

**EMANUELA AGOSTA**  
**2014-2015 SABBATICAL LEAVE PROPOSAL**

**Sabbatical Leave Application**

**2014-2015 Academic Year**

**Emanuela F. Agosta  
Geology Faculty  
Science Division**

**Quarters of Sabbatical Requested: 3**

**Previous Sabbaticals: none**

## Sabbatical Leave Application

### What I Plan to Do on my Sabbatical

My plans for sabbatical include a research and development project aimed at a complete re-design of the lectures and the video tutorials for the labs and quantitative skills assignments for my geology 101 online course.

#### Project Outcomes:

1. Create a collection of new interactive multi-media lectures for GEOL 101 online that would integrate voice, text, diagrams, my personal photo library, videos, animations and interactive activities. These presentations could be also used to “flip” my 101 face-to-face course.
2. New lab video tutorials.
3. New video tutorials for the quantitative skill assignments.

#### Background

Currently, my teaching responsibilities include two online sections per quarter of “Introduction to Physical Geology” (GEOL 101) and one section of another face-to-face geology course.

GEOL 101 online is a course that I recently completely re-designed when we adopted the Canvas LMS. This re-design includes new and unique elements to Canvas such as course and module outcomes, rubrics, and a number of short Canvas videos that complement the lectures and lab video tutorials developed over the last several years. This course has gone through a peer-review process last spring and has been approved by Quality Matters (QM). While I am very pleased with the recent additions and enhancements I made to this course, there are some much-needed and time-consuming improvements necessary for the lectures and the video tutorials for the quantitative-skills assignments.

#### Lectures

I have a collection of about 30 PowerPoint presentations that I developed several years ago. They have been updated over the years, and recently transferred from the old college server to the Omni-Update web content management system and linked to my Canvas course. These presentations include photos, diagrams and text but they do not have any voice narration, a feature that is, these days, almost the norm in online courses (and expected by students). Adding narration would dramatically improve their effectiveness and improve students' engagement and retention. In addition, the photos of geological formations, essential in a geology course, are mostly from textbooks, are of mediocre quality and not labeled by location. I actually have a vast personal collection of photographs that I have taken while travelling but never had time to edit them and import them into the PowerPoint presentations. These images, together with my voice narration, would allow me to enhance the online lectures with personal stories and experiences in a way that is much closer to what happens in my live classrooms. I know from this experience how much students appreciate it and how curious they are to know where the pictures were taken. Not everyone is lucky to travel and to see the world and this is a way for students to travel virtually while learning about geology. I also have links in my Canvas course to animations and videos of geological phenomena but they are not integrated within the presentations due to poor functioning of

the external link interface. I would love to find a software that would provide a smooth integration of these learning tools because I know that students are much less likely to further explore if the links are external to the lecture.

### Goals for Lectures

My plan for the lectures would be to first research alternative presentation software to PowerPoint and to make sure it is still the most capable and effective tool to integrate all the elements I described and smoothly deliver them in one package. I have been exposed to software such as Prezi that I found interesting and somewhat more engaging than PowerPoint, but I have also heard of band-width issues with the size of its files. It is imperative that whatever presentation software I eventually choose it will be not only user-friendly and engaging but also work smoothly and quickly on a variety of platforms, including mobile devices in both Apple and Android environments. The presentation files will need to be in a format that is universally compatible, fast to upload and play back, and easy to print, if desired. All these usability issues will need to be researched and tested. I am also interested in exploring the possibility of integrating interactive activities such as self-quizzes. I have some superficial knowledge of applications such as Soft Chalk and Voice Thread but I would need to research and test them to establish their effectiveness and integration capability.

My vision for the final product of each lecture would include text, diagrams from textbook publishers, my voice narration to accompany each slide, my own photo collection, animations, videos, and possibly interactive components, all packaged into one file, easy and quick to upload and smoothly playing for students on any device, from anywhere.

While I plan to use these lectures primarily in my online GEOL 101 classes, I am very interested in the possibility of implementing some degree of "flipping the classroom" in my face-to-face geology 101 classes. A few of my eLearning colleagues have been doing "the flip" with some success for a while but I feel my lectures need the re-design described above to be a truly effective replacement for a face-to-face lecture.

### Lab Video Tutorials

I currently have a series of Tegrity video recordings in my course which integrate narrated image and text slides with video recordings of rock samples and lab tests. I originally recorded them about four years ago with a high-resolution close-up camera in the recording studio with the assistance of a media technician. While these videos are still current with the lab exercises of my course, there are textbook references that are no longer valid that forced me to make some editing. It turned out that the editing capabilities in Tegrity are very poor, resulting in black screen interruptions, which are acceptable but far from ideal. In addition, students have reported some audio and cursor visibility issues that will also require re-recording.

### Goals for Lab Video Tutorials

My plan would be to first research and possibly select an alternative and more robust video-capturing software such as Camtasia. The State Board is currently considering alternatives to Tegrity as well and I hope to be involved in the FRP for the new software so I can learn more about it. When I first created these recordings Tegrity had been recently adopted by the college (and the State) as the official lecture-capturing software and because it was so easy to learn, I immediately adopted it. In retrospect, had I



known about the editing issues, I would have considered a more robust software such as Camtasia. Camtasia has been updated in recent years, has become more user-friendly and its editing capabilities are far superior to Tegrity. My plan is to learn more about Camtasia or other similar software and eventually choose one to re-record the lab tutorials. Finally, while I have transcripts as separate text files for the current video tutorials, I would like to implement built-in closed-captioning for the new videos. I understand that Camtasia has such a built-in tool and I look forward to testing it.

#### Quantitative Skills Assignments Video Tutorials (status and goals)

I currently have two video tutorials that I recorded to help students with the most difficult quantitative-skill homework assignments. I intend to develop at least three more video tutorials for the remaining quantitative assignments. These would be recorded using the same software used for the lab tutorial videos.

I realize my plans for sabbatical are pretty ambitious and this is why I am requesting a full academic year. I expect to be working from my office on campus a fair amount and to interact with the eLearning team, specifically with our recently hired Media Technician and the Instructional Designers.

I hope to spare a little time through the year for traveling. Traveling has always been an important part of my professional and personal development. Exploring new areas of the world would allow me to truly rejuvenate, to acquire more first-hand geology field experience, and to take more photographs to incorporate into my lectures. South America, Australia and New Zealand are high on my bucket list.

