Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/93142887826
Or iPhone one-tap (US Toll): +16699006833, 93142887826# or +12532158782, 93142887826#
Or Telephone Dial: +1 669 900 6833 (US Toll), +1 253 215 8782 (US Toll), +1 346 248 7799 (US Toll),
+1 646 876 9923 (US Toll), +1 301 715 8592 (US Toll), +1 312 626 6799 (US Toll)
Meeting ID: 931 4288 7826
International numbers available: https://cccconfer.zoom.us/u/abZondbRp7
Or Skype for Business (Lync): SIP:93142887826@lync.zoom.us

AGENDA

I. Call to Order

II. Roll Call

III. 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.

IV. Approval of the Minutes of October 2, 2020

V. Sabbatical Leave Applications
Description: *The committee will discuss revised sabbatical leave applications received from faculty who plan to take their sabbatical leave during Fall 2021 and/or Spring 2022. The committee will approve applications to forward to Academic Senate.*

VI. Sabbatical Leave Reports
Description: *The committee will discuss minor revisions made to sabbatical leave reports from Suzie Bailey and Theresa Bolaños.*
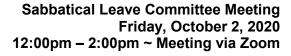
VII. Updates to SLC Handbook as Necessary
Description: *Each year the committee reviews the Sabbatical Leave Handbook and makes any appropriate revisions and/or changes as necessary.*

VIII. Adjournment

UNOFFICIAL MINUTES

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

II. **Roll Call**
Members present: Trisha Hanada-Rogers, Pilar Hernandez, Lisa Lane, Gail Meinhold, Jennifer Paris, Denise Stephenson, John Turbeville

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

IV. **Approval of the Minutes of February 20, 2020**

MS (Lane / Paris) [Hanada-Rogers and Meinhold abstained] to approve the minutes of February 20, 2020 as presented.

V. **Discuss Sabbatical Leave Applications**
Description: *The committee discusses sabbatical leave applications received from faculty who plan to take their sabbatical leave during Fall 2021 and/or Spring 2022. Committee members will be assigned to each applying faculty member.*

- Karl Cleveland – assigned to Lisa Lane
  - He indicates a minimum and maximum range of hours but they add up to only 520 hours. Needs to meet the minimum requirements. He will be asked to make that change.
  - In objective #3: part C documentation, there is repetition of the words "accounting of" and "accounting of." Will need to remove one of them.
- Sean Davis – assigned to Pilar Hernandez
  - Objective 1 needs to be stated more clearly such as he will be taking two short-term introduction to gender studies courses which will help him with the research, study and writing of a draft of an open educational textbook. He does not need to promise that he will complete the textbook.
  - Include that he will provide a link to a draft of the OER textbook as part of his documentation.
  - Objective 2 is vague. Should make the Canvas course available as a shell.
  - Pose the question as to if the courses will happen. Can indicate he will take courses "such as" so he is not locked into these two specific courses if they should be cancelled.
- Billy Gunn – assigned to Trisha Hanada-Rogers
  - In objective 1, indicate taking a course "such as."
  - Needs more information such as giving examples or sampling of films and texts.
  - Objective 3 documentation should include an outline or a list or a rough draft.
  - Include transcript and a log of hours for objectives 1 and 3.
  - Elaborate more about contributions for the department and he will use this for Film 101. Elaborate on the benefit for his professional development and benefits to students and the college.
  - Needs to reconcile hours. They added up to 672 for individual hours vs. a total estimate of 576.
- Bruce Hoskins – assigned to John Turbeville
  - There was a question about documentation and the estimation of hours. Needs to share a spreadsheet of hours and share new videos.
  - Suggest to indicate tangible results such as show what he did either in videos or by writing about it. He can create a summary of the changes he made with links to the videos. Can produce a summary of materials developed identifying updates.

- o For documentation, submit a spreadsheet of activities and include links to any new videos. The textbook can have a before and after version to show revisions made.
- o The abstract sounds like this is not different from regular class prep. However, he is talking about revising the textbook which needs to be stated in the beginning of the application. This is an OER textbook but it is not clear what course this is i.e. SOC101 (intro). Abstract does not address the purpose for the sabbatical. What does update mean in the objective?
- o Suggests changing his objective to say he will update (name of) the textbook. Should not mix the words "course" and "text."
- o The application needs to be re-written with only one objective such as will revise the textbook with documentation to show how it was revised. Include the Canvas course is tied to the textbook and the website will be updated. Move the end of the application into the abstract. Include that this will be free to students. Needs to link this to the SLO. Beef up the benefits. They are implied but not stated. Needs to check the box for step 4 on the signature page of the application.
- • Lynne Miller – assigned to Lisa Lane
- o Cannot count travel arrangements as part of hours and must remove this wording.
- o Includes the time to do field notes but does say she will include the field notes in documentation.
- o Suggest she includes a directory of contacts and log of hours for objective 2.
- • Pamela Perry – assigned to Jennifer Paris
- o Needs more detail for documentation such as notes, draft of the course. Should indicate she will share responses of survey with the committee.
- o Is Objective 3 part of regular duties? It was asked if you can develop a new course as a sabbatical. This application is inventing the wheel. One of her duties is oversight of credit courses. Other reports have been submitted to develop curriculum. For non-classroom faculty, writing a course is not normal workload. We can ask her to change the wording. This could not be done if she were not on sabbatical.
- o Focus should be on research and wrap it into the objective of doing research and working with faculty to develop it. The deliverable is the course.
- o Focus words like review information for existing credit courses and strengthen the wording to reflect the amount of work that it really is. Needs more examples of courses she might review. Sources for reading and academic literature in objective 1 for review.
- o Perhaps collapse the 3 objectives into 1 or 2. Meinhold will share her application and report as an example as one objective. They are all overlapping and do not need to be split for one general goal/objective.
- • Dean Ramos – assigned to Gail Meinhold
- o Objective 1 needs to be more specific. Restate what the project is and what is the success.
- o Would like to see more benefits to self, i.e. why is it beneficial under Contribution "A".
- o Link what he is doing to add value to the students and the college. The purpose of the project can, but does not have to be, part of the abstract. The abstract is about the purpose. Benefits can be mentioned in the abstract. It is a good idea to show the benefits.

Deadlines and meeting dates/times:
- • Revised reports will be due next Friday, October 9th.
- • Application revisions are due Friday, October 16th.
- • The SLC will meet again on Wednesday, October 21st at noon.
- • The point person with advise when minor revisions have been made. Everyone on the committee will read the applications with substantial changes, Hoskins, Gunn, and Davis.

VI. **Reports from SLC Task Forces on Sabbatical Leave Reports**
Description: *The SLC discusses sabbatical leave reports received from faculty who have returned from their sabbatical leaves during Spring 2020. A taskforce was assigned to each returning faculty member. The SLC will vote on sabbatical leave reports based on taskforce recommendations.*
- • Suzie Bailey: there were 120 hours on the report but is documenting 122 hours; needs to clarify the hours and make the change.
- • Angela Beltran: taskforce approved transcripts and the report as submitted.
- • Joanne Benschop: taskforce approved the report as submitted.
- • Eric Bishop: the taskforce approved the report at submitted.

- Theresa Bolaños: with the exception of a few typos to be corrected, approved report as submitted.
- Brad Byrom: It was discussed if names should be removed from the report noting that the report is a public document and needs to be sure that it is okay to publish the report with names.
- Steve Eso: the taskforce approved the report as submitted.
- Trisha Hanada-Rogers: the taskforce approved the report as submitted.
- Gail Meinhold: the taskforce approved the report as submitted.

MSU (Hernandez / Lane) to approve the sabbatical leave reports from Suzie Bailey, Angela Beltran, Joanne Benschop, Eric Bishop, Theresa Bolaños, Brad Byrom, Steve Eso, Trisha Hanada-Rogers, and Gail Meinhold as submitted, pending minor corrections from Bailey and Bolaños.

VII. **Changes to the SL Handbook**
Description: *Each year the committee looks over the Sabbatical Leave Handbook and makes any appropriate and/or necessary revisions and changes.*
- There will be an addition to the handbook and the Google report form discussing confidentiality and why it is necessary to separate the documentation from the report. Details should be submitted in a separate link to protect intellectual property rights.
- Will add that submitting unofficial transcripts is okay.
- Links will need to be fixed in the handbook.
- It will also be made clear to returning faculty to separate the public and private information from documentation.

