

Sabbatical Leave Report

A. Applicant

Name: Alice Hampton
Department: Child Development
Type of Leave: Project
Leave Dates: Spring 2023

B. Purpose of Leave

During my leave, I researched historical and contemporary leaders in the field of Early Childhood Education, with a focus on women and diverse leaders in our field. I created 5 modules in Canvas which I have shared with my department. I created one course outline of record for our department using Glendale college's Guide for Creating Equitable Curriculum. I created a new course on Play in Early Childhood because the course I originally proposed needed to be revised before my sabbatical began.

C. Objectives

1. I researched historical and contemporary figures in the fields of early childhood education and developmental psychology, with an emphasis on female and diverse leaders, and also with a focus on finding primary source documents and biographical information.
2. I created 5 Canvas modules based on my research- with resource material to create many more- and have shared with faculty in my department in Canvas. Once I have permission to post archival images, I will share these more broadly through Canvas Commons
3. I created one Course Outline of Record in my discipline using a DEI lens. This is a new course entitled Play in Early Childhood.

D. Narrative

My sabbatical project focused on research, and I spent my time during this sabbatical doing more research than I originally expected.

My first objective was to research historical figures in early childhood education, with a focus on women and BIPOC leaders. I began by reading books I had previously selected on the history of early childhood in the U.S. and on some specific historical figures (see bibliography attached). I also used SRJC's library as a resource, and with the assistance of Katrina Smith found articles, websites, and locations of archival materials. As I read and researched, I began to write narratives for specific historical figures, along with a few more universal narratives, including the history of the kindergarten movement in the U.S.

I arranged to travel to New York City to view the archives of two early nursery school programs: City and Country School and Bank Street College of Education. I spent one full day at each site looking through archival papers on their early nursery school programs and the Bureau of Educational Experiments, which funded and monitored both programs starting in 1916. Most of the theorists we present in child development coursework are male child psychologists, but I was already aware that historically, many women had contributed to the field in the more practical context of creating programs for young children. Something I learned during my research was the extent to which these contributions were research-based, and how much they contributed to the theory and philosophy of early childhood education. For example, the Bureau of Educational Experiments in New York City was primarily run by three women: Caroline Pratt, Harriet Johnson, and Lucy Sprague Mitchell. The organization funded and ran educational experiments from 1916 through the 1930's. In addition to two preschools, where children were observed, measured for growth, and given frequent health checks, the Bureau also funded

programs for orphans, high school vocational programs, and experiences in farming for urban youth. The Bureau had some male board members, including Mitchell's husband, but mainly women (9 of 12 founders). Both Pratt and Johnson had female "life partners" (using language from the City and Country School publicity materials). Pratt was also an active part of the progressive movement.

One challenge of this project was finding source material on Black, Asian, Latina, and Indigenous women in the history of early childhood education. A resource I found that led me to several African American leaders in the Kindergarten movement was Echoes, a project of U.C. Berkeley's Center for the Child Care Workforce. This website was a great resource for biographies of women who pioneered kindergarten programs for Black children, however the creators relied primarily on archival source documents in their research, making it hard for me to find additional sources on the women featured in the project. Because of this I included them in a more general overview of the kindergarten movement at the turn of the 20th century.

In order to create a diverse picture of contributors to the field of early childhood education, I followed many leads to include historical figures who were outside the pedagogical field of early childhood education but made significant contributions to access to childcare or education for all children. This included, for example, Dorothy Pittman Hughes, whose activism on the West Side of Manhattan in the 1960's included creating and running a childcare center in the Endicott Hotel that also served as a community center for low-income mothers, encouraging them to go to college to become teachers.

My second objective was to create a product from this research by developing information modules on the historical figures I researched, which I could then share with others in my discipline through Canvas.

I am probably not alone in finding that when I delved into research, I found many more lines of inquiry that I wanted to explore. It is hard to consider any of my modules complete based on the amount of research I had time to do, especially since I was given access to so many archival papers and primary documents.

My third objective was to create a course outline of record using DEI principles presented in several workshops from our SRJC curriculum committee and Academic Senate. The course I originally proposed to revise actually needed to be completed the semester before my sabbatical, so instead I created a new course outline for this project. Our department has been approached by Sonoma County Office of Education to help them identify courses for Transitional Kindergarten teachers who will need to complete 24 units in Child Development before September 2025 based on state mandate. The class I created, Play in Early Childhood, is designed to give an in-depth understanding of the value of play in early childhood programs based on child development theory. I created a guide for my department showing how I considered DEI principles from Glendale College's *Guide for Creating Equitable Curriculum* while writing the course. This course outline is currently going through the college curriculum process.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

My sabbatical projects helped me to shift the narrative in my classes from a focus mainly on western, male child psychologists to highlight the contributions of diverse women. I am continuing to share this information with my colleagues to provide a broader base for understanding philosophy and practices in our field.

2. How did this sabbatical leave benefit students in my discipline?

By creating a more equitable narrative of the history of the field of early education and the background of kindergarten and preschool practices, I believe students will be more engaged in understanding the philosophical underpinnings of the field.

3. How did this sabbatical leave benefit my department?

I have been able to share my sabbatical research through Canvas, which allows all instructors in the department to take and adapt this information to their own coursework.

Additionally, I created a course outline for a new course which fulfills a current need in the field (early childhood classes for Transitional Kindergarten teachers).

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

Our department mission is:

- To prepare a diverse population of students to educate and care for young children, to support families, and to contribute to the early childhood community.
- To provide a high-quality early childhood development program to support the needs of children and families, the ongoing development of staff, and the education of students.

The contributions I have been able to make with my sabbatical project will continue to engage our students and staff to analyze, understand, and build on past accomplishments in the field of early childhood education.

F. Abstract for Board Report Summary

Alice Hampton researched influential figures in the history of early childhood education, with a focus on women and people of color. She created 5 modules for Canvas that can be used by instructors to teach about early childhood theory and historical practices. She also wrote a new course for the Child Development Department on play in early childhood using Glendale College's Guide for Creating Equitable Curriculum.

Sabbatical Leave Report

A. Applicant

Name: Ivana Gorgievska

Department: Mathematics

Type of Leave: Independent Study and Project

Leave Dates: Fall 2022 and Spring 2023

B. Purpose of Leave

The purpose of my leave was to create a repository of high-quality Python based interactive workbooks that instructors and students can use to support and supplement their Calculus through Differential Equations and Linear Algebra coursework.

C. Objectives

Objective 1: Obtained basic proficiency in the programming language Python.

Objective 2: Obtained proficiency with GitHub repositories, as well as Jupyter and Google Colaboratory Notebooks.

Objective 3: Produced high-quality interactive Python notebooks for three topics from our Calculus I course and made them freely available on GitHub as Google Colaboratory Notebooks.

D. Narrative

1. *Obtain basic proficiency in the programming language Python.*

Considering that I had almost no background in programming, obtaining working knowledge of Python required a significant amount of time and effort.

In order to accomplish my first objective, I did the following:

I completed the Python for Everybody Specialization (University of Michigan) and obtained a Certificate. This consisted of completing the following series of courses:

- Programing for Everybody (Getting Started With Python)
- Using Python to Access Web Data
- Python Data Structures
- Capstone: Retrieving, Processing, and Visualizing Data with Python
- Using Databases with Python

Furthermore, I read and worked through ‘Python for Data Analysis’ by Wes McKinney and other freely available online resources and lecture series.

2. *Obtain proficiency with GitHub repositories and Jupyter or Google Colaboratory Notebooks.*

Jupyter notebooks are documents that allow us to incorporate text, equations, graphs, and executable code, all in one place. They are interactive notebooks and are a great tool for producing worksheets that help visualize concepts in mathematics and give students the ability to experiment and play hands-on with the subject matter. I built a working model of how to construct these supplementary materials and made them freely available online through Google Colaboratory and GitHub repository.

In order to make best use of the interactive notebooks, I studied resources like the publicly available book ‘Teaching and Learning with Jupyter’ <https://jupyter4edu.github.io/jupyter-edu-book/>, as well as various worksheets and resources already freely available.

3. *Produce high-quality interactive Python notebooks for at least three topics from our upper-level courses and make them freely available on GitHub.*

I utilized my newly gained knowledge to develop three interactive worksheets on topics from our Calculus I course. These notebooks are made publicly available for students to access and for other educators to collaborate and improve upon. I plan to make more in the future and add them to my GitHub repository.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

The ability to produce and utilize interactive notebooks and visualizations makes me more effective at conveying challenging topics to my students. Understanding the fundamentals of GitHub and Jupyter-style interactive notebooks allows me to better collaborate with colleagues and create and share supplementary materials for my lectures, both with my students and colleagues.

2. How did this sabbatical leave benefit students in my discipline?

Hands-on and project-based work can be effective at enhancing education and helping students gain deeper understanding of the subject. Projects utilizing interactive notebooks provide students with the ability to actively experience mathematics instead of merely passively observing it. Furthermore, our students benefit when educators can bridge the gap between the classroom material and contemporary topics or current events, as well as draw connections between topics covered in different disciplines. Obtaining basic proficiency in Python and Python-based visualization equips me with the tools to achieve this, especially since many of our students take programming courses.

3. How did this sabbatical leave benefit my department?

I created three interactive notebooks that are openly shared for anyone to use and improve upon. I view these notebooks as working templates for generating more materials that can be shared with our students. While Python is a very valuable programming language and nonetheless free, it does require some setup on a local machine, as well as the need to keep up with downloading and updating any required libraries. By creating these projects as Jupyter Notebooks and Google Colaboratories, they become much more accessible to both colleagues and students. Since no additional installations are necessary, these materials are readily available for use. The ease of their use and their convenience will, hopefully, inspire me and more of my colleagues to create additional free and high-quality materials in the future.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

Part of SRJC's mission is to prepare our students for careers or transfer and improve their foundational skills. Also, one of the Goals and Objectives is to "Foster Learning and Academic Excellence". Many careers and disciplines nowadays rely on the ability to process and visualize events through data. This project will help me deliver certain topics more successfully, will increase understanding and interest in the subject matter, and will engage students with hands-on activities that will spark their intellectual curiosity. The hands-on activities will also expose students to some basic coding, a foundational skill in many careers nowadays.

F. Abstract for Board Report Summary

Ivana Gorgievska obtained proficiency in the programming language Python and Python based visualizations. She developed interactive Python based notebooks that allow students a hands-on experience with subject matter chosen from Calculus topics. She made these freely and publicly available on the repository hosting service GitHub, in order to allow other educators to use them and improve upon them.

Sabbatical Leave Report

A. Applicant

Name: Joseph D. Anderson

Department: Administration of Justice

Type of Leave: Independent Study

Leave Dates: Spring 2023

B. Purpose of Leave

I investigated attitudes about policing, from the perspectives of both criminal justice professionals and members of the public in Scandinavia. The intent of this research was to enhance AJ Department course content by incorporating viewpoints from an area of the world that is widely hailed as a global leader in administration of justice.

C. Objectives

1. Surveyed members of the criminal justice community in Scandinavia regarding their attitudes about the justice system.
2. Surveyed members of the public in Scandinavia regarding their attitudes about the justice system.
3. Wrote a report, summarizing the results of the surveys, and shared and discussed the report with members of the Administration of Justice department.

