Sabbatical Leave Report

A. Applicant

Name: Susana Ackerman
Department: Modern and Classical Languages
Type of Leave: Independent Study
Leave Date: Fall 2016

B. Purpose of Leave

I traveled to Chile from October 31 to November 21, 2016. I was able to visually document poet Pablo Neruda’s homes and artifact collection. In addition, I met with key scholars and librarians of the Pablo Neruda Foundation who were invaluable literary guides. I was able to examine the poet’s original manuscripts, archives and unique book collection. I conducted research at the Foundation’s libraries which enabled me to become acquainted with contemporary Chilean poets whose work has been propelled by Neruda’s transcendental legacy.

C. Objectives

1. I developed visual media on Pablo Neruda’s homes and artifact collections. With technical assistance from a videographer, I created a visual/poetic journey through Neruda’s homes, the objects he collected and the seascapes that sparked his imagination. I juxtaposed texts from Neruda’s poetry that speak to the image, creating thus a dialogue between poem and object. Titled If houses were poems: A poetic look at Pablo Neruda’s homes, this video will be used in upper level Spanish and Spanish for Heritage Speakers courses. In addition, I will be presenting this short movie at a Department gathering in May.

2. I anthologized a selection of poems by contemporary Chilean poets titled Generación NN: Poetas chilenos y su canto de resistencia. These are poems written clandestinely during two decades of censorship in Chile. For this compilation I developed didactic materials to be used by Spanish instructors in upper level courses. I distributed this bound anthology among my colleagues at our last Department meeting.

3. I have submitted a proposal to the Arts and Lectures’ Committee to do a campus lecture (Spring 2018) titled “If houses were poems: A poetic look at Pablo Neruda’s homes and artifact collection”. For this lecture I will be using the visual media I developed and the research I conducted in Chile at the Pablo Neruda Foundation.

D. Narrative

Objective #1 and #3
Methodology: In preparation for my trip to Chile (August through October) I did extensive reading and bibliographical research on Neruda’s life and poetry. I focused principally on poems that revealed Neruda’s powerful bond to the sea, the spatial imagery of his homes and the metaphorical significance of his most beloved personal objects. These readings enabled me to create a strategic map to hone in on specific elements during my visit to Neruda’s homes, and to
guide my conversations with several Neruda scholars in Chile. In addition, I read extensively on the poetry movements that evolved in Chile during and after the Pinochet dictatorship. My goal was to grasp both the legacy of Neruda in contemporary Chilean poetry, as well as the poetic voices that emerged in response to the horrific turmoil into which the country was plunged during the two decades of military dictatorship.

A phone conversation with Georgetown professor and scholar Gretchen Henderson PhD, led me to Forrest Gander’s superb translation and unearthing of Neruda’s unedited poems “Then Come Back: The Lost Poems of Pablo Neruda” and Alistair Reed’s “Neruda: Poems of the Sea”. These books were central in shaping the focus of my project and in securing professor Henderson’s input in story-boarding my visual didactic presentation.

During this time I also made contact with several directors at the Pablo Neruda Foundation in order to arrange meetings and secure access to Neruda’s personal book collection at the Foundation’s library.

My time at the Pablo Neruda Foundation, Santiago de Chile (Nov 2–Nov 4)
The Fundación Pablo Neruda (FPN) was created in 1986 based on the last will and testament of Pablo Neruda’s widow. Its mission is “to promote and preserve the poetic, artistic and humanistic legacy of Pablo Neruda”. After arduous years organizing Neruda’s library and restoring objects avidly collected by the poet, the Foundation opened Neruda’s three houses as public museums. The Foundation also works closely with leading Neruda scholars from around the world and it awards an annual Pablo Neruda Prize for Poetry to poets under 40 years. On November 2nd I had the privilege of spending an afternoon with Darío Oses Moya, the FPN’s Library Director. Oses’s office was a wondrous attic brimming with books and manuscripts, adjacent to Neruda’s house of La Chascona in Santiago de Chile. As the official custodian of Neruda’s library, Mr. Oses is fervently devoted to preserving Neruda’s personal library, his original manuscripts and correspondence, as well as archiving the vast array of writings by and about Neruda. He has authored various books on Pablo Neruda, among them “Pablo Neruda bibliófilo y lector: el amor por la vida y por los libros” in which he discusses Neruda’s zeal as a reader and book collector. In the time spent with Darío Oses I obtained a great deal of anecdotal information about Neruda the bibliophile and writer as well as academic information about the scope of his work.

On November 3rd thanks to a special permit the FPN extends to scholars and researchers – I spent a full day examining Neruda’s personal book collection (5,000 rare and invaluable volumes). I went through vast archives of photos, correspondence and press clippings. I was given the unexpected privilege of accessing the vault where many of the poet’s original manuscripts are cautiously guarded. It was personally poignant to witness firsthand some of Neruda’s original poems written in his ritualized green ink and showing his corrections.

Visiting Neruda’s houses (November 5 – November 11)
In this segment of my trip I was able to identify and photograph the objects, landscapes and spaces in Neruda’s three houses which I will be including in my visual media. The three museum-houses I visited are concrete poetic manifestations of the way Neruda saw life and was dazzled by the diversity of the world. Neruda didn’t just write poetry; he also created it by building his own spaces. His houses are poetic inventories of the world, displaying the poet’s exuberant collections of curios, furniture and objects he collected throughout his trips. Every room has been restored to its original state giving us a strong sense of his presence and his rich imagination. Since each house has a working library, I spent 2 days in each house: the first day
getting a feel for how Neruda arranged interior spaces to infuse life into each object; the second day doing research in each library and examining new publications, critical essays and anthologies.

Neruda’s house La Sebastiana was located at the top of one of Valparaíso’s urban hills overlooking the Pacific Ocean. To get there I rented a car and drove for 2 hours from Santiago to the coastal city of Valparaíso. Neruda, eternally drawn to the sea, felt the urgent need to leave Santiago and build a refuge in this port city. Indeed, following his nautical penchant, the house as a whole has the shape of a boat floating in midair. In his poem “La Sebastiana”, from his book Plenos Poderes, Neruda honors this home:

“I built the house. / First I made it of air. / Then I raised the flag in the air / and I left it hanging/ from the open air, from the star, from the light and the darkness...”

I was deeply moved by two elements in this house. The first was Neruda’s old and withered leather chair in the living room, surrounded by music boxes and an old-merry-go-round horse. He would sit in it staring at the sea before getting ready to write his daily poem. He called his chair La nube (the cloud) evoking to me Neruda’s buoyant and playful imagination. The second element was the desk at which he wrote. Still laying on it were replicas of poems in his own penmanship, and the classic green-ink pens he used to invoke inspiration. La Sebastiana was looted after the military coup in 1973, but the FPN was able to restore it in 1991 and preserve the many collections of antique maps, seashells, paintings and port relics contained in it. Unfortunately, due to an oversight on the part of the Foundation’s Director, the authorization I needed to photograph the interior of this home did not get there in time and I was only able to photograph the exteriors.

The second day in La Sebastiana I met with Sergio Montes, the director of the Pablo Neruda Chilean Poetry Library adjacent to the house-museum. Since the library specializes in contemporary Chilean poetry, I was able to examine many collections of literary journals and critical studies of Chilean poetry. I was particularly excited by the anthologies the Foundation has compiled on contemporary young poets and on recipients of the Neruda Prize of Poetry. These are books I could have never been able to access in the U.S.

Isla Negra – After a two hour drive along the coast from Valparaíso, I arrived at Neruda’s hamlet by the rugged shores of the Pacific Ocean which he named Isla Negra. Here is where his stellar Canto general was written and the bulk of his greatest works. As he declares in his memoirs:

“The wild coast of Isla Negra, with the tumultuous oceanic movement, allowed me to surrender with passion to the allure of my new song.”

Before my trip to Chile I had read Neruda’s collection of poems and prose “The House in the Sand” which praises the evocative power of this house and its dramatic surroundings:

“The Pacific Ocean fell off the map. There was nowhere to put it. It was so big and messy and blue that it couldn't fit anywhere. That is why they left it in front of my window.”

I had watched as well a short lyrical documentary made in 1987 by Universidad de Chile, also called “The House in the Sand”. It contains 16 min. of footage of Pablo Neruda walking through Isla Negra with a voice over by the poet musing about the mythical energies of this home and the university of waves - the Pacific Ocean.

Isla Negra was by far the most entrancing of Neruda’s houses. As I entered its outer and inner worlds I became keenly aware that this was Neruda’s living ode to his own oceanic imagination. This “verbal buccaneer to the planet’s oceans” – as Chilean writer Antonio Skármeta called the poet – filled his legendary home with a vast imagomundi, navigational instruments, ships inside bottles, gigantic seashells and countless remains of shipwrecks that would wash up ashore. Fortunately, by the time I arrived in Isla Negra the authorization to photograph its interiors had reached Lorena Reyes (Director of Public Relations) and she escorted me in my photographic
mission. However, due to copyright concerns, I was only allowed to photograph the objects in two rooms. I chose the living room where Neruda’s fascination with ocean mythology was palpable in the many figureheads dangling longingly from the walls. I also photographed many objects in Neruda’s writing room where his desk, famous iron sink and the poetized figurehead of Guillermina were located, along with hypnotic collections of butterflies, pipes, scorpions and whale teeth.

Neruda's request to be buried in Isla Negra was expressed fifty years earlier in his poem “Disposiciones” in his legendary book Canto general.

"Comrades, bury me in Isla Negra / before the sea that I knew, to each rough space/ of rocks and waves that my lost eyes will never see again."

For me, it was deeply moving to stand by Neruda’s grave feeling dampened by the ocean’s mist and the loud song of waves, for it took twenty years (and the return of democracy to Chile) for the poet’s body to be exhumed and re-buried next to this ocean he revered.

La Chascona – I made my way back to Santiago on November 10 to visit Neruda’s third house which he whimsically christened La Chascona (woman with wild hair). In his poem “La Chascona”, Neruda evokes the elements that endeared him to this house set next to a creek at the base of a hill in the bustling city of Santiago.

“The stone, the nails / the wood and the tile became one / here the house raises / with water that runs writing in its own language / and the brambles that guard the site / with their bloody branches.”

La Chascona is in a way Neruda’s love poem to his then secret love Matilde Urrutia. It is where the poet lived until his last days. Just like La Sebastiana it was structured like a ship holding a round base that evokes a lighthouse. Every room was loaded with miscellaneous objects, paintings, books and manuscripts collected during trips, or given by artist friends. The most compelling to me was a portrait of Matilde painted by Mexican muralist Diego Rivera. Looking closely at Matilde’s hair one can see the faint profile of Neruda.

Objective #2

To complete this objective I met with the FPN’s Director of Communications, Tamym Maulén. He graciously gifted me with several anthologies of poetry the Foundation has published in its efforts to groom and support young Chilean poets. Maulén, a fairly young poet himself of Mapuche origin, gave me a substantial overview of the current trends in Chilean poetry including experimental modalities. Other anthologies of contemporary Chilean poets were provided to me by Sergio Montes, the library director of La Sebastiana. I read them thoroughly during my stay in Chile hoping to find unique, captivating poems to include in my teaching materials.

On November 12th, I met with Professor of Chilean poetry Magdalena Sepúlveda, at the Pontificia Universidad Católica in Santiago. Her expertise in the poetry that emerged during the first years of Chile’s dictatorship (1973-1980), gave me invaluable insights into a generation of poets about whom little is known (Generation NN). I was inspired by their piercing poetry and their courage as young artists (many of these poets wrote clandestinely from political prisons, concentration camps or under extreme repressive conditions). The poignant testimony expressed in their poems is ultimately rooted in a powerful assertion of human dignity, hope and solidarity. One can find echoes of Neruda’s legacy embedded in their lyrical commitment to humanity and their strident call to justice.

In my original proposal, I intended to present to our students contemporary voices of young Chilean poets. However, I did not find this poetry very compelling. After my meeting with Professor Sepúlveda, I found the poetry of resistance decidedly more compelling. Its themes and language style render it more accessible to students in the U.S.A who have a relatively tapered mastery of Spanish. This poetry also offers our students more relevant dimensions for critical thinking and discussion. Therefore, I decided to slightly change the content of my teaching materials and base them instead on Chilean poetry of resistance. (See lesson booklet I
A visit to the recently inaugurated Museum of Memory and Human Rights (Nov. 15) sealed my decision to focus on poetry that bears witness to the human rights violations perpetrated by the military dictatorship. This is a chapter in Chile’s history that marked profoundly the national identity of the Chilean people.

Misadventures (not connected to any objective!)
My experience in Chile was a poetic pilgrimage into the soul of Neruda, however it was not exempt from a series of disastrous non-poetic events. A day before my visit to La Chascona I was robbed in downtown Santiago. Among the many things I lost was my camera and the photos of the interiors of Isla Negra and the exteriors of La Sebastiana. One of my travel companions (a close friend from Italy) offered to send me all her photos once she returned to Italy. I finally received the photo CD two weeks ago (46 days in transit). This accounts for the delay getting my visual presentation started.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college?
   This project enabled me to renew the passion I feel for my discipline. This has translated into greater vitality in my work as a teacher and department member. Delving into research, reading and experiential learning re-energized my intellect and expanded my breadth of knowledge at astounding levels. I could not have developed the content/approach for my teaching materials and visual media without the knowledge I gained in Chile or without the creativity spurred by the poets, scholars, libraries and mesmerizing places I came across. In addition, I have advanced some of my applied technological skills through the development of visual media.

2. How did this sabbatical leave benefit students in my discipline?
   This sabbatical project enabled me to return to my original academic roots in Literature as well as to my cultural roots as a native of Latin America. I have become significantly more versed in Pablo Neruda’s life and writing. I am able to teach this poet’s work with greater nuance and understanding. The scope of information I have been able to share with my students has increased multifold. Above all, I can speak with the genuineness of someone who saw and felt the inner/outer world of this poet, as opposed to speaking from a purely academic perspective. This makes a greater impact on students who are more easily drawn to the subject matter when their teachers have a personal connection with it. I have also brought new content into my curriculum which resonates more aptly with my students. Having the privilege to teach from real-life experience and to share the personal chronicles of my cultural/literary journey, has sparked my students’ intellectual curiosity and ostensibly modeled for them the importance of life-long learning. In fact, a couple of students have come to my office to express their interest in studying in Chile and reading more Neruda.

3. How did this sabbatical leave benefit my department?
   For starters, my Department has a more energized faculty member (…bring on the extra workload!) The materials I have created on Generation NN and the Chilean poetry of resistance will hopefully enhance many Spanish classes in our Department and bring cultural enrichment to students in our program. A few of my colleagues have expressed interest in using some of its content in their classes. Even if it’s in flash conversations, I have been able to share my excitement with my colleagues about the many resources I found in Chile. I will
make these tangible when I do a more extensive and detailed presentation for my Department.

