To: Superintendent/President

From: Representative Council

Subject: Recommendation or memorandum (Use attachments if necessary.)

At its meeting of December 4, 1978, the Representative Council approved the following motion:

"That the Representative Council approve the sabbatical leave applications that were submitted by the Sabbatical Leave Committee."

(A copy of the recommendation is attached.)

December 6, 1978

Date

Signature of Senate President

3 copies to Superintendent/President
1 copy to Academic Senate files
1 copy to Personnel

Action of Superintendent/President: (Requested within two weeks of receipt.)

☐ Forwarded to Board of Trustees for meeting of December 14, 1978.
☐ Accepted as college policy
☐ Acknowledged
☐ Referred back to Representative Council
☐ Disapproved

Comments: (Use attachments if necessary.)

Dec 11, 1978

Date

Signature of Superintendent/President

12-74

Enc. 2
2.1-b (8)
12/14/78
Date: December 5, 1978

Memo to: John Kay, President
Representative Council

From: Barbara Lindemann, Chairperson
Sabbatical Leave Committee

Subject: RECOMMENDATION ON SABBATICAL LEAVES, 1979-80

The Sabbatical Leave Committee has approved the following sabbatical leave applications for the 1979-80 school year.

Pablo Buckelew  Spring 1980
Robert Cummings  1 year
Helena Currie  1 year
Elinor Evans  1 year
Robert Gallun  Spring 1980
Peter Haslund  1 year
Lorraine Hatch  1 year
Carol Price  1 year ('80 Spring & '80 Fall)
Gilbert Robledo  Fall 1979
Roberto Robledo  1 year

JK:amd
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*
*See Faculty Manual for general procedures and deadlines

NAME Pablo Buckelew

DEPARTMENT Tutorial

APPLICATION FOR SCHOOL YEAR 1979 - 1980

DATE 9/26/78

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 1970

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? Presently in 9th yr.

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility)

4. How many years of part-time, contractual employment have accrued toward your eligibility?

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes ☑ No ☒

6. In what year(s) was your last sabbatical leave? 1977 (Spring)

7. Is this for fall semester only ☑ spring semester only ☒ or one year ☐?

8. Can departmental continuity be assured if this sabbatical is granted? ☑ Replacement for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No teach would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract. (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

   Replacement ☑ a or b ☐ Approval ☑

   Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes ☑ No ☒

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature ☑ Buckelew Date 9/26/78

jem
5/75; revised 6/77;
9/77
My sabbatical leave proposal for the Spring, 1977 semester included more objectives than I was able to accomplish in the semester. This application, therefore, includes those objectives I did not accomplish but which are still of vital concern to the tutorial program and to my professional development.

I. Direct Benefit to Santa Barbara City College:

A. Development of new program/course - I plan to develop procedures for the possible establishment of a comprehensive college orientation/learning skills program (note taking, taking exams, reading textbooks, writing essays, etc.) for S.B.C.C.

Specifically, I will look into the following areas:

1.) Is there unnecessary duplication of effort in the delivery of study skills services to students? Presently, the Counseling Department, Reading/Study Skills Center, individual instructors, and tutors all provide either study skills courses and/or services.

2.) Are present efforts to give students an orientation to S.B.C.C. adequate? Should an orientation program include an academic component (such as study skills) prior to each semester? If so, how should such a program be organized? Evaluated?

3.) How can coordination be improved between the Learning Center and the Tutoring Center? Tutors often work in the Learning Center assisting with audio/visual supplementary course materials. How can we improve the way these services are provided to faculty and students? Are we collecting all the A.D.A. to which we are entitled (if we return to A.D.A.)?

In order to answer the questions posed in 1-3 above, I will:

a. work with Burt Miller and review existing data

b. assess our needs and concerns by distributing questionnaires to faculty and students

c. analyze results and discuss concerns with interested persons and departments

d. visit and analyze model programs throughout the State. I will plan to visit El Camino College, San Bernardino City College, and San Diego City College.

B. Production of textbook - I plan to further revise and refine the tutor training manual Tutor Training: How to Personalize Learning so that it can be published this year. I have had numerous requests from throughout California for copies of my manual. (There are no tutor training manuals published.) The effort to further refine and publish my manual will be of direct benefit to our students as well as to other colleges and interested individuals throughout the State.
II. Prioritization of objectives - Percentage of time I will devote to each objective:

The two primary objectives of my sabbatical proposal are the production of the tutor training manual and the assessment and planning regarding the possible reorganization of instructional support services.

It is difficult to determine how much time I will spend on each objective. If a publisher contracts to publish the manual before my sabbatical begins, I will spend approximately 60-70% of my time working on the text. If I do not have a contract before my sabbatical begins, I will spend approximately 30-40% of my time working on the further refinement of the text. Prentice-Hall has indicated an interest in publishing the manual.

The amount of time I spend on the second objective depends on the first objective. I will spend a minimum of 30%, however, on the assessment and planning of the study skill and individualized instructional services offered directly or indirectly by the Tutoring Center.

III. I will obtain additional knowledge in the area of learning skills, self-instructional programs, Coordinated Instructional Systems, and Personalized Systems of Instruction. My job description changed last year to include responsibilities for C.I.S. and P.S.I. Therefore, it is important that I familiarize myself with other colleges' programs and analyze methods used for A.D.A. collection at other colleges using similar instructional formats. I will also analyze the teaching methods used in the P.S.I. and C.I.S. programs.

IV. Two factors stand out which indicate an urgency that the aforementioned objectives be accomplished. Student needs in the area of learning skills are more evident every year. As an institution, we are responding in a fragmented way to those needs.

The second reason is that we need to make sure we are structuring our P.S.I. and C.I.S. courses properly so that we claim A.D.A. (in the event we return to A.D.A.) in accordance with State regulations. We also need to be sure that we are claiming all the revenue that we are entitled to claim, particularly in view of the financial constraints placed on the District.

V. I believe my primary objectives were accomplished in my original application of 1977. In addition, I also began work toward a Ph.D. in Education at U.C.S.B. I have now completed nearly all the course work toward the degree. I believe this application reflects the portion of my original application (1977) which is still of vital importance yet which I did not have time for in one semester.
Due to a cut in travel and conference funds, I will make trips to appropriate colleges at my own expense, if necessary. I am too busy during the year to make these trips. I am convinced, however, that if I visit colleges with reputable programs, I can bring a great deal of information back to our college which will be of tremendous benefit to me, students, and the programs with which I work.

VI. Method of Replacement - I will attempt to be replaced again, as I was for the first half of my sabbatical, by a contractual certificated employee in another department. That employee will be replaced on an hourly basis.
APPLICATION FOR SABBATICAL LEAVE*

*See Faculty Manual for general procedures and deadlines

SEP 29 1978

NAME: Robert A. 1965

DEPARTMENT: Life Science

DATE: 9/29/78

SBCC Certified Personnel

APPLICATION FOR SCHOOL YEAR 1979 - 1980

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 9/72

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 6

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility) NA

4. How many years of part-time, contractual employment have accrued toward your eligibility? 0

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes [X] No /X/

6. In what year(s) was your last sabbatical leave? no prior sabbatical

7. Is this for fall semester only [ ] spring semester only [XX] or one year [X]?

8. Can departmental continuity be assured if this sabbatical is granted? [X] yes
   Replacements for faculty on sabbatical leave shall be obtained in one of more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No teach would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract. (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

   Replacement: Bob Patterson (tentative) Approval: (Signature)
   Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes [X] No [ ]

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature: [Signature] Date: 9/29/78

5/75; revised 6/77;
I. I propose two semesters of studying, photographing, and making collections for class use of the flora of the west coast states (California, Oregon, and Washington) and Canada (British Columbia). In my Botany courses I use hundreds of photographs, most of which I have produced myself, and could use hundreds more to the great improvement of the course content, depth, and effectiveness. I also use living and preserved plant specimens, many of which I have collected. One of my main goals on Sabbatical would be to add to these absolutely invaluable specimen collections. This would allow me to offer more complete, rigorous, and informative courses. It would greatly enhance the educational experience of my students.

