I will accomplish this objective through field research in Solomon Islands (IRB approved and potentially grant-funded). Field research in anthropology and epidemiology combines ethnographic (qualitative) data gathered via interviews/participant observation and structured survey (quantitative) data gathered via written and oral surveys. The topic of my Master's thesis (completed Spring 2022) is developing the survey which will be used in the Solomon Islands, along with a qualitative framework for the ethnography. I will conduct research employing the survey and conducting ethnographic interviews on the main island, Guadalcanal, and, depending on funding and time, I may also expand my research to include Malaita and Western Province. Participant observation, the primary method in anthropology, may include interactions with nurses and doctors at the hospital, attending NGO events on the topic of women's health, visiting women's associations, and engaging with the Ministry of Health officials. Field research also requires applying for IRB approval for human subjects research before heading to the field, as well as, acquiring approval from the relevant ministries and immigration in the Solomon Islands. Once data has been gathered in country, the raw data is analyzed back at home. This includes statistical analysis of quantitative data and transcription and "coding" of qualitative data (looking for patterns in the transcripts). Data analysis typically takes longer than the fieldwork itself. Once the data is analyzed, writing begins. I plan to have a draft of one journal article during the sabbatical period, but, in the longer term, I plan to publish at least three peer-reviewed journal articles on this research.

\*

c) Documentation and estimation of time spent on my activity:

Documentation provided to the committee will include samples of analyzed data from field research (not raw data as it is protected by IRB law), permits for research, documentation of travel, outline of initial conclusions, and any draft of publications prepared by the end of the sabbatical term. I will also include a log of hours. Estimated time spent on this project during sabbatical is 1,760 hours.

OBJECTIVE #2 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

OBJECTIVE #3 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

OBJECTIVE #4 (if applicable):

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

.....

c) Documentation and estimation of time spent on my activity:

.....

Total Estimate of Hours for all objectives (minimum of 576 hours) =

1200

.....

#### PART IV. - Explanation of Contribution to District

\*

A. Explanation of how my activities will contribute to my professional development:

Maintain currency in anthropology, gender, epidemiology, health policy, ethnography, and global health. Increase my publication and experience in public health. Continue and form professional connections in Oceania and Australia.

.....

\*

B. 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.

This project benefits anthropology students, including those taking Gender, Sex, and Sexuality, by enhancing my knowledge and experience in my discipline. It also benefits students by having a professor who is an active professional in their discipline, and who can provide real-world guidance. This research sabbatical provides concrete, firsthand examples to illustrate key learning outcomes in anthropology including understanding culture and the effect of culture on lived experiences. As well, it provides a means to illustrate the inequity of global health access and the connection to broader global systems and colonization. This benefits the department because it increases my expertise in global health. This will support our move, in collaboration with UCSD, to develop a transfer-ready certificate of achievement in global health situated in anthropology. This program benefits other programs at MiraCosta including public health, biology, and psychology because the required courses are in those departments as well. My research will benefit MANA students in that they will continue to have a mentor who is actively involved in the Pacific, not just culturally, but also academically. My academic connections in Oceania have already provided tangible benefits for MANA students through opportunities to present at professional conferences. Lastly, this research benefits the community by seeking to understand what are the barriers that prevent women and people with a cervix from accessing screening and treatment. While my research focuses on the Solomon Islands, the lessons are more broadly applicable. In the U.S., women in poorer counties are significantly more likely to die from late-stage cervical cancer simply because of not have access to early detection.

.....

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

This content is neither created nor endorsed by Google.

Google Forms

## Sabbatical Leave Application for Academic Year 2022-2023

NOTE: If submitting two plans, you are required to submit two separate applications titled Plan A and Plan B. If submitting a second application because you are unsure the first one will work out, please title your preferred application, Plan A and the second application, Plan B.