VIII. **Adjournment –** The meeting adjourned at 1:53pm.

Sabbatical Leave Application (2021-2022)

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 address *

kcleveland@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 *

Karl Cleveland

Department *

Media Arts and Technologies

Date Submitted: *

MM   DD   YYYY

09 / 21 / 2020

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

Fall, 2006

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

2021-2022

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). *

During sabbatical leave, I intend to study full stack web application development using advanced JavaScript and the MERN technology stack. I further intend to study computer programming in the context of the visual arts through explorations of generative and algorithmic art-making. Lastly, I plan to explore traditional printmaking with a goal of finding ways to integrate digital and analog printmaking processes in creative ways.

Media arts touches upon so many differing technologies and interdisciplinary skillsets that it requires constant professional development in order to keep pace with industry. A suite of evolving web technologies and frameworks have brought new capabilities to desktop and mobile browsers, but also increasing sophistication. In order to keep pace with student and industry needs and expectations, I must keep my web development skills on the cutting edge. This proposal allows me to do that. In addition, as a faculty member in media arts and technologies, I need to engage in and develop my own artistic and professional practices. I need to 'make stuff' as I often teach from direct experience creating media products and user experiences. This proposal allows me to cultivate and learn new artistic practices in both digital and traditional media.

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

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OBJECTIVE #1: *

a) My objective:

Explore and increase my knowledge of advanced JavaScript and JavaScript frameworks, including full stack web application developing using Node.js and the technologies in the MERN Stack (MongoDB, ExpressJS, ReactJS, NodeJS).

*

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

I plan to accomplish this objective through a variety of means, including:

1) Reading. I intend to read and utilize chapters from JavaScript and/or JavaScript frameworks textbooks and reference manuals. Such books may include: Pro MERN Stack: Full Stack Web App Development with Mongo, Express, React, and Node by Vasan Subramanian (Apress), Web Development with Node and Express: Leveraging the JavaScript Stack by Ethan Brown (O'Reilly), and/or Learning React: Modern Patterns for Developing React Apps by Alex Banks (O'Relly).

2) Online training. I intend to engage in online training courses or tutorials. Such training may include: Create a back-end app with JavaScript (8 weeks) from Codecademy, LinkedIn Learning courses such as Learning Full-Stack JavaScript Development: MongoDB, Node, and React, Learn Node by Wes Bos (LearnNode.com), React For Beginners by Wes Bos (ReactForBeginners.com), and/or Fullstack Advanced React and GraphQL by Wes Bos (AdvancedReact.com).

3) Creating my own coding samples and demo applications. I plan to create my own coding examples using JavaScript and JavaScript frameworks to document my learning, put it in practice, and so that I can provide practical use cases and coding solutions as reference material (for myself or future students).

I anticipate that as a result of these activities I will be better able to support student's web development efforts on an advanced-level, including supporting students who are building full stack web applications. I will be able to provide ready-made coding examples to support student learning goals and project needs. Moreover, I will be better prepared to teach and provide leadership in the web design and development curriculum, including the potential to develop new courses or integrate more advanced-techniques and programming into current courses.

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*

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

Cumulatively, I expect to spend between 190 to 260 hours on these activities. Documentation will include an accounting of the hours spent on each activity and appropriate accompanying evidence, such as certificates of completion (when available), screenshots of progress, and/or posting my application demos and coding samples online.

OBJECTIVE #2 (if applicable):

a) My objective:

Explore and increase my knowledge of generative art, creative coding, and computational media practices.

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

I plan to accomplish this objective through a variety of means, including:

1) Reading. I intend to read and utilize chapters from generative art and creative coding books and reference manuals. Such books may include: The Nature of Code: Simulating Natural Systems with Processing by Daniel Shiffman, Generative Art: A Practical Guide Using Processing by Matt Pearson (Manning Publications), Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction by Daniel Shiffman (Morgan Kaufmann), Generative Design: Visualize, Program, and Create with JavaScript in p5.js by Benedikt Gross, and/or Form +Code in Design, Art, and Architecture by Casey Reas and Chandler McWilliams.

2) Online training. I intend to engage in online training courses or tutorials. Such training may include: The Nature of Code from The Coding Train/YouTube (based on the NYU course, The Nature of Code, by Professor Daniel Shiffman) and/or Generative Art and Computational Creativity course by Professor Philippe Pasquier on Kadenze.

3) Creating my own coding samples, applications, and/or generative art projects. I plan to create my own generative, code-based artworks for display online and/or for print.

I anticipate that as a result of these activities I will better understand the historical and contemporary practice of computing in the arts. Explorations of generative art, algorithmic art, and the programming strategies and techniques behind computer simulations of natural systems will allow me to explore the artistic intersection of programming, computer graphics, and individual expression. I am interested in understanding how the mathematical principles behind our physical world can help us to create digital worlds as well as how to capture the unpredictable evolutionary and emergent properties of nature in software. These activities will allow me to develop my own artistic practices as well as enrich my computer programming skills. Ultimately, this exploration should make me better prepared to teach and provide curriculum oversight and leadership within the media arts and technologies discipline.

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

Cumulatively, I expect to spend between 200 to 240 hours on these activities. Documentation will include an accounting of the hours spent on related activities and appropriate accompanying evidence, such as certificates of completion (when available), screenshots of progress, and posting my generative artworks, creative applications, and/or coding samples online.

OBJECTIVE #3 (if applicable):

a) My objective:

Explore traditional printmaking techniques and processes such as woodcut, etching, lithography, screen printing, and/or other related contemporary printing techniques.

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

I plan to accomplish this objective by:

1) In person training. I plan to take a course such as the Art 210: Printmaking I course at MiraCosta College.

2) Reading. I intend to read and utilize chapters from Printmaking: A Complete Guide to Materials and Process by Bill Fick and/or Modern Printmaking: A Guide to Traditional and Digital Techniques by Sylvia Covey.

3) Creating my own physical prints and artworks.

I've always wanted to take a printmaking class and learn more about traditional printmaking techniques. I hope to ultimately engage in an artistic process that combines digital and analog techniques in creative ways. I anticipate that as a result of these activities I will be better able to compare, contrast (and potentially combine) digital and analog printmaking processes. Ultimately, this exploration should allow me to better assist and prepare digital imaging and design students in their commercial and/or artistic endeavors.

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

Cumulatively, I expect to spend 190 to 240 hours on these activities. Documentation will include a transcript or certificate of completion (if applicable) for any courses or workshops taken, an accounting of the hours spent on each activity and appropriate accompanying evidence, such as posting images of artworks or prints online.

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 sabbatical I expect to gain expertise in both client-side and server-side programming and web application development techniques, with a focus on JavaScript and full stack JavaScript frameworks. My graduate education focused on communication and art and my technical skills in web design and development are largely self-taught or have come through professional experience. Therefore, the opportunity to formally study these topics will contribute greatly to my professional skills and make me a more capable web developer and teacher. Beyond web development, media arts requires an interdisciplinary artistic and technical skill set. I need to engage in and develop my own artistic and professional practices. I need to 'make stuff' as I often teach from direct experience creating media products and user experiences. This sabbatical will allow me to cultivate and learn new artistic practices in both digital and traditional media.

*

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.

I. Students. I believe students stand to benefit the most from my sabbatical. The capabilities of Career and Technical Education students rely heavily on the expertise of the faculty designing and teaching their curriculum. In order to prepare themselves for professional jobs within the industry, students need to develop projects of real depth and breadth, both in creative design and technical implementation. As a result of my sabbatical, I will be more qualified to support student's client-side and server-side web development efforts on an advanced-level, including supporting students who are building web applications. Moreover, I will be better able to support student learning goals and project needs in relation to computing in the arts. For example, one of the SLOs from MAT 190 includes the ability to "Conceptualize, design, and produce user interfaces, applications, and/or experiences that integrate media, animation, and interactivity." Satisfying this SLO requires faculty with robust artistic and technical skills, including how to apply computer programming techniques to artistic contexts.

II. Department. The PSLO for the Web Development and Design Certificate of Achievement reads: "Plan, design, and develop professional-level graphical user interfaces, web pages, and websites that utilize appropriate tools and techniques and demonstrate effective communication solutions." Of particular note in this PSLO is the need for students to demonstrate "professional-level" skills so that they are prepared to enter and thrive within the industry. But, the standards of the web design and development industry continually evolve and increase in sophistication. In order to remain on the cutting-edge, faculty must foster their own skills to ensure that students are getting relevant, useful, and up-to-date information. This sabbatical will help me be better prepared to teach and provide leadership in the web design and development curriculum specifically, but also across media arts disciplines more broadly, including the potential to develop new courses within the department or integrate more advanced-techniques and programming into current courses.

