SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See Faculty Manual for general procedures and deadlines

NAME W. Royce Adams

DEPARTMENT English

DATE September 28, 1979

APPLICATION FOR SCHOOL YEAR 1960 - 1981

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

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

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? 1972-1973

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 / / Approval / /

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 W. Royce Adams

Date 9-28-79

/jem
5/75; revised 6/77;
9/77

Enc. #2
2.1-b(5)
5/8/00
I. Direct benefit to SBCC

A. More and more students are entering SBCC each year without the basic skills necessary to survive, let alone succeed, either in a college atmosphere or in a rapidly developing technological society. In order to meet the needs of these students, SBCC has created many courses, mostly in the area of English, to help resolve these problems. We continue to add more sections in essential skills courses where we attempt to deal with reading, writing and study skills deficiencies at continuously decreasing levels. It would benefit the college if a more economic and efficacious way to remedy academic deficiencies were found, thereby reducing attrition, helping the students improve their chances of achieving academic success, and assisting students in developing a positive and realistic attitude regarding self worth. I believe our present program, while better and stronger than most, needs to be re-evaluated and, if necessary, redesigned to provide not only academic skills, but experiences which will help students eliminate negative attitudes toward learning and themselves. At present, our essential skills courses are taught in isolation of other areas of the college, such as content area instruction, counseling, interaction with students who have shown an understanding of the college world, and experiences that would bring awareness and development of the self-actualization process necessary for the "non-traditional student" who is arriving in larger and larger numbers.

B. If granted a sabbatical, my aim is to spend the Fall 1980 semester evaluating our existing essential skills programs, visiting essential skills programs at other community colleges described in the literature as exemplary, and recommending modifications of our present programs that will enable us to be more efficacious. I propose to spend the month of September evaluating the essential skills courses through written and oral evaluations and interviews with students in the programs and with faculty members, those working in the program as well as faculty unfamiliar with essential skills instruction. The purpose would be to gain insight into how the programs are perceived, how they help, how they may be more helpful, what components are lacking, and how a more integrated program could be developed. During October and November, I would visit community colleges, especially the following: Burlington County Community College (Pemberton, New Jersey), Broward Community College (Ft. Lauderdale, Florida), Tarrant County Junior College, South Campus (Fort Worth, Texas), and San Joaquin Delta (Stockton, California). Each of these schools has a different approach to the non-traditional learner, is ethnically mixed, and has large numbers of students enrolled in basic skills courses. During December, I would write up my recommendations based on the following objectives:

1. how can we assist the student in developing a positive and realistic self-concept
2. how can we assist the student in realistically assessing his/her vocational objectives so that they are commensurate with his/her interests and abilities
3. how can we provide a curriculum which is exciting and different from high school experiences in education
4. how can we help the student cope with personal and academic problems
5. how can we assist the student in developing basic communication skills
6. How can we increase the duration of the student's involvement in college and life experiences?

Hopefully, I might find pragmatic answers or suggestions SBCC might follow.

II. Direct benefit to my professional development

A. During the past twenty years of my professional life, I have been primarily involved in the teaching of remedial and developmental courses, in establishing the tutorial center and the reading-study skills programs, as well as writing numerous textbooks in the field. Such a project as I propose is in line with what I have been doing. However, as the times and the students change, so must our curricula. What we are presently doing is what we have been doing for several years. As a professional, I want to know if we can do a better job; I want to learn what else I and others in the program might do better.

B. It is impossible to teach a full load and develop, examine and revise courses at the same time. The sabbatical would allow me to devote ample time to devote to an area of professional development and knowledge.

III. Factors indicating urgency for a sabbatical in the coming year

With the growing number of students arriving at SBCC with academic deficiencies, with the state vacillating regarding their role in basic skills at the college level, with impending college accreditation before us, with the need to do a better job than we presently are, and with the administrative staff's statements of support for basic skills programs, it seems a delay in granting me a sabbatical would be less than propitious.

Despite protestations that colleges want to help underprepared students to succeed, the dropouts remain high, suggesting that we may be effective only in reinforcing negative attitudes toward education that students may have developed in their earlier school experiences. However, underprepared students will not disappear from college classrooms, nor can we restrict admissions to the best prepared. Besides, average students' skills have also deteriorated. We must offer comprehensive and intensive academic support services to these students - and now.

IV. Ad Lib

A. One semester is adequate for achieving my goals; that is, a report dealing with what we are presently doing in essential skills, what other exemplary programs are doing, and how we might utilize our resources better.

C. My past performance in developing courses for the non-traditional student, my years as Director of the Reading Center, my interest in teaching the underprepared student, and my willingness to continue working in this area when I could be teaching literature courses, all seem to reflect my ability to follow through on my proposal.

D. I have access to all I need in order to do my proposal.
E. My last sabbatical report (1972-1973) should be on file to verify I fulfilled my goals. The Native American Lit class was a direct result of my sabbatical leave. The slides I took are still being used.

F. My Department Chairperson states that departmental continuity can be assured if this sabbatical is granted.
APPLICATION FOR SABBATICAL LEAVE
*See Faculty Manual for general procedures and deadlines

NAME  EDWIN R. BOWMAN  DATE  NOVEMBER 8, 1979

DEPARTMENT  MUSIC  APPLICATION FOR SCHOOL YEAR 1980 - 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools?  1971

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

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?  None to date.

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:
   1a. 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.
   1b. Externally, hiring replacements on an hourly basis.
   1c. 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  Date Nov. 8, 1979

5/75; revised 6/77; 9/77
My plan is in three parts: (1) To enroll at the University of Oregon in Eugene for the purpose of completing the residence requirement for the Doctor of Musical Arts degree. While I am not certain at this time as to the exact courses which will be taken, they will all be in the area of music education and performance; (2) To research ways to improve the materials currently being presented in my "commercial music" courses (jazz improvisation, songwriting); (3) To involve myself more consistently in the creative process - to write and arrange music.

I. Of direct benefit to SBCC will be the updating of materials being presented in Mus. 51 - Jazz Improvisation, Mus. 14 - Songwriting, and Mus. 16 - Basic Music Skills for Early Childhood Teachers.

If effective, these materials could form the basis for much-needed texts in these areas.

In addition, it is quite possible that the infusion of new ideas through study, research, and contact with other teaching professionals will stimulate the formation of courses not at present being offered to our students.

II. In addition to the obvious benefits of gaining a DMA degree, I look forward to the revitalization of my creative forces and the personal growth that such an undertaking offers.

III. This particular year appears to be ideal for my sabbatical as we are now in a position within the music department to cover, with existing staff, those assignments which I now carry. The possible retirement in another year of one of our staff would make this proposed sabbatical much more difficult.

Finally, after twenty-two years of teaching - the last eight years at SBCC - I am in need of this re-cultivation.

IV. The time-span of this sabbatical (actually beginning this summer and concluding the following summer) is ideal within which to reach my three goals.

Mr. Balderston, Music Department Chairperson, concurs with the fact that department continuity can be maintained (see page one).

While I may apply for a teaching assistantship I am certain that I will not exceed the limits of income which the college has specified in the Faculty Manual.

Thank you for your consideration of this proposal.
SANTA BARBARA CITY COLLEGE

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

NAME  J. Eugene Brady
DEPARTMENT  Mathematics
DATE  9/26/79
APPLICATION FOR SCHOOL YEAR 1980 - 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools?  Sept. 1969

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

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 [X]

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

7. Is this for fall semester only [X] 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
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  hourly  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  J. Eugene Brady
Date  9/28/79

/jem
5/75; revised 6/77;
9/77
TO: Sabbatical Leave Committee

FROM: Eugene Brady

RE: Sabbatical Leave Application - Outline of Proposal

I would like to do two things on my sabbatical leave: Gain a background in Probability and Statistics, and do an independent study of a selection of books and pamphlets on Mathematics and Mathematics Education. Their benefit to the college and to myself are outlined in I and II below. Further information and specifics are included in IV.

I. Direct Benefit to SBCC:
   Currently we only have two members in our department qualified to teach Statistics and it would certainly make scheduling more flexible for our department and offer more variety for the students. The books and pamphlets listed below will add valuable material to my Analytic Geometry and Calculus courses and should enhance my professional teaching skills.

II. Direct Benefit to the Individual's Professional Development:
   The Statistics will certainly broaden my math background and the independent study will make my courses richer in content and should improve my teaching methods.

III. Need for Sabbatical:
   It has been ten years since I last studied new material. I feel the need both for myself and my students to revitalize and extend my professional knowledge and abilities.

IV. Further Information:
   A. I think the courses and books listed below will satisfy the requirements of my leave. The second quarter at UCSB will overlap with our spring semester but I am sure that my schedule can be arranged to allow time to complete the one second quarter course I have listed (PSTAT 120B).
   
   B. It is very difficult to pick up the concepts in statistics without the guidance of a knowledgeable teacher. Also there is just not enough time to read all the extra material I have listed below, to figure out how to work it into my courses, to keep up with the regular journals, and teach a full load. Thus I feel these objectives are beyond my normal ongoing responsibility.
   
   C. I am qualified for the program I have outlined - statistics was an elective I did not take while in college and the independent study is an extension and enrichment of material I have already studied.
   
   D. The material for the statistics program is offered at UCSB and I have copies of all the literature listed in the bibliography below.

   In order to gain the necessary background in probability and statics I would take the courses PSTAT 120A-B at UCSB and sit in on PSTAT 133A. The 120 courses are the basic math major sequence.