Email \*

rviramontes@miracosta.edu

### PART I - Signature Page

A hard copy with signatures to be submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

<https://drive.google.com/file/d/1jntUnjiYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing>

Name \*

Rosa Viramontes

Department \*

International Languages Department

Date Submitted: \*

MM DD YYYY

09 / 22 / 2021

Full-time Hire Date (semester and year): \*

Fall 2009

Academic School year of sabbatical leave requested (for example: 2019-2020): \*

2022-2023

Select the period of sabbatical leave requested: \*

- One semester
- One-year at 50% compensation (do not include unbanking)
- Variable (approval of Superintendent/President required prior to submission of application).

Indicate semester of preference \*

- Fall
- Spring

Date of proposed return to full-time service (if unbanking):

-----

Prior to submitting your application, perform the following steps. Check off each one to acknowledge that you have: \*

- Step 1: Notify your Department Chairperson (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations and other issues.
- Step 2: Notify your Dean (or equivalent) of your intent to request
- Step 3: Notify your Vice President (or equivalent) of your intent to request a sabbatical leave, giving him/her the opportunity to consider staffing, budgets, previous evaluations, SLO assessment calendar, and other issues.
- Step 4: Submit a hard copy of Sabbatical Leave Application Signature Page with original signatures to SLC Administrative Secretary prior to deadline. SLC will review applications and make recommendations for revisions.

## PART II - Abstract of Sabbatical Leave Application

Check the type 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

Abstract: In the box below, clearly state the purpose(s) of the proposed sabbatical leave (try to keep the abstract 200 words or less). \*

As a faculty member of the International Languages Department, one of my particular interests has been teaching Spanish for Native Speakers of the Language. In past years, our enrollments have grown in this area and we have been able to teach two courses of Spanish for Native Speakers every semester. Also, due to student demand, we are planning to offer the sequence course to our current Spanish for Native Speakers course. In the past decades, teaching Heritage Speakers has gained more recognition and a wealth of research and resources has been created. This sabbatical leave project will focus on enhancing my knowledge on heritage language learning and effective pedagogical approaches and on designing zero cost materials and content for the Spanish for Native Speakers course II.

-----

## PART III - Identification of Objectives, Description of Proposed Activities & Documentation

OBJECTIVE #1: \*

a) My objective:

I will conduct extensive research in the area of Heritage Language Learning and effective pedagogical approaches to keep current on new best practices and theories to better serve our students who enroll in our Spanish for Native Speakers courses.

-----

\*

b) How I plan to accomplish my objective and anticipated outcome:

I will accomplish this by visiting the National Heritage Resource Center at UCLA, interviewing individuals experts in the area, reading books, journals, attending or viewing workshops, seminars, and/or webinars and exploring the wealth of resources available on websites from institutions dedicated to language learning.

Research publication, journal and book examples:

Heritage Language Education by Olga Kagan and Susan Baukus

Heritage Languages and Their Speakers by Maria Polinsky

The Acquisition of Heritage Languages by Silvina Montrul

The Routledge Handbook of Heritage Languages Education by Olga Kagan and Maria M. Carreira

Voces: Latino on Life in the United States by Maria M. Carreira and Tom Beeman

Heritage Language Journal

<https://nhlrc.ucla.edu/nhlrc/research#heritagelanguagejournal>

Article: Heritage Language Education: A proposal for the next 50 years

Spanish for native Speakers matter: Narrowing the Latino Achievement Gap through Spanish Language Instruction

Websites/Institutions:

National Heritage Language Resource Center

<https://nhlrc.ucla.edu/nhlrc/home>

Heritage Languages in America

<https://www.cal.org/heritage/about/index.html>

National Coalition of Community-Based Heritage Language Schools

<https://www.heritagelanguageschools.org/coalition>

Center for Applied Linguistics

<https://www.cal.org/>

Center for Advanced Research on Language Acquisition

<https://carla.umn.edu/>

ACTFL

<https://www.actfl.org/>

Interview (people and or organizations) such as:

National Heritage Language Resource Center

<https://nhlrc.ucla.edu/nhlrc/home>

Dr. María Carreira, Professor of Spanish at California State University Long Beach and Co-director of the National Language Resource Center at UCLA.

Dr. Florencia Henshaw, Director of Advanced Spanish at the University of Illinois at Urbana-Champaign and Interim Director of the Foreign Language Teacher Education Program.

