## Santa Barbara Community College District

### Estimated Cost of 1978-79 Sabbatical Leave Applications

<table>
<thead>
<tr>
<th>Name</th>
<th>Replacement Mode</th>
<th>Sabbatical Period</th>
<th>78-79 Full Time Sal. Based on 77-78 Schedule</th>
<th>Sabbatical Salary</th>
<th>Estimated Replacement Cost</th>
<th>Differential Cost</th>
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**  Contract replacement indicated on application for sabbatical leave.

*  Contract replacement requested. Approval by the Professional Standards and Leave Committee contingent upon availability of funds.

- Contract replacement rate used per semester -- $6,000.00
- Hourly replacement rate used per semester -- $4,500.00

H/C  The Math Department has requested one contractual replacement for both Mallen and Hodes, with the remainder of their teaching loads to be assumed by hourly instructors.
OUTLINE OF PROPOSAL

The Professional Standards and Sabbatical Leave Committee will rank all applicants according to the following four categories. Please organize your response to the four general criteria in the same order. Categories I and II need not encompass more than one of the subcategories. Attach your written proposal to Page 1 of this form.

I. Direct benefit to Santa Barbara City College
   A. Development of new course, skills, aids, or programs
   B. Production of a textbook
   C. Collection of materials or specimens
   D. Other

II. Direct benefit to the individual's professional development
   A. Obtainment of additional knowledge in areas of special interest or in the field of general education
   B. Completion of requirements for a degree or credential
   C. Realization of personal growth and development
   D. Revitalization of creative efforts
   E. Other

III. Factors (professional or personal) indicating urgency for sabbatical in the coming year rather than another time

IV. Because the committee will be attempting to answer the following questions, the inclusion of helpful information, in addition to Sections I, II and III above, would be appreciated:

   A. Is the requested length of leave appropriate to the scope of the proposal?
   B. Should the proposal be a part of the faculty member's ongoing responsibility, therefore not requiring a leave?
   C. Is the applicant professionally qualified for the proposed program?
   D. Does the applicant have access to the necessary materials and facilities?
   E. Did the applicant's prior sabbatical satisfy its stated purpose? A brief comment would be appreciated.
   F. Can departmental continuity be assured if this sabbatical is granted?
Sabbatical leave proposal for 1979 - Henry H. Bagish

In the 27 years that I have been teaching anthropology and sociology at Santa Barbara City College, I have taken two year-long sabbatical leaves and one semester-long personal leave (without pay). All three leaves were designed primarily to enable me to become acquainted on a first-hand basis with as many of the world's societies and cultures as possible. Those leaves involved driving overland in campers, and living among the people. The first was in Europe, the Middle East, and North Africa; the second was across Asia; the last was through Central and South America. The underlying rationale for all three leaves has been that my teaching of anthropology and sociology would be more accurately informed, vibrant, and alive if based upon first-hand knowledge and experience of the world's cultures and peoples, as opposed to only second-hand "book-l'arnin'".

I wish to complete this long-term project. However, I've run out of roads. The only remaining large land-mass of anthropological interest that I haven't explored is sub-Saharan Africa, but that has now become impossible to traverse by land, due to political and racial strife. There are also many societies scattered over the globe that are inaccessible to overland travel by virtue of geographic location, being isolated by water, mountains, jungle, etc. Obviously the only way I can possibly visit these remaining societies is by air. Thus, my proposal:

My wife and I plan to spend one year backpacking around the world from east to west. Carrying backpacks rather than luggage in order to travel light (cameras and film will be the biggest item), we'll start off in a generally westerly direction, gradually making our way by plane from one geographically isolated society to another. In each society we'll use whatever local land transportation is available (buses, trucks, trains, etc.) to explore as much as possible of the countryside. As on past leaves, we'll try to get as close as possible to the people (as
opposed to staying in deluxe hotels and eating in tourist restaurants), and try to immerse ourselves in each culture by participating in it.

I plan again to take many slides, for showing to my classes and to the community. (After my last sabbatical I gave two extended series of College Forum slide talks, and gave a number of similar showings to a variety of schools and organizations in the community. I'm also currently engaged in a long-term project involving the preparation of automated slide programs with synchronized narration on tape for each of the countries and regions I've visited, to be available to students and others in the Learning Resources Center.) I also hope to continue gathering authentic archaeological and ethnological artifacts, both for classroom use and for eventual display in a College museum.

Our tentative itinerary follows. It may have to be modified somewhat because of transportation inadequacies and the vagaries of weather and international politics. It may also be that we've bitten off more than we can chew, and thus we may run out of time and have to postpone some of the itinerary until some later date.

American Samoa, Western Samoa, Fiji, New Hebrides, New Caledonia, New Zealand, Australia, Tasmania, Papua-New Guinea, Tro-briand Is., Solomon Is., Timor, Bali, Java, Sumatra, Singapore, Malaysia, Borneo, Celebes, Philippines, Taiwan, Korea, Japan, Hong Kong, Thailand, Burma, Bangla Desh, Bhutan, Sikkim, parts of India missed last time (Assam, Calcutta, Lahaul-Spiti, Rajasthan, Ajanta, Ellora), Maldives Is., Seychelles, Mauritius, Reunion, Malagasy Republic, Mozambique, Zanzibar, Tanzania, Kenya, Zaire, Central African Empire, Cameroon, Nigeria, Dahomey, Togo, Ghana, Ivory Coast, Liberia, Sierra Leone, Guinea, Gambia, Senegal, northeastern Brazil, French Guinea, Surinam, Guyana, Venezuela, Colombia, West Indies, and Cuba. (Note: We may possibly visit Japan and Korea this summer on our own, thus removing them from the above itinerary. It is also unlikely that we'll be able to get beyond West Africa before our time runs out, so that South America and the West Indies should be considered as "possible but unlikely".)
As I stated in my last sabbatical proposal, it is my belief that my teaching of cultural anthropology and sociology will be enhanced by this sabbatical, and that my students will find my courses enriched by the materials and experiences that I will bring back to share with them.
Responses to outline:

I. Direct benefit to Santa Barbara City College
   C. Collection of materials
   D. Other, as stated in proposal
II. Direct benefit to the individual's professional development
   A. Obtainment of additional knowledge in areas of special interest
   C. Realization of personal growth and development
III. Factors indicating urgency

As interracial and international strife has been mounting in various parts of the world, the area of the globe that can still be visited and studied has been steadily shrinking. I had originally planned this sabbatical leave to be an intensive survey of Africa by Land-Rover, but the level of hostility and violence there has reached a point where that is no longer feasible; many borders are closed, and the risk of guerrilla attack is now too great. This trend shows no sign of abating. Another factor contributing to the shrinkage of the visitable world is the spread of communism as well as a general anti-American sentiment. An increasing number of nations is no longer open to Americans for that reason; for example, I may now never get to visit the famous ruins of Angkor Wat in Cambodia. Finally, the trends of modernization and Westernization are rapidly changing even the most remote primitive cultures. I'm especially eager to get to New Guinea before that last stronghold of Stone Age cultures has been wiped out by the onslaught of Western "civilization".

For all these reasons, it is urgent that I carry out this sabbatical plan before still more areas of the world are no longer available for visit and study.

I might add that a sabbatical program of this kind is rather strenuous, and it behooves me to do it now, before the inexorable advance of old age and decrepitude makes it too difficult to accomplish.

IV. A. An around-the-world airplane ticket is valid for one year; the sabbatical leave is for the same period. If I could devote a greater length of time to the plan, I would, since there is an
enormous area to cover; but neither ticket nor leave are valid for longer than the year. In any case, the entire twelve months will be devoted to the plan.
B. Obviously there is no way I could carry out this project without a leave.
C. I have successfully carried out three previous programs (two sabbatical leaves, one personal leave) of a similar nature.
D. It takes an airline ticket, a passport, a backpack, and a certain degree of foolhardiness; I will buy the first, and already possess the rest.
E. Yes. I did everything I had stated I would, except for two countries that became impossible because of the outbreak of the India-Pakistan war. I prefaced my 54-page post-sabbatical report with a copy of the original proposal, so that accomplishment could be checked against proposal. A copy of that report is appended for your perusal.

I have an additional motive for appending the report as well. Lest anyone labor under the misapprehension that journeys of this nature are nothing more than "paid vacations", I invite the reader to note in the report the very real hardships that we encountered on that trip, where we at least had our own transportation and living facilities. On this proposed journey we'll lack even that, and a number of the places we intend to visit will have no facilities for travelers, much less Hilton Hotels; we'll be carrying our own bedrolls to ensure a place to sleep, if only on the ground, and food will be a catch-as-catch-can matter.
F. As I shall be the only department member on leave at that time, departmental continuity is assured.
To: Professional Standards and Leave Committee
From: Robert A. Carman
Re: Proposal for Sabbatical Leave

INTRODUCTION

For the past nine years at Santa Barbara City College, I have been involved in teaching Basic Mathematics using an individualized instruction program. At present, approximately 900 students enroll in this course each semester. These students are drawn from every area of the college, including the arts and humanities, social sciences, vocational-technical-occupational, and general AA degree-seeking students. Because of the diversity of their backgrounds, general severe lack of computational skills, low-level of reading and study skills, and, very often, open antagonism toward and fear of mathematics, these students present a challenge to conventional teaching methods, course structures, and instructional materials.

The difficulty of teaching this course effectively is greatly increased by the lack of appropriate text materials. The available text materials generally have one or more of the following faults:
(a) They are not designed for the community college student, with respect to diversity of background, age, reading ability, or computational skill;
(b) They do not cover the proper topics;
(c) They are boring;
(d) They are not designed for individualized instruction.
These faults are found in all materials designed to teach basic mathematics skills to students in the trades and occupational programs.

It is my desire to spend my sabbatical time on the development of self-instructional materials in basic mathematics for students in the trades and occupational programs. This is an area that has been neglected by developers of individualized instruction materials.