III. College and Community. The reputation and effectiveness of the College benefits from faculty who are experts in their fields of study and who are actively engaging with evolving technical and artistic practices. As a faculty member with advanced technical and creative experience in web design and development, computational media arts, and digital imaging and printmaking processes, I can assist the College in supporting media arts students with wide ranging interests. The community as a whole benefits from having a place to go to learn advanced, professional skills and from students who are well-prepared to transfer to four-year universities or take on industry jobs.

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Sabbatical Leave Application (2021-2022)

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 address *

sdavis@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 *

Sean Davis

Department *

Sociology

Date Submitted: *

MM   DD   YYYY

09 / 20 / 2020

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

Fall 2015

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

2021-2022

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). *

This sabbatical will be used to write an Open Educational Resource (OER) textbook for SOC130 - Introduction to Gender Studies. This course is offered twice a year (once in Fall and again in Spring). Currently, there is a lack of quality OER textbooks for this type of course. Offering an OER textbook for our students will have many benefits, including reducing costs for students, having congruency with the course content and instruction, and students will engage in activities, assignments, and projects that are relevant and directly tied to the main text used in the course. Additionally, I will develop a Canvas course shell that fully integrates the OER textbook and instructor-developed supplemental materials (videos, activities, podcasts, assignments, etc.). To support these efforts, I will take courses in Gender and Sexualities Studies, a class on developing accessible course materials, and a class on teaching and course design - all of which will contribute to the development of the textbook and Canvas course shell, respectively. Additional aspects of the self-directed study and professional learning include reviewing books, documentaries, journal articles, and other academic materials on Gender and Sexualities Studies. Finally, I will research and study strategies for writing and developing engaging open-source textbooks.

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

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OBJECTIVE #1: *

a) My objective:

Research and take short-term courses on Gender and Sexualities Studies and write a draft of an Open Educational Resource (OER) textbook for my SOC130 - Introduction to Gender Studies Course

*

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

I will take short-term (non-credit) courses in Gender and Sexuality Studies to maintain currency in the discipline. The two short-term courses I will take include Gender and Sexuality: Applications in Society (offered by the University of British Columbia) and Queering Identities: LGBTQ+ Sexuality and Gender Identity (offered by the University of Colorado System). Additionally, I will seek out other resources (books, journal articles, podcasts, documentaries, etc.) to add to the textbook writing process and content. Finally, I will dedicate four hours a day five days per week to writing, editing, and developing the textbook.

*

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

I will develop a spreadsheet that will track my courses, other resources, and time spent on the aforementioned activities and the textbook writing process. Course completion evidence will be provided. All of these activities will take 438 hours.

OBJECTIVE #2 (if applicable):

a) My objective:

Develop materials and assessments, research effective course design and accessibility, and create a Canvas course shell for SOC130 - Introduction to Gender Studies

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

I will request a course shell from our Online Education Office for the purpose of fully integrating my OER textbook and instructor-developed supplemental materials (embedded videos, podcasts, and relevant text), activities, assignments, and projects. Most materials will be developed by me; however, material and content will be curated from other scholars and educators in the discipline with permission and appropriate attribution. Additionally, I will take two courses - @One Creating Accessible Course Content and @One Teaching and Design - to ensure that the course is fully accessible and designed for the contemporary student experience.

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

The time spent developing the course will be included in the spreadsheet for the sabbatical project. Evidence of course completion will be provided. All of these activities will take 224 hours. The course shell will be shared with the Sabbatical Leave Committee.

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) =

662 hours

PART IV. – Explanation of Contribution to District

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*

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

This project contributes to my professional development by allowing me to take time to learn from others in my discipline for the purpose of staying current in my field. I will also improve my online instruction and course design by learning more about developing accessible course materials. The courses in online teaching and learning will help me understand and implement the latest research and theory on course design and online instruction. Writing an OER textbook will enhance my teaching by providing a stronger sense of congruency between my course materials and instruction. Developing the Canvas course that fully integrates my textbook will allow me to teach a course that is adaptive and responsive to student's needs and changes in the discipline by having the flexibility to revise and update both the textbook and Canvas course as needed.

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*

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
Students will benefit from the cost savings that an OER textbook provides. They will also benefit from taking a course with the author of their textbook. Further, students will have the opportunity to take a class with a Canvas course that is completely aligned with their textbook. Students will have improved support from their instructor since all materials for the course will be developed by said instructor.

Department
The department will benefit from me having the time to learn more about the OER textbook writing process. I will report back to my department about the experience and offer any guidance I can about how to develop such materials. Additionally, the department will benefit from my gained knowledge and experience in developing accessible course materials and improved skills and knowledge in course design. I will offer workshops for both departmental full-time and associate faculty on accessibility basics and course design. After completing the sabbatical, I will be better equipped to develop, revise, and/or assess SLOs and PSLOs for the course (Introduction to Gender Studies) and the associated Associate Degree for Transfer (Social Justice Studies - Gender Studies). I co-authored the course (SOC130) and authored the degree (Social Justice Studies - Gender Studies) so I am excited to be able to contribute to strengthening both through this sabbatical project.

College
The college will benefit from having one more OER course offering. I will offer FLEX workshops on my experiences with both writing an OER textbook and integrating the textbook and instructor-developed supplemental materials into Canvas. Moreover, I will offer FLEX workshops on accessibility basics and course design.

Community
The community will benefit from having an instructor who is the author of the textbook for their course. The LGBTQIA+ community and those of gender minority populations will benefit from a stronger course offering at zero-material cost.

The promotion of diversity, equity, and inclusion are inherent in this project. The project's main objective is to develop an OER textbook that will ease the burden of course-related material costs for students. The content of the textbook and course is focused on providing justice to gender minorities through educating students and the community on the history, contemporary social issues, struggles, and contributions of individuals and groups of various gender identities.

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Sabbatical Leave Application (2021-2022)

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 address *

wgunn@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 *

William Gunn

Department *

Theatre and FIlm

Date Submitted: *

MM   DD   YYYY

09 / 21 / 2020

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

Fall 2014

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

2021-2022

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). *

The purposes of my proposed sabbatical leave include: (1) discipline-specific academic training through coursework, (2) cultural competency training through language instruction, and (3) an equity-focused project to develop a zero-cost textbook for FILM 101 (Introduction to Film) courses. The first part of my proposed leave will be to take a graduate-level Film Theory course, such as FS 545 (Film Theory and Criticism) at Chapman University. This will be a great opportunity to maintain currency as a discipline expert in film studies. For the second part of my sabbatical, I plan to enroll in a 4-unit Spanish class at MiraCosta College. This will begin the process of achieving a long-standing, personal goal to speak Spanish fluently. For the final part of my sabbatical leave, I intend to develop materials for a zero-cost Introduction to Film textbook. With rising costs of film studies textbooks and the ever-increasing number of students taking film courses at MiraCosta, this project has the potential to impact student success and equity in the Film Program.

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

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OBJECTIVE #1: *
a) My objective:

By the end of my sabbatical leave, I will renew currency in the field of film studies by completing coursework in film theory.

*

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

I plan to accomplish this objective by enrolling in a film theory course, such as FS 545 at Chapman University, attending lectures, and reading assigned texts. Texts may include classical theories developed by formalists such as Sergei Eisenstein and Rudolf Arnheim, and realists such as Andre Bazin and Siegfried Kracauer. More modern film theories, such as those informed by structuralism, semiotics, psychoanalysis, narratology, will also be explored.

*

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

FS 545 (Film Theory and Criticism) at Chapman university is a 3-unit course, which will require 144 hours to complete. Documentation will include a log of hours, transcripts, and class notes resulting from this activity.

OBJECTIVE #2 (if applicable):

a) My objective:

By the end of my sabbatical leave, I will increase my Spanish language skills by completing coursework in the Spanish language.

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

I plan to accomplish this objective by attending lectures, reading assigned texts, viewing and completing required assignments.

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

SPAN 101 (Elementary Spanish) at MiraCosta College is a 4-unit course, which will require 192 hours to complete. Documentation will include a log of hours, transcripts, and class notes resulting from this activity.

OBJECTIVE #3 (if applicable):

a) My objective:

By the end of my sabbatical leave, I will develop materials for a zero-cost textbook in film studies that can be used for survey courses in film.

