ACADEMIC SENATE
REPRESENTATIVE COUNCIL

December 4, 1981

TO: Dr. MacDougall
    Board of Trustees

FROM: Barbara Lindemann
    President, Academic Senate

RE: Sabbatical Leave Recommendations for 1982-83

Attached are the sabbatical leaves which have been approved by the Sabbatical Leave Committee for the 1982-83 school year. I think you will be pleased with the quality and the kinds of activities that are proposed.
### SUMMARY OF SABBATICAL LEAVE APPLICATIONS FOR 1982-83

<table>
<thead>
<tr>
<th>NAME/DEPARTMENT</th>
<th>LENGTH OF SABBATICAL</th>
<th>CATEGORY</th>
<th>ACTIVITY/OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucher, Oscar (Art)</td>
<td>Fall, 1982</td>
<td>1</td>
<td>Study current production methods, intensive training with expert moldmaker, a personal work study program that would be a comprehensive survey of important industrial ceramic plants in California as well as out of state – perhaps Europe. Develop a new Poly Tech program as an advanced ceramic course designed to prepare students for employment in the industrial ceramic field.</td>
</tr>
<tr>
<td>Culler, Susanne (German/Math)</td>
<td>Fall, 1982</td>
<td>1</td>
<td>Develop a computer aided instruction program which addresses topics most troublesome in elementary algebra. This software will be useful as an adjunct to existing Math 7 programs and will be developed on the Apple Computer and then transferred to the College micro lab for trial with Math 7 students. Programs will be tested for effectiveness and edited and improved during the writing process. If time permits, will begin development of a similar CAI program in beginning German.</td>
</tr>
<tr>
<td>Flores, Elida (English)</td>
<td>Year 1982-83</td>
<td>2</td>
<td>Enroll in Certificate Program in teaching English as a second language at UCSB. Program designed to provide updated knowledge of ESL theory and practice, to present techniques in various teaching situations, including preparation methods in teaching grammar, pronunciation, speaking/listening, reading and writing. Will visit various colleges and universities to observe administration of programs servicing students in Basic Skills and ESL. Develop and/or amass materials in teaching ESL students in becoming more proficient in English. Will be available to inservice any instructor who teaches ESL students in various content area courses at SBCC.</td>
</tr>
<tr>
<td>Garza, M'Liss (Library)</td>
<td>Year 1982-83</td>
<td>3</td>
<td>Enroll in post-master's certificate program offered by School of Library and Information Studies at UC Berkeley. Area of study is the design of a strategy for implementing automated library services in a small academic library similar to SBCC library. Obtain knowledge of alternatives to traditional card catalog and obtain knowledge about new catalog code, Anglo-American Cataloging Rules.</td>
</tr>
<tr>
<td>NAME/DEPARTMENT</td>
<td>LENGTH OF SABBATICAL</td>
<td>CATEGORY</td>
<td>ACTIVITY/OBJECTIVE</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Harlow, Barbara (music)</td>
<td>Year 1982-83</td>
<td>1</td>
<td>Enroll in German at UCSB and learn to read it in connection with research articles and descriptive/historical briefings about recordings or compositions. Enroll in independent composition studies on graduate level at UCSB. Library research to extend knowledge of choral literature for future use with performing groups. Visit other colleges and observe what innovations are afield. Attend American Choral Directors' National Convention in the spring.</td>
</tr>
<tr>
<td>Huth, Jacqueline (Voc. Nursing)</td>
<td>Year 1982-83</td>
<td>3</td>
<td>Completion of course work in Graduate Division of UCLA School of Nursing to attain degree of Master of Nursing. Will expand knowledge, competence and effectiveness in teaching nursing. Benefits for the vocational nursing program will include aids to instruction based on new approaches to the nursing process.</td>
</tr>
<tr>
<td>Lewis, George (Health Tech., Rad. Tech)</td>
<td>Year 1982-83</td>
<td>3</td>
<td>Attend and complete graduate program in Allied Health Teacher Education and Administration at Texas A &amp; M or the University of Houston. Will improve overall quality of teaching and administrative skills with the Radiography Program and within the Division of Health Technologies. Will work toward a Ph.D. degree. Receive introduction to new and varied methods in curriculum development for health programs; obtain a better understanding of the theory and design of research methods within Allied Health.</td>
</tr>
<tr>
<td>NAME/DEPARTMENT</td>
<td>LENGTH OF SABBATHICAL</td>
<td>CATEGORY</td>
<td>ACTIVITY/OBJECTIVE</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Matsui, John</td>
<td>Year 1982-83</td>
<td>3</td>
<td>Continuation and possible completion of Ph. D program at UCSB. Visits to community colleges in Los Angeles and San Francisco areas to observe materials and methods. Visit UC Berkeley to observe graduate science education program, non-major courses taught in biology, botany and zoology. Visit public science education program at Lawrence Hall of Science. Will evaluate the existing Biology lab manual and make needed changes. Will critically evaluate the effectiveness of materials and methods used in non-major biology courses serving 250 - 300+ students per semester.</td>
</tr>
<tr>
<td>Robertson, Ronald</td>
<td>Year 1982-83</td>
<td>3</td>
<td>Completion of textbook dealing with creative process and designed for beginning art students. Exploration of new media, techniques and applications in teaching and presentations. Completion of works of exhibits planned for Santa Barbara Museum and shows in Santa Barbara and Los Angeles art galleries.</td>
</tr>
<tr>
<td>Smith, Guy</td>
<td>Spring 1983</td>
<td>1</td>
<td>Complete course in BASIC programming. Visit institutions in California which utilize computers in English instruction (Saddleback, Bakersfield). Survey existing computer software programs in Basic English instruction. Develop software materials in basic and intermediate composition skills. Experiment with computer programs to assist in managing Essential Skills curriculum; explore computer application to the diagnosis of language difficulties. English Department will benefit from having content instructors who are well versed in computer operations.</td>
</tr>
</tbody>
</table>
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*
*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME
OSCAR BUCHER