I have already consulted with many instructors in our occupational programs, including Dr. Abelino Bailon, who teaches a program in math for the trades in the evening college, and Assistant Dean Mel Elkins. I have also consulted with local trades unions for information on their apprenticeship programs and the needs of their potential apprentices.

The one semester sabbatical requested should be quite adequate to complete the work. Specifically, I would use the semester of sabbatical leave to develop a series of self-instructional programs of basic Mathematics skills for the trades. These would be used in the Math 1 course, in the Learning Center, and in other programs on campus if the instructors found them appropriate. All programs would include topics with direct application to the trades, with problems and worked examples drawn from many trade and occupational areas. Copies of all
materials produced would be available in the Learning Center. (The Learning Center presently receives many student requests for such material, and has no appropriate materials to offer students.) I anticipate being able to complete approximately twenty individualized instruction programs during the sabbatical period. Topics to be covered include: arithmetic, practical geometry, measurement, basic algebra, metric system, simple trigonometry, electronic calculators, and graphs.

This sabbatical activity is a logical follow-up to the work done on the first half of the sabbatical year taken in Fall 1976. At that time I developed a series of individualized instruction programs on basic mathematical skills for science students. Twelve math-for-science-students programs were completed and are now being used in the Learning Center.

I. Direct Benefit to Santa Barbara City College

This sabbatical period would be used to develop self-instructional materials in basic mathematics for students in the trades and occupational areas. This is the completion of the project begun during the first half of this sabbatical in Fall 1976. The individualized instruction materials would be placed in the Learning Center. It is my belief that Santa Barbara City College would benefit greatly and directly from the availability of these materials for use with our classes in Basic Mathematics (Math 1), vocational-occupational programs, apprenticeship programs, and general use in the Learning Center.

II. Direct Benefit to the Individual's Professional Development

The challenge of developing these materials would be very valuable for my personal professional development. My background as a teacher of mathematics, physics teacher, research engineer, Instructional Design specialist, and psychologist all would be brought to bear on the problem. The unique problems involved in developing instructional materials for trades students should increase my effectiveness as a teacher in the basic mathematics area.

III. Factors Indicating Urgency

Several factors make the fall 1978 semester particularly appropriate for these sabbatical activities. (1) This sabbatical proposal is a logical continuation of the work begun on a sabbatical in fall 1976 when I worked on a similar project developing materials in math for science students. (2) There is some urgency in the necessity for completing the second semester of the sabbatical within two years of the first semester. (3) My commitments at the college in teaching and work in the Learning Center preclude this kind of concentrated effort while I am employed full-time. (4) As the number of students in vocational and occupational programs increase, the Learning Center and Math 1 programs have received increasing numbers of requests for such materials. We would like to make these instructional materials available to all classes as soon as possible.
IV. Additional Questions

A. Because much work has already been done in locating sources of problem material in many trades areas, and in consulting instructors in these programs, I believe that the requested time is sufficient to complete the work proposed.

B. The development of instructional materials such as these is certainly not a part of any normal teaching assignment, nor would it be possible for me, because of my time-consuming dual role of instructor and Learning Center Director, to complete these in my off-duty hours.

C. I have a background of experience in teaching basic mathematics skills and physical science. My doctorate from UCLA involved specialization in mathematics education and the design of instructional materials. In addition to my work in physics and mathematics, I have a masters degree in psychology. The materials developed during my previous sabbatical were commercially published and are now being used across the U.S.

D. No special materials or facilities are needed for the completion of this project. Library facilities at SBCC, UCSB, and UCLA are available to me.

E. Yes, the prior sabbatical did achieve its stated purpose. The materials to be developed under the previous sabbatical were produced and are now being used successfully at Santa Barbara City College, and are available to all students and instructors through the Learning Center.

F. I anticipate that my teaching in the physics department can easily be covered by an hourly instructor, hourly by a member of the contract staff, or, in the case of Physical Science 5, the course may not be offered in the fall semester. In Math 1, any member of the mathematics department is capable of taking responsibility for the course. Mrs. Culler did so during the first semester of this sabbatical. Mr. Brady handles the course during the summer session. Four hourly certificated instructors will be continuing in the program. The position of Learning Center Director would most easily be filled by another faculty member with released time or hourly overload remuneration. This was handled very smoothly during the previous sabbatical semester.
To: Members of Representative Council

From: Robert A. Carman

Re: Sabbatical Leave Proposal

This memo is a response to a request by members of Representative Council for additional information regarding my sabbatical leave proposal for the fall 1978 semester. Apparently there was some uncertainty regarding the number and nature of the students to be served by the materials to be produced under my sabbatical project.

Requests by students enrolled in Math 1 and by students who are not enrolled in any mathematics course indicate a need for self-instructional materials presenting basic math for workers in the skilled trades. Although conventional texts are available and a few badly-designed self-study programs have been developed commercially, there are no self-instructional materials that use modern instructional materials design techniques to present this material clearly and with adequate explanation. Many of the students requesting these materials in the Learning Center are not enrolled in Math 1 and have no intention of enrolling in a mathematics course. They wish to study the material on their own time in the Learning Center. The Learning Center receives approximately 20 to 30 such requests each year.

A survey of students enrolled in Math 1 indicates that approximately 300 per semester would prefer to use basic math materials designed for trades workers rather than the usual non-specific materials now used in math 1. Past experience has shown, however, that unless the text material used in Math 1 is designed for slow learners with the learning difficulties common to Math 1 students--low reading ability, poor study skills, need for extensive explanation, need for immediate feedback, --the students are not likely to succeed.

There is the additional possibility that the materials to be developed would also be useful to Mr. Abelino Bailon who teaches a trades math course in the Continuing Education Division. I have been in contact with Mr. Bailon and he has expressed an interest in the materials.
I. Direct benefit to Santa Barbara City College

The direct benefit to Santa Barbara City College would be achieved through a policy booklet, developed for the athletic department. The school and its students would also benefit from an increased knowledge of coaching basketball and indirectly benefit from a revitalized outlook toward teaching and coaching.

To accomplish this I plan to:

A. Visit several California Community colleges that share similar problems in financing, women's athletics, transportation, eligibility, insurance, recruiting, etc. From these visits, an Athletic Policy and Procedure Handbook would be written that would be reproduced and used for the Santa Barbara City College Athletic Department.

B. The second phase would call for me to visit several Universities during the months of November and December to visit with some of the best teachers in the game of basketball and observe their practices during the early stages of practice progressions. I have plans to visit U. C. L. A., New Mexico, Weber State, Brigham Young, Wyoming, Oklahoma, Indiana, North Carolina and North Carolina State.

II. Direct benefit to my personal development will come by helping me to better understand and function as director of athletics in a continuously changing world of rules, finances, funding, booster clubs, recruiting, etc. Sabbatical time will allow me time to observe other athletic departments and come back with a more objective view of our own. I believe comparative evaluations would increase my confidence in policy making and other such matters concerning athletics.

Sabbatical time would also allow me to evaluate my own coaching techniques and assess my progressions and methods with the best minds in the game. After coaching for eight years at Santa Barbara City College and seven years at other institutions, I feel I have become stagnant and have failed to keep up with the progress of advanced knowledge. Part of this is due to my isolation in Santa Barbara and part has been due to my own involvement in basketball for eleven and one-half months a year for the past fifteen years. Growth is essential in coaching and I feel I am falling behind in my efforts to bring the best program possible to Santa Barbara City College and the players I coach.

III. Factors indicating urgency for sabbatical in the coming year are:

A. I have coached for fifteen years, almost year round. During those years, it has become almost virtually impossible to grow and progress in my field without observing and exchanging ideas with more knowledgeable men in the field than I.

B. Having just recently assumed the position of athletic director, I feel there is an immediate need to organize and establish a
department that is efficient and is more capable of using the resources available to it from the school itself and the community. I believe it is more difficult to change policy after years of practice than it would be to create new methods immediately or, formulate some of the existing practices into a consistent policy statement.

C. Taking leave at this time would allow me to return to my responsibilities with revitalized interest and enthusiasm. It might also allow me the time needed to grow as a person and help me to gain confidence in directing a program that is complex and going through a period of change.

IV. Answers to anticipated sabbatical leave questions.

A. A semester would allow me time to accomplish the goals I have previously mentioned.

B. It is my opinion that the objectives I have outlined could not be accomplished without adequate time to observe, exchange ideas and write.

C. I have taught for eight years at Santa Barbara City College and hold an M. A. degree.

D. I have access to the schools and people that would make it necessary to complete my objective.

E. I have never taken sabbatical leave.

F. Departmental continuity would be assured. Most policy decisions would be made prior to my departing for sabbatical. We have qualified people who could assume by responsibilities as Athletic Director, basketball coach and teacher.
Date: December 9, 1977

To: Professional Standards and Leave Committee

From: Ed DeLacy

In answer to the Representative Council's questions concerning the need for a policy book for the athletic department, I list the following reasons along with suggested areas of concern that would be included.

While it would be cumbersome to fully list the depth of the problem that now exists in our area for a statement of policy, let me just state that as of now, no written statement of direction exists! We have no policy whatsoever, for example, governing the release of athletes on road trips. Should an athlete be released to his parents' custody, his brothers', his cousins', or, should he be able to provide his own transportation and be released on his own after a road contest? Does a waiver of responsibility release Santa Barbara City College of all legal liability or are we responsible from port to port?

We are in need of guidance on numerous areas of concern. Established policy needs to be researched and set down for uniformity in compliance. Also, no direction in written form is now provided for new or part-time coaches with regard to their many areas of responsibility.

Areas to be researched include problems and responsibilities of scheduling, supervision, transportation, awards, checking out vehicles, recruiting, budgets, banquets, physicals, eligibility filing for one, two and forms five's, participation lists, booster clubs, insurance, travel limitations, acting as sport representatives, etc.

For the second part of my sabbatical, I had planned to observe the practices and discuss better and newer methods of teaching certain fundamentals of basketball and observe new offenses and defenses.