I also plan, upon my return from the sabbatical leave, to disseminate the knowledge and experience from this project with my colleagues in eLearning and the eLearning learning communities, especially the SeLC colleagues. I have learned a tremendous amount about teaching and technology from my colleagues in these learning communities and from the eLearning team. I feel it is time to give back so that others can enhance their teaching.

#### **How my Sabbatical Relates to the Strategic Plan**

The first two core theme of the Strategic Plan, Program Excellence and Educational Attainment/Student Success, relate directly to my teaching.

#### **Program Excellence**

I strive to make available to my students the best and most up-to-date learning tools and resources, and to offer an excellent geology course which can be a strong science foundation for further studies in the sciences or as a stand-alone course relevant to their future learning experiences and their lives.

I think that the goals of my project are aligned with College's goal of Program Excellence and my own commitment to provide students with an excellent, state-of-the-art online learning experience including up-to-date, rich content presented with interactive engaging media, and accessible anytime from anywhere.

**Educational Attainment/Student Success**

I believe that my sabbatical project will dramatically increase students' engagement and increase retention and completion in my courses. Rich, modern media is not only an expectation of today's students but also has been demonstrated to keep students engaged and interested in the course material and improve their retention and success.

**Initiative #1 of the 2013 Strategic Plan: Increase Enrollment, Retention, and Completion**

The project also relates with Initiative #1 of the 2013 Strategic Plan. Specifically, the project will contribute to achieving goals 1.3a and 1.3b (Increase enrollment, retention and completion for international students and online students). My project targets primarily online students and also international students which make up anywhere from 30-50% of the student population in my online sections of GEOL 101. These online sections are always full with long waiting lists and every quarter I have to turn away students who have heard about this course from fellow international students but could not get into my classes. I think the enhancements that I am planning will make the course even more popular and hopefully more sections can be offered with resulting increased international and domestic student enrollment for the college.

**Summary of Previous and Current Contributions to the College**

This is a brief summary of my contributions to the College over the last 13 years. Professional development and publications are not included but are available upon request.

**Geology Program**

I was hired as a full-time Geology Instructor in fall 2001, replacing a long-time geology faculty who had retired. Geology is a one-person program so I had to immediately take over the duties of coordinating the program which include teaching three courses per quarter, and all other program responsibilities such as scheduling, hiring of part-time faculty, maintaining the geology lab (there is no lab technician for geology) and advising students in earth science, environmental science and an allotted number of undecided majors.

Between 2002 and 2004, I participated in the re-design of the geology lab space which underwent a much needed complete remodeling providing us with a great working space for geology classes and labs. This space is now also shared with Geography courses and a few other science disciplines.

Since my hiring at the college I introduced three new courses: Geologic Hazards, Environmental Geology and Geology of National Parks. I developed all the teaching materials including lectures, labs, video tutorials, assignments and exams for all three courses and the pre-existing Geology 101 and 208 courses. I also developed an IDS version of the Geology of National Park course which I taught twice with our late colleague Troy Wolff.

I first developed the instructional resources for the Geology 101 online course in Blackboard in 2006. Last year I completely re-designed the course in Canvas, taking advantage of unique tools available on this platform such as outcomes and assessment tools that allowed me to smoothly adapt the course to

meet QM standards. I submitted the geology 101 online course for the QM peer-review process in late spring and had the course QM certified last June.

Since 2008 I have been offering one to three courses per year with a Service-Learning component. For each course I first had to identify local community partners (the City of Shoreline and the college itself are among several partners I worked with) and then design and oversee a number of service-learning projects for my Geology 101, Geology 110 and Geology 107 courses.

In the last couple of years I also updated all the MCOs for the geology courses we offer and had them approved by Curriculum Committee.

### **Sustainability**

Between 2007 and 2010 I have been involved in many Sustainability initiatives at the college. In 2007, I was a member of the Sustainability Task Force which was mandated by President Lambert to create a Sustainability Report for the college in 2008. I authored the chapter of the report on Sustainability Curriculum.

In the following three years I was a member and later co-chair of the Sustainability Committee which helped develop and implement many important Sustainability initiatives at the college including the recycling program, the new landscaping around the renovated FOSS and PUB, and the carbon footprint inventory. Some of these projects were implemented by the Facility Department with the assistance of students working on service-learning projects, some of which I coordinated.

In 2010 I was part of a working group that developed the planning guide for the Environmental Studies AA- DTA degree.

Between 2008 and 2011, I also represented the college by participating and presenting at five workshops and field courses of the Washington Center's Curriculum for the Bioregion, an initiative sponsored by the Evergreen Center for the Improvement of Undergraduate Education. The main goal of this initiative was to create and share sustainability curriculum around the Puget Sound Bioregion.

### **eLearning**

Between 2010 and 2014 I have been very active in eLearning. I have been a member of several faculty learning communities including SeLC (Science eLearning Learning Community which morphed into Shoreline eLearning Learning Community). I also pursued many training and professional development opportunities both face-to-face and online to improve the quality and effectiveness of my online courses.

During the 2012-2013 academic year, I held the eLearning Faculty in Residence position. In this capacity I worked with the eLearning team to evaluate, select and adopt Canvas as our new LMS and then to train faculty in Canvas and assist them with the transition from Blackboard.