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

First, it will be necessary to research existing textbooks that are commonly used in Introduction to Film courses, such as Looking at Movies (Monahan) and Understanding Movies (Giannetti). Next, I will compile free materials from websites, such as The Columbia Film Language Glossary (https://filmglossary.ccnmtl.columbia.edu/), YouTube (youtube.com), and the MiraCosta Library (https://library.miracosta.edu/homepage).

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

I plan to spend 240 hours researching, writing, and organizing materials for the zero-cost textbook. Documentation will include a log of hours and a draft of the textbook.

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

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*

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

Between the two courses and the project I plan to undertake, I will remain current in my field of expertise (film studies), gain language and cultural competency skills, and gain experience creating classroom materials that will have tangible equity benefits for MiraCosta students, as well as students at other institutions. Having the opportunity to be a student again and renew my passion for studying film will allow me to update course content and adapt to current trends. Gaining additional language skills will provide me with practical tools for communication, as well as the cultural knowledge that comes through study of international languages. The hope is that this will increase my ability to connect with and mentor students more effectively. Through the process of creating a textbook for Introduction to Film classes, I hope to gain an increased awareness of key topics in the curriculum and become more in-tune with student needs.

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*

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. The zero-cost textbook project has the potential to have a wide impact, not only at film students at MiraCosta College, but also for other film studies programs that are looking for zero-cost textbook solutions. Currently there are no suitable zero-cost options available for Introduction to Film courses, so the equity benefits could be quite substantial. In addition, the coursework in film theory will help me to find new ways to ensure student success with the FILM 101 SLOs: 1. Identify elements of cinematic language and apply knowledge of production processes to analyze a specific moment in a given film. 2. Critically examine theoretical and ideological issues in the comparative evaluation of films.
(2) Department. By refreshing my knowledge of film theory and increasing awareness of current issues in the field, I can serve as a leader and mentor for both full-time and associate faculty in the Department of Theatre and Film. As efforts to change the racial and gender inequities in the film industry have gained traction over the last few years, developing strategies to increase representation in syllabi and examine challenging topics will be a benefit to the department.
(3) College and Community. As the MiraCosta Film Program has experienced unprecedented growth over the last decade, a culture of using film to explore issues in various academic disciplines has also emerged. The ability to collaborate with non-discipline experts around current film theories will benefit the campus community more broadly.

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

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Google Forms

Sabbatical Leave Application (2021-2022)

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 address *

bhoskins@miracosta.edu

PART I - Signature Page
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Download and print the Signature page here.
https://drive.google.com/file/d/1jntUnjiYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing

Name *

Bruce Hoskins

Department *

Sociology

Date Submitted: *

MM   DD   YYYY

10 / 07 / 2020

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

2004

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

2021-22

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 2022

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 will complete a comprehensive update on the zero-cost Introduction to Sociology textbook that I wrote 6 years ago, Sociology in Praxis. I will also update/create/develop zero-cost instructor materials to benefit my department and the students we serve.

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

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OBJECTIVE #1: *

a) My objective:

Comprehensive update of Sociology in Praxis

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*

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

I will consult with numerous faculty members that already use the text to find spaces that I need to update and/or rewrite. I will review additional videos that I have curated over the years and see where I can use them for my textbook. I will remake/update/replace poor quality videos. I will transcribe any new videos. I will update my website with the new edition of my book.

---

*

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

Documentation will include a list of weekly hours, summary of the textbook revisions with links or examples of updates I made.

OBJECTIVE #2 (if applicable):

a) My objective:

Update/create/develop zero-cost instructor materials

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

I will take the time to learn new programs (e.g. Canva, Snag it, etc.) to help with creating instructional materials. Next, I will create multimedia slides for each chapter. I will update and increase the number of multiple choice questions that I already have. I will create curriculum for each chapter. I will create a shareable Canvas shell. And lastly, I will update the website that my textbook is connected to.

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

Documentation will include a list of weekly hours, links or examples of the materials created / updated, including the slides, website and Canvas shell.

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) =

732

PART IV. - Explanation of Contribution to District

*

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

I have found that there is no task that develops someone professionally than writing their own textbook. Writing/updating a textbook is a massive feat of thought, organization, research, introspection and personal learning. However, I will also develop professionally by learning new skills and programs that will allow me to construct a textbook that will rival, if not exceed, anything that you could use from a publishing company.

*

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 economic benefits of this zero-cost textbook are direct and immediate in the short term and will only grow for our students in the long term as more instructors in my department adopt this text. The focus of my textbook also directly addresses our core competency, "Intercultural competence and respect for diverse perspectives."

This zero-cost textbook addresses income-equity by giving ALL students immediate access to vital course materials by the first day of class. Research tells us that not being able to afford the textbook is one on the main elements that inhibits student success. Second, after implementing my textbook and subsequent instructional materials, I have been able to completely close the equity gap for Black students, while significantly raising the achievement level of ALL other racial groups in my Introduction to Sociology classes.

This zero-cost textbook addresses diversity and inclusion by centering race/ethnicity and/or sex/gender/sexuality in every example/video/poem in the book. In this comprehensive update, I plan on adding substantial sections regarding the Black Lives Matter and the Anti-Mask movements in chapter 2, Black Transgender people in chapter 8, how distance education has disproportionately affected those in poverty in chapter 10, and experiencing the global pandemic while Black and Latinx in chapter 12.

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Sabbatical Leave Application (2021-2022)

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 address *

lmiller@miracosta.edu

PART I - Signature Page
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https://drive.google.com/file/d/1jntUnjiYo3ohXCkxS6JBpgM3hJmArMbm/view?usp=sharing

Name *

Lynne E. Miller

Department *

Social Sciences - Anthropology

Date Submitted: *

MM   DD   YYYY

09 / 18 / 2020

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

Fall 2000

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

2021-2022

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):

not unbanking, returning to service Spring 2022

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 the proposed sabbatical is to conduct scholarly research in anthropology, and to produce results that will directly benefit student learning and opportunities. I have two objectives. First, I plan to visit various museums and sites of anthropological importance, and to document them for classroom presentations. Second, I hope to interview site directors, to discuss current issues in site conservation and public education, and to establish contacts that might produce internships for MiraCosta students. Possible sites to visit include museums associated with the Native American Nations of the Great Plains, the Northeast Woodlands, and the Pacific Northwest Coast. Archaeological sites of interest include several associated with the Hopewell culture of North America and the Maya of Mesoamerica. All of these topics relate directly to the courses I teach and thus my experiences will enrich my classroom presentations and perhaps encourage students to visit these sites for themselves. This is a "variable" sabbatical in that it will represent only 60% of my load, while I maintain the responsibilities of department chair, 40% of my load. In terms of documentation, I would keep of log of preparations, travels, and results; I estimate approximately 350 hours total.

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

---

OBJECTIVE #1: *

a) My objective:

To investigate, visit, and document multiple sites relevant to my areas of teaching in anthropology, especially Archaeology and Native American Cultures.

*

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

I plan to visit multiple sites to explore their offerings firsthand and to learn more about each culture. Sites may include but are not limited to:
Archaeological sites, relating to Anthropology 103, Introduction to Archaeology:
- The Hopewell Culture National Historical Park, Chillicothe, Ohio
- The Effigy Mounds National Monument, Harpers Ferry, Iowa
- Teotihuacan, Mexico
- Chichen Itza, Mexico
- Palenque, Mexico

Museums – both standard and living history – relating to Anthropology 104, Native American Cultures:
- The Woodland Cultural Center, Brantford, Canada
- The Seneca-Iroquois National Museum, Salamanca, New York
- The Six Nations Indian Museum, Onchiota, New York
- Museum of the Plains Indian, Browning, Montana
- Plains Indians Museum, Cody, Wyoming
- Ozette Indian Village and Archaeological Site, Neah Bay, Washington
- Lelooska Museum, Ariel, Washington

In each case, I would have to do substantial preliminary research on the site, visit the sites in depth and detail, and document what I learn visually and in writing. The outcomes would be my field notes, a considerable bank of photos, and my personal experiences to share with my students. Please note: I did a similar sabbatical in 2015 and the yields were enormous. Being able to share these firsthand experiences with students was exciting for me and increased their engagement with the material. I have high hopes that, based upon my positive experiences, students will visit these sites for themselves, which is a terrific manifestation of lifelong learning.

*

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

I hope to visit two to four regions during the sabbatical term (e.g., the Northeast Woodlands, the Pacific Northwest Coast, the Great Plains, and Mexico). Assuming two weeks of research for each location, one to three weeks in each region, and two weeks at home typing up field notes and editing photos for classroom presentations, this objective would require about 100 hours per region. I expect to log my hours in a spreadsheet, to be included with my sabbatical report; I can also provide summaries of field notes and a sample of photos. Hours may total some 300 hours for this objective.

