



**ANTELOPE VALLEY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE**

**March 28, 2012
2:00 p.m. – 3:30 p.m.
A140**

To conform to the open meeting act, the public may attend open sessions

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE CHAIR**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. APPROVAL OF MINUTES**
 - a. March 14, 2012 (attachment)
- 5. ACTION ITEMS**

None
- 6. REPORT**
 - a. Online FPD Orientation
 - b. Guest Speaker Opportunity Feedback
 - c. FPD Help Desk Update
- 7. DISCUSSION ITEMS**
 - a. Review Sabbatical Proposals
 - b. Review Ranking of 12-13 FPD Program Proposals
 - c. iTunes University – Ron Mummaw
- 8. OTHER**
 - Review /Approve Plans/Contracts
- 9. ADJOURNMENT**

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

**ANTELOPE VALLEY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT (FPD)
COMMITTEE MEETING
ADDENDUM AGENDA
March 28, 2012
2:00 p.m. – A140**

To conform to the open meeting act, the public may attend open sessions

1. ACTION ITEM

a. SLO Committee Member – FPD Credit Awarded

NON-DISCRIMINATION POLICY

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Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.



**ANTELOPE VALLEY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT
COMMITTEE MINUTES**

**March 28, 2012
2:00 p.m. – A140**

To conform to the open meeting act, the public may attend open sessions

- 1. CALL TO ORDER AND ROLL CALL**
Ms. Kathryn Mitchell, Faculty Professional Development (FPD) Chair, called the March 28, 2012 FPD meeting to order at 2:00 p.m.
- 2. OPENING COMMENTS FROM THE CHAIR**
None
- 3. OPEN COMMENTS FROM THE PUBLIC**
None
- 4. APPROVAL OF MINUTES**
 - a. March 14, 2012 (attachment)**
A motion was made and seconded to approve the March 14, 2012 FPD meeting minutes. Motion carried.
- 5. ACTION ITEMS**
 - a. SLO Committee Rep. FPD Credit**
A motion was made and seconded to approve the requested increase in FPD credit awarded to SLO Committee members beginning fall 2012 due to a restructuring of constituency and additional responsibilities required. Ms. Mitchell provided a brief overview of the presentation provided by Ms. Melanie Parker, SLO Faculty Co-Chair, at the March 14, 2012. Motion carried.
- 6. REPORT**
 - a. Online FPD Orientation**
No report
 - b. Guest Speaker Opportunity Feedback**
This report will be presented at a future FPD meeting.
 - c. FPD Help Desk Update**
This report will be presented at a future FPD meeting.
- 7. DISCUSSION ITEMS**
 - a. Review Sabbatical Proposals**
Ms. Mitchell noted that there had originally been three proposals submitted, but that one had been withdrawn, so the committee had only two proposals to review. Sharon Lowry stated that the committee needed to look at the criteria for each proposal to determine that each item has been addressed.

The committee reviewed the proposal submitted by Dr. Claude Gratton and felt that most of the criteria had been addressed with two exceptions: Dr. Gratton had not provided the calculation to show the cost of his sabbatical leave (Section 3.16.5). In addition, the committee felt that it would be beneficial for Dr. Gratton to interact and review the educational methodology of teaching this curriculum in similar-sized community colleges in California (Section 3.16.17 (b) and (c)).

The committee then reviewed the proposal submitted by Christine Mugnolo and noted that Ms. Mugnolo also did not provide the calculation showing the cost of the sabbatical leave. In addition, in reviewing the criteria, the committee felt that, in the development of an AA degree, Ms. Munolo should be looking at the curriculum degrees and that is with the

CSU's not the UC system. They felt the proposal should be changed to include the CSU's, and focus on where most of our students transfer.

Mrs. Lowry will write letters to Dr. Gratton and Ms. Munolo informing them of the committee's determination and ask them to provide these additional items no later than April 13 so that the committee can review and make their decision in time for it to go to the May 14, 2012 Board of Trustees meeting.

In reviewing both proposals, the committee members agreed that Ms. Munolo's proposal had more urgency than Dr. Gratton's. The committee will review the revised proposals at the April 25th FPD meeting.

b. Review 2012 – 2013 FPD Proposal Ranking

Ms. Mitchell noted that Gloria Kastner was out ill so a matrix had not been completed for the committee to review. This item will be brought back to the next meeting.

c. iTunes University – Ron Mummaw Request

Ms. Mitchell reported that Ron Mummaw had been taking some course work through iTunes and is requesting additional hours in Standard 4 for the course. There is no official documented proof of his attendance of the course, but he can produce evidence of the course being offered and that he has paid for it. Ms. Mitchell has agreed that Mr. Mummaw could receive the additional hours (up to 20 hours), but asked the committee if they felt some guidelines should be established for future reference regarding courses taken online with no documentation. Dr. O'Neil suggested that the Distance Education Committee be contacted to see if they have any suggestions. Ms. Mitchell agreed to look into that.

8. OTHER

- Review/Approve FPD Plans/Contracts
 - Because of Ms. Kastner's absence, there were no contracts to approve.

9. ADJOURNMENT

A motion was made and seconded to adjourn the March 28, 2012 Faculty Professional Development (Flex) Committee meeting at 3:20 p.m. Motion carried.

MEMBERS PRESENT

Rae Agahari
Rona Bynin
Magdalena Caproiou
Richard Coffman
Rosa Fuller
Jack Halliday

Mark Hoffer
Cindy Lehman
Jackie Lott
Sharon Lowry
Tim Lynsky

Ty Mettler
Kathryn Mitchell
Tom O'Neil
Harish Rao
LaDonna Trimble

ABSENT MEMBERS

Linda Noteboom
Scott Tuss
Vacant ASO Rep.
Vacant Tenure Eval. Coordinator

- 3.15.3 A unit member on extended military leave (more than thirty (30) days) who has been in continuous service of the District for not less than one (1) year immediately prior to active duty, shall be entitled to receive his/her salary for the first thirty (30) calendar days of active duty.
- 3.15.4 Military service shall not affect the classification of the unit member. Such service shall not be applied as service required as a condition of regular status, nor shall it be construed as a break in continuity of service for any purpose.
- 3.15.5 Within six (6) months following honorable discharge, the unit member shall be entitled to return to the position held by him/her at the time of entrance into service at a salary to which the unit member would have been entitled had he/she remained with the District.

3.16 Sabbatical Leave

3.16.1 Purpose

Sabbatical leave provides unit members with opportunities for professional growth and development, which in turn enhance their service to the District.

3.16.2 Eligibility

An applicant for sabbatical leave must have rendered contract or regular service in the District for at least six (6) consecutive academic years immediately preceding the sabbatical leave, and not more than one (1) such leave shall be granted in any six (6) year period.