## Committee Assignments

- 2013-2014: Member of GAAWG Global Awareness Assessment Working Group.
- 2013-2014: Member of Calendar Committee.
- 2013-2014: Member of Technology Committee.
- 2012-2013: eLearning Faculty in Residence.
- 2013: Participated in the planning and training at a two-day Canvas faculty retreat.
- 2011-2014: Member of SeLC.
- 2008-2013: Member of the Service-Learning coalition.
- 2003-2013: Member of the IDS committee.
- 2010-2011: Member of the eLearning Faculty Learning Community "Best Practices for Teaching and Learning Online".
- 2006-2011: Member of the Faculty Senate Council.
- 2008-2011: Participated and presented at five workshops and field courses of the Washington Center's Curriculum for the Bioregion.
- 2008-2009 and 2010-2011: Member of the International Program Advisory Committee.
- 2010: Co-author of the Environmental Study planning guide for the AA- DTA degree.
- 2009-2010: Co-chair of the Sustainability Committee.
- 2007-2010: Member of the Sustainability Committee.
- 2007-2010: Participated in the organization of several environmental awareness events such as "Focus the Nation in 2008" and Earth Week from 2007-2010, in various capacities including giving lectures on Climate Change and helping with event organization.
- 2008-2009: Member of the Sustainability Curriculum Advisory Group.
- Winter 09 and Spring 09: Volunteered to co-teach the inter-disciplinary continuing education course "What is Sustainability?".
- 2008-2009: Member of the Sustainability Curriculum Transformation group.
- 2009: Recipient of the Sustainability Curriculum Transformation Project fellowship.
- 2007: Member of the Sustainability Task Force; co-author of the College's Sustainability report.
- 2005-2006 and 2006-2007: Member of Faculty Retreat Planning Committee.
- 2003 and 2004: Coordinator for facilities and equipment needs for the Expanding Your Horizons (EYH) conference.
- 2002-2004: Member of the Renovation Committee for the 2900 building.
- 2002-2003: Member of the Technology Committee.
- 2003: Member of Critical Thinking Assessment Group.
- 2002: Member of organizing committee for "Expanding your Horizons" (EYH) Conference.
- 2002-2012: Participated in outreach initiatives giving presentations and/or offering support/consultation for science fairs at local elementary and middle schools.



**MARK HANKINS**  
**2014-2015 SABBATICAL LEAVE PROPOSAL**

**Sabbatical Leave Application**

**Mark Hankins  
Automotive Faculty  
Science Division**

**Requesting two quarters of sabbatical leave  
Fall 2014 & Winter 2015**

**Previous Sabbatical: One quarter, Fall 2001**

## **Sabbatical Application**

I have been teaching and managing the General Service Technician IBEST (Integrated Basic Education Skills) program for the past seven years. Demand has been strong and we have filled our classes to capacity each quarter, including summer, since 2007. I developed curriculum and integrated activities on-the-fly with little or no time for refinement. It's time to step back and get new perspective on where we are now, how we want the program to serve students in the future, and how we prepare students with low learning and employability skills to succeed in college and the workplace.

Should my application be approved I would dedicate my time to accomplishing the following six projects:

### **Online Videos**

Develop Canvas training videos that will enhance and supplement classroom and shop activities for my Auto Tech 101 and 102 courses. The main focus of this project will be learning to use online technology to record resource videos for equipment operation and service procedure demonstration. For example, the automotive department is well equipped with machines that perform wheel service, suspension system alignment, brake service, and diagnostics. Creating short videos that highlight procedures would provide a resource for students after the instructor-led demonstration.

### **Online Training Modules**

Create interesting project modules that will assist student learning while off-campus, so that more time can be spent practicing skills in the shop while on-campus. Certain fundamental concepts could be introduced through the online training modules to better prepare the student for shop activities. For example, an instructional module covering engine construction and operation can cover the theory of the four-stroke cycle, cam timing, and valve mechanisms. Students would then disassemble an engine, perform applicable adjustments and measurements, and then reassemble the engine while working with the instructor in the shop.

Additionally, I want to use Canvas to develop other learning activities that help students develop related skills such as career research, resume development, informational interviewing, and study skills. This part of my sabbatical would collaborate with the GST basic skills instructor so that we could further refine our integrated activities.

Quality online materials could one day transition the GST program from a face-to-face course to a hybrid online course. With no compromise to student learning, it may be possible to cover automotive fundamentals online and reduce the number of trips to the college campus during the quarter. This hybrid course could increase access to the program for students who live far away or are working and cannot attend class for the traditional 24 contact hours that our programs currently require.

### **Job Sheets (Lab Activities)**

Develop job sheets that will direct and assess student learning activities. Currently, I use job sheets that have been developed by the textbook author. While the author's job sheets cover minimum requirements for service procedures, I want to customize job sheets that address the tools, equipment, service information, and vehicles that our students use at Shoreline Community College.

### **Online Internship Activities**

Improve online instructional activities for my internship course. Internships are the original distance learning courses. I have been using either Blackboard or Canvas to communicate with my students since online instruction first became available on our campus. I would like to add more assessment activities, especially in the area of ASE (Automotive Service Excellence) certification preparation so that students will become better prepared to pass these exams that are required by many employers.

### **Update Technical Knowledge**

I need to get on the other side of the desk and attend manufacturer's training classes to update my technical knowledge. I have the privilege of open access to factory training courses, though not the privilege of time to attend those classes. I want to catch up with both my Honda and Toyota certification and look at how I can apply my knowledge of the latest automotive technology to the GST curriculum.

### **Work with International Partners**

Finally, if time allows, I would like to further explore our partnerships with Ajou Motor College in Boryeong, South Korea. I have worked with the Ajou students each summer since 2006 and the potential exists to develop instructor exchange opportunities. It's possible that some of what I develop during the sabbatical could be applied both here and in Boryeong to further the prospect of both instructor and student exchange.

At the time of this writing our department is providing an automotive service training program to several technical instructors from China. This is a pilot program that could lead to more opportunities in the future. I envision train-the-trainer workshops that will help the Chinese develop automotive training programs for their technical college system. Hopefully, this will lead to instructor and student exchange opportunities and provide a source of outside funding for the College.

## **Connection to the Strategic Plan**

I believe my proposal aligns with the following Core Themes:

### **Educational Attainment/Student Success**

The improvement in my online and shop curriculum will reinforce student learning and improve the chances for success in both education and work environments. The GST program is, at its very core, designed to help under-prepared students for college-level course work and success in the workforce. The additional online and shop activity



materials will make our students even stronger candidates for the two-year automotive programs. Improved research and learning skills will help students make wiser career choices and to be better prepared for higher levels of college work.

### **Program Excellence**

GST enjoys an excellent reputation in the automotive service community and employers eagerly hire our students. I cannot rest on what has been accomplished in the past, however. I must continuously improve learning activities to reach a broad spectrum of students and to help the participants in my program become confident and competent employees and/or students.

### **Access and Diversity**

The GST program is directly connected to this core theme. It brings ethnic, gender, and economic diversity to the automotive program. Online enhancements and scheduling flexibility will increase access for a diverse population to our campus.