OBJECTIVE #2 (if applicable):

a) My objective:

To develop contacts with and interview the lead archaeologists and/or curators of various sites and museums. Ultimately, I hope to develop contacts that may translate into internship opportunities for MiraCosta students.

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

In advance of travel to each region, and thanks to the wonders of the internet, I plan to identify and contact the people in charge of the sites I expect to visit. Then, I will arrange for consultation with as many as I can manage. In this way, I hope not only to acquire deeper appreciation for each site, and to learn about issues relevant to anthropology today, but also to establish contacts that may serve MiraCosta students in the form of internships. Note: I devoted a considerable amount of my 2015 sabbatical to developing local internships, which have been explored by a few MiraCosta students. I really hope to broaden the field this time, with summer internships and field school opportunities in out-of-state locations.

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

This objective will add to the amount of time spent preparing for each site visit, the number of days at each region, and the time organizing materials upon returning home. Again, hours would be documented in a spreadsheet, to be included with the sabbatical report, along with a list of contacts made. Some 50 hours will be invested in this objective.

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) =

350 hours = 60% of my load; 40% of my load will be my continuing responsibilities as department chair

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PART IV. - Explanation of Contribution to District

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*

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

Being a professional means having personal experience and expertise in the field. This sabbatical project would give me an opportunity to improve considerably my facility with various American archaeological sites and Native American communities. I would learn firsthand from experts about how these sites were excavated, about challenges facing directors in terms of artifact and site preservation, about the prehistoric and historical development of Native American cultures, and about the challenges of presenting traditional heritage in culturally sensitive ways. All of the sites under consideration relate directly to topics that I teach, and the benefit to students of learning from a teacher with firsthand experience are immeasurable.

---

*

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 most obvious MiraCosta beneficiaries would be my students. Nothing pumps energy into a classroom more than having an instructor who speaks from personal experience. Visits to North American sites would directly benefit my courses in Archaeology (ANTH 103, about 35 students per year) and Native American Cultures (ANTH 104, about 40 students each year), though material may also find its way into Cultural Anthropology (ANTH 102, about 80 students per year). Specifically, this project would serve ANTH 103 CSLO #1 (to evaluate theory and methods in archaeology), CSLO #2 (to evaluate major advances in Paleolithic culture), CSLO #3 (to analyze potential causes and consequences of the transition to agriculture), and #4 (to analyze potential causes and consequences of the development of "civilization"). For ANTH 104, this project would relate to CSLO #1 (to analyze causes and consequences of cultural variation among Native Americans), CSLO #2 (to evaluate the impact of cross-cultural interaction upon Native Americans), and CSLO #3 (to analyze the role of Native Americans in a modern global society). Furthermore, and as suggested above, the contacts I make with curators and site supervisors may translate into additional opportunities for MiraCosta students in the form of internships and summer field schools. As always, I would be happy to offer presentations on these materials to the college (e.g., as Flex workshops) and to the community (e.g., for the LIFE program), thus extending the benefits of this project.

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Sabbatical Leave Application (2021-2022)

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Email address *

pperry@miracosta.edu

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

Name *

Pamela Perry

Department *

Library

Date Submitted: *

MM   DD   YYYY

09 / 21 / 2020

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

SUMMER 2004

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

2021-2022

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):

N/A

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

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☑ 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.

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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 my sabbatical project is to investigate the information literacy needs of STEM and Health Sciences students, and analyze, assess, and recommend best practices for meeting those needs at the undergraduate level. When students begin college in STEM and health-related disciplines, they often arrive without meaningful experiences in finding, evaluating, and using scientific literature. Instructors often assume that because students are tech-savvy, they are also skilled in distinguishing scientific literature from popular articles, assessing source credibility, and locating academic information in the college's library databases. Teaching STEM and Health Sciences students in these Academic and Career Pathways to properly navigate the current information landscape is foundational to their academic and professional success.

During my sabbatical leave I plan to:

-Conduct scholarly research on information literacy skills in STEM and Health Sciences. This will include, but is not limited to, reading current publications, journals, and reports, and interviewing persons actively teaching information literacy skills in STEM and Health Sciences.

-Investigate best practices for integrating scientific information literacy into undergraduate curriculum which may include credit courses, scaffolded programs, and discipline course integration through collaboration with library faculty.

-Survey MiraCosta faculty in related programs, including but not limited to, STEM, Nursing, Health Education, Kinesiology, Anthropology, and Nutrition, to assess faculty perceptions of students' information skills.

-Design and develop either a new credit course for information literacy skills targeted to this population, or develop online learning modules to be integrated across the science and health sciences curriculum.

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

OBJECTIVE #1: *

a) My objective:

To research current publications, journals, and reports on scientific information literacy, investigate best practices for teaching information literacy skill to STEM and health sciences students, leading to the development of either a credit course or develop online learning modules to be integrated across the science and health sciences curriculum.

*

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

Research publications, journals and report example may include, but are not limited to:
-Journal of Academic Librarianship
-Journal of College Science Teaching
-Issues in Science and Technology Librarianship
-Health Education Journal
-Health Education Research
-Journal of Microbiology and Biology Education
-College & Research Libraries
-Library & Information Science Research
-Journal of Information Literacy
-Science & Technology Libraries
-Community & Junior College Libraries
-Journal of Research in Science Teaching
-Health Education Journal
-Health Education Research
-Association of College & Research Library publications
-National Science Teaching Association publications
-National Science Foundation publications

Example courses may include but are not limited to:
-CSU BIOT 660 - Scientific Communication in Industry
-CSU CHEM 300 - Literature of Chemistry
-University of Toronto BIME10052 Research Skills in Health Sciences
-University of North Texas Research Skills for Academic Health Professionals

*

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

At the end of the sabbatical, I will provide:

- a timesheet of my weekly activities
- an annotated bibliography of articles and publications I consulted in my research
- a list of interviews I conducted with subject specialists
- a summary of best practices based on my research
- a link to new curriculum or integrated program components such as online modules.

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:

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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) =

580-600

PART IV. - Explanation of Contribution to District

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

This sabbatical project will provide me the opportunity for further professional development as an academic librarian. I have experience in creating curricula for library science, but have long desired to develop an information literacy course or integrated program targeted to a particular discipline or area of study. The project will also contribute to my understanding of the specific information needs in the science and health disciplines

---

*

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.

Information Literacy is listed as a set of skills within the college's core competency of Intellectual and Practical Skills. Core competencies should be practiced extensively across the curriculum in the context of progressively more challenging problems, projects, and standards for performance. The integration of information literacy curriculum within specific discipline areas can help students develop information skills that are foundational to their academic and professional lives.

The underrepresentation of women in the sciences has long been an area of self-examination within science education. However, students of color as well as other disproportionately impacted populations are also underrepresented in STEM and are less likely to persist in the sciences.The integration of information literacy curriculum within STEM and Health sciences prepares all students to be successful when engaging with scientific information.

Finally, whether I create course materials or online modules, these materials will be free and require no textbook (ZTC). As recently demonstrated by the THOUGHTS Climate Survey, textbook costs are the greatest barrier to student success at MiraCosta College.

Sabbatical Leave Application (2021-2022)

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 address *

dramos@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 *

Dean Ramos

Department *

Art

Date Submitted: *

MM   DD   YYYY

09 / 14 / 2020

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

Fall 2006

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

2021-2022

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 propose to use contemporary materials and techniques to create 3-5 large scale outdoor figure sculptures. I will record and later edit videos and photos demonstrating creative processes. These recordings will be applicable to Art 217 and 219, Figure Sculpture 1 and 2, and they will be used for both on-ground and distance education.

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

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OBJECTIVE #1: *
a) My objective:

Research and perform initial material mixing and application tests to ensure that the sculptures I make are durable and lasting and that the selected materials are easy to work with, lightweight, and suitable for classroom instruction.