3.16.3 Leave Period

Sabbatical leave may be granted for a period of time not to exceed one (1) year. A semester sabbatical shall fall within the semester dates as indicated on the District calendar.

3.16.4 Number of Leaves

The maximum number of leaves to be granted each year shall be determined by the Staff Development Committee within the limits of available funds for that academic year.

3.16.5 Calculation of Cost of Sabbatical Leave

The cost of a sabbatical leave shall be calculated according to the following formulas:

One Semester Sabbatical Leave:

$$\text{Cost} = \text{Salary of replacement} + \text{benefits of replacement}$$

One Year Sabbatical Leave:

$$\text{Cost} = \text{Salary of replacement} + \text{benefits of replacement} - 40\% \text{ of sabbatical instructor's salary}$$

$$\text{SALARY} = \frac{\text{no. of hours to be replaced}}{\text{adjunct/overload rate (Step 1/M.A.)}} \times \text{_____}$$

OR

Placement on faculty salary schedule for full-time temporary replacement.

$$\text{BENEFITS} = \text{Adjunct instructor's salary} \times \text{benefits' percentage}^*$$

OR

(Salary x benefits' percentage) + current District insurance for full-time temporary replacement*

*Benefits' percentage equals the current percentages paid by the District for unemployment insurance, worker's compensation, Medicare and STRS or social security contribution.

3.16.6 Compensation

Unit members on a one (1) semester or less sabbatical leave shall receive one hundred percent (100%) of the salary and fringe benefits which the unit member would have received had the unit member remained in active service. Unit members on a one (1) year sabbatical leave shall receive sixty percent (60%) of full salary and one hundred percent (100%) of applicable fringe benefits. If the sabbatical candidate elects to apply to the State Teacher's Retirement System (STRS) for service credit for the remaining forty percent (40%), upon approval of STRS, the unit member and the District will pay their proportionate share of the STRS contribution. Unit members at less than 100% shall receive compensation and benefits in proportion to their non-sabbatical load.

3.16.7 Individual unit members are responsible for the amount of interest accrued as calculated by STRS when purchasing additional retirement credit units.

3.16.8 Approved Activities for Sabbatical Leave

All categories shall be considered to be of equal importance.

Category I: The activity in this category expands professional knowledge, competence, and instructional or administrative effectiveness of the applicant. The purpose is to provide the opportunity for growth and development regarding new information, insights, and ideas occurring in the applicant's discipline or area of expertise.

Category II: The activity in this category deals with retraining unit members in new areas of teaching support services or administrative competence. The purpose of retraining reflects the changing needs of the institution and shifting student enrollment patterns.

Category III: The activity in this category shall relate to the long-range needs of the District, or a particular Division or program. Eligible proposals may include, but are not limited to, curriculum development, program planning and implementation, academic and vocational programs, student evaluation, or other specific projects which have a direct productive impact on the instructional and service programs of the District.

A proposal should present activities which meet the goals of one (1) or more of the three (3) categories. These activities could include enrollment in specific credit courses, degree-granting programs, industrially based non-credit programs, government or industrial employment, independent research, study and travel, or other activities which can be justified as beneficial and contributory to professional growth of the applicant and the District.

3.16.9 Return From Sabbatical Leave

Within sixty (60) days upon return from leave, unless extended by the committee, each successful applicant shall file with the Sabbatical Leave Committee:

- (a) all evidence necessary to establish that the project was completed;
- (b) a written report to be examined by the committee as to adequacy, which is to be filed in the District library;
- (c) an oral presentation to the Board of Trustees, college staff, and community members.

- 3.16.10 Every unit member granted a sabbatical leave shall agree to return to the employ of the District for a period of service which is equal to twice the period of leave.
- 3.16.11 Sabbatical Leave Committee
The Professional Development Committee shall serve as the Sabbatical Leave Committee. When a member of the committee submits a proposal, that member shall vacate committee membership for the current year and an alternate unit member, selected by appropriate procedures, shall complete the term office.
- 3.16.12 Applications
Applications for sabbatical leave shall be evaluated by the Sabbatical Leave Committee. Applicants will be given an opportunity to appear before the Committee.
- 3.16.13 Applicants whose applications are denied shall be informed in writing of the reasons for denial. Such applicants will be allowed one (1) week to revise the application and to resubmit for reconsideration.
- 3.16.14 The Sabbatical Leave Committee shall make a report to the Superintendent/President. The report will include a summary of all applications and identification of those to be recommended for funding in order of priority. The prioritized list as submitted by the committee to the Superintendent/President is to be considered as final and is not subject to revision.
- 3.16.15 The criteria for evaluation depends on the category selected and may include:
- (a) Specificity of goals
 - (b) Benefit to the District, division, or department
 - (c) Impact on instruction or service to students
 - (d) Appropriateness of the length of sabbatical leave required
 - (e) Urgency
 - (f) Justification for retraining
 - (g) Proposed project's ability to meet stated goals
 - (h) Contribution to professional growth
- 3.16.16 The committee shall not use the amount of potential service time remaining after the required bonded period as a criterion for granting a proposal.
- 3.16.17 Application Information for Sabbatical Leave: An application shall contain the following features:
- (a) A one (1) page abstract summarizing the proposal;
 - (b) A comprehensive description of the purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories;
 - (c) A detailed description of the schedule of activities to be undertaken;
 - (d) A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program;
 - (e) A statement of the effect on the program caused by the absence of the unit member, i.e., can the departmental continuity be assured if the sabbatical is granted?
 - (f) A description of the factors, which make it desirable that the leave be taken in the coming year rather than another time;
 - (g) A justification of the length of leave in relation to the scope of the proposal;

- (h) An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave;
- (i) An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them;
- (j) An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay;
- (k) An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project.

3.16.18 Sick Leave during Sabbatical Leave: In the event of an illness which would interrupt and cause failure to complete the project, the unit member shall submit a request to the Superintendent/President to change from sabbatical leave status to sick leave status. This request shall be accompanied by a letter of explanation from the physician and submitted to the Superintendent/President within ten (10) working days if in the United States or within three (3) weeks if outside the United States of the date noted on the physician's letter.

3.16.19 Grievability: No grievance may be filed in regard to any decision of the Committee other than for alleged procedural violation.

3.17 Overload Banked Leave

Any contract or regular unit member is eligible to participate in this program.

3.17.1 Banking Procedures

- a. Any eligible unit member may bank all or part of the LHE, up to three (3) LHE's, from an overload, summer school, or intersession assignment in lieu of receiving compensation.
- b. Two weeks prior to the beginning of a semester, intersession or summer school, the unit member must provide appropriate written notice of the amount of LHE to be banked to the Vice President of Business Services. Banked leave LHE will be kept track of by the Office of Business Services.