I believe my proposal aligns with the following 2013 Strategic Plan Initiatives:

### **Initiative # 1 Increase Enrollment, Retention, and Completion; 1.3**

Online instructional materials provide flexible access to learning. Many students work full or part-time jobs while attending the GST program. Having online access to information 24 hours per day allows students to learn during the time they have available. This will help students with conflicting schedules continue with the program and find their way to completion. As mentioned above, eventually the program can move towards a hybrid format and reduce the number of hours required to be on campus.

Online materials and increased collaboration with our partners at Ajou Motor College could attract more international students from S. Korea.

### **Initiative # 2 Leverage Community Engagement; 2.1 & 2.2**

Creating online curriculum materials will improve access to our program for incumbent workers. Many low wage, low skill, workers (lot attendants, porters, detailers, etc.) are currently employed in the automotive service industry. Employers could send their low skill employees to the GST program for formalized training to increase technical skills and opportunities for career growth.

## **Contributions to the College**

I have enjoyed 23 years with Shoreline Community College. During this time I have had the opportunity to contribute to the quality of our institution through four different roles: Honda PACT Instructor (1991 - 2001); Center for Manufacturing Excellence grant support (2002 – 2003) and Director of Business Services (2003 - 2005); Interim Director of Automotive (2005-2006); General Service Technician Instructor (2007 - present).

I came to the College in 1991 to coordinate and teach the Honda PACT program. The program was weak and had little dealership support during that time. I worked with American Honda corporate office personnel and dealerships throughout Washington State to create a high quality and respected program. After ten years, looking for a new challenge and a different experience with the College, I worked for the National Science Foundation Center for Manufacturing Excellence Grant. When this grant ended, Washington State offered the College one of its Center of Excellence grants to continue our work with the Center for Manufacturing Excellence. I joined the Workforce and Economic Development Division as Director of Business Services to continue grant support and to provide customized training for local industry. I also assisted with managing the testing center at our Lake Forest Park campus.

When the college budget and economic conditions forced major budget cuts, the Workforce & Economic Development Division was eliminated. I returned to the automotive program and served as interim director for 1 ½ years until a permanent director was hired. During that time I helped the program through a difficult remodeling process and maintained support of our automotive program from several automotive manufacturers and suppliers. I developed customized training programs for General Motors and Toyota. I re-certified all four of our automotive programs to meet NATEF Standards (National Automotive Technicians Education Foundation) which are required by each of our corporate sponsors (General Motors, Toyota, Honda, and Chrysler). I also worked closely with the Department of Labor grant that established the General Service Technician Program.

Once the new director was hired I wanted to return to the classroom and the timing was just right to teach the GST program. I feel the GST program is my greatest contribution to the College because it has truly created opportunity for under-represented students and brought multicultural diversity to the manufacturer automotive programs. Many of my students go on to the Honda, Toyota, General Motors, or Chrysler programs and begin long and satisfying careers.

In 2007, the GST program received the Governor's Award for Best Practices in Workforce Development. Each year, educators from other states visit our program to observe the GST program as an example for development of their own integrated workforce training programs. Countries with developing economies have also visited our program to learn how the IBEST approach can help under-prepared students obtain skills and find success in the workforce. Just this past fall, the GST program was featured in a story on NPR about how IBEST community college programs in Washington State provide pathways for student success. I am very proud of GST and the accomplishments of our students. This has been the most rewarding time of my 35 - year teaching career.

With 24 contact hours per week and classes scheduled from 1:00 p.m. to 7:00 p.m. it has been difficult for me to participate in college governance (this class schedule ended last summer quarter and I am now teaching 7:30 a.m. to 2:20 p.m.). I also must take an overload to manage my internship students and this often takes me away from campus. However, I have made time to participate on various college committees and to participate in activities that I believe have benefited the college. The activities and committee membership that come to my memory are listed below.

- 2013 - Achieved NATEF (National Automotive Technicians Education Foundation) Certification for the GST Program
- 2012 - Member Campus Internationalization Leadership Team
- 2009 - Member of the SCCFT Executive Board
- 2005 - Coordinated the Alternative Fuels Odyssey Day Exhibit
- 2004 - 2013 Member on various hiring committees for automotive and manufacturing faculty and staff
- Prior to 2004 I have served as member of both Multicultural Outcomes Committee and Curriculum Committee
- Tenure Committee Chair for Scott Main (General Motors Instructor)
- Tenure Committee Member for Ken Campbell (Chrysler Instructor)
- Tenure Committee Chair for Brad Kelto (former manufacturing faculty member)



**GARY PARKS**  
**2014-2015 SABBATICAL LEAVE PROPOSAL**



## **APPLICATION FOR SABBATICAL LEAVE for 2014-15**

Gary Parks, Humanities (English)

Jan 10, 2014

Requesting three quarters of sabbatical. Previously awarded five quarters  
(fall, winter and spring 05-06, spring 2000, and fall 1997).

## APPLICATION FOR SABBATICAL LEAVE for 2014-15

**Name:** Gary Parks  
**Division:** Humanities  
**Discipline:** English

I am requesting sabbatical leave for fall, winter, and spring 2014-15 for the following four projects:

### **1. Write an open source Eng 102 course on Canvas that uses instructional Web pages (ie. a site) to replace the composition text.**

For this project, I will develop a textless Eng 102 class by creating open source Web based (Canvas) site that replaces the use of a textbook for research writing. These materials will be immediately useful in my high-volume classes, and they will also be developed collaboratively, with sharing in mind, so other instructors at SCC and beyond may use them as open source modules.

English 102 (*Reasoning, Research, and Writing*) is second-quarter composition, offering introductory research skills and information literacy along with composition of longer papers with source use. Most English 102 sections, including mine, use Web materials that reference print textbooks for the explanations, examples and exercises in research writing. I will create open source material to make the rhetoric textbook purchase unnecessary for at least my students and potentially others. Typically over 200 students enroll annually in my eng 102. At current text book cost (ave @\$40) this means \$8000 or more will be saved by my students alone. Free high quality materials acquisition helps students start right away, essential in online, instead of starting late as many do because of text issues. In addition, redundancies in the movement back and forth from Web page to textbook can be eliminated. (Note: if some information or articles work better on print, students can be offered a short pdf with options to print inexpensively.)