D. Narrative

My first order of business in deciding how to conduct the survey was to inquire with a scholar. He informed me of how I might begin my research and discussed with me some of the difficulties with conducting surveys and how I might address these issues. Following that initial meeting, I performed extensive research, examining numerous papers and survey studies (see attached report) that touched on the topics I wanted to address. I then got in touch with a graduate student (she completed her degree in Spring 2023) in Criminology & Criminal Justice at Portland State University. We discussed the length of the survey, what specific questions to ask, and how the questions should be formatted to avoid bias in the responses. We then used Qualtrics to create the survey. Once the survey was completed, I contacted an acquaintance who is a City Councilperson in the South Bay, and who, in part, oversees his city's police department to assist me in distributing and collecting the surveys in Stockholm, Sweden, the largest capital of Scandinavia.

1. In a targeted approach, we submitted the surveys to the Swedish Police Authority's headquarters in Kungsholmen, Stockholm (I received previous approval by phone to distribute the surveys at the station). When we dropped off the surveys to be filled out by officers, we also interviewed Station Commander Linus Nilsson as a qualitative supplement to the research. About a week later, we returned to the headquarters to collect the completed surveys.
2. Employing a convenience sampling method, we walked the streets of Stockholm, patronizing cafes, restaurants, and other local establishments, seeking people to complete the survey. As we had with the police, we also conducted brief interviews as a qualitative supplement to the research.

3. After collecting the surveys (70 in total) and returning to the United States, I tabulated the data and drafted a report, presenting the statistics and summarizing the findings from both the surveys and the interviews. This report, along with the survey and photographs from the trip, were emailed to my dean, part-time faculty members and our other full-time faculty member. We discussed the report at our first department meeting this term. In our discussion, I explained how the research has already assisted me in my own courses (e.g., in AJ 56, I discussed with students the process of collected data through surveys in order to engage in criminological research, and, in AJ 21, I discussed the substance of my finding when we examined attitudes that police officers have toward the profession).

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

Instructors are required to stay current in their fields. The research provided me with timely information regarding attitudes about policing Scandinavia (e.g., though it might be assumed that there is attitudinal congruence between the police and the public in Scandinavia, there are areas of both agreement and disagreement between the two groups; and Stockholm has seen an increase in shooting deaths, which appears to have colored police attitudes about the profession). One of the core areas on emphasis in the AJ program is the tension between public safety and individual rights, and how current and historical events shape attitudes and policies in that respect. The research provides me with an invaluable tool with which to discuss that matter (and, indeed, I have employed the study time and time again in this immediate term).

Additionally, and importantly, though I teach courses that touch on criminology (e.g., AJ 21, AJ 53, AJ 56), I have not had the opportunity in my career to perform significant criminological research. This project helped me to understand survey design and construction, and the advantages and disadvantages of survey research. Particularly, when it comes to performing such research in a foreign country.

2. How did this sabbatical leave benefit students in my discipline?

Students have already shown a high level of engagement when I have discussed my study, which, as mentioned above, I have done frequently this term. They seem to be excited by the fact that the study touches on a place that many of them idealize in terms of the justice system, and I have fielded numerous questions about what my travels were like, and what the public and the police are like in Scandinavia. They also seem curious about the similarities and differences between their attitudes about the profession and those of the public and police in that part of the world. As several students plan on transferring and studying criminology at a four-year institution, I also now have valuable knowledge to share with those students about how they might conduct research. I anticipate that the incorporation of this material will assist with student retention.

3. How did this sabbatical leave benefit my department?

I emailed my report to the Administration of Justice department and discussed it our first department meeting this term. At that meeting, I explained how I went about developing the survey and collecting the data, the findings, and how those findings might compare to police perspectives in the United States. I also explained how I have been utilizing the study in terms of form and substance in my courses, thus far, this semester.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

Part of the SRJC Strategic Plan is to foster learning and academic excellence by sparking intellectual curiosity. Collecting and sharing viewpoints that are far removed from Sonoma County in terms of both geography and thought provides a fresh perspective and stimulates students to think outside of the box. Furthermore, students who complete the AJ degree are expected to be able to analyze relationships and interactions between citizens and the criminal justice system in a social and cultural context. The survey and interviews add to that context and provide materials through which students can analyze through comparison and contrast the respective systems. The survey might also be further employed and/or expanded and used either domestically or abroad.

F. Abstract for Board Report Summary

Joseph Anderson investigated attitudes of both Scandinavian Criminal justice professionals and members of the Scandinavian general-public regarding their views toward policing. He researched survey designs, constructed a survey, administered that survey abroad, and consolidated his finding into a report, which was then presented to, and discussed with, faculty of the Administration of Justice program at SRJC. This project supports the AJ Department's goal that students should be able to analyze relationships between citizens and the criminal justice system within a social and cultural context.

Sabbatical Leave Report

A. Applicant

Name: Katy Jamshidi

Department: Biological Sciences

Type of Leave: Project

Leave Dates: Fall 2022 and Spring 2023

B. Purpose of Leave

The intent of my sabbatical leave was for me to learn about CRISPR-Cas9, a cutting-edge molecular biology technique that has drastically changed what is possible in biology and medicine. With the knowledge I gained, I designed and tested the feasibility of an affordable, CRISPR-Cas9-based laboratory activity for SRJC Biology students.

C. Objectives

1. Researched CRISPR-Cas9 and wrote an initial protocol for an affordable laboratory experiment based on the technique. Objective completed.
2. Carried out the experiment several times in a research laboratory to test the feasibility and revised the protocol as needed. Objective completed.
3. Based on the findings of the research and the experimental work, wrote a Bio 2.1 lab manual section detailing background information about CRISPR-Cas9 and included the finalized protocol. Objective completed.

D. Narrative

Objective 1. The first several months of my sabbatical were spent learning about CRISPR-Cas9 technology and writing an initial protocol for an affordable laboratory experiment based on the technique.

- First, I took an online course about CRISPR-Cas9. I chose one intended for scientists actively working in the field so that it would go into enough technical detail for me to learn how to design my gene editing project.
- I also needed to decide which model organism to work with. Keeping in mind the equipment that our Cell Biology lab at SRJC already has, I considered working with bacteria or yeast, which would both be simple to culture with our existing lab setup. Because bacteria don't have the type of DNA repair system that makes CRISPR editing work really well, but yeast do, I chose brewer's yeast, *Saccharomyces cerevisiae*. It's also great to establish a eukaryotic model organism in our SRJC lab, since our students learn a lot about eukaryotic cells in class but don't get to work with them much in the lab.
- The next step was to determine a specific experimental procedure to do CRISPR-Cas9 in yeast. I searched the research literature and found several helpful papers detailing exactly which protocols worked best. One of the articles pointed me to a plasmid (ring-shaped DNA molecule) called pCAS, which contains two of the three necessary components for CRISPR and is customizable based on the planned edit. This would make the whole procedure very convenient and practical, so I decided to design my project based on this plasmid.
- Now that I knew how to do CRISPR-Cas9 in yeast, I needed to decide which gene to actually edit. This step took time because there are so many possibilities. I used a database called the *Saccharomyces* Genome Database to search for genes that would have interesting phenotypes (physical effects) when edited. I wanted the phenotypes to be easy for undergraduate students to measure using the equipment that we already have. I also wanted the project to have an interesting scientific question motivating the edit.
- Once I had narrowed down to a few genes, I used the information I had learned in the online course to design guide RNA sequences and repair templates for the CRISPR procedure. Without getting too technical, once these materials are introduced into yeast cells, the guide RNA sequence determines which gene will be edited and the repair template determines what specific change will be made to the gene's sequence.
- Finally, I made a list of which materials I would need available in the lab in Berlin and sent this to my colleagues there.

Objective 2. The second half of my sabbatical was spent in Berlin, Germany at the Max Planck Institute. My former Ph.D. supervisor, Dr. Arturo Zychlinsky, gave me lab space and materials to test the feasibility of my protocol and revise it as needed.

- I worked in the lab four to five days a week, implementing my plans for editing several different genes in yeast. I tested out multiple edits in parallel in case some wouldn't work. Surprisingly, even the very first time I tried the procedure, it worked! That edit was supposed to take normal white yeast colonies and make them pink. I was overjoyed when I took the agar plates out of the incubator and saw those pink beauties!

- After performing each editing procedure, I sent samples out for DNA sequencing to confirm that the correct edits had been made. For most of the samples, the edits were as intended. I was amazed at how well CRISPR-Cas9 worked in yeast; I had been expecting a lot more trial and error.
- However, even with correct edits, some of the yeast did not have the phenotypes I expected based on what I had learned in my research. For example, one edit was supposed to make the yeast more sensitive to DNA damaging chemicals. I was planning to use this edit as a basis for a project where students could edit a yeast gene to mimic genetic variations in humans that are suspected (but not yet known) to cause an increased risk of cancer. By comparing the DNA damage sensitivity phenotypes, students could get an initial idea about whether that particular human genetic variation would likely be associated with cancer, or whether it might be benign. But once I made and confirmed that edit, I discovered that it actually did not make the yeast more sensitive to DNA damaging chemicals. It just made them grow poorly in general, regardless of whether any chemicals were present. This sort of thing happened for several of the ideas I had come up with.
- After a few months of testing the various edits, I chose the experiment with the most reliable and easy-to-measure outcome, which was the one that changed white yeast to pink yeast. I also planned the reverse experiment: taking the edited pink yeast and changing them back to white. Having half of the students do white to pink and half of the students do pink to white would give me the perfect opportunity to highlight a key concept about CRISPR: how it can be used to knock out genes versus edit genes.
- I was fortunate to have the opportunity to work with three students in the lab in Berlin. I had them each test out the procedure to see if they could carry it out using the instructions I'd written for my SRJC students. They could! This was very promising and makes me hopeful that we will be able to successfully carry out the experiment here in Santa Rosa. Two of the students were master's students, so they had enough experience to help me optimize the protocol for cost and efficiency. For example, we worked together to find out the minimum amount of repair template DNA that we would need to use to get efficient editing. The lower the amount we use, the less expensive the procedure will be. With these results, I was able to further hone the procedure and make it as cost-effective as possible.

Objective 3. Based on the findings of the initial research and the experimental work, I wrote a Bio 2.1 lab manual section to use with this lab activity (Appendix A).

- When I had down time during the testing phase of my sabbatical, I researched and wrote background information for the lab manual. Topics included *Saccharomyces cerevisiae* as a model organism, CRISPR-Cas9, and the pCAS plasmid that allows us to easily make CRISPR edits in yeast. When I could not find copyright-free images to support the text, I made hand-drawn diagrams on my iPad.
- Towards the end of my sabbatical, I wrote a step-by-step protocol geared for students, with learning objectives and materials required for each day of lab work. I included instructions for a guided dry lab activity where students will practice analyzing DNA sequencing results to confirm if the edit worked. The lab manual section is detailed enough that other instructors who have not yet done CRISPR will be able to implement it with their students.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

This sabbatical project gave me a more detailed understanding of CRISPR-Cas9 so that I can now teach it in more depth than I used to. Moreover, it allowed me to update my laboratory curriculum with this very relevant modern technique. Finally, by immersing myself in an environment of active scientific research at the Max Planck Institute in Berlin, I gathered fresh ideas and information that has reenergized my teaching about cell biology and microbiology, and the process of science in general.

2. How did this sabbatical leave benefit students in my discipline?

SRJC Biology students are now able to gain valuable hands-on experience with a technique they will no doubt encounter in their future careers. In the past, I had already been teaching them about the concept of CRISPR-Cas9, but hands-on learning typically leads to greater understanding and retention of information. In addition, they can now feel the sense of accomplishment that comes from actually having done this technique, not just heard about it.