Areas of interest would be: the 1-3-1 half court trap, four corner delay game, power passing game, changing defenses as a philosophy, man pressure, full court pressing techniques, the one game, the U. C. L. A. high post offense, run and jump (both full and half court), challenging the forward lead pass, defending the low post, defending the short 17 move, the 2-2-1 press, the 1-2-1-1 press, the match up man-to-man defense, the prevent press, zone and man out of bounds plays, and zone press offenses.

I am also interested in fundamentals of passing, shooting, pivoting, posting, sliding, blocking off, drawing the charge, jump switching, step help techniques, offensive rebounding outlet passing and influencing the shot.

To accomplish the above, I am planning to visit junior colleges in California during the months of September and October, and visit the four-year schools for the purpose of observing and learning new and better basketball techniques, during the latter part of October, November and December. I would hope to be able to produce an athletic handbook unique to our department and school during the month of January.
I propose to spend my sabbatical leave in the following ways:

1. Fall term (1978) studying the History of Ideas at Cambridge University. I am investigating a similar program at the University of Sussex which might lead me there instead. Complete information is forthcoming, but I do know I can be admitted to lectures and some tutorials.

2. Winter and Spring terms (1979) in London -
   a. attending lectures in twentieth century literature at the University of London
   b. researching nineteenth century British women writers (particularly their journals and diaries) at the British Museum
   c. attending theatre in London to update my knowledge of contemporary drama
   d. continuing my own creative writing; journal, fiction, poetry.

I. A. The study of the History of Ideas will aid the general planning and direction of my literature and composition courses. The lectures in twentieth century literature will help me to develop new English 2 offerings as well and enhance my teaching of Contemporary Women Writers, American Literature and other sophomore courses. Attending the theatre will aid in these same courses. The research at the British Museum should lead to a fuller emphasis on nineteenth century women writers in the Women Writers course. Because I will be spending the bulk of this research time on journals and diaries, I will add to my store of examples for journal writing as well as learn more about the process of journal writing. Both my literature and composition courses utilize the journal writing.

II. A. The study of the History of Ideas will be invaluable to me professionally as it will widen and deepen my background for the teaching of writing and literature.

D. The studying, writing, and researching that my proposal outlines will intensify my creative efforts of the past few years.

III. I would like to take the sabbatical now as I have been teaching (on many levels) for twenty-one years without a leave. In the past few years, my academic and creative interests have become sharply defined; this is the time to pursue them more fully.

IV. A. Yes. I could certainly spend more time on the History of Ideas, but this exploration should provide me with ongoing reading, and an area for continuing study.

B. No.
C. Yes.
D. Yes.
E. I have had no prior sabbatical.
F. Yes.
OUTLINE OF PROPOSAL

I. Direct benefit to Santa Barbara City College

The main thrust of this proposed sabbatical would be the completion of a new textbook ("Total Learning") and revision of a second one ("The Whole Child"). This work would be followed by development of the necessary teaching manuals.

I also hope to increase my teaching skills by taking additional courses which would provide stimulation and information that I would transmit to the students when I return. These courses would include one in crosscultural education offered at Stanford and some refresher work at Pacific Oaks (a small Pasadena college specializing in early childhood education) if time permits.

II. Direct benefit to the individual's professional development

In the past I found that writing did force me to (1) acquire knowledge and (2) think through ideas in a creative way. I would hope this would happen again since both contribute to professional development. The longed for opportunity to take some additional course work would also contribute to professional development, and be revitalizing.

I want to use some of the time, also, to prepare for assuming the Presidency of the California Association for the Education of Young Children which I am due to take on in 1979. Running an organization like that inevitably contributes to growth (as well as to frustration!)

III. Factors (professional or personal) indicating urgency for sabbatical in the coming year

The most pressing reason for needing a sabbatical this coming year is the contract for "Total Learning" which has a deadline of January, 1979. The revision of the other book is due as soon after that as possible, with the manuals to follow.

In addition, it is only honest to admit that I am also requesting the sabbatical at this time because it has been a busy eight years for me since coming to the college and I am tired. It has included founding the Nursery School Program from scratch, starting the Children's Center (and helping design and move into the new one), finishing an advanced degree and achieving emotional balance following a divorce. At present, it appears that the Nursery School Program is functioning pretty smoothly and the Center is completed so it seems wise to request the leave while this is the case!

IV. Comments on special questions of interest to the committee.

A. Is the requested length of leave appropriate to the scope of the proposal?

Yes, the year should be sufficient for completion of the manuscripts and, hopefully, to allow time for taking some courses, also.
F. Can departmental continuity be assured?

It appears likely it can be—at present, 2 potential replacements have been located. In the event these fall through, I would just have to give up the hope of a leave at that time.
Memo to: Joanne Hendrick
From: Henry Bagish, Chairman
Professional Standards and Leave Committee
Date: November 14, 1977
Subject: SABBATICAL LEAVE APPLICATION

At its November 8 meeting, the Committee voted to request that you submit clarification of the following points:

1) specific indications as the amount of time that will be spent in writing the textbook "Total Learning" and revising "The Whole Child."

2) specify whether the texts will be used for instruction at this College.

3) the approximate amount of time that will be spent taking classes.

Given the current financial situation at this College and the uncertainty of sabbatical leave funding, the Committee is asking that all applicants who have requested contractual replacements reconsider the use of hourly rather than contract. If you feel there is no possibility of obtaining qualified hourly replacements for your position, please specify, in detail, your reasons for the decision.

HB:ns
Response to Questions of the Sabbatical Leave Committee

1. Please clarify the amount of time to be spent writing "Total Learning" and revising "The Whole Child":

The manuscript of "Total Learning" is due in January, 1979. My estimate, based on prior experience with the other book, is that it will require the entire summer through January to complete this manuscript. Because these texts require substantial research, between 3 to 4 weeks is required for each chapter (occasionally more). The book has a projected 15 chapters of which 3 were completed last summer.

Revision of "The Whole Child" necessitates a review of new research in various areas of child development for the past four years. It has to be completed by April, 1979. Time estimate for the new teacher manual for "Total Learning" is about 2 months (that's what the last one required). Revision for the manual of "Whole Child" should take about 3-4 weeks. Manuals are also due in April of '79.

Following submission of the manuscripts comes galleys, and so forth, but these can be fitted in around the courses I hope to take.

2. Are texts to be used for instruction at this college?

Yes. "The Whole Child" is already in use. "Total Learning" would be appropriate to use in the second year if staff and students concur.

3. Estimate the approximate time spent taking classes.

This estimate is admittedly tentative because I have the primary obligation concerning the books and course work is contingent upon their completion. My desire is to emphasize course work mainly in Spring Quarter. Specific nature of courses depends on what is available at UCSB and Pacific Oaks at that time. The Stanford courses come in summer quarter (or at least they did this year). I intend to submit transcripts of these courses.

I also intend to spend time as an observer at the Dubnoff Center and the Julia Anne Singer Cedars Sinai Center for Disturbed Children during the Spring. Inquiry indicates I would be welcome at these institutions.
4. Please reconsider the possibility of utilizing hourly rather than contractual replacements and explain in detail why a contract person is necessary.

I do realize that the college's financial situation must be considered, but I must also reaffirm the impossibility of obtaining hourly substitutes for the position of department chairperson for the Nursery School Program for the following reasons:

1. This program is basically a one person department, with 2 hourly people also teaching courses. Therefore, as Mel Elkins has pointed out, the basic reason for needing a contractual replacement is because leadership and continuity has to be provided. It's hard to see how someone paid by the hour could be expected to run the department, maintain weekly liaison with community nursery schools, interview students and perform the multitude of other smaller but time consuming tasks that are part and parcel of this position.

2. The possibility of the hourly people already in the department teaching the courses has already been explored, but both of them are unable to add to their work loads. Lou Grant carries a 4/5s contract as director of a parent-child workshop and Marilyn Statucki is expecting a baby in June and cannot meet the time demands this job would entail.

3. In addition, the subjects which require replacement are highly specialized courses, and in a community this size, investigation has revealed that the handful of qualified people are already employed and unable to provide lecture coverage, let alone the three half days of supervising student teachers each course requires as lab time.

4. In actuality, it's turned out to be almost impossible to even locate a contract replacement—the one promising local person has already made other plans to foster her own professional advancement. It is sheerest good luck there happens to be a qualified person(out of the city) who is making a kind of hobby of doing sabbatical replacements in this subject area. Her husband is retired, and they simply spend a year in different communities while she fills in because they like the variety of moving around.

5. Finally, there is the difficulty inherent in asking hourly people to attend the daily meetings at the Center which are heart and soul of the linkage between the Children's Center Staff and the Nursery School Program. It really takes a contract person to be willing to contribute the kind of time and on-going concern that makes this part of the program operate successfully.
APPLICATION FOR SABBATICAL LEAVE

FROM: Harold C. Hilderbrand
DEPARTMENT: Administration of Justice
DATE: October 31, 1977
PERIOD REQUESTED: School year September 1978 to June 1979

PURPOSE

A sabbatical leave is requested for the 78-79 school year for the following purposes: First and foremost is the development of new course materials, visual aids for both Police Science and Fire Science. Second, to update the applicant's knowledge of current law enforcement practices, new laws, and training procedures.

PROCEDURES

New course outlines, visual aids, and printed materials will be gathered over a period of several months from various sources such as: California Highway Patrol Academy; San Jose State University; Harvey N. Gruber, Fire Science Specialist, California Community Colleges; Peace Officers Standard of Training, Sacramento; California Department of Justice; as well as other training centers within the state. Several factors indicate that the need for both professional and personal development is urgent and delay would be detrimental to the program updating necessary to meet new state laws and training standards. A study of new and ongoing programs as well as collection of materials to be incorporated into our classes is a priority item in maintaining the excellence of our program. The applicant has contacted the agencies listed and has received permission to obtain such materials and training. Applicant is also professionally qualified to receive the training available. Applicant has not had a prior sabbatical leave and sufficient release time is not available to accomplish what is proposed. The extensiveness and nature of the materials preclude the ability to acquire the information and materials without the proposed leave.