(continued)
The 120 courses require a calculus background while 133 is a non-major's course without calculus. I want to sit in on 133 because it is more like the course we teach at SBCC and I would like to see how the material is presented without calculus.


E. No prior sabbatical leave.

F. Department continuity should not be a problem since we have recently replaced members of the department, on sabbatical, with hourly instructors.

Sincerely,

J. Eugene Brady
Assoc. Prof. of Math.
APPLICATION FOR SABBATICAL LEAVE

NAME: Susanne Culler

DEPARTMENT: German/Italian

DATE: Oct 20, 1979

APPLICATION FOR SCHOOL YEAR 1980 - 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 1959

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 ☐
   1 year leave 1961-70

6. In what year(s) was your last sabbatical leave? 1972-73

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: Hourly
   Approval: Susanne Culler
   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: Susanne Culler

Date: Oct 20, 1979

jem 5/75; revised 6/77; 9/77
SABBATICAL LEAVE APPLICATION

Susanne Culler

My teaching assignment at Santa Barbara City College is rather complex, consisting of classes in German Language, Literature and Film, and Mathematics. The sabbatical year I am planning for 1980-81 is designed to develop new skills in all three areas.

I plan to spend the fall in Europe in the vicinity of Vienna where I will attend lectures, see plays and try to become current with the rapidly changing culture and language. I also plan to observe the teaching methods used at the Bolzman Institut für Lernforshung where they are using a method of instruction just becoming known here in America.

During the Winter and Spring Quarters, I plan to attend UCSB in the Film Studies Department. Since I am increasingly integrating "Film" into my Literature in Translation class, greater expertise in the area of cinema would be very useful to my teaching.

At some points during the year I plan to do some teacher training workshops in the methods of working with "math anxious" students. As a result of my publications in Women in Mathematics and The Confluent Education Journal I have been approached by a school psychologist from Berlin and an Education Professor from Israel to do a workshop using the methodology of my curriculum. Being free during the school year will give me the opportunity to make those presentations.

I. My sabbatical will directly benefit Santa Barbara City College through the improvement of two courses greatly needed by the German/Italian Department. One is an evening German class for adults who are interested in speaking the language for practical reasons--such as travel--the other is a Film/Literature class which utilizes the wealth of Foreign Films available in the community.

Both courses exist in a rudimentary form at this time, but will be greatly enhanced by the new knowledge I intend to obtain during my sabbatical year.

Part of the year will be spent in Vienna, observing the learning experiments at the

Ludwig Bolzman Institut
Ettenreichgasse 45a
A- 1100, Wien

My interest in the institute stems from a new method of language teaching called "Suggestodpedia" developed by Dr. Lozanov, a Bulgarian psychiatrist. This method utilizes relaxation and positive suggestion to circumvent the learning blocks many people experience in the attempt to speak a foreign language. I became acquainted with this type of language instruction through a teacher training workshop sponsored by Charles Schmid, director of "Language in New Dimension." I later arranged for Dr. Schmid's presentation at TRICOFLA here on campus, and I am presently using some of
his materials and ideas in my evening German A class. I am finding excellent results in attitude and speed of learning and would like to know about the experimental findings of objective users of the method. The Ludwig Bolzmann Institut is one of three learning centers outside of Bulgaria which are doing research on the application and effectiveness of this technique.

To improve my "European Film and Literature in Translation" course, I plan to spend two quarters taking courses in Film Studies at UCSB.

Over the past two years my "Literature in Translation" classes have been increasingly modified to include films. This is in part because more film makers are depicting important literary works on the screen, and in part because I consider it essential that our students begin to learn to view films critically. I find that many of the approaches to Literature, used in my class, have counterparts in the understanding and discussion Films.

At this time, my own approach to the class is heavily weighted toward the analysis of literature. To do justice to the films, I feel the need to know more about the technical end of film production and screen writing. I also have a desire to experience other Literature Instructors' approach to the analysis of film in the classroom. Although I have audited some offerings at the University, such as Dr. Phillips' "Films in Education" and Dr. Mahlendorf/Dr. Walker's "German Expressionism in Film," I find that the hours of lecture, laboratory and film viewing make it mandatory to be a full time student if one wishes to benefit from the program. I would like, therefore, to spend two quarters at UCSB in "Film Studies." My status would be that of special student which would free me from conformsing to any degree plan.

II. My personal and professional development is in parallel with the increase in knowledge indicated in section one. In addition to the above aims, I will also be enriched by my stay in Vienna and the opportunity to live and attend lectures in a German speaking country. I feel that I will have the opportunity to observe the modern changes in Germany/Austria and thus be a more up-to-date instructor when I return. Lastly, I will have the opportunity to present "Teacher training Workshops" using my curriculum for math anxious students.

There has been considerable interest in my publications and I have had requests to present workshops in both Germany and Israel. This would be valuable to my professional development, since it would give me the opportunity to implement the material from my Master's Thesis in Confluent Education (M.A. obtained in 1979).

III. My preference for taking the sabbatical in the year 1980-81 is financial and personal. I will already be in Europe at the end of the summer 1980 and would find it more convenient to stay--rather than make a separate round trip. I also feel some urgency about the film studies, since my Lit./Film course really demands and deserves any additional background I can obtain.
IV.

A. I believe that my sabbatical plan is ambitious for a single year, but that the additions of two summers will make a reasonable package.

B. I have attempted to meet some of my sabbatical objectives during the last years but it is impossible to take film classes while teaching full time. The necessity for seeing several films at odd hours during the day requires the freedom of a full-time student. Also, my European study plans require that I be in Europe while European schools are in session.

C. In my opinion there is no question about my qualifications to complete & the proposed program. I also feel that I would have access to all necessary materials.

D. My previous sabbatical was primarily involved with researching programs of "individualized instruction." I returned with a plan for individualizing the German offerings--which, unfortunately, was not adopted by my colleagues. I have, however, used those principles in my mathematics courses with great success. My other projects consisted of progress toward an M.A. in Confluent Education (completed in 1979). I also spent time in Austria and Germany.

E. The same instructor who replaced Margret Hohenberg would be available on an hourly basis.

F. I will receive no other income.
APPLICATION FOR SABBATICAL LEAVE
*See Faculty Manual for general procedures and deadlines

NAME Gerald L. Floyd
DEPARTMENT Counseling
DATE 10/25/79
APPLICATION FOR SCHOOL YEAR 1980 - 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 9/59
2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 20
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? 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 [ ] No [X]

6. In what year(s) was your last sabbatical leave? 1977-78
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? 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)

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 [Signature] Date 10/25/79

5/75 revised 6/77; 9/77
OUTLINE OF PROPOSAL

I. Direct benefit to Santa Barbara City College.

I propose to visit the Far East, especially Japan and China, with the intention of studying the educational systems and learning more about the cultures. Although I cannot be certain as to the names of all the cities and institutions, I do expect to visit Tokyo, Osaka and Honshu in Japan because we have students from those places. When I get to China, I will go to Peking for the same reason. After that, I will work my way down to Hong Kong. On the way home, I will try to stop over in the Philippines for a short visit. The institutions I will visit include Ministries of Education or their equivalent, high schools and universities.

This year we have more students from Japan than ever before in my memory. For the first time, we are beginning to receive applications from mainland China. Because of its long isolation from the West, there is very little published information regarding the educational system in China.

As foreign student admissions officer, I need to learn more about Far Eastern educational systems in general. As advisor and, in many cases, surrogate parent, I am also obliged to acquaint myself with the cultures of that region. What I learn will, hopefully, increase my effectiveness in working with foreign students both individually and collectively. I will also expand my Foreign Student Orientation Handbook.

II. Direct benefit to professional development.

I think I have covered this above. I might, however, say something about "areas of special interest". Other cultures fascinate me, especially in the area of child rearing practices and methods of behavior control. Such information is useful in helping me to understand some aspects of culture shock experienced by students from the Far East. This understanding may enable me to be more helpful.

III. Factors indicating urgency....

The time is right. We anticipate an increase in Far Eastern students, especially from China, in the near future. I should prepare myself in advance of their arrival.

IV.A. One semester is quite long enough. Obviously, I won't be traveling all that time.

B. For a trip of this size, I would feel more comfortable about a larger time frame than my eight weeks in June and July. Also, summer is not the best time to arrange meetings and high school visitations.

C. I am well qualified in my opinion.

D. I have former foreign student friends in these countries.

E. My prior sabbatical did satisfy its stated purpose.

F. Departmental continuity can be assured.
SANTA BARBARA CITY COLLEGE

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

NAME  ROBERT FRAME  DATE  26 SEPTEMBER 1979

DEPARTMENT  FINE ARTS  APPLICATION FOR SCHOOL YEAR 1981 - 1982
(SPRING 1981 - FALL 1981)

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

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian?  13 YEARS - (BY 1981 IT WILL BE 15 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?  4/5's - 1 SEMESTER (SEE BELOW)

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  □
• 4/5's CONTRACTUAL TEACHING LOAD - FALL SEMESTER 1976-77
• LEAVE WITHOUT PAY - JAN. 31, 1977 TO MARCH 11, 1977

6. In what year(s) was your last sabbatical leave?  1973-74

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
   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  □

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  □  Approval  □  Date  26 Sept. 1979

/jem
5/75; revised 6/77;
07/77
To: Sabbatical Leave Committee

From: Robert Frame - Professor - Fine Arts Department

Subject: Sabbatical Leave Proposal

My sabbatical leave proposal is being submitted at this time although my proposal is for Spring, 1981, and would extend through the Fall semester, 1981. I would like to request, respectfully, this time block.