*

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

I plan to learn and practice contemporary processes for producing durable outdoor sculptures with the intent of teaching them to students enrolled in Art 217 and 219, figure sculpture 1 and 2. I plan to create 3-5 outdoor sculptures using materials that are light, strong, and larger in scale than I have worked with before. Two of the materials that I am considering for this project are: Glass Fiber Reinforced Concrete (GFRC) and Buddy Rhodes Vertical Mix. GFRC mixes are strong, thin and lightweight concrete mixes, somewhat like stucco but more durable. Mixes of this type are often used to make concrete countertops. Buddy Rhodes Vertical Mix is a strong lightweight cement-based sculpture mix that can be carved and stamped with textures. Before I begin sculpting, I plan to test a variety of cement/stucco-based mixes, the two I've mentioned and others. I will run these tests to ensure that the sculptures I make are durable and lasting and that the selected materials are easy to work with, lightweight, and suitable for classroom instruction. In addition to cement-based materials I am considering creating one sculpture using fiberglass resin, often used in the auto and surfboard industries. Although I wouldn't want to expose students to toxic resins and itchy fiberglass, producing an instructional video will demonstrate how durable, versatile, and lightweight, this material is.

*

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

I will provide the sabbatical committee with videos, video stills, and/or photos documenting this activity. I estimate spending 40 hours on this activity.

OBJECTIVE #2 (if applicable):

a) My objective:

Create 3-5 large scale outdoor figure sculptures using contemporary materials and record and manage digital photos and videos of the creative processes.

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

Having completed objective one. I will begin constructing the sculptures. As with any creative endeavor, precise outcomes can be difficult to predict. The creative process itself should be allowed to guide decisions and the final outcome often differs from the original vision. Regardless, I expect that I will make between 3-5 sculptures that are a minimum of 4 foot long in their widest dimension. I will photograph and take videos of the creative process through these stages:
 1. Initial sketches and maquettes (this will be completed before the sabbatical begins)
2. Building and forming underlying structures
3. Mixing, applying, and shaping the surface material/s
4. Surface finishing
5. Possibly making a mold and casting one sculpture – this would be a good process to record but it could be cost prohibitive

Management of files and recording devices will be an ongoing process. Cameras will need to be setup and adjusted, audio recording devices will need to be considered, files will need to be constantly moved and stored on hard drives.

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

I will provide the sabbatical committee with videos, video stills, and/or photos documenting this activity. I estimate that I will spend 450 hours working on this objective.

OBJECTIVE #3 (if applicable):

a) My objective:

Edit video footage and photographs taken during objectives 1 and 2 to make them usable for instruction.

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

I will use Adobe Photoshop to edit photographs and DaVinci Resolve to edit video footage. I will need to familiarize myself with Resolve as I haven't used it before. I propose to use Resolve because it offers a good deal of editorial control and this will be important as I plan to film using multiple cameras at varying locations.
Once edited I will use the video footage and photos to supplement lessons both on-ground and online.

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

I will provide the sabbatical committee with videos, video stills, and/or photos documenting this activity. I estimate that I will spend 100 hours working on this 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) =

PART IV. – Explanation of Contribution to District

*

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

By gaining new instructional skills, developing instructional materials, and practicing what I teach, I develop as an instructor.
Through the process of making 3-5 largescale outdoor sculptures. I will learn how to use durable, lightweight, contemporary art materials that I haven't used before. I plan to teach these methods and techniques to students enrolled in my figure sculpture courses.
My third sabbatical objective is editing the raw video footage that I record in my first two objectives. By learning to use more advanced video editing software, such as Davinci Resolve, I will be able to create more professional instructional videos. My edited sabbatical footage and all future instructional recordings that I make will benefit from this.

*

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 art department fulltime faculty job descriptions state that faculty must be active contemporary artists. In addition to working to be an effective instructor and a contributing member of the art department, I continue to produce artworks and my skills and experiences positively influence my classroom instruction.

The first SLO for both Art 217 and 219 states 'students will demonstrate a knowledge and mastery of figure sculpting'. As an art instructor I must continue to learn new skills and hone those that I have, to help students achieve the highest level of proficiency possible.

Outdoor sculpture often has greater visibility than works displayed indoors. This provides opportunities for diverse viewpoints to be expressed publicly. Discussions and lessons on how such sculptures are made and how they influence societies are an important part of an art education. This is especially relevant to figurative sculptures which often confronts social issues.

The skills and knowledge that I gain documenting my sabbatical will help me better prepare students to effectively document their own artwork. The importance of good documentation is discussed in many studio art courses and is covered in greater depth in Art 295, Visual Art & Professional Practice, which stresses portfolio development. As the department is considering rotating the instruction of Art 295 between full-time art faculty, having extensive knowledge of documentation methods is vital.

I have given presentations about my past art projects in colleagues classes, at career pathway events and I will present documentation of this sabbatical on future occasions.

I intend for artworks made during this sabbatical to be exhibited in San Diego county and I will make certain my affiliation as a MiraCosta art instructor is noted in exhibition statements and publications.

THIS IS THE END OF THE SABBATICAL LEAVE APPLICATION

Sabbatical Leave Report (Fall 2020)

(to be completed upon return from sabbatical leave and returning to full service in Fall 2020; you must complete as described below)

Email address *

sbailey@miracosta.edu

PART I - Signature Page

A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately.
Download and print the Signature page here.
https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing

Name *

Suzie Bailey

Department *

Biology

Date Submitted: *

MM   DD   YYYY

10 / 04 / 2020

Academic school year in which leave was taken: *

◯ 2017/2018

◯ 2018/2019

🔘 2019/2020

Semester in which leave was taken. *

(Do not include any unbanking as part of a sabbatical leave)

☐ Fall

☑ Spring

☐ Full-year

Check the type of sabbatical leave: *

☐ Advanced Academic Studies, or

☑ Self-directed studies

PART II – Restatement of Sabbatical Leave Application.
Copy and paste original Sabbatical Leave abstract that was submitted with your application here:

*

This sabbatical leave project will focus on redesigning the laboratory curriculum of BIO204-Foundations of Biology: Biochemistry, Cell and Molecular Biology and Genetics within a Course-based Undergraduate Research Experience (CURE) framework. This course is one-half of a two part series taken as lower division preparation for the biology major, and the vast majority of BIO204 students plan to transfer to a four year institution to obtain a biology degree. The project will involve researching best practices for CUREs, developing a tractable semester long research project for undergraduate students with this level of experience to engage with, writing a student lab manual and testing and troubleshooting the lab exercises. The redesigned curriculum will support student success by improving student engagement with the course content, along with increasing persistence and transfer success.

PART III – Completion of Objectives, Description of Activities.

OBJECTIVE #1: *
a) Copy and paste objective from application.

To identify best practices and potential pitfalls in redesigning lab curriculum under a course-based undergraduate research experience (CURE) framework at the community college level.

*

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

To accomplish this objective, I explored CURE-focused primary research and review articles, books, conference reports and summit proceedings, as well as online resources published by CUREnet, a national network of faculty sharing experiences in implementing CURE, and the Community College Undergraduate Research Initiative (CCURI). I was interested in familiarizing myself with the research on best practices for course-based research, but also wanted to explore case studies specifically focused on the implementation of CURE in the context of lower division introductory courses and in community college settings with diverse populations. I had hoped to connect with faculty in the San Diego area who have implemented CURE projects in these contexts, and reached out to several I was aware of by phone and through email, but this was after the shutdowns and campus closures and I was not successful in making contact with these specific faculty. However, I found a plethora of published case studies focused on implementation of these types of CURE projects, so I was still able to gain that critical insight provided by the experiences of others. I have documented particularly relevant research and case studies in Appendix A: Annotated Bibliography of Selected CURE Resources. Hours spent on this objective are included in Appendix E: Weekly Log of Hours Worked.

*

c)Indicate the total number of hours dedicated in the accomplishment of objective #1:

122

OBJECTIVE #2 (if applicable):
a) Copy and paste objective from application (if applicable)

To evaluate recently developed collaborative and open access CURE projects for suitability in BIO204 and/or develop a novel CURE incorporating an authentic research question and tractable models and methods around which to design a semester long laboratory experience.

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I utilized online resources and publications to explore six recently developed CURE projects and evaluate them for suitability for inclusion in the BIO204 curriculum:

- Tiny Earth. Jo Handelsman Wisconsin Discovery Institute
- Characterizing the prokaryotic ATPase-ome. Alice Robson, University of Bristol
- BASIL (Biochemistry Authentic Scientific Inquiry Laboratory). Arthur Sikora, Nova Southeastern University
- DNA Barcoding for CUREs and DNA Metabarcoding for CUREs. Dolan DNA Learning Center Cold Spring Harbor
- Tigriopus CURE. Fisher, et al University of Northern Colorado
- Design to Data CURE (D2D CURE). Ashley Vater and Justin Siegel UC Davis.