3.17.2 Use of Banked Leave

- a. Banked leave may be used when approved by the Vice President of Academic Affairs or Vice President of Student Services as set forth in section 3.17.3 of this article.
- b. Banked leave may be used to compensate a replacement or replacements for the unit member for a semester or for reducing the unit member's workload by up to 40% for not more than two semesters.
- c. A unit member may use banked leave to supplement one-year sabbatical leave compensation. (12 LHE equals 40% of the annual workload.) Total compensation may not exceed the regular salary of the unit member.
- d. Benefits for unit members and dependents during a period of banked leave will be provided by the District as if the unit member were in a regular assignment.

3.17.3 Approval Process

- a. A unit member who wishes to take a banked leave must submit a written request to the Vice President of Academic Affairs or the Vice President of Student Services or designee by March 1 (fall semester) or October 1 (spring semester) prior to the period of desired leave and must include the period of leave requested. The request must



ANTELOPE VALLEY COLLEGE
APPLICATION FOR SABBATICAL LEAVE

COVER SHEET

(Note: where selections relate directly to Board Policy, the section cited is noted)

NAME: Dr. Claude Gratton

Duration (3.16.3): One Year: ~~One Semester~~ Beginning: July 1, 2012

Please discuss each of the categories listed below:

A. Abstract summarization of proposal (One page) (3.16.17a):

A. Summary of my sabbatical proposal:

My sabbatical will focus on the following scholarly goals:

- (1) Clarify the logic of qualifiers (e.g., “evidently”, “perhaps”); and the proper way of handling such expressions when they modify claims or relations (i.e., supportive or explanatory) that we must evaluate.
- (2) Determine the correct way to construct and evaluate counterexamples by analogy advanced against either the support of reasons or against the truth of certain claims.
- (3) Describe more effectively the construction and evaluation of various kinds of explanations (e.g., causal, teleological, functional); and the clarification of the distinctions between causal explanations, and causal propositions.
- (4) Identify effective ways of describing, constructing, and evaluating moral reasoning.
- (5) Describe theoretically correct ways of assessing the degree of the strength of supportive and explanatory relations.
- (6) Explore effective ways of applying critical thinking to improve our emotional health.
- (7) Identify the kinds of claims whose nature points to the general type of evidence each kind needs in order to be established. (e.g., comparative, correlational, causal propositions).
- (8) Explore social epistemology, particularly as it relates to the evaluation of testimony, sources of knowledge, expert opinion, and disagreement.
- (9) Inquire into the psychology of open-mindedness, closed-mindedness, and fair-mindedness.
- (10) Read various scholarly publications in various disciplines that will help me to reach the above goals, and improve my teaching of critical thinking.
- (11) Write of at least one scholarly article based on some of the above theoretical research (e.g., (1), or (6)).

My sabbatical leave will also focus on the following pedagogical goals:

- (12) Completely review and revise over 600 multiple choice test items, and all the feedback to each correct and wrong answer, which I have created in the last six years for online work.
- (13) (a) Carefully examine the thousands of examples that I have accumulated over the past twenty five years to determine whether, and if so how, I can use them either in the construction of new test

items for various assessments or in the revision or creation of instructional material. (b) The online multiple choice test items have extensive feedback to all correct and incorrect answers; the feedback is written in a way to help students understand why a selected answer is either right or wrong, and reflect further on the standards of reasoning that should guide their reasoning. Some of this pedagogical work will be based on the above scholarly work. (c) Most test items focus of a single skill, but, the evaluation of real life reasoning involves the orchestration of many skills. So, I will explore the creation of new test items that will give students opportunities to practice on various combinations of skills. The improved and new test items will be used online in all my philosophy courses because students are extremely deficient in basic reasoning and linguistic skills.

(14) Completely revise all the instructional material I have written online for my critical thinking courses.

(15) Write additional instructional units (e.g., how to construct and evaluate counterexamples by analogy; how to distinguish the negation of concepts, propositions, and relation; how to evaluate moral reasoning; how to evaluate arguments by analogy; how to evaluate explanations). This will be partly based on the above scholarly work.

(16) Continue searching for short and interesting passages that will effectively challenge students to apply the critical thinking skills taught in my courses, and thus help them to improve their reasoning and reading skills.

(17) Use the work from (1) to (16) to progress in the writing of a critical thinking textbook that avoids the many recurring pedagogical weaknesses found in such books on the market (e.g., improper sequence of material; a failure to use the simple notions of necessary and sufficient conditions as a common thread in the evaluation of supportive and explanatory relations, conditional and universal propositions, definitions, counterexamples, arguments from analogy, and causal arguments).

B. A comprehensive description of purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories listed below: (3.16.17b):

(3.16.8)

Category I: The activity in this category expands professional knowledge, competence, and instructional or administrative effectiveness of the applicant. The purpose is to provide the opportunity for growth and development regarding new information, insights, and ideas occurring in the applicant's discipline or area of expertise.

Category II: The activity in this category deals with retraining unit members in new areas of teaching support services or administrative competence. The purpose of retraining reflects the changing needs of the institution and shifting student enrollment patterns.

Category III: The activity in this category shall relate to the long-range needs of the District, or a particular Division or program. Eligible proposals may include, but are not limited to, curriculum development, program planning and implementation, academic and vocational programs, student evaluation, or other specific projects which have a direct productive impact on the instructional and service programs of the District.

B. Description of goals and importance of the goals.

Category I

Working towards goals (1) to (11) will respectively contribute to professional knowledge in the following ways:

- (1) We often use qualifiers every day, but the great majority of people do not know how to handle them when evaluating qualified claims or qualified reasoning, which leads to faulty thinking. Yet no textbook adequately helps us to learn how to handle them. This is another area in which I have been working, and the sabbatical leave will help me to reach some theoretical and practical conclusions.**
- (2) There is hardly any theoretical work addressing the logic of counterexamples by analogy; and the few critical thinking textbooks that do touch on the matter are superficial and not practical. They fail to take advantage of the key notions of necessary and sufficient conditions, which are used in**

many critical thinking skills, and to facilitate the construction and evaluation of counterexamples by analogy.