My 1973-74 sabbatical leave was an extensive travel agenda to make a personal survey of European art of the past and present and a follow-up working program in my studio here in Santa Barbara. This proposal is detailed in my submitted sabbatical plans for that year and the subsequent report on the year dated February, 1975.

For the forthcoming year, commencing in the Spring, 1981, I submit this proposal as a follow-up and supplemental program to my last sabbatical: namely, an extensive travel survey of United States Art and a work-study plan of the Contemporary art scene here in this country. This survey would be conducted in the Eastern United States and the work program in my studio here in Santa Barbara.

During the past three decades this country has become a world-leader in contemporary art, the real art center being New York City. This new art has made use of new materials reflecting our technology and art forms and concepts, some of which the world has never seen before. New York has been the heart of much of this new expression with many contemporary galleries there featuring it on display.
One of the galleries which represents me and shows my work is located in New York; it also shows the art of other artists who work in some of these new forms. I have long felt a growing necessity to expand my own awareness and knowledge of some of these new forms and expressions, on a first-hand basis, as a very important teaching method. Also I feel I have a valuable opportunity with my gallery connection to meet and exchange ideas with some of these artists.

Part I

I have always felt that my teaching concepts at Santa Barbara City College were well grounded on the traditional and conservative point of view. This is an excellent foundation upon which the beginning student can build. However, I have realized that for some intermediate students a working awareness and encouragement in some contemporary painting concepts could be vitally important. This addition could make for a well-rounded curriculum. This would in no way imply that teaching traditional methods would be superseded, but that some of the contemporary concepts and approaches would simply supplement the more traditional methods.

I have discussed at some length with Fine Arts Chairman, Ken Nack, the feasibility of developing new course material and incorporating it into Art 12-Figure Painting. This is the most advanced painting class offered in our curriculum, and it could be renamed 'Intermediate Painting'. The human figure would continue to be an important part of the course, but new material would be developed for
inclusion in the course to enlarge both the students' knowledge of contemporary concepts and the various creative approaches to painting. My studio work in the plan for the sabbatical year would involve devising a series of projects for the class that would best introduce the intermediate student to some of these approaches in painting.

I also propose to visit a number of Eastern art museums, especially in New York City, Boston, Washington, D.C., Baltimore, Chicago, and Houston. The private contemporary galleries of New York comprise an important part of this tour, and during this part of my year I would be collecting and taking slides for inclusion in our art slide library. Much of this would be supportive material for class presentation and studio projects, not only for my painting classes but also for the design classes as well.

Part II

Having one's professional credentials in evidence is, I feel, very important to the art teacher. His life as an artist with a steady year-round program of his own art work going on, in addition to his teaching, is vitally important to the teacher-student relationship. This includes exhibiting on a national basis. The student respects and relates to this aspect of his teacher; the demands of a gallery commitment, along with a teaching commitment and the self-discipline and effective use of time that this entails, is an example to the student. This way of life and dual commitment have been my approach
to teaching for twenty-seven years. As the members of the Sabbatical Leave Committee may know, I usually have an exhibit of my work each year, and at present am at work on my twenty-sixth one-man show of my painting. However the steady outflow of teaching energy makes a period of revitalization and uninterrupted time for concentrated effort very important. The sabbatical tradition has been found prudent to original thought and work in the past. I received a Guggenheim Fellowship for Creative Painting in 1957 and found it a most rewarding year.

Where my own work over the years has reflected a full gamut of art expression, all the way from abstract to conservative, my exposure to and study of many of the current trends in art have only been in great part through reproductions. While national art-news magazines show much of this, it is not the same as actually viewing the original works. I feel that my proposed tour of the art galleries and art museums of this country, as I was able to do in Europe in 1973 and 1974, would add valuable background for me as a creative artist and as a teacher of art.

My own painting is a vital factor in my teaching at Santa Barbara City College. This is obvious to me not only in my personal attitude toward teaching, but also in the scheduled visits of my painting classes to my studio each semester. These visits create a very real student interest and have a gratifying effect on the class in later class work. As a result I feel a very real responsibility in this direction and in the maintenance of my own painting program.
for these students. The gallery and museum tour I am requesting, plus the additional time for independent work, which the years prove my ability to use wisely and prudently I believe, would greatly contribute to my own work and in that way reflect in the added effectiveness of my teaching. I know that the quality of teaching remains high when there is effective self-commitment on the part of the teacher. His own growth and dedication will be evident in his teaching. Professionalism on the part of the art teacher is an important part of the student-teacher relationship. A student understandably respects the "practice what you preach" concept. I feel that my dual professional life is very important to my teaching - one being equally dependent on the other. There is also the added impetus to grow into new concepts when a plan is made and there is a commitment to carry it out. I feel this sabbatical very important to my personal growth and my own work, as well as a valuable contribution to my teaching.

Part III

The New York gallery scene, which is an important part of my tour is mostly dormant during the Summer. Spring is usually the best season with Fall running second. I propose this time-block to take advantage of this seasonal nature of things. The urgency factor is that the gallery season in full swing can only be seen when the college is in session. In addition the recent increases in travel rates and accommodations is going to make the scope of my travel plans prohibitively expensive as time goes on.
Part IV

A. The time for this proposal could be one semester, but such a time-block would not allow adequate time for the follow-up work I would like to do in my studio after I return from the East. A series of projects are forming in my mind that I feel would be constructive and valuable to new course material, but time is of real value here for experiment and the use of new materials. The travel agenda would probably involve a minimum of two months, with perhaps three giving me more opportunity for further study; but this would, of course, be controlled by finances. Therefore I would like to request the full year for my sabbatical leave.

B. I believe I have demonstrated my responsibility as a faculty member in my teaching and my own creative work. But the real answer to this point is cited above when I spoke of the gallery scene being dormant while the college was not in session, and the fact that the alternate vacation time at Easter and Christmas is too brief for the kind of comprehensive survey I wish to make. However, I did take advantage of Easter vacation two years ago for just this kind of use; although helpful and of real value, I found the time insufficient to my needs.

C. I know I am professionally qualified for the proposed program.

D. Thirty years as a professional artist and the use of my very adequate studio here in Santa Barbara gives me more than necessary
materials and facilities for the independent work that I propose. The cost of the travel agenda will be considerable, but I have funds set aside for that expense.

E. On my previous sabbatical I accomplished my stated proposal. I would also like to add that the year was not only one of real accomplishment but also one of the most exciting and rewarding periods of my life.

F. Departmental continuity can be readily assured. I have talked with Ken Mack on this point, and there is no problem.

Respectfully Submitted,

[Signature]

Robert Frame
November 5, 1979

The Sabbatical Leave Committee
The Academic Senate
The Board of Trustees

This application was approved for the Spring Semester of 1980. In September of 1979 I sustained an injury to my back. I have been under a doctor's care and in outpatient physical therapy during the months of September and October. Whereas the pain has subsided to some extent, I still have trouble sitting and riding in vehicles for any length of time. My doctor informs me that the injury will heal completely in time if it is not further aggravated. For this reason, I do not feel secure in leaving the country as planned in the Spring, but would like to postpone the leave until the Fall Semester of 1980.

Thank you.

Sincerely,

Robert H. Gallun
Robert H. Gallun
Spanish Department
APPLICATION FOR SABBATICAL LEAVE*
*See Faculty Manual for general procedures and deadlines

NAME Robert H. Hallum
DEPARTMENT Spanish

APPLICATION FOR SCHOOL YEAR 1980 - 1981

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

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 16 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? 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? 1972-73

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

8. Can departmental continuity be assured if this sabbatical is granted? 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 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 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 Robert H. Hallum Date November 5, 1979

jem
5/75; revised 6/77;
9/77
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.
APPLICATION FOR SABBATICAL LEAVE

NAME: TRUDI E. GREEN  DATE: September 27, 1979

(formerly Secretarial Studies)

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

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 6 years (plus 1 & 1/2 years on full-time hourly basis)

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)
   Not applicable

4. How many years of part-time, contractual employment have accrued toward your eligibility? I have one and one-half years full-time, contract hourly PLUS 6 years full-time regular contract service.

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? Have never applied for a 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 Sub./Sabb. Leave Replacement Salary Schedule)

   Replacement Internal hourly, plus Approval possibly some external hourly (3 hours/wk) ☒ Dept./Cluster Chairperson: Murl E. Day

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: TRUDI E. GREEN  Date: 9/27/79

jem 5/75; revised 6/77;
The proposed sabbatical leave is designed to allow the instructor time to develop new word processing courses, and to develop a full word processing program which will culminate in an AA or AS degree at Santa Barbara City College. (Word processing is the application of modern computer technology and systems management techniques to the typing process.)

The proposed sabbatical leave will allow the instructor time to visit and to use facilities with functioning word processing centers as learning resources and as sources for classroom materials.

The proposed sabbatical leave will allow the instructor time to write grants for word processing equipment.

An extensive survey of Santa Barbara and the surrounding area will be taken by the instructor to determine 1) what kinds of word processing equipment are presently in use and are being considered for future purchase, and to determine 2) the number and kinds of employment opportunities presently available and likely to develop in the word processing field.

In addition, the instructor will undertake formal classes in word processing, if appropriate courses in word processing can be found.

The proposed sabbatical leave is to cover the Fall and Spring Semesters of 1980-1981.

I. Direct benefit to Santa Barbara City College

1. By developing an outstanding series of courses and a program culminating in a degree, SBCC should become noted for its word processing offerings, thus becoming an obvious attraction to new students and enhancing SBCC's reputation for excellence. At present, Santa Barbara City College is the only local educational institution offering word processing, although this offering consists of one course only. It has proved to be very popular and next semester (Spring, 1980) the course will have two sections. If we are the first to offer a full program, or at least three or four courses, we should preempt the field. As we all know, word processing is the wave of the future in business, professional and governmental offices.