3. How did this sabbatical leave benefit my department?

The lab manual section that I wrote is usable by any instructors who would like to teach CRISPR-Cas9 in their labs. This technique will be great to teach in both Bio 2.1 and Micro 5 courses. In addition, I was able to make this experiment affordable so that our department will be able to implement it repeatedly over the long term.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

My project addressed several aspects of the SRJC Strategic Plan. First, it promotes student success in that students are now able to learn this modern technology at SRJC where their instructors and community support them, rather than only at a large research institution where they are just one face in a huge crowd.

My project has also fostered learning and academic excellence. The idea is that working with such a relevant, cutting-edge technology will spark my students' curiosity and keep them engaged. In addition, this type of experiment would not typically be done at a community college, so it will put them ahead of their peers.

Another goal in the SRJC Strategic Plan is to serve diverse communities. This project is not specifically focused on DEI. However, CRISPR-Cas9 was invented by two women scientists and I definitely emphasize that when I teach this. It is also such an affordable technique that it is bringing a great potential for biological discovery to a wider range of research groups, including those that are less funded, and I am highlighting this in my teaching.

Finally, this project helps SRJC cultivate a healthy organization. It has greatly enhanced my professional growth and development and I am freely sharing my newfound knowledge with other members of my department so that they can use it as well.

F. Abstract for Board Report Summary

Katy Jamshidi first researched and learned about CRISPR-Cas9, a cutting-edge molecular biology technique that is changing what is possible in biology and medicine. She used what she

learned to design an affordable laboratory experiment for SRJC Biology students to gain hands-on experience with this important modern technique. She carried out the experiment many times in a research laboratory to optimize it and test its feasibility, then wrote a lab manual section for instructors to use when teaching this technique at SRJC.

Sabbatical Leave Report

A. Applicant

Name: Marco Giordano

Department: English

Type of Leave: Independent Study

Leave Dates: Spring 2021 and Fall 2023

B. Purpose of Leave

The purpose of the leave was to produce at least one lecture on Propaganda and Inner Fascism suitable for presentation at an Arts & Literature lecture or a Professional Development Activity Day in which I describe the problematic Kairos and develop a response with my own creative writing along the lines of, say, L'heautontimoroumenos, a mythical monster of the interior which anticipates Kierkegaard's concept of existential boredom and Marx's of alienation and with which, in my creative writing and literature classes, I will be able to illustrate the techniques of meeting this Kairos through first-hand knowledge of their use.

C. Objectives

1. I have given a lecture for the Arts and Lectures series on Inner Fascism and it is available to all faculty, students and the community.
2. I have produced a chapbook suitable for publication consisting of at least three poems and no less than fifteen pages grounded in a response to the theme mentioned in Purpose of Leave.

D. Narrative

Objective 1: A vast amount of research, erudition and meditation, indeed a lifetime's, went into the speech on Fascism available at the Arts & Lecture's site: Thucydides, Dante, Hannah Arendt, Milgram etc. It speaks for itself, and it would be best to consult it as it exists on the A&L website. But before it was delivered, it existed in my online English 5 Canvas course—indeed it is a road map to that course, as the course itself would indicate. The production of this speech led to the design of an entirely new English 5 online course, which I can submit as evidence. The course is explicit everyday about the necessity of its response to the Kairos. I discovered, in the course of my research during the sabbatical, two texts which I now use in my English 5 class—Lance de Haven Smith's *Conspiracy Theory in America* and Jacques Ellul's *Propaganda*. I mention the speech's having been published in an earlier draft in my English 5 because the publication date precedes the publication by Prof. Matteas Desmet of his now universally known thesis on what he calls "mass formation" and I call "inner fascism." He echoes my tripartite diagnosis of that inner state with his own. Mine I believe avoids the legitimate criticism of his—as he does not explain the etiology of the syndrome and I do. Besides that, the speech contributes a new insight, an essentially critical thinking insight, on the Milgram experiment.

Objective 2. It is impossible adequately to describe how poetry is produced—an openness to the presencing of the Kairos is demanded, as well as all the technique any poet is able to command, to forge something that needs to be read in the future about this remarkable moment in history. I

did, as I indicated, follow Baudelaire's example and produce a few poems in the voice of modern mythical "monsters" like his. But I also felt compelled to return to ancient myths and give them a new voice appropriate to our Kairos, as well as elaborating an "existential" poetic record of my response.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

I have been able to adapt the insights garnered from the study and labor necessary to produce my speech and poems. My entire approach to teaching—and not just to the teaching of English 5 which has been completely reinvented because of it—has undergone significant change—for example, as a result of the meditation on the themes my speech touched on I now favor a direction SRJC is having to take anyway—on-line teaching

2. How did this sabbatical leave benefit students in my discipline?

I teach critical thinking, literature and creative writing. The subject of the inner conditioning of Fascism through propaganda and the critical thinking and creative response to that historical Kairos is an essential question of our time. Through the cultivation of a critical and creative approach to the Kairos shaped by Inner Fascism," which has an effect on us all, I am able to equip my students and my colleagues with insights and questions which will "spark intellectual curiosity in a learner centered environment."

3. How did this sabbatical leave benefit my department?

By delving deeply into the present situation framed by Propaganda and Inner Fascism, from which even my colleagues, as well as their students, suffer, and by providing useful critical thinking and critical thinking materials to them I will now be able to equip my students and colleagues in the department with insights and questions which "will spark intellectual curiosity in a learner centered environment." Moreover, my department has a course in Dystopian Literature which now has an instructor with a deep grounding in the subject, which now benefits my department and my students.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

Through the composition and performance of my A&L presentation (with brief annotated bibliography of books I am now using in my classes which I read or reread during my sabbatical) and through the composition of "at least three poems amounting to a chapbook of not less than fifteen pages and their application to the refashioning of my own syllabi and the influence they may exert on the critical consciousness of my colleagues and students this project has supported and promoted "teaching excellence across the curriculum" and sparked "intellectual curiosity across the curriculum.

F. Abstract for Board Report Summary

Marco Giordano has produced and delivered an Arts & Lectures presentation on propaganda and Inner Fascism and completed an annotated bibliography for pedagogical use as well as having produced a chapbook amounting to at least three poems of not less than fifteen pages in response to the Kairos mentioned above and partially described in his speech.

Sabbatical Leave Report

A. Applicant

Name: Tim Melvin

Department: Mathematics

Type of Leave: Independent Study

Leave Dates: Spring 2023 and Fall 2023

B. Purpose of Leave

The purpose of this leave was to study Kurt Gödel's Incompleteness Theorems, including Gödel's proofs, generalizations of the theorems, limitations of the theorems, and consequences of the theorems in mathematics, computer science, artificial intelligence, philosophy, and human cognition. I wrote two 1-hour presentations on Gödel's Incompleteness Theorems, one for a general audience and one for my colleagues in mathematics, computer science, and philosophy.

C. Objectives

Objective 1: Learn the historical background in mathematics and logic that lead to Kurt Gödel's Incompleteness Theorems, including the formalization of mathematics and logic, and some of the consequences of the Incompleteness Theorems in philosophy, artificial intelligence, and human cognition.

Objective 2: Learn the techniques Gödel utilized to show that any finite formal system of logic that is strong enough to prove statements of number theory will be inherently incomplete.

Objective 3: I wrote two 1-hour presentations on Gödel's Incompleteness Theorems. One presentation will be written for a general college educated audience, and one presentation will be written for my colleagues who teach college mathematics, computer science, and philosophy.

D. Narrative

Objective 1: I read the following books that take a 'big picture' approach to Gödel's Incompleteness Theorems, because they are written for a general audience.

- *Gödel's Proof* by Ernest Nagel and James R. Newman
- *Gödel's Theorem: An Incomplete Guide to Its Use and Abuse* by Torkel Franzen
- *Gödel's, Escher, Bach: An Eternal Golden Braid* by Douglas Hofstadter
- *Journey to the Edge of Reason: The Life of Kurt Gödel* by Stephen Budiansky
- *Logicomix: An Epic Search for Truth* by Apostolos Doxiadis and Christos H. Papadimitriou

Objective 2: I read the entirety of *An Introduction to Gödel's Theorems* by Peter Smith as I found this to be the most useful book in explaining both the details and the overarching themes of Gödel's seminal work. I wrote detailed notes when reading sections that cover material appropriate to include in one of my talks.

Gödel's Incomplete Theorems by Raymond M. Smullyan is a textbook for a two-semester, upper division or graduate level mathematical logic, so I read through about half of this text since the first half of the text includes Gödel's Incompleteness Theorems. I complete most of the assigned problems in the first half of the textbook, typing solutions to the more challenging problems for me to refer in the future.

I read Kurt Gödel's original seminal paper *On Formally Undecidable Propositions on Principia Mathematica and Related Systems*. I did not take notes when reading his paper as Gödel used

notation that is currently outdated, and the textbooks by Smith and Smullyan that I read before Gödel's original work clearly explain the details of his Incompleteness Theorems.

Objective 3: I wrote two 1-hour presentations on Gödel's Incompleteness Theorems. One talk is for a general audience where I go over the history of formalism in mathematics, the general ideas behind Gödel's Incompleteness Theorems, and consequences of his theorems in human cognition and artificial intelligence. I am going to give this talk for one of the Spring Lecture Series by California Mathematics Council for Community Colleges (CMC³) on March 1, 2024.

The second talk is similar to the first except that it is for a more technical audience, so I spent more time covering the details of Gödel's results. I am going to give this talk on March 6, 2024 at Sonoma State University's Math Department Colloquium series.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

I co-authored several papers published in peer-reviewed philosophy journals on the consequences of Gödel's Incompleteness Theorems, the last of which was published in 2013. My sabbatical work rekindled my interest in mathematical foundations and philosophy, and my collaborator and I recently wrote and submitted a paper to be published on some of the philosophical entailments of mathematical computation. We are currently working on another paper to be submitted for publication.

I am also excited to present my research findings to my colleges, and my enthusiasm for learning and teaching mathematics has been renewed.

2. How did this sabbatical leave benefit students in my discipline?

I will invite all my students to my talk at SSU's Math colloquium. I can incorporate Gödel's Incompleteness Theorems as part of the curriculum in Math 4: Discrete Mathematics and Math 6: Introduction to Higher Mathematics. I teach Math 4 this summer, so I plan on covering it as part of a student project.

3. How did this sabbatical leave benefit my department?

I will invite all my colleagues to attend my presentation(s) at SSU's Math Colloquium and at CMC³ Spring Lecture Series, both of which will be available online. I plan on continuing to work on my talks and to give them at conferences in the future. This will help with recruitment and outreach for my department.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

My sabbatical project exemplified the SRJC Strategic Plan to "promote personal and professional growth and cultivate joy at work and in lifelong learning." Gödel's Incompleteness Theorems have important consequences in many fields, including logic, mathematics, philosophy, computer science, artificial intelligence, and human cognition, so out of all the goals and objectives of the SRJC Strategic Plan, my project most directly addressed "Foster Learning and Academic Excellence" by "engaging students (and faculty) to spark intellectual curiosity".

Presenting my sabbatical research at mathematics conferences and other school's colloquia series addresses the Mathematics Department mission of "Recruiting, securing and retaining faculty who love teaching, vigorously maintain interest in the field of mathematics and

mathematics education, provide leadership in the local, state, and national mathematical communities.”

F. Abstract for Board Report Summary

Tim Melvin studied the history, the technical proofs, the limitations, and many of the consequences of Gödel’s Incompleteness Theorems by reading multiple books on the subject written for a general audience and by studying textbooks on the Incompleteness Theorems written for upper division/graduate courses in mathematical logic. He wrote two 1-hour presentations on his research to give at local conferences and colloquia series. One presentation is for a general audience that focuses on the history and consequences of Gödel’s Incompleteness Theorems, and one presentation is for his colleagues who teach college mathematics, computer science, or philosophy that focuses on the technical details of Gödel’s proofs.

Sabbatical Leave Report

A. Applicant

Name: Debbie Ezersky

Department: Disability Resources Department

Type of Leave: Spanish Language Study and Independent Study

Leave Dates: Fall 2023

B. Purpose of Leave

The purpose of my Sabbatical Leave was to develop intermediate-advanced conversational Spanish skills to increase access to the Disability Resources Department for Spanish speaking students with disabilities. Additionally, I researched best practices for creating a culturally aware and welcoming environment for Latinx students who would benefit from the services we offer. These best practices were shared with colleagues at an All Department Staff meeting and via a PowerPoint Presentation, and a task force to further incorporate my suggestions will be developed.

C. Objectives

1. Attended six-weeks of Spanish immersion classes through Enforex (<https://www.enforex.com/destinations.html>), or a similar school. Classes were taken online and in person.
2. Completed six private lessons in Spanish focused on vocabulary needed to communicate about disability and accommodations through the iTalki.com professor, Gustavo Yizreel.
3. Conducted research on providing equitable and culturally sensitive services to Latinx students who have a disability.
4. Created a presentation on Best Practices for serving Latinx students with a disability based on my findings which will be offered at an all-staff department meeting in Disability Resources on February 28th, 2024.

D. Narrative

I began my sabbatical by studying Spanish for three weeks at a school in Barcelona, Spain, called Enforex. I was offered a one-month house-sitting opportunity on the outskirts of the city in the small village of Sant Just Desvern. This greatly increased my contact with local people as I did my food shopping, banking and swam at the local public pool in this town. Additionally, I needed to learn about the various forms of public transportation to get to school and to explore

the city. The classes were at a popular school and consisted of four hours of grammar instruction in the mornings and additional practice in conversation in the afternoons. The classes were entirely taught in Spanish at all schools I attended. I met students from all over the world and for many, Spanish was our common language, increasing my exposure to the language. While in Spain I completed a fourth week of Spanish in San Sebastian at a school called Lacunza, While attending this program I lived with a local family and spent on average 3-4 hours a day speaking with the family members. The school was similar to the one in Barcelona but the instructors included more practical activities and I found my Spanish improved greatly during this time. I continued my studies in Manuel Antonio, Costa Rica. Since I was the only person at the B1 level I was fortunate to have one on one classes with an instructor from El Salvador. In addition to benefiting from the private lessons, I learned about her migration from El Salvador to Costa Rica and was present when she obtained Costa Rican citizenship. She was able to plan her first trip home to see her family in four years for Christmas because as a refugee she was unable to return legally to her home country.

During this time, I lived with a local family and had ample opportunity to practice my Spanish at the home and in the community. I attended several intercultural exchanges in the community. One memorable experience was meeting with a local conservationist who cares for and releases sea turtles. He purchases the eggs from poachers who would have formerly sold these eggs to bars and restaurants, but now sell them to him as part of his conservation program. He collects donations from tourists who wish to witness the release of the sea turtles to cover his expenses. My education continued online with an instructor from Montanita, Ecuador because I was unable to visit Ecuador due to political unrest in the country. I met with the instructor for 20 hours of one-on-one instruction online. Again, part of the amazing learning included learning about the political unrest in Ecuador and how this was impacting my teacher personally. My final class included six hours of private, online classes with Gustavo Yizreel, and an instructor who works with iTalki, an online language platform. These hours focused specifically on grammar and vocabulary appropriate for meetings with students and discussing their disability, accommodations and educational challenges.

During my time at home in October and December, I researched best practices for working with Latinx students who have a disability. In addition to reading scholarly articles, (See below) I purchased a video from the AHEAD conference on working with Latinx students with a disability, which I plan to share with my department during a professional development flex activity in March 2024. Of particular interest to me was the difference in cultural norms related to the value of individualism in Anglo culture and the value of family and collectivism in Latino culture. This concept has led to rethinking how we approach our work with students. I have come up with a number of suggestions for specialists related to culturally sensitive counselling and suggestions for our department to become more welcoming and inclusive.

Research included these articles

- Contreras, F. (2019). Becoming Latinx-responsive: Raising Institutional and Systemic Consciousness in California HSIS.
- Hardison, V. M. S., CRC, & Robertson, S., Ph.D., CRC. (2021). Cultural Implications and Multicultural Competencies In Working With Latinx Students with Disabilities, AHEAD Conference Video Recording.
- Martinez, A. R. (2022). Latina/o College Students with Psychiatric Disabilities: Experiences Encountered on the Postsecondary Educational Trajectory. CGU Theses & Dissertations, 401.
- Rodríguez, D., Luterbach, K. J., Woolf, S. B., & Peralta Rivera, S. (2020). Self-Acceptance of Adolescent Latino Students with Disabilities. *Educational Considerations*, 45(3). [DOI: 10.4148/0146-9282.2207]

- Zea, M. C., Quezada, T., & Belgrave, F. (1994). Latino culture values: Their role in adjustment to disability. *Journal of Social Behavior & Personality*, 9, 185-200.

I used these materials to create a PowerPoint presentation for my department, which will be presented on February 28, 2024. After creating the PowerPoint, I consulted with instructor Laura Larque and three Latina colleagues in DRD to ensure the material was accurate and presented in a respectful and culturally appropriate manner.

As an added bonus, I was able to travel through several countries on South and Central America during the months of November and early December. I visited Chile and stayed with a family who had hosted me during a cultural exchange in 2017, and also explored Northern Patagonia. I then visited the Amazon region of Peru and learned about the local people who live in remote villages which are only reached by boat. I then explored the Darien region of Panama and in addition to bird watching, was able to meet with local indigenous people and learn about their culture.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

My Spanish language skills have improved to the point where I can have a conversation with a student or family member in Spanish and no longer need assistance from a translator. I have already been able to use my skills with students since returning to work in January. Additionally, my understanding and sensitivity to the population has grown and I feel that I am able to better serve students who come in for accommodations and support.

2. How did this sabbatical leave benefit students in my discipline?

As a result of the research I have done on best practices for working with Latinx students in DRD, I have developed a list of tips for counselling sessions which I am sharing with other specialists in the department so that our work can be inclusive and welcoming. In particular, these tips focused on understanding the Latino culture and the emphasis on family and community. They include tips for working with students who are undocumented and resources available at SRJC. The tips will assist all specialists with developing rapport and providing culturally sensitive counselling sessions with students.

3. How did this sabbatical leave benefit my department?

I have also developed a list of suggested programmatic enhancements that I am proposing and sharing at an All Department Meeting. I plan to establish a task force to review the suggestions and begin implementing them. One that I feel is particularly important is to create a workshop for Spanish speaking family members during the Transition to College Program we offer for high school students and their families in the Spring. The proposed workshop will educate family members about disability, ADA and student rights, differences between high school and college, and keys to student success. I feel it is important to offer this workshop in Spanish and plan to collaborate with colleagues from other departments to provide all relevant information. These programmatic developments will directly improve the experience of Latinx students who participate in our program.

Additionally, I will be sharing the video of a presentation given at the AHEAD (Association on Higher Education and Disability) conference in July, 2021 entitled, "Cultural Implications and Multicultural Competencies in Working with Latinx Students with Disabilities," by Vivian Hardison of Southern Illinois University at Carbondale, and Stacie Robertson of CSU San Bernadino. This video addresses specific ways we can work with students who are Latinx in our department and will be offered as a flex activity in March, 2024.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

How does your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

This plan addresses the following two SRJC Goals (<https://strategic-planning.santarosa.edu/core-indicators-strategic-goals>)

B. Foster Learning and Academic Excellence Foster learning and academic excellence by providing effective programs and services

C. Serve our Diverse Communities Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership.

Additionally, this proposal addressed the Disability Resources Department's commitment to:

Create a campus climate in which diverse learning styles are respected and equal access can be realized. <https://drd.santarosa.edu/mission-and-student-learning-outcomes-slos>

By furthering my ability to speak directly with Spanish speaking students and family members, and by advancing the cultural competency of my colleagues in DRD, we are directly creating a climate that is welcoming and inclusive for all students. We are also striving to reduce barriers by embedding my work as a specialist at the Intercultural Center and at Roseland, to ensure that students who might otherwise not seek services will have access.

F. Abstract for Board Report Summary

Debbie Ezersky developed Disability Resources Department (DRD) services for Latinx students. She accomplished this by participating in six weeks of Spanish language classes in Spain, Costa Rica, and online with instructors from Ecuador and Mexico. She researched best practices for integrating Latinx cultural values and beliefs related to disability into the services provided and presented her findings at an All Staff Meeting in DRD. The presentation included tips for specialists and programmatic developments to create a more welcoming and inclusive program.

Sabbatical Leave Report

A. Applicant

Name: Jessica Russell

Department: English

Type of Leave: Coursework

Leave Dates: Fall 2022 – Spring 2023

B. Purpose of Leave

During my leave I took a Spanish class and attended a Spanish immersion program in Costa Rica, resulting in proficiency in spoken Spanish. My time in the classes, as well as traveling in Costa Rica, Guatemala, and Mexico also aided in advancing my knowledge of Latinx culture. The information gained through Spanish language acquisition and time in Central America will assist me in better serving the student population at SRJC, and, more specifically, my students within the Puente Program.

C. Objectives

1. I participated in a local in-person beginning/intermediate conversational Spanish class. The online resources and in-class conversations with the instructor and other students aided in my becoming proficient in conversational Spanish.
2. Following my local coursework, I further pursued language proficiency through participating in a Spanish immersion program in Costa Rica. My weeklong program at the Maximo Nivel Executive Language Center in Costa Rica, followed by travel in Guatemala and Mexico, allowed me to build and utilize my language skills.
3. I have implemented my knowledge of Spanish language and Latinx culture into my classes and other interactions with students at SRJC through additional assignments and course readings in my English classes that represent the Latinx students we serve and inform our non-Latinx students. I will continue to build on these resources as I reflect on my sabbatical work and continue my language and cultural studies. D. Narrative

D. Narrative

As the English Faculty member of the Puente program at the Petaluma Campus for the past five years, I have had the opportunity to work in a unique capacity with the Latinx students who represent Santa Rosa Junior College and the local community. The Latinx students I serve as an English faculty member, along with my experiences in the Puente program and the correlating Service Learning project I created and maintain between ELL (English Language Learner) students at Kenilworth Junior High and my Puente students, have inspired me to learn the Spanish language and more about Latinx culture. During my sabbatical project, I took a Spanish class and participated in a Spanish immersion program. The class and immersion program allowed me to achieve my sabbatical goal of learning spoken Spanish and an increased awareness of the culture within Spanish speaking countries in Central America, both of which I have utilized to create new curriculum for my classes and to locate relevant readings that represent our Latinx students and inform our non-Latinx students. I have returned from my sabbatical with knowledge and experiences that have strengthen my ability to serve students at the College and in our community.

Participating in the Puente experience has been humbling in many ways. Through the program I not only work with the student in my classes, I also regularly engaged with the families of my students when hosting events. Many of the family members do not speak English and I am continuing to work towards building a bridge by becoming fluent enough to present and converse in my students' and their families' primary language -- Spanish. Within the Puente program I often rely on my Spanish-speaking counseling partner in the program to speak to the families and when working with students in ELL classes at Kenilworth I rely on their Spanish-speaking instructor. The work I have completed and continuing to improve my Spanish language skills will increasingly allow me to create stronger connections with students at SRJC and the community.

Beyond the Puente program and Service Learning program with Kenilworth Junior High, a large percentage of students in the general enrollment classes I teach at SRJC will benefit from my ability to engage in Spanish when necessary. I have had a PALS for the past few years who is fluent in Spanish and English and I have seen the added benefit that provides to the students we serve.

After extensive research, I located classes and programs that address my sabbatical goals:

Objective 1 - Spanish Language Classes:

<https://dace.djusd.net/cms/one.aspx?portalId=1997896&pageId=10848397> : Davis Adult and Community Education conversational Spanish classes, multiple levels available.

In fall of 2022, I completed a beginning/intermediate course in conversational Spanish. See Appendix 1.

Objective 2 - Spanish Immersion Programs: <https://maximonivel.com/> : This program offers one of the highest rated Spanish Immersion programs in Central and South America. I attended a weeklong Spanish immersion course in Costa Rica. However, due to the continued threat of Covid, I chose to book independent accommodations. I was able to explore many areas of Costa Rica and use my explorations as a way to practice my burgeoning Spanish language skills. At the conclusion of my time in Costa Rica I earned a diploma in Basic Spanish. See Appendix 2.

Objective 3 – I have integrated my knowledge of Spanish language and the Latinx culture within my curriculum. Following my class and time in Costa Rica, Guatemala, and Mexico, I created assignments and located readings that I have integrated into my curriculum. See Appendix 3.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

As a Hispanic Serving Institution, Santa Rosa Junior College will benefit from my increased capacity to engage with the students we serve. Newly acquired Spanish language proficiency allows me to interact with a substantial portion of our student population with more depth and breadth.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

Language is connected to identity, and my ability to speak Spanish and understand more of the culture of Latinx countries allows me to better serve the large percentage of student in my English composition, critical thinking, and literature courses through having an enhanced ability to make language connections that span English and Spanish.

3. How will the objectives of this sabbatical leave benefit my department?

The English Department at Santa Rosa Junior College is continuously seeking ways to better connect with and serve our student population. My knowledge of the Spanish language and cultural connections related to language and identity will make me a more prepared instructor and allow me to present my new knowledge to my department as applicable.

4. How does your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

My sabbatical project addresses SRJC's Mission and Values regarding "social equity and environmental stewardship of our region" as well as SRJC's Values regarding diversity and community, most specifically, "multi-ethnic global perspectives and cultural competencies"; "Employees who reflect the communities we serve"; "Community partnerships and advocacy for workforce and economic development"; "Cultural enrichment opportunities"; and "Lifelong learning."

F. Abstract for Board Report Summary

To better serve the student population at Santa Rosa Junior College, a Hispanic-serving institution, English Department Faculty member Jessica Russell became proficient in conversational Spanish and further informed in Latinx culture for her sabbatical project. She

accomplished this goal through coursework and participating in a Spanish immersion program. Using this information, she created and located appropriate assignments and readings to offer more representative and culturally responsive curriculum for her students, specifically the students and community members she engages with as the Puente Instructor for the Petaluma Campus and within the Service-Learning program she facilitates between SRJC and English Language Learner students at Kenilworth Junior High.

Sabbatical Leave Report

A. Applicant

Name: Karen Walker

Department: English

Type of Leave: Project Leave

Date: Spring 2023

B. Purpose of Leave

The purpose of my leave is to write a condensed pdf-version of a college style handbook that will be free, useful, and easily sent via email or Canvas to all students in my classes—as well as to any instructor who wants it. Furthermore, unlike the usual handbook available, the information will be paired down to the essentials of what students need for success. In short, the purpose of this project is to provide free, efficient writing information to anyone who wants it.

C. Objectives

1. I researched existing style handbooks to consider how mine could be more streamlined and engaging.
2. I spent segments of an eighteen-week semester writing a style handbook that I can send to students, free.

D. Narrative

Though existing style handbooks are excellent—Diana Hacker’s widely used *Rules for Writers* being an example—they are also expensive and overwhelming, encompassing more information than necessary for beginning writers. For instance, my students do not need to know APA citation format, or what parallelism, split infinitives, abbreviations, or idioms are. Therefore, my pdf version has been paired down to essentials: how to write in full sentences and coherent paragraphs; the essentials of MLA format; verb tense consistency, and more. It offers a sample paper (that I wrote), a sample Works Cited page (that I wrote), and other essentials. It is, furthermore, engaging, using my very real addiction to gummy bears as examples of correct punctuation and grammar. Also, it explains “why this matters,” one example being a fictional cover letter for an events-planner job application (written by me) in two forms, one with grammar and punctuation errors, and the other elegantly written—to show how one is more valid than the other, fair or not.

Finally, the style handbook is free and easy to send electronically. While it is true this information is available online via Purdue Owl’s Writing Lab, it is not practical for students to have to go online and look up information. For one, they must know what they are looking for. And two, it’s simply a time-consuming hassle, and understandably, most of them just don’t do it. Something tangible, in my view, is called for—something they can print for free and have in hand. For all these reasons, I created Dr. K’s Helpful Handbook.

Objective 1. I obtained a wide variety of style handbooks from SRJC and Sonoma County libraries as a source of study: *Rules for Writers*, by Diana Hacker, sixth edition. The *Bedford Handbook*, seventh edition, by Diana Hacker. Actually, the *Comma Goes Here*, by Lucy Cripps.

The Glamour of Grammar, by Roy Peter Clark. The Only Grammar Book You'll Ever Need, by Susan Thurman and Larry Shea. Grammar Sucks: What to Do to Make Your Writing Much Better, by Joanne Kimes and Gary Robert Muschla.

Objective 2. The book-writing followed this schedule: Two weeks were spent writing a section on effective sentences; two weeks on coherent paragraphs; two weeks on basic grammar and punctuation, such as capitalization, verb-tense consistency, apostrophes and other details I decided were essential; two weeks on thesis and overall coherence in relation to it; two weeks on the basics of correct citation format; one week on punctuation as style rather than mere correctness; one week on vocabulary for writing about literature; three weeks on writing an example of a paper, good and bad versions; one week on how to write an effective introduction; one week on how to write an effective conclusion. All of this came to seventeen weeks total, with one extra added for unforeseen circumstances and review.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the College?

Because I am an instructor of English, diving deeply into the foundations of writing resulted in my becoming a better teacher. That is, it is beneficial for any instructor of English to revisit that which is so basic and fundamental that we stop thinking about it—so, by reviewing the details of grammar, punctuation and essay construction in depth, I have become a better teacher. Most instructive was the act of writing my own paper as an example for the handbook—because it helped me remember how difficult writing an essay truly is. Furthermore, this project helped me consider issues of equity as I have navigated the challenges of AB 705. Whereas once people entering Engl 1A could be expected to read and write at a certain level, since the passage of AB705 we now we have everything from eighth grade ability to college level in the same class. We have been grappling, as a result, with how to be equitable and fair. Indeed, we have been considering how to teach differently, and this project helped me consider how. As stated in SRJC's mission statement, "We regularly assess, self-reflect, adapt, and continuously improve." This is what I came to at the end of this project: Whereas much of the English department has rethought its mission by "decolonizing the classroom," which often results in not teaching grammar/punctuation, this project reaffirmed my belief that learning fundamentals empowers students—and I will continue to do so.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

I believe this project empowers students. Whereas new teaching pedagogies seem to eschew the teaching of basic skills, I believe they matter and empower students. For example, if a student lacks too many basic skills, it is simply quite difficult to understand what they are saying in writing, which can create a situation wherein they are either misunderstood or not heard. At the same time, it is true that a teacher droning on about prepositional phrases can destroy a class, so my project left such subjects out. Instead, I added a useful segment that shows two fictional coverletters for a job—one filled with errors, and the other following the conventions of correct grammar and punctuation—and asks if it were their business, which they would choose. Concrete examples of why it matters help students see it's not just theory, but actually empowering. Overall, my handbook's goal to help students is met: written in a clear and engaging manner, they are instructed in how to write clearly and well so they can be heard, do well in other classes at SRJC, do well when they transfer, and ultimately do well in the work-world. Furthermore, the question of how to retain students who struggle with writing has been paramount. Therein, I believe this concrete, free, and easily accessed tool helps students persist, particularly those who fear and feel overwhelmed by writing. Finally, since the 300-level prep classes are now eliminated, some supplemental help is enormously useful—I have created that. I

believe this project has addressed equity and learning gaps that are present in our classrooms. My handbook provides clear help for students, and it is free.

3. How will the objectives of this sabbatical leave benefit my department?

For one, I can easily send a pdf copy to any instructor who wants it, which they in turn can send to students. But on a more general level, this project has fulfilled important aspects of the English Department's mission. For example, part of the English department's stated mission is a commitment to "quality instruction at all levels of curriculum, from Engl [100] through English 5 and literature classes." Indeed, my handbook fulfills that mission by being relevant to every student, whatever their writing-level. Furthermore, the handbook helps fulfill other aspects of the English department's mission: "To provide students with the...writing...skills that are necessary for success in college courses and the workplace," and "To prepare students for transfer not only in English but in a variety of subjects requiring strong reading, writing and thinking skills." Overall, an additional writing-tool indeed benefits my department in its stated mission to offer quality instruction and close equity gaps.

4. How does your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

My project fulfills aspects of the district's mission regarding its Strategic plan, particularly where it states that "[w]e focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills." Therein, by addressing the fundamentals of writing, my handbook indeed prepares students for transfer, provides career education, and improves students' foundational skills.

F. Abstract for Board Report Summary

During her sabbatical leave, English instructor Karen Walker created Dr. K's Helpful Handbook, a condensed, clear, free, and engaging pdf version of a style-handbook that she can easily send her students via Canvas or email. It contains only the most essential information on how to write effective sentences, paragraphs, citation information, and more. Not only can the handbook be easily sent to students but also to any instructor on campus who wants it, who in turn can send it to their own students. It also helps to close learning gaps in Engl 1A that have arisen since the implementation of AB705. In the end, this project contributes to the English Department's and the District's goals of retention, equity, transfer-prep, career-prep, and overall academic success. But mostly, this project embodies a value stated SRJC's Mission Statement: "Beauty that includes...Joy in learning and work."

Sabbatical Leave Report

A. Applicant

Name: Kirsten Swinstrom

Department: Biological Sciences

Type of Leave: Independent Study/Project

Leave Dates: Spring 2023

B. Purpose of Leave

To update the Bio 2.2 (Zoology) Lab Manual.

C. Objectives

1. I conducted a review of the scientific literature for a selection of animal groups discussed in our Bio 2.2 course and created an annotated bibliography.

2. I updated six chapters of the bio 2.2 lab manual based on my literature review.

D. Narrative

Objective #1 – I surveyed the scientific literature relating to the evolution, behavior, anatomy, and physiology of animals studied in Bio 2.2 and chose six taxa to focus on: Phylum Porifera, Phylum Cnidaria, Phylum Annelida, Phylum Tardigrada, Subphylum Urochordata, and Subphylum Cephalochordata. I chose these taxa because my literature review revealed that they were the most out of date in our lab manual. I created an annotated bibliography for 52 of the most relevant journal articles (Appendix A).

Objective #2 – Using the information I learn from completing Objective #1, I revised five chapters of the Bio 2.2 lab manual (Phylum Porifera, Phylum Cnidaria, Phylum Annelida, Subphylum Urochordata, and Subphylum Cephalochordata), and I added one new chapter (Phylum Tardigrada) (Appendix B).

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

Staying current with research is an important aspect of being a biologist. Reviewing the current literature in my field has allowed me to update my lectures as well as our lab manual. In addition to improving my teaching, this sabbatical also allows me to be a more effective role model for my students by demonstrating my curiosity and ongoing professional development.

2. How did this sabbatical leave benefit students in my discipline?

Students benefit from the updated lab material because they have access to content that reflects the current understanding of the phylogenetics, ecology, and evolution of the animals studied, as well as the lab techniques used to study them.

3. How did this sabbatical leave benefit my department?

The updated lab manual and annotated bibliography is available for use by all faculty who teach Bio 2.2.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

Bio 2.2 is taken mainly by students preparing to transfer as a biology major. Having the most up to date research included in our curriculum will support academic excellence in our students and give them a greater chance of success once they transfer. This addresses the SRJC Strategic Plan Goal: *Foster learning and academic excellence by providing effective programs and services.*

F. Abstract for Board Report Summary

Kirsten Swinstrom conducted a review of the scientific literature relating to the evolution, anatomy, physiology, and behavior of the animals discussed in the zoology course (Bio 2.2). She

created an annotated bibliography of 52 scientific journal articles and updated six chapters of the Bio 2.2 lab manual based on these findings.

Sabbatical Leave Report

A. Applicant

Name: Sara Jones

Department: Mathematics

Type of Leave: Research and Project

Leave Dates: Fall 2021 and Spring 2023

B. Purpose of Leave

My project enabled me to research how mathematics intersects with climate change and sustainability. I used this research to create lectures and student assignments that highlight issues regarding climate change and sustainability. One of the most important issues facing human society today is climate change. The impact of climate change will affect our students' lives profoundly. The examples and problems resulting from my research, while covering all the objectives in the course outlines, promote an understanding of the causes of climate change and how it is affecting society as well as investigating strategies to mitigate and adapt to a changing climate. Further the problems engage students with topics that are interesting and impactful.

C. Objectives

During my sabbatical:

1. I researched and investigated the intersection between mathematics and climate change through primary and secondary sources such as existing courses that incorporate climate change into classwork.
2. I created examples and problems for several of our courses that highlight climate change and sustainability. In statistics, I developed lectures that include sustainability and climate change examples and corresponding assignments and projects for students.
3. I am sharing these lectures and projects in a presentation to SRJC math faculty, in the Math Departments Canvas Sandbox, as a Word document, and with community college math faculty throughout the state at the fall California Mathematics Council of Community Colleges (CMC³) Conference, on the Canvas Commons and using the free and open homework system MyOpenMath.

D. Narrative

In the first semester of my sabbatical, I researched sustainability topics, tied them into course objectives, and then created lessons and examples that both investigate climate change and illustrate mathematics topics that are required in course outlines. I collaborated with fellow mathematicians working in this area by attending a seminar on sustainability in mathematics and discussing problems with this group. I have a better understanding of the problem of climate change, where the biggest issues arise, and the most promising solutions. After developing course materials involving climate change and sustainability in the Fall of 2021, I then piloted some of the material in my courses in the Spring and Fall of 2022. In the spring semester of 2023, I refined the examples and put statistics problems into MyOpenMath, a free online homework system where other mathematics faculty at Santa Rosa Junior College and beyond can use and access the problems.

Sustainability and Climate Change supply a huge variety of problems and areas of interest for me and my students. An introductory Mathematics and Statistics course covers many topics predetermined by the Course Outline of Record. The first step in the project was matching course topics with appropriate sustainability and climate change examples. This involved internet research, contacting other mathematicians and climate change scientists to better understand the problems and the mathematics used to investigate them. After investigating areas of interest, I determined the best topics to cover course material. Sustainability and climate change offer interesting examples that motivate students to study mathematics and statistics. Mathematics is crucial to the understanding of and solutions for climate change. This project will give students the tools to understand and address climate change and motivate them to pursue more sustainable practices in any future endeavor.

Climate change has a disproportionate effect on people of color and other disadvantaged groups. Poor neighborhoods and countries are more likely to flood and have more air pollution, causing higher rates of lung disease, and more use of and need for public transit. This data quickly translates into statistics' problems. Problems covering this will support the students who are underrepresented in mathematics, engineering and science and help encourage them to persist in statistics and mathematics. Investment in green industries and in regions that are being hardest hit by climate change is one of the pathways to a more equitable world.

Waste and Recycling supply accessible classroom examples that resonate with students. A quick survey indicates that students are not always aware of how important it is to compost kitchen scraps. Investigating the true cost of plastic production and waste to the environment informs students of the detrimental impact their negligence can have and will promote sustainably conscious citizens. Many of my students don't know that coffee cups are not recyclable, and they are surprised by the true amount of waste created by disposable coffee cups on campus. As an example of how these issues could be introduced in the classroom, in finite math we can develop Markov chains to model reuse and recycle behavior of coffee drinkers. In statistics we can analyze two-way tables looking at the proportion of students who use reusable coffee cups. A large amount of greenhouse gas is emitted to create plastic packaging. In spring 2021, the California Student Government Assembly for Community Colleges passed a referendum requiring that community colleges eliminate the use of plastic on campuses. SRJC's transition to water in aluminum cans motivated our vendor to adapt this to other institutions they supply. This type of commitment indicates that this can be a powerful issue with our students even if some are not initially aware of or invested in this issue.

Climate change and sustainably provide a plethora of interesting topics that will appeal to biology and ecology majors. In my research I considered carbon sequestration in forests and ice caps, climate impacts on endangered animals like Sierra frogs, sea stars, polar bears and sea turtles, and weather events like hurricane frequency, flood levels, forest fires. Each of these has mathematical interpretations that can be used to analyze the effects of climate change. We can model hurricane frequency with the Poisson Distribution and the frequency of forest fires with time series graphs. We can use a hypothesis test to determine how unlikely it is to see the current occurrences compared to historical averages.

One of the largest sources of Climate change is transportation and home energy use. I would like to research where we use energy, how it is generated, and how we can decrease our usage of petroleum and other products that emit greenhouse gases. Energy production and storage is one important area of investigation and how they are affected by transportation, electric cars, battery storage, mass transit, and housing densification. [California Independent System Operator](#) provides a multitude of data that can be used in classrooms to better understand the Energy Use infrastructure. The data can be used to do integrals in calculus and create bar graphs and do

hypothesis tests in statistics. This data can be used to ask real questions that are important to society and can increase student engagement.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

I am deeply passionate about sustainability and the importance of addressing climate change. Integrating the topic of sustainability with the mathematics I teach helps engage students and keeps me engaged.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

Mathematics helps students understand how sustainability strategies work and will help students as they move into careers centered on implementing these strategies. Many students are deeply concerned about climate change and how it will affect their future. They want to know more about climate change, and they need to understand how to address climate change. There are strategies to mitigate, sequester and adapt to climate change. We are moving into a society where all professions require an understanding of how their industry affects the earth's climate.

3. How will the objectives of this sabbatical leave benefit my department?

Other instructors can use the course materials that I create in their classes. They are freely and easily accessible using Canvas Commons, the MyOpenMath system or they can use the problems in Microsoft Word format.

4. How does your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

The idea for this project came from my desire to help implement and support SRJC Strategic Plan, Goal E.

Goal E: Establishing a Strong Culture of Sustainability

Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity.

- Objective E1 - Expand, support, and monitor district-wide sustainability practices and initiatives;
- Objective E2 - Infuse sustainability across the curriculum and promote awareness throughout District operations;
- Objective E3 - Promote social and economic equity in the communities we serve;
- Objective E4 - Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region.

While my project clearly addressed objectives E2 and E3, it can also support objective E4 by getting more students to engage in sustainability and climate change groups on campus. Student involvement in objective E1, monitoring sustainability progress, is also desired. Some Measure H funds are being used to make campus facilities monitoring systems accessible to students and the data obtained could be used for student projects and examples. This student engagement can help better educate both the student body and staff at the college on sustainability practices and priorities on campus by further engaging students in this important cause.

F. Abstract for Board Proposal Summary

Sara Jones researched and created course materials that address issues of climate change and sustainability. Sara created lecture examples with corresponding student activities that can be used in Statistics, Finite Mathematics, Calculus, and Linear Algebra. She shared these materials with the mathematics department and wider mathematics community.

Sabbatical Leave Report

A. Applicant

Name: Anne Marie Insull

Department: English

Type of Leave: Coursework

Leave Date: Fall 2023

B. Purpose of Leave

I designed new curriculum for a semester-length English 4ABC (Creative Writing) course. The outcome of my project was a Canvas shell for a complete semester of English 4ABC. I am currently using this new shell in my Spring, 2024 English 4ABC course, and I have posted it on Canvas Commons for use by other instructors. I have also created a workshop proposal for an SRJC Professional Activities Day based on one of the assignments from my new Creative Writing curriculum.

C. Objectives

My objectives were as follows:

1. To create lively, diverse, and relevant coursework for English 4ABC students.
2. To translate an aspect of my new coursework into a PDA Creative Writing workshop proposal.

D. Narrative

During my sabbatical, I deepened my knowledge of the craft and teaching of creative writing – and the ways I might best facilitate my students’ search for their own authentic modes of written expression. I used my sabbatical time reading a variety of Creative Writing texts. Many of these were listed on my original proposal, but some of those original books I swapped out for others. The list of books I studied are listed here. I used these as inspiration for the Canvas Modules for this class. I’ve also included them in a list of texts for my students, as they are required to choose a book/writer of their own to use as a semester-mentor as they complete their coursework.

Letters to a Young Poet, by Rainer Maria Rilke

The Cross of Redemption, by James Baldwin

On Writing, by Stephen King

Journal to the Self, by Kathleen Adams

Playing in the Dark, by Toni Morrison

The Artist’s Way, by Margaret Cameron

Something to Declare, by Julia Alvarez

Bird by Bird, by Anne Lamott

The Poet’s Companion, by Kim Addonizio and Dorianne Laux

From Where You Dream, by Robert Olen Butler

If You Want to Write, by Brenda Ueland

Poetry Handbook, by Mary Oliver

Writing Down the Bones, by Natalie Goldberg

Write for Your Life, by Anna Quindlen

I also searched for, studied, and adopted these core texts for my semester course: the *Seagull Book of Poems* and Ursula LeGuin's *Steering the Craft*. Moreover, as you will see on my course shell, I found a variety of new articles, book clips, and videos to enrich the class. Among these are pieces by and about writers such as, but not limited to, James Wade, Ada Limon; James Baldwin; Chimamanda Adiche; Ta-Nehisi Coates; Don Miguel Ruiz; and Ocean Vuong.

E. Evaluation Summary

1. How did the objectives of this sabbatical leave enhance my work performance at the college?

As I explain in my original sabbatical proposal, I have started teaching Creative Writing at the JC only recently (my first was in the Spring of 2022); free of the more adamant requirements of composition and literature CORs, it has been rejuvenating for me. Making this new course shell was a pleasure, and teaching from it is a joy. My students are happy, and so am I. Beyond that, though, I am using some of the ideas I came up with over my sabbatical and injecting them into my current British Literature Survey and English 5 courses. For example, I am assigning an ekphrastic poem project to my British Literature students, and have adopted *Write for Your Life*, a book I studied for my project, for my English 5 class.

As a side note: Along with my students in 4ABC, I am completing all the assignment work with them. This has been, and will continue to be, fun and instructive; and I find they appreciate my willingness to work and share with them as they do with me.

Overall affect: more joy, more inspiration, and a more creative approach to making assignments for my other classes.

2. How have the objectives of my sabbatical leave benefitted students in my discipline?

I have created a wonderful class, full of fresh ideas and innovation, for my English 4ABC class this semester. And students in my other classes are benefitting from my more creative approach to their assignments.

3. How are the objective of my sabbatical leave benefitting my department?

Our department is currently devoting time considering students' rights to their own languages, whether they be determined by nationality, class, ethnicity, age, etc. In short, we are questioning what the term "academic writing" means. Robust Creative Writing courses in our department are crucial for our continuing attempts to answer this difficult question.

In English 4ABC, students often feel freer to express themselves in their own words, and we, their instructors are, in turn, encouraged to consider how creative modes of expression can be academic, and *visa versa*. The very existence of Creative Writing courses in our department is fundamental to cultivating a culture that recognizes and celebrates language diversity. Through the vehicle of my sabbatical coursework, I actively participated in the making of this culture.

4. How has my project addressed the SRJC Strategic Plan and/or my department's educational plan?

SRJC's Strategic Plan exhorts us to seek innovation that includes "[c]reativity, openness and risk taking." That is what my whole project has been about. I have built a class that encourages and

nurtures another word that is invoked in the Strategic plan – “joy.” In English 4ABC, students experience the joy of having fun with words, or hearing their work validated by peers, participating in a writers’ community, and reflecting on who they are and what they want to be. This is an important version of student success that is often undervalued, and it is what my new coursework offers.

F. Abstract for Board Report Summary

Anne Marie Insull independently studied a diverse range of writers writing about writing and used her studies to develop new curriculum for English 4ABC (Creative Writing). She also created a Professional Development Activities Day workshop proposal based on one of the activities from her new English 4ABC course.

Sabbatical Leave Report

A. Applicant

Name: Elizabeth Wade (Simas)

Department: Communication Studies

Type of Leave: Project

Leave Dates: Fall 2022 and Spring 2023

B. Purpose of Leave

I intended to gather information to create/modify curricula and investigate the feasibility of creating a speech lab, and the corresponding course(s) that may be needed for the successful functioning of the lab, at SRJC. The result is proposing to start a communication lab at the college where students can receive help in creating and delivering speeches, both for public speaking courses and any course, in any discipline at the college, that requires a presentation.

C. Objectives

1. Visited at least 3 other community colleges to interview faculty who run their communication labs to see how they run their labs and to see their setup and equipment.
2. Researched the curriculum requirements needed to create a fully functioning communication lab that will sustainably support the Department’s course offerings and equity goals.
3. Composed and presented a report for the department outlining what I learned and how to open the communication lab.

D. Narrative

Learning about what it takes to establish and run a communication lab was not what I was expecting. I interviewed faculty at Napa Valley College, Ohlone College, and Chabot College. They were all helpful in what it takes to create a lab that is sustainable and beneficial. I was able to visit the locations (first Ohlone, then Chabot, then Napa). During all the interviews the main questions I asked were about how the lab was funded and how they were able to sustain it. Ohlone has a different model that eventually our department might choose to participate in, but for now, the labs at Chabot and Napa are what the department is envisioning. All their equipment is similar to what we have in Garcia Hall’s room to be dedicated to the communication lab, and in some cases, we have access to more technology than they do because of our department’s crossover between the media production classes and their use of the room.

The curriculum requirements are where my expectations were different than reality. Going into this project I had envisioned creating curriculum to have the lab run, with the focus mainly on what the students coming to the lab would get from it. What I learned, however, is that the labs are run on peer tutoring, so the curriculum need is for the class for the tutors, not the attendees. Once I learned this it was like a slap to the forehead, because of course, when people drop in

there's not necessarily a list of what they can learn – it's dependent on what they need at the time. I was thinking of it more like our writing and math tutorial centers, which is not the standard for communication labs across our area. Reframing how I thought about this helped me to really see how our department can embrace having a lab that will, eventually, offer help across the campus. Since the tutors will come from COMM 1 classes, which are GE classes that students in every major complete, our tutors will be able to offer help for classes that aren't COMM classes, classes that they may have taken, or in subjects they are familiar with. I also got excited because it helped me see how having the lab is another way to support our students – when they can be tutors, they can earn units or get paid for their tutoring. I also learned that at other colleges the communication lab is run with the tutorial center, although in a different location, so the tracking and everything bureaucratic can be done using systems we already have in place. It also means that it's a symbiotic relationship where tutorial can count our attendees towards their goals, and we can use funds they have for peer tutoring to pay our tutors (after they've already completed the class). I had to stop there because it would require me to work with people on campus, but it left me in a place where I knew exactly what I needed to do and could hit the ground running when I returned in August. Based on what I learned about the curriculum requirements I was able to create 2 CORs, one for the first-semester COMM lab tutors and one for tutors who continue after the first semester, that are ready to be entered into SIS and go to Cluster Tech once I meet with the Tutorial Center(s) and figure out how to link into their funding stream. In conjunction with these CORs, I created a handbook that can be used as a course textbook (and also partially used by tutors in the lab as instructional material).

While at first the new curriculum threw me for a loop, looking at it as a partnership with tutorial, and that it's really about training the tutors, actually re-inspired and reinvigorated me. I presented to my department at our Fall department meeting in October 2023 and shared everything I had learned about what it means to have a “World Class” communication lab and why it might not be the best fit for us right now, how it's about the tutors, not the attendees, and how we can have a partnership with the tutorial center to help our students earn money while staying on campus and being a super convenient job to hold. The department was also excited and very encouraging about making this communication lab a reality. Their expressed concern is not being able to find student tutors, but rather finding a way to compensate the faculty member who runs the lab. The other factor we must discuss further is what it would mean to have a new class, the class for the tutors, when the district is in a time of sustainability and not growth – where would that class FTE come from? So, while I did my report, I know this is something that we're going to have to discuss as a department at least a few more times while we figure out all the small details. Overall, though, it was a great response and a lot of excitement for what our department can offer our students.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

Learning about how to train tutors really made me reevaluate how I teach my course. I actually am coming back from sabbatical with a ton of changes with how we practice speeches and how I help them to construct them. Even though the sabbatical was focused on creating new classes, it completely changed how I currently teach my classes.

2. How did this sabbatical leave benefit students in my discipline?

I immediately saw how implementing a communication lab would help COMM students to reinforce what they were learning in their own classes, as well as offering a safe space with trained peers to help them practice. Sometimes practicing in front of classmates or your

instructor can be intimidating, but peers who aren't in your class and have experience are less scary.

3. How did this sabbatical leave benefit my department?

Creating a communication lab is going to end up helping students across the district. Giving them a place to come and practice presentations they have in any of their classes with peers who are trained tutors is not only going to help their confidence, but it will also help more people become aware of the communication studies department.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

One of my department's goals for the past couple years has been to investigate opening and running a communication lab. We see it as a critical piece of equity work to help students from all backgrounds access tutoring in skills that might not have been emphasized in their younger years or at other educational institutions. A communication lab is a way to offer support outside of classrooms to further help students who need more individualized attention, for whatever reason.

F. Abstract for Board Report Summary

Elizabeth Wade (Simas) conducted interviews with other community college faculty about the running of their communication labs, as well as toured the labs, in order to gather the required information to propose creating and staffing a communication lab at SRJC. She worked on creating curriculum for a course to train the tutors who would run the lab, as well as a handbook to use in the course and lab. She discovered what on-campus entities she would need to work with to find funding for student tutors. She gave her department an update on what would need to happen to get the lab up and running for them to refer their students to.

Sabbatical Leave Report

A. Applicant

Name: Gina Lord

Department: Business

Type of Leave: Independent Study

Leave Dates: Fall 2019 and Spring 2023

B. Purpose of Leave

I examined Millennial learners to get a clear understanding of their learning styles, preferred learning environments and strategies that effectively engage them in today's classroom. I researched best practices with regard to engagement techniques used by other faculty in higher education who were successful at reducing the gap between students' expectations, preferred learning styles and the effort they put forth in the classroom. I created, revised, and integrated my findings into various classroom activities that utilize instructional methodology based upon these findings to more fully engage students in my classroom. Finally, I produced a report about these Millennial learners and shared this with my subject area and departmental colleagues,

C. Objectives

1. Completed comprehensive research of current literature on Millennial students/learners.
2. Identified the unique learning preferences and learning styles of millennial students.
3. Evaluated best practices in a variety of classroom settings as they pertain to the Millennial learner.
4. Assessed and revised curriculum, classroom activities and pedagogical techniques to enhance engagement and success of millennial learners.

D. Narrative

By conducting online research in order to evaluate and better understand today's students' learning preferences, faculty in higher education, such as myself, can better understand the need to re-evaluate the way in which we provide instruction in the classroom to meet the needs of the diversity of students' learning styles. It was found that education continues to evolve from one of recitation through a text and traditional lecture style model, to one that is much more engaging, tactile and hands-on, striving to have a focus on building knowledge from various forms of medium and discovery of answers. Our next generation of students' expectations leans towards a more collaborative approach and one that has a focus on understanding and building their knowledge through various forms of medium to discover the answers. The Millennials, born between 1982 through 2000, are the most diverse generation of students who expect to be engaged in their learning environments as they do not do well being passive learners. Thus, traditional approaches and instructional strategies to teaching need to be evaluated in order to meet their needs in this ever-growing student population. This sabbatical helped me to achieve the objectives stated above by completing the following:

1. I conducted research online, on the millennial learners, their unique characteristics, traits, and educational expectations, as well as, insights into their learning preferences.
2. I conducted research online, to identify and evaluate successful techniques and instructional methods used by faculty in higher education to enhance engagement and success in the classroom. Research also allowed me to identify best practices where faculty are using innovative and creative approaches to engage millennial learners.
3. I finalized my research by writing a report on the findings including best practices employed by faculty in higher education.
4. I reviewed and revised curriculum and created activities to enhance the learning experience of Millennials in the accounting classrooms such as BAD 1(see Appendix C).

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

The objectives of this sabbatical enhanced my knowledge of the diversity of our student population and helped me better understand the changes that need to occur in the classroom to

address the learning styles of these students, as well as, the challenges educators face to engage them in the learning environment. Furthermore, this sabbatical allowed me the opportunity to evaluate my instructional methodology to embrace new pedagogical techniques and activities needed to better match the preferred learning environments, behaviors and attitudes of this generation of students.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

The objectives of this sabbatical will benefit students because as this new information has been utilized to align instructional techniques with learning style preferences by creating an educational environment that engages millennial students based upon their unique traits, desires, expectations and characteristics, and providing a learning atmosphere that is better suited to their personal needs.

3. How will the objectives of this sabbatical leave benefit my department?

This research has been shared with my department colleagues to allow them to gain additional insight regarding this current and diverse group of learners and enable them to evaluate how they can potentially alter their instructional techniques and classroom materials to better align with the Millennial learner.

4. How does your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

This project addressed our department's educational plan which is to create classrooms that are engaging and environments that allow students with different learning styles the opportunity to succeed. Furthermore, this project addressed different learning styles and preferred learning environments of this diverse group of growing students and highlighted ways in which faculty in higher education can address and embrace the needs of these students in innovative and creative ways.

F. Abstract for Board Report Summary

Gina Lord conducted an extensive research project on Millennial learners (students born between 1982 through 2000) to assess what types of educational environments, instructional methodologies and classroom techniques best suit their preferred learning styles. She evaluated best practices to identify how other instructors in higher education are using innovative and creative approaches to engage these students in the classroom experience and enhance their opportunity to learn and succeed. She reviewed and revised curriculum in the Financial Accounting class and created new activities and instructional techniques that enhance the learning experience of Millennial learners. Finally, Gina produced a comprehensive report on these findings, shared them with her department and made this report available to other instructors across the campus community. This leave resulted in the creation of a more engaging educational learning environment in the Financial Accounting classroom, utilizing activities that cater to different techniques to match the varied learning styles in the student population.