- (3) Though there has been quite a lot of theoretical work in the topic of explanations in the last sixty years, there has not been an effective way of bringing that abstract and complex work to a practical everyday level that we can all use. I will work on such practical applications, and incorporate them into my instructional material.
- (4) Regretfully, the great majority of critical thinking textbooks do not address the extremely important practical issue of constructing and evaluating moral reasoning. I will explore the work done in this area not only in philosophy, but also in cognitive and social psychology. I will also search for or construct examples of moral reasoning and case studies that will serve as exercises to help students to apply those skills.
- (5) Textbooks in critical thinking do not help us to assess the degree of strength of either supportive or explanatory relations. The field of argumentation theory has been surprisingly silent on the matter. The philosophical works on inductive logic have been either too abstract or too complex. The mathematical works in probability and statistics have been either too simplistic or too complex, or applied to artificial examples that do not help a learner to transfer the skills to everyday reasoning. I have asked many faculty across the disciplines at various institutions how they explicitly teach their students to evaluate the degree of support of reasons, but I have never received a theoretically or pedagogically sound answer. This partly explains the low level of public discourse on controversial issues. The need for theoretically and pedagogically sound work on this issue is urgent.
- (6) I have examined over 230 critical textbooks, and not one of them helps students to apply their improved reasoning skills to the kind of faulty thinking that causes emotional distress – despite the important causal connection between the way we think and the way we feel. I have been gently infusing small doses of cognitive psychotherapy into my courses for about fifteen minutes per week as a way to motivate students to improve their reasoning skills. For the proper application of those skills to faulty beliefs and specious reasoning that hinder their emotional health, the elimination of these cognitive weaknesses, and the adoption of more reasonable beliefs, enhance their emotional health. This is my way of making the courses immediately relevant to my students' personal lives. I will delve more deeply into cognitive psychotherapy to create better exercises for my students, without, of course, turning my classes into group psychotherapy.
- (7) The content or general form of some propositions points to some aspects of the general kind of evidence that the proposition requires to be established. For example, the ideal evidence for a general causal claim requires at least two representative samples, while the ideal evidence for a correlational claim requires only one; and prescriptive claims always involve a weighing of positive consequences and values upheld against negative consequences and values compromised. So, if we correctly identify the kinds of claims whose nature hints at some evidential requirement, we increase our chances of advancing the right kind of support for those claims, and of doing so efficiently. I will be continuing my research in identifying such claims and whatever kind of evidence to which their identification points.
- (8) Textbooks in critical thinking have been weak in the teaching of the evaluation of testimony, sources of knowledge, and expert opinion. There is thus a need to examine the literature on these issues and attempt to construct the right kind of instructional and testing material.
- (9) The intellectual virtues of open-mindedness and fair-mindedness are necessary conditions for any citizen to be reasonable. But the general quality of public discourse on any controversy indicates that the teaching or modeling of these dispositions, and the unlearning of closed-mindedness, have been quite elusive. I will examine what social sciences have contributed to our understanding of these dispositions, and attempt to construct exercises or activities that will better facilitate the learning of those intellectual virtues, and the unlearning of that intellectual vice.
- (10) I will catch up on my reading of relevant articles in such journals as *Argumentation*, *Informal Logic*, *Argumentation & Advocacy*, *Inquiry: Critical Thinking Across the Disciplines*. I will also access other relevant scholarly journals from the CSUB library on the AVC campus. I will also catch up on my studying of moral reasoning (e.g., *Ethical Argumentation*, *Value Judgments: Improving Our Ethical Beliefs, Character Strengths and Virtues*)

Other disciplines have much to offer. I will explore what linguistics (e.g., Syntactic Argumentation and English; Assertion; Logic, Meaning, and Conversation), social psychology (e.g., Thinking Fast and Slow[ly]; The Invisible Gorilla: How Our Intuitions Deceive Us), neurosciences (e.g., Brain Bugs: How the Brain's Flaws Shape our Lives), cognitive psychology, (e.g., Heuristics; Reasoning: Studies of Human Inference and Its Foundations, Introduction to Cognition and Communication), and the research in the teaching of reading and writing have to offer to improve students' learning of critical thinking. These relevant disciplines are too often neglected in the writing of critical thinking textbooks and curricula.

- (11) The above theoretical work will lead to the writing of at least one scholarly article. Though only a few academics will read it, the process of writing it will have some important benefits: it will help me to master the material, and thus help me to create new instructional material for my students.

Given the content of goals (12) to (17), working towards those goals will obviously contribute to my instructional competence because it will help to create new instructional material, and to make me consider new teaching approaches. The long-term benefits of this work will not be limited to my students and faculty at AVC. For in the future I intend to make most of the online material available to the general public so that K-16 instructors, parents, and home-schooling parents may infuse critical thinking more effectively in their explicit or implicit teaching, and of course, so that serious students may progress intellectually and emotionally more quickly.

Category III

I have created an online course for the faculty, approved by the Professional Development Committee, whose purpose is to have us faculty work together toward a common critical thinking vocabulary, and common approaches to evaluating concepts, propositions, and reasoning. If such a pedagogical goal were achieved, students would often be exposed in a consistent way to the same skills applied to diverse contents and problems, and would thus improve their critical thinking more deeply and significantly than they currently are. The results of my working towards goals (1) to (17) will help me to improve that online course.

C. A detailed description of the schedule of activities to be undertaken (3.16.17c)

C. Schedule of Activities

1. Each workday of the week I will work on reviewing and revising an instructional unit, and begin reviewing and revising the test items related to that unit. This approach will ensure uniformity between the feedback to the answers in the test items and the instructional units. The value of going back and forth between the theory and the testing is that my reflection on one will help to test my reflections on the other. Once the review and revisions of the instructional material and online quizzes of a unit will be completed, I will move to the next unit.

The reviewing and revisions will have the following sequence:

- (a) Statements and Propositions**
- (b) Sufficient and Necessary Conditions**
- (c) Premise/Conclusion Indicators #1, #2**
- (d) Degrees of Support. [Relates to goal (5)]**
- (e) Consistency**
- (f) Kinds of Statements [Relates to goal (7)]**
- (g) Counterexamples against supportive or explanatory reasons [Relates to goal (2), (3), and (5)]**
- (h) Diagrams**
- (i) Distinguish Arguments & Causal Explanations. [Relates to goal (3)]**
- (j) Omissions in diagramming reasoning**
- (k) Counterexamples against the Truth of Propositions/Claims**
- (l) Counterexamples & Implicit Reasons.**
- (m) Conditional Propositions**
- (n) Conditional Logic**
- (o) Implicit Reasons & Valid Reasoning.**

(p) Combined evaluation of the Truth & Support of Reasons

2. Each workday of the week I will work on at least one journal article or book chapter. Some of these chapters will consist of my review of a critical thinking or argumentation textbook. I will coordinate my studying of the scholarly material with the above sequence of reviews and revisions of my instructional material.

3. Each workday of the week I will carefully examine some of the thousands of examples that I have accumulated over the past twenty five years to determine whether I can use them, and if so, where I can use them most effectively. These concrete examples are very important because they will force me to apply and thus test the theoretical ideas that will be either reading or formulating.

D. A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program (3.16.17d)

D. How will the sabbatical leave improve my professional competence and performance?

As indicated by my goals, I will be making some scholarly and pedagogical contributions. And some of the results of that work will be adapted to the online course for faculty, and to my ongoing efforts to have us faculty work together toward a common critical thinking vocabulary and approaches. This work is also part of the much larger project of eventually making extensive pedagogical material available online to the general public.