OUTCOME

Students will directly benefit from the information, materials, and updating of the program for years to come. The college will gain from continued accreditation for a proper program. The applicant will gain by being updated in the ability to carry on the program consistent with high standards.

Respectfully submitted,

Harold C. Hilderbrand, Administration of Justice
Memo to: Harold Hilderbrand

From: Henry Bagish, Chairman
Professional Standards and Leave Committee

Date: November 14, 1977

Subject: SABBATICAL LEAVE PROPOSAL

At its November 8 meeting, the Committee voted to request that you resubmit your sabbatical leave proposal, following the guidelines on the "Outline of Proposal." A copy is attached. Please be as specific as possible in your responses to the four categories with special emphasis on the following points:

1) what kind of training is required, and specifically, what is involved.

2) the approximate amount of time that will be spent on each activity outlined in your proposal.

3) Section IV., Items A and B.

Please return your revised proposal to the Committee as soon as possible. We will be meeting to consider applications on Tuesday, November 15, and again on Tuesday, November 22.

HB:ns
Attachment (1)
APPLICATION FOR SABBATICAL LEAVE

FROM: Harold C. Hilderbrand
DEPARTMENT: Administration of Justice
DATE: October 31, 1977
PERIOD REQUESTED: School year September 1978 to June 1979

1. Direct benefit to Santa Barbara City College

A. Development of new state-of-the-art techniques, skills, aids, and additions to our courses in Patrol Procedures, Police Community Relations, and Police Psychology. Objective "A" would mainly be accomplished by attending the new California Highway Patrol Academy for a period of twenty weeks with times of approximately two to six hours daily of special emphasis on:

(1) Recording the latest training techniques of training skills in the classroom and simulated field conditions.

(a) Specific application would be by use of cassette tape recorder and 35 MM slide production.

Special zoom-telephoto lenses and tripod have been recently acquired by applicant for this specific purpose.

Direct use of the materials will be made in classroom instruction after the leave.

(2) Development of new training techniques in recent State Mandated Training for POLICE OFFICERS and other enforcement officer training will be accomplished for this college to meet state law and P.O.S.T. (Peace Officer Standards of Training) standards. (Required by P.C. 832 Law)

(3) Development of new course Tear Gas Training for Citizens in conformance with Penal Code section 12403.7 passed into law July 1, 1977.

(a) Including approved Course Outline, Individual lesson plans covering eighteen hours of instruction.

(b) Retraining and specific instruction by Department of Justice approved instructors in Sacramento would be part of this development.
B. Collection of materials

(1) Course outlines, lesson plans, and new training manuals will be collected to supplement the training programs observed and taken as outlined in paragraph "A" above.

(2) Involved in this collection is the inherent need for practical application training. They are an inseparable quality in order to meet the standards of excellence and maintain uniformity of instruction in our field throughout the state of California.

II. Direct benefit to the individual's professional development.

A. Additional knowledge and professional competency will be enhanced by new training, studying of new laws and the techniques of application of the materials by different agencies (i.e. California Highway Patrol Academy, San Jose University, California Department of Justice and other community colleges).

(1) Comparative training as well as new technological developments will be studied with emphasis on the direct application of the knowledge to instruction.

III. Factors indicating urgency for sabbatical in the coming year rather than another time.

A. The fruits of this sabbatical would have been partly satisfied one year earlier if Mr. Norton had been able to take his granted sabbatical and satisfy some of these requirements toward the needs of the program. Due to health motivated retirement of Mr. Norton was unable to fulfill those department needs, so they are not only timely, but overdue.

(1) New laws and new requirements have now intensified the need.

IV. Appropriate, qualifying information for consideration.

A. The scope of the research, training, and coordination of materials is expected to extend over a period of some twenty-five weeks or more and be a major part of both semesters. One semester leave would definitely not allow completion of the goal outlined.

B. The training, materials, programs are not available in this area. The scope and extent is of a magnitude too extensive to complete the proposal without the leave.

Respectfully submitted,
SUMMARY:
The purpose of my sabbatical leave is twofold. Primarily, I hope to complete the M.A. degree that I have been working on since June, 1976 and make substantial progress towards a PhD. at UCSB in the history of science. Second, I intend to develop new mathematical skills, particularly in statistics, that will aid in my teaching assignment at Santa Barbara City College. Both purposes would benefit not only me, but SBCC as well, for reasons I shall indicate below. My proposal entails full-time, intensive study and research, part of which would be taken as an Intercampus Graduate Exchange Student at Berkeley. Fulfilling my two purposes would require one year of full-time work as a graduate student, an impossibility while I am teaching unless I am granted a sabbatical. I have spoken with the professors involved and there is no problem about my qualifications nor about access to the necessary materials and facilities involved. The question of my absence for a year has been discussed at a departmental meeting, and the department felt that I should go ahead and apply for the year's leave.

OUTLINE OF PROGRAM FOR THE SABBATICAL:

UC follows a quarter system. Accordingly, I have laid out a three quarter program that I intend to follow if granted a sabbatical. I have developed this course of study in consultation with my degree advisor at UCSB and have also spoken with Professors Heilbron and Hahn of the Berkeley campus concerning my quarter there. At the completion of this program, I would have (a) received the M.A. in history, specializing in history of science, (b) applied for a junior college teaching credential in history, (c) completed all the minimum course requirements for a PhD in the history of science at UCSB, and (d) begun preliminary research on a doctoral dissertation in history of science. My course of study would be roughly as follows:
Fall Quarter (at UCSB): History 207 (a graduate seminar in methodology in social sciences, including quantitative methods. It will only be offered in the Fall Quarter in 1978-79)

a statistics course (Math33, Math 34C, or Math 105)

one graduate reading seminar in history

During this quarter, I shall take the M.A. exams and apply for acceptance into the PhD. program

Winter Quarter (at UCSB): two research seminars or one research seminar and two reading seminars depending on department offerings

Spring Quarter (at Berkeley): two research seminars, History 280S in history of science

possibly Math 160, History of Mathematics

During this quarter I shall be able to work in the extensive archives of the Bancroft Library at Berkeley as well as the Archives for the History of Quantum Physics in the Office for Study of History of Science and Technology at Berkeley, one of four designated repositories in the world for this important collection of the papers of twentieth-century scientists.

BENEFIT TO THE COLLEGE:

The majority of students enrolled in mathematics course at SECC are not math majors. Nor is extensive graduate mathematics background necessary to teach our mathematics courses, all of which are lower division or remedial courses. The challenge is rather to make basic mathematical skills understandable and meaningful to students in such other fields as physics, engineering, chemistry, economics, nursing, earth sciences, life sciences, accounting, or psychology.

The history of science is an interdisciplinary study that is relevant to all of these diverse fields. My studies in this area increase my understanding of the problems of these related sciences and of their dependence on mathematics. This can aid me, I think, in making my teaching more interesting and pertinent.

Still more directly, completion of the course of study I have proposed would help qualify me to teach or develop interdisciplinary programs at SECC. We already have several such courses in our curriculum such as History 35-36 or Anthropology 7. There has been some discussion of the possibility of other such courses combining sciences and humanities. My sabbatical year, if
granted, would result in my holding graduate degrees in both humanities and science areas, and thus, perhaps being especially qualified to participate in offering such interdisciplinary courses.

Finally, my sabbatical program would result in my feeling more competent to teach statistics. One of the long-time scheduling problems in our department has been the problem of having only two people to teach statistics. It would help enormously to have additional people able to teach statistics, a sentiment I am sure the entire department would echo. Under my proposal, I would take one statistics course which would prepare me sufficiently to teach our Math 17. In addition, I would take History 207, which includes the use of statistics, computer analysis, and other quantitative methods in the social sciences. Since many of our Math 17 students are in the social sciences, I hope this course would help me in teaching them.

Thus, my sabbatical program would increase my versatility within the college as a whole and also within my own department.

**BENEFIT TO THE INDIVIDUAL'S PROFESSIONAL DEVELOPMENT:**

The benefits to my professional development have been touched on as I have outlined my program. The work in history of science and in statistics would give me additional knowledge in areas of special interest. My coursework would enable me to complete the M.A. degree in history of science and also a credential to teach history at the junior college level. I need hardly explain the enormous personal growth and revitalization of creative efforts that result from the pursuit of a graduate degree in so stimulating a field as history. The history of science, in particular, involves some of the greatest intellectual achievements of the human race. How can it help but revitalize? In still another way, being a student oneself is valuable in developing an awareness of one's own students' problems. Additionally, my studies so far have
led me to meet many historians of science and even to write a book review for *Historia Mathematica*. I hope that my further studies during my sabbatical would add to my professional involvement in this regard. For all these reasons, I think the benefit of my sabbatical in this category is obvious.

**URGENCY:**

Since June, 1976, I have been enrolled as a graduate student in the History Department at UCSB, specializing in the history of science. I have taken full loads during the summers of 1976 and 1977, and one or more courses throughout the academic year last year and this. I have satisfied both my professors and myself that I am both serious about and able to pursue the M.A. and PhD. in history of science. By the fall of next academic year (1978-79), I will be ready to take the M.A. exams and begin work on PhD. courses and research. At that stage, it will be important to devote full attention to my studies for a while. I have held off in asking for a sabbatical until the moment arrived when I would need it most. (And also until I could be sure mine was no flash-in-the-pan interest). Next year, I feel, is that moment, and my degree advisor concurs with me in this judgment. My request for a sabbatical arises not just from a desire to take some courses that I could take any year, but from arriving at a stage in a continuing effort at which more time for studies is required if I am really to complete my PhD. Thus, I feel there is some urgency that my sabbatical leave be specifically for 1978-79 and not some other year, and I feel there is similar urgency that it be for one year rather than one semester if I am to accomplish my purposes.
My sabbatical year will be spent in Santa Barbara, primarily at UCSB.

