

22-23 Sabbatical Leave Report Abstracts

Andrea Alexander, Disability Resources, Spring 2022

Andrea Alexander updated and created new materials and activities for DRD 390.3 – Success at Work. This is a required course for our College to Career students who experience autism or Intellectual Disabilities. This sabbatical project resulted in revisions to the curriculum, updated modules and activities/materials, updated course calendar and additional collaborations and resources for support for students in the class. The project focused on updating the course materials so that they support students in their job search for gainful employment and their completion of the College to Career Program at Santa Rosa Junior College.

Shawn Brumbaugh, Biological Sciences, Fall 2022

Shawn Brumbaugh, an instructor in the Biological Sciences, spent his Fall 2022 sabbatical (rescheduled from Fall 2021) revising the lab manual for Bio 2.2 - Evolution, Genetics & Zoology, a required course in the biology majors sequence that is needed for transfer into many four-year college biology programs. The sabbatical project allowed Shawn to update the classification and evolutionary relationship of many major animal groups covered in this introductory zoology course, and to incorporate this information into the lab manual along with new content and organizational improvements. Shawn's revisions and new chapter additions align the content of the lab manual to current knowledge reflected in the scientific literature and contribute to a more effective lab experience for students, thereby advancing SRJC's Strategic Plan: to Support Student Success, Foster Learning and Academic Excellence.

Canon Crawford, Learning & Information Resources, Spring 2022

Canon Crawford reviewed and identified trending instructional practices in teaching information literacy at community colleges. He summarized relevant findings from the literature review to support the design of materials and assignments for LIR 10: Introduction to Information Literacy at Santa Rosa Junior College. The findings, which are outlined in a report with cited references and examples of information literacy instruction materials and practices, have been published for access by all faculty in the department. Canon presented to the Library and Information Resources department for discussion of information literacy and curriculum development.

Mark Ferguson, Mathematics, Fall 2022

Mark Ferguson developed a library of interactive, three-dimensional computer graphics and accompanying guidelines to assist students who enroll in, and instructors who teach, calculus at SRJC. The proposed graphics library/graphics guidelines are intended to promote diverse teaching/learning experiences in our math classrooms and improve accessibility to students or instructors who have little experience with computer algebra software, and to help those who struggle visualizing three-dimensional regions, curves, and surfaces. Mark's project involved: 1) Researching current software options for students and instructors that would allow them to easily access a mathematical graphics library with accompanying graphics guidelines, 2) Developing the graphics library/graphics guidelines using the CAS (computer algebra software) chosen in (1), 3) Posting and advertising the graphics library/graphics guidelines in the SRJC math department, and 4) Developing and distributing a graphics library user's guide to share with instructors so that they may better share the library with their students.

Alexa Forrester, Philosophy, Fall 2021 & Spring 2022

Alexa Forrester refreshed SRJC's environmental philosophy course (Philosophy 12) both by researching and then adding significant field components to the course, and also by revising the course's content. A significant portion of Dr. Forrester's sabbatical work was equity-oriented. The changes she has made to her syllabus help elevate perspectives that have for too long been excluded from the Eurocentric environmental philosophy canon, and the field components she has added are in line with SRJC's recently adopted land acknowledgment honoring with gratitude the land itself and the people who have for generations stewarded the land. As climate disruption and the 6th mass extinction force humanity to reconsider our relationships with the natural world

and with each other, this updated course is now fit to provide students the experiential and philosophical moorings required for that task.

David Kratzmann, Earth & Space Sciences, Fall 2021 & Spring 2022

David Kratzmann's professional development leave has advanced his knowledge of current research directions and recent breakthroughs in both geology and environmental sciences. This was accomplished through a combination of current literature reviews, zoom meetings, telephone and email contact, and the creation and dissemination of a research survey (emailed to researchers and professors, locally and globally). The learning experience of our students has been greatly enhanced through the ongoing updating of course material and activities. ESS Dept faculty have also benefitted through the dissemination of the newly acquired information. This sabbatical leave has also supported the college's Strategic Plan by providing updated curricula to support student success, and by fostering learning and academic excellence by providing effective teaching programs.

Ying Lin, Mathematics, Spring 2021 & Spring 2022

Ying Lin developed new skills in geospatial data analysis and conducted research on fire modeling. His work was summarized in a technical report to be presented to the mathematics community. He also developed five projects introducing course-based research experiences to SRJC students before they transfer to STEM fields at four-year universities.

Leslie McCauley, Theatre & Fashion, Spring 2022

Leslie McCauley traveled to the United Kingdom and Ireland to gain additional insight and expertise into the directing and design trends in contemporary interpretations of Shakespeare's plays and new theatrical works through observing productions in London, Stratford-upon-Avon, and Edinburgh in the United Kingdom, and Dublin, Ireland. To supplement her observations, she viewed various forums with the playwrights, directors, and designers. She documented her studies through extensive notes, a travel blog, and photographs. This resulted in a lecture presentation that will be used, or will inform the department's course work, as well as in mainstage productions.

Scott Meehl, Health Sciences, Fall 2022

In fall 2022, Dr. Scott Meehl met with faculty and students at nursing schools in Los Angeles, California and Québec, Canada, to explore their approaches to increase academic success for students whose first language is different from the language of instruction. Through this collaborative exchange, he presented his findings to the SRJC nursing department for consideration and potential inclusion into the nursing program curriculum.

Geoff Navarro, Counseling, Fall 2022

During the fall 2022 semester, Geoff Navarro researched best practices for community college transfer centers and enhanced his current levels of knowledge pertaining to first-generation, Latinx transfer students. Geoff consulted with other California community college Transfer Center Directors, and Counselors who work directly with Latinx transfer students. Geoff visited three community colleges with model transfer centers to garner information that will benefit Latinx transfer students at SRJC. These strategies will be incorporated into his work with Latinx SRJC transfer students.

Jessica Pardoe, ESL, Fall 2022

Jessica Pardoe created original Canvas modules for ESL 10, a transfer-level, genre-based reading and writing course for multilingual students, focusing on academic grammar and vocabulary development in specific academic genres. The development of these modules is based on her research of English grammatical constructions and vocabulary typical of common academic genres across the disciplines as well as her study of the cognitive science behind how second-language learners develop strong academic literacy skills in English. All modules have been shared with ESL instructors for use in their courses via the department's Canvas ESL Instructor Resources site. ESL students can now benefit from the additional English language practice facilitated by these modules without incurring any costs typically associated with the online platforms offered by textbook companies.