This project develops the advantages of the medium, taking advantage of Canvas and the general Web as powerful instructional platforms for research writing, a great medium for layering in hyperlinked material, additional explanation and branching approaches for students who need more practice, and accelerated pathways. I estimate the project will involve creation of 70 to 100 pages of finished hyperlinked, Web-based materials in text and multimedia presentations, on various research skills, information literacy principles, and source-based writing. The course will use video and slideshow approaches when relevant, borrowing from effective practices developing in Mooc and other innovative online instruction, and consider personal device interfaces as a reality. A full set of assessment rubrics, keyed to department outcomes, will be collaboratively developed with other English faculty along with developed examples of successful student work.

I will be "in town" and in contact with some colleagues during much of this sabbatical, so work on the project will include collaboration with English and librarian faculty (continued work with Caroline Conley on infusing information literacy, for example), as well as training in online best practices, multimedia use, and review of approaches and theory in online Eng 102 and research writing instruction in professional literature. Materials will be developed so that they are not dependent on a specific course theme (i.e. can be used in general for the skills covered) and can be maintained sustainably in the quarter-to-quarter process.

## **2. Deepen and develop community partnerships for SCC classes (particularly composition)**

Each English composition instructor chooses a unique theme to focus writing and research. My theme in Eng 102 follows the college's current One Theme—*community sustainability*, with particular emphasis on food justice and how it affects social health. For the past three years I've used service learning connections in composition for a similar theme, and in fall 2013 had breakthrough success with embedded community projects in my Eng 102 class. My class partnered with the Greenwood VOA Food Bank (GVOA) and did some low risk, high yield work needed by the food bank-(a survey of their clients which we wrote, conducted, analyzed, and presented). My winter and spring 14 Eng 102 classes will continue with new projects for GVOA. I created this community-based learning opportunity, which has high potential to connect students to the real world, by working for months with Michelle Winters, Operations Manager at GVOA. Michelle has fantastic ideas not only about embedded projects but also about things like using college expertise to create a certificate for volunteer readiness for GVOA staff.

During my sabbatical, I will honor this community relationship and deepen it by:

- Acting as liaison between GVOA (and similar models) and the English program, hoping to create connections for at least two other composition courses beside mine
- Using the GVOA model to develop at least two other similar organizational connections for composition and service programs
- Working with the broader service program (Katherine Erickson, Chip Dodd, Neal Vasiyth, Yvonne Terrel-Powell, and teachers using servie) to find embedded project connections to GVOA and other organizations beyond English
- Continuing to visit with Michelle and GVOA staff to develop Certificate for Volunteer Proficiency Concept and steer it through college bureaucracy as needed
- Serving on the GVOA Food Security Council as a community volunteer (GVOA's steering and programming committee)

## **3. Identify text(s), basic approaches, course outline, and resources need for an English 100/101 course based on literature.**

I typically teach the challenging split-level English 100 / 101 class in my annual load, a two level class in which some Eng 100 students (pre-transfer composition) accelerate enough to pass 101 in one quarter. The most effective format I have found for this class is full face-to-face meetings supplemented carefully with Web materials and activities, and much in-class activity revolves around discussion and written communication on assigned texts. In the past I have used a general thematic reader containing mostly essays, (Bedford's 40 Model Essays, which costs only \$30), but for various reasons I feel that using well selected literature (stories, poems, and contemporary non-fiction) in this type of class is the best direction for today's students in terms of content and engagement.

Therefore, my goal here is simple and is almost the opposite of project #1 for Eng 102. I feel that literature is best acquired for students in print, and that high-quality inexpensive book options with supportive Web material can be found if I have time to review resources. For this project I would acquire at minimum ten different composition-with-literature texts from publishers and review them in detail, considering their content quality, accessibility, contemporaneity, global and multicultural dimensions appropriate to our students, and costs. I won't rule out Web solutions, but currently feel this problem is best solved with a print textbook and it can probably be done for under \$35 per book. Step two of this goal, after text selection, will be to develop at least



the initial layout/ outline of the Canvas site needed to use the text. This project would also involve review of professional literature on the use of composition in literature (a very active sub-field in English right now).

#### **4. Attend to and reinvigorate my own humble writing process**

The loss of quality writing time is a natural result of the decision to live and work responsibly as a teacher in transfer composition. It's very difficult to produce much writing for me while teaching full-time, particularly on a campus that has required so much political and bureaucratic attention in the past few years. However, any time I am less busy with teaching work, I can produce publishable writing. Aside from the curriculum writing mentioned in project #1, I also plan to finish some story drafts, send more stories around for publication, and launch a book-length writing project. During my last sabbatical, I was able to similarly finish, organize and send out work, which helped me get published in *The Black Warrior Review* a top fifty fiction venue, in 2006, and place as a finalist in the prestigious Iowa Review short story competition (2008). I teach so much writing process that I look forward to re-learning my own ☺. This helps with my Beginning Short Story and composition classes.

#### **How the Projects Align with the Strategic Plan**

My projects address the college's core themes of student attainment / success, program excellence, community engagement, access and diversity, and college stewardship implicitly. Specifically, in terms of our 2013 initiatives, here is how the projects contribute:

##### **Initiative # 1 Increase Enrollment, Retention, and Completion**

1.2 Internationalize the campus by creating/ arraying Web based materials and experiential learning appropriate to our global population; infusing some global literature for composition (projects 1, 2 and 3)

1.3 Increase enrollment, retention and completion by allowing students easier, less expensive access to Eng 102, by unifying the course experience under one site, and by selection of material appropriate to our community of students, and by instructor's own growth and credibility in creative writing (projects 1-4)

1.3b Serve On-line students by creating a unified "textless" experience with Canvas Web site and improving methods **and skills** for ongoing teaching.

1.3c Needs of some Veteran students can be addressed in literature selections: our Eng 100/101 classes serve a number of vets and they always must be considered in text selection (project 3).

1.5c In English Developmental Education, provide more effective accelerated pathway for Eng 100 students through careful content selection and cost control (project 3).

1.6 Manage college enrollment, retention, and completion for SAI points (projects 1-3 explicitly, project 4 in the sense that Creative Writing teaching and salience may improve)

##### **Initiative #2 Leverage Community Engagement**

2.1 Close the skills gap by developing instructional programs to meet Industry needs: see volunteer proficiency certificate concept in project 2—a potential initial career pathway **or transition point for students and members of the Shoreline/ Seattle community.**

2.2 Develop business partnerships and community relationships. Project #2 serves this goal very explicitly; project #1 also strongly serves it because I intend to collaborate both within and outside our program when possible (i.e. NCTE online groups, etc.)