Attend and/or view conferences, workshops/webinars, podcasts examples:

Webinar: Latino Heritage Panel

<https://nhlrc.ucla.edu/nhlrc/article/235795>

Podcast: Online Heritage Language Instruction

<https://nhlrc.ucla.edu/nhlrc/article/230218>

Community-Based Heritage Language Schools Conference

<https://www.american.edu/soe/iie/heritage-language-conference.cfm>

\*

c) Documentation and estimation of time spent on my activity:

I estimate that accomplishing this objective will take approximately 250 hours. I will maintain a weekly log of time spent on reading books, journals and/or any other type of publication as well as attending and/or viewing conferences, workshops and or seminars and interviewing experts in the field.

**OBJECTIVE #2 (if applicable):**

a) My objective:

Create content and assessments and/or collect and adapt OER material to be used in the new Spanish for Native Speakers course II while considering all the new information on best practices and pedagogical approaches gathered by my research on the area of Heritage Language Learning.

b) How I plan to accomplish my objective and anticipated outcome:

I will create in Canvas a Canvas shell course for Spanish for Native Speakers II. To have consistency with the material students learn in the first course, the material I create will be organized into 5 units of study called UNIDADES in which students will explore different topics and/or areas of the Spanish Speaking World. In this sabbatical I plan to:

Create and/or adapt readings and create reading comprehension assessments to go with reading selections. (15 total - 3 per unidad)

Design project assessments that build on Heritage Learners initial proficiencies and meet both their linguistics and effective needs. (5 total - 1 per unidad)

Create cultural activities that will involve students exploring/researching topics on the internet to enhance student's cultural competency (10 total - 2 per unidad)

c) Documentation and estimation of time spent on my activity:

I estimate that accomplishing this objective will take approximately 350 hours. I will complete all content/activities in the Canvas course shell and give access that will be shared with the Sabbatical Leave Committee. I will also keep a weekly time sheet of the time spent on creating these activities.

**OBJECTIVE #3 (if applicable):**

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

**OBJECTIVE #4 (if applicable):**

a) My objective:

b) How I plan to accomplish my objective and anticipated outcome:

c) Documentation and estimation of time spent on my activity:

Total Estimate of Hours for all objectives (minimum of 576 hours) =

Approximately 600 hours

**PART IV. - Explanation of Contribution to District**

\*  
A. Explanation of how my activities will contribute to my professional development:

This sabbatical opportunity will greatly contribute to my professional development. As I mentioned in my sabbatical abstract, one of my particular interests has been to teach Spanish for Native Speakers courses but it was not until recently that a wealth of research and resources has been created on this topic. Being able to dedicate time to read and learn from this research and resources to update my pedagogy in this area will allow me to become a much more effective instructor. Also, being able to interview professionals who are experts in the area will allow me to make invaluable connections to resources and opportunities to keep growing in the future.

\*  
B. 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.

The project will benefit in the short and long run students, department, college and community.  
As a Hispanic serving institution, offering quality language courses to better serve our Heritage Spanish Speakers will attest to our college Mission and to our MiraCosta College's commitment to diversity, equity, and inclusion. Spanish is the second language spoken in the United States and due to our college's proximity to the Mexican border and the dense population of Spanish speakers in Southern California, many Native Speakers of Spanish have the desire to enhance their ability to communicate in Spanish in their workplace and/or with their community. Spanish for Native speakers courses not only help students grow linguistically but allows them to explore the relationship between language and cultural identity, therefore, fulfilling our college's commitment to an environment in which "individuals and their diverse cultures and identities are welcomed, nurtured, and validated."

The department and colleagues will further benefit from having these materials that will be shared and could be used by any instructor who teaches the Spanish for Native Speakers course. Also, I can be a resource for other colleagues in my department who would like to learn more about Heritage Speakers pedagogy. Ultimately, enhancing our pedagogy for Heritage Speakers courses will allow our department to fulfill our Program SLO "Upon completion of this program, the student will be able to effectively communicate in the Spanish language, demonstrating an understanding of cultural differences as related to personal and cultural topics as well as social issues."

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

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