2. The survey will be of direct value to the college in several ways. We at SBCC are, of course, here to serve the educational needs of the community. If we do not know what those needs are, we can not fulfill our mission. The survey will better enable us to fulfill our mission because it will give us accurate and quite complete data. We will be able to assess extremely well the needs of our students. We know the kinds of equipment he/she needs to know how to operate, and what skills and knowledge will be demanded of them, because we will know what job opportunities are "out there" and what the job opportunities will be for approximately the next 5 to 10 years.
To put, perhaps, the above in another way, the acquired data will facilitate the proper selection of WP equipment, which is very expensive. (Word processing will hereinafter be abbreviated to its customary WP initials.) Rational purchase decisions must be made not only in relation to student needs and to our budget, but in particular to the choosing of equipment which will obsolesce later rather than earlier.

Again, the data will facilitate the development of a more relevant WP program. In the vocational field, courses and programs must relate to equipment and employment opportunities in existence now and in the near-term future or they are futile endeavors.

The acquired data will be of great help in writing grants. It will be used as evidence of the need for the kinds of equipment sought and the monies requested.

The survey will produce data not available from any other source.

Incidentally, the survey could easily be designed to include data about employment opportunities and educational requirements in general in the offices surveyed—another obvious benefit to SBCC.

3. Visiting word processing centers, learning to use the various kinds of new WP equipment coming on the market, and gathering classroom materials will give the instructor the depth of knowledge needed to develop and to teach new courses and programs. At the present time, there is no other way to acquire this knowledge. The educational offerings are very limited.

II. Direct benefit to the individual's professional development

Obviously, this proposal will result in the instructor's obtaining additional knowledge in an area of her special interest. The instructor is the only one in her cluster who has any expertise in WP and the only one who has undertaken a WP course.

The proposal should also be a contribution to the instructor's personal growth as well to her professional growth, as the activities outlined are presumed to stimulate as well as to instruct.

III. Factors indicating urgency for sabbatical in coming year

As indicated, there is a profound revolution taking place in the office, and SBCC has been five years behind the times. At the present, we have two MCST's (Magnetic Card Selectric Typewriter—commonly called Mag Card I's) obtained through a grant in 1972. These machines are almost entirely obsolete. Because of the renovation of the Administration Building, we (that is, the Business Office Careers Department) have acquired one Model A MCST and two Model II MCST's. (Each consists of a Selectric II typewriter attached to a small computer.) The Model A and the Model II's will be obsolete within five to seven years. (Note: Before a purchase decision was made, numerous conferences were undertaken with WP colleagues on seven different California campuses.) In relation to the money available and to what is and to what was thought to be "out there" (but not known), the acquisition of the Model A and the
Model II's was the most appropriate. However, it is imperative that a survey be taken and that grants be written for new equipment if SBCC is to have even a mediocre offering in the WP field, much less the superior one the instructor hopes to develop. Almost all WP equipment is obtained by grant on campuses because of their expense. The instructor will also attempt to solicit WP equipment by gifts.

Word processing is being implemented in many, many offices daily--there is an explosion in its application--and many campuses are beginning to develop WP courses and programs. The time for the proposed activities is NOW.

IV. Other

A. Is the required length of leave appropriate?
   If anything, the instructor could use a year and a half. In addition to making the survey and applying for grants, the instructor must become proficient in the operation of many different kinds of WP equipment as well as develop courses and full WP degree program.

B. Ongoing vs. additional responsibilities
   There is no way the instructor could undertake the proposal outlined while fulfilling her regular teaching load. For example, this semester (Fall, 1979) the instructor is in the classroom a minimum of 26 hours a week.

C. Is the applicant professionally qualified for the proposed program?
   Yes. The instructor is the only person teaching word processing and the only person who has undertaken training and study in the WP field in her cluster.

D. Does the applicant have access to the necessary materials and facilities?
   Yes. The instructor will go to the IBM corporate headquarters in Houston for training on their equipment, to visit their WP centers, and to gather classroom materials. The instructor will also visit Lockheed in Sunnyvale for the same purposes. Other facilities will also be visited in the United States and perhaps in Europe. The instructor has obtained copies of two successful grant applications (one for $70,000, the other for over $100,000) to use as models in her grant writing. In addition, educational facilities are of course accessible.

E. Did the applicant's prior sabbatical leave satisfy its stated purpose?
   The instructor is submitting a request for sabbatical leave for the first time.

F. Can departmental continuity be assured if this sabbatical is granted?
   Yes. The instructor's regular load will be assumed by either full-time certificated staff or qualified part-time staff. The instructor has conferred with the department head and cluster leader and all feel that continuity will be assured.

Thank you for considering this proposal.

Trudi E. Green, Assistant Professor
APPLICATION FOR SABBATICAL LEAVE*

NAME    David N. Lawyer, Jr.    DATE    September 25, 1979


1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Nov., 1969

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) 0

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 ☑ No ☑

6. In what year(s) was your last sabbatical leave? I have never taken a 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 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 ☒ Date September 25, 1979

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

The primary purpose for requesting a sabbatical leave is to obtain additional knowledge and to develop new pedagogic skills in the field of political science, in which I possess three degrees. My teaching field has, for the past eleven years, been in the area of Ethnic Studies. Changing enrollment patterns have necessitated a shift in my teaching assignment to include a political science course this semester; this pattern will probably continue in the near future. In order to effect a smooth transition from ethnic studies to political science, I desire to enroll in a series of refresher courses at UCSB or another university in the areas in which SBCC political science courses are taught.

A second purpose for requesting a sabbatical leave is to develop innovative teaching methods in the field of ethnic studies, i.e., self-paced, individualized instruction, in order to hopefully reverse the declining enrollment trends. This secondary objective is contingent upon obtaining outside funding, e.g., fellowships or grants, for which I am currently applying.

A third purpose for requesting a sabbatical leave is to revise my Ph.D. dissertation for article or monograph publication. The topic of the dissertation deals with community control of urban schools with a focus on the Los Angeles Unified School District. The notion of school decentralization, an idea born in the late 1960's, may re-emerge as a viable solution to the problems of urban education, and my research may contribute to the debate that will undoubtedly ensue.

OUTLINE OF PROPOSAL

I. Direct benefit to SBCC
   A. My sabbatical leave may result in the development of new and innovative teaching methods to serve the needs of the non-traditional student.

II. Direct benefit to the individual's professional development
   My sabbatical leave will undoubtedly result in additional knowledge and teaching skills in the field of political science, thereby diversifying my expertise in order to adjust to changing enrollment patterns.

III. Student enrollment in ethnic studies has been steadily declining over the past three years; projections for the future seem to reveal a similar trend. This semester I have already begun to teach a political science course as part of my contract. In the future I may be required to teach additional political science courses. Therefore, the urgency for a sabbatical leave is obvious.

IV. A. The length of leave, one year, is quite appropriate to accomplish the above-noted objectives.
   B. The proposal goes far beyond the boundaries of my current contractual responsibilities.
C. I currently possess three degrees in the field of political science, and I have already published in a reputable scholarly journal. I, therefore, feel that I am more than adequately qualified to pursue the objectives set forth in the proposal.

D. I intend to do course work and research at UCSB, to which I have complete access.

E. Not applicable.

F. My teaching replacement will come from the regular teaching staff and a former instructor on an hourly basis.
APPLICATION FOR SABBATICAL LEAVE

*See Faculty Manual for general procedures and deadlines

NAME Barbara Lindemann DATE September 26, 1979
DEPARTMENT History APPLICATION FOR SCHOOL YEAR 1980 - 1981

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

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 5 (including present 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)

4. How many years of part-time, contractual employment have accrued toward your eligibility? 2

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 / ?

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 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 Barbara S. Lindemann Date Sept. 28, 1979

jem
5/75; revised 6/77;
9/77
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?
I plan to spend the year studying in areas that will develop capabilities useful to me as a history teacher and doing research and writing in the field of history.

I have four goals that I want to accomplish during my sabbatical leave.

1. I want to acquire a speaking and reading knowledge of Spanish. As a resident and teacher in Santa Barbara, where there is a sizeable Spanish speaking minority, I have long regretted that I do not know Spanish. On my sabbatical leave I will enroll in Spanish 14, Individualized Basic Spanish, at UCSB. In this course the student works at her own speed from Spanish 1 through Spanish 5. I hope to work intensively enough that I will be able to read and speak Spanish by the end of the year.

2. I hope to acquire a working knowledge of statistics. Much of the most important work being done in history today uses computers and statistical analysis. Some of the research techniques are simple enough that students could do short projects using mission and court records available here in Santa Barbara. To guide them adequately in such projects, I need to have a better grasp of statistical principles and techniques. I plan to review algebra on my own and then pursue a course of study of statistics, in which I have no background. I will accomplish this aim in one of three ways: by taking appropriate courses at UCSB; by reading textbooks and working with a tutor; or by taking a statistics course at SBCC. I do not know yet how much I would be able to do on my own, and I will not know before February 1980 which of the courses I am interested in will be offered at UCSB next year.

3. I plan to finish an article on rape which I began last summer when I had a grant from the National Endowment for the Humanities to study at Brandeis. To prepare the article for publication I need to do about three weeks worth of further research at the Suffolk County Court House in Boston, read secondary sources and primary sources which are available at the UCSB library, and write up my conclusions.