DATE
OCTOBER 15, 1981

DEPARTMENT
ART

APPLICATION FOR SCHOOL YEAR 1981-1982
FALL SEMESTER 1982

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? SEPT. 1975

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse? IN MY 7th YEAR (20th YEAR INCL. PART-TIME)

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 you 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?

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./Sabbatical Leave Replacement Salary Schedule.)

Replacement(s) EXTERNALLY HOURLY Approval

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 faculty member's regular salary.

Applicant's Signature

Date

IMPORTANT: According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/revised 6/77;
5/75; 9/77; 10/79
Attach. (2)
KNOW ALL MEN BY THESE THESE PRESENTS:

That Oscar A. Bucher, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the FALL SEMESTER 1982-19 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereinabove stated, and if said Principal well and truly renders at least TWO YEARS service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render TWO YEARS service is caused by the death or physical or mental disability of the employee.

Signed this Sixteenth day of October, 1981.

Oscar Bucher
Principal

Witness

/jw
10/12/79
Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
Criteria for Evaluation (Continued)

- experimentation in special kiln firings.
- exploration in new forms and creation of a complete exhibition.
- time permitting, travel abroad to museums and international ceramic exhibition in Faenza, Italy.

B. Faculty's Ongoing Responsibility

Studio time is part of my responsibility as an art instructor. However, to complete the outlined research, experimentation and full-time studio work as an artist during the regular school year would be impossible. Also, travel abroad and visits to European museums and art exhibitions cannot be included as part of ongoing responsibility.

C. Is the Applicant Professionally Qualified?

Before becoming a full-time instructor, I was a professional ceramist for sixteen years which gave me the benefit of extensive practical and artistical experience. This proposal would broaden my experience and allow me to explore new areas of glaze chemistry in which I am already skilled.

D. Access to the Necessary Materials and Facilities.

I have a fully equipped 1200 square foot ceramic studio which includes all the necessary glaze chemicals, two kilns, potter's wheel and other essential materials, machinery and equipment.

E. Did the Applicant's Prior Sabbatical Satisfy Its Stated Purpose?

No prior sabbatical leave.