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

The didactic resources produced as a result of this project meet at least three of our Spanish Major’s SLOs at SRJC; they also engage students in critical thinking which forms part of SRJC’s Strategic Plan. For example, through the analysis of poetry that bears witness to a time in history when basic rights were denied, students examine the role of testimonial literature in affirming human dignity and values. Furthermore, while they provide culturally and intellectually enriching experiences for all students, these resources promote a sense of pride in cultural heritage among our growing Latino student population thus serving our diverse communities. I believe the richness of our multicultural community is strengthened by complementing academics with an appreciation of the artistic contributions of Latin American poets. In my opinion, each time a member of our academic community travels abroad, they bring back a piece of the world into our school community thus expanding the global awareness and diversity of SRJC.

**F. Abstract for Board Report Summary**

susana Ackerman traveled to Chile and visually documented poet Pablo Neruda’s homes and artifact collection. She conducted research at the Library of Chilean Poetry and met with key scholars and librarians of the Pablo Neruda Foundation. She had the opportunity to examine the poet’s original manuscripts and book collections. She has developed a short anthology with didactic resources on contemporary Chilean poetry to be used in Spanish classes. In addition, she developed instructional media to be used in the Spanish program and campus lectures (If houses were poems: A poetic look at Pablo Neruda’s homes) showcasing Neruda’s homes as a visual manifestation of his poetry.

**G. Appendices**

1. Photographs of Neruda’s houses and people mentioned in this report (3 pages)
2. Anthology and teaching materials I developed from the research conducted in Chile. “La Generación NN: Poetas chilenos y su voz de resistencia 1973-1980”
3. List of bibliographical sources and media used as methodological tools for my trip to Chile, my library research and for the instructional media I am developing.
A. Applicant

Name: Vince Bertsch
Department: Engineering & Applied Technology
Type of Leave: Independent Study and Project
Leave Dates: Fall 2014 and Spring 2016

B. Purpose of Leave

I requested a sabbatical leave to update my practical engineering skills through independent study and to deliver those skills to the engineering students at SRJC through project based instruction. The manufacturing and construction skill development utilized the resources of the local and regional Do-It-Yourself and artistic communities. I also investigated and will incorporate project based instructional materials that have been developed and compiled by other engineering faculty and disseminated through groups like the Engineering Liaison Council. This leave has enabled me to add project based instructional materials in engineering courses and to create a new course emphasizing student projects.

C. Objectives

1) Independent study to develop programming, manufacturing, and construction skills for electrical, mechanical, and civil engineering projects across a wide variety of materials including plastics, metals, wood, and composites.


3) Curriculum development to add a new course: Engr 103 Microcontroller Project.

D. Narrative

1) During the Spring of 2016, I volunteered as a computer programmer to work on updating a web based database system that managed volunteers for a San Francisco non-profit. The system used PHP coding to generate the web page interfaces and MySQL code to query and update the host database. Both PHP and SQL were new programming languages for me. I read manuals and used online resources to translate my previous programming experience into these languages. Another important resource was the many thousands of lines of code that the agency was already using. They used a Model-View-Controller code architecture that was new to me (yet an industry standard that has developed since I was a student). An unexpected benefit was experiencing the challenges of a decentralized team working in parallel. Programmers from remote locations (like Santa Rosa) submit software pull and commit requests on GitHub.com, while the project management is handled through Taiga.io. Some of the modifications I submitted included: eliminating the t-shirt sizes from the training roster pages, adding a rating scale for each trainee on the training feedback pages, and adding a new report to breakdown the training enrollment by volunteer
category. In order to contribute to this project, I bought a new computer and configured it to emulate a SQL server in order to test my code. A big lesson was the importance of exactly matching the PHP version. I used a slightly different version and was surprised that some of the functions were not compatible with the version on the host server. Another interesting incompatibility was my tendency to process data with array operations rather than their approach which emphasized for loop indexing; a result of my unique MATLAB programming background. On the flip side, I had great difficulties with the nuances of their pointer and aliasing approaches.

I also invested part of my sabbatical developing my construction skills. David Best is a local artist who has recently specialized in constructing large wooden temples to serve as places of growth and healing. I met him during one of his temple installations at Paradise Ridge winery here in Santa Rosa a few years ago. I joined his team of construction volunteers during the Fall of 2014. While working on his projects, I expanded upon my very basic construction skills with hand tools: hammers, screwdrivers, circular saws, drills & tape measures. The craftsmen on his team taught me to safely use table saws, chop saws, saws-alls, nail guns, framing guns, impact drivers, and auger drills. There was also training on such diverse areas as rigging cables, using laser levels, and wielding a sledge hammer to drive rebar. I got my fill of doing them all. I was most excited when trained up and cleared to run a scissor lift on one of the construction sites. Although boom lifts, fork lifts, cranes, and VR lifts were also used on the site, I was not allowed to use them as they required official certifications. A big lesson I learned was the efficacy of using tools to efficiently construct many identical parts (a lesson I had learned earlier in mechanical engineering arenas). Another was the importance of material flow management. The Petaluma pre-manufacture site had two entrances allowing raw materials to be trucked in on one side, then staged, cut, assembled, stored and shipped out through the other entrance in a nearly linear flow pattern. I also saw first-hand the difficulties managing a volunteer workforce, who may come and go as they wish. Yet I also saw how food, t-shirts, pendants and other gifts can build a strong sense of community and generate quite an outpouring of energy and effort.

2) Independent study and curriculum development to increase the amount of project-based instruction in Engr 10 Intro to the Engineering Profession, Engr 25, Engr 16 Electric Circuits and Devices, Engr 6 MATLAB for Engineers, Engr 101 Engineering Projects, and Engr 102 Robotics Project.

In preparation for the sabbatical, I used SRJC Foundation resources to purchase a Makerbot Replicator 2.0 3D printer. During the Fall 2014 semester, I configured the printer, installed the necessary software and printed a number of demonstration parts from online files. I then used AutoCAD and Inventor to make solid models from scratch to learn how to translate them into .stl files necessary for 3D printing. Key lessons included the need for a level build platform with masking tape to assure initial layer adhesion. Another lesson was the need for trial and error to control precision fits between mating parts, a significant limitation in 3D printing. Large complicated builds took many hours of printer time and will place a limitation on how much 3D printing can be conducted in classes. I was able to get a second 3D printer for free though an industry contact, which we have installed in the lab 1799.

I met with our returning instructor for the Engr 25 Engineering Graphics and Design class (Len Briese) and we formulated a plan to implement 3D printing into that class. Towards the end of the Spring 2016 semester, each student in Engr 25 generated a 3D print from their own self-designed Inventor CAD model. When our FAB-LAB (1447/48) is up and
running later this year, the 3D printing capabilities will be folded into the Engr 101 and 102 courses as well. A real concern is the need for repair and maintenance of any 3D printer, as they are not robust pieces of equipment. This poses a significant burden on faculty if there is insufficient lab support personnel. During my sabbatical I had to repair a slipping drive belt and later broken control wiring.

In preparation for the second half of my sabbatical, I used SRJC Foundation and District funding to purchase a Full Spectrum laser engraver and cutter. During the Spring 2016 semester, I installed the software and added the necessary water coolerventilation blower, and air blower systems. I took a class through the Chimera Arts & Makerspace in Sebastopol on laser cutting safety and basic operation. I used online resources and the manual to align the laser and rehome the coordinate system. I put the system through its paces, pulling files from the internet to try out both the engraving and cutting features. I generated files in AutoCAD and Word to export to the cutter. The system will get moved into the FAB-LAB during the Fall 2016 semester for use in engineering classes.

During the Fall 2014 semester, I visited a number of maker spaces to develop an understanding of how those spaces are organized and the challenges they face. I visited maker spaces at the Reno Generator (Reno, Nevada), American Steel Studios (Oakland, CA), Make: Magazine (Sebastopol, CA), Tech Shop (San Carlos, CA), Analy High School (Sebastopol, CA) and Chiang Mai University (Chiang Mai, Thailand), as well as others during non-sabbatical times. The large community maker-spaces tend to have few shared resources, but large bays for makers with their own tools, materials, and projects. Universities tend to have ample facilities, staff, and funding to have a complete assortment of shared equipment and capabilities including: welding, sand blasting, laser cutter, 3d printers, sheet metal bender, sheet metal cutter, cnc lathe, cnc mill, drill press. One very effective safety approach that I came across was a green circle/blue square/black diamond rating system for each piece of equipment. It copies what is used in ski resorts for beginning/intermediate/advanced, so everyone knows it. Green circle means anyone can use it with almost no training (just the facility orientation & safety briefing). Blue square requires training and sign-off. Black diamond requires extensive training, sign-off, and supervision.

During the Spring 2016 semester, I reviewed online resources for engineering related project appropriate for community college students. The most valuable I found were the Ray Landis list and the SMU list (see Appendix G). Also of interest were a list of engineering student contests (Appendix G). I also purchased a 3 month membership at Chimera Arts & Makerspace to try out their facilities and equipment to see if it would work for our students. A real problem with these community based maker-spaces (including the planned Studio 180 in south Santa Rosa) is the difficulty in getting students to travel off campus to such locations. All these visits reaffirmed my conviction that we need a FAB-LAB/maker-space on our campus to boost our project oriented instruction in engineering.

3) During the Fall of 2014, I used contacts at O'Reilly Publishing (Make: Magazine) to get Arduino microcontrollers, reference books, and some related kits. I installed the software and stepped through the manual to learn the basics of Arduino programming to collect simple pushbutton and sensor inputs and control simple outputs. During the
sabbatical, I wrote a Course Outline of Record for the new course Engr 103 Microcontroller Project (See Appendix G). The course has been reviewed and approved by the cluster tech committee at the September 28th meeting and is slated to be reviewed by the Curriculum Review Committee on October 24th.

E. Evaluation Summary

1. How did this sabbatical leave enhance my work performance at the college? Improving the project-based learning emphasis of our engineering program has been a department goal for many years. This sabbatical has exposed me to a wide range of fabrication/maker facilities and will facilitate my ability to design and implement our campus' maker spaces.

2. How did this sabbatical leave benefit students in my discipline? Students will have more opportunities to develop the soft skills that employers demand. Engineering is a team endeavor and engineering students are expected to get practice developing personal interaction skills in project settings. Also, they must develop their resourcefulness and self-motivation. Similarly, they also need project management skills. This sabbatical has developed me in these areas as well. In the area of computer programming, I’ve shared my sabbatical experiences using GitHub and Taiga to the students of this semester's ENGR 6 classes.

3. How did this sabbatical leave benefit my department? The Engineering & Applied Technology department is a complicated spectrum of disciplines including many that were not part of my mechanical and electrical engineering background. This sabbatical has afforded me the opportunity to develop my civil engineering and construction management skills. This is especially important given my new role as chair of the department that includes Construction Management, Architecture, Civil Tech, GIS, Surveying, Water & Wastewater Tech.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or your department’s educational plan? As mentioned above, project-based learning is essential to a quality engineering program. This sabbatical was essential to push along our department's plans to expand opportunities for student practical skill development.

F. Abstract for the Board Report Summary

Vince Bertsch developed his engineering related programming, manufacturing, and construction skills through projects in the local community. He learned PHP and SQL programming languages, how to use microcontrollers, 3D printers and laser cutters, and volunteered on construction sites to learn project management and practical civil engineering related skills. He developed a new course Engr 103 Microcomputer Projects and compiled lists of student projects for use in other engineering classes.

G. Appendices

Ray Landis 1st Year Engineering Projects List SMU Engineering Projects List Engineering Design Competitions List Engr 103 Course Outline
A. Applicant

Name: Walter Chesbro
Department: Computer Studies
Type of Leave: Independent Study
Leave Dates: Fall 2016

B. Purpose of Leave

The purpose of my sabbatical leave was to provide increased technical and academic support to students through design of a fully integrated, online student help desk environment. I undertook a review of the student help/service desk systems currently in use by other community colleges, identified required hardware and software components, and then developed a help desk design for use at SRJC.

C. Leave Objectives

1. Reviewed and documented student help desk systems being used in other community colleges. I surveyed the 113 California community college webpages for information on online student support they provide. This survey included compilation of each web site’s support components. The survey was followed by a more thorough review of those college sites with the most comprehensive support systems and included interviews with support staff from the top five colleges. The review process focused on specific hardware and software being used, types of support offered, pertinent staffing issues, budgeting constraints, security issues and, any “best practices”, training or user materials they had in place.

2. Evaluated both off-the-shelf service desk systems and custom designed systems. The evaluation was driven, in part, by the findings of my review of other college systems. This evaluation determined the most effective deployment strategy to pursue.

3. Designed a help desk system. A design document was created identifying the proposed system components, deployment constraints, staffing needs, best practices and training needs.

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1 My proposed use of the phrase “service desk”, as identified in my original proposal, has been supplanted by the phrase “help desk” due to my research findings. The more inclusive “service desk” model turned out not to be appropriate for the support system being proposed by my research. I will use the term “help desk” in lieu of “service desk” for the remainder of this report.
D. Narrative

1. **Reviewed and documented student help desk systems being used in other community colleges.**

   My first objective focused on identifying the type of student help desks and other online technical and academic services were being provided by other California community colleges. An online review of IT help desk system documentation provided a list of features I felt most applicable for use by our college (see Appendix I). The California Community College (CCC) Chancellor’s office web site provided the list of all 113 college campuses as well as a general web address (URL) for each. All 113 college sites were searched systematically with the same search criteria with search terms being applied in the same order.

   The survey results were organized into a matrix mapping each college to the services they offered (see Appendix I). I followed up the CCC survey with an informal survey of a sub-set of CSU and UC sites along with a number of out-of-states colleges to determine the level of online technical support they provided. The CSU and UC campuses I reviewed did not provide any well-defined services. I found a more, well established set of student help desks systems among the out-of-state colleges that were surveyed. Twelve colleges, including SRJC, were identified as providing, what I considered, the most superior help desk services. Six of these were in the CCC system and six were in the set of out-of-state colleges (see Appendix I – schools highlighted in yellow).

   I followed my online review with the creation of two online surveys to run in parallel with my own online review of the college campuses. I was interested in getting feedback from two important populations in the CCC and SRJC systems: Chief Information Officers and students who already had experience using a student help desk system.

   Scott Conrad sponsored the CISOA survey which was sent to all CCC Chief Information Officers (see Appendix II-1, II-2 & II-3). The results were enlightening and provided me important information concerning the range of campus groups that provide direct technical support to students, the methods used for contacting their respective student help desks and the category of staff who provide help desk support.