4. I also want to start research for a book on the development of the law in California as it affects women. California is a particularly interesting state in that its first legal system was Spanish, and it continued to be a community property state after it joined the union. What
was the process by which family, property, and labor law developed out of the Spanish tradition in the hands of politicians schooled in the English tradition of law? What Spanish elements remained and how were they blended with English law? This is a particularly timely topic right now, because the Equal Rights Amendment, although not yet ratified, has been having an impact on state laws. Its effect on states that have a common law tradition may well be different from its effect on states with the Spanish community property tradition. Studying those two traditions as they developed in California, an influential and populous state, could shed some important light on the subject. Certainly the research will give me some new information very important for my course in women's history and my interdisciplinary course in women's studies. Incidentally, the course I will be taking in Spanish will be essential for the research I need to do for this book.

The most I can hope to do in my sabbatical year is to complete much of the research for the book, using the law libraries at UCLA and Berkeley and UCSB interlibrary loan. The actual writing of the book will have to be done in future summers.
OUTLINE OF PROPOSAL
Barbara Lindemann

APPLICATION FOR SABBATICAL LEAVE

I. Direct benefit to City College

The work I do during my sabbatical year will enrich my history and women's studies courses when I return. For historians, practical experience means not making history, but writing history. To teach students history is to teach them not only subject matter but also processes: of collecting information, analyzing it, and reasoning from it. I need to engage in the craft of history research and writing from time to time in order to teach it better. I find that when I am working on research and writing projects I bring much more enthusiasm and fresh insight into the classroom.

More concretely, I want to introduce into my History 5 and History 24 courses the possibility for students to do short research projects on an aspect of local history in which they are collecting data and presenting their findings in some area not yet investigated by anyone. I hope that they will experience the excitement of discovery through such projects, and in the process learn good methods of analysis and reasoning that would be useful in other courses and in everyday life. One largely untapped source of local history is demographic data, such as census records that date back to 1852. To guide students properly in the use of such sources, I need to have a ready grasp of mathematical principles and formulas which I hope to acquire during my sabbatical year.

II. Direct benefit to the individual's professional development

I will obtain additional knowledge in my own field of history through the research I will be doing, and also in other fields that will aid my teaching, Spanish and statistics.

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

There is no particular urgency for the sabbatical at this time. However, I have been doing some preliminary work that will enable me to make the most effective use of my sabbatical. This past summer I obtained a grant from the National Endowment for the Humanities which enabled me to do advanced study in American History. One of my explicit purposes was to investigate the recent literature of women's history and to determine areas where research needs to be done. I narrowed down a topic to women and the law, and did some reading and research (on rape) in that topic. I want to be able soon to build on this preparation.
IV. Additional information

A. The requested length of leave is appropriate to the scope of the proposal.

B. The proposal cannot be a part of my normal responsibilities, as I find it impossible during the school year to do more than some minimal amount of outside reading which keeps me informed on the latest work done in the fields that I teach.

C. I am professionally qualified for the proposed program. I already have a background in languages—Italian and French—so should be able to learn Spanish fairly quickly. I am an experienced researcher, although I have not done any primary research (until this past summer) in many years.

D. I will have access to the necessary materials and facilities. I will have to make a trip to Boston of about two to three weeks. Otherwise, I will live in Santa Barbara and make trips to UCLA and Berkeley for any material which I cannot get through UCSB interlibrary loan.

E. I have had no prior sabbatical.

F. Departmental continuity can be assured if this sabbatical is granted.
APPLICATION FOR SABBATICAL LEAVE

*See Faculty Manual for general procedures and deadlines

NAME  Helen M. McCarthy  DATE  September 24, 1979

DEPARTMENT  English  APPLICATION FOR SCHOOL YEAR 1980 - 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools?  1967

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian?  12 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?  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 /X/ No /X/
   Sabbatical Year (1974)

6. In what year(s) was your last sabbatical leave?  1974

7. Is this for fall semester only /X/ spring semester only /X/ 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)

Approval  Jeannette Webber  Dept./Cluster Chairperson

9. Will you earn money on a paid employment basis while on this leave? Yes /X/ 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  Helen M. McCarthy  Date  September 24, 1979

/ Jem
5/75; revised 6/77;
9/77
I. DIRECT BENEFIT TO SANTA BARBARA CITY COLLEGE

A. Since the courses that I teach in the English Department of Santa Barbara City College emphasize the literature of the British Isles, it seems both important and eminently appropriate to me to spend my Sabbatical year in Great Britain. Direct contact with the people of the country, with the language, and with the literature can prove to be an invaluable experience. I plan to live the daily life of an English scholar and teacher, not that of the casual tourist or the visitor merely "passing through." My study of the way of life and the culture of Great Britain has enhanced my teaching over the past years, giving it a special exciting coloring. My course, the Survey of British Literature, which I have been fortunate enough to teach at Santa Barbara City College for over twelve years, has certainly been enriched by my travels and study abroad. I hope that the Sabbatical year will provide for me an opportunity to add to my knowledge of British literature and to broaden my outlook.

My proposal involves the following projects:

During the months of September through February I shall make arrangements to reside in Bloomsbury, the literary center of London, of the University of London, and of the British Museum Library where I intend to read and study, focusing mainly on literature of the eighteenth and nineteenth centuries. The study of the novel will be my main concern. One project which I have considered is the preparation of a course incorporating the English novel of these periods with studies in history and in art of the same times. Much groundwork has already been started during brief trips to England, but a long, uninterrupted period of time is needed for extended work and study in depth.

The second area of interest will be a new one--the study of well-known contemporary poets of Britain and Ireland. I hope to read about them, to read their poetry, to buy their books (many available only abroad), and, through my literary and academic contacts, to meet some of them. A few are the following: Seamus Heaney, Geoffrey Hill, Thomas Kinsella, John Montague, and Philip Larkin. Since I plan to offer an Introduction to Poetry course in the spring of 1982, I shall be certain to gather as much material as I can while I am abroad.

A second direct benefit to my teaching is that I shall add to and improve my collection of slides and illustrative material for use in all my English classes. Materials available in local museums in England alone have much improved in recent years, and English colleges now use more in the way of slides, tapes, and film strips than ever before. Although some material often (not always) can be ordered from abroad, one needs to go there to see what exactly is being used and used successfully before making a selection of such costly aids in teaching. These materials, I find, really stimulate students and whet their appetites for further study of English literature.

During the months of March through June I shall concentrate on a project directly related to my teaching at Santa Barbara City College. I propose to widen and bring up to date my earlier investigations (done mainly
in the United States) of how literature and writing are taught in institutions of higher learning. For the purpose I will spend three to four months in Great Britain where two kinds of institutions are specially relevant to the kinds of teaching done at Santa Barbara City College. Below the residential universities are polytechnic colleges, training colleges, and the Open (or non-residential) University. In the first two of these training in writing and literature is seen not as a prelude to university work but as having its terminus ad quem within the university system, and at the Open University variety of students with widely different backgrounds are given the chance to do upper-level, non-residential work. I propose to collect curriculum materials, find out what kinds of classes are thought appropriate for different kinds of students (What, for example, do technological students in Great Britain read in first-year college?), observe actual classes, collect samples of quizzes and examinations, participate in the grading of papers, and, in general, estimate how what is done there differs from what is done here and whether we can learn anything from such data.

I have, over the years, here and abroad, met faculty who teach at the following institutions and who will be helpful: University of London, London Polytechnic, Exeter University, Stirling University (Scotland), the Open University, University of Kent, and district colleges in Hertfordshire and Hampshire. The Open University has special relevance to our Extension (Evening and Adult Education) courses since it offers adult classes that are self-contained and organized to meet limited, specific purposes.

II. DIRECT BENEFIT TO THE INDIVIDUAL'S PROFESSIONAL DEVELOPMENT

Professionally, my sabbatical proposal will do two things:

A. It will provide me personally as a teacher lively comparisons with my own teaching methods and show me what in the way of new methods is being used in my subject.

B. Secondly, by renewing my acquaintance with literature in my subject and by attending University lectures I shall keep up to date my interest in and enthusiasm for my subject.

III. FACTORS (PROFESSIONAL OR PERSONAL) INDICATING URGENCY FOR SABBATICAL IN THE COMING YEAR RATHER THAN ANOTHER TIME

By the end of the spring semester of 1980, I will have taught continuously (including summer sessions) for seven years at Santa Barbara City College without much change. My last sabbatical leave restored my mental and spiritual powers, certainly revitalizing my professional performance. I am eager to enjoy the same "re-charging" effects again.

IV. A. The requested length of leave (one year) is appropriate to the scope of the proposal. In order to check proposals against performance curricula I wish to be in Great Britain for a full Academic year.

B. Because of the nature of the project and because of my subject—primarily British literature—it is necessary that I pursue the work in Great Britain.
C. I have a Ph.D. in English and have spent my professional life teaching and studying English writing and literature.

D. I have access to the necessary materials and facilities and have already made inquiries to faculty members at relevant institutions.

E. Yes, the sabbatical year satisfied the stated purpose and even encouraged me to bring up to date and broaden what I had learned.