Sabbatical Leave Report

A. Applicant

Name: Leslie Mancillas

Department: College Skills

Type of Leave: Creative Original Work

Leave Dates: Jan 2023 and June 2023

B. Purpose of Leave

Leslie Mancillas produced a memoir including 10 vignettes of original writing related to the theme of creating hope and the writing included themes of resilience in connection with overcoming her own childhood abuse. Leslie Mancillas conducted over ten sessions with her writing mentor and attended a San Francisco Writer's conference. Her sabbatical writing project has been shared both at her SRJC August 2023 PDA presentation and at her college wide interactive reading event held on 9/11/23. Leslie's memoir book is available at the SRJC library reserve area as of September 2023.

C. Objectives

1. Leslie Mancillas solidified a writing mentor and conducted ten sessions with her mentor. Leslie also attended the S.F. Writer's conference April of 2023.
2. Leslie Mancillas created a memoir book "Creating Hope" which includes ten vignettes.
3. Leslie Mancillas shared her memoir book with the college skills department and has coordinated with the SRJC library to add her memoir vignettes to the SRJC reserve collection.

D. Narrative

During January through May Leslie Mancillas created uninterrupted time to explore and work creatively to produce original writing to demonstrate a rigorous and consistent writing practice. Leslie Mancillas also attended three talks at the Ikeda Center for Peace, Learning and dialogue related to the book she based her writing on, "Hope and Joy in Education." Leslie Mancillas also attended the San Francisco Writer's conference in April of 2023. Leslie Mancillas worked with her writing mentor twice a month to improve her craft as a writer and effectiveness as an English faculty member of the College Skills Department. Leslie Mancillas created a memoir book that is now shared with the College Skills Department and college wide via our SRJC library reserve system. Her book serves as a writing resource for all SRJC students engaged in writing about the topic of hope and overcoming childhood abuse. Leslie Mancillas also interviewed five of her students who have experienced childhood abuse and they shared how they created hope throughout their challenging history. Leslie Mancillas created a college wide interactive book talk for students, staff and faculty 9/11/2023. Leslie Mancillas met with a library liaison three times during her sabbatical to create the best delivery system for her memoir book to be shared throughout our college.

E. Evaluation Summary

1. How did this sabbatical enhance my work performance at the college?

Through both workshops attended and the creation of the memoir book Leslie Mancillas improved her writing skills to better inform her current students to become more creative writers. The actions of the public sharing of her writing through her PDA presentation, college wide book event and having her memoir book on reserve continues to foster future writers at our college.

2. How did this sabbatical leave benefit students in my discipline?

Writing students are exposed to memoir writing techniques. Students are also being inspired to turn their personal pain or poison into medicine by writing their authentic stories in personal narrative form. Leslie Mancillas continually utilizes her vignettes to model for students how to create value in their writing from all challenging childhood experiences.

3. How did this sabbatical leave benefit my department?

By offering new writing and sharing this creative experience publicly in our department, at our college and in my classes, both my students and colleagues are encouraged to never give up on their dreams and goals regardless of the childhood trauma experienced.

4. How did this proposed project address the SRJC strategic plan and department's educational plan?

The produced memoir book, PDA presentation and college wide book talk enriches the ability of students who have experienced any type of trauma to create grit and persevere in their educational and personal goals in their lives regardless of the trauma they may have experienced in their formative years. Our department specifically targets supporting academically underprepared students to never give up on their goals regardless of their current obstacles. The memoir book remains on reserve at our library to continually inspire students to continue on their path in their lives and to realize that we can utilize past pain to create value. SRJC continues to lead the mission of teaching students to turn poison to medicine through actions exemplified by projects such as the one just completed during this sabbatical.

F. Abstract for Board Report Summary

Leslie Mancillas wrote ten vignettes which focused on the theme of creating hope and surviving childhood abuse. This book is now shared with our college community through our SRJC Library. Leslie Mancillas prepared two college wide presentations in connection with this project. The memoir book titled, "Creating Hope" as well as key elements learned at the San Francisco Writer's workshop were shared at our August 2023 PDA day. She also shared her memoir vignettes to inspire staff and student writers at the college wide book talk September 11th of 2023.

Sabbatical Leave Report

A. Applicant

Name: Michelle Conley

Department: Social Sciences

Type of Leave: Project

Leave Dates: Fall 2022 and Spring 2023

B. Purpose of Leave

The purpose of this leave was to research and develop material to be used in a comprehensive workbook for economics students that will reinforce the mathematics and graphing skills required to be successful in economics. When California Assembly Bill 705 passed, students were allowed to skip over many remedial math classes and place themselves directly into college level math classes. Since students need a strong foundation in math to succeed in economic course, this workbook will include extensive examples with in-depth, step-by-step solutions.

C. Objectives

1. In Fall 2022, I researched the mathematical and graphing areas where student scores were the lowest.
2. In Spring 2023, I organized my findings and worked on developing material for the workbook.
3. I researched publishers to help with proper formatting and creating graphs, images, and layout for the workbook.

D. Narrative

Objective 1: In Fall 2022, I researched which areas the math and graphing scores were the lowest for my students. I went through homework assignments, quizzes, and exams from multiple sections that I taught over the last few years to identify the areas to focus on in the workbook.

Objective 2: In Spring 2023, I organized my findings and created an outline of the areas where students needed the most help. I developed challenging problems that cover the mathematical and graphing applications for the areas with the lowest assignment scores. I created material in the workbook to cover those topics, including Introduction to Graphing: Slopes of Lines, The Production Possibilities Frontier, Solving Mathematical Supply & Demand Functions, Graphing Market Equilibrium with Supply & Demand curve manipulation and predictions, Inflation, Unemployment, Gross Domestic Product, Aggregate Supply & Aggregate Demand, Overheating and Underperforming Economies, The Spending Multiplier, The Tax Multiplier, Fiscal Policy, and Monetary Policy.

Objective 3: After I developed the first few chapters of the workbook, I found a publisher to properly format all the equations, graphs, and images for future publication.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?

By developing a new teaching resource, I enhanced my ability to reach students that do not have a strong math background. Economics classes have a disproportionately high drop rate. Improving student math skills and giving them easy to follow examples of how to solve more complicated mathematical economics problems, will help students who are more likely to drop due to lack of pre-requisite mathematical knowledge.

2. How did this sabbatical leave benefit students in my discipline?

Once the workbook is published and used in the classroom, it will not only help refresh math skills the students have already learned (algebra, geometry, fractions, percentages), it will cover new graphing skills that are unique to economics classes (supply & demand graphing, creating firm production functions, deriving cost curves, etc.).

3. How did this sabbatical leave benefit my department?

After the workbook is published, I will present my findings at a department meeting. I will put copies of the workbook on reserve at Doyle Library and Mahoney Library, creating a resource that our department can point students to, if they need additional help in the mathematical and

graphing applications. I will also put copies in the SRJC Tutor Center for our adjunct professors and student tutors that are helping our economics students.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department's educational plan?

Once the workbook is published, it will be a resource that helps students improve their math skills and shows step-by-step solutions to guide them when they make mistakes. The workbooks address one response to Objective B4 of the Santa Rosa Junior College's Strategic Plan: "Identify and implement responsive instructional practices that increase the learning and success of our diverse students", specifically the subsection covering "Performing Mathematical Operations".

F. Abstract for Board Report Summary

During her sabbatical leave, Michelle Conley worked on creating a workbook to help teach the mathematical and graphing skills necessary to effectively complete our economics classes at Santa Rosa Junior College. After the passing of Assembly Bill 705, which went into effect in January 2018, students are no longer required to take pre-transfer level college math courses; thus, some students enroll in Econ 1 and Econ 2 unprepared mathematically to be successful in the course. Once published, the workbook will include both challenging problems for students to solve, as examples with step-by-step solutions to illustrate the methodology used to set up and solve mathematical and graphing problems.

Sabbatical Leave Report

A. Applicant

Name: Steven Fichera

Department: Business

Type of Leave: Formal Coursework

Leave Dates: Fall 2023

B. Purpose of Leave

I updated my knowledge of Intellectual Property law and applied it to the creation of a new course. I used my time to create an online template for Intellectual Property Law (PLS 61) which will be a part of the Paralegal Studies major within the Business Department.

C. Leave Objectives

1. I researched and developed course materials for teaching a business/paralegal course: Intellectual Property Law (PLS 61).
2. I created the Canvas shell for PLS 61 so that it is ready to be taught by myself or another lecturer within the Business Department.
3. I developed a presentation of my findings to share with my colleagues in the Santa Rosa Junior College Business Department.

D. Narrative

It is imperative in today's world to prepare our students with the most relevant, current, and in-demand knowledge in today's business and legal world. By maintaining currency within our

curriculum in a constantly changing environment, our students are provided with the best educational foundation to embark on a successful career.

Objective 1 consisted of taking a free online course in Intellectual Property. After reviewing a few courses offered by the University of Pennsylvania through Coursera.org, I chose to take the Intro to Intellectual Property course and forgo the three follow up courses in Copyright Law, Trademark Law, and Patent Law. At the conclusion of the course, I felt I refreshed myself enough to complete my objective. My goal was not to earn a Certificate – but to refresh myself with the details of Intellectual Property. Because the subject matter was part of my practice when I was employed in Silicon Valley, an introductory course was all I needed.

Objective 2 consisted of developing modules for Intellectual Property Law (PLS 61). I created assignments, discussions, case studies and examinations that reflect the most important basic principles for paralegal students to learn. After a department review, the course will be available for the Business Department and other instructors of PLS 61.

Objective 3 consists of presenting the course to my department. Instead of creating a PowerPoint presentation as I stated in my proposal – I determined a walk-through of the course itself is more beneficial and effective.

E. Evaluation Summary

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

Completing my objectives allowed me to revise and update essential curriculum in the Business Department for an important class in the Paralegal Studies program. The project focused on traditional theories and laws within intellectual property law. The course enhances my ability to create a more spherical approach to business and law – each complimenting each other. It enables me to give a more thorough picture of the crossroads of law and business.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

Paralegal students need to learn about one of the most important areas of many legal practices. While Intellectual Property law stands by itself – is almost always entangled with the business world. As part of my legal practice, I created legal structures for new businesses, which included filing various intellectual property protections. Many local law firms will benefit from a future paralegal having taken this course – not to mention the careers and future success of our students. In addition, non-paralegal students within the Business Department will benefit due to the close relationship of business and the various areas of Intellectual Property law. As stated in question one above, the course creates a more spherical approach to the study of both business and law.

3. How will the objectives of this sabbatical leave benefit my department?

My department will benefit from the new and updated course materials for Intellectual Property law. In addition to our Paralegal students, this course applies to all business majors – including our entrepreneurial students. These materials will be available to all instructors teaching the course. The business department needs to strategically position itself for the student and educational environment of the future.

4. How does your proposed project address the SRJC Strategic Plan and/or your Department's educational plan?

This project addresses Goal A – Support Student Success and Goal B – Foster Learning and Academic Excellence. This enhanced curriculum seeks to prepare our students to transfer to 4-year institutions and complete their education at SRJC. The enhanced curriculum as a result of this sabbatical supports teaching excellence focused on implementing responsive practices that support the education and success of our diverse student population.

F. Abstract for Board Report Summary

After taking an online course in intellectual property law to refresh his knowledge, Steven Fichera created a course in Intellectual Property Law (PLS 61). The course itself will be presented to the department. Business and Paralegal students will be better prepared for the workforce or in their continued studies at a four-year university. Employers will benefit from students with relevant career skills. These course materials will be available to the entire business department.