I. Direct Benefit to SBCC

Our MATH FOR ELEMENTARY TEACHERS course has dried up for lack of enrollment. I would like to spend some time revising the course, for the purpose of broadening its appeal. Hopefully it would be sort of a Math Appreciation course which would serve general education students as well as teachers. I have not been able to find the time to do this. I would like to see what other schools are doing in this area.

A similar situation exists with our FINITE MATH course. We would like to convert it to a broader offering in college algebra, but have not been able to find the time to do the necessary research and course revision.

II. Direct Benefit to professional development.

A. I intend to continue my education in Statistics at UCSB, since I am responsible for teaching elementary statistics. I will take some upper division and graduate courses in statistics and may begin to work for an M.A. in statistics.

B. I have a deficiency of courses in science, particularly physics. Most math teachers take several physics courses as part of their undergraduate training. I came into mathematics from the areas of business and economics and thus missed these courses in physics. I have attempted to remedy this situation by auditing our own physics offering at SBCC but my teaching load prohibits me from completing the course. The course is not offered during the summer. Having this background would be helpful to me in illustrating certain mathematical concepts and applications. The only way I can take this course is on a sabbatical leave. This is probably my primary objective during my sabbatical year.

C. I find myself increasingly unable to read my own math journals and I would like to refresh myself in the core courses of algebra and analysis.

Also, from a non-mathematical viewpoint, I have numerous books to read - books which I should read but my teaching load prevents me from doing so. Most of them are in fields related to math. (I'll append a list if you so desire). I would like to become literate again.

E. Other: the intensity of the work load for the past several years (teaching Statistics and Calculus; Representative Council) has exhausted me, creating certain physical and mental manifestations of tension. I need the time and rest to learn to cope with them.

III. Urgency: See II.(E) above. Other than that, there is no particular urgency. (Though a delay would force me to compete with other members of my dept. for sabbaticals. Hodes and I are both applying this year)

IV. A. Probably not, but I will try to accomplish all of the objectives according to this order of priorities: (1) Revisions mentioned in I above (2) Physics course mentioned in II(B) plus other science courses if time permits (3) Further statistics training (see II(A)) (4) Refresher courses in math (5) Independent reading in related fields
B. The teaching load in the mathematics department (3 preparations, rotating assignments among 12-13 different course offerings and extensive student contact beyond normal office hours via our math tutoring lab) and the fact that the courses I wish are not offered during the summers prevent the fulfillment of my objectives in the absence of a sabbatical leave. (I have completely audited an elementary physics course and a chemistry course)

C. Yes.

D. Yes. UCSB

E. Some of them, but it was too ambitious. I got a good undergraduate grounding in statistics which definitely helped my teaching. I took courses in numerical analysis, game theory and convexity theory which filled certain gaps in my knowledge and enriched my courses. I read extensively in related areas, though my booklist was too long to read through in a year. I came back to SBCC feeling alive in my subject and I felt positive about teaching again.

I did not complete my algebra text and never will. I've come to the conclusion that the text, except for lists of good problems, is not as important as a well-informed, well-prepared lecture. The classes seem to vary so much in level and motivation from semester to semester, that I feel that instructor adaptability (of approach, assignments, etc) is more important than an inflexible text. I found writing a text to be an intellectually sterile activity (for me).

I did not set up minimal performance behavioral objectives for my courses. It was an educational fad at the time and my experience is that it is largely a waste of time in mathematics. Students ignore them. Their writing consumes valuable instructor time. It is simply belaboring the obvious in mathematics.

F. Four Department members feel that if Elizabeth Hodes and I go on sabbatical, a long-term substitute is needed (one only) to preserve continuity. The other two believe that good part-time people are available and would adequately preserve continuity.

Apparently, Elizabeth was not ready to go on sabbatical this year. (She was eligible for it) and chose to wait a year. If the committee denies my sabbatical on the grounds that it is less urgent than Hodes', then I face the same problem next year since other department members who are overdue for a sabbatical may apply.

I understand that if two people apply for a sabbatical and they are in competition for one slot, then preference goes to the person who has not had a sabbatical. First, I believe that sabbaticals should be awarded on the merit of the application. Second, the rule (in my case) would penalize me because I have been here twice as long as Hodes. If the rule is applied repeatedly, then it is possible that I will have to wait several years beyond the six years for my next sabbatical since almost all of the members of my department failed to take sabbaticals during the seventh year and thus would be in potential competition with me.

I am not arguing for preferring my application over my colleague's. That would be very destructive of personal relationships. But I do argue for one of the following:

1. Grant both sabbaticals, with a one-year long-term substitute as the department wishes.

2. Grant both sabbaticals and do not accept the opinion of the majority that a long-term substitute is needed.
3. Grant one sabbatical, with the proviso that the rejected applicant would have priority over other departmental applicants next year.

The department feels that a long-term substitute is needed because part-time replacements will not be obligated to hold office hours and thus some of the responsibility of helping students will be shifted to those not on sabbatical. Two of us disagree for the following reasons:

a. Our present part-time people, though not around all day, seem to spend adequate time helping their students.

b. There are other, highly qualified though unemployed math teachers in the area, who are sufficiently dedicated to teaching that they will spend whatever hours are necessary to do a good job.

c. If the department were really all that concerned about the negative effect of part-time vs. full time teachers, it would make efforts to convert some part-time positions to full time or at least contractual part-time.

d. Assuming that extra work is shifted to remaining department members, I would not hesitate to assume the alleged burden to help my colleagues grow professionally via sabbaticals.

Mike Mallen
Memo to: R. M. "Mike" Mallen
From: Henry Bagish, Chairman
Professional Standards and Leave Committee
Date: November 14, 1977
Subject: SABBATICAL LEAVE PROPOSAL

The Committee requests that you resubmit your proposal for sabbatical leave with more specific indications of the time that will be spent on each activity outlined in your proposal.

Please resubmit your proposal as soon as possible. The Committee will be meeting to consider applications on Tuesday, November 15, and again on Tuesday, November 22.

HB:ns
Hank Bazish
Chairman, Professional Standards & Leave Committee

Hank:

Re your request for an indication of the amount of time spent on each activity:

Section I: Direct benefit to SBCC. Since writing my original proposal I have learned that due to a tough stand on the part of the curriculum committee, it will be futile to attempt to rejuvenate MA TH FOR ELEMENTARY TEACHERS and FINITE MATH. I will still make an attempt to revise and broaden the MATH FOR TEACHERS into a MATH APPRECIATION (or something similar) to be perhaps offered in the Twilight College - but this should no longer be considered as part of my sabbatical request.

Section II. Direct Benefit to Professional Development:

The following outline is necessarily tentative, since UCSB does not yet know what courses it will offer in statistics, algebra and analysis:

- **Statistics:** 3 quarters (from 0 to 8 units per quarter) (Zero, because it is possible that courses of interest will not be offered every semester)
- **Physics:** 3 quarters (4-4-4 units)
- **Algebra & Analysis:** 3 quarters (0 to 8 units per quarter)

Professional Unknown amount of time. Every opportunity I have and Related Reading:

Also, faced with the usual difficulties inherent in teaching Statistics, I have decided to spend some of my sabbatical year in revising my current notes and exercises and researching innovative techniques in the teaching of statistics. It is difficult to put a time value on this activity. I may replace one of my quarters of course enrollment or perhaps reduce the number of course units in order to work on the notes. In any event, I will probably enroll for an average of unit load of between 10 - 15 units per quarter (During my last sabbatical I carried at least 15 units per quarter and carried 17 during one quarter). I presume this activity fits under section I.

I hope this is specific enough. I cannot be much more specific without knowing what courses are available, who is teaching them and how much time my non-course activities will consume.

Mike Mallen
REQUEST FOR SABBATICAL LEAVE

Raymond F. O'Connor

PROPOSAL

If I am granted a sabbatical leave for the 1978-79 school year, I propose to carry out the following activities:

I. Of direct benefit to Santa Barbara City College

A. To explore, and possibly to develop, alternatives to our present course structure with the goal of reducing the number of students who withdraw before the end of the semester. (Time requirement - approximately one month.)

B. To examine chemical technician programs at other schools, and to determine the suitability and need for such a program at Santa Barbara City College. (Time requirement - approximately one month).

C. To revise the textbook and laboratory manual which I wrote for use in Chemistry 4. (Time requirement - approximately six months).

II. Of direct benefit to my professional development

A. To attend short courses in the theory, operation, and applications of specialized analytical instruments in undergraduate chemistry courses. (Time requirement - approximately three months).

B. To recharge my psychic battery by removing the pressures which attend full-time teaching activity. (Time requirement - one year concurrent with the above).

JUSTIFICATION

Proposal IA. Many of the students who withdraw from our introductory chemistry courses (Chem 1, 4 and 5) do so because they discover that they are not prepared to deal with both the mathematical concepts and the chemical concepts as rapidly as these concepts are presented. Students having difficulty maintaining the instructional pace can usually be identified before the fourth week of the semester.
One possible solution might be to start a chemistry tutorial program as an offering of the Twilight College starting in the fifth week. This course might meet for one or more hours per week and would be conducted by a member of the chemistry staff. The instructor would employ his or her knowledge of the course and of the usual stumbling blocks, and would conduct sessions that are less structured than the classroom lectures.

My proposal is to explore this, and other alternatives, and to implement any solutions which appear to be viable.

**Proposal IIb.** Less-than-baccalaureate programs in health sciences, physical sciences, and chemistry are providing employment opportunities in greater proportion to their graduates than many traditional academic programs. I would like to determine the need and suitability for such a program here at SBCC through a survey of regional employment opportunities, the cost and facilities needed for operating such a program, and the qualifications of staff members to carry out such a program.

**Proposal IIC.** The textbook which I wrote and am using for Chemistry 4 (entitled *Chemical Principles and Their Biological Implications*) was written during my previous sabbatical leave to fill a specific need, since at that time there were no texts available for a one-semester course of this type. My experience with this text, and its companion laboratory manual, has been very good, but there are, of course, many things which I would like to improve, and others which should be brought up to date. I propose to carry out a thorough revision of the text and manual.