2.3 Increase resources/revenue: academic transfer fte is one of our largest revenue sources; I predict my fte "production" (revenue generated) will increase with the textless Eng 102. (My class already caps almost every time, but with free texts fewer will withdraw and more will complete, I predict.)

### **Initiative #3 Develop Physical / Technical Infrastructure and Human Resources**

**3.1 Empower staff and faculty through employee training and professional development.** Projects 1-4 all involve my own development and a significant resource at this college for years to come; Projects 1-2 collaborations allow professional development for other faculty. The course developed in project 1 will have a modeling function.

**3.2b Physical** space use on campus is improved if students don't have to find texts sold on shelves (project 1).

**3.3 Streamline the college's administrative processes** for book acquisition and service learning coordination (projects 1 and 2). Embedded service projects have been conceptualized in part according to their low administrative overhead; I intend to try to distribute this model to other teachers.

### **Contributions to Campus**

- Twenty-two years at SCC, including all summers except 04 (book contract). Teach in all modalities: f2f, online since 1996, hybrid, and in all compositions from Eng 100 or up, plus Beginning Short Story Writing, Introduction to Irish Literature (a product of last sabbatical:), and other literature as needed.
- English Program Chair, 1995-2000, 2007-09, and also current since Sept 15, 2013.
- SCCFT Executive Board: President, 2009-11, First Vice President, two terms, Secretary, two terms, Humanities Rep, several terms. Currently serving as Past President (unelected position) and King County Labor Council Representative.
- Participant in HOOPS (Health Of Our Professors and Students) group weekly for 13 years, ongoing.
- Leading Program Reading Assessment, Canvas use group, and other projects in English.
- Participant in embedding/ developing information literacy modules and approaches and related Information Literacy study with Caroline Conley (we will present at the SBCTC teaching and learning conference in May).
- Innovator / leader in Service learning in composition (three years); current successful partnership with Greenwood VOA food bank (embedded class projects approach)

**Previous contributions** (selected): Created and taught *Writing In Ireland, Stories to Last Forever*, International study abroad, 2006 and 2010 (one of my 2005 sabbatical projects); various Humanities, college, FSC, and SCCFT committees and sub-committees, including two Contract Negotiating Teams, Spindrift advisor, Diversity and Multiculturalism Curriculum Transformation Team, Shoreline Voices reading series organizer, and many others.

### **Publications**

- Short stories published in national and regional venues, including *Black Warrior Review*, *Alaska Quarterly*, *Grey's Sporting Journal*, *Portland Review*, *Crab Creek Review*, *Virginia Literary Review*, *Spindrift*, *Duckabush Journal*, *Crosscurrents*, and others.
- Co-author of *Writing Research Papers*, 7<sup>th</sup> Ed. (text), Bedford-St. Martin's, 2009 and sole author of its accompanying Web site. Book still sells nationally.

- Sole author of Bedford's Smart Search online (Web based) tutorials, 2013, on library, periodical database, and Web research skills.
- Contributing author to *VirtualFiction* Web resource, Bedford-St. Martin's (2002). Wrote all content and exercises under the Formal Elements section, still used today.
- Wrote five chapters of St. Martin's Guidebook by Axelrod and Cooper (on research writing) under contract to St. Martin's Press, 1998.

In summary, I would simply point to past successes I have had in related projects as a way to indicate that I will do this proposed work and benefit students. For example, I have undertaken curriculum development projects of the scope of project 1 successfully in the past for national audiences both in the print and the online realm—see Publications above.

Also, my last few years at SCC have included a high quotient of stressful work and service beyond my own individual and program needs, work in the union and in service learning and online innovations, and even in our own English program. This work has been beneficial in general, I hope, for the college, faculty, and students. However, I feel that individually I have paid a price in terms of stress and lower discipline accomplishment. I need a break from the high-volume teaching action and from SCC bureaucracy—I just want to teach well and write relevant curriculum.

**Would you be able to accept less of a sabbatical leave than you requested?**

At least two quarters would be needed for goal #1 above if it is to include the training and collaboration that will build quality curriculum and continue to inform me beyond the project. This is the primary project listed above (they are not proportionate in size). With less time, all I could do would be to refine the current approach with the creation of a few selected Web-based modules, not make the leap to a textless course. Because of the work and process needed for this project and the scope of it, I can't consider less time and maintain these goals as stated, but could consider less time with reduction in goals.

**DAVIS OLDHAM**  
**2014-2015 SABBATICAL LEAVE PROPOSAL**

January 6, 2014

Sabbatical Leave Committee  
Shoreline Community College  
16101 Greenwood Avenue North  
Shoreline, WA 98133

Dear Members of the Committee:

I am writing to apply for three quarters of sabbatical leave during the 2014-2015 academic year.

I have never taken a sabbatical before.

My proposal is attached. I would like to point out that this proposal was accepted by last year's sabbatical committee with a recommendation for a full year, as requested, but was denied by the College along with all other sabbatical requests submitted that year.

Thank you for your time.

Davis Oldham  
English/Humanities



### ***Sabbatical Leave Proposal***

During my sabbatical my primary goal will be to complete a novel in progress. The novel is one I have been working on, off and on, for many years. I am now almost done with the second draft and hope, during the sabbatical year, to produce a draft ready for publication.

#### **Description of the Project**

The novel, *Dragon Bones*, playfully exploits the conventions of science fiction while telling a serious story about one character's relationship to memory, language, and the boundary between self and other. It calls into question science fiction's central premise or claim of plausibility—the idea that the marvels described could plausibly occur, given the appropriate technological or scientific advance. By pushing this sort of extrapolation to extremes, I deliberately evoke the reader's disbelief, producing a tension between humorous exaggeration and more serious narrative concerns.

This project extends my interest in mixing: genres with other genres; serious literary ambitions with “low” forms; and self-conscious artifice with realism of character and social observation. Previous works speak to these concerns in various ways, from deliberately evoking the reader's incredulity (“My Eye”) to using nonliterary forms in literary ways (“Anthropology Exam”). The novel, however, takes these goals to a new level with sustained narrative development, multiple complex characters, and social observation on a broad canvas—without losing the play and invention of the shorter work.

#### **Alignment with Purpose**

The primary purpose of the sabbatical leave, as described in the Federation Contract, is to “deepen, enrich, and renew the individual for his/her primary task.” (Article XIII.A.2). The opportunity to concentrate intensively on creative work for the first time in nearly 20 years (since I completed my MFA in fiction) will further this purpose in a number of important ways.

First, the work itself is inherently, immensely satisfying. Having the chance to focus on my writing will leave me refreshed, renewed for the primary work of teaching, by connecting me again to the source of my love of the craft. After several years of teaching, advising, committee work, and the attendant administrative tasks, during which time it has been impossible to maintain a regular writing practice, I am more than ready for a re-dedication to this side of my vocation.

Second, while I find creative writing satisfying, there is no denying that it is also extremely challenging. By working on a daunting project such as this, I will renew my empathy for students who find writing a struggle, better able to appreciate the challenges they face and more attuned to the kinds of difficulties they encounter. To be sure, the difficulties involved in writing a novel are of a different type, and on a higher level, than those facing English 101 and 102 students, but there are clear analogies that I can bring back to the classroom to inform my teaching—as I know because I already do so.

Third, the intense, long-term engagement with a creative project will enhance my ability to teach both creative writing and literature, by experiencing such work from the inside.

### Alignment with the Strategic Plan

This project connects with the strategic plan at a number of points, but perhaps the two most prominent are program excellence and community engagement.

Completing the novel will enhance my teaching and advising, as explained above, contributing to the overall quality of the college. Furthermore, if I am successful at publishing the novel, it will enhance the college's reputation as a home of academic and creative excellence.

The strategic plan states, under "Community Engagement," that "SCC is the learning, entertainment and gathering hub of the community," and calls for the college to "create ... programs to attract and engage the community." The presence of creative artists at the college is a vitally important feature in this effort. The sabbatical will allow me to develop as a creative artist, which will in turn enhance our ability to "attract and engage the community."

In less direct ways, the proposed project touches on the themes of equity (the novel deals with questions of justice and human rights), and environmental stewardship (set in a future world devastated by global warming, the novel makes questions of our relation to the environment central to its narrative).

### Contributions to the College

During my time at Shoreline, I have served the college in a number of ways. I was first a member, then chair, of the Humanities Planning Council, during which time I also served on the HPC subcommittee dealing with the question of listing IASTU courses for the Humanities distribution requirement. I also was heavily involved in the process of writing the Humanities division outcomes. I served on the Advising Pilot Project and, briefly, on the Honors Planning Committee. I was a member and later co-chair of the Campus Diversity Action Committee. I served as member and, for one year, chair of Mimi Harvey's ARC, and on the FEP for Associate Faculty Jesse Ross. I currently serve as the Global Awareness Outcomes Assessor, in which capacity I have participated in the Campus Internationalization Leadership Team, led the Internationalization Learning Community, and convened the Global Awareness Assessment Working Group. I also serve as Second Vice President of SCCFT Local 1950.

I have been offering two workshops a quarter at The Writing and Learning Studio for the past few years. I also regularly present guest lectures to the Honors class, and in 2012 served as adviser to an Honors student working on a research project. In my department I have participated in work on program goals and outcomes, course MCOs, and norming of student papers. In the past I have helped organize a visit by nationally recognized speaker James Yee, and presented on technology in the classroom, and on African literature during African American History Month. I have, as a regular part of my teaching, developed extensive open educational resources, including both collections of links to online sources and original writing that I have made freely available on my website to other instructors both here and elsewhere. (I routinely answer requests from professors at other schools asking to use my material.)

### Additional

If time permits, I hope also to develop new courses and revise existing ones in an ongoing effort to make my teaching more effective.

**SHANNON FLYNN**  
**2014-2015 SABBATICAL LEAVE PROPOSAL**



## **Application for Sabbatical Leave during the 2014-2015 Academic Year**

**NAME:** Shannon Flynn  
**DIVISION:** Science  
**DISCIPLINE:** Mathematics

### **Quarters for which sabbatical leave is sought:**

Academic year 2014-2015.

### **Previous sabbatical:**

I have had two quarters of sabbatical leave, during the 2003-2004 academic year.

## **Application for Sabbatical Leave during the 2014-2015 Academic Year - Shannon Flynn**

### **How I would spend any sabbatical time:**

- ✦ I would use a full year of sabbatical leave to
  - ✓ prepare to teach online and on-campus Statistics classes using methods, materials and technologies (for online and in-person classes) that I have not used, and
  - ✓ prepare to teach an evening pre-calculus and calculus series based on enrollment shifting toward the higher-level classes and the need to have an instructor dedicated to the evening sequence,
  - ✓ spend two to three weeks, per course, working in three new online courses, and
  - ✓ refine my advising skills, especially in the various architecture / architecture-type programs for which I will advise, attending advising workshops or meetings or trainings, and
  - ✓ observe master statistics teachers teaching statistics, and
  - ✓ attend all or most of the following: a statistics class; a local or national discipline-specific conference or workshop; a local or national union conference or workshop or training.

Note: I could accomplish part of this work in two quarters or a single quarter of sabbatical leave.

### **How such sabbatical leave relates to the Strategic Plan:**

Proposed sabbatical leave describes work in most aspects of my role as a professor of mathematics at Shoreline Community College, including online / on-campus / hybrid classroom instruction, advising, and my work providing resources and support to students.

At present, three members of the full-time mathematics faculty teach Statistics, and most of the rest of us have never taught Statistics. (Increasing statistics enrollment requires many sections of Statistics.) After a shift (of years) to developmental classes (which has become the focus of my teaching after my early years as the only woman

teaching certain higher-level math classes at SCC) there is a shift toward higher-level classes including classes which must be taught dramatically differently from how they were taught ... years ago.

Granted an interview with the Sabbatical Selection Committee, I will be able to speak more directly to coherence with strategic initiatives and goals including program excellence, student success, multicultural and global competence, and campus culture and community engagement.

**Summary of current and previous contributions to the college:**

In addition to teaching mathematics (including classes at 6:30 a.m. daily, evening classes, Credit Express classes, JumpStart classes, in the Mathematics Learning Center (MLC), and online classes), advising, and performing other ongoing faculty duties -

- Member of Sabbatical Selection Committee (several times, including as chair or co-chair)
- Division representative to Faculty Senate
- Division representative to Federation Executive Board
- 2<sup>nd</sup> Vice President of SCCFT Local 1950 (twice)
- Treasurer for SCCFT Local 1950 (present)
- Expanding Your Horizons Conference Planning Committee, and EYH Volunteer
- Member of Planning Committee for Mathematics/Computer Science seminars
- Outcomes Assessment Projects
- Quantitative Skills Mini-Grant
- Classroom Assessment
- Quantitative Skills Assessment Group
- Faculty Member of Appointment Review Committee (first for Wendy Schaub Hurley and most recently for Jay Kang)
- Administrative member of Science Division Appointment Review Committees (a number of Science and Mathematics ARCs)
- Faculty Recruitment (e.g. Fred Kuczmarski, Shana Calaway, Bob Shaw)
- Member screening committees for Mathematics and Science Division faculty (e.g. math, science, computer science) including Winter Quarter 2014 screening committee for tenure-track Director of Mathematics Learning Center.
- search for MLC Director
- Development and teaching of "Thinking Times Two" – a learning community – with Professor Gary Parks
- Faculty Member Science Division Planning Committee
- Assistant Division Chair for Mathematics
- Science Division Administrator
- Member of College Cabinet
- Member of Professional Development Pool Funds committee
- Regular resource at [MathAdvising@shoreline.edu](mailto:MathAdvising@shoreline.edu) doing mathematics and related advising (as well as some general advising)
- Mentor to associate mathematics faculty (mostly for those teaching developmental mathematics)

**PAUL HERRICK**  
**2014-2015 SABBATICAL LEAVE PROPOSAL**



**Sabbatical Application  
Cover Sheet**

Paul Herrick

Social Sciences

Requesting one quarter of sabbatical leave.

In my career at Shoreline, I have been awarded a total of three quarters of sabbatical leave:  
Winter, Spring, 1998; and Spring, 2004.

## Sabbatical Proposal

I propose to complete two projects if awarded a sabbatical of one quarter:

1. Numerous controlled studies, going back to the 1960s, have found that students who study symbolic logic before taking college math do better in subsequent math classes than similar groups of students who have not studied symbolic logic. Other studies show that the study of logic especially helps math-challenged students prepare for college-level math. Still other studies find that the study of logic increases students' general numeracy levels. Researchers have sought to explain these findings by identifying specific mental skills taught in logic class that build numeracy and that are essential elements of any math class. However, different researchers have reached different results.

I would like to go down to the University of Washington School of Education and carefully research the literature on this issue, and talk with people who are familiar with the subject, with the goal of identifying specific mental skills taught in the logic class that help students—especially math-phobic students—increase their numeracy level and improve their performance in math. I would then use this information to redesign my logic classes (I teach two per quarter) so that they more effectively help students improve their general numeracy skills and do better in future math classes. So, I would identify the specific mental skills taught in logic that are connected to numeracy and to success in math, and then I would highlight those skills and improve the way I teach them. My hope is that the resulting changes in the logic class would better help math-phobic students overcome their fear of math and perhaps take a math class that they might otherwise never have taken. I would also expect that a logic class informed by my research would more effectively raise students' general numeracy skills, which is one of the benefits of taking a symbolic logic course. And I would hope that a logic class with this new material would help many students do better in math than they otherwise might have done. One final benefit: I believe the information that I would gain in my research would help me make the logic class a more effective QSR (quantitative / symbolic reasoning) class.

2. During my quarter off, I would also revise all the lectures, assignments, quizzes, and exams, in the six online philosophy classes that I have created: Phil 101 (Intro to Philosophy), Phil 102 (Contemporary Moral Problems), Phil 115 (Critical Thinking), Phil 120 (Symbolic Logic), Phil 240 (Ethics) , and Phil 267 (Philosophy of Religion), with the goal of making my classes more effective and more relevant to current student needs. This part of my sabbatical would involve reading through and editing my online materials—totaling over 800 pages--sometimes creating new materials and removing dated items, creating new quizzes and tests, and so forth.

### **Relation to Strategic Plan**

My proposal relates most directly to Initiative # 1 of the Strategic Plan: Increase Enrollment, Retention, and Completion. Symbolic logic classes typically have a fairly significant drop rate. I believe that the changes I aim to make, based on my research, would reduce the drop-rate and thus increase student retention. I believe these changes would also make the logic class more helpful to students in general, but especially to math-challenged students who need to significantly increase their numeracy level. I believe these changes would also make the logic class a more effective QSR (Quantitative Skills / Symbolic Reasoning) class. It is well-known that satisfying the QSR requirement is a major stumbling block for many students, especially for students from disadvantaged backgrounds. I would hope that some of these changes would make the logic class less of a stumbling block.

My aim in the second part of my proposal is to update all my classes to make them richer and more effective learning experiences for all students. Both of these goals, I believe, would contribute to Initiative #1 of the Strategic Plan.

### **Brief Summary of Current and Previous Contributions to Shoreline**

I have been teaching at Shoreline since 1983. My current and recent committee service is minor compared to many on this campus, but I have served on Faculty Senate the past two years and am serving this year. I served on the hiring committee for a new grant-writing position last year. The year before I served on the technology committee. Since the other full-time philosopher retired in 2009, I have hired and supervised five adjunct philosophy teachers. In addition, I have given presentations to the honors seminar each year the past several years. I have also presented for several years in a row to the International Studies class and I have also served as an advisor to several WPDS student debates.

I also serve Shoreline by being active in my academic field. Last year Oxford University Press published a new logic text that I wrote. I have written three other textbooks in my field, all with Shoreline Community College cited as my academic affiliation. In the fall Oxford is publishing a new book on Socrates that I recently finished. I also serve as President of the State of Washington Association of Community College Philosophy and Logic Teachers and recently helped organize the group's first statewide conference. In addition, I try to stay abreast of my field by reading scholarly journals and the latest scholarly books in my areas of concentration. I also attend five philosophy conferences annually, and a weekly discussion group of Seattle-area philosophers. I try to bring as much of the latest scholarship in my field as possible into the classroom. I also correspond with, and discuss pedagogical issues with, other teachers who use my logic text around the country, and I try to use what I learn to improve all my classes. Thank you for your time.