E. A statement of the effect on the program caused by the absence of the unit member, i.e., can the department continuity be assured if the sabbatical is granted? (3.16.17e)

E. How will my absence for a year affect the philosophy program?

I inquired on this matter with Dean Tom O'Neil, and he mentioned that some adjuncts could teach my courses. Even if no adjuncts are hired to replace me during my sabbatical leave, the program will be able to continue, just as it continued when my senior colleague had his sabbatical leave a few years ago.

F. A description of the factors which make it desirable that the leave be taken in the coming year rather than another time. (3.16.17f)

F. Why should the leave take place in the coming year?

If it does not occur this year, we will be unjustifiably delaying the instructional benefits to the students, faculty, and general public that I have mentioned earlier. My year-long sabbatical could also help AVC save some money in these economically challenging times.

G. An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave. (3.16.17h)

G. Why can't these proposed projects be part of my ongoing responsibility?

The attempt to pursue these goals while taking on the regular academic challenges of teaching/grading/counseling/ and committee work from day to day, week to week, month to month would have the following negative consequences:

- (a) The goals would have to be spread apart over a span of years, and as a result, I would not have a global vision of the parallel progress toward these goals, and thus would not be able to use or modify work done in the pursuit of one goal to improve the pursuit of some other goal. In other words, the intellectual synergy would be lost.**
- (b) Each goal would itself have to be broken down into temporally distant parts over long periods of time. The final result in the pursuit of any goal would very likely not have the same depth and breadth of the result achieved in the ongoing, intense, and synergetic work of a sabbatical.**
- (c) The consequences of (a) and (b) is that the benefits to my students (in my courses), the faculty (through the online professional development course), and the general public (through an eventual public website) would be of a lesser quality and be very seriously delayed.**

H. An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them. (3.16.17i)

H. What materials and facilities will I need to execute my sabbatical proposal?

I will need my office and make use of the interlibrary loans system at AVC, and use the CSUB library on the AVC campus.

I. An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay. (3.16.17j)

I. I will not be earning any extra income.

J. An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project. (3.16.17k)

J. The only travelling I expect to do (aside from a few weeks of vacation) will be to academic conferences, which are important in order to get feedback from my peers while my work is in progress. Since I can access most of the information I need from Lancaster, I do not want to waste time, energy, and money adapting to a new surrounding. I want to get to work immediately!

Note: Evaluation of Sabbatical proposals will be performed according to the category(s) selected and may include: (3.16.15)

- (a) Specificity of goals
- (b) Benefit to the District, division or department
- (c) Impact on instruction or service to the students
- (d) Appropriateness of the length of sabbatical leave required
- (e) Urgency
- (f) Justification for retraining
- (g) Proposed project's ability to meet stated goals
- (h) Contribution to professional growth

I have reviewed Board Policy 3.16 Sabbatical Leave. I meet eligibility as listed in 3.16.2 and have calculated the cost of my leave according to 3.16.5. I understand that the number of leaves granted each year is limited by the available funds for that academic year (3.16.4)




Applicant



Date

The above applicant has reviewed his/her application for Sabbatical with me, and the cost of his/her Sabbatical has been correctly calculated.



Dean/Supervisor



Date



ANTELOPE VALLEY COLLEGE
APPLICATION FOR SABBATICAL LEAVE

COVER SHEET

(Note: where selections relate directly to Board Policy, the section cited is noted)

NAME: Christine Mugnolo

Duration (3.16.3): One Year: ~~One Semester:~~ Beginning: Fall 2012

Please discuss each of the categories listed below:

A. Abstract summarization of proposal (One page) (3.16.17a):

In the Fall of 2012, I will begin enrollment in an art history PhD program at a UC institution (decision on the exact University will be finalized in April). The graduate courses required for the first doctoral year are not only directly relevant to the academic and pedagogical concerns of my teaching assignments. These courses also target vital methodological issues that promise an immediate benefit to our Fine Arts department's development of an Associates Degree.

During my sabbatical, I will create an action plan that examines AVC's current course curriculum and revisit SLO's to ensure our foundational program conceptually articulates with the UC system. By investigating the new methodologies driving current art departments, this plan will provide guidance for developing PLO's that address the ever-changing demands of the contemporary art world and scholarship. I will also create action plans that will contribute to the development of a departmental rubric to be implemented Fall 2013. These directives will ensure our burgeoning AA degree provides the most cutting edge research and highest opportunity for academic success of our students.

In addition, immersion in a college gallery system and direct engagement with local art institutions will provide vital research for improving our current AVC Art Gallery. I will be rewriting our gallery's standard practices, implementing new programs for lecture series and technical workshops, as well as revitalizing our membership program. Although already operating as a vital educational tool, my goal is to reconstruct the gallery as an increasingly progressive academic space that places our students at the heart of developments in the art world. By attracting broader membership through more events and lectures, I also hope to build the gallery into an increasingly self-sufficient body, able to pursue ever more ambitious programs.

B. A comprehensive description of purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories listed below: (3.16.17b):

(3.16.8)

Category I: The activity in this category expands professional knowledge, competence, and instructional or administrative effectiveness of the applicant. The purpose is to provide the opportunity for growth and development regarding new information, insights, and ideas occurring in the applicant's discipline or area of expertise.

Category II: The activity in this category deals with retraining unit members in new areas of teaching support services or administrative competence. The purpose of retraining reflects the changing needs of the institution and shifting student enrollment patterns.

Category III: The activity in this category shall relate to the long-range needs of the District, or a particular Division or program. Eligible proposals may include, but are not limited to, curriculum development, program planning and implementation, academic and vocational programs, student evaluation, or other specific projects which have a direct productive impact on the instructional and service programs of the District.

The courses required for the first year of doctoral study directly support the goals of both Category I and Category III. These foundational classes focus on new developments in art historical methodologies, contemporary criticism, art theory, and art pedagogies. This intensive study will improve my depth of knowledge in the field to better prepare both art and art history students for the most current academic expectations. Furthermore, these courses will bring specific, immediate impact to VAPA's development of a Fine Arts Associate Degree (Category III).

During the College Art Association conference in February 2012, I attended a panel discussion presented by the Art and Art History Community College Association. In light of state reforms initiated by the dire economic situation, the panel addressed the government's impending push for transferable degrees and courses. The overwhelming consensus was that Art Departments must tailor their courses not only to articulate with college curricula, but to properly prepare students conceptually for upper college level courses. The focus was on how to give students a fast, efficient, and economical education that will successfully prepare them for future academia and careers.