F. Can Departmental Continuity be Assured if this Sabbatical is Granted?

Yes. Departmental continuity will be assured by replacing my position with hourly instructors.

Relationship to long-range needs of the college and the department.

A. Weekly Student Contact Hours (WSCH) for the Art Department:

<table>
<thead>
<tr>
<th>Semester</th>
<th>WSCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 78</td>
<td>4453</td>
</tr>
<tr>
<td>Fall 78</td>
<td>3844 (Prop. 13)</td>
</tr>
<tr>
<td>Spring 79</td>
<td>3724 (Prop. 13)</td>
</tr>
<tr>
<td>Fall 79</td>
<td>3967</td>
</tr>
<tr>
<td>Spring 80</td>
<td>3957</td>
</tr>
<tr>
<td>Fall 80</td>
<td>4500 (estimate)</td>
</tr>
</tbody>
</table>

B. In consultation with the Instruction Office it was determined that there is no departmental need to retrain faculty for the following years.
OUTLINE OF PROPOSAL

CRITERIA FOR EVALUATION

I. Direct Benefit to Santa Barbara City College:

A. Instructor will develop new skills and proficiency in handling of new media, improving directly the quality of our Ceramics Program available to students:
   - Firing luster glazes in reduction kiln at lower temperatures.
   - Special kiln firing cycles for crater glazes at lower temperatures.

   Above kiln firing techniques are totally different from the traditional high-fired stoneware kilnfirings presently performed in our SBCC program as well as in most other schools. Introduction of above firing techniques into our program would, due to drastically lower temperatures, substantially reduce gas consumption and produce sizable cost savings for SBCC.

B. Instructor will produce a one-man art exhibition at the Santa Barbara City College Art Gallery showing aesthetically outstanding and technically innovative new works to SBCC students, staff, and art community at large.

C. Instructor will collect visual materials to be used in ceramic studio courses:
   - Luster formulas and firing procedures.
   - Glaze formulas for crater glazes and firing procedures.
   - Specimens (test tiles) of successful glaze experiments.
   - Art exhibit at our SBCC art gallery.
   - Slides of ancient Persian luster art pieces.

II. Direct Benefit to the Individual's Professional Development

A. Instructor will obtain additional knowledge and experience by exploring a new art direction. This new knowledge will benefit the instructor's professional development as well as open new directions for the more advanced students in the program.

B. Realization of personal growth and development and revitalization of creative efforts: the concentrated effort of daily studio work without the pressure of teaching assignments will allow the greatest opportunity for personal creative growth.

III. Factors Indicating Urgency for Sabbatical in Coming Year

With the present rate of inflation and the weakening of the dollar abroad, European travel is becoming increasingly expensive and may soon be unaffordable for a "poor college professor."

IV. A. Length of Leave Appropriate to Scope.

In order to complete the various steps of the proposal, a full year would be needed.
   - in depth research on the subjects outlined in statement of purpose.
   - experimentation in glaze formulations.
APPLICATION FOR SABBATICAL LEAVE

FALL SEMESTER 1982

TO: SABBATICAL LEAVE COMMITTEE
FROM: OSCAR BUCHER, ART DEPARTMENT
DATE: OCTOBER 18, 1981
SUBJECT: REQUEST FOR FALL SEMESTER 1982 SABBATICAL LEAVE

1) BACKGROUND.

My original sabbatical proposal was for Fall 1981 - Spring 1982 corresponding with the SECC fiscal year. However Robert Frame of the Art department was currently on a sabbatical leave Spring 1981 - Fall 1981 (which cuts across two fiscal years). Therefore I was required to shift to Spring '82 with the option to apply for Fall '82 in order to maintain departmental continuity. This avoids having two faculty members on leave at the same time. Following this plan I am now applying for a Fall Semester '82 sabbatical leave. (Ron Robertson is applying for the Spring '83 semester, again keeping the department continuity in mind).

2) FALL '82 PROPOSAL: (A NEW SUPPLEMENT)

Attached is my original proposal. I was planning to complete the work over two semester. It is clear to me that I should do all of the work in the Spring plus Summer of '82. Therefore the following proposal for Fall '82 is truly a supplement to the original proposal.