**Proposal IIa.** Undergraduate instruction in chemistry is being changed dramatically by the introduction of analytical techniques such as ultraviolet and infrared spectroscopy, gas chromatography, high pressure gel electrophoresis, to name only a few. Until recent years these techniques were encountered in research and upper division work, but rarely in lower division instruction. Modifications in these techniques makes it hard to keep abreast of the state of the art. There are a number of work-
shops and short course in these techniques offered by both colleges and manufacturers of the instruments. It is difficult (if not impossible) to attend many of these sessions because of the limited travel and conference budget and the teaching schedule. I propose to avail myself of the opportunity to bring myself up to date in these techniques.

Proposal IIIB. Although this item is listed last, it is only because it appears in that position on the list of priorities assigned by the Sabbatical Leave policy, and not, to my way of thinking, because it is less important than the others. I sincerely feel the need to have time away from the activities of the classroom, committees, contact with students (and peers) so that I can regain that energy and zest which I believe I bring to the classroom.
During my last sabbatical I spent my leave year plus the summers before and after, as well as the following summer, studying at Utah State University. I accomplished my sabbatical goal of earning an Ed. D. in Business and Coop Education.

During this sabbatical I would like to accomplish several goals related to development of specialized materials for adding more realism and vitality to instruction in marketing, management and supervision at S.B.C.C.

(A) For several years I have been experimenting with the tele-lecture-slide technique of teaching, utilizing a combination of cassette tapes, 35 mm slide sets and telephone contact at the time of presentation in the classroom. My original pilot project including a company tour that can be presented in the classroom with telephone contact with the company president, is now becoming obsolete. I need to update the pilot project and add a new series of additional plant production and promotion telelecture tours. To do this, I need unencumbered time specifically to:

1. Storyboard needed tele-slide sets.

2. Seek out and contact nationally recognized marketing and production companies, make appropriate contact with management level personnel, and arrange for photographic and/or tape sessions at the company.

3. Travel to the appropriate cities, interview management and supervisory personnel, arrange for and photograph operations in the company where feasible and pertinent, and tape record the tour. While there I would establish needed contacts for classroom telelectures with company personnel.

Such a series of functional tele-slide presentations of production
and marketing of national products can give our marketing, management and supervision students visual, vicarious trips into industry in many parts of the country and make more realistic their training for business and industry.

(B) During this sabbatical I would also like to call on product marketing companies and hold taped interviews with personnel managers regarding:

1. Requirements for entry-level employment.
2. Opportunities for advancement in the company.
3. Opinions of what employers are looking for in promotable employees.

Such information, especially tapes of personnel managers answering specific questions about employment and advancement, will be invaluable in counseling for career development.

(C) During this sabbatical I plan to visit a number of four-year schools of business so that I will be better prepared to advise students about curriculums available for advanced study that will articulate with our own program in business marketing, management and supervision.

(D) Also during this sabbatical, if possible, I would like to serve an exploratory internship in the Grants Section of the U.S. Office of Education. Toward this effort, I have made the necessary preliminary contacts to secure sponsorship for such internship. Expertise in grantsmanship could be invaluable in securing grants for the department and the college.

(E) During this sabbatical I also plan to spend time doing more writing for publication for professional development and for college promotion and exposure.
I will write a textbook for the fundamentals of public speaking course (SMCC, Speech 7). During my eight years at SMCC I have required three different texts. Two of those years I used no required text. My former colleague, Lee Coburn, did the same thing. The reason for such numerous changes is that there seems to be no suitable text in the field which emphasizes that which I feel is most important. From student evaluations during previous years, it appears that they are equally uninspired by the selected texts. The end result is that I must absorb class time to explain principles which should be available in a written text which means that students have less time for classroom exercises (speeches) by which to apply these principles.

The primary element which I find lacking in books now on the market is, of course, that which I will emphasize as a basis for learning fundamental techniques of speaking. Presently, students do not learn to draw relationships between/amongst significant ideas; students do not learn to separate the important from the minutiae; students are not able to utilize that which they understand cognitively. It seems to me to be folly to teach students methods of idea presentation if they lack the tools by which to develop worthwhile ideas to present.

It is my belief that I can write a text which will provide for students the aforementioned tools which in turn will enable them to utilize standard techniques for becoming better communicators. Correlatively, one should recognize the pervasive nature of these tools to other courses. From the contents of this book, students will be provided the means by which to write a cogent essay, to facilitate a class discussion toward its goal, and to glean from the contents of research material a rationale for support for a thesis.

To achieve this end, I will combine original concepts (i.e., the Aristotelian concept of topoi, etc.) with newly published research (QJS and Speech Monographs) on idea generation not yet contained in a textbook. Stress will be given to organizational formats, subordination of ideas, and the use of supporting material to extend the argumentation process in preparation for idea presentation. Chapters will contain not only theoretical material, but also viable classroom/home exercises by which to apply the theoretical information

By writing this text, I will become a better teacher. It will be necessary for me to obtain the following background information in order to complete my book:

1) I will do a more thorough survey of the available texts.
2) I will learn which texts are now most used by instructors, and their reasons for such use.
3) I will learn what instructors feel is lacking in present texts.
4) I will find current examples to clarify theoretical ideas.
5) In the attempt to make very clear my intent in written form, I will discover new ways in which to convey the above concepts.
6) I will have renewed interest in conveying these discoveries to my students.
7) I will have a textbook on which I can rely so as to free classtime for the application of such.
It seems unnecessary to go through another year of instruction without an appropriate textbook. Our department has made a successful adaptation to the retirement of Lee Coburn and the hiring of Ron Adler. There appears to be cluster solidarity; this will gain in significance when the speech department is housed in the West campus facility as proposed for in a couple of months. For these reasons my request for sabbatical leave seems appropriate at this time. Additionally, however, are the following factors:

1) Barbara Crawford took leave last year so I delayed my request.
2) I have been broached by a publisher about the possibility of writing a text.
3) An instructor from Michigan State U. will be in the area during the summer who will be of great help to me in collaborating on new theories in the field (idea generation with co-presence).
4) I currently have enthusiasm for the project.
5) A summer workshop for late August is currently in the planning stages which I, as an instructor of the workshop, may have the opportunity to test some of my ideas for the book and/or gain resource material through performed studies with the students.

It seems to me that this undertaking will require the full year sabbatical leave, and could not be achieved when coupled with present faculty responsibilities. I have never requested a sabbatical leave prior to this application, but feel qualified to complete the task. Departmental continuity should be no problem.

In the next few weeks I hope to have a timetable established for the completion of this text during school year 1978-79. If this would be helpful to the committee, I will be happy to present it to them.
TO: Professional Standards and Leave Committee
FROM: Ricky Rippe
RE: Timetable for sabbatical leave, 1978-79

I have divided the completion of my text into four phases. The time indications are estimates based upon the recognition of my own work habits in addition to my knowledge of publisher requirements. While weekly denotations may require adjustments, the completion dates for each phase are firm, barring any time delay due to the publishers late return of reviewed manuscripts.

PHASE ONE: INITIAL ADMINISTRATIVE PROCEDURES*** to be completed by Sept. 1, 1978
- publisher contacted
- data gathering
  - marketing analysis
    - statistical study of presently used texts
    - student surveys on worth of presently used texts
    - faculty surveys on worth of presently used texts
  - development of personal bibliography
    - texts
    - correlative books/articles for my text
  - discussion with experts in the Santa Barbara area
- general literature review
- soliciting reviewers in addition to the ones the publisher chooses

PHASE TWO: CONCEPTUALIZATION AND LITERATURE REVIEW***to be completed by Dec. 15, 1978
- preliminary outline (2 wks.)
  - concept headings
  - brainstormed ideas leading to categorization/evaluation
- behavioral objectives established for each chapter (2 wks.)
- in-depth literature review (3 wks.)
  - most used texts
  - selected texts (my opinion of the best exts now offered)
  - newly published texts previously unavailable
- set up files for accurate foot-noting and cross-referencing (1 wk.)
- complete outline of substantive material for each chapter (6 wks.)
  - at this point I can begin amassing examples to support explanatory material
  - completion of introductory chapter

(NOTE: This material will then be sent to the publisher for initial review for finalization of the contract.)

PHASE THREE: WRITING*** to be completed by May 15, 1979
- first draft of approximately 10 chapters (10 wks. / Mar. 15th)
- send out first draft manuscript for review (4 wks.)
  concurrently:
  - write precis of each chapter to be included at the beginning of each (1 wk.)
  - create/compile exercises and/or assignments for each chapter (3 wks.)
    (first draft returned by April 15th)
- chapter re-writes (5 wks.)
  (send out for second review)
PHASE FOUR: PRESENTATION FORMAT*** to be completed by July 15, 1979

- initial lay-out
  - graphics
  - page framing, etc.
- proof reading
  - typing
  - foot note accuracy
- any additional substantive changes

COMPLETION
I. Direct benefit to SBCC

A. Production of a textbook. I have a contract from a publisher and plan to finish a nursing textbook. The book is intended for junior college nursing students. There is no appropriate textbook on the market at this time, and the content area is to be integrated into our nursing program within the next two years.

B. Development of new classes. I plan to develop new courses designed to attract a student population not presently being served by SBCC. It is my intention to apply for grant funds to cover the cost of development, teaching materials, and trial presentations of the classes. It is important to attract a new group of students with the least financial hazard to SBCC while the classes are being planned, introduced and refined. Projects under consideration are:

1. Continuing education classes for nurses. The state has recently required that R.N.'s take 15 hours of classes each year in order to maintain their licenses to practice. There are over 2000 R.N.'s in S.B. county, and vocational nurses will be required to take similar classes by 1978.

2. Consumer classes for health care. Classes will be designed for specific groups to enable them to become discriminating consumers of health care.
The elderly, women, minorities, and the poor are target groups. Their special needs and interests will be surveyed. Classes will be individualized for each group. Funding for these classes is presently being pursued.