This target is especially challenging as both the fields of Art History and Fine Arts are rapidly changing. During this year's CAA conference, multiple panel discussions titled "What is the state of our field?" revealed the fundamental changes already occurring in Art and Art History departments internationally. Sensitivity to diversity and global culture has had a profound impact on the traditional structure of art history courses and Fine Art foundations. During our development of a Fine Arts degree, our department has been investigating the radically new approaches universities are creating for these disciplines. To prepare our students for realistic success, our classes and degree must conceptually prepare our students for these environments. Students walk into these programs expected to perform at Junior level with a full grasp on independent research. While our department has always provided a solid foundational base for aspiring artists, we require more data to ensure the success of our Associate's degree and the academic relevance of our Program Learning Outcomes.

I have met with universities such as CSUN to understand basic articulation between courses, but have realized that any deeper research requires prolonged study. This kind of information is simply not accessible during a quick studio visit or drop-in critique. During my immersion in a University of California institution, I will examine the structures and requirements for both their studio arts and fine arts program. This involves studying their foundational studio arts classes and recording the technical and conceptual skills required to succeed in upper level courses. This also includes understanding the level of independent research students will be expected to achieve in upper level art history courses. I will be attending these undergraduate lectures and collecting sample syllabi to begin compiling a list of 'actions' for our department. This information will also be crucial to the development of a departmental 'rubric' used for grading our most elemental and transferable courses, Drawing I.

Specifically, I will use these studies to develop a new art theory course for our proposed AA program. The need and interest for such a course has already surfaced in an informal art theory reading group. For both students terminating with an AA or continuing with their studies, this course will provide an essential introduction to understanding contemporary theory and the structures dominating current art markets. Informal data collected from graduating students show that those who engage in advanced and independent study courses exhibit the highest rate of success in the art world post graduation. Those who only complete

introductory courses, although qualifying for transfer, often do not understand the rigors of critique and theory required of college art departments and easily drop out.

In many community college and university art departments, the college gallery operates as the heart of the studio art and art history program. This space provides an opportunity for students to encounter a broad variety of artworks, engage in technical workshops, and learn professional standards in exhibition and curatorial practices. As my research depends on first hand experience with objects, I will develop a close relationship with the University's galleries and any other local and Southern California art institutions. I will use this experience to update and rewrite AVC's Art Gallery's professional standards with the hope of enticing increasingly prestigious artists to our campus. Personal contacts can lead to joint programs and traveling exhibitions which directly connect our students with potential four-year art programs.

My doctoral research is directly concerned with the role of museum structures in communal development. It follows that, in addition to a shining academic institution, I picture the AVC Art Gallery performing as an integral communal center for the Antelope Valley. During my studies, I will closely examine the structure of the University Gallery's membership program with the intention of giving AVC's Friends of the Gallery program a much needed boost. I envision our member's program as providing a broad spectrum of educational activities, in return for which a more sophisticated membership program will bring in substantial donations. In addition, I will be enrolling in or shadowing any university classes that work directly in partnership with academic or local art institutions. Using these courses as models, I hope to construct an AVC curatorial and professional practices course to work in relationship with the brand new Museum of Art and History space. This would give our students invaluable training for museum jobs and exhibition proposals. Encouraging this relationship would be mutually beneficial and support the city-wide project of cultivating Lancaster into a culturally (and economically) desirable arts center.

This statement has so far described this sabbatical's direct and significant contribution to Category III.

Regarding Category I, I have been outside the field of art history for ten years and am in great need of refreshment of contemporary theories and methodologies. Although I regularly attend exhibitions and read recent scholarship, I have no direct contact with University professors publishing actively in their field. Over the past year of taking one or two graduate courses per UC quarter, I am realizing the field of art history and contemporary art have experienced huge shifts and controversies in their practice. This sabbatical year will provide intensive, compact guidance through new scholarship. This information will directly influence my personal course development, reading lists, and collection of new works to add to our library.

In addition to these short-term goals, my long-term Category I objectives include compiling and publish a significant body of research into a book. A Master's qualification does not provide the training to reach this goal. The PhD program, and thus this sabbatical year, are essential to becoming a contributing, publishing scholar in the field of art history and contemporary theory. By gaining the skills and contacts to become an active member of this field, I will persist as an current, informed, and challenging professor of studio art and art history at AVC.

C. A detailed description of the schedule of activities to be undertaken (3.16.17c)

As I have not finalized a decision on a University, I can only indicate my intended coursework. My sabbatical year will consist of three academic quarters, each consisting of three to four graduate courses. Each quarter includes a course on art historical methodologies or specific topics in contemporary art criticism and theory, all crucial to the development of our Fine Arts Associates degree. Additional courses will specifically examine postmodernist topics, such as film theory, post-colonialist theories, and relations between western and non-western art cultures. In other words, courses will investigate how social diversity and a questioning of traditional Western practices have

broken way for exciting new art forms. This history and theory directly supports our department's ability to fulfill ILO's #1 and #6. Elective courses will target my specific interests in the anatomy of the eye and science of perception, changing attitudes toward the body in the early 20th c., and exhibition design as educational experience. By integrating visual ideas with scientific and social developments, these courses will promote flexible critical thinking skills, contributing to ILO #1, #2, and #3. I strongly believe this also fulfills ILO #4, as 'visual assessment' should be included among the problem-solving skills listed (an unfortunate oversight this kind of sabbatical is eager to address). Courses in constructions of the body will enhance my specialty in figurative art, shedding light on how the ancient practice of drawing from the nude can be used as a vital and powerful social commentary. Courses in exhibition design will directly support my goals for the Art Gallery as described in section C.

D. A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program (3.16.17d)

In section B, I have already mentioned the relationship between this program and our Fine Arts department's development of an Associate's degree. Section B also details how this sabbatical will help redefine our gallery into an effective educational space and cultural touchstone for our high desert community. Although I am using the term 'art history', these courses can be better categorized as 'visual studies', the study of how visual experience and visual knowledge alter perception. These concepts are absolutely crucial to the construction of studio art courses as well as art history courses. These concepts are also what break our Fine Art's department from a trade school program and support ILO #1 and #4.

All these graduate programs require a rigorous application process. My acceptance to these programs with scholarships, and the fact I have excelled in graduate courses over the past year, provide promising evidence of potential success.

E. A statement of the effect on the program caused by the absence of the unit member, i.e., can the department continuity be assured if the sabbatical is granted? (3.16.17e)

I have discussed my proposed absence with my fellow full-time art instructors. Massive cuts have scaled back everyone's teaching schedule. These reduced schedules should allow my colleagues to cover the three courses that are part of my standard load. I have also discussed passing to the position of Gallery Director to David Babb during this proposed sabbatical year. I have already almost finalized the exhibition schedule for 2012-2013 and would still facilitate the exhibitions and help communications between Mr. Babb and the artists. Although not teaching full-time, I will be going to school in California and still available to be involved in important departmental discussions.

F. A description of the factors which make it desirable that the leave be taken in the coming year rather than another time. (3.16.17f)

My acceptance to the PhD program applies to Fall 2012, so the timing of this sabbatical is extremely important. This opportunity required a long incubation period and grueling preparation. If denied the sabbatical, I do not know whether I will be able to hold my place or, even if deferral is available, whether my family situation would allow me the time to pursue this opportunity at a later date. Some programs have offered significant funding which would likely be retracted if I defer.

G. An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave. (3.16.17h)

Although the PhD program mostly involves independent study, allowing me to schedule doctoral research around my teaching schedule, the first year involves an intensive schedule of graduate seminars. Successfully fulfilling this requirement in a timely manner is important both to the doctoral degree and to performing my best at AVC.

To prepare for graduate school, I have enrolled in at least one graduate seminar per quarter at UCLA or UCI since Fall 2010. While this experience already contributes to curriculum and program development, the combined workload and double commute is unsustainable. Taking these classes while teaching fulltime allows only minor steps toward these goals. Having lost my assistant for the Art Gallery this year, most my time is consumed with the daily needs of directing, curating, and teaching. Many of the changes I had hoped to launch for AVC's curriculum and gallery this year are continually pushed to the backburner. Contemplating further cuts and seeing no release in this workload in the near future, I want to use this sabbatical year to steam-engine these fundamental changes through. Full immersion in graduate studies will allow me to successfully bring significant findings back to our department, implement immediate changes to our department, and jumpstart my academic research for successful completion of the degree. I plan to return Fall of 2013 to a stream-lined, highly contemporary, and self-sufficient Arts program. Considering the arts in Los Angeles are one of the few thriving (and hiring) fields despite national economic decline, this will be a vital asset to our college and community.

H. An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them. (3.16.17i)

All materials and facilities are provided upon enrollment in the PhD program.

I. An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay. (3.16.17j)

Two UC institutions have offered tuition remission and a scholarship stipend.


J. An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project. (3.16.17k)

Travel only consists of the necessary commute and (in some circumstances) additional accommodations to access the University campus. This is necessary to attend class.

Note: Evaluation of Sabbatical proposals will be performed according to the category(s) selected and may include: (3.16.15)

- (a) Specificity of goals
- (b) Benefit to the District, division or department
- (c) Impact on instruction or service to the students
- (d) Appropriateness of the length of sabbatical leave required
- (e) Urgency
- (f) Justification for retraining
- (g) Proposed project's ability to meet stated goals
- (h) Contribution to professional growth

I have reviewed Board Policy 3.16 Sabbatical Leave. I meet eligibility as listed in 3.16.2 and have calculated the cost of my leave according to 3.16.5. I understand that the number of leaves granted each year is limited by the available funds for that academic year (3.16.4)



Applicant

3-12-12

Date

The above applicant has reviewed his/her application for Sabbatical with me, and the cost of his/her Sabbatical has been correctly calculated.



Dean/Supervisor

3-12-12

Date



ANTELOPE VALLEY COLLEGE
APPLICATION FOR SABBATICAL LEAVE

COVER SHEET

(Note: where selections relate directly to Board Policy, the section cited is noted)

NAME: Kristine Oliveira

Duration (3.16.3): One Year: ~~One Semester:~~ Beginning: Fall 2012

Please discuss each of the categories listed below:

A. Abstract summarization of proposal (One page) (3.16.17a):

For the 2012-2013 regular academic year, I am seeking a sabbatical that meets the requirements of Categories I and III of the faculty collective bargaining agreement so that I may complete the coursework obligation for a master's degree in anthropology at Oregon State University. My project meets the requirements for Category I because it will deepen and expand upon my thesis that was a qualitative study in a public high school during the nascence of No Child Left Behind legislation. The project also meets the requirements of Category III because I will research the recommendations made by the Student Success Task Force as the Governor of California negotiates the policy and timeline of its implementation, and I will examine the way that the policy will impact Antelope Valley College. My research proposal has been accepted by the department of anthropology at Oregon State University. My concentration will be in cultural anthropology; I will study community college as a structure within a larger cultural ecosystem while it adapts to the influence of the recommendations of the Student Success Task Force. I have been offered a full tuition waiver as part of my financial aid package. During my sabbatical, I will study as a full time student, carrying at least 15 units each quarter. I will also earn a graduate minor in administration of higher education as part of the Community College Leadership Program, and I will become a member of a cohort of students seeking doctorates in education with an emphasis in community college leadership. It is critical that my coursework be completed during the next academic year because the year following (2013-2014) will be dedicated to research and thesis with defense. The defense must be completed prior to the implementation of the first phase of the recommendations, which will begin to take effect in 2014. It is my intention to share what I learn with the community once I return to AVC in the fall of 2013. Thank you for considering my sabbatical proposal. I believe that it will re-energize my pedagogy and will help the District as it makes significant adjustments under the recommendations.

B. A comprehensive description of purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories listed below: (3.16.17b):

(3.16.8)

- Category I: The activity in this category expands professional knowledge, competence, and instructional or administrative effectiveness of the applicant. The purpose is to provide the opportunity for growth and development regarding new information, insights, and ideas occurring in the applicant's discipline or area of expertise.
- Category II: The activity in this category deals with retraining unit members in new areas of teaching support services or administrative competence. The purpose of retraining reflects the changing needs of the institution and shifting student enrollment patterns.
- Category III: The activity in this category shall relate to the long-range needs of the District, or a particular Division or program. Eligible proposals may include, but are not limited to, curriculum

development, program planning and implementation, academic and vocational programs, student evaluation, or other specific projects which have a direct productive impact on the instructional and service programs of the District.

My proposal meets the categorical requirements of Categories I and III. The proposed project will offer me an opportunity as a professional to dive deeply again into the research that grounded my master's thesis (which observes how No Child Left Behind legislation affects critical pedagogy in public high school) and to expand upon that research in order to observe how the recommendations of the California Student Success Task Force will affect the function and functionality of community college. Because my first thesis is grounded in ecological anthropology theory, a dedicated study in that same area will contribute greatly to my currency in discourse theory and to my expertise in the field of education as the system of higher education in our state adjusts to the recommendations/policy.

My sabbatical proposal also meets the criteria outlined in Category III as it meets the long-range needs of the District, in particular our understanding of learning outcomes evaluation, matriculation, and the District's financial decision-making processes as it anticipates State mandates. Therefore, my sabbatical project will have a direct productive impact on the instructional programs and shared governance of the District at micro- and macro-levels.

The goal of my sabbatical is to complete the required master's coursework in anthropology, focusing on the anthropological function of community college as a cultural technology and how people will be affected by the recommendations of the Student Success Task Force of California as they become policy. I will also study how that policy will impact the state's culture and specifically how Antelope Valley College and the community we serve will be impacted.

It has been argued that the recommendations of the Student Success Task Force will constitute the most significant change to higher education in the state since the GI Bill for the nation and the Master Plan for Higher Education in California. It is critical that we understand how our own District (the students and their families, the community of the Antelope Valley, the faculty, administration, and classified employees) will be impacted.

C. A detailed description of the schedule of activities to be undertaken (3.16.17c)

My year of sabbatical will be spent as a full-time graduate student, with the majority of coursework in cultural anthropology and slightly less than a third of my full-time status in a minor in the administration of higher education in Oregon State University's Community College Leadership Program.

Fall 2012

AHE 621: Organization of Living Systems (3)

AHE 517: Education at Work (3)

Anth 575: Theory of Culture (3)

Anth 577: Ecological Anthropology (4)

Anth 570: Topics in Cultural Anthropology (4)

Total: 17 units

Winter 2013

AHE 621: History of American Higher Education (3)

AHE 653: Instructional Leadership I (3)

Anth 576: Advanced Anthropology Theory (3)

Anth 595: Anthropology Research Design (4)

Anth 531: Archaeological Theory (3)

Total: 16 units

Spring 2013

AHE: 654 Instructional Leadership II (3)

Anth 691: Ethnographic Methods (4)

Anth 585: Applied Anthropology (4)

Anth 571: Cash, Class & Culture (4)

Total: 15 units

I will also assist my graduate advisor as a teaching assistant at a 20% load rate, running study groups and grading undergraduate papers.

- D. A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program (3.16.17d)**

Although I will work within a different discipline from English, the theorists used in English composition theory and rhetoric are predominantly cultural anthropologists. In fact, my graduate thesis in English composition theory drew heavily upon the work of the late Dr. John Ogbu, a cultural anthropologist from UC Berkeley who studied African American language (discourse) communities, most notably his work in Oakland's Lafayette neighborhood ("Beyond Language: Ebonics, Proper English, and Identity in a Black-American Speech Community" 1999). My thesis, Coming to Praxis: Critical Pedagogy in a California Public High School, was a qualitative study set within the early climate of No Child Left Behind. Therefore, my graduate study in cultural (ecological) anthropology and community college leadership during the California Student Success Task Force policy process is a natural deepening and expansion of my professional competence as an educator.

My sabbatical project will make a significant contribution to the education programs of the District because I will be able to act as a resource to faculty and administration regarding how to strengthen our academic programs while SSTF policy is enacted. Also, I will be able to enter into the pool of applicants for part time teaching faculty in Anthropology, contributing knowledge of current anthropological theory and methods.

I am professionally qualified for the MA in anthropology and community college leadership because I have sufficient background in anthropological principles and methods and because I have more than three years experience as faculty at the community college level—the minimum qualifications for the master's programs for anthropology and for the Community College Leadership Program. I have already been accepted into the graduate program at Oregon State University and have been offered a full tuition waiver plus a 20% teaching assistant position that will cover the cost of books and an apartment in Corvallis, Oregon, during my sabbatical.

- E. A statement of the effect on the program caused by the absence of the unit member, i.e., can the department continuity be assured if the sabbatical is granted? (3.16.17e)**

My absence for a year's sabbatical will not grossly affect the English department. I have spoken with our department chair, Mark Hoffer, about the sabbatical, and he assured me that we can find part time faculty to cover my regular course load of English 097 Composition Portfolio A and English 101 Academic Composition.

- F. A description of the factors which make it desirable that the leave be taken in the coming year rather than another time. (3.16.17f)**

It is critical that the sabbatical begin in the fall of 2012 for two reasons: First, I have been offered a generous support package from Oregon State University that is not likely to be re-offered if I reject it, and therefore my chances of studying ecological anthropology and administration of higher education


could be put on hold indefinitely. Second, policy based on the report of the Student Success Task Force is being drafted and the phase-in negotiated by the Board of Governors, and so it is critical that my year of studies (2012-2013) plus the year of research and thesis with defense (2013-2014) be completed prior to the policy's official roll-out of phase 1 in 2014.

- G. An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave. (3.16.17h)**
The nature of the course of study demands intense focus and dedication of my time that cannot fit within the contractual requirement of teaching load and faculty professional development. The length of the sabbatical must be a year long in order to complete the coursework for the program, which is the first phase for the master's degree, and cannot be completed through Oregon State University's distance education program. Also, my accepted research proposal requires that I complete the program prior to the implementation of the educational policy.
- H. An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them. (3.16.17i)**
While I am on sabbatical, I will need access to my MyAVC email and possibly to limited District data from the office of Institutional Research.
- I. An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay. (3.16.17j)**
In order to finance my studies, I must accept the terms of the financial aid package provided by the university. The 60% support from the District will allow me to maintain my home in Lancaster and for a portion of my board while I am living in Corvallis, Oregon. The monthly stipend that is part of my financial aid package (\$700 per month) will pay for my apartment while I am going to school. To reject the teaching assistant position at OSU would mean that I would be required to borrow \$15,000 for tuition and student fees before the costs of room and board and the cost of travel to professional conferences. Also, it would prevent me from participating in invaluable professional training as a teaching assistant in anthropology under the guidance of my mentor, Dr. David McMurray.
- J. An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project. (3.16.17k)**
While I am on sabbatical, I will need move to Corvallis, Oregon, and therefore I will be traveling between Lancaster, California, and Corvallis, Oregon, as necessary. As I plan on presenting my work to the community of higher education leadership and to other anthropologists, I will likely travel within the United States in order to participate in national conferences, such as the American Anthropological Association's 111th Annual Meeting in San Francisco, California, in November 2012. In order to stay abreast of California's community college financial decisions, I will also need to travel to Sacramento in order to attend the Association of California Community College Administrators' biannual workshops on the budget.

Note: Evaluation of Sabbatical proposals will be performed according to the category(s) selected and may include: (3.16.15)

- (a) Specificity of goals
- (b) Benefit to the District, division or department
- (c) Impact on instruction or service to the students
- (d) Appropriateness of the length of sabbatical leave required
- (e) Urgency
- (f) Justification for retraining
- (g) Proposed project's ability to meet stated goals
- (h) Contribution to professional growth

I have reviewed Board Policy 3.16 Sabbatical Leave. I meet eligibility as listed in 3.16.2 and have calculated the cost of my leave according to 3.16.5. I understand that the number of leaves granted each year is limited by the available funds for that academic year (3.16.4)


Applicant

12 Mar 2012
Date

The above applicant has reviewed his/her application for Sabbatical with me, and the cost of his/her Sabbatical has been correctly calculated.


Dean/Supervisor

3/15/12
Date