I determined that five were not well suited for inclusion in the course at this time. Tiny Earth and Tigriopus CURE are better suited for microbiology and organismal biology, respectively, rather than an introductory biochemistry, cell biology, molecular biology and genetics focused course like BIO204. Both Characterizing the prokaryotic ATPase-ome and BASIL (Biochemistry Authentic Scientific Inquiry Laboratory) are designed for upper division courses, although they could potentially be adapted for an introductory course if necessary. DNA Barcoding for CUREs/DNA Metabarcoding for CUREs is well aligned with a portion of the 204 curriculum, focusing as it does on DNA sequence analysis, and is a potential candidate for inclusion as a module for part of the lab curriculum in future. The Design to Data CURE (D2D CURE), however, turned out to be a great fit for the course. It offers an extremely interesting and topical research question that allows students to engage thoroughly with the scientific investigation process, is well aligned with the course outline of record and learning objectives, and incorporates many laboratory techniques and experimental design elements that have been part of the BIO204 curriculum for some time. I reached out to Dr. Ashley Vater, the main contact and one of the Principal Investigators on the grant for this project, and obtained more detailed project information than was publicly available so that I could more thoroughly evaluate suitability of the project for BO204, equipment and other resource needs, time commitment for the project, etc. I also reviewed the research publications from the Siegel lab relevant to the D2D project. Based on this evaluation, I determined that the D2D CURE was an ideal CURE project to implement, and I was delighted to learn that BIO204 could be included in the new cohort of community college partners to be onboarded into the project in the 2020/2021 academic year. I consequently met with collaborators over Zoom to hash out project details and attempt to coordinate resource shipments, though these ultimately were delayed until Fall semester due to the SARS-Cov-2 pandemic. Late in Spring I had additional Zoom sessions with UC Davis and current community college partners on the project to discuss how the D2D participants had adapted following the campus closures, and brainstorm ideas for adapting the project workflow for online labs given the potential for a continued need for remote instruction. I have provided a description of the D2D research project and a crosswalk aligning the main project components with the lab outline from the BIO204 course outline of record in Appendix B: Design to Data CURE (D2D CURE) Research Project Description and Crosswalk. Hours spent on this objective are included in Appendix E: Weekly Log of Hours Worked.

c)Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

80

OBJECTIVE #3 (if applicable):

a) Copy and paste objective from application (if applicable)

To create new student lab handouts and lab preparation setup instructions for support staff for the redesigned BIO204 laboratory curriculum.

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

Since I elected to join the D2D collaboration, I didn't need to start from complete scratch writing the lab manuals. My research partners at UC Davis provided a manual that consisted of a description of the D2D project workflow and experimental protocols for each component of the project. With these as a starting point, I divided the 18 experimental components of the workflow so that they align with the once per week lab schedule for BIO204 and wrote eight lab handouts specifically covering the D2D project content. For each, I outlined experimental goals and learning objectives, and wrote a comprehensive introduction and background to the procedure. I also incorporated a section with post lab questions and expected analysis for each lab. I also wrote two entirely new labs to support better integration of the CURE curriculum into the BIO204 course, the first focusing on the process of scientific investigation, experimental design, and data analysis, and the second designed to provide a scaffolded introduction to the type of protein structure analysis used in the project using modeling software that's more beginner friendly (Modeling Protein Structure Using Jmol). Two labs that have previously been part of the BIO204 curriculum (C. elegans Chemotaxis and Using DNA Barcoding to Detect Fish Fraud) were revised and updated for inclusion in the new lab series, since the D2D project components only require 12 weeks. I also wrote lab setup sheets to accompany each new lab. Appendix C: BIO204 Laboratory Investigation Handouts and Lab Setup Instructions provides a list of all of the labs and setup sheets, with a link to the documents in a Google drive folder. Hours spent on this objective are included in Appendix E: Weekly Log of Hours Worked.

c)Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

150

OBJECTIVE #4 (if applicable):

a) Copy and paste objective from application (if applicable)

Objective 4
To perform and troubleshoot as many of the newly designed labs as is possible given current circumstances.
Objective 5
To develop video content to support the new laboratory curriculum and revise existing as well as create new lecture videos for the flipped format course.

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

Objective 4
I had hoped to perform all of the D2D lab procedures to test the protocols and troubleshoot any problems, revising the lab procedures accordingly. Unfortunately, due to campus closures and the inability to have required reagents, equipment and supplies shipped, I was only able to perform the lab procedures that involved using online software resources to investigate protein structure and model structure changes due to mutation (Introduction to Foldit), and design reagents used to introduce mutations (Mutant Design and Oligo Ordering). To deepen my understanding of the Foldit protein structure prediction software, and better prepare myself to instruct students on how to use the software, I also completed a set of 31 protein structure tutorial puzzles. Hours spent on this objective are included in Appendix E: Weekly Log of Hours Worked.

Objective 5
I designed and created videos to provide introductory information for the lab activities, which students will view as prelab preparation, as well as to support the qualitative and quantitative post lab analysis required. I also revised and updated existing lecture videos to support the flipped format of BIO204, and created new lecture video content. I anticipated creating 10-15 new open access laboratory videos, revising 10 existing full length video lectures, and creating 5-10 new video lectures. I ended my sabbatical having created 10 new lab videos, revising 11 existing lecture videos, and creating 5 new lecture videos. This objective ended up requiring quite a bit more time than I had initially projected. For many of the lecture videos, I couldn't find appropriate graphics to include that were open source so I ended up having to create my own. No one will ever accuse me of having artistic talent, so this was an extremely time-consuming process. In addition, since the new videos are scripted, rather than automatically captioned, the process of writing out the lecture, rather than delivering it extemporaneously, was more time consuming than I remembered. All videos have been uploaded to my sbbiovideos YouTube channel and are listed with clickable links in Appendix D: New and Revised BIO204 Lecture and Lab Videos. Hours spent on this objective are included in Appendix E: Weekly Log of Hours Worked.

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

Objective 4: 45; Objective 5: 237

PART IV. – Contribution to District
In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

*

a. Explain how the study or project contributed to the professional development of the applicant.

As I reviewed the literature on best practices in implementing course-based research experiences, and read published case studies describing the experiences of others who've done so, I gained a deeper understanding of the major shift in pedagogy and mentoring strategies required to successfully implement these experiences. I wasn't so naïve to think that it would be as simple as swapping one set of lab exercises for another that is more inquiry based and open ended, but I certainly didn't appreciate the extent to which implementing a CURE necessitates a redesign of my teaching practice to become an effective research mentor to (potentially) nearly a hundred students at a time. The case studies were particularly instructive in providing numerous examples of a common pedagogical theme that emerged, finding the delicate balance between offering students the freedom to explore, and providing sufficient support and encouragement, what Dr. Gita Bangera refers to as the "hands on/hands off" approach. Being mindful of that balance is particularly important when working with underrepresented and first-generation college students who may have less experience with research, and it's important to consider each individual's abilities and pre-plan to anticipate their needs. Through my research I've also acquired a greater awareness of education reform efforts and initiatives to transform undergraduate STEM education, along with available resources, both financial and otherwise, to support those efforts. I greatly appreciate having had the time to devote to this research and reflection on my own practice and feel like I'm much better prepared to offer a robust, authentic research experience for my students, and provide effective mentoring and support to help them succeed.

*

b. Explain 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.

Engaging in authentic research experiences has been shown to increase student success and persistence in STEM majors. Community college students typically are not exposed to research apprenticeships at the same rates as students at four-year institutions, and as a result find themselves trailing behind their counterparts in terms of their research experience. Given that minoritized students are more likely to attend community colleges, this gap in providing valuable research experiences is particularly salient for these students, who are already critically underrepresented in the STEM fields. Lack of research experience not only negatively affects students' enthusiasm and engagement with their coursework, it hampers their ability to build a robust CV to support applications for summer research experiences, employment or graduate school. I expect that implementing the D2D CURE project will enhance the success of all students in BIO204, and particularly students of color, as well as their persistence in the field, increase their transfer success and ultimately completion of their degree. What's clear from my research is that these student gains are enhanced by longer exposure to research experiences, and the greatest benefits are found with students who participate in research for more than a year. This highlights the need to expand research opportunities across our department's curricular offerings, in non-majors courses and across both semesters of the majors' series, BIO 202 and BIO204. Other members of the department are certainly interested in pursuing this and after completing this project, I'm better prepared to help spearhead these efforts and share what I've learned to assist other faculty in the department in incorporating research into their courses.