   The second survey was sent to SRJC students who had used our existing student help desk between January – September, 2016. This survey was designed to elicit information about how long they’d been students, methods used to contact our help desk and their experiences using our help desk site and working with help desk staff (see Appendix III-1 & III-2).

   Lastly, I completed phone interviews with 7 of the 12 colleges I had selected as “best of class”. I contacted each campus and identified the individual most closely associated with the campus’ student help desk system. The interviews resulted in a more thorough understanding of each campus’ system, their staffing and budgeting issues and issues related to creating and maintaining their system.
As an outcome from my review of the CCC campus websites, the CISOA and student survey results and my phone interviews, I was able to identify the following trends in student help desk systems and their implementation:

- Most colleges student help desks are supported by their IT departments with a smaller percentage being supported by either Library Services, their Distance Education programs or some other related department. Some of the colleges have their 1st tier support provided by one department and then issue escalation handled by another, typically IT.
- Most colleges utilize classified staff for help desk support with a few using student staff (primarily due to FERPA and HIPAA security concerns). One exception is Lane Community College that uses only student employees.
- Most colleges focus their support on phone, drop-in and email support with a smaller number using ticketing systems, chat apps and live teleconferencing. Only a few, like Yale University and University of Iowa provide remote access functionality.
- Most have developed their own web-based systems with off-the-shelf apps for each of the supported features (chat, ticketing, etc.). The major exemption were the colleges that used integrated help desks products. Foothill College uses a free version of Freshdesk help desk software, and Lane Community College uses the fee-based, Kayako system. Yale University, that has what I consider, the best student help desk environment, utilizes some in-house, custom web pages with off-the-shelf apps that provide chat, ticketing, and remote access capabilities.
- Most colleges that host their student help desk systems on their own servers, place those servers in their DMZ (a site outside their college firewall). This allows the student help desk system the flexibility to provide necessary technical and academic support.

2. Evaluated both off-the-shelf help desk systems and custom designed systems.

The comprehensive review and survey process provided a foundation for my second objective: the evaluation of existing help desk products. My products review was divided into two parts: a review of off-the-shelf, fully integrated help desk software systems and a review of locally hosted web services with individually installed apps to provide feature functions.

1. Integrated systems review.

As with my college survey, I settled on a set of criteria by which to compare and contrast the help desk software products: pricing, deployment issues and a specific features list. There were a total 19 features in the features list with seven deemed as most important; ticketing, knowledgebase, live chat, email integration, agent alerts and escalation and SLA’s (see Appendix IV – 1).

A total of 24 products were selected for review. These were compiled into a matrix mapping each software product against the set of criteria. After my initial review of the 24 systems, I downloaded and installed four trial products in order to review how each of them functioned. These products were: Freshdesk, Kayoko, Issuetrak, and Zendesk. These four stood out as having the greatest potential for meeting our needs.

I chose the Freshdesk software from among the other three candidates based on my reviews of the four systems and on discussions I held with Judy Baker, Dean of Online
Learning at Foothill College. She has been using a free version of Freshdesk for two years and was able to give me a detailed accounting of how it performs and issues her school encountered in installing and maintaining this product.

2. Composite systems review
A composite system consists of a web-based interface, developed in-house, along with a set of off-the-shelf software applications (apps) to provide multiple communications channels for users. There were five categories of apps I deemed indispensable: ticketing, chat apps, teleconferencing apps, knowledgebase apps and remote access. As with the integrated systems review, I developed a set of criteria to be used in comparing and contrasting products in each category. I used pricing and deployment criteria and a list of features that best captured the functionality of each product. The products I chose to review in each category were based on my personal knowledge and experience, and an evaluation of online software reviews (see Appendix V-1, V-2, V-3, V-4 & V-5).

I installed a variety of each category of software application to review their functionality and ability to be embedded in our locally hosted student web page. Based on my review of each category, I chose the following products:

<table>
<thead>
<tr>
<th>Component</th>
<th>Product(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ticketing system</td>
<td>osTicket</td>
</tr>
<tr>
<td>Chat application</td>
<td>Tawk.to</td>
</tr>
<tr>
<td>Teleconferencing</td>
<td>TeamViewer</td>
</tr>
<tr>
<td>Knowledgebase</td>
<td>phpKB</td>
</tr>
<tr>
<td>Remote access</td>
<td>TeamViewer</td>
</tr>
<tr>
<td>Online tutoring system</td>
<td>NetTutor</td>
</tr>
</tbody>
</table>

3. Designed a help desk system proposal.
Based on my review of both integrated and composite systems and from my review of help desk solutions used by other colleges, I choose to propose two optional designs:

a. Composite system. I have developed a mockup of our SRJC help desk page with an initial view of how the multiple software apps would be installed (see Appendix VII-1).

b. Integrated system. Based on my review of integrated systems used by other colleges and my overall review of potential integrated systems, I have chosen the Freshdesk system (Sprout Plan) as an initial implementation with a move up to the fee-based, Estate Plan if the Freshdesk proves itself to be an effective solution (see Appendix VII-2).

Deployment will require a local Windows server for the proposed composite system and applications “widgets” that will allow integration of the five software apps (ticketing, chat, teleconferencing, knowledgebase and remote access). All applications except osTicket also provide mobile device access. The integrated systems would be hosted on the Freshdesk site. There will be no overall budget constraints if a composite system is chosen for implementation. In-house IT programmers will continue to support the help desk web page environment and all the proposed software applications are open source or have a non-fee usage plan. There will also not be any budget constraints if the initial integrated system is implemented (Freshdesk, Sprout Plan). Funding for a step up to the Freshdesk Estate Plan will be requested at the time an upgrade is warranted and will cost approximately $480/agent/year.

Projected staffing needs will mirror our current staffing until it can be shown that utilization
of the help desk system grows sufficiently to justify more staffing support. Additional staff time might be made available by existing classified staff members with no need for requesting any new staffing positions.

Training will be established once additional staff are required. The work I’ve done researching these systems will allow me to continue staffing the help desk environment without additional training. The “best practices” documentation I’ve identified will also be providing me with guidelines for both the implementation of our upgraded help desk system as well as its long term maintenance.

E. Evaluation Summary

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

As the sole SRJC student help desk staff person, I have recognized for quite a while that there were enhancements to our help desk that would make our help desk more flexible and effective. I will become much more conversant in current help desk software issues. Implementation will allow me to provide more direct student support in less time providing me more time for my other duties.

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

There has been a concerted effort on the part of the State and by our district to develop and deliver services that will increase student retention and success. The implementation of an enhanced student help desk environment will provide 24/7 knowledgebase support, allow students to get faster response to questions not provided through the knowledgebase, allow more efficient escalation of a student’s question to the correct staff person and provide a one-stop location that will get students back working on the courses more quickly. All these will provide increased retention and success for students using our system.

3. How did this sabbatical leave benefit my department?

As a faculty member in the Computer Studies (CS) department with a portion of my time allocated to the IT department, I have the opportunity to provide benefits to both. Many of the students we currently serve are taking CS related coursework. By providing enhanced, more effective help desk support, I’m able to help provide my department with a greater number of students who complete their classes and an increased success in the quality of their work. The IT department currently provides classified and faculty staff through their help desk system. Due to the authentication requirements, it’s not possible to provide student support through their system. What an enhanced student help desk provides is a decrease in the number of students who request from them thus freeing up resources for classified and faculty support.

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

Both the Computer Studies and IT departments have developed their educational planning goals to be compliant with the district’s Strategic Plan. My sabbatical leave has address three major areas of the Strategic Plan: Student Success, Improvement of Facilities and Technology and Improvement of Institutional Effectiveness. As stated previously, the ability to provide much more timely technical and academic support to students will increase retention rates
and academic success for those students who use help desk services. The proposed help desk system exemplifies the best in technological innovation. The ability to provide “single call solutions”, meaning being able to solve student’s questions during their initial outreach to the help desk, is a huge technological step forward in providing student services. Lastly, the goal of increased efficacy in our programs will be enhanced by having a growing number of students being able to be served by a small, effective group of staff.

F. Abstract for Board Report Summary

Walter Chesbro surveyed all 113 California Community College (CCC) web sites, distributed and received input from the California Information Systems Officers association, distributed and received input from SRJC students and carried out phone interviews with both CCC and out-of-state college administrators with the goal of identifying the most effective type of online student help desk system to adopt. These endeavors led to the information necessary to establish a review and evaluation process of both integrated and composite help desk system components. From this review came the development of a two-prong proposal for implementation of a Santa Rosa Junior College online, student help desk.

G. Appendices

I. Calif. Community College Help Desk Systems – Web Site Surveys
II. CISOA Help Desk Survey
III. SRJC Student Survey
IV. Help Desk Products Reviews – Integrated Systems
V. Help Desk Components – Composite Systems
VI. Best Practices & Staff Training
VII. Proposed Help Desk Designs
A. Applicant

Name: Jeanie Harmon
Department: Child Development
Type of Leave: Project
Leave Dates: Spring 2016

B. Purpose of Leave

Using Erikson’s model of psychosocial development as a foundational framework, I proposed to develop teaching modules for three stages of development: infancy, toddlerhood, preschool. These are considered to be the primary years of early childhood and are the focus for the large majority of the courses in my department. Each module would include theoretical information, use online resources and extend into demonstration and application. These modules would be available for classroom use upon completion of my sabbatical.

C. Leave Objectives

Objective#1: Develop 3 integrated teaching modules focusing on psychosocial development in early childhood to use in the classroom and for faculty/staff training.

Objective #2: Develop a new class: “Developing Social Competence in the Early Childhood Years”

Objective #3: Acquire experience and resources to increase my own knowledge of young children’s social and emotional development.

Objective#4: Prepare a faculty/staff training to introduce my new course and digital text.

D. Narrative

“Children's social skills are important for early school success and later adjustment. Research has documented that children without adequate social skills are at risk for difficulties including peer rejection, behavior problems, and poor academic achievement. Moreover, recent research shows disturbing rates of expulsion in preschool and kindergarten, which has fueled efforts to promote these skills (Gilliam & Shahar, 2006).

“Broadly speaking, social skills describe how children navigate social and learning contexts and can be conceptualized as including interpersonal skills and learning-related skills. Interpersonal skills refer to the ability to perform competently in social situations, including interacting positively with others, cooperating, sharing, and respecting peers. Research has found that interpersonal skills are important for peer acceptance and social adjustment throughout childhood and adolescence (Masten et al., 2005).” (Education.com, by Megan McClelland | Shauna Tominey, updated on Dec 23, 2009)

Together these two quotes represent the findings of a great deal of research about the importance of children’s psychosocial development or, as more commonly referred to, their social and emotional skills. In spite of extensive research, many theorists in human development continue to emphasize the
acquisition of cognitive skills—literacy and the ability to use logic and reason—for example, as key to various aspects of life success. This belief has permeated our educational system at every level, often with dismal, lackluster results. Programs for teacher education and training often prioritize the importance of cognitive development; psychosocial theory and skill development frequently compete for space when cognitive theory and aspects of physical development are emphasized. In the Child Development Department at SRJC, our philosophy is to teach holistically—to understand and meet the needs of a child or adult in each of the domains—biosocial, cognitive, and psychosocial, and to gear our instruction to fully supporting development in each domain area.

Between the time that I was first approved for sabbatical and when my leave actually occurred, a number of new developments began to impact the field of Early Childhood Education in California. In particular, recent legislation established the formation of Transitional Kindergartens, effectively adding a level below kindergarten to our K-12 system. As a result, our public school system is now accepting and educating young 4 and 5 year olds considered to be “not ready” for the demands of current Kindergarten programs. Many teachers at this level have not been trained to understand and meet the needs of these younger children. This new legislation also requires teachers to have 24 units of course work in Early Childhood Education in addition to a credential and provides stipends as incentives for teachers who need to complete this course work. Our Child Development Department advisory board and our community employers have suggested that our department can help to prepare the work force by providing courses that these teachers will need.

Therefore, I decided to use my sabbatical to expand and improve our curriculum in regard to young children’s social and emotional development. I planned to do this by creating a series of integrated teaching modules to enhance instruction focused on psychosocial development in the early childhood years. To quote Kristie Sweet of E-ho, “In education, the term "module" refers to an instructional unit that focuses on a particular topic. Although the details and activities vary according to the specific context, such as course and student level, most educational modules include information about the topic, focus on student-centered learning activities and culminate in a project for students to demonstrate understanding. Since modules use active rather than passive learning experiences, students may be more engaged, understand real-world applications of the concepts and further develop higher-order cognitive abilities.” Modules offer flexibility in terms of use with various groups—students, parents, and faculty, and reflect our learning objectives as well as current best practices of instructional pedagogy.

Completion of Objectives

Objective #1: Develop 3 integrated teaching modules focusing on psychosocial development in early childhood to use in the classroom and for faculty/staff training.

I created a teaching module for each of the following stages of development: infant, toddler, and preschool. Each module contains the following elements:

- Theoretical information
- Photographs and internet resources including articles and video
- Learning activities
- Supportive practices
- Assignments for students
- Additional resources

The modules are being published as an e-text (digital text) by Great River Learning with the title, Developing Social Competence: Understanding Young Children’s Psychosocial Development.
will provide log-in information so that the committee can review the publication. (PDFs of the modules are attached)
Objective #2: Develop a course: “Developing Social Competence in the Early Childhood Years”

I developed this new course and was able to fast track it through the curriculum review process. It has a fall 2016 effective date and will be offered in the spring 2017 semester.

Objective #3: Improve my knowledge of psychosocial development and identify materials and resources that I can include in the teaching modules.

I interviewed the following Early Childhood Education stakeholders in Sonoma County to extend my knowledge:

Kathy Kelly is a local trainer for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) which is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. Kathy is also a behavioral consultant for young children, adjunct faculty at SSU and a member of the Child Development Department’s advisory board.

Amy McIntyre works with our local Community Child Care Council (4C’s) and is a member of the Child Development Department’s advisory board. She provides coaching and resources to teachers and staff at the many children’s centers operated by 4C’s. A former owner, teacher, and director of her own preschool, Amy has done extensive work in the area of social and emotional development with young children. She uses material and resources from CSEFEL and has also used the Toolbox curriculum in an adapted fashion for preschoolers.

Maleese Warner is the new program director for our campus Children’s Center. She emphasizes social and emotional development for preschoolers in our program curriculum and has facilitated training for our staff. She shared an assessment tool that teachers will use to assess children’s psychosocial development and to plan appropriate curriculum activities.

Carrie Hess is the former director of Kids First, a program for parents who are residing in the Mary Isaacs homeless shelter managed by COTS in Petaluma. Carrie works extensively with families who have experienced various forms of trauma and adversity and just completed an MA program to become a licensed social worker. For her thesis project, she developed a curriculum to be used with parents that emphasizes social and emotional knowledge and skills. She shared this curriculum with me as well as her research and review of the literature that informed the development of her program.

Carlyn Knight is the director of Presbyterian Preschool in Santa Rosa and adjunct faculty at Sonoma State University. As part of her master’s degree program, she adapted a social-emotional curriculum program, currently used in elementary education, for use with preschoolers. This program, Toolbox, is a “hands-on” program for direct instruction and development of social and emotional skills. When I met with her, she demonstrated the application of this program in her preschool and discussed some of the results she has experienced.

I also attended the regularly scheduled meetings of the Transitional Kindergarten network group,
sponsored by SCOE. In February I made a presentation to this group, “Brain Development in the Early Childhood Years.” The presentation was well-received as evidenced by the following email:

I wanted to share with you the teacher feedback regarding our meeting last night. The teachers overwhelmingly agreed that your presentation was invaluable! Many of them mentioned that they appreciated the affirmation of the importance of play. One teacher even suggested that the TK teachers write a memo calling out the benefits/need of play in the classroom to share with the county. Some of the teachers expressed an interest in either doing more work around ‘unpacking play’ in the TK classroom or possibly observing strong examples of play in a TK classroom.

Many of the teachers also expressed a wish that administrators understood the importance of play. I am preparing a presentation for administrators in early March. I plan to share the latest changes in ed code in regards to TK. I would also like to share with them information regarding the importance of play in the classroom and what it could look like in the TK classroom.

I appreciate all of the time and effort that you gave to our TK Network. Thank you!

Warmly,
Brulene

Brulene Zanutto
Early Literacy and School Readiness Coordinator
Sonoma County Office of Education
bzanutto@scoe.org
707-524-2928

I also enjoyed the opportunity to engage in extensive reading of articles and books, viewing of online TED talks, and reading and review of material on a number of websites. I became familiar with many new online resources that I was able to incorporate into my instructional modules. I will also be able to refer colleagues and students to these resources; it was remarkable to see how much good and useable information is available!

**Objective #4: Prepare to pilot the use of teaching modules with Children’s Center Staff, practicum students and faculty in academic year 2016-17 when I return from my sabbatical.** Planning for these sessions will involve consultation with Maleese Warner, program director of the Children’s Center, Alice Hampton, lab instructor, and Yolanda Garcia, dean of the Child Development Department. I expect to conduct sessions with the following groups:

- Implement a staff development activity with Children’s Center Staff using one of the first three modules (infant, toddler, preschool).
- Implement a class presentation session with practicum students using the preschool module.
- Implement a staff development flex activity for faculty using one of the modules.

I will also prepare a brief evaluation form to use with each group to gather feedback and evaluation. I will use the results to modify the module if needed.

As I prepare this report, I am expecting to pilot my digital text in my class, Child 90.1, “Child, Family, Community Interrelationships.” in fall, 2016. I also expect to use this text in my new course which we will offer in the spring 2017 semester. I will solicit feedback and evaluation from each group of students. I am also on the agenda for our first department meeting to present my work for faculty and children’s center staff.

**Additional activities not represented in proposed objectives:**
In July, 2015 my department received a CTE grant to develop curriculum and other vocational and professional supports for teachers of the newly established Transitional Kindergartens in Sonoma County. Laura Vallejo in the Child Development department was the project coordinator for the grant during the 2015-16 academic year and oversaw a faculty committee who conducted the work of the project. I collaborated with Laura and prepared a grant for second year activities which has been funded and will begin in July, 2016. I will be the project coordinator for this grant in the coming year.

In June, 2016, I will travel to Southern California with Missy Danneberg, who is adjunct faculty at SRJC and SSU as well as the interim director of our local Child Care Planning Council. We will participate in a curriculum alignment project (CAP) to work with other community colleges on the development of a standardized curriculum strand for current and future TK teachers.

E. Evaluation Summary

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

I now have more knowledge about the psychosocial development of young children and improved instructional tools that will enhance my ability to teach students about the importance of developing psychosocial skills for young children. Additionally I expect to use my new class and teaching materials to provide better training for students to support the development of children’s psychosocial skills in home, school and care environments. I believe that I will have improved resources for students who plan to pursue careers in teaching, childcare, and social services (including law enforcement, juvenile justice, foster care and child abuse prevention), students training in our lab school practicum, and students who are parents.

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

Students will benefit by having a new course available that offers both theoretical information and practical application in the area of young children’s psychosocial development. I believe that the new course and the accompanying digital text also offer students a learning experience that reflects a more current pedagogy, i.e., greater use of internet resources and interactive elements. Educational modules emphasize active rather than passive learning experiences; as a result, students are more likely to engage in learning, understand real-world applications of the concepts and further develop their critical thinking skills. I believe that students will be better equipped to encourage the psychosocial development of young children whether as teachers, parents, or caregivers.

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

The mission in the Child Development department is twofold:

   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 child-care development program to support the needs of children and families, the ongoing development of staff, and the education of students.

I believe my project will provide quality improvements in each of these areas, particularly as a response to current, significant changes in the field of early childhood education.
Our department will also benefit by having improved, current resources to instruct our students and to train our center staff to improve practices in our lab school where best practices are demonstrated, not only for a variety of students who use the lab for education and training, but also for visitors from various other programs around the state. It is ever more important that we emphasize and prioritize the importance of psychosocial health and development as our young children are now entering academic environments at earlier stages of their development.

4. How will the objectives of this sabbatical leave benefit my colleagues at this college?
Teaching modules represent some of the most current and best practices of pedagogy in that they emphasize integrated, active learning. I hope my digital publication will serve as a model for other instructors who want to improve the presentation of course content in their disciplines to further student success. I plan to prepare a flex activity for faculty to present the e-text that I developed to share both content and process.

F. Abstract for Board Proposal Summary
Jeanie Harmon developed a new course and accompanying digital publication of curriculum modules on the psychosocial development of young children to use with Child Development faculty, staff and students. The course and materials reflect current beliefs about the importance of developing young children’s social and emotional skills and will enhance our ability to instruct Child Development students about the importance of psychosocial skills as well as improve our pedagogy.
A. Applicant

Name: Danielle King
Department: Life Sciences
Type of Leave: Independent Study
Leave Dates: Fall 2015 and Spring 2016

B. Purpose of Leave

The purpose of my sabbatical leave was to significantly improve my ability to communicate in the Spanish language. Specifically, I developed my reading, writing, and oral skills to the early advanced level. My project was conducted in two phases. During Fall 2015 I focused on assessment of my current skills as well as independent study in the areas of reading and writing. The fall semester culminated in the submission of two articles to La Voz Bilingual Newspaper, both on topics related to my work at SRJC (one on local ecological/conservation issues, and the other on the SRJC Study Abroad Program). During Spring 2016 I focused on improving my oral skills, as well as learning the computer technology necessary for producing screencasts. The spring semester culminated in the production of two bilingual screencasts for inclusion on the Life Sciences Department website.

C. Leave Objectives

Fall 2015

1. Conducted a review of Spanish grammar at the intermediate level in order to assess my current knowledge and address specific areas where improvement was needed
2. Improved Spanish reading skills to the early advanced level
3. Improved Spanish writing skills to the early advanced level
4. Wrote two articles for submission to La Voz Bilingual Newspaper

Spring 2016

1. Learned computer technology necessary for producing screencasts
2. Conducted research on content for screencasts
3. Improved Spanish oral skills to the early advanced level
4. Produced two bilingual screencasts for inclusion on the Life Sciences Department website
D. Narrative

Spanish language training for SRJC employees is clearly valued by the administration and is supported in various ways through the Staff Development Department (for example, the *Elementary Spanish for SRJC Personnel Podcast* is offered to “deliver ‘real world’ basic language and culture training to interested staff that interface with Latino/a students”). Mary Kay Rudolph, VP of Academic Affairs, wrote the following in response to an inquiry regarding faculty earning PGI credit for taking Spanish classes:

“I have been thinking about our new status as a Hispanic Serving Institution and what that means to SRJC and our community. It seems to me that we want to encourage all of our existing faculty to engage our Spanish-speaking students as much as possible – to make them feel welcome and to expand our cultural awareness so that we can create optimum conditions for their success. As the Chief Instructional Officer for SRJC, I believe that one way to show my encouragement and support for engagement would be to encourage our veteran faculty to stretch their linguistic muscles by taking Spanish language classes.”

I had previously completed the Spanish courses offered here at SRJC, so this sabbatical project was the next logical step to improve my language skills.

Fall 2015 Objectives

Objective 1: I had already completed Spanish 1-4 (as well as 50C and 58) here at SRJC, culminating in the award of an AA degree with a major in Spanish in December 2007. Unfortunately, since that time I had little opportunity to use my language skills, and they deteriorated quite a bit. Therefore, I began my project by conducting a grammar review to assess my knowledge, in order to identify and address specific areas where improvement was needed. I reviewed my materials from the SRJC courses, including a complete reread of the *Vistas* textbook. I produced a condensed grammar guidebook designed for my personal reference both during my project and beyond. I also completed two textbooks designed for intermediate students: *Advanced Spanish Grammar (A Self-Teaching Guide)* by Marcial Prado, and *Complete Spanish Grammar Review (Barron’s Foreign Language Guides)*.

Objective 2: Whether in one’s native language or a second language, becoming a competent writer begins with reading. I improved my Spanish reading skills by completing progressive readings up to the early advanced level. Readings were selected in consultation with SRJC Spanish instructors Linda Tracy, Susana Ackerman, and Ben Lev, and included the following articles, short stories, and novels:
- 10 Editions of La Voz Bilingual Newspaper
- Borges y yo, Jorge Luis Borges
- Continuidad de los parques, Julio Cortázar
- La casa de Asterión, Jorge Luis Borges
- La culpa es de los Tlaxcaltecas, Elena Garro
- La distancia entre nosotros, Reyna Grande
- La ciudad de las bestias, Isabelle Allende
- Cajas de cartón, Francisco Jiménez
- La casa en Mango Street, Sandra Cisneros
- Como agua para chocolate, Laura Esquivel
- Milagro en los Andes, Nando Parrado
- El beso de la mujer araña, Manuel Puig

Objective 3: Before writing articles that were fit to submit to La Voz, I needed to improve my Spanish writing skills. I did this by producing short writing pieces that I submitted for review by international heritage Spanish speakers through the website The Mixxer (http://www.language-exchanges.org). I also gained practice through regular email and messaging contact with SRJC Spanish faculty, Spanish-speaking friends in Costa Rica, and a language study partner in Mexico.

Objective 4: After completing the three objectives above, I wrote two articles (each in both English and Spanish) and submitted them to La Voz Bilingual Newspaper for publication. One of the topics was bats (including their local ecology and conservation issues), which is related to my teaching assignment. The other was on the SRJC Study Abroad Program, which is related to my committee work. All articles, in both languages, are included in the Appendix. The editor of La Voz chose to publish a summary of my Study Abroad article on p.14 of the February 2016 edition: http://www.lavoz.us.com/02_2016_11-16.pdf

Spring 2016 Objectives

Objective 1: For years I have maintained a website for each of the courses that I teach. I am very comfortable using both CATE and Google Sites, but I had never produced a screencast. My first objective for the spring semester was to learn the technology necessary to do so. I conducted Internet research on this topic, viewed tutorials online, reviewed three different screencasting programs before selecting Screencast-O-Matic, and produced a number of sample screencasts to test my equipment and practice these new skills.

Objective 2: The next objective was to research the content for my bilingual screencasts. One of my topics was bat biology and conservation (my graduate research specialty). Bats are extremely important ecologically but unfortunately very misunderstood and underappreciated. They make an excellent case study for such fundamental biological principles as evolution, ecology, and conservation. In order to bring my knowledge up to date I conducted a literature review of the current issues in bat biology. For example, the most recent and devastating threat to bat populations in the United States is a fungal infection called White-Nose Syndrome, and scientists in a variety of subdisciplines are working rapidly to try to stop it. Therefore, I investigated the recent advances regarding this topic so I was able to include the most current information in my screencast. The other screencast topic was to be based on the needs of the
Life Sciences Department, so I began by consulting my colleagues (as a visitor at the 1/29/16 department meeting) to determine which topic would best serve our students. We decided that I would produce an introduction to our department, including career opportunities in Life Sciences, an overview of our majors and courses, and an introduction to our contract faculty.

Objective 3: In order to produce quality bilingual screencasts, I needed to improve my oral skills in Spanish. With the goal of producing speech that sounds as natural as possible, my approach combined computer-assisted language learning (“CALL”) with conversation with heritage Spanish speakers, and focused on three areas of study: vocabulary, linguistic structures, and pronunciation/accent development. I employed over twenty online resources available for practicing Spanish, including educational websites, a voice recording service (for self assessment) and an online community for live chats with Spanish speakers from around the world. I became a regular listener of both KBBF (89.1 FM) bilingual radio station and CienciaEs.com podcasts, which broadcast science news in Spanish on a variety of interesting topics.

I gained invaluable practice in conversation with heritage Spanish speakers by employing two different methods. First, I set up regular face-to-face meetings with a bilingual SRJC Life Sciences student (17 meetings, for a total of 44.5 hours). I also met via Skype with a language exchange partner from The Mixxer who lives in Sonora, Mexico (10 online meetings, for a total of 19 hours). My scientific vocabulary development was significantly enriched by the fact that the student has taken a number of courses in my department, while my language exchange partner is a biomedical engineer that builds stents for abdominal aortic aneurysms!

I also interviewed two local bilingual community members working in the areas of health and life sciences in order to practice Spanish vocabulary that’s unique to my discipline in a real-world setting. Both interviewees were SRJC graduates and heritage Spanish speakers. Veronica Vasquez is the biology and anatomy teacher at Roseland University Prep, a local high school. Cindy Vasquez in an ICU nurse at Petaluma Valley Hospital. I prepared full transcripts of each interview (in Spanish; see Appendix).

Objective 4: After I completed the three objectives above, I designed and produced two bilingual screencasts. The topics were selected for their relevance to current and potential Life Sciences students. I linked each of them to my department’s website:

- Bat screencast, linked to my SRJC faculty profile website: http://profiles.santarosa.edu/danielle-king
  - English version: http://screencast-o-matic.com/watch/cDfQrD1zvB
  - Spanish version: https://vimeo.com/162212704
- Life Sciences Department screencast, linked to Life Sciences Department website: http://lifesciences.santarosa.edu/
  - English version: http://screencast-o-matic.com/watch/cDhTr3ihzy
  - Spanish version: http://screencast-o-matic.com/watch/cDjfoPiJed
E. Evaluation Summary

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

My sabbatical project will have an ongoing benefit to my teaching assignment because I have improved my cultural competency as well as communication and presentation abilities for diverse audiences. I already have many students who are heritage Spanish speakers, and hope to see increasing numbers now that SRJC has gained recognition as a Hispanic-Serving Institution. A number of the readings that I selected focused on the experiences of Mexican immigrants, which greatly increased my empathy for my students as I gained a deeper understanding of their struggles.

Additionally, as a long-time member of the Study Abroad committee, one of my duties is to promote both the semester-length and summer abroad programs offered at SRJC. This project provided a means for reaching out to a wider audience of community members who may not be familiar with these opportunities. Specifically, I was able to promote the summer 2016 Costa Rica and Oxford/London programs by publishing an article in La Voz Bilingual Newspaper.

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

As I improve my language skills and cultural understanding, it will certainly benefit my current Spanish-speaking students. However, perhaps the most important benefit will be to potential SRJC students who are currently feeling underserved as they’re in the process of learning English, and/or are unfamiliar with the variety of opportunities available here. Specifically, my project created resources for Spanish speakers to learn about both academic and career opportunities at SRJC. It also extended that opportunity to other community members, as well as offering those who are unable to enroll in formal coursework the chance to learn a bit about biology.

3. How did this sabbatical leave benefit my department?

The Life Sciences Department has included outreach to the local Spanish speaking community among our goals in the PRPP. One specific goal is to increase environmental awareness among this traditionally underserved population. One of the articles I wrote for La Voz and one of the screencasts I produced for the department website (both on the topic of bats) have addressed this goal. Additionally, our department would like to improve our recruitment of students from underserved communities in Sonoma County, including students from families where Spanish is the primary spoken language at home. Our observation has been that a greater number of Latino/a students at SRJC pursue careers in health sciences than in biology. To date we have done limited outreach to encourage more students to study biology. My project increased awareness of our offerings to the Spanish-speaking community, including the parents of local high school students who may encourage their sons and daughters to attend SRJC.

4. How did this sabbatical leave address the SRJC Strategic Plan and/or my department’s educational plan?
I have contributed to the Life Sciences Department’s educational plan by designing screencasts for our department website that can serve both our current and potential future students. In addition, through my *La Voz* article I performed recruitment for the Study Abroad Program. Furthermore, my project addressed the District’s following goals and strategic objectives:

**A. Support Student Success:** Support development of the whole student from early college awareness through successful completion of educational and career goals

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

Finally, my project addresses the following values from the SRJC Mission Statement:

4. **We value Diversity that supports**
   - Equal access for all students
   - Multi-ethnic global perspectives and cultural competencies

5. **We value Community that includes**
   - Cultural enrichment opportunities
   - Lifelong learning

**F. Abstract for Board Proposal Summary**

Danielle King completed independent language study in Spanish to significantly improve her reading, writing, and speaking skills as well as cultural competency. She wrote two articles in both English and Spanish – one on bats and their local ecological/conservation issues, and the other on the SRJC Study Abroad Program – and submitted them for consideration to *La Voz* Bilingual Newspaper, where a summary of the Study Abroad article was published. She also developed two bilingual screencasts for the Life Sciences department website; the topics included biological content as well as information about academic and career opportunities in life sciences, which is an area in which Latino/as are traditionally underrepresented. Her project will continually benefit her Spanish-speaking students by facilitating intercultural communication, as well as allowing her to reach out to potential SRJC students who are more comfortable receiving information in Spanish.

**G. Appendices**

- A: Study Abroad article submitted to *La Voz* (English version)
- B: Study Abroad article submitted to *La Voz* (Spanish version)
- C: Study Abroad article summary published in *La Voz* (English and Spanish)
- D: Bat article submitted to *La Voz* (English version)
- E: Bat article submitted to *La Voz* (Spanish version)
- F: Transcript of interview of Veronica Vasquez (Spanish)
- G: Transcript of interview of Cindy Vasquez (Spanish)
A. Applicant

Name: Deborah Kirklin
Department: Art
Type of Leave: Formal Coursework and Artist Residency
Leave Dates: Spring 2016

B. Purpose of Leave

The purpose of this leave was to offer Deborah Kirklin the opportunity to learn how to use Photoshop to enhance digital images for use in teaching studio art courses (Art 3, Art 7A, Art 12, Art 14A, Art 14B, and Art 14C). This study enabled her to create new PowerPoint presentations for use in teaching these courses, as well as to add new images to the Art Department Art Server. In addition, her acceptance as an artist in residence at the Virginia Center for the Creative Arts allowed her to immerse herself in a focused studio art project which resulted in her creating a new body of watercolor paintings.

C. Leave Objectives

1. I completed Introduction to Photoshop Creative Cloud (Adobe), a beginning online course offered by Sonoma State University. The course was comprised of twelve chapters and ran from mid-January to the end of February, 2016.
2. Following this experience, I also developed PowerPoint presentations for studio art courses which will augment the digital image collection on the Art Server.
3. I was a Fellow at the Virginia Center for the Creative Arts in Amherst, VA where I spent the month of April 2016 creating a new body of paintings. I experimented with combining gouache and watercolor in complex paintings of natural objects.

D. Narrative

1. The focus of my sabbatical was three-fold: learning how to better incorporate new technology into my teaching delivery, the enhancement of my studio art lectures for Art 7A, Art 12, and Art 14ABC, and the creation of new paintings in an artist in residency program. The studio art courses I teach every semester are requirements and electives for the Studio Transfer Model Curricula, and Art 7A is a general education course for Area C Humanities. They are well-enrolled and I have taught them for a long time. In the past I used the extensive collection of slide images available in the Art Department, but with my increasing reliance on digital imagery I wanted to find out whether Photoshop would be a tool to make my visual presentations stronger. I learned how to manipulate color, to resize images, to paint, to select and crop sections of photographs, how to put two images together in a composite.

The technical possibilities of Photoshop Creative Cloud are extensive. I learned how to and use different brushes, brush strokes, and colors. Cutting and pasting, and altering photographs allowed me to see how graphic designers manipulate shapes in compositions. While I completed twelve chapters of the course, afterward I focused on the aspects of Photoshop are most useful for my purposes: cropping, color correction, and re-sizing of images.
Taking Introduction to Photoshop Creative Cloud allowed me to experience the user side of online education, the convenience of working from my home office, and some of the hurdles of the online learning environment. I am sad to say that when I took the final exam I came out 4 points shy of a passing grade. As a result, I gained a great deal of empathy for students who work hard but do not succeed on the first try. The course was long on reading; there was little in the way of videos or audio information. Every concept and technical problem had to be read, and there were many long chains of instructions.

2. While on sabbatical I traveled to New York City where I viewed and photographed the exhibit “Unfinished: Thoughts Left Visible” at the Metropolitan Museum of Art’s Breuer Museum located in the old Whitney Museum structure on Madison Avenue. The premise of “Unfinished” was to represent paintings since the Italian Renaissance that were left open, with areas of initial washes and preliminary drawing marks visible alongside passages of highly finished painting. The exhibition featured works by Leonardo, Titian, Rembrandt, and Rubens on loan from major European museums, some of which have not been seen in the United States. The appeal of this exhibition was that the process of painting was made visible, and the examples were important and spanned the history of art into the 21st century with works by Kerry James Marshall and others. I cropped these images in Photoshop and have uploaded them onto the Art Department Art Server so they are available to both studio art and art history faculty.

I used ArtStor to locate images of drawings and paintings by Latino and Latina artists. In addition, I researched the Internet to create a specific PowerPoint on Latina painters to balance the predominance of imagery by the Mexican muralists Diego Rivera, Jose Clemente Orozco, and David Alfaro Siqueiros in ArtStor. I was able to incorporate drawings by Diego Rivera into a PowerPoint called Drawings 20th century. It is important to me to incorporate culturally relevant imagery into general discussions of art to reflect the presence of Latino and Latina, African American, and Asian students in my classes.

3. I created fourteen PowerPoint presentations for teaching Art 3, Art 7A, Art 12, and Art 14ABC – Introduction to Art & Design, Beginning Drawing & Composition, Figure Drawing, and Painting. These visual presentations form the introductions for many studio art projects and they clarify concepts in design, as well as set an art historical framework for studio art assignments. Many of our students come to us having never visited an art museum or gallery, never having taken an art history survey course.

A list of the PowerPoint presentations I created follows appears in the Appendices.

4. I was accepted at two artist residencies: The Vermont Studio Center, and the Virginia Center for the Creative Arts. I chose to attend the Virginia Center for the Creative Arts during the month of April, 2016. The purpose of the residency was to immerse myself in a new aspect of painting, to interact with other artists and writers, and to produce a body of new work. My project was two-fold. I made approximately three hundred watercolor color samples to test combinations of pigments and dilutions of hues, and I produced twenty watercolor paintings of objects from the woods adjacent to the residency campus.

Every day of the week was a work day, with twenty-four access to a large private studio space, dorm rooms, and prepared meals. Meal times were filled with conversation between artists and writers, from topics as diverse as animal and plant species, teaching strategies,
poetry, and balancing the demands of making a living with making art. After dinner there were presentations by the resident fellows who read from their works in progress, or showed digital images of their art projects. It was an intensely stimulating experience, a break from daily responsibilities, and a chance to meet a diverse range of artists. There were artists, composers, and writers from Bavaria, New Zealand, England, Canada and all regions of the U.S. My next-door neighbor was a full-blooded Navajo artist. Hard work and mutual support were the watchwords of the residency experience. I gained momentum for my painting and got back in touch with my identity as an artist.

E. Evaluation Summary

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

I have returned to teaching with fresh energy and a positive attitude to share with students and colleagues. The time I spent taking a course and focusing on my personal work, about which I am passionate, gave me the momentum I needed to alter my assignment sequencing in certain courses. I am responding to the students in a more open way in an attempt to cover the curriculum while remaining responsive to the particular needs of the class. I have learned about technology that can assist me and I am more confident as a result.

How did this sabbatical leave benefit students in my discipline?

I am sharing my new PowerPoint presentations to students in all of my classes and they are responding to my enthusiasm about these images. Having worked exclusively in the medium of watercolor for the past six months, I am considering the possibility of teaching Art 13, our watercolor painting course. The discoveries I made about color mixing will also benefit my painting students.

How did this sabbatical leave benefit my department?

I have made my digital images available on the Art Department Art Server for our faculty to access. I am in the process of curating two exhibitions for the Robert Agrella Art Gallery: Zeuxis: Flowers as Metaphor; and From The Forest Floor: Sabbatical Project by Deborah Kirklin. The dual exhibition will run from November 17 – December 15, 2016. With renewed energy for teaching and service, I am a new Academic Senator representing the Arts and Humanities Cluster for 2016 – 1018.

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

In alignment with the 2014-19 Strategic Plan Values, this sabbatical addressed the statement, “We value Beauty that includes Joy in learning and work.”

The creation of a new body of paintings during my sabbatical project brought me the experience of both joy and beauty, which I draw upon when I am working with students in the classroom.

This sabbatical leave is also in alignment with Goal A: Support Student Success – increase
retention and academic progress through student engagement with: academic and student services, faculty and staff, and campus and community activities. My upcoming public sabbatical exhibition (Nov. 17 – Dec. 15, 2016) in conjunction with the group still life painting exhibition planned for the same time period, will increase student engagement with both academic and campus activities.

Finally, this sabbatical leave is in keeping with Goal B: Foster Learning and Academic Excellence - Engage students and spark intellectual curiosity in learner-centered environment. This is achieved by exposing students to the PowerPoint presentations and new digital images I created while on sabbatical.

F. Abstract for Board Report Summary

Deborah Kirklin completed a beginning Photoshop course, and has updated and created new PowerPoint presentations for teaching Art 7A (Beg. Drawing & Composition), Art 12 (Figure Drawing), and Art 14ABC (Beg., Intermediate, & Advanced Painting). She added digital images to the Art Department Server. Kirklin was also a Fellow at the Virginia Center for the Creative Arts in Amherst, VA where she worked for the month of April experimenting with watercolor and gouache, resulting in a body of new paintings which will be on exhibit at the Robert F. Agrella Art Gallery from Nov. 17 – Dec. 15 2016.

G. Appendices

1. Receipt and final exam for Creative Cloud Photoshop 1 from Sonoma State.

2. New PowerPoint Presentations for Art 7A, Art 12 and Art 14ABC: 19th Century Drawings, Drawings 20th Century, Figure Drawings, Student Figure Drawings, Abstract Expressionism, Positive Negative Space, Collage Painting, Latina Painters, Modern Master Painters, Morandi, Plein Air Landscape Paintings, Still Life Paintings of Food, What Is Painting, Unfinished Met Breuer, and Kirklin Still Life Oil and Watercolor.

3. Acceptance email from VCCA.

4. Exhibition announcement, Two Painters, Deborah Kirklin & Robert Poplack.

5. Exhibition announcement, From the Forest Floor – a Sabbatical Project by Deborah Kirklin.

6. Exhibition announcement, Zeuxis Flowers as Metaphor – Art Gallery exhibition curated by Deborah Kirklin.
A. Applicant

Name: Jill McCormick
Department: Kinesiology, Athletics & Dance
Type of Leave: Independent Study
Leave Dates: Fall 2016

B. Purpose of Leave

To attend the American Swim Coaches Association’s World Clinic as well as visit three four-year collegiate swim programs during the NCAA competitive season. Through the clinic’s college track and during the visitations, I studied current swim training techniques and strategies used at the four-year level in an Olympic year. This has allowed me to develop a new training program to be used at the community college level. This research will enhance existing training techniques and strategies used with the SRJC varsity swim teams.

C. Objectives

1. I attended and participated in the American Swim Coaches Association (ASCA) World Clinic in September 2016. The bibliography reflects resources and references presented and studied during the clinic.
2. I visited and completed a training study of five, in-season, four-year, collegiate swimming programs including: UC Berkeley men’s team, University of Southern California men’s and women’s teams, Stanford University women’s team, San Jose State University women’s team, and the University of the Pacific men’s and women’s teams. At these universities I was granted full access to swim training sessions, strength and conditioning sessions, team meetings, and coaches meetings. I was able to be immersed and study all aspects of top-level NCAA swim programs and work with the coaches and athletes directly.
3. I utilized the clinic and research findings to create a presentation for SRJC’s coaching staff and KAD/aquatic faculty demonstrating how to implement new and current training techniques and strategies for varsity and advanced level swim classes. The presentation highlights what I observed and learned are the keys to developing an innovative and balanced training program and a successful and dynamic team culture that meets the needs of the student-athletes.