II. Relationship to Professional Development.

Pursuant to these sabbatical projects, I intend to

a. do broad reading in several content areas

b. visit health-care delivery sites, and confer with professionals.

c. offer sessions for patients and nurses for the purposes of information-giving and gathering, and testing teaching approaches and content for inclusion in the book and in the classes.

d. attend relevant workshops, classes, seminars and conferences.

I anticipate considerable revitalization of my creative efforts and development of techniques and skills directly transferrable to SBCC classrooms.

III. Urgency for a sabbatical at this particular time.

a. Project needs.

The textbook is needed in our program with two years and no suitable book is available now. A sabbatical will insure a publication date which will meet SBCC nursing student needs.

SBCC is faced with declining enrollments. Attraction of new student groups appears to be a viable approach to this problem.
B. Special Circumstances.

I am requesting my sabbatical to start as of Spring 1979, based on the premise that I am able to take a leave-of-absence Spring 78. This leave has been approved by Dr. Goeder.

However, if for any reason it is not possible to take the leave-of-absence in the spring of 78, it is imperative because of commitments to the publisher, that my sabbatical is granted for Fall 78.

If my sabbatical is granted for Fall 78, the primary focus will be on the textbook, with secondary efforts on the development of classes. If the sabbatical is granted for Spring 1979, the emphasis will be reversed.

IV. Additional Information

A. One semester is sufficient to finish the book, and to secure funding for and to develop classes for new students.

B. My prior sabbatical was used to complete the requirements for a Master of Science Degree in Nursing.

C. It is my understanding that Departmental continuity can be assured by the use of teachers already in the community who have familiarity with our students and the nursing program.

I will be happy to submit additional information if the Committee so desires.
Memo to: Sydney Siemens
From: Henry Bagish, Chairman
       Professional Standards and Leave Committee
Date: November 17, 1977
Subject: SABBATICAL LEAVE APPLICATION

At its meeting of November 15, the Committee voted to request that you submit the following:

1) rationale for requesting contractual replacement rather than hourly.

2) plans for the development of new courses in the event funds are not received through grants.

We would appreciate hearing from you as soon as possible. The Committee will be meeting on Tuesday, November 22.

HB:ns
TO: Professional Standards and Leave Committee
FROM: Sydney Siemens
DATE: November 21, 1977
SUBJECT: Your request for more information

In my proposal for Sabbatical, I mentioned two types of classes to be developed for SBCC.

1. Continuing Education classes for Registered Nurses

2. Consumer Education classes which relate to medical care

Both types of classes should attract a student population not now served by SBCC. In thinking about these classes, I felt that each class should focus on needs of specific groups and sub-groups. In order to do that a survey of each group is necessary.

For example, the first type of class mentioned would be directed at Registered Nurses who are now required to take 15 contact hours per year in order to maintain their licenses. At present SBCC does not have State approved provider status and therefore is not attracting any of the 2,020 RN's in Santa Barbara County. A likely target sub-group would be the RN's who have not worked for a number of years but would like to return to work. There has always been a demand in the past for "refresher" courses but very few of the nurses who took them actually returned to work. The classes were brief and only offered token participation in the clinical area. For the student, they reinforced rather than modified the conviction that they would never learn enough to be able to compete in the job market. Hospitals were reluctant to hire anyone who had been out of the clinical area for a few years even after a "refresher" course. For both parties this was realistic behavior.

For a more comprehensive and useful class, I would first survey both nurses and health facilities to determine what the nurses see as their deficiencies and what the hospitals would like them to learn prior to employment. Based on that information, I would create a class with core content designed to meet the needs of a majority of students and health care facilities. As part of that class, the student would:

1. be placed in a health facility as a learner rather than as an employee

2. enroll for a series of additional learning modules. These modules would be self paced and highly correlated with clinical activities. The selection of learning modules would be individualized to meet the needs of each student and the hospital she is in. The nurse would continue her student status until she had enough comfort and knowledge to be competitive in the job market.
The second type of class under consideration would be directed at the consumer of health and medical care. The intent is to develop a more discriminating consumer. I am presently working on a grant proposal to fund this. If the grant is accepted, it would start next Fall. Under the grant, I would be able to do a more complete survey of needs, however, the approach would be the same whether done under Federal funds or on my sabbatical.

I plan to select a specific category of consumers, assay their needs and interests and develop core content suitable for that larger group as well as specific learning units for sub-groups. Classes would include information about selection and function of different types of health care practitioners, selection of health facilities and expectations for reasonable care from both doctors and hospitals. Classes would also include guidelines for purchase of drugs, health insurance and health appliances such as hearing aids, as well as means of seeking redress for poor products, poor care, etc.

An example of core content which would be suitable for the larger group would be "patients rights" and "means of redress." Specific learning units would be developed for the elderly which would include information about medicare, nutritional supplements and over-the-counter drugs promoted for that age group. For the sub-group which includes the adolescent and young adult female, I would include selection of gynecologic and obstetric care and reasonable expectations for that care.

I will develop either the nursing classes or the consumer classes, but not both during my sabbatical. I am not so masochistic as to attempt both. I need some rest and relaxation as well as a change of focus for my creative efforts.

Since receiving your note, I have talked to Shirley Conklin about replacement during my sabbatical. The reason category C was indicated is that our program requires a great deal of time beyond the teaching load to make clinical assignments, plan student progression through clinical facilities, evaluate and plan for marginal students and correlate theory with clinical practice. In addition, we each maintain office hours, counsel a load of nursing student advisees as well as attend program planning meetings every other week. The average number of hours spent by instructors outside of the 15 TLU's is 33 hours per month.

Shirley is willing to consider a category B type replacement under the following circumstances:
1. One person is hired to cover the full 15 TLU's.
2. That person is reimbursed for the extra time needed to attend essential meetings, make clinical assignments and carry a load of advisees.

Shirley will be happy to discuss this matter with your committee if you wish.

I would like to add that I remember very clearly the discussions that went on when Dr. Bartolazzo suggested reducing sabbatical costs by using hourly rather than contractual replacements. At that time it was recognized by administration and your committee that some faculty would still have to be replaced by contract teacher. Concerned faculty was assured that replacement cost would not be considered when decisions were made regarding who did or did not get a sabbatical.
Outline of Proposed Sabbatical Leave Project

As recommended by the National League for Nursing and the Board of Nursing Registration, I propose to make a collection of data from Santa Barbara County institutions and agencies regarding the success of graduates of the Associate Degree Nursing Program of Santa Barbara City College in the local job market.

Sources:
1. Employer (i.e. Hospital or Agency)
2. Supervisor (Department or Head Nurse)
3. Consumer (Patient)
4. Former Graduates

Criteria:
1. comparison of delivery to expectation (as described in SBCC ADN philosophy)
2. assessment of amount of additional inservice or teaching required by the employing agency for beginning practitioner
3. assessment of ease of articulation with peers from other schools or previous employers

I. Direct benefit to Santa Barbara City College:

Based on the collection of the data described, considerable directional shaping for practical curriculum development in the associate degree nursing program will be assured. The college would also be complying with recommendation of accrediting bodies.

II. Direct benefit to the individual's professional development:

A major goal with myself as well as entire ADN Faculty is to teach in such a way as to facilitate useful application of nursing education in nursing practice. The closer we can come to recognition of the needs of our community, the more instrumental we can become in improving delivery of health care as well as increasing the successful articulation of our graduates. In my teaching of the psychological aspects of nursing practice, it is especially important to me to make sure that the care plans and solutions offered are workable to the unique patient as an individual.

III. Factors (professional or personal) indicating urgency for sabbatical in the coming year rather than another time:

The Board of Registered Nursing and National League for Nursing have suggested this as an area which should be investigated. As with other schools of nursing accredited by these professional bodies, our school is urged to search and serve the community which employs the products of our program. This should be complied with promptly to show our recognition of the wisdom of this recommendation. Our faculty is currently pursuing further curriculum revision. This material is essential input at an early point in this planning.

IV. To answer the committee's questions:

A. I will wish to work closely both with the community and faculty in establishing appropriate tools for collection of a data base, comparison of emerging trends and maintaining flexibility enough to
meet the needs of both groups. I feel it is imperative to allow for on-site observation of performance when possible and personal interview with individuals listed in outline of project. Tabulation of data, possible extension of survey into other communities for comparison with similar studies at other locations, and writing recommendations based on this research will require considerable time investment. I do feel it can be thoroughly accomplished in one academic year.

B. Although this has long been recognized as a need by our faculty, full attention of every teacher is required for current student's on-going education. Considerable faculty time has been spent on curriculum development, but there is no feasible means of procuring the information needed regarding the performance of graduates during a regular teaching assignment.

C. Research methods courses taken in graduate school have prepared me to conduct a valid study. Fourteen years of professional staff nursing in many different departments and positions of service and supervision have given me rapport with clinical settings and an appreciation of the needs of the employing agencies. Nine years of teaching ADN students have acquainted me well with the capacities of the educational process.

D. Since the past seven years of teaching in Santa Barbara hospitals, agencies and clinics have given me a colleague relationship with the major employers of R.N.'s in this community, I feel that these sources would be eager to participate in such a study and most pleased that Santa Barbara City College is responding to their very practical concerns. Local former students would be in a position to speak knowledgeably about their own experiences in obtaining and adjusting to their employment roles.

E. None previous.

F. I feel that for a one year period, with pre-planning, this would create minimal hardship. I am in the process of creating a series of video-taped seminars in my pathologic psychiatric nursing modules and could make a similar series in other modules which I teach, if our faculty would see this to be of advantage. During my sabbatical, I feel that well qualified clinical supervision and informal discussions with knowledgeable resource people from our own community could be provided. I should like to make these recommendations to my department chairman and colleagues.
Memo to: Janice Whiting

From: Henry Bagish, Chairman
Professional Standards and Leave Committee

Date: November 17, 1977

Subject: APPLICATION FOR SABBATICAL LEAVE

At its meeting of November 15, the Committee voted to request that you resubmit your proposal for sabbatical leave. The Committee felt that the scope of your proposal as it is presently written, would not justify a full year's sabbatical. It was felt that there are staff members within the College structure whose function it is to obtain the kind of information outlined in your proposal.