As expressed in the 5-year curriculum plan the Art department has felt for some time the definite need to offer a new Poly Tech program utilizing our present ceramic facilities. My proposal consists of developing such a program entitled "Ceramics for Industry". It would be offered as an advanced
ceramic course designed for students interested in preparing for employment in the Industrial Ceramic field. The following job opportunities could be open to students after completing the course: designer for wall- and floor tiles, designer for dinner ware, art ware, cook ware, hotel china; moldmaker; employment in glazechemistry labs, operator for specialized industrial equipment like jigger machines, tile presses and other; operator of slipcasting manufacturing. This would fulfill the long-range needs of the college and the Art department to offer vocational-professional courses.

In order to study and familiarize myself with the most recent developments in the technology of the industrial ceramic field I plan an extensive travel agenda to accomplish a personal work study program that would be a comprehensive survey of the important industrial ceramic plants in California as well as out of state. If time permits I would also visit the world famous "ARABIA" factory in Finland,"DELF"ware factory in Holland, "Meissen"Porcelain, Germany,"Luzerner Keramik AG." Switzerland and others in Denmark. A stay in Europe would also allow me to do an in depth study and comparison of the ceramic apprenticeship systems as they apply to the different countries.

My training would be to familiarize myself with current production methods as well as studying the feasability to apply them to our Poly Tech program. Some of the methods are:
- Jiggering with the Jiggermachine; learn to operate the equipment as well as cut the plaster shapes and make the profile tool sets.
- Pressmolding operations, techniques and equipment.
- Slipmolding, latest developments, techniques and equipment.
- Learning the patented "fluid release process" in slipcasting.
- Industrial extruding techniques; equipment and application.
- Industrial high speed glaze application; technique & equipment.

These to name a few; I am certain I will be exposed to modern production methods with which I'm relatively unfamiliar.
The visits to the various factories would also give me the opportunity to study industrial problems in operations involving toxic materials, fumes, chemicals, prevention of health hazards and other concerns of industrial hygiene.

Three weeks would be spent in intensive training with an expert moldmaker, learning the art of making intricate master molds, which are then used to produce multiple working molds for the slipmolding process.

3) CATEGORIES.

The direction and goals of the proposal are responding to category I but obviously overlap into category III.

4) RESULTS, ANTICIPATED OUTCOME.

The anticipated outcome and results of the proposal can be summed up as follows:

a) Prepare curriculum material; course of study outline and syllabus for new Poly Tech program "Ceramics for Industry"

b) Assemble extensive slide collection of techniques, equipment, work in process and other material during my tour of the ceramic factories. These slides will be used for lecture and slide presentation in the "Ceramics for Industry" program.

c) Prepare written guidelines resulting from my studies of toxic materials and preventing of health hazards in the industrial environment.

d) Design and build (after having studied various industrial models) an electric 1 HP Jigger machine at NO COST to the school. This represents a savings of $1400 or more. The purchase of components will be funded through our existing student body ceramic fund. (NOT the SBCC ceramic budget)

e) After completing the 3-weeks moldmaking course I will have acquired the knowledge of constructing industrial master-molds used for producing duplicate molds for a slipcasting operation.
f) I will have received training in the industry in various industrial manufacturing methods, which will greatly expand my competency and effectiveness in my field.

5) THE ELEVEN QUESTIONS.

Following are the answers to the eleven Sabbatical Leave Policy questions:

1. This proposed program has been anticipated for several years by the Art department as an integral part of the 5-year plan. However the extensive out-of-district travel and training involved with the preparation of this program required a sabbatical leave.

2. The Fall 1982 semester would be adequate to learn all the new skills, complete the travelling and perform all the tasks outlined in this proposal.

3. The project is financially feasible. I have carefully and thoroughly calculated the expenses inclusive of travel and daily living costs.

4. Certainly the extensive travel and comprehensive survey of the industry, plus building machinery and learning various new skills can not be done as part of the ongoing responsibility.