D. Narrative

I specifically timed my sabbatical to coincide with an Olympic year. In the sport of swimming, innovation of training techniques and evaluation of results is done on an international level, in four-year cycles known as “quads”, in sync with the Summer Olympics. As a result, even though philosophies on coaching, training, and competition are continuously developing and improving; everyone’s “cards on the table” so to speak in an Olympic year. To add to this, NCAA collegiate swimming (which is unique to the USA) showcases the majority of the finest swim coaches, athletes, facilities, and training techniques in the world. It is no coincidence that collegiate swimming is a significant factor to USA’s consistent world domination in the sport of swimming.
I was extremely fortunate to have had the opportunity to prepare for my sabbatical by attending both the 2016 USA Swimming Olympic trials in Omaha, Nebraska, as well as the swimming portion of the 2016 Summer Olympics in Rio de Janeiro, Brazil. Although these two events did not take place during my official sabbatical dates, they allowed me to witness first-hand the preparation and performance of some of the finest swimmers in the world, as well as establish connections with several members of the Olympic coaching staff, who are also current head coaches of top NCAA swim teams. Specifically, these connections allowed me to develop relationships and set up my fall sabbatical visits with the head swim coaches at UC Berkeley, the University of Southern California, and Stanford.

With my university visits scheduled, I officially began my sabbatical activities by attending the American Swim Coaches Association’s World Swim Clinic in Ft. Lauderdale, Florida in September. At the clinic I was able to attend collegiate swimming specific seminars featuring the head coaches from schools such as: the University of Tennessee, the University of Florida, Miami University, Emory University, the University of Southern California, Arizona State University, the University of Michigan, and UC Davis. Key topics discussed during these seminars and workshops included: teaching stroke tempo in breaststroke, strength and conditioning for sprinters vs. distance swimmers, the importance of team culture, and why collegiate swimming is the secret to USA’s domination of the sport.

Finally, a highlight of the ASCA clinic was the opportunity to have direct access to these coaches in small group settings and the chance to “talk shop” with them. Specifically, I was able to discuss implementation ideas and training techniques specific to coaching at the community college level with several of these NCAA coaches. These coaches also shared their personal recommendations on several resources and current literature available to me, some of which I have highlighted in my bibliography.

After the clinic I began my formal visits to some of the top NCAA swim programs in the country. My first was with the UC Berkeley men’s team with Head Coach Dave Durden and Assistant Coach Yuri Sugiama. The Cal men’s team finished 2nd at the NCAA Championship last season and are currently ranked No. 1 in the country half way into the current season. Both Durden and Sugiama were members of the 2016 USA Olympic coaching staff, and Durden was recently named the head men’s coach for our national team competing in the 2017 World Championships this summer. The Cal men’s team is also home to several former and current Olympians, world record holders, and NCAA champions.

While working with the Golden Bears, the coaches discussed everything from training cycles, competition schedules, developing leadership in their student athletes, fundraising, facility development, and their overall coaching philosophies with me. I particularly liked how they broke the team into specific training groups that allowed for more specific and individualized training of the athletes. At Cal there are two main training groups a “high” group (for swimmers who compete in events that are 200 yards and higher) and a “low” group (for swimmers who primarily compete in events that are 200 yards and lower).

Although the team does some training sessions all together, they are more often broken into these two main groups: Durden working with the low group (sprinters), and Sugiama working with the high group (distance swimmers). Coach Durden believes that working with the same athletes daily adds to program consistency, improved technique, and more specific feedback. I was able to spend a significant amount of time with both coaches and their groups (14 training sessions over 7 days), however, it was Durden’s speed and sprint work with the low group that I found
particularly relevant to training community college level athletes. Specifically, the transference of explosive dryland training to more strength and speed in the water, resistance training in the water (with the use of stretch cords, chutes, weight belts, swim socks, and power towers), and the effective and safe use of hypoxic (under water) training are all things that can effectively be implemented and/or modified to use with our athletes at SRJC.

My second visit was during October, with former Bear Cub swimmer and head Olympic coach, Dr. David Salo, who is currently the head coach for both the men’s and women’s teams at the University of Southern California. Coach Salo has a very different approach to training his athletes. First of all, the Trojan men and women train together, literally at the same time, with the same coaching staff. The most common model seen in NCAA swimming is for the men’s and women’s teams to function separately of each other under two different coaching staffs. So, USC is unique in its organizational structure in comparison to most other top ten NCAA programs. I found that interesting and particularly relevant to me because I am the head coach of both the men’s and women’s teams here at SRJC, and we also train all together with the same coaching staff.

Having a larger group of athletes to work with and a wider range of athletic talent and specialty requires more diversity and creativity in the overall training program and groupings. Philosophically, Salo is a “quality vs. quantity” guy. In comparison to most other top NCAA programs, he does significantly less yardage in the water and more work with dryland strength and conditioning. In fact, I would go as far as to say that “distance” is a dirty work on the USC pool deck. Most teams’ training groups are broken into something like high/low, or sprint/distance; Salo, however, emphasizes the importance of speed breaking his team into short- sprint, mid-sprint, and long-sprint groups. Also, within those “sprint” groups, he breaks into stroke specific sub-groups as well including: backstrokers, freestylers, breaststrokers, flyers, and IMers. Salo’s workouts daily are designed to be short, technically sound (avoiding “garbage yardage”), explosive, and competitive. There is an emphasis on racing (as opposed to just swimming fast) in every training session, and their overall program is designed to effectively and directly transfer the power and strength work they do on land to the water. One of the things that stood out the most during my experience at USC was the attention that Salo and his coaches put into creating an “electric”, high-energy atmosphere during every training session. If you walk onto their pool deck or into their weight room during a typical training session (whether it as at 6am or 6pm), there will be loud music playing, loud verbal and non-verbal body language coming from the entire coaching staff, and loud cheering and encouragement between the athletes themselves. After coaching swimming for over 20 years, I know how much energy is required to create an atmosphere like that even in one practice, but to bring that level of intensity to every training session requires time, creativity, and a commitment from the coaches in order for the athlete’s to buy-in, feed off it, and to enhance and build on the energy themselves. It was something that I found was unique and effective to the success of the USC swimming culture.

My third and final major trip was with Stanford University women’s team in November. Head coach, Greg Meehan, was also a member of the 2016 Olympic coaching staff and was named USA’s head women’s coach for the 2017 World Championships. Thus, Durden (from Cal) and Meehan will be working closely together again this summer. Similar to the Cal men, the Stanford women’s team finished 2nd at the NCAA Championships last year, and are currently ranked No. 1 this year. Even more interesting is that Meehan served as Durden’s assistant at Cal for five years before he took over at Stanford. I found many common threads woven throughout the Cal men’s team and Stanford’s women’s team as it is obvious these two coaches developed similar
philosophies on training strategies and program management while working together for years.

What was interesting for me was to see a similarly structured program that felt very different as a result of it being an all women’s team vs. an all men’s team. Contrary to the intensely competitive, but often playful Cal men’s environment, the Stanford women’s team had a quieter, more serious, and focused team environment on a daily basis. Again, the weekly training schedule and programing was very similar to Cal’s—including a high and low group—but there was more rotation and variety between the groups and which coaches worked with which athlete’s on a daily basis. The Stanford program, although in philosophy was more similar to Cal’s, felt more like a hybrid between what I observed at Cal and USC.

Something that stood out to me at Stanford was less focus on explosive strength and conditioning under load (weight), and more of an emphasis on complimentary dryland training in conjunction with a concentration on flexibility, core strength, balance, and range of motion through regular sessions of yoga and Pilates, two to three times a week. Meehan believes that his female athletes swim faster when they have a great balance between core stability and range of motion. Much of the training they do in the water makes them feel “tight” and “fatigued” and he finds that the Pilates enhances their core strength in the water and the yoga is restorative for their overall body positioning and functional movement patterns.

Finally, I had the opportunity to visit a couple of training sessions with both the San Jose State University women’s team and the University of Pacific’s men’s and women’s teams during my sabbatical. I have had many student athletes from our program transfer to these schools and complete their collegiate swimming careers under these coaches. Although I spent most of my time studying and observing the best of the best when it comes to the top coaches in the world working with many of the top swimmers in the world, I thought it was important for me to spend some time and connect with a couple of the smaller Division I NCAA programs where SRJC athletes often transfer.

This was an important experience for me, where I could really get my “finger on the pulse” of these programs and speak directly with coaches Sage Hopkins (SJSU) and Pete Richardson (UOP) about what they are looking for in a community college transfer athlete and how well the SRJC swimmers had done for them after preparing and competing in our program. It was also a nice way for me to see some clear intermediary steps connecting what I learned at the world class level and how we can effectively implement those ideas, philosophies, and training strategies here to enhance the performance of our community college athletes.

Overall, I would say that the four most significant things learned from this experience that I plan to implement with SRJC Swimming and share as a model for success for community college athletes in general include: establishing effective training groups that meet the diverse needs of the athletes (high/low, sprint/distance, etc.); establishing an effective weekly training schedule that considers the overall physical, mental, and academic load on the athletes; as often as possible directly connect and transfer the dryland, strength and conditioning training to the water; and to create a high-energy atmosphere where athletes are encouraged to compete and support each other.
E. Evaluation Summary

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

The sabbatical provided me with both the time and opportunity to study and directly experience most aspects of training and program management at five NCAA swimming programs. By studying best practices with student-athletes success inherent in collegiate swimming such as: training cycles, strength and conditioning, the “mental game”, and preparing for peak performance, I will be able to apply these key principles to my daily interactions with students and advocate for change in our fitness and training models.

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

KAD aquatic students will benefit from an increased level of expertise in the areas of technical training and the foundations of fitness, which will be incorporated into existing and new curriculum. In addition, improved athletic program management practices and strength and conditioning training cycles will enhance performance for all SRJC student athletes.

3. How did this sabbatical leave benefit my department?

My sabbatical allowed me to see how the top competitive programs in the country are managed, the support they offer their student athletes, and the most current and effective training techniques that are being used today at the highest level to improve performance. I will be presenting to the department in the Spring of 2017 to share my findings and engage in a dialogue about the next steps to be taken in terms of student athlete success, curriculum development and course offerings, future faculty positions, and facility needs.

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

The integration of cutting edge training techniques with SRJC’s existing foundational fitness standards will directly support and enhance the fitness, health, and wellness of our students and student athletes. In addition, developing outcome-based programs that focus on the physiological training needed for peak performance and establishing a plan to develop strong team cultures will serve as a model for student success throughout the campus.

F. Abstract for Board Report Summary

Jill McCormick attended the American Swim Coaches Association’s World Clinic with a focus on collegiate swimming. She visited five four-year collegiate swim programs during the current NCAA competitive season to identify best practices and key program elements that can be implemented at the community college level. She utilized the clinic and research findings to create a presentation for SRJC’s coaching staff and KAD aquatic faculty demonstrating how to implement new and current training techniques and strategies for varsity and advanced level swim classes.
G. Appendices

A.1 Bibliography

A.2 List of universities visited and contacts

A.3 Integrated weekly training cycle and sample workouts

A.4 Outline for KAD presentation
A. Applicant

Name: Claudia Moura
Department: Social Sciences
Type of Leave: Independent Study
Leave Dates: Spring 2016

B. Purpose of Leave

The purpose of my sabbatical leave was to upgrade my computer skills and learn current online technologies applicable to the political science curriculum and instruction. I took several Canvas workshops offered by the Distance Education Canvas Training at SRJC and I integrated the Canvas platform to my teaching methodology and instruction for all of my political science courses offered this semester. I attended the American Political Science Association Teaching and Learning Conference and participated in the “Online Learning” workshops. Due to a scheduling conflict I was unable to participate in the International Negotiations Modules Project (INMP). However, I found a series of online simulation exercises embedded in my American Government textbook which allowed me to role play as a student and enhance critical thinking skills related to the course curriculum and instruction.

C. Objectives

1. Attended the APSA Teaching and Learning Conference and participated in workshops addressing the challenges and opportunities of incorporating technology into the political science curriculum and the classroom.

2. Took online and face-to-face Canvas workshops and created a Canvas class component for each of my political sciences courses.

3. Participated as a student in a series of online simulation exercises related to the American Government course curriculum and instruction.

D. Narrative

Objective 1. I attended the 2016 Teaching and Learning Conference of the American Political Science Association which took place last February 12-14 in Portland, Oregon. The focus of the conference was to promote and highlight innovative methodologies for the political science classroom. The conference was organized into nine content tracks featuring panels and workshops to allow discussion of research on pedagogy and sharing of best practices to engage students in critical thinking in our field of political science.

I attended the panel discussions and workshops in the Online Learning track. There were four sessions focusing on the following themes: “The Online Surge: Retention and Program Success”; “Increasing Student Engagement and Communication in the Online Learning Environment”; “Innovative Online Tools”; and “The Flipped Classroom”. Some of the workshops involved discussions of who are online learners in political science; how to increase student retention in an online learning environment; how to create individualistic assignments to reduce cheating and increase student engagement; how to blend face-to-face and online teaching techniques for an
effective flipped-hybrid classroom. The track participants included both community college and four-year university professors. I found the panel discussions most stimulating because they allowed the sharing of best practices, failures and challenges we all face in trying to engage our students and integrate these online innovations to our classrooms. It was comforting to note that some of the challenges I encounter, such as cheating, developing stimulating interactive assignments, and student engagement are common challenges for all of us. One panel presenter came from Australia and he created an online simulation called the Middle East Politics Simulation. This was very interesting to me because every spring semester I prepare and take students to the Northern California Model Arab League conference.

Overall I found the conference to be very educational, practical, and stimulating. I plan to attend future conferences.

Objective 2. Originally, my objective was to learn and incorporate Moodle into the course instruction for my classes. I had a minimum use of the CATE system, primarily to post syllabi and content files for my students. I never used the Gradebook or any other features provided by CATE because of my limited knowledge of computers and technology in general. After my sabbatical proposal was approved, Canvas replaced Moodle as the major campus platform, and so I learned Canvas. I attended several training workshops and did the available online tutorials. To my best recollection, I attended two all-day Boot Camp for Canvas trainings; four Face-to-Face Canvas Workshops; one Canvas Gradebook Workshop; four One-to-One 45-Minutes Appointments sessions; and four Drop-In-Sessions. During last summer session, I used Canvas on a very limited basis for my American Government class. Basically I created a homepage for the course and posted the syllabus.

This semester all my courses are on Canvas, including four sections of the American Government course and the Comparative Government course. I am utilizing Canvas to post announcements, practice quizzes, online simulation exercises, videos, and other critical thinking assignments. I am also using the Gradebook. I have organized all my materials into modules; each module corresponds to a textbook chapter and supplemental materials. For the American Government course, I have developed 12 modules. Each module includes the learning objectives for the chapter, a list of key terms, pre- and post-practice quizzes, a video exercise, at least one online simulation exercise, and other materials such as graphs or a brief article for critical thinking assignment or class group discussion.

For the Comparative Government course, I created 14 modules with learning objectives, key terms and power point presentations of lecture themes and concepts. Canvas gives me the ability to record a lecture or a summary of a topic. Although I do not consider myself an expert on Canvas and I am still discovering all its capabilities, I feel very comfortable using it and utilizing its features to enhance class engagement and also to manage grading and class materials. I never utilized CATE in such a manner.

I feel that I have accomplished my goal to utilize Canvas to create a learning community where students will be more active participants in their own learning.

Objective 3. My original objective was to enroll as a student in the International Negotiations Modules Project (INMP) to participate in an online simulation exercise dealing with global issues. My goal was to gain experience so to prepare my Environmental Politics students to participate as a class in the 2017 INMP simulation project focusing on global environmental issues. My preparation for this simulation project conflicted with the APSA Conference in
Portland. When I returned from the conference, there was not adequate time to research my country and fully participate in the online summit. As a substitution, I searched for an alternative online simulation project. The American Government textbook that I use in my course has a whole series of embedded online interactive simulation exercises and other critical thinking supplementary material which in the past I never had the time or inclination to evaluate and adopt in my course instruction.

I decided to do all the online simulation exercises corresponding to the chapter materials and evaluate their applicability to my course curriculum and objectives. I did 13 online interactive simulation exercises and evaluated them. Currently this semester I am assigning 5 of them to my students as critical thinking assignments. In addition I watched and evaluated 12 videos corresponding to course themes and topics and evaluated brief articles and other supplementary material. All these online simulation exercises and materials are embedded in my Canvas courses.

I feel that by evaluating the American Government materials and doing the online simulation exercises and incorporating these materials into the American Government course curriculum I am benefitting more students in four sections of PS 1. Furthermore, in terms of the original goal of preparing my Environmental Politics students to participate in the 2017 INMP simulation project, I feel confident and ready to prepare my students to participate in the INMP project in 2017 because of my Canvas training, my newly acquired computer skills and better awareness of online research resources. Therefore, I feel my original goal was met but through an alternative strategy and methodology.

E. Evaluation Summary

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

Prior to my sabbatical leave I had minimal computer skills and was intimidated by the current web-based technologies and methodologies available for the political science curriculum. I did not take advantage of these technological tools to enhance my instruction in the classroom. I never used power point presentations, web-based resources, and online assignments and quizzes. The sabbatical leave has enhanced my computer skills and my confidence to experiment, evaluate and adopt cutting edge approaches and methodologies in my classroom instruction.

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

I have integrated the use of technology and more interactive pedagogical methodologies to foster a more active learning experience for my students. In my American Government course, students are taking pre- and post practice quizzes online to study key terms, application of concepts and course material. The online interactive simulation assignments allow the students to use critical thinking skills to problem solve and make decision about political issues and policy making. I am integrating online web resources, such as podcasts and videos, to enhance class discussion of current political issues. I feel more confident in my acquired familiarity with web-based research tools to prepare my Environmental Politics students to participate in the 2017 INMP simulation project and to engage my Comparative Politics students in more online simulation and role playing exercises that allows them to model decision making processes of real-world political actors. This semester the Comparative Government students will simulate a Model United Nations session where they
will act as ambassadors of chosen countries to deal with interdependent global issues.

3. How did this sabbatical leave benefit my department?

I have shared my sabbatical experiences and assessment of my adoption of these new web-based resources and methodologies with some of my political science colleagues. Robert Proctor uses the same American Government textbook for his classes, and I prepared a summary evaluation of the supplementary material and online simulation exercises for him because he does not have the time to do his own assessment, but was interested in my feedback. I have also demonstrated an online simulation exercise to Jeanette Benfarhat, because of her interest in possibly incorporating it in her classroom instruction. The majority of my departmental colleagues seem to have Canvas training and are using Canvas with their courses, but I have expressed my willingness to help them if they have any questions about Canvas or need assistance to setup their course shells.

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

The Social Sciences Department’s educational plan emphasizes the commitment to maintain high academic standards and create respect for learning. The department also emphasizes the importance of intellectual and technological innovation through educational program development and staff development. My sabbatical leave addressed these values and commitments by giving me the opportunity to upgrade my computer and technological skills, to adopt new pedagogical approaches using web-based resources, and to develop a more interactive flipped classroom experience for my students.

F. Abstract for Board Report Summary

Claudia Moura upgraded her computer skills and integrated the Canvas platform into her political science courses and teaching methodology. She developed computer-based testing and assessment of Student Learning Outcomes for her courses. She gained knowledge of current online technologies and web-based resources applicable to the political science curriculum and instruction by attending the American Political Science Association Teaching and Learning Conference. She participated as a student in a series of online interactive simulation exercises related to the American Government course curriculum and gained the experience to prepare future classes to participate in various online simulation modules and projects available in the political science field.

G. Appendices

1. Chapter 07 Simulation: You are a Congressional Challenger
2. APSA Teaching and Learning Conference 2016
   a. Track: Online Learning
   b. Workshops
A. Applicant

Name: Nancy Persons
Department: Library (Learning Resources)
Type of Leave: Independent Study
Leave Dates: Fall 2016

B. Purpose of Leave

The purpose of my leave was to gain proficiency in reading, writing, and speaking Spanish, and to research effective library practices supporting English Language Learners (ELLs) and students in English as a Second Language (ESL) students at Santa Rosa Junior College.

C. Leave Objectives

1. Improve my Spanish language proficiency through enrollment in a Spanish-language immersion program with the primary objective of achieving intermediate or early advanced level.
   Status: Completed
2. Review existing academic research literature on the subject of Information Literacy outreach and instruction to ELLs.
   Status: Completed
3. Visit 2-4 Hispanic Serving Institutions (HSIs) with strong Library Instruction and Service Programs directed toward ELLs with the intent to identify best practices for implementation at SRJC.
   Status: Completed
4. Utilize the outcomes of the above objectives to develop a strategic plan for a multi-level Library Outreach and Course-Integrated Instruction Program for students enrolled in SRJC’s ESL programs.
   Status: Completed

D. Narrative

1. **Improve Spanish Language Proficiency**: From September 1st through October 15th I completed 6 weeks of Spanish, 3.5 hours per day, 5 days per week at the CLIC International House in Seville, Spain, exceeding the objectives of level B1.2 (see appendix item 1) and achieving an “A” in all course objectives. In addition, I lived with a family throughout the 6-week period, and participated in numerous cultural activities offered by the school, entirely in Spanish, to further augment my abilities and deepen my knowledge of the history of Spanish-speaking cultures. The 6-week period of study was followed by 2 weeks of informal study and travel in Seville, Granada, Córdoba and Barcelona Spain, primarily to deepen my knowledge of the history and culture of Spain, and to practice Spanish.

2. **Literature Review**: Over the course of the fall 2016 semester I completed an extensive literature review related to the provision of effective library services and resources for ELLs and ESL students. (Appendix item 2)
3. **Visits to HSI community colleges:** I visited 7 community college libraries, all but 1 were in California. I visited in person Mira Costa CC, Cañada College, Cerritos CC, Clovis CC, and Guttman CC in New York. I conducted interviews via videoconference with a librarian from Citrus College and Mt. San Antonio College.

Prior to each visit, I shared with all participants a list of Discussion Topics to provide context and facilitate conversation (see Appendix item 3). A summary of my findings from each visit are found in Appendix item 4.

4. **Strategic plan for a multi-level Library Outreach and Course-Integrated Instruction Program for students enrolled in SRJC’s ESL programs:**

The site visits I conducted helped me to develop a plan to provide service to students in SRJC’s ESL program at the 781, 371, 372, 373, and 100 levels of instruction. Appendix 5 contains a detailed strategic plan. Prior to the sabbatical I was conducting a range of course integrated instruction sessions at all the levels of the ESL program, but the sessions were not connected cohesively. As a result of the sabbatical literature review and site visits, I have developed a scaffolded plan for serving students at all the levels listed above. I have met with some ESL faculty to ensure that my plan is responsive to their recently revised curriculum. I will share this plan with my Petaluma library counterpart and with faculty members in the ESL department who provide instruction at the Santa Rosa and South West Center sites. This coordinated, scaffolded approach should result in enhanced library instruction to our students.

**E. Evaluation Summary**

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

The leave enhanced my work performance by allowing me the necessary time to immerse myself in a Spanish speaking community with intensive language instruction that has brought my reading, writing, and oral communication skills to a high intermediate level. I comprehend and can respond to Spanish speakers in Spanish, thereby setting our students at ease and making myself more accessible as a person to assist them in their learning. This improved linguistic ability also allows me to better know the cultures of our Spanish speaking students, and to incorporate elements relevant to these cultures in my instruction. This effort is ongoing – I meet weekly with a Spanish tutor to continue developing my Spanish abilities, with the goal of passing the *Diplomas de Español Como Lengua Extranjera* (DELE) level B2.

The experience of living in a Spanish-speaking country on my own for eight weeks has helped me develop greater empathy for the challenge of learning a second language. Although I am already fluent in German, it has been many years since I experienced the challenge of living and learning in a foreign country where a different primary language is used. My recent experience will enhance my instructional technique when working with ESL classes and students. I believe the sacrifices I made and continue to make in an effort to deepen my Spanish language proficiency are appreciated and valued by the students I serve.

By investigating library services and resources at other community colleges, I can take a fresh look at those offered here at SRJC and identify areas where we are
lacking, excel, or simply need to modify how and what we offer our students and our college community. The sabbatical allowed me to learn of several new collections of materials suitable for our changing population and which will fill in gaps in our collection for areas in to which I am a liaison including English as a Second Language, and World Languages. Knowledge gained from these sabbatical site visits is explained in great detail in Appendix 4, the summary of my site visits.

The sabbatical leave also afforded me the time to research in great depth the current literature regarding Information Literacy programs responsive to the needs of ESL and Hispanic/Latino student success. This enhanced my ability to gain more through the site visits conducted concurrently. This type of professional learning simply cannot take place during the course of a typical non-sabbatical term.

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

The site visits I made as part of this leave offered me the opportunity to observe Information Literacy instruction at other institutions and speak with librarians with years of experience providing such instruction to ESL students and to a population comprised of large numbers of Hispanic/Latin@ students. Because our own status as a Hispanic Serving Institution is recent, it was helpful to visit other HSI community colleges and see how they have molded their programs to be more responsive to these populations. Because I visited several such institutions I will be able to avoid pitfalls experienced at other schools by benefitting from their assessment of early efforts and the improvements they have made.

My discipline extends beyond teaching LIR 10 whenever I conduct course integrated instruction sessions, and there are many instances where what I have learned as a result of my sabbatical site visits and literature review will be of benefit to students across the curriculum. As an example, the source *An Exploration of Intersecting Identities of First-Generation, Low-Income College Students* (see Appendix 2) contains an entire chapter devoted to borders both physical and cultural and how these students relate to those borders. In the spring semester I will be working with the Connections program classes including ENGL 1A and HIST 21, teaching students how to do research, and topics such as this will be central to our research together.

3. **How did this sabbatical leave benefit my department?**

This sabbatical helped identify various approaches to enhancing the student learning experience. For example, at one institution I learned that the library’s Circulation Desk loans out noise-cancelling headphones. Because of this we have already implemented this service in our libraries. The leave allowed me to discover new approaches to student contact, as a result our department is embarking on a new service to systematically offer students research appointments and opportunities at the point of need (such as Mi Casa, the Writing Center, and Tutorial), rather than requiring them to come to the library. The leave offered my department, through my visits, the chance to discover a range of resources and approaches to service without the entire department having to embark upon visits to other institutions.
I feel that the strongest contribution to my department has been my approach to the sabbatical leave. My philosophy has been that any sabbatical should have direct benefit for how my department offers services in support of student learning. Prior to the sabbatical semester I developed a list of discussion topics to send to sites in advance of my visits. I shared this list with my department before departing on sabbatical and incorporated their feedback into the finalized document, because to be of benefit to my department, my research needed to meet the needs of the department. Being responsive to the changing student population and continuous improvement of our services and programs is an interest we all share. For the leave to be as useful as possible it needed to be based upon a shared understanding of our departmental mission. I will close the loop on this process by distributing my findings to my department along with a list of specific resources and services for us to consider implementing.

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

SRJC’s Mission states that SRJC “passionately cultivates learning through the creative, intellectual, physical, social emotional, aesthetic and ethical development of our diverse community.” Furthermore, we state in our Values that “We value Diversity that includes equal access for all students, multi-ethnic global perspectives and cultural competencies, employees who reflect the communities we serve, and honesty and integrity in an environment of collegiality and mutual respect.” In our Goals and Objectives, goal C (Serve our Diverse Communities” specifically identifies the objective to “Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latin@ population.” My sabbatical project was a direct response to the mission, values, goals and objectives specifically noted above. I cannot change the nature of my own ethnicity or cultural upbringing, but I chose for my sabbatical project to attain a deeper understanding of what our Spanish-speaking students are saying to each other and develop a better understanding of their cultural backgrounds. I sought out the expertise of library colleagues at academic institutions with much longer histories of serving a Latin@ population and I am sharing that knowledge with my departmental colleagues as well as with members of the ESL department. I have also shared the summary of my findings to all institutions which participated in my project, thereby fostering a network of individuals who can help each other grow and learn from our shared expertise.

F. **Abstract for Board Summary**

Nancy Persons researched the provision of effective Library and Information Literacy instruction and services for students in ESL programs, to English Language Learners, and First Generation community college students through a survey of professional literature and through consultation with librarians at 7 community colleges at Hispanic Serving Institutions in California and New York. She completed 6 weeks of learning in a Spanish language immersion program in Spain, developing a high intermediate level proficiency in the language and exceeding the expectations of the course. Ms. Persons continues to develop her Spanish language skills with private instruction, and she has developed a scaffolded plan of Library and Information Literacy instruction for students enrolled in SRJC’s ESL program.
G. Appendices

1. Centro de Lenguas e Intercambio Cultural (CLIC) Certificate of Achievement (pp. 6-8)
2. Literature Review: The provision of effective library services and resources for ELLs, ESL, and First Generation college students (pp. 9-15)
3. HSI Visit Discussion Topics (pp. 16-18)
4. Findings from HSI Community College Library Visits (pp. 19-33)
5. Strategic Plan for Scaffolded Library and Information Literacy Instruction to students enrolled in SRJC’s ESL program (pp. 34-36)
A. Applicant

Name: Todd Straus
Department: Modern and Classical Languages & American Sign Language
Type of Leave: Independent Study and Project
Leave Dates: Fall 2016

B. Purpose of Leave

The purpose of this leave was to research and write the first half (100 pages) of a textbook called “Chanson” (Song). The project expanded significantly during my leave. I was able to write approximately 300 pages of the book which is now projected to be at least 450 pages long. (See Appendices A.)

C. Leave Objectives Objective no. 1:
This project benefited my cultural expertise and teaching by giving me the time to do research into the history and culture surrounding French popular song in general and sixty of the greatest French songs in particular, much of which I shall pass on to my students beginning Fall 2018 when I will employ the book created during my sabbatical leave as the French 3 and 4 textbook.

To that end, I studied the following seventeen works on the history of French song.

(1) François Caradec † and Alain Weill, Le café-concert (1848-1914), Fayard, 2007. This book provided background information (for Chapter 3 of the book) on the subculture of the Parisian cabaret scene in general and tidbits on specific songs which helped me decide which cabaret songs to include in the book.


(3) Jean-Claude Klein, Florilège de la chanson française, Bordas - Collection Les compacts – 1990. Probably the most useful of all the books I employed for this project. Its author’s project is closest to my own. His goal is to unearth the cultural subtexts of ostensibly simple works of popular song. Bits and pieces of this work made their way into my treatment of a songs in Chapters 1, 2 and 3.

(4) Pierre Saka, La chanson française à travers ses succès, Références Larousse - 1988. This work proved a bit too commercially oriented for my purposes. Its project and mine do not overlap much. Not useful.

(5) Martin Pénet, Mémoire de la chanson - 1200 chansons du Moyen-âge à 1919 Omnibus (France Culture) - deuxième édition - 2001. This work is a huge compendium of song lyrics including variantes. It came in handy as a reference when I encountered uncertainties regarding the authentic or original versions of songs in Chapters 1, 2, 3 and 4 of my book.

(6) Michel Herbert, La chanson à Montmartre - Préface de François Caradec †, La Table ronde – 1967. This work, like no. 1 above, provided background information (for Chapter 3 of the book) on the subculture of the Parisian cabaret scene.
7. André Sallée et Philippe Chauveau, *Music-hall et café concert* - Préface de Raymond Devos, Bordas Spectacles - 1985. This work, like nos. 1 and 6 above, provided background information (for Chapter 3 of the book) on the subculture of the Parisian cabaret scene.

8. Marc Robine - *Anthologie de la chanson française* - Albin Michel, 1994 A general reference that was of limited use. Its contents were treated more penetratively in other works that I studied.


10. Gilles Verlant, *L'encyclopédie de la chanson française*, France Loisirs, 1998 A good general reference on songs. This work introduced me to great traditional folk songs with which I hadn’t been familiar.

11. Serge Hureau, *Ce qu'on entend dans les chansons*, Edition Points, 2016 This work helped me focus my project in that it discusses in concise and unblinking terms three of the songs that I’ve included in my book.

12-13. Claude Duneton, *Histoire de la chanson française* (Vols. 1, 2), Seuil, 1998 Extremely valuable work for my purposes. These two thick volumes lay out in detail the historical events that produced and are referenced in songs from the Middle Ages to the 18th century. I used these volumes as I wrote Chapters 1, 2, and 3 of my book.


15. Regina Sweeney, *Singing Our Way to Victory*, Wesleyan University, 2001 Extremely rich history of song around the time of World War I in France. Very helpful to me here was author’s emphasis on the central role song and singing has played in French military and well as civilian culture since the Middle Ages.


17. France Vermillat, *La chanson française*, Presses Universitaires de France, 1971 An invaluably concise history of French song whose main contribution to my project was to help me reorganize my extensive table of contents in a historically coherent manner.

The book was to contain six chapters. However, I wrote some or all of eight chapters thereby creating a great deal of material that will truly engage and excite students of French by leveraging their love of music while providing engaging topics of conversation with which to develop their French speaking ability.

**Objective no. 2:**
My sabbatical allowed me to write 300 pages (or 3 times as much as promised in my sabbatical proposal) of a textbook devoted to the study of French songs intended for use by my French 3 and 4 students.

**D. Narrative**

*Chanson* is a different kind of foreign language textbook.

**How is Chanson different?** The pleasure of music and the interest that popular song engenders in students have been woefully under-exploited in foreign language pedagogy, discussions of
culture in our classrooms tending to take place around literature, journalism and advertising. When complete, my book will be the first pedagogically presented collection of popular songs.

Why study songs? The mental activity that music spurs is virtually without equivalent. Music lights up our brains’ intellectual, emotional and pleasure centers. Thus, the pedagogical assets of using songs in the classroom: (1) The work of learning is more effortless when accompanied musically as the brain martial many of its resources when stimulated by the musical environment. (2) The involvement of the student’s emotions creates an attachment to the material under study. (3) Whereas a student can be reasonably asked to read a short story, a poem or another short piece of writing no more than two or three times, a student takes pleasure in listening to a good song many times. Moreover, the pleasure increases with each listening.

A song is a uniquely rich phenomenon: a piece of musical art, a written poem and spoken language, the cultural product of a historical moment, an intimate personal experience, a commercial product that’s bought and sold, a set of performed renditions by various artists and a memory in the mind of fans. All this in a few lines. Despite such wealth, despite all that can be gleaned from the study of songs, they have been under-utilized pedagogically.

The study of song thus opens the door to the teaching of:
(1) poetic appreciation (versification, rhyme, metaphor, etc.) and interpretation.
(2) pronunciation and aural comprehension.
(3) musical styles, relationship between lyrics and music, comparison of the original with versions by other artists.
(4) the song’s historico-cultural era and how it is reflected in the song.
(5) the personality and biography of the composer/singer and how they are reflected in the song.
(6) How the song was received. What makes the song French or not typically American. Recordings of the song by other artists. Recordings of the song in translation and Comparison the English version with the original.
(7) Responses to/Feelings about the song. What do we like and dislike about it?
All this in addition to providing the conventional benefits in the areas of vocabulary building, grammar development, listening practice, conversation and writing practice.

*Chanson* will feature approximately 60 great French-language songs from which to choose. (See Appendix A for current Table of Contents.) Students listen (on youtube.com) to each chosen song a dozen times. But they don’t simply listen. They are asked to perform a different task as they listen each time. The early (simpler) tasks develop familiarity with the song and comprehension of the French lyrics. The later tasks are oriented toward interpreting, cementing lexical acquisition and literary and cultural analysis. Each lesson (composed of four pages of individual listening tasks and three or four pages of group activities, all centered on a single song) is designed to develop and deepen vocabulary, listening comprehension, reading, pronunciation, grammar and cultural awareness.

Another major difference between *Chanson* and other foreign-language textbooks lies in the role played by practice (often called “exercises” or “activities”). Most textbooks afford practice a secondary role, the primary role being played by explanation of new material. These books focus on the transfer of new information whose acquisition is confirmed by the learner completing exercises. In the immersive *Chanson class*, practice is not only primary, it is virtually all there is. The student in the *Chanson* classroom is continuously, from the first to last minute of work on each lesson, engaged in tasks that use material to develop one or more of the language skills.
The Instructor’s Role. Many of the roles conventionally fulfilled by the instructor -- like explanation, exemplification, modeling, contextualizing, motivating and making connections – are played by the various treatments of the song. In a basic sense then, the use of songs in Chanson allows students to self-teach. The instructor is rarely before the class but rather (1) circulating to trouble-shoot and answer questions and (2) verifying completion and doing grading of written activities.

In each lesson of Chanson, the student will listen to the songs, view the performance of the songs, study the lyrics and discuss their meaning, their context, their style, their quality and their cultural content. Each lesson’s activities will be organized from simplest to most challenging. At the end of their experience with Chanson, students will possess a cultural and linguistic framework with which to appreciate French songs and will have greatly enhanced their ability to comprehend and discuss oral and written material in French.

E. Evaluation Summary

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

During Spring 2017, I will present to SRJC language instructors the material that I have created during the sabbatical. Beyond the simple explanation of my book, I will instruct my colleagues in the “immersive” methodology that is embodied in my book so that they might adapt it to their own classrooms.

I had been using French songs in my classroom for 25 years. This project benefited my teaching by giving me the time to deepen my knowledge of French song and to collect all the material that I had developed over the years, to supplement it with research and to create rich, complete lessons out of material that has heretofore had remained in fetal form.

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

This sabbatical has allowed me the opportunity to exploit the medium of song to make language learning more engaging without watering it down. Learning should be fun. The pages written during my sabbatical leave introduce an enjoyable ingredient into our students’ experience of foreign language study. It is my contention that more SRJC students of French 3 and 4 will persevere and prosper as a result.

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

I will share my work with my departmental colleagues by doing a workshop where I will pass on my knowledge and techniques. I will encourage my Spanish, Italian, German and ESL colleagues to create lessons around their favorite songs and guide them toward that goal.

4. How will the objectives of this sabbatical leave advance the college’s mission as put forth in the District’s Strategic Plan?

My project dovetails most significantly with the SRJC goal of increasing retention and student success. A student who can easily connect his/her non-academic life with what occurs in our classrooms is more likely to feel that academic work holds real relevance and to feel interested in class work. As most of our students (indeed, most human beings) associate popular song with feelings of delight and play, integration of great popular songs into our language classroom can only help us interest and retain our students.
F. Abstract for Board Proposal Summary

During his Fall 2016 Sabbatical leave, French instructor Todd Straus researched and wrote 300 pages of a textbook. The material in the book, which features grammatical, lexical and cultural lessons organized around songs performed by the greats of French music from the Middle Ages to the present day, will become the French 3 and French 4 textbook beginning Fall 2018. Sections of the book will also be available (in online form) to instructors of French 2 and French 50C.

Appendix A contains the book’s Table of Contents and its first six chapters totaling approximately 300 pages.
A. Applicant

Name: Karen Frindell Teuscher
Department: Chemistry and Physics
Type of Leave: Independent Study/Project
Leave Dates: Spring 2016

B. Purpose of Leave

The central goal of my sabbatical was to create course materials for Chemistry 100, Basic Chemistry Skills. Chemistry 100 is a short course that is taught at very few institutions and for which no commercial textbook exists. I researched materials and best practices for teaching basic chemistry and designed and wrote a workbook for Chemistry 100 that includes content, activities, and assignments. The workbook covers basic chemistry skills as well as lessons on essential study skills for science students. It is available to students through the SRJC bookstore at a low cost ($25).

C. Objectives

1. I identified a set of chemistry topics and essential study skills to include in the workbook for Chemistry 100.

2. I researched materials and best practices for teaching basic chemistry and essential study skills and I developed content covering the identified topics.

3. I created a workbook covering the fourteen identified topics. The chapters in the workbook contain introductory content, worksheets, homework problem sets, and in-class activities.

D. Narrative

1. Identification of Topics

In order to ensure that students are as well prepared as possible for their future studies in Chemistry, I reviewed the course objectives in the current course outline of record before creating the course materials. The topics covered in the workbook are those that 1) most often hold students back in chemistry, 2) produce the greatest number of misconceptions in chemistry, and 3) need the most practice in order for students to grasp them. Based on my experience with teaching this course, I chose to write the following chapters:

Chemistry Skills Chapters

1. Introduction to Chemistry
2. Basic Mathematical Skills for Chemistry Students
3. Atoms and Ions
4. Compounds
5. Chemical Quantities
6. Chemical Reactions
7. Chemical Bonding
Study Skills

A. Strategies for Success in Chemistry
B. Time Management
C. Note-taking Skills
D. Using a Textbook Effectively
E. Problem Solving
F. Preparing for and Taking Exams
G. Introduction to the Laboratory

The course outline of record for Chemistry 100 has been updated for Fall 2016, and the topics align well those covered in the workbook.

2. Research on materials and best practices:

In addition to using my past experiences to identify the most relevant topics, I consulted existing textbooks, websites, peer-reviewed journals, and other literature related to science education. I wrote introductory material and designed graphics for the 14 topics I identified.

3. Development worksheets, problem sets, and in-class activities:

It is very important for students to be able to practice their skills relating to basic chemical and scientific concepts. For example, we spend a lot of time in Chemistry 100 learning how to use the metric system in science, how to make scientific measurements and determine error in measurements properly, and how to determine the formulas of compounds formed by various elements. I created a combination of problem sets, worksheets, in-class activities for each chapter in the workbook. These activities address a number of different learning styles and modalities and enhance student learning.

E. Evaluation Summary

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

The creation of customized course materials for Chemistry 100 has already increased the effectiveness of my teaching. I am teaching the course this semester, and the workbook has been a great success so far. It has allowed me to better align my teaching with the course outcomes and objectives. The addition of class activities to my syllabus has helped me better engage in a more interactive style of teaching.

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

Chemistry 100 is essential for students who do not have a sufficient science background, appropriate science-specific study skills, or who have trouble learning scientific concepts. Without this course, some students would not be successful in any other chemistry course, and would therefore not be as likely to achieve their educational or career goals. Now that the students have course materials that are better aligned with the course outline and objectives, it is much easier for them to focus on learning the concepts that they will need to grasp in order to move on to the next course. Also, the addition of in-class activities has helped the students to be more engaged with the material.
Before the creation of this workbook, instructors who taught Chemistry 100 had few options other than to use costly textbooks meant for more extensive chemistry courses, and students were forced to skip around and eliminate unnecessary information, and therefore did not get the most out of the course materials. The students are now advantage because they have an affordable book that was written expressly for this course. Due to the low cost of the book, 100% of my students were able to obtain the textbook in a timely fashion this semester.

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

Instructors who teach this course struggle with finding the proper materials to use, so I am glad to have been able to contribute an appropriate option. Any faculty member in the Chemistry program now has the option of using the course materials that I have created, if they so choose. A colleague in my department is currently using the book in the other section of Chemistry 100.

4. How did the objectives of this sabbatical leave benefit my colleagues at this college?

The science-specific study skills that are taught in Chemistry 100 can be easily applied in other science courses, and many of them could also be applied in courses outside of the science disciplines. Additionally, fundamental topics in chemistry are also important in life sciences, physics, earth and space sciences, and health-related fields. If the students gain a better understanding of these concepts and skills through the customized course materials that I have created, they are more likely be more successful in these other types of courses. For example, many of the students in my Chemistry 100 class this semester are taking Biology 100 or Biology 10, and the Chemistry 100 workbook is helping them with concepts and study habits that apply in these courses.

F. Abstract for Board Report Summary

Karen Frindell Teuscher created a custom workbook for Chemistry 100, Basic Chemistry Skills, a short course that prepares transfer and allied health students for success in their degree programs. The workbook includes written content, graphics, worksheets, in-class activities, and homework assignments, all designed specifically to meet the course objectives. By targeting the specific needs of basic chemistry students and the student learning outcomes for Chemistry 100, these course materials are helping to ensure student success in this preparatory level course and beyond.

G. Appendices

Chemistry 100 workbook by Dr. Karen Frindell Teuscher (188 pages)