F. Yes, departmental continuity can be assured if the sabbatical leave is granted.
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See Faculty Manual for general procedures and deadlines

NAME Paul F. McLung

DATE 3/6/80

DEPARTMENT History

APPLICATION FOR SCHOOL YEAR 1980 - 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 1968

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 12

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? Fall 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 ☒ No

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 employee 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 Paul F. McLung

Date 3/6/80

jem

5/75; revised 6/77;
Summary of Sabbatical Leave Proposal

I. I wish to improve my teaching by increasing my knowledge and understanding of the subjects I teach. I have been offered a National Endowment for the Humanities Fellowship to attend a year-long seminar for college teachers on the sociological and psychological aspects of modern literature to be given at the University of North Carolina at Chapel Hill. Several years of teaching courses on Western Civilization, of trying to make these courses substantial, vivid, and accessible have led me to a concern for the commoner aspects of life, its daily feel and texture. In this endeavor I have often used novels in my courses as the "texts" of a culture and time. It is with this as background that I am intrigued by a seminar that will attempt to make sense of "the way writers make sense of our lives."

II. The independent work which will be of direct benefit to my professional growth will be a research project in which I wish to pursue the problem of the engagement and neutrality of the educated elite of Weimar Germany. I wish to focus especially on the ideas, dilemmas, and influence of Friedrich Meinecke, who until the rise of National Socialism was Germany's leading historian, and on Thomas Mann, perhaps the most distinguished man of letters of the Weimar Republic.

III. The NEH fellowship is a high honor, both for myself and my college, one which comes perhaps but once in a lifetime. It is an opportunity to work with a man of world renown as a scholar.

IV. Both the NEH seminar and my independent work have been devised for an academic year.

Because of the intensity of both, neither could be undertaken as part of my ongoing responsibility.

A panel of college and university teachers in my field has judged in the course of a rigorous competition that I am qualified for the proposed program.

The libraries of both the University of North Carolina and Duke University, where I will be designated a "Visiting Scholar", have excellent holdings in the social sciences and the humanities.

In my prior semester sabbatical I undertook a self-directed program of reading and preparation for my courses and revising lectures, which I completed. This both sharpened my understandings and improved my abilities to convey these understandings to my students.
IV. (continued)

Curtis Solberg, both as Cluster Leader and Department Chairman, is heartily in favor of this application because it gives him more flexibility in a time of likely retrenchment, and it may save a more junior but much valued colleague from termination.

I will receive an NEH Fellowship grant which together with the one-semester sabbatical income will equal my normal salary.

I have included in this application a short description of the NEH Fellowships, a description of the particular seminar to which I have been invited, and a description of my proposed objectives.
February 29, 1980

Professor Paul E. McClung
Department of History
Santa Barbara City College
Santa Barbara, CA 93109

Ref: FR-10116

Dear Professor McClung:

It gives me great pleasure to inform you that the National Council on the Humanities has recommended that you be offered an NEH Fellowship in Category C to attend the seminar to which you applied and to undertake the project described in your application.

NEH Fellowships are subject to the enclosed regulations. If you wish to accept the fellowship, please complete and sign the enclosed Acceptance Form and return one copy of it to the Division of Fellowships by March 21, 1980.

If it is not possible for you to accept this fellowship, please let us know as soon as you can.

Please accept our best wishes for success in your work. We are confident that you will use your fellowship effectively, and we welcome the opportunity to assist you.

Yours sincerely,

[Signature]
Joseph D. Duffey
Chairman

Enclosures
GENERAL INFORMATION

Purpose and Scope
NEH Fellowships in Category C are intended for teachers in undergraduate and two-year colleges who wish to improve their teaching by increasing their own knowledge and understanding of the subjects they teach. The fellowships will be held in residence at designated universities throughout the country during the academic year 1980-1981. Fellows participate in a seminar directed by a distinguished scholar and undertake personal programs of study and research, of their own choosing, beyond the work for the seminar.

Seven seminars are being offered in 1980-1981 in selected disciplines of the humanities and the humanistic social sciences. Five are open to all eligible applicants; two are open only to teachers in two-year colleges. The number of Fellows will vary from seminar to seminar, but will range from six to twelve, depending upon the quality of the applications and the NEH funds available. Through the seminar and independent work, Fellows sharpen their understandings and improve their abilities to convey these understandings to college students. Fellows will have ample time to pursue their personal studies. They will have the benefits of full access to a library suitable for advanced study and research, and the presence of scholars and colleagues in their fields, as well as auditing privileges in courses and seminars.

These seminars are especially designed for the Fellowships in Category C and are intended to be different from regular graduate seminars; graduate credit will not be given. While the seminars deal with problems of conveying humanistic understandings to college students, the focus is substantive, and the purpose should not be construed as pedagogical training or curriculum planning.

The independent work to be undertaken may lie within the applicants' special interests, or may be studies in some other field which will enlarge their competence and understanding of their own fields. The study may be a research project or a program of intensive reading. Applicants may propose work directly related to the

Application Deadline:
November 13, 1979

National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
Applications for Category C Fellowships will be reviewed by panels of college and university teachers in the fields of the seminars. Fellows will be selected on the basis of the following criteria:

1) their quality and commitment as college teachers;
2) the importance of their projects as contributions to the excellence of teaching in the humanities;
3) the conception, definition, and organization of their proposed programs of personal study; and
4) their qualifications to do the work of the seminar and make a contribution to it.

If other considerations are equal, preference will be given to applicants who have been teaching for at least three years on the college level, including teaching assistantships in graduate school; and strong preference will be given to applicants who have not held major post-doctoral fellowships or grants, except sabbaticals or grants from their own institutions, since 1974. Although eligible, faculty members of non-Ph.D.-granting departments in institutions which grant the Ph.D. in other fields of the humanities will be given a lower priority.

Problems pertinent to an applicant's own teaching are an appropriate part of fellowship study, but applications for the planning of curricula or the development of teaching materials, predominantly pedagogical studies, and educational surveys are not eligible for fellowship support. Inquiries about the possibility of Endowment support for educational projects should be directed to the Endowment's Division of Education Programs.

Studies in psychology and the social sciences which are predominantly empirical or clinical rather than humanistic are not eligible for fellowship support.

Work in the creative arts — such as writing of fiction or poetry, painting, sculpture, musical composition and performance, acting, directing, and dance — is excluded, as are studies directed toward teaching composition and performance in the creative arts. However, critical, historical, and theoretical studies of the arts are eligible for fellowship support.

Although the Endowment cannot support sectarian work, teachers in schools of theology or departments of religion may apply for fellowships, provided that the proposed work is designed to constitute a general contribution to humanistic knowledge.

Stipends, Tenure, and Conditions of Award

NEH Fellowships in Category C are awarded for a continuous period of twelve months encompassing the academic year 1980-1981, with a stipend of between $16,000 and $20,000. Within these limits, stipends for 1980-1981 Fellows will be based on their 1979-1980 salary, minus sabbatical and other grants. Although they will also include amounts for travel for Fellows and family members between their home and the seminar location, no special allowance is given for any other research expense.

Fellows may supplement their awards with small grants from other sources, but may hold no other major fellowships or grants during fellowship tenure except sabbaticals and grants from their own institutions.

Fellows may not defer tenure of their awards, nor may they receive appointments to NEH Summer Seminars during the years in which they hold NEH Fellowships, i.e., either immediately preceding or immediately following their fellowship.

In accepting an NEH Fellowship in this category, Fellows agree to participate fully in the seminar and complete all seminar assignments. In addition to their work for the seminar, they also agree to devote full time to their programs of personal study and research during the tenure period. Fellows may not accept teaching assignments or undertake other major activities during the tenure of their fellowship.

Applicants who receive offers of fellowships from other foundations after submitting their applications to NEH must decline the former or withdraw the latter.

Information on housing will be available from the seminar directors after the awards are announced in the spring.

Eligibility

To be eligible for the NEH Fellowships in Category C, applicants must have faculty appointments in two-, four-, or five-year colleges and universities in the U.S. at the time of their application. Faculty members of departments with doctoral programs are not eligible to apply for these fellowships, nor are faculty members of post-graduate professional schools.

Although applicants need not have advanced degrees to qualify, those applicants whose professional training has been a degree program must have received their degree or completed all requirements for it by the application deadline. Persons seeking support for work leading toward a degree are not eligible to apply, nor are candidates for degrees, even if they expect to have finished all work for their degree by the time they would begin tenure of a fellowship and the proposed work is not related to their degree program.

Former recipients of Fellowships in Residence for College Teachers are no longer excluded from applying for participation in these year-long seminars, although strong preference will be given to applicants who have not had major fellowships in recent years.

Former participants in NEH Summer Seminars for College Teachers are eligible to apply for year-long seminars, and their participation will not weigh heavily against their application.
Seminar Director: Professor Robert N. Wilson  
Department of Sociology  
University of North Carolina  
Chapel Hill, North Carolina  27514


Seminar Title: Sociological and Psychological Aspects of Modern Literature

Description:

This seminar is open only to teachers in two-year colleges.

This seminar will be a collaborative effort by social scientists and humanists to understand the essential content of selected novels, plays, and poems. Elizabeth and Tom Burns argue that the literary critic and the sociologist are alike in trying to make sense of "the way writers make sense of our lives." We shall explore ways in which the humanist and the social scientist can make common cause in interpreting literature, in together discovering what images of the human condition, of intrapsychic patterning, of social relatedness emerge from creative works. But we shall also be concerned with differences in the way literary scholars, social scientists, and writers themselves approach human behavior, differences in goals and methods. Complementing this primary aim of experiencing ways to "read" literature will be several subsidiary aims: the study of psychological and sociological explanations of the creative process; the analysis of the literary enterprise as a species of social institution; the comparison of the language of literature with other modes of symbolic discourse; the analysis of the relations of high culture and popular culture; and the examination of the social role of the woman writer.