5. I am well qualified to study the industrial aspects of ceramics.

6. Yes. I will be visiting and learning in various facilities and locations.

7. No prior sabbatical.

8. Yes. I would be the sole faculty member on leave during the Fall 82 semester (as discussed in the preliminary background to the proposal)
9. No additional income to receiving sabbatical pay.

10. No, I will not be engaged in any unusually time-consuming community activity in addition to that included on the proposal.

11. As stated earlier, travel to various industrial ceramic plants for the purpose of studying and learning new skills to develop a competence in this different area within my teaching field is an integral part of the success of this proposal.

Respectfully submitted

[Signature]

Oscar Bucher
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME Oscar Bucher

DATE September 26, 1980

DEPARTMENT ART

APPLICATION FOR SCHOOL YEAR 1981-1982

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Sept. 1975

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

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

4. How many years of part-time, contractual employment have you 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 [X] No [ ]

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

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

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

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

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

b. Externally, hiring replacements on an hourly basis.

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

Replacement(s) Externally Hourly Approval [ ]

s.g. KEN NALC
Dept./Cluster Chairperson

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

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

Applicant's Signature Oscar Bucher Date 10/10/80

IMPORTANT! According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

5/75; revised 6/77;
9/77; 10/79
Attach. (2)
Know all men by these these presents:

That Oscar A. Bucher, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the 1981-1982 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereinafter stated, and if said Principal well and truly renders at least two years service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render two years service is caused by the death or physical or mental disability of the employee.

Signed this tenth day of October, 19__.

[Signature]
Principal

[s/g] Ken Nall
Witness

/jw
10/12/79

Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
APPLICATION FOR SABBATICAL LEAVE

TO: SABBATICAL LEAVE COMMITTEE
FROM: OSCAR BUCHAR, CERAMIC INSTRUCTOR, ART DEPARTMENT
DATE: OCTOBER 14, 1980
SUBJECT: REQUEST FOR SABBATICAL LEAVE

STATEMENT OF PURPOSE

I have given a great deal of thought to the planning of my proposal and feel that I would use my sabbatical leave to the greatest advantage for myself, my students and the college. In addition to my response to the four general criteria for granting the sabbatical I would like to state my proposed plan in more detail.

As Santa Barbara City College's only ceramic instructor I was fortunate enough to be instrumental in helping establish the present facilities by acting as consultant to the architects for shop layout and purchase of all equipment and machinery as the Humanities Building was being constructed. I have been responsible for the growth of the Ceramic Program from one basic class to the present five, very popular sections, ranging from Beginning through Advanced level. This Fall 1980 semester, the Ceramic Program is generating 952 WSCH. Now that the Ceramic Department stands on such solid ground, I see the Sabbatical Leave as a great opportunity for me to grow through research and artistic accomplishment.

For some time I have been fascinated with the idea of doing in-depth research and experimentation in unusual glaze effects, for example, old Persian Lusters. The luster glazes were used in Persia with magnificent effect during the Middle Ages. These Persian lusters were cherished for their iridescent surfaces adding subtle mystery to form. This traditional art form, however, has a great potential, not fully exploited in contemporary Ceramics.

Another rarely used glaze form is the Crater Glaze (also referred to as Lava Glaze) which can result in fascinating surface textures enriching the form as illustrated by the work of the famous ceramists Otto and Gertrude Natzler. Yet, little is known about the chemical composition and firing procedure of this unusual glaze.

It will be a great artistic and technical challenge to integrate luster glazes of old Persia and exotic crater glazes with contemporary ceramic forms. A successful solution would represent a totally new experience for myself, my students and the ceramic community. My goal is for the end product to be so aesthetically special that it touches people emotionally.

My own 1200 square foot ceramic workshop will be ideally suited to carry out the studio work outlined in the proposal since it is fully equipped with two kilns, potter's wheel and all necessary chemicals and equipment. The organization of the planned activities would be as follows:
1. Research published material on the subject of Persian lusters.
2. Originate glaze compositions, possibly adapting existing Persian formulas by substituting chemical ingredients generally available in the U.S.
3. Perform series of kiln firings varying the intensity of reduction and testing the glaze samples. Experiment with kiln firing temperatures and cycles (one of the unknown factors in firing Persian lusters).
4. Keep journal on evaluation of kiln firing results as well as on results of glaze tests.
5. Research published materials on subject of Crater (Lava) glazes.
6. Originate several Crater glaze formulas with variations in firing temperatures as well as color changes due to variations in metallic oxides as colorants.
7. Perform series of kiln firings with above experimental formulas, determine most successful firing cycle and reduction methods. Keep Journal on glaze results as well as firing cycles.
8. Experiment with and create large ceramic forms on the potter's wheel. Study practical application of successfully tested glazes on new forms.
9. Create and complete enough works to be exhibited in a one-man art show in the SBCC art gallery.
10. Work on logistics of preparing art show, prepare layout, design and photograph for exhibition announcement, organize bulk mailing, installation of exhibition, make wooden stands if needed, organize reception, etc.
11. As with all experimental work, it is impossible to predict the exact time needed for a successful completion of the planned activities. If time permits, I will carry my studies further to include visits to major European museums. Of special interest will be a visit to the ceramic museum in Faenza, Italy, which has an important collection of Luster artwork. Also of great interest will be a visit to the most prestigious International Exhibition of Contemporary Ceramics held yearly in a majestic palazzo in Faenza, Italy.

My Sabbatical Leave Report will consist of a written summary on the results of my research, but the main emphasis will be on the art exhibit at the SBCC Art Gallery, open to SBCC staff, students and community.

In conclusion, I see the proposed activities in glaze research, studio work and European study as the best use of my sabbatical year, and if granted, directly beneficial to me, my students, and the college.

Respectfully submitted,

[Signature]
APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME  Susanne Culler  DATE  Oct 18, 1981

DEPARTMENT  German / Math.  APPLICATION FOR SCHOOL YEAR 19__-19__

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools?  1960

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse?  19

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 you 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 ☐

Note: On sabbatical Spring 82

6. In what year(s) was your last sabbatical leave?  1972-73 (Spring 81 cancelled)

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 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./Sabbatical Leave Replacement Salary Schedule.)

Replacement(s) ☐ German ☐ Math

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 faculty member's regular salary.

Applicant's Signature  Susanne Culler  Date  Oct 17, 1981

IMPORTANT!  According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/ j e w
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE THESE PRESENTS:

That [Susanne Culler], as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the Fall Semester 1982-1983 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereinafter stated, and if said Principal well and truly renders at least one year service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render one year service is caused by the death or physical or mental disability of the employee.

Signed this 19 day of Oct., 1981.

[Signature]

Principal

[Signature]

Witness

/jw

10/12/79

Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
INTRODUCTION:

Santa Barbara Community College is embarking upon the development of Computer Assisted Instruction with the intent of examining and modernizing many areas of instruction. We have chosen our first group of micro processors this Fall; and Spring 1982 will see intense activity on the part of the CAI committee to educate our own faculty in the use and potential of computer applications for their various disciplines. By Fall 1982, we hope to see the micro processor lab integrated into several teaching programs. I am pleased to have played a part in stimulating some of this interest in CAI, both through my enclosed letter and through my organization of faculty workshops at the Micro Lab run by Jeff Marcus at UCSB. My sabbatical activities will further my participation in the development of CAI at our own college.

One of the most direct applications of CAI is in the remediation of arithmetic and algebraic skills. I propose to produce a set of programs which address the topics most often found to be troublesome in elementary Algebra. The special intent of this software is to treat more than one problem level. It will not only deal with the algebraic errors made by the student, but will utilize a form of tree diagnostic for the discovery of basic errors that often underlie the more evident ones. It then will lead the students into drills for remediation of those errors before returning to the original algebraic problem. Such software will be very useful as an adjunct to our existing Math 7 programs and in the case of dramatic cuts in funding for remedial classes, the existence of this kind of CAI may become even more essential. Under such circumstances, there will be less opportunity for incompletely prepared students and returning adults, who may have forgotten their Algebra, to become properly prepared for the classes we are funded to offer.
I plan to develop this software on the Apple Computer which I am purchasing and to transfer these programs as they are developed to the College micro lab for trial with Math 7 students. In this manner, the programs will be tested for effectiveness and can be edited and improved during the writing process. I will of course incorporate any existing programs that fit our specific needs and my investigations into the availability of such programs (undertaken during Spring 1982)* will provide me with the knowledge required to achieve this purpose.

If time permits, I will begin the development of a similar CAI program in beginning German. Such software would have to be coordinated with our present textbook and could probably be only formulated in concept during this proposed time span. I feel that both of these activities would have great benefit for our College.

I. THE URGENCY FOR TAKING THIS LEAVE AT THIS TIME

The urgency for this leave in Fall 1982 exists both for the benefit of the College and for the effectiveness of my own productivity. From the point of view of the college, the development of software is a top priority in making the money we have invested in micro-processors beneficial for our teaching programs. From my own point of view, this semester is a natural extension of the work begun in Spring '82 and thus an important vehicle for harvesting the results of my activities in the computer area. In applying for my Spring 82 leave, I indicated to the sabbatical committee my intention to make this a year project as well as my reason for choosing the Spring-Fall combination rather than the regular 81-82 year**.

I am aware that the circumstances of faculty sabbatical leaves have drastically changed since last year, but hope to have the opportunity for completing both halves of my project.

*Some material is available at San Francisco State, UC Irvine, and Golden State Jr. College.

**I was to cover for Mace Perona Fall '81 during his sabbatical.
II IS THE REQUESTED LENGTH OF LEAVE APPROPRIATE TO THE SCOPE
OF THE PROPOSAL?

The proposed Fall leave will suffice to develop the software proposed. Spring will be the planning phase consisting of improving my own programming skills and evaluating materials at other centers, such as San Francisco State, where CAI is used in similar circumstances to those we are intending. Fall will be spent in the actual production of materials for use thereafter.

III IS THE PROJECT FINANCIALLY FEASIBLE?

The only cost will be the purchase of an Apple computer which I consider a professional expense to increase my effectiveness as an instructor. In terms of cost to the College there should be none.

IV COULD THE WORK OF THIS PROPOSAL BE DONE WHILE TEACHING?

The development of cohesive software requires concentrated chunks of time. I therefore feel that it would be extremely counterproductive to attempt such a project while performing one's ongoing duties in the classroom.

V IS THE APPLICANT PROFESSIONALLY QUALIFIED FOR THE PROPOSED PROGRAM?

I am ideally suited and prepared to undertake the program proposed in this application. I have taught several sections of Math 7, each year for five years. The tutorial format of my classroom has allowed me to see the difficulties of students who would simply disappear without a trace in a lecture class. My Math Anxiety seminar always includes several sessions of "What you always wanted to know about Math but were afraid to ask?" As a result, I have particular insight into the difficulties of algebra students and plan to put these to work in creating the proposed software. As concerns my programming expertise, I have been peripherally involved in computer technology for twelve years. I have done some work with UCSB on-line system and have taken a course in Fortran. I was one of the movers in encouraging computer literacy among our faculty and have been very interested in seeing us incorporate micro processors into the curriculum. In terms of knowledge about existing programs and software, my activities
of Spring '82 will provide an extensive search of available material which can be incorporated into the development activities of Fall '82.

VI  DOES THE APPLICANT HAVE ACCESS TO THE NECESSARY FACILITIES?
    I plan to do my work on my personal Apple micro-processor and to transfer the software to the existing computers in the micro-lab we are establishing this year. This should be an optimum arrangement.

VII  DID THE APPLICANT'S PRIOR SABBATICAL SATISFY ITS STATED PURPOSE?
    My last sabbatical leave consisted of taking courses in Confluent Education at UCSB and traveling in Austria and Germany to refresh my contact with the language. My course work at UCSB resulted in a second MA and the publication of my thesis, "A Confluent Approach to Math Anxiety", which appeared in three Education Journals in the US and abroad. The influence of the Confluent program upon my own teaching at SBCC was profound. Some examples of resulting innovations in the classroom are:

1. Incorporating Luzanov's method in teaching elementary German classes.
2. Organizing a "Suggestopedia Workshop" for language teachers for the Tri-Counties. This was so successful that it was repeated at UCSB and Ventura.
3. Using role playing in both elementary language classes and my Literature in Translation class.
4. Training and utilizing tutors of Math 7. This has been adopted by the Math Department as an alternative to the pure lecture system.
5. Presenting "Math Anxiety Seminars" based on my own published curriculum.

The total effect of that sabbatical is still active in my emphasis upon personalization of education and is in some measure responsible for my interest in Computer Assisted Instruction. I hope to impart a feeling of student concern and personal relationship in the programs I develop. I want to remain aware that "Computer Anxiety" is just as real as "Math Anxiety" and needs to be considered before real learning can take place.
VIII CAN DEPARTMENTAL CONTINUITY BE ASSURED IF THE LEAVE IS GRANTED?

Unless there is a sharp rise in enrollment, my German courses can be assumed by my colleague, Margret Hohenberg. My Mathematics courses can be taught by Mrs. Farmer who is taking my courses in Spring '82.

IX WILL THE APPLICANT EARN INCOME IN ADDITION TO SABBATICAL PAY?

I will have no other income.

X WILL THE APPLICANT BE ENGAGED IN ANY UNUSUALLY TIME CONSUMING ACTIVITIES?

I plan to devote myself totally to the work of my project.

XI. IS TRAVEL A COMPONENT OF THE PROJECT?

All my travel will be within California to other sites where CAI is being developed and used.
SANTA BARBARA CITY COLLEGE

TO: SABBATICAL LEAVE COMMITTEE

FROM: ROBERT PROFANT. CHAIRMAN, COMPUTER ASSISTED INSTRUCTION COMMITTEE.

RE: APPLICATION OF SUSANNE CULLER FOR SABBATICAL LEAVE FOR FALL, 1982.

DATE: November 13, 1981

I have reviewed Susanne's proposal and I support it completely. Santa Barbara City College is years behind other community colleges in the utilization of computers to assist instruction. Part of the problem is in obtaining the hardware--the computers which can be set up to assist in course content. This is finally going to be overcome in part with the purchase of microcomputers this year and the establishment of a CAI Laboratory. A second problem is the acquisition of programs which are to be entered into these computers to help students learn course content.

While certain commercially prepared programs are available, none could be better than those designed by the teacher who knows our students' angle and the specific learning problems they encounter.

We are fortunate in having an experienced teacher who will devote her time to work out programs to meet the specific needs of our students at SBCC. This proposal should rank very high as one which will benefit the school and its students.

Very truly yours,

[Signature]

Robert Profant
I recently read Susanne Culler's sabbatical leave application and was pleased to find that it contained a proposal to bring CAI to our elementary algebra courses. I feel that the timing of the proposal could not be better. It comes just as our department has firmly established a tutorial approach to elementary algebra and just as microprocessors have been brought on campus by the CAI committee. This type of material is particularly welcome in view of the possible cuts in funding of remedial programs from the state. The only problem I see is one involving understaffing in the Mathematics Department. This is a general problem, however, and should not directly effect the Sabbatical Leave Committee's decision. The Mathematics Department needs the type of materials that Susanne proposes to produce and that we endorse her application wholeheartedly.

James M. Edmondson
Math Dept. Chair
TO: Dr. Mertes, Mr. Huglin, Dr. Sanchez, Mr. Edmondson, Mr. Gaston, Mr. Schiferl.

FROM: Susanne Culler

DATE: August 29, 1980


In a UC Berkeley education class in the year 1950 an elderly female professor warned fledgling teachers, "Are you aware that most of the children in your Junior High classes know more about sex than you do?" In 1980, at the "Fourth International Congress of Math Education" a new challenge was issued to 3,000 educators in attendance. The primary theme of the conference was: "Are you aware that most of the youngsters in Junior High have had more experience with computers than you have?"

Computers and their use in Education dominated most of the sessions of the vast Math Congress. There were many papers from MIT and the Lawrence Hall of Science reporting on the use of computers