II. Professionally the Sabbatical is important for me, as a botanist, to actually visit these unique ecological habitats, add to my personal collections of photographs and plant specimens, and study the diversity of organisms in their natural field states. I feel the experience would enhance my effectiveness as a teacher by increasing my awareness and appreciation of the organisms. In addition, it is possible that I may be able to enroll in one or more specialized upper division botany courses at the Univ. British Columbia, where some of the most respected botanists in the world teach. The University is located near some of the finest collecting areas for lower plants in the world--the Pacific Northwest.

III. Since there are several members of our Department coming due for Sabbaticals in the next several years, it would be best for preserving Departmental continuity if I go next year. This would avoid two or more of us being absent concurrently.

IV. A. The two semester leave is appropriate to the scope of the proposal for the following reasons:
   1) I need to collect and photograph seasonal events of as many species as possible. Seasonal events include, for example, spring germination, summer flowering, winter dormancy, etc.
   2) I need to collect and photograph certain ephemeral species during the only seasons they exist (such as fungi in the wet winter months, marine algae in the fall and spring, flowering plants in the summer, etc.).
   3) If I am able to take a course or courses at the University, I will need to rent an apartment and stay put for a few months.
   B. It is essential, due to the great time factor involved, that this project be done on a leave. I have managed in the past to do some of it on my own time, but the leave would offer tremendous class preparation and professional growth potential.
   C. Yes. I have a PhD in Field Biology, and am familiar with the aspects of the field work which I propose.
   D. Materials needed are transportation, rent, film, paper and pencil, all of which I can supply.
   E. No prior Sabbatical.
   F. Departmental continuity will be assured by hiring an hourly instructor who will be aided in course planning and scheduling by our Department's other Botanist, Al Flinck.
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*
*See Faculty Manual for general procedures and deadlines

NAME Helena Currie

DEPARTMENT English

DATE 10/18/78

APPLICATION FOR SCHOOL YEAR 1979-1980

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Sept. 1961

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 16

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility)

4. How many years of part-time, contractual employment have accrued toward your eligibility?

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes / / No / /

6. In what year(s) was your last sabbatical leave? 1971-73

7. Is this for fall semester only / / spring semester only / / or one year / /?

8. Can departmental continuity be assured if this sabbatical is granted? / / Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No teach would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

Replacement a, b Approval

Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes / / No / /

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature Helena Currie Date 10/18/78

jem
5/75; revised 6/77;
TO: Sabbatical Leave Committee

FROM: Helena Currie, English Department

DATE: October 23, 1978

Goals:

I. My first goal is to fulfill the ongoing need for improvement in the teaching and learning of writing, in particular as related to English 1 classes. I propose to exchange views and to make a survey of methods and materials in use today by English teachers of composition in two-year colleges in California. Such a study will enrich my teaching and will enable me to share findings with the teachers contacted and with my colleagues at SBCC.

My basic assumption for making this study is that the successful teachers of writing can be identified and that the best practices of successful teachers can be effectively demonstrated/communicated to others, both teachers and students.

II. My second goal is to write an English 1 Workbook which will articulate goals, materials, and methods involved in achieving successful writing results. My basic assumption in this case is that teachers of writing, to be most effective in their assignment, must themselves write.

III. My third goal is to attend important writing conferences, in particular the Bay Area Writing Project which meets over a period of several months. Also, to try to establish a two-week training session with Professor Roger Garrison, leader in the field of teaching writing.

Plans to carry out goals:

I. Distribution of survey questionnaire and observations of the teaching of composition in the two-year college to be completed during first semester of my sabbatical leave.

A. See attached itinerary for dates and places of observations and surveys.

B. Survey questionnaire and observations would cover the following twenty topics, each of which applies to English 1:

1. Placement procedures. Exact standards applied.

2. Course sequence.

3. Texts and other materials. Criteria used as basis of selection.
4. Types of writing assignments and their results.

5. Theme marking systems. Justification.


7. Course outlines.


11. Successful teaching skills required.


13. Environment in which best writing takes place.


15. Role of "inner speech" in linking thought and writing. Ability to abstract.

16. Use of traditional categories of rhetoric versus use of new ways of classifying varieties of discourse.

17. Establishment of student's willingness to be accountable for his/her writing.

18. Stimulation of reflective thought before writing.

19. Relationship between teaching grammar and developing writing ability.

20. Achievement expectations at close of freshman composition course.

20a. Other comments, observations, ideas not included in the twenty topics.

C. The methods and materials that result from observations and responses to questionnaire will be collated and shared with teachers contacted as well as with my colleagues at SBCC.
A further result of observations and interviews would be an improvement in my teaching which would incorporate the best of many worlds of teaching.

II. An English 1 Workbook for use by students and teachers would be written during the second semester of my sabbatical leave. It would incorporate ideas discovered during the first semester.

A. Materials and methods that individualize teaching.
   1. Structural drills
   2. Organizational plans
   3. Development of style

B. Creative materials that stress writing as an act of thought rather than mere application of verbal techniques and strategies.
   1. Picture/people-watching
   2. Field trips
   3. Reading and analysis
   4. Interdisciplinary writing assignments
   5. Awareness of sources of creativity on campus: music, art, theatre

C. Materials/methods that point to writing as a social activity, the development of a relationship between a writer and an audience, real or imagined.
   1. Analysis of writing audiences
   2. Analysis of class as audience
   3. Classification of audiences "out there"

D. Exercises that emphasize use of imagination.
   1. Relevance of concreteness, vividness, detail
   2. Use of metaphor, analogy, and other figurative techniques
   3. Viewing and analysis of films and TV to translate visual media to written medium

E. Readings that demonstrate a valid purpose as a basic factor in all writing.
   1. Fiction
   2. Poetry
   3. Essays/critiques
   4. Newswriting/editorials

III. Attendance at writing conferences of value with particular attention given to the Bay Area Writing Project. The possibility of working with Professor Garrison will be explored immediately upon approval of sabbatical leave.
Conclusion:

Hopefully, this proposal will result in (1) personal growth and development as a writing teacher and (2) useful materials and methodologies for my colleagues, students, and the faculty at large.

An important principle which forms the basis of my purpose and intent: "Writing is the greatest tool of thinking ever invented by man .... it functions as an extension of the self allowing the writer to create a reality of thought .... that is unique to verbal language."

John C. Mellon, University of Illinois
Research in the Teaching of English, Spring 1975
Itinerary (First Semester)

August and September
Allan Hancock College
Ventura College

October
Golden West College
Saddleback College
Bay Area Writing Project

November
Pasadena City College
College of the Canyons
Bay Area Writing Project

December
San Diego City College
College of the Desert
Bay Area Writing Project

January
Foothill College
Monterey Peninsula College
Bay Area Writing Project

Questionnaires will be mailed to teachers of composition in thirty additional 2-year colleges.