A close reading of the "texts" of a culture may be expected to yield some knowledge that is not so readily available from other sources of inquiry. In literature, this contention has been well illustrated by Leo Zoxenthal's provocative study, Literature and the Image of Man. One of the firmest assertions of the value of sophisticated content analysis in the social sciences is that of Clifford Geertz:

The culture of a people is an ensemble of texts, themselves ensembles, which the anthropologist strains to read over the shoulders of those to whom they properly belong. There are enormous difficulties in such an enterprise, methodological pitfalls to make a Freudian quack, and some moral perplexities as well. Nor is it the only way that symbolic forms can be sociologically handled. Functionalism lives, and so does psychologism. But to regard such forms as "saying something," and saying it to somebody, is at least to open up the possibility of an analysis which attends to their substance rather than to reductive formulas professing to account for them.*
The application of sociological and psychological perspectives to the arts is a perilous and much debated enterprise. I have chosen, from among the many possible approaches, to keep the literary work itself in the foreground of attention. Hence the conceptual apparatus and the data of the social sciences form the background of the seminar, their presence rather more implicit than explicit. One of the recurrent, if often too bluntly construed, issues in the study of literature arises between those critics who would give exclusive attention to the "internal" properties of the work of art (explication du texte) and those who wish, for a variety of reasons, to set literature in the context of the social history that nurtures it and the psychological contours of the writer's life. We shall try here to step gingerly between these extremes. My view toward literature and its relation to the social and psychological environment has been very wisely expressed by Archibald MacLeish:

This myth of the poetic imagination which students in colleges are called on to admire as literature has become a myth of myself which I--student, teacher, man, woman, whoever--am called on to live as life. And one sees how this miracle has been accomplished. It has been accomplished not by squeezing the pips of the text but by a perception which has one foot in the text and the other in the world so that the two, text and world, are made to march together.

--------

I think "English" always stands with a foot in the text and a foot in the world, and that what it undertakes to teach is neither the one nor the other but the relation between them. The greatest poem, removed from the ground of our being, is an irrelevance. The ground of our being without the poem is a desert. "English," I think, is the teaching which attempts to minister between.**

In our seminar, "social science" is "the teaching which attempts to minister between."

Throughout the seminar, we shall be attempting to generate an interdisciplinary dialogue on the sociology and psychology of literature. In the interest of opening up this dialogue and stimulating seminar members' own creativity, we shall avoid imposing too rigid a structure of seminar topics; our agenda is subject to change in accord with members' developing curiosities. Our work is conceived as falling into two main calendar divisions: the first semester of 14 weeks will consist of readings and discussions following the outline below; the second semester will be devoted to members' presentations of their own work in progress. We shall plan to meet as a group twice weekly in two-hour sessions, with individual tutorial appointments scheduled as needed (but in no case less frequently than monthly for each participant).

Outline of Seminar Topics: First Semester

1. Overview: Literature, Society, and Personality

2. The Language of Literature

3. Literary Creativity
4. High Culture and Popular Culture
5. Literature as a Social Institution
6. Humanists and Social Scientists: Antagonists or Partners?
7. Social Roles of Women Writers
8-14. Case Studies (Fitzgerald; Hemingway; Miller; O'Neill; James Baldwin; Pasternak; Camus; Beckett)

Services and Facilities:

Members of the seminar will be "Visiting Scholars" of the University. Upon paying the same fee as regular faculty members, they may take advantage of the athletic facilities, free movies, concerts, etc.

Seminar members will be able to use the libraries of both the University of North Carolina and Duke University. These libraries have excellent holdings in the social sciences and the humanities. Carrels can be provided in the library of the University of North Carolina.

Advice about housing will be given by the University Housing Bureau. Granville Towers, located on the University campus, is available for single occupancy. Within walking distance of the campus are large apartment complexes with from one to three room apartments. Within ten to fifteen minutes by automobile are approximately ten apartment complexes with similar offerings. In addition, there are always several faculty members who either rent small apartments in their homes or, planning to be on leave during the year, are willing to sublet their apartments.

Selected Bibliography:

Wilson. The Sociology and Psychology of Art

Man Made Plain
The Arts in Society

Lowenthal. Literature and the Image of Man

Literature, Popular Culture, and Society

Albrecht, et al. Sociology of Art and Literature

Langer. Philosophy in a New Key

Problems of Art
Ghiselin. The Creative Process

Rank. Art and Artist

Bradbury. The Social Context of Modern English Literature

Grana. Bohemian Versus Bourgeois

Cowley. The Literary Situation

A Second Flowering

And I Worked At The Writer's Trade

Barrett. Time Of Need

Nisbet. Sociology As An Art Form

Borenstein. Redeeming The Sin

Moers. Literary Women

Ornstein. The Psychology of Consciousness

Percy. The Message in the Bottle

Fitzgerald. The Great Gatsby

Tender Is The Night

Hemingway. The Sun Also Rises

A Farewell to Arms

Miller. Death of a Salesman

O'Neill. Long Day's Journey Into Night

Baldwin. Go Tell It On The Mountain

Another Country
Pasternak. Doctor Zhivago
Camus. The Stranger
         The Plague
Beckett. Waiting For Godot
         Endgame

** MacLeish. "What is English?" Saturday Review (December 9, 1961).
Description of Proposed Objectives

Most of my formal training has been in European history and that part which has most absorbed me is cultural and intellectual history. The form that interest initially took was shaped by the reading in an undergraduate honors course of H. Stuart Hughes' Consciousness and Society, that is "the study of major ideas in their pristine form on the higher levels" produced by towering figures such as Sigmund Freud or Max Weber. This interest led to a concern for how young people, especially students, actually came to be motivated by ideas and how that motivation was channeled into action; how theory could be reconciled with practice. My graduate seminar papers generally focused on this theme. For instance, in the Hitler Youths' transition from Sect to Church, or in the political proposals of the Young Turks of the German Social Democratic Party in the 1930's.

Several years of teaching courses in Western Civilization, of trying to make these courses substantial, vivid, and accessible have led me to a concern for the commoner aspects of life, its daily feel and texture. I have tried to balance concentration on political and economic history by also providing a guide to changing attitudes towards childhood and death, to changing styles of hopes and aspirations, to changing fashions or amusements. A central theme came to be not what happened, but what people felt about it when it was happening. Seeing past men and women in this human way often is an impetus to know and understand the broader enveloping context. The hope of such teaching is that students can experience the exhilaration of penetrating time past in the sense in which a blotter is filled with ink or an iron with heat. In this endeavor I have often used novels in my courses as the "texts" of a culture and time. It is with this as background that I am intrigued by a seminar that will attempt to make sense of "the way writers make sense of our lives."

I would wish to pursue the problem of the engagement and neutrality of the educated elite in Weimar Germany. I wish to focus especially on the ideas, dilemmas, and influence of Friedrich Meinecke, who until the rise of National Socialism was Germany's leading historian, and of Thomas Mann, perhaps the most distinguished man of letters of the Weimar Republic. Both men became supporters of the Republic and democracy—not sentimentally, but rationally, "Vernunftrepublikaner." They were republicans from intellectual choice rather than passionate conviction. In this they reflected the attitude of some of the educated elite—professors, industrialists, politicians—who disliked the Nazis but did not love the Republic. They learned to live with the Republic, judged its advent a historical necessity, respected some of its leaders, but never really believed in its future. They reasoned that in order to avoid a dissolution of the German national state and a renewed fragmentation of Germany it was necessary to rally around the one national center that still existed, the republican government, and to strengthen it. Others of the educated classes remained aloof from the Republic seeing in it a shabby, shaky substitute for the imperial regime; some were utterly contemptuous of it. If the educated classes floundered, how much more readily would the economically aggrieved and the socially dispossessed flock to the Hitler movement?

I want to explore not only the political stance of Friedrich Meinecke and Thomas Mann in the mid-twenties but also to trace the difficult journey which led to it. For Mann this trek began with the war-time Reflections of a Non-Political Man, which is a painful elaboration of the struggle between "music and politics, Germanness and civilization." Central to the work is the notion that there is an
irreconcilable opposition between German culture and politics, which term Mann equates with democracy and Western civilization. The culmination and transformation of these themes came in 1924 with the publication of the Magic Mountain and the tensions and vividness of the great debate between Settembrini, the unrepentant child of the Enlightenment, well-meaning rationalist, and Naphta, the apostle of irrationalism and the inquisition. This clash derives from the earlier debate which runs through the Reflections, between Mann and his liberal, "Western," Zivilisationsliterat brother Heinrich. As the 1920's had gone on—as Mann had accepted and defended the Weimar Republic in the Magic Mountain and "Mario and the Magician" and had acknowledged the power of "goodness and love" against the gathering forces of terror and obscurantism—he attained, almost in spite of himself, the stature of an enunciat or of public values. He had moved from private sensibility to ideological commitment.

Friedrich Meinecke's political journey matched that of Thomas Mann. He moved from being an enthusiastic supporter of the imperial regime and its war goals to a brave, if thoroughly unpassionate acceptance of the Republic. His Idea of Reason of State in Modern History was published, like the Magic Mountain, in 1924 and was also written partly to confront recent history. Meinecke became perturbed and fascinated, under the impact of the "shock of collapse," by the problem of to what extent power politics could be justified in its disregard for the rule of law and the precepts of ethics and morality. The book developed into a historical study of the relation of morality and politics in European history. In addition to what they thought and how they came to think of it, I would like to explore the view of Meinecke and Mann on the role of intellectuals in politics. Meinecke set down, in 1922, the result of his reflections on this problem in an article on "The Political Attitudes of German Academicians." He concluded that although the means and methods of politics had changed, the academician's task was "to weaken the impact of the destructive class struggle and to surmount it through social reforms and the creation of ethical, humane, and rational values embodying these reforms." Thomas Mann, when he underwent his conversion to the Republic and to democracy, changed his mind about politics as well. He now recognized that "the political and the social are part of the humane sphere."