In addition, the Committee requests that you submit a rationale for requesting contractual replacement rather than hourly.

We would appreciate hearing from you as soon as possible. The Committee will be meeting on Tuesday, November 22.

HB:ns
Addendum to Proposed Sabbatical Leave Project submitted on October 10, 1977 by Janice M. Whiting.

It is the intention of these pages to answer the request of the Professional Standards and Leave Committee for elaboration on the scope of the proposal as originally submitted, differentiating it from a survey which might be otherwise obtained by the College.

Partial Bibliography (all from National League for Nursing)

Ashkenas: Aids and Deterrents to the Performance of ADN Graduates in Nursing, NLN, 1973


Forest: The Utilization of ADN Graduates in General Hospitals, NLN, 1968.

Knopf: RN's One and Five Years After Graduation, NLN, 1975.

Although I have no literature on a specific study parallel to the one proposed, each of the above works will be used in shaping my initial expectations of the research. I have enclosed Ashkenas' report as most closely pertinent to the county wide study I propose for our unique community served by Santa Barbara City College. I should like especially to call the committee's attention to Chapter IV, "Findings" and Chapter V, "Summary, Conclusions, Recommendations and Implications". I have underlined some material on pages 66 and 67 which I feel substantiate the need expressed by our faculty, the health occupations advisory board, the Board of Nursing Registration, and the National League for Nursing in requesting just such an in-depth study. It would cement the communication and confidence already present between the employing agencies and the College. It would update our responses to changing demands on our graduates. It would utilize valuable input from actual "on the job" experience of the transition from process to product.

Sources of Input (Partial list of known employers): Personal interview of employers (directors, Inservice Educators and Supervisors) and all current ADN employees from SBCC in that agency. I would include a random sample of patients under the care of our graduates.

1. Cottage Hospital, Santa Barbara
2. St. Francis Hospital, Santa Barbara
3. General Hospital, Santa Barbara
4. Goleta Valley Hospital, Goleta
5. Lompoc Hospital, Lompoc
6. Marian Hospital, Santa Maria
7. Santa Ynez Hospital, Santa Ynez
8. Pine Crest Hospital, Santa Barbara
9. Convalescent Hospitals, Santa Barbara
   Beverly Manor
   La Cumbre
   Valle Verde
   Dos Pueblos
   Oak Park
   Hillside House
Santa Barbara Convalescent
10. Western Services
11. Home Makers
12. S. B. Nurses Registry

Method of Data Collection: In collaboration with our ADN Faculty Curriculum Committee, I would develop an initial set of needed data geared to our present development of levels objectives (the next logical step in refinement of our curriculum in the Modular Program). Through personal one to one interview by appointment with the persons mentioned above, I would compare the employed professional product with the expectations stated in the ADN philosophy as terminal objectives for the student at graduation. Interview of Inservice Educators should give me a realistic estimate of the additional preparation provided currently by the employing agency to enable appropriate function with full registered nurse responsibility.

I do not feel that the above could be accomplished by questionnaire. In 1971, Tom MacMillan did pursue a study of the function of our graduates in the community by questionnaire, and tabulation of this objective data had merit in compiling statistics, but could hardly furnish the fine demarcation between theory and practice needed for specific curriculum content. Because I have functioned in each of the roles of the proposed interviewees at many different hospitals and agencies, I can appreciate the need for open-ended expression, brain-storming and discussion in one to one exchange between two people convinced of a common need to prepare the best possible future registered nurse.

I contacted Burt Miller whose office would ordinarily address itself to supplying liaison between the community and college departments for practical curriculum inclusions. He felt that this study would be of much benefit to the college, but that it would be beyond the scope of his resources or specific technical expertise due to the specialized nature of the field and the depth of study needed to determine actual practice in employment. He agreed that on-site observation would be essential to this proposal and would require a knowledgeable evaluator. Mr. Miller said that, if I were granted the leave with permission to do the work outlined, he would be willing to work with me within the capacities of his office. Collaboration with him and with the ADN Curriculum Committee would, I feel, be important on-going contributions to a quality study.

I hope that the above description has given a better overview of the sabbatical proposal submitted on October 10. I would be happy to share more ideas and concerns with the committee if that is their wish, as I feel very enthused about the timeliness and value of this input to our ADN program.

Thank you,

Janice M. Whiting

November 22, 1977
Rationale for requesting contractual replacement rather than hourly:

Unlike a series of courses designed to fit a student for later career choices, the nursing program involves shaping of a very special professional with many facets. This requires much counseling, consistency in faculty approaches and close articulation between theoretical and clinical experiences of the student. Each faculty nursing member invests many hours in staff meetings, clinical joint evaluation of students, consideration of optimum clinical placement on a weekly basis for each student and on-going curriculum evaluation. Such close collaboration of the ADN faculty for continuity of each student education cannot be provided without many committed hours outside of actual classroom contact. The advisor-advisee relationship in guiding each student's sequential choice of modules alone, is one requiring a great deal of coordination. After discussion with Shirley Conklin, my division chairman, contractual replacement seemed the only competent way to provide for this continuity. If further clarification of this issue is needed, please contact her with your specific concerns.

Thank you,

Janice M. Whiting

November 22, 1977
Memo to: Professional Standards and Leave Committee

From: Janice Whiting

Date: December 6, 1977

In response to the request of the Professional Standards and Leave Committee, I am attaching an approximate time line for the proposed sabbatical leave project submitted on October 10, 1977.

I feel that it will clarify my expected use of time over the academic year requested for this project. To attempt to complete this study in less time would lessen the quality of the work for both the community and the College. As elaborated earlier, a study of this depth is needed in order to appropriately coordinate our curriculum with current and changing needs of the local employment situations.

If there are any further unclear areas in the proposal, or the attached, I would welcome the opportunity to answer any questions.

Thank you,

Janice M. Whiting
<table>
<thead>
<tr>
<th>PROPOSAL STEPS</th>
<th>WEEK OF</th>
</tr>
</thead>
</table>
| 1. College | Sept. 12  
Compare rough tool based on research of bibliography and known comments of Health Occupations Advisory.  
Sept. 25 |
| 2. College  | Oct. 2  
Present above to ADN Curriculum Committee and revise with their additions and deletions. Final draft  
Oct. 9 |
| 3. College  | Oct. 16  
Consult with Burt Miller and/or staff regarding use and best method of tabulating services. Divide structure for data base so it can be most easily analyzed by these services, leaving the open end portion for my own analysis, sifting, and summarization. |
| 4. Community | Oct. 23  
Compose letter of introduction of proposed study to Directors of Nursing or administration of each hospital, agency or other, employing SBCC ADN graduates. Mail with request that their staff’s be apprised of this opportunity for constructive, critical input. |
| 5. Community | Oct. 30  
Telephone contact with each of above to set initial interview and approximate amount of on-site observation and exchange (following on-site steps are an estimation of this plan if it suits the individual circumstance of an employing agency, the graduates and their consumers. There are approximately twelve such groups to be studied and each will require adaptation in planning.)  
(ADN Curriculum Committee - Nov. 1) |
| 6. St. Francis Hospital  | Nov. 6  
Using the office of personnel and director of nurses as resources, compile list of all employees who are graduates of SBCC ADN Program and their current assignment on hospital staff.  
Nov. 13  
Nov. 20 |
<p>|   | b. Conduct one to one interviews with each of these graduates and arrange approximately two hours study on site during her working hours including interviews with her peers, identified supervisor and patients. This time would include interaction with the team and work setting sufficient to get a feeling quality of her position and articulation. |</p>
<table>
<thead>
<tr>
<th>Week of</th>
<th>Proposal Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 4</td>
<td>7. College Report on-going information and add to process as suggested by ADN Curriculum Committee. Repeat step 6a for Goleta Valley Hospital.</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>8. Goleta Valley Hospital Repeat steps 6b, c, and d, at Goleta Valley Hospital.</td>
</tr>
<tr>
<td>Jan. 8</td>
<td>9. Santa Barbara General Repeat 6a, b, c, and d at Santa Barbara General Hospital including Rehab and Psychiatry.</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>10. Cottage Hospital Repeat steps 6a, b, c, and d at Cottage Hospital allowing extra week for much larger institution. (ADN Curriculum Committee)</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>11. Marian Hospital (Santa Maria) Repeat steps 6a, b, c, and d at Santa Maria. Adapt for North County Agencies (Registries, etc.)</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>12. Carpinteria Adapt study for Carpinteria agencies and facilities as researched</td>
</tr>
<tr>
<td>Feb. 19</td>
<td>13. Repeat steps 6s, b, c, and d as feasible for VNA, Western, Santa Barbara, and Homemakers registries. Repeat as far as possible. (ADN Curriculum Committee)</td>
</tr>
<tr>
<td>March 5</td>
<td>14. Repeat steps 6a, b, c, and d for all nursing homes in county (approximately</td>
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<tr>
<td>March 12</td>
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<td>March 19</td>
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<td>March 26</td>
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<tr>
<td>PROPOSAL STEPS (continued)</td>
<td>WEEK OF</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>14. (cont) eight employ our graduates) (ADN Curriculum Committee)</td>
<td>April 3</td>
</tr>
<tr>
<td>15. Submit tabulable data to Burt Miller's office. Consult with him on formulation of that portion of report.</td>
<td>April 9</td>
</tr>
<tr>
<td>16. Analyze and organize open-end material Rough draft completed.</td>
<td>April 16 April 23</td>
</tr>
<tr>
<td>17. Finalize, type and duplicate materials from steps 15 and 16 with Summary and Conclusions. (present to ADN Curriculum Committee)</td>
<td>April 15 May 7</td>
</tr>
<tr>
<td>18. Mail copy of above to each agency participating and appropriate College departments.</td>
<td>May 14</td>
</tr>
</tbody>
</table>