Itinerary (Second Semester)

February
Collate observations and responses to questionnaire. Distribute to teachers visited and surveyed. Attend Bay Area Writing Project.

March
April
May
Write English 1 Workbook.
Visit Professor Garrison on Maine campus for a 2-week study of techniques of teaching writing.
APPLICATION FOR SABBATICAL LEAVE

NAME  Elinor C. Evans  DATE  October 14, 1978

DEPARTMENT  English/Amer. Ethnic Studies  APPLICATION FOR SCHOOL YEAR 1979 - 1980

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools?  Sep., 1972

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian?  7

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility)  NONE

4. How many years of part-time, contractual employment have accrued toward your eligibility?  NONE

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes [ ] No [x]

6. In what year(s) was your last sabbatical leave?  No prior sabbatical.

7. Is this for fall semester only [ ] spring semester only [ ] or one year [x]?

8. Can departmental continuity be assured if this sabbatical is granted?  Yes

Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:

a. Internally, by colleagues teaching an additional course for hourly pay. No teach would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.

b. Externally, hiring replacements on an hourly basis.

c. Externally, hiring replacements on contract. (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

Replacement  a + b  Approval  [Signature]

Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes [ ] No [x]

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidently with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature  [Signature]  Date  Oct. 16, 1978

/jem/

5/75; revised 6/77;

6/77
I. Direct benefit to Santa Barbara City College

I am proposing one year of graduate study taking courses to be credited toward the Ph. D. degree in English. My proposed area of American literature, with an emphasis on contemporary American poetry, should afford even better preparation for teaching current course offerings (English 23, 24, 27, 29; Black Studies 13, 14).

II. Direct benefit to individual's professional development

Further study will, of course, aid in my professional development. I had begun study for the doctorate some years ago and completed at that time the required courses for the degree. I intend completion of residence requirements during the sabbatical year.

I have attended writing workshops at the University of Colorado and at Portland State University (Cannon Beach, Oregon). While at the University of Colorado in the sabbatical year, I will be studying with Professor Clarence Major, a prominent poet and novelist, who has agreed to serve as a mentor for my own creative efforts.

III. A year spent in restoring my mental and spiritual powers will undoubtedly revitalize my professional performance. I have taught English at the college level for eighteen years without a sabbatical leave. In addition to the ordinary mental and physical toll exacted from any classroom teacher, there is an ever-increasing amount of frustration for teachers of composition and rhetoric. Like soldiers confined to battle zones, we need occasional rest and recuperation. For me, one year as a student will provide sufficient change of pace to restore my zest and enthusiasm as a teacher. Fortunately, study will permit the proverbial killing of two birds with one stone.

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

One year of study will allow me to complete 24-30 units of residence work.

B. Should the proposal be a part of the faculty member's ongoing responsibility, therefore not requiring a leave?

It is impossible for me to pursue doctoral work while teaching full-time. Preparation, planning, grading papers, students conferences, and other professional obligations consume all the time and energy I can muster.
C. Is the applicant professionally qualified for the proposed program?

I am professionally qualified to take courses at the doctoral level.

D. Does the applicant have access to the necessary materials and facilities?

Necessary materials and facilities will be available at the university I will attend.

E. Did the applicant's prior sabbatical satisfy its stated purpose?

I have had no prior sabbatical.

F. Can departmental continuity be assured if this sabbatical is granted?

To assure departmental continuity, my regular load will be assumed by either full-time certificated staff or qualified part-time staff.
APPLICATION FOR SABBATICAL LEAVE

NAME: Robert H. Gallun

DEPARTMENT: Spanish

DATE: Sept. 28, 1978

APPLICATION FOR SCHOOL YEAR 1977-1978

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Sept. 1963

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 15 yrs. as of this date-Sept. 1978

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility) None

4. How many years of part-time, contractual employment have accrued toward your eligibility? None

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes [ ] No [X]

6. In what year(s) was your last sabbatical leave? 1971-72

7. Is this for fall semester only [ ] spring semester only [X] or one year [ ]

8. Can departmental continuity be assured if this sabbatical is granted? [X] Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No teacher would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

   Replacement [X and/or ]

   Approval [X]

9. Will you earn money on a paid employment basis while on this leave? Yes [ ] No [X]

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature: Robert H. Gallun
Date: Sept. 28, 1978

JEM
5/75; revised 6/77;
PROPOSAL FOR SABBATICAL LEAVE

Robert H. Gallun

I. Direct benefit to Santa Barbara City College

A. Development of new skills or programs
C. Collection of materials

Since my students regularly ask me about schools in Mexico, it seems to me a good idea to gather information about Mexican schools which teach Spanish to English speakers. (I have personally had experience with only one of these schools, and my colleagues in the Department are not any better informed.) I plan to visit mainly schools in Cuernavaca and Guadalajara, two cities very frequented by American students, gather information, application forms, books, etc., and evaluate the schools by attending classes. Most schools advertise their own unique teaching methods and materials which are different from the traditional ones. I would like to experience these methods first hand and, by observing the progress of the students, evaluate them in order to share this information with my colleagues in the Department and apply it to my own teaching at Santa Barbara City College.

The schools I intend to visit are the following:
1. Instituto Fenix--Cuernavaca, Mexico
2. IDEAL--Instituto de Estudios de America Latina--Cuernavaca, Mexico
3. Centro de Artes y Lenguas--Cuernavaca, Mexico
4. Universidad Jaime Balmes--Guadalajara, Mexico
5. Instituto Cultural Mexicano-Norteamericano--Guadalajara, Mexico
6. Instituto Cultural Guadalajara--Guadalajara, Mexico

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

It is absolutely essential for a teacher of foreign language to immerse himself in the foreign culture for a reasonable length of time to recover speaking fluency and especially the everyday vocabulary that often escapes one after long periods in the classroom situation. Even well-educated native speakers in my advanced classes find that their Spanish has become anglicized after only a few months' residence in this country. Idioms and word usage are in constant state of change as is the culture itself, and a good teacher must keep abreast of these changes if he is to pass on to his students information about language and culture that is not outdated. Even the United States Government acknowledges travel to a foreign country as developing and maintaining professional skills by granting an income tax deduction to foreign language teachers for such travel.

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

Unfortunately, I have not been able to travel outside the U.S. in the last few years, and I feel the need to re-establish my language skills and to update my knowledge of Hispanic culture.
IV. Additional information

A. The requested length of leave is appropriate to the scope of the proposal.
B. The proposal is not a part of my ongoing responsibilities.
C. I am professionally qualified to complete the proposal.
D. I have access to the necessary materials and facilities.
E. My last sabbatical leave was an excellent experience, very helpful to my teaching, and it provided me with many photographs, objects, and information which are used to make students more aware of the cultural difference and the points of cultural interest in Mexico and Guatemala, our two closest Spanish-speaking neighbors.
F. I am assured by my colleagues that departmental continuity will be maintained in my absence.
NAME  Peter C. Haslund                                DATE  September 28, 1978

DEPARTMENT  Political Science                       APPLICATION FOR SCHOOL YEAR 1979-1980

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools?  Fall 1973

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian?  five

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility)

4. How many years of part-time, contractual employment have accrued toward your eligibility?  none

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes  No

6. In what year(s) was your last sabbatical leave?

7. Is this for fall semester only  spring semester only  or one year?

8. Can departmental continuity be assured if this sabbatical is granted?  yes
   Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No teacher would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract. (Long Term Sabb./Sabb. Leave Replacement Salary Schedule)

Replacement  Approval  Dept./Cluster Chairperson

A + B

9. Will you earn money on a paid employment basis while on this leave? Yes  No

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature

Date  9-28-78

jem
5/75; revised 6/77;
SABBATICAL LEAVE PROPOSAL FOR

PETER O. HASLUND

My objective for this sabbatical leave is to learn something about the medium of television in terms of its potential as a learning/teaching tool at the Community College level. I have, for some time, been convinced that we have only begun to tap this potential. Although we have acquired a television studio of our own, I don't know of anyone on our teaching faculty who has either the academic knowledge or practical experience to develop high quality learning modules for classroom use or possibly for wider distribution over local or cable television. It is with this realization in mind that I propose to spend a year acquiring such experience. I propose to do this in three stages:

1. Training in Documentary Production: My first objective is to acquire some "on-the-job" experience from documentary producers by volunteering to work with them. I am presently discussing such an arrangement with Sally Beaty, the Administrative Coordinator of the Southern California Television Consortium (see attch. A). I also hope to spend time working with individual producers at KCET in Los Angeles.

2. Academic Study: A "healthy" number of books and articles have appeared in the last several years which describe and seek to analyse the relationship between the medium of television and how people learn. I wish I could report that I am familiar with this body of literature; I simply know it exists. A part of the sabbatical period would be devoted to reading this material and discussing it with
others in the field. At this writing, I am not aware of any formal academic course opportunities which would coincide with my time schedule, but should such a course become available, I would want to take advantage of it.

3. Program Production: This phase will attempt to apply what I hope to have learned, and will, itself, be divided into two components. First, I plan to develop a series of half-hour documentary videotapes for classroom and or community use on the theme of the citizen's relationship to his or her political community. For example, one segment would be devoted to a study of the judicial process in Santa Barbara from the point of view of the average citizen who, I believe, is generally ignorant and probably terrified at the prospect of having to appear before the bench. I have received assurances of cooperation from our local District Attorney, Stan Roden, Superior Court Judge Bruce Dodds, Municipal Court Judge James Slater and from the Public Defender Office. A second component of this series would focus on the citizen and City Hall. Here again, individual members of the City Council have agreed to participate. I would also plan a segment focusing on the relationship between the citizen and the County Board of Supervisors and another on the citizen and his/her relationship with our elected representatives in Sacramento and Washington. Senator Rains, Assemblyman Hart and Representative Lagomarsino have all indicated their willingness to participate. I believe that such a series would be unique in that the television camera would attempt to "see" political reality from the point of view of the ordinary citizen who is usually characterized as ignorant, confused, sometimes misled and alienated by a complex political system.
The second aspect of the production phase would be an attempt to organize and edit the existing Political Science Videotape Library. Tapes would have to be individually reviewed, edited, and cataloged. Our library is currently used by those teaching political science but has also been used by faculty from Speech and History departments. This would not be a difficult or costly operation, but it certainly would be time consuming.
Responses to Outline

I. Direct benefit to Santa Barbara City College:
   A. It is intended that this sabbatical lead to the acquisition of needed experience and skills in the field of educational television. Such skills will be willingly shared with others. Moreover, it is hoped that existing courses in political science will benefit directly from the documentary production phase, most specifically P.S. 23, Politics and the Mass Media and P.S. 9, California State Government and Politics.
   B. No new textbook is planned, but materials may be used at a later date for this purpose.
   C. Materials to be collected would include original videotape footage depicting the relationship between the "citizen" and his or her political society.

II. Direct benefit to the individuals professional development
   A. Same as I. A.
   B. I am not seeking an additional degree.
   C. I am clearly hoping to learn not only about educational television but about the very complicated problem of citizen participation and alienation in a complex society.

III. Although I don't believe it to be an urgent matter that this project be undertaken this year, I feel the time is right in terms of my own needs to learn and grow professionally.

IV. Additional information:
   A. What is proposed will require a careful allocation of time to each component. It is doubtful if it could be accomplished in a shorter period.
IV. Additional information (cont.):

B. What is proposed would be impossible to accomplish while teaching a full load.

C. My doctoral dissertation (1974) dealt with the application of videotape to the teaching and study of political science. Since then, I have moderated a weekly television program with a focus on local political activities. (see attch. B.)

D. We currently possess the needed videotape equipment.

E. Have not had a previous sabbatical leave.

F. Departmental continuity will be assured.
October 3, 1978

TO: Dr. Peter Haslund

FROM: David E. Emerson, Assistant Dean, Instructional Operations

SUBJECT: Volunteer Work With T.V. Consortium In Conjunction With Sabbatical Leave

As discussed in our meeting Friday, September 29, I visited with Ms. Sally Beaty, the Administrative Coordinator of the Southern California Television Consortium, regarding the potential for you to work in the development of a documentary film or course as part of your sabbatical leave from Santa Barbara City College. Ms. Beaty indicated that the consortium needs volunteer help and would be pleased to talk to you about such work. One of the stipulations would be your availability on a regular basis for whatever time period would be selected. For further contacts, please write or call Ms. Beaty.

Peter, I believe that your work on a T.V. course would be an experience that would benefit you and City College very much. The use of television is growing and the quality of television course presentations is taking on new dimensions as seen most recently by the course Project Universe. Your experience could aid others at City College in developing television materials for use as stand alone or complements to segments of on-campus courses. I'm hopeful your sabbatical plans can be finalized to your satisfaction.

DEE/1p

cc: Ms. Sally Beaty
   Consortium for College Television
Anti-gay measure is argued

By John Dell
News-Press Staff Writer

With one side claiming that gay teachers don't bother anybody and the other side declaring that they were a bad influence in the classroom, Proposition 6 was debated yesterday afternoon in the studios of Cable TV of Santa Barbara.

Speaking for the passage of the controversial Briggs "anti-gay" ballot measure was Chuck Ryan, president of Sanfillar Enterprises. Gary Hess, gay activist and former member of the County Board of Education, spoke against the measure.

The debate was for the "Santa Barbara Forum" series, produced by Cable TV 2, and moderated by Peter Haslund. The show will be seen on Cable TV Channel 2 at 9 p.m. tomorrow and at 8 p.m. Monday.

Ryan began the debate. He said he has "tried to respect a person's choice as a lifestyle, but as for homosexuality, I don't endorse it."

Hess said, "One of the misunderstandings is that (Proposition 6) is a gay rights issue, and it's not. It's a human rights issue. We already have homosexuals in the classroom."

Hess said that 90 percent of all sex crimes against minors involve heterosexual men against little girls, and that "children have much more to fear from heterosexual teachers."

Under the rules of Proposition 6, he said, "a student who gets an F can write a note alleging that the teacher is homosexual. That's all it takes. If other teachers come forward in defense of the (accused) teacher they can also be dismissed."

He added, "Everyone has freedom of speech but homosexuals."

Ryan disagreed with Hess that a note from a student would result in a teacher getting fired. He said that such a note would initiate "the process of review," adding, "at all times the individual has the right of privacy and to have individuals back him up."

Hess replied that in a recent Northern California case, a teacher was fired for writing a letter to the editor of a newspaper in which he said he didn't approve of Proposition 6.

"If you think it's bad now, what's it going to be if someone thinks he is gay? Is he going to lie? That's dishonest. What it leads to is a witch hunt. It goes back to the days of Hitler. It goes back to the days when Jews and Catholics couldn't teach, because 'it would affect the children.' If over 90 percent of the molesting is done by heterosexuals, we should fire them."

Ryan said that the schools are "the vehicle of the parents, and the parents should be able to say who's doing the educating." He said that teaching was "a very special calling, and teachers should live worthily and should set a good example."

Hess said the present education code contains the legal machinery to take care of sexual problems involving students and teachers. He added that he was a gay parent and none of his four children are homosexual.

"If I can't influence my children to become gay, who can do it?" he asked.

Ryan said there was "no question about someone physically attacking students, that the laws are sufficient, it's the indirect image." He said when a teacher identifies himself as homosexual, students will model themselves after the teacher.

Hess replied that truth, honesty and integrity should be advocated, but that neither homosexuality nor heterosexuality should be advocated in the classroom.

"A person's sexual identity is established before he enters school and it's irreversible," he said. "It can't be influenced in school. It just can't be done."

Ryan declared there was "a tremendous amount of peripheral influence that exists," and that teachers should be of good character.

"Precisely," said Hess. "The character. Not the sexual orientation. Spinsterhood has been one of the basic role models since teaching began. Do you see any mass conversion to spinsterhood?"

When Ryan briefly mentioned God, Hess told him to be careful because "this is not a religious issue."

Hess said that the danger of the proposition is that "school boards will be able to get rid of whoever they want to." He said that the measure, if passed, will be expensive because of the money it will cost to litigate the cases.

In conclusion, Ryan said he felt that Proposition 6 provided "the opportunity for the voter to retain his right and control the teachers who teach in your school."

Hess said that "people need the freedom to be themselves," adding, "it's a constitutional freedom issue."

Panel discusses easing political sign regulation

Restrictions on signs would be regulated by the City committee. The board would hear draft rules and regulations.

I.V. park unit to discuss Tepee Village purchase

The acquisition of the Tepee Village land by the Isla Vista Recreation and Park District will be discussed tomorrow night by the I.V. park board.

Long a sore point with the county Planning Commission, the tepees have been ruled the county counsel to be "structures" needing water and connections. So the district is looking purchasing the property, by necessary, lot lines becoming
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*
*See Faculty Manual for general procedures and deadlines

NAME Lorraine Hatch

DEPARTMENT English

DATE 10-1-78

APPLICATION FOR SCHOOL YEAR 1979 - 1980

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 9-19-63

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 10 years

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility)

4. How many years of part-time, contractual employment have accrued toward your eligibility? 5 years at 4/5th contract

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes [ ] No [ ]
   1971-1972: one-year leave of absence following a one-year sabbatical to complete a master's degree in English at the University of California at Santa Barbara.

6. In what year(s) was your last sabbatical leave? 1970-1971

7. Is this for fall semester only [ ] spring semester only [ ] or one year [x]?

8. Can departmental continuity be assured if this sabbatical is granted? [x]
   Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No teach would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

   Replacement [ ] a. and b. [ ] Approval [ ]
   Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes [ ] No [x]

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature  

Date 10-1-78

jem
5/75; revised 6/77;
0/77
Proposal: To pursue an academic program leading to a Ph. D. in English, with an emphasis in Renaissance studies, at the University of California at Santa Barbara.

1. Direct benefit to Santa Barbara City College:

Further study in this subject area would give me the breadth of knowledge necessary to teach courses in the department that I have not yet taught, and would give me the depth necessary to develop new curricular offerings. The courses and related programs in Shakespeare that I introduced to Santa Barbara City College after my last sabbatical have been popular and successful.

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

Needless to say, this undertaking would result in my obtaining additional knowledge in an area of my special interest and in the field of general education. Further, it would enable me to complete some of the requirements for a graduate degree, and it would certainly contribute to my professional and personal growth and development. Presumably writing a dissertation either demands or produces a revitalization of creative efforts.

3. Factors indicating urgency for a sabbatical in the coming year rather than another time:

By the end of spring semester, 1979, I will have taught continuously for 7 years at Santa Barbara City College without a change of pace. My last sabbatical not only gave me considerable new expertise, but also inspired me to develop new approaches to the unique instructional challenges of the two-year college. I feel that such a renewal of my professional resources is long overdue.

4. General information:

The requested length of leave is appropriate to the scope of the proposal because I have already earned two graduate degrees at the University of California at Santa Barbara, and have, as a result, already completed certain of the degree requirements. It would be impossible to pursue a full-time program of study as part of my ongoing faculty responsibility at Santa Barbara City College. I am professionally qualified for this program, and the necessary materials and facilities are obviously accessible. My previous sabbatical fulfilled its stated purpose, as has been mentioned above.

Sabbatical Application for 1979–80

Lorraine Hatch
APPLICATION FOR SABBATICAL LEAVE

NAME Carol L. Price

DEPARTMENT English

DATE September 27, 1978

APPLICATION FOR SCHOOL YEAR 1978-1979 Spring/Fall

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 4/23/70

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 8 years

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility) none

4. How many years of part-time, contractual employment have accrued toward your eligibility? 1/2 year substitute-full-time, Fall 1965, but NOT included in #2 above

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes [ ] No [X]

6. In what year(s) was your last sabbatical leave? none

7. Is this for fall semester only [ ] spring semester only [ ] or one year [X]

8. Can departmental continuity be assured if this sabbatical is granted? YES

Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:

a. Internally, by colleagues teaching an additional course for hourly pay. No teacher would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.

b. Externally, hiring replacements on an hourly basis.

c. Externally, hiring replacements on contract. (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

Replacement b. or c. Approval [Signature]

Dept./Cluster Chairperson,
Lorraine Hatch

9. Will you earn money on a paid employment basis while on this leave? Yes [ ] No [X]

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Approval [Signature]

Carol L. Price

Date September 27, 1978
APPLICATION FOR SABBATICAL LEAVE

Proposal for a year's sabbatical--January, 1980-December, 1980, to be spent at the University of South Australia, Australia

In addition to travelling in the intriguing country of Australia, I have three areas of study I would like to pursue: Contemporary Australian Literature, Aboriginal "Literature", and Basic Australian Composition.

I.A. The direct benefit to Santa Barbara City College from my sabbatical to Australia would be in the development of a portion of new literature course(s) as well as acquiring new skills and aids for Basic Skills courses (plus C--collection of materials for them).

As an outgrowth of my husband's sabbatical leave from SBCC in Australia in '62-63, I plan to further study Australian Literature. Primarily, I am interested in studying major figures in Contemporary Australian Literature with the purpose of introducing some of these writers to freshmen students at SBCC. In the past I have taught Ray Lawler's SUMMER OF THE SEVENTEENTH DOLL, have included a few Aussie poems such as "Burt Schultz" by Colin Thiele, and especially studied (Novel Prize writer--'73) Patrick White's novel RIDErs IN THE CHARIOT. (Among many students' complimentary remarks about the reading for my English II course, "Eccentricity and Character", one student in particular, who was in his late twenties and had been a voracious reader since he was nine years old, was delighted to be made aware of the work of Patrick White who is just recently becoming known in the U.S.)

Another of my interests is to explore work being done on the literature of the Australian Aborigines, especially in comparison with literature of our own Native Americans. I have taught two novels about/ by Indians (Frank Waters, THE MAN WHO KILLED THE DEER and N. Scott Momaday's HOUSE MADE OF DAWN) as well as having had Momaday as a professor for a graduate seminar at UCSB. Additionally I have taken a summer school course in Native American Studies at UCSB in 1975 (as well as a two-day workshop, '78).

Note that I do not anticipate offering a course(s) limited in scope to either Australian or Aborigines Literature, but rather working these materials into English II classes with a balance as I have used before of Sophocles (Greek), Shakespeare (English), Solzhenitsyn (Russian), White (Australian); or a balanced combination of Shakespeare (English), Thoreau (American), Waters and/or Momaday (Native American), and ____? (Aussie Aborigines).

Furthermore, because of the growing need for teaching Basic Skills as well as Composition, I am eager to see what workshops comparable to American ones are held in Australia. Hopefully my interest in travelling in Australia may work in conjunction with such meetings as may be scheduled on various university campuses from South Australia to Victoria to New South Wales, to Tasmania.

Additionally, I would plan further travelling in Australia, perhaps retracing my steps not only to Alice Springs and Tasmania but also seeing new places such as Queensland and the Great Barrier Reef, Canberra, and hopefully going as far as Perth to visit the University of Western Australia.
APPLICATION FOR SABBATICAL LEAVE

II.A. The direct benefit to my own professional development is that of obtaining additional knowledge in two areas of special interest—1) contemporary Australian literature and 2) the status of Aborigines' literature and/or of their political clout (if any) for not only comparison with recent literature of our own Native Americans and comparison to the resurgence of power of Native Americans over land issues and civil rights, but also to match whatever interest exists in the Abos with the present booming interest in Native American Studies.

I am keen to know, also, in the field of general education what is working well in Basic Skills in Australia in order to improve my techniques in E.S. 50 and English I classes.

II.C. Rather than realization of personal growth and development, I seek continuation of that growth. (Please see catalogue of recent courses/conferences in Appendix A-p.3A). To continue study of Contemporary Australian Literature (easier to accomplish on their shores than in California) and to compare recent American courses in Native American Studies and conferences on College Composition with corresponding Australian programs would be worthwhile.

III. Urgency for sabbatical leave in the coming year rather than for another time is mainly personal, only partially professional, and actually results from calculated planning. As is obvious, I was eligible for sabbatical leave in Fall/Spring 1976 rather than Spring/Fall 1980. However, although my interests in a sabbatical in Australia were similar three years ago to those now, I felt the obligation to wait until the other member of my family, my daughter Rebecca, had completed high school, was at a break in her education, and could readily accompany me on sabbatical. Since her interest is in a four-year nursing degree, it will be possible for her to take some preparatory fall semester classes at SBCC, accompany me to Australia in January, 1980, get further training and experience there, return to the states with another year's maturity and be ready for an uninterrupted four year nurses' program. I have delayed this long; to delay longer might make it impossible for Becca to take a year away from school.

Note that my need for a leave January–December grows out of the Aussie university system of classes starting in March and finishing in December. (As is widely known, our summer months are Australia's winter ones, and harvest time there occurs in April, not November.) Australian universities do not operate on a quarter's or semester's basis; one needs to attend March–December (with vacation periods) and cannot get credit for a portion of a year's work.

Professionally, I would find a delayed leave would make me another year (or two!?) older with as great enthusiasm but with perhaps less energy and fewer years left in teaching for executing new ideas and sharing my study leave and travel advantages with students and staff at SBCC. Furthermore, friends made on the previous Australian trip in 1962 who were then junior members of the English department are now advanced, perhaps planning their own leaves—or retirements—to England. Presently, one of these, Professor Tony
APPLICATION FOR SABBATICAL LEAVE

Slade, is head of the English Language and Literature Department and able to do me service in offering me a desk to work at in the University of Adelaide and in helping me make contacts for university study and for composition conferences.

IV. A. The requested leave is appropriate to the scope of my proposal. In fact, the leave may be too limited to complete work in all three areas outlined. I would prefer to limit my proposals, once on the antipodean scene, and to do an in-depth study of one or two of those listed rather than a superficial covering of all three. However, my interest in the three is genuine; my opportunities may be less than I envision, for example, in the areas of composition conferences at various universities or in the accessibility of information on present Aborigines' literature and conditions.

B. Hardly can the proposal be a part of my "ongoing responsibility;" location is a key to my proposal.

C. With blushing modesty, I claim eminent qualification for the proposed program based on previous participation in 1) studies at Amherst College, conferences at the University of Wyoming and workshops with Dr. Winrow of USC as listed in Appendix A and in 2) studies on Native Americans as noted in I.A. and 3) former trip and reading in Australia also mentioned in I.A.

D. Based on the red-carpet treatment afforded us at the University of Adelaide and by Aussies in general from Alice Springs to Oonadate to Tasmania, plus Professor A.M. Slade's letter of August '78 indicating willingness to help me, I anticipate little difficulty gaining materials and facilities.

E. Although not having been granted directly a previous sabbatical, I felt fully satisfied by my husband's leave through travelling and dozens of novels, essays, poems, plays, and travel books read that year (and since) on Australia and by Australians.

F. There will be absolutely no disruption caused by my absence—only, hopefully a tender, sorrowful longing caused by my absence.
APPLICATION FOR SABBATICAL LEAVE

Appendix-A.

Personal and professional growth and development has been carried on in:

'71 at the University of Hawaii, an EPDA grant for seven weeks' study at the Institute in Teaching English as a Second Language in Community Colleges--one of the Basic Skills

'74 at Amherst College on a National Endowment for the Humanities grant for seven weeks' study of Contemporary American Writers under the direction of Professor Benjamin DeMott--an aid in English II classes

'76 and '77 summer conferences at the University of Wyoming on "Teaching College Composition" with consultants and participants representing one hundred colleges and universities from Nova Scotia to British Columbia, from Florida to Washington--an aid not only to Basic Skills but also to English I and II

'77-'78 a series of five weekend workshops on teaching composition offered by Professor W. Ross Winthrop of USC--an aid to Basic Skills, English I

'75 and '78 summer school course and two-day workshop in Native Americans as noted in I.A.

'72 NCTE Conference on Minority Writers of America, including Native Americans
TO: Dr. Barbara Lindemann
FROM: Al Silvera
DATE: 11-14-78
RE: ATTACHED SABBATICAL LEAVE REQUEST

The EOPS program is based largely on external funding. While Gil’s salary is a district responsibility—and the sabbatical leave is technically district responsibility—we are exploring means whereby some or all of the costs could be provided externally.

ASL.
SANTA-BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*
*See Faculty Manual for general procedures and deadlines

NAME Dr. Gilbert Robledo

DEPARTMENT EOPS

APPLICATION FOR SCHOOL YEAR 1979-1980

DATE October 11, 1978

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Sept., 1973

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? Presently in my 6th year

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility)

   N/A

4. How many years of part-time, contractual employment have accrued toward your eligibility? None

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes / No

6. In what year(s) was your last sabbatical leave? N/A

7. Is this for fall semester only / spring semester only / or one year ?

8. Can departmental continuity be assured if this sabbatical is granted? Yes

   Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No one teach would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract (Long Term Sub./Sabb. Leave Replacement Salary Schedule)
   d. Combination of 8. a. and c.

   Replacement To be determined by
   Approval Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes / No

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature Dr. Gilbert Robledo

Date October 12, 1978
OUTLINE PROPOSAL

I. Direct benefit to Santa Barbara City College
   A. Production of a monograph and journal article
      1. I would like to do post-doctoral work on my PhD dissertation, which had
         to do with the administration of the EOPS project at SBCC, in conjunction
         with Dr. Iannaccone at UCSB.
      2. I would write a journal article based on the dissertation.
      3. I would write a monograph for publication based on extended research of
         the dissertation topic.
      4. The knowledge from these publications would help to strengthen the
         EOPS project at SBCC.

II. Direct benefit to the individual's professional development
   A. Obtainment of additional knowledge in areas of special interest
      1. The journal article and monograph will elicit knowledge specifically
         in the area of administration, EOPS projects and generally in the
         area of the impact of innovation upon educational organizations.
   B. Realization of personal growth and development
      1. The writing and publication of the journal article and monograph will
         add to my professional growth as a scholar in the area of Educational
         Administration.

III. Professional factors indicating urgency for Sabbatical in the coming year
   A. I just completed my dissertation this Summer, 1978, and the research is
      still fresh, available and current.
   B. This opportunity to write an article and a monograph in conjunction with a
      nationally known scholar such as Dr. Iannaccone might not be there in
      future years after 1979.

IV. Additional Factors
   A. I believe that a semester is sufficient time to write an article and do
      further research to expand my original dissertation into a monograph
      that will add to the body of knowledge in educational administration.
   B. I feel being a practicing administrator and a demonstrated researcher by
      obtaining a PhD in this field qualifies me to accomplish this proposed
      program.
   C. I have access to my original dissertation materials, and Dr. Iannaccone of
      UCSB requested that I collaborate with him on this effort. Therefore, I
      hope to have access to some facilities at UCSB.
   D. Departmental continuity could be assured, especially by having an existing
      instructor, for example from Ethnic Studies or the Spanish Department to
      temporarily assume the position of EOPS Director. Then the classes of this
      instructor could be taught by hourly instructors. This type of cooperation
      between the instructional and student services divisions will help to
      strengthen and solidify the college overall.
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE
*See Faculty Manual for general procedures and deadlines

NAME ROBERTO E. ROBLEDO
DEPARTMENT SPANISH & CHICANO STUDIES

DATE SEPTEMBER 29, 1978
APPLICATION FOR SCHOOL YEAR 1979 - 1980

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? SEPT., 1972

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 7

3. Years of service as a full-time, contractual administrative employee of the District? (Two years of this service can be counted toward sabbatical leave eligibility)

4. How many years of part-time, contractual employment have accrued toward your eligibility?

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes \[\checkmark\] No \[\x\]

6. In what year(s) was your last sabbatical leave? this shall be my first

7. Is this for fall semester only \[\checkmark\] spring semester only \[\checkmark\] or one year \[\x\] ?

8. Can departmental continuity be assured if this sabbatical is granted? YES

Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
(a) Internally, by colleagues teaching an additional course for hourly pay. No teach would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
(b) Externally, hiring replacements on an hourly basis.
(c) Externally, hiring replacements on contract. (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

Replacement Approval
Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes \[\checkmark\] No \[\x\]

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature ROBERTO E. ROBLEDO Date 9-29-78

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5/75; revised 6/77;
9/77
TO: Sabbatical Leave Committee
FROM: Roberto Robledo
DATE: November 22, 1978
SUBJECT: Sabbatical Leave Proposal for 1979-80

While on sabbatical leave for the school year 1979-80 I shall accomplish the following:

1. I shall be gathering information in hospitals, clinics, and other health agencies so as to produce materials, gather appropriate medical terminology and cultural information that shall be used in teaching my Spanish IS classes (Occupational Spanish-Medical) which is taught every semester both at SBCC and in Adult Education. I shall be conducting my research in waiting rooms, examination rooms, X-Ray rooms, dental offices, emergency rooms and medical libraries in México, Central America and Northern South America. The result of such research shall be the writing of a medical manual in Spanish and English that will be used in my classes to train nurses, vocational nurses, medical assistants, dental assistants, X-Ray technicians and other personnel in the Health Sciences, who frequently take my classes, to communicate with facility with our sizeable Spanish Speaking Population especially in an emergency situation.

2. I shall fulfill the requirements at California State University Northridge for a B.A. in Chicano Studies during the second half of my sabbatical leave. I currently teach Chicano Studies 17 A-D (Spanish for the Native Speaker) but would like to teach other courses in the Department. I shall then pursue the B.A. in Chicano Studies by taking the following courses:

   CH.S. 100  Chicano Culture
   CH.S. 201  Mexican Literature in Translation
   or
   CH.S. 270  Field Work in Barrio Studies
   CH.S. 445  History of the Chicano
   CH.S. 453  Chicano Ideas
   or
   CH.S. 474  Contemporary Issues of the Chicana
   CH.S. 473  The Chicano and Social Institutions
TWO OF THE FOLLOWING

CH.S. 401 Pre-Columbian Meso-American Civilization
CH.S. 432 Counseling the Chicano Child
CH.S. 450 Religion in Chicano Society
CH.S. 451 Mexican Thought I or II (one)
CH.S. 452 American Colonialism and the Chicano

PLUS

Approved Electives.

I began to work toward this degree this semester (Fall, 1978) and expect to complete the degree by Summer, 1980 or Fall, 1980 at the latest.
I. DIRECT BENEFIT TO SANTA BARBARA CITY COLLEGE

A. Development of New Course Skills, Aids, or Programs.

The first half of my sabbatical, listed on Page 1, will improve my skills in Spanish, medical terminology, regional vocabulary differences and cultural information that shall be used and improve my courses, especially Occupational Spanish-Medical (Spanish IS), which are taught in the credit and non-credit programs.

B. Production of a Textbook.

After gathering the above information I shall produce a manual and student workbook that will be used by students (regular students, nurses, vocational nurses, medical assistants, dental assistants, X-Ray technicians and other health personnel) in my courses.

C. Collection of Materials or Specimens

While doing research in México, Central America and South America I shall be gathering current medical terminology, regional vocabulary differences and cultural information especially that related to patient-health personnel communication. This information shall later be used in my language courses and in the production of a manual and student workbook.

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.

Since one of my areas of special interest is patient-medical personnel communication, the gathering of the aforementioned information is crucial in enhancing my knowledge in the area in order to impart that knowledge to my students.

B. Completion of Requirements for a Degree.

In addition to doing research in the mentioned countries, I shall be working toward the completion of course requirements for a degree in Chicano Studies during the second half of my sabbatical. I began my courses this semester (Fall, 1978) and will complete two of the courses listed on Page 2 in December, 1978: Chicano Studies 445 and 401. I plan to take two others during the Spring, 1979 and attend full-time during Spring, 1980 and the Summer Session, 1980. I should complete the requirements no later than Fall, 1980.
C. Realization of Personal Growth and Development

Both of my sabbatical projects will aid me greatly in acquiring more expertise in two areas in which I have interest, in which I am involved currently and in which I will continue to be involved: the teaching of the Spanish Language, especially Medical Spanish, and the teaching of Chicano Studies.

I include my calendar which was requested by the Committee:

The below itinerary includes both urban and rural locations.

August-September, 1979: Guadalajara; Pátzcuaro and Uruapan, Michoacán; la Ciudad de México; Oaxaca and Teotitlán del Valle, Oaxaca; San Cristóbal de las Casas, Chiapas.

October, 1979: Guatemala City and Sololá, Guatemala.

November, 1979: La Paz and Trinidad, Bolivia.

December, 1979: Caracas and La Asunción, Venezuela.

January-August, 1980: Full-time attendance at California State University, Northridge.
APPLICATION FOR SABBATICAL LEAVE
*See Faculty Manual for general procedures and deadlines

NAME Margaret McGillin       DATE September 20, 1978

DEPARTMENT Counseling        APPLICATION FOR SCHOOL YEAR 1979-1980

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? June 1966

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 13 years

3. Years of service as a full-time, contractual administrative employee of the District? Administrative-4 years (also 10 years consecutive service California Community Colleges prior to transfer to SBCC)

4. How many years of part-time, contractual employment have accrued toward your eligibility? Full-time only

5. Has there been a break in your service at S.B.C.C.? If yes, please give the dates and nature of the kind of break. Yes ☑ No ☐ Two months personal leave (February, March 1975)

6. In what year(s) was your last sabbatical leave? Approved sabbatical leave cancelled for personal reasons, Sp. 1975

7. Is this for fall semester only ☐ spring semester only ☑ or one year ☑

8. Can departmental continuity be assured if this sabbatical is granted? Yes ☑
   Replacements for faculty on sabbatical leave shall be obtained in one or more of the following ways, listed in order of priority:
   a. Internally, by colleagues teaching an additional course for hourly pay. No teacher would teach more than one such additional course per semester. This instruction would be on a voluntary basis only.
   b. Externally, hiring replacements on an hourly basis.
   c. Externally, hiring replacements on contract (Long Term Sub./Sabb. Leave Replacement Salary Schedule)

   Replacement ☑ Approval ☑
   Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes ☐ No ☑

NOTE: The main thrust of a sabbatical leave is not to replace one job with another on a paid employment basis, in spite of the fact that some benefit to the professional development of the faculty member and the college may occur. Fellowships, grants, etc. which occur coincidentally with a sabbatical leave do not fit into the category of "paid employment". Paid employment and/or paid vocational study and research while on sabbatical leave (the amount of remuneration plus the sabbatical leave allocation) must not exceed the amount of the instructor's regular salary.

Applicant Signature Margaret McGillin Date 9-22-78

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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?
Application for Sabbatical Leave

The proposal for a one-semester sabbatical—Spring Semester, 1980—is to study the involvement of older persons participating in the Humanities. These persons will include students, educators, and performers in Art, Music, and Theatre primarily. Some individuals may be in related areas such as Communications (English, Speech, Journalism) and Philosophy.

My intention is to observe and collect data in educational institutions in Southwestern United States (California and Arizona) and to observe and collect similar data in other countries such as England and Sweden. My initial contacts with Sweden are planned for the University of Lund and the University of Uppsala. Because of the Sabbatical Leave Committee's encouragement to resubmit my application, I am developing further plans for contacts in the other locations. My intention is to include Arizona State University at Tempe, the University of Arizona at Tucson, the Universities of Oxford and Cambridge in England and four colleges in California.

The purpose for collecting such data is to identify areas in which older persons (those over age 60) are already participants and to identify areas in which they could become successful participants through educational experiences. It seems there is a need for adaptation of programs to meet the needs and changing interests of older persons. With the emphasis in education shifting from facts to concepts with concern for practical basic experiences, socializations, and enjoyment, it is felt that my observations and data will provide input for possible curriculum adjustments that will more specifically meet the needs of the older person as well as the goals of the college.

IA. The direct benefit to Santa Barbara City College from my sabbatical will come from the data collected. Santa Barbara City College educators interested in developing interdisciplinary courses and in writing projects for potential funding for courses in the Humanities will have evidence of need upon which to draw. Some student applicants now find that the preparation that they desire is not available or that it may require more time than they had planned to study as they take courses in sequence. I am thinking of an elderly woman from Poland (now a U.S. citizen) who came to the S.B.C.C. counseling center seeking a quick course in Music Composition. She had never studied music theory but wanted to write the music that she feels inside—stating that she did not want the beautiful music to die with her. Also, I am thinking of a middle-aged gentleman who has had a wealth of varied life experiences and now wants them to come together in a meaningful way. Perhaps Interdisciplinary Studies in the Humanities could meet some of the needs of such highly motivated students. And there are others......

IC. Another direct benefit to Santa Barbara City College from my sabbatical would be in the area of potential enrollment. Recommendations based on my observations and analyzed data could influence more flexible enrollment and increase participation by older persons in current college courses. We concern ourselves with prerequisites and previous preparation, yet in Sweden a person who is over twenty-five years of age (regardless of previous educational status) may enter the university if he has worked for at least five years. I want to gather more specific information on this and also hope to meet some of those students to discern something of the value of the educational opportunity and the potential for success—especially if there was a lack of basic learning skills upon entrance.

ID. A third direct benefit to S.B.C.C. from my sabbatical could be to encourage counselors to facilitate the progress of the older person toward a desired or potential skill without being overly concerned or anxious about that individual's future acceptance and/or success in that activity. Santa Barbara is the ideal
location to test this premise based on our local population distribution which is
heavily weighted toward the retiree.

IIA. The direct benefit to my own professional development is that of obtaining
additional knowledge in three areas of particular interest: 1) learning of
opportunities for the elderly (those over 60) to participate as students, performers,
and educators in the Humanities; 2) identifying activities that influence the
quality of life for the participants with evidence of the carryover to all aspects
of living including involvement in community affairs; 3) discerning whether or
not the elderly student, who has limited formal education in basic learning skills,
can benefit from integrating basic skills with ongoing education.

IIC. Another direct benefit to my development will result from the challenge of my
investigative efforts and the travel involved. Although I have traveled with others
to England, Europe, Greece, the Caribbean, Panama, Mexico and Canada during vacations,
this will be my first extensive trip alone.

III Urgency for sabbatical leave in the Spring Semester 1980 rather than for
another time is based primarily on my freedom to carry out this study during that
period of time. Since I was unable (for personal reasons) to go on my approved
sabbatical during the Spring Semester 1975, my hope is that the Spring Semester
of next year will work out more favorably.

IVA. The requested leave is appropriate to the scope of my proposal. The primary
time benefit lies in observing the interaction of persons from various age groups
in current programs. With these observations, I later hope to draw conclusions
which would lead to the formulation of recommendations directed toward our counseling
and curriculum at S.B.C.C.

IVB. This proposal could not be completed as part of my ongoing responsibilities.
Although current assignments have stimulated my interest in this area of needed
study, it would be necessary to have time away from my present responsibilities
to observe and to carry out this project.

IVC. The applicant feels professionally qualified for the proposed program,
based on previous experiences: 1) Earned two Masters Degrees, 1956-UCLA;
1973-UCSB. 2) Organized and implemented educational programs in California
Community Colleges which received State and National approval for accreditation.
3) Gathered, compiled, and presented essential data for numerous funding proposals
which were granted.

IVD. The applicant has access to necessary materials and contacts plus referrals
for contacting others in reference to facilities. I anticipate genuine cooperation
in this area.

IVE. The applicant's previously approved sabbatical Spring 1975 was not taken for
personal reasons.

IVF. Departmental continuity can be assured if this sabbatical is granted.