Mann and Meinecke are powerful intellects but were they powerful intellectuals? The additional haunting questions of their influence and effect on the educated classes are the last topics I would want to explore.

The skills of language I would bring to the seminar are what was a very good command of German, now slightly lapsed.
APPLICATION FOR SABBATICAL LEAVE*
*See Faculty Manual for general procedures and deadlines

NAME CLAUDIA MITCHELL

DEPARTMENT HEALTH TECHNOLOGY

DATE NOVEMBER 2, 1979

APPLICATION FOR SCHOOL YEAR 1980 - 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Sept. 1974

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)

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? none

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 ☑ (may be necessary
   Approval ☑
   Dept./Cluster Chairperson
   to have contractual replacement-- please see page 3F)

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

Claudia Mitchell

Date Nov. 2, 1979

jem
5/75; revised 6/77;
9/77
Application for Sabbatical Leave

Claudia Mitchell

I. Direct benefit to Santa Barbara City College

My sabbatical leave would benefit SBCC in two ways. I want to develop a new course in nursing leadership, and to develop my skills in administration.

A. Development of new course--rationale

1. In follow-up surveys of recent ADN graduates of SBCC, the graduates have stated that they have not been prepared with the leadership skills necessary to function at the Registered Nurse level.

2. Members of the Advisory Committee of the ADN Program who represent the local hospitals have repeatedly requested that our nursing graduates be better prepared in ward management and nursing leadership.

3. I have recently taught a refresher course for nurses through Continuing Education. Twenty-one nurses completed the eighteen hour course. They stated in evaluation, that they feel the need for "a lot more knowledge in leadership" before they will be ready to reenter the hospital work force.

4. The focus of the ADN Program is to prepare a competent beginning-level bedside nurse. There is not time available within the state-required curriculum to include courses in nursing leadership.

5. The ADN Program at SBCC is accredited by the National League for Nursing, who feels that a basic nursing program at the ADN level should not emphasize nursing leadership. Therefore, leadership is not a strong point of the SBCC curriculum even though the graduates and the community feel the need for it.

Plan:

In reviewing various college catalogs, few (I found five) ADN Programs specifically list courses in nursing leadership. I know that all ADN Programs plan some type of "finishing student experience" to better prepare the graduate for the work world.

1. During my sabbatical leave I will visit three ADN Programs that offer specific courses in nursing leadership. These will be:

   Golden West College Course NO65 Nursing Process VI
   Long Beach City College Course N48C Advanced Nursing
   Santa Ana College Course N204 Nursing Leadership

I will limit my visits to three colleges which are geographically adjacent in order to decrease traveling time and to spend more time in the college courses themselves.
I am requesting my leave in the spring semester because that is when these courses are taught.

2. Many four year Bachelor of Nursing Programs include a course in nursing leadership in the final semester. I will visit two of these for the purpose of obtaining course content information and comparing the knowledge level expected in the ADN and BSN courses. The colleges visited will be:

   California State College at Fullerton Course N250 Advanced Nursing Process
   California Lutheran College Course N430 Administrative Structures and the Decision Making Process

3. I will meet with local hospital Inservice Directors and Head Nurses who currently work with the ADN graduates of SBCC in order to identify specific leadership skills that are lacking in our graduates.

   I will need a sabbatical leave during the spring semester so that I can:

   a. visit ADN and BSN Programs to observe methods of classroom instruction in leadership.

   b. visit ADN and BSN Programs to observe methods of hospital teaching of leadership.

   These must be done during the school semester in order to observe what is being taught and how the classroom instruction and hospital teaching are correlated.

   I will also interview the local hospital personnel who work with our ADN graduates in order to focus on precisely what leadership skills are needed for this community. Individual meetings with hospital personnel are time consuming and cannot be done during the teaching semester. I will be able to accompany some of our graduates during their work shifts in order to evaluate their leadership needs.

B. Since fall, 1978, I have had eight hours of released time in order to function as the Assistant Director of the ADN Program—a position which is required by the State Board of Registered Nursing. This is a portion of the position of Assistant Director of Health Occupations which had fifty percent released time.

   My new position is administrative. I have not had any courses in administration, and feel a real lack of knowledge and expertise in this area. UCSB has offered, each semester, administrative courses and seminars. However, due to my teaching schedule, I have been unable to enroll in any of them.

   During my sabbatical leave I will take courses in administration from those available at UCSB.
II. A sabbatical leave will directly benefit my professional development in the following ways:

A. I will obtain additional knowledge and skill in administration.

B. I feel that I will be revitalized in my personal growth and my creative efforts in teaching.
   1. SBCC is isolated from other community colleges. We have little knowledge about how nursing is taught in other programs. I am looking forward to seeing other programs 'in action.' I know that this will give me new ideas to refresh and update my own teaching.
   2. I am enthusiastic about offering the course in nursing leadership as a post-graduate nursing course! This will be the first post-graduate nursing course offering. It will supplement our own ADN Program and meet a community need.

III. The request for my sabbatical leave during the spring 1981 semester is based on:
   a. the availability of leadership classes--these are not taught at the ADN level during the fall semester.
   b. the repeated requests from hospital and nursing administration that our ADN graduates be prepared for nursing leadership.
   c. the repeated requests from graduated students that they be prepared with more leadership skills.
   d. my continuing need for skill with my administrative duties.

IV. A. As previously stated, I feel that one semester is an appropriate length of time to accomplish my goals.

B. I feel that neither objective, preparation of the leadership course and preparation in administration, can be accomplished during a regular teaching semester.

C. I am professionally qualified for my proposed program.

D. I have access to all necessary materials and facilities.
   1. I have faculty contacts within two of the ADN Programs that I will visit.
   2. I will visit programs (ADN and BSN) which are adjacent to each other so as not to spend time in travel.
   3. UCSB is a local resource.

E. I have not had a prior sabbatical leave.
Can departmental continuity be assured if this sabbatical is granted?

For previous sabbatical leaves within the ADN Program, teaching replacement has been contractual in order to maintain department continuity. The Assistant Dean of Health Technology and I realize that the preference is that hourly paid instructors be used for sabbatical leave replacement. In this city, it is difficult to find nurses who are qualified to teach and who are acceptable to the State Board of Registered Nursing. Most nurses who possess the necessary qualifications need to have more than an hourly position. However, if two such people can be found the continuity of hospital and classroom teaching can surely be maintained. Because of the full load of the current nursing instructors, and the need to maintain identical schedules, it is not possible for any nursing instructor to teach an overload.

In relation to my administrative duties—a in order to promote continuity I will:

a. plan a flow chart of spring semester obligations that can be followed by someone else.

b. try to set up with the office secretarial staff the spring mailings, bulletins, etc., so that they will be done in my absence.
NAME: Elwood Schapansky

DEPARTMENT: Physics/Aerodynamics

DATE: 9-25-79

APPLICATION FOR SCHOOL YEAR 1980 - 1981

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

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, or librarian? 14 COMPLETED

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? 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 [ ]


   Sabbatical Leave 1971-1972

6. In what year(s) was your last sabbatical leave? 1971-1972

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] 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)

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: Elwood Schapansky
Date 9/25/79

jem
5/75; revised 6/77;
9/77
SABBATICAL LEAVE PROPOSAL

Elwood Schapansky

I.

As a result of the Physics/Engineering departments present planning efforts, it is apparent that computer assisted education and the use of computers in the classroom is becoming more important and necessary at SBCC. Computers are presently used extensively in physics and engineering and our department is behind the times, so to speak, in introducing their use into the classroom. I have long recognized a deficiency in my own ability to use and teach modern computers. As a result, I am requesting a sabbatical leave to allow me, in part, to prepare myself in this area. I wish to spend at least one quarter at UCSB or one semester at Colorado State University studying computers and computer assisted teaching in physics and engineering. Also, I feel that an on-site study of several institutions which have strong and active programs would be invaluable in planning our own program here at SBCC. I would like this study to become a part of my sabbatical plan and I would do it during a one month period soon after completing the formal coursework at UCSB or CSU.

I teach primarily engineering students, but I have never taken an engineering course. The rapid advances in these fields have placed me in an uncomfortable position as a teacher. I would like to spend one quarter at UCSB taking courses in nuclear engineering and electrical engineering. I wish to become more proficient in these fields so that I relate better to the students I teach.

I plan to use any remaining time to revise an aeronautics text I wrote in 1969, for use in our aeronautics program and to develop a slide collection for use in the same program.
II.

As noted above, I wish to enhance my knowledge in the fields of computing and engineering. This will be a realization of a personal goal which will be valuable to me and to SBCC. It is a chance for growth and development which is difficult to come by during the school year.

III.

There are no factors of a personal nature which makes this request urgent. The fact that we plan to offer computer oriented courses in our department, in the near future, would strongly favor the granting of this request.

IV.

(a) I feel the time available to me while on leave would be adequate
(b) Part of what I propose to do while on sabbatical leave, I already do as a part of my teaching. I find, however, that my teaching load prevents me from attending school and from completing major projects like a book revision.
(c) I am qualified for this program.
(d) I have access to all the materials and facilities for this proposal.
(e) I set out to complete my Ph.D. on my last sabbatical leave. I accomplished my stated purpose in the allotted time period.
(f) Departmental continuity can be assured during this leave.