Redesigning the laboratory curriculum to enable students to engage in real research directly supports course and program SLOs that focus on the ability of students to "apply the process of science and appropriate quantitative skills to the analysis of biochemical, molecular, cellular and genetics problems". It also supports attainment of multiple institutional core competencies including acquiring knowledge of the physical and natural world, developing critical thinking, analytical and communication skills, improving information literacy, and working collaboratively to set and attain project goals. This project is well-aligned with the goals of MiraCosta's initiative to Redesign the Student Experience, which, among many initiatives, seeks to improve student success by expanding opportunities for students to engage in meaningful curricular and co-curricular activities to enhance their learning. Engaging in a real research project embedded within laboratory curriculum accomplishes exactly this sort of contextualized and authentic learning experience.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report.If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE https://drive.google.com/file/d/0B65aNZyaBt-lRGowWWtqRkNhVm8/view?usp=sharing) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities: *

634

Link to Google folder with documentation files: *

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view". Press either the enter key or space bar after each link.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms

Sabbatical Leave Report (Fall 2020)

(to be completed upon return from sabbatical leave and returning to full service in Fall 2020; you must complete as described below)

Email address *

tbolanos@miracosta.edu

PART I - Signature Page
A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately.
Download and print the Signature page here.
https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing

Name *

Theresa Bolanos

Department *

Chemistry

Date Submitted: *

MM   DD   YYYY

09 / 11 / 2020

Academic school year in which leave was taken: *

◯ 2017/2018

◯ 2018/2019

◉ 2019/2020

Semester in which leave was taken. *
(Do not include any unbanking as part of a sabbatical leave)

☐ Fall

☑ Spring

☐ Full-year

Check the type of sabbatical leave: *

☐ Advanced Academic Studies, or

☑ Self-directed studies

PART II – Restatement of Sabbatical Leave Application.
Copy and paste original Sabbatical Leave abstract that was submitted with your application here:

*

To date, our K-12 teacher education presence at MiraCosta College has been minimal, and limited primarily to the hard work of counselors. There are no designated faculty to promote and encourage participation in the teaching profession; there are no K-12 education degrees, ADT or certificates, nor are there any guided pathway maps or support resources to aid our teacher education majors in transferring to a teacher education program. As a Texas and California credentialed middle/high school chemistry teacher, I am passionate and invested in developing a program to encourage MiraCosta students, especially those from under-represented groups, to consider the field of K-12 Teacher Education. Along with Joanne Benschop and Hilda Gomez-Zinn, I participated in teacher education discussions with CSUSM's College of Education via the CSUSM Regional Educator Pathways Advisory Committee. A new Multiple Subject (K-5) Teacher Education program at CSUSM was recently approved which places students in the workplace in four years (two years beyond transfer). It is critical for MiraCosta teacher education students to transfer with the proper completed coursework and field experience, in order to take advantage of this shortened professional program. A developed Teacher Education Program at MiraCosta College could inform students about this new program and other teacher education pathways to CSUSM.

Joanne Benschop, my colleague who also participated in the CSUSM Advisory Committee, will be investigating other aspects related to a teacher preparation pipeline program at MiraCosta. If such a program is developed, it will have multiple necessities connected to it: curricular, teaching, support services, financial resources, faculty engagement and development. We expect to share what we learn with each other and this may also inform my recommendations. This sabbatical proposal will also allow for the review of CSUSM's teacher education program requirements and evaluate changes needed at our campus to build a successful, inclusive program that leads to a sustained pathway to teacher education at CSUSM.

PART III – Completion of Objectives, Description of Activities.

OBJECTIVE #1: *
a) Copy and paste objective from application.

Examine and provide recommendations for a Teacher Education (K-12) Program at MiraCosta College.

*

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

My studies involved learning more about the current state of K-12 education by taking an in-depth look at both students and teachers at the San Marcos Unified School District. Through teacher interviews, I was able to better understand the challenges that teachers face in the classroom. My studies also involved learning more about the CSUSM School of Education. Speaking with Dr. Pat Stall, the Director, and many faculty (staff members and students), I was able to understand their goals (as directed by the State of CA) and have a fuller understanding of their many credential programs. From this work, educational plans were developed for the two main Elementary School Pathways and pathways for the Middle/High School level were discussed. I also learned about many funding opportunities that our students can access, when they transfer to CSUSM. After synthesizing all of the research, key recommendations are made to the college to create a presence for teacher education online (ed plans, links to CSUSM) and ways to build strong pathways for our students interested in teaching K-12.

Materials available to summarize my research:
1. A Sabbatical Report - 115 pages
2. PowerPoint - from CSUSM to our MiraCosta College Students working towards teaching degree
3. 2 Powerpoints - from my Fall 2020 FLEX presentations to the college to share my findings and encourage involvement on campus as we build up this support for teaching students.

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c)Indicate the total number of hours dedicated in the accomplishment of objective #1:

820 hours

OBJECTIVE #2 (if applicable):
a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c)Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

OBJECTIVE #3 (if applicable):
a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c)Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

OBJECTIVE #4 (if applicable):
a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

PART IV. - Contribution to District
In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

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a. Explain how the study or project contributed to the professional development of the applicant.

The project provided me growth as a professional by allowing me to better understand an area of education I am passionate about. As I am not a native Californian, many differences exist in the Teacher Preparation Programs at CSUSM that I did not understand. Through this work, I have a deeper understanding of the requirements needed to apply and be successful in the Multiple and Single Subject Programs at CSUSM. I now understand the job trends and salary scales of teachers. I also am aware of the challenges that new teachers encounter in the workplace and can now put students in direct conversation with current K-12 teachers, because of this project. This sabbatical will most definitely allow me to interact more confidently with students interested in teaching and be better prepared to answer their questions. This sabbatical also allowed me to see many opportunities for the college to better support students who desire to teach in K-12; I hope to continue to work on these with a core group of faculty/staff. Some obvious gains from working on this project were the interactions with colleagues at MiraCosta College, CSUSM and San Marcos Unified School District. With every dialogue and Zoom meeting, I feel I have represented MiraCosta well and have built lasting relationships that we will continue to nurture, as we work to increase the transfer of students interested in teaching to CSUSM. It felt great as a professional to work closely with other faculty; my opinion and suggestions were valued and supported. A team has been created and I am glad to be a part of it at MiraCosta. I will work hard to bridge our gaps and include faculty and staff who are also interested in this goal for teacher education students. As a professional teacher, I have reaffirmed my commitment to combating disparity, and currently I feel significant work is needed to help make our teaching majors feel welcome and part of the MiraCosta family. I will work with the college to improve our support of this marginalized population on our campus.

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b. Explain 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 goals of the project:

To formulate a plan to make our teaching credential students feel more welcome and supported on campus.

Work with the Office of Instruction and the Counseling Department to post developed Educational Plans for K-12 students focused on attending CSUSM. With no presence whatsoever on our website or in the Educational pathways area, our future K-12 teachers are being marginalized. We can improve this quickly. Additionally, many under-represented students might be interested in teaching as a career (we need more people of color in teaching) and this could be viewed as an equity to success issue, if students are not given the opportunity to consider teaching as a career.

Scott Fallstorm and I will continue to represent MiraCosta with the CSUSM NSF grant (CSUSM STEM faculty colleagues, School of Education STEM faculty) to increase the number of STEM students into Middle and High School Teaching. We will both continue to encourage faculty in STEM to encourage students to consider STEM K-12 teaching as a viable career.

Joanne Benschop, Hilda Gomez and I will continue to work with the School of Education and Liberal Studies colleagues at CSUSM to build and foster a pathway from MiraCosta College to CSUSM for Multiple Subject Programs.

Long term goals of the project:

Inclusion of a population with no identity at MiraCosta College will be achieved. This will occur if we create a formal core workgroup that works towards this goal. We need Office of Instruction support on this goal.

Build a strong sense of community between faculty and teaching credential students at MiraCosta, through many of the sabbatical recommendations to increase students' knowledge, passion and hands-on exposure to teacher education. These can occur both on campus and in our local community.

Continue to work closely with colleagues at CSUSM and Palomar to improve common curriculum and dialogue on best teaching practices in common courses. Strengthen our relationships with our transfer institute and a sister community college.

Possibly exploring the development a CTE grant, building a program and funding community work for this subset of students.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report.If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE https://drive.google.com/file/d/0B65aNZyaBt-lRGowWWtqRkNhVm8/view?usp=sharing) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.
* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities: *

820

Link to Google folder with documentation files: *

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view". Press either the enter key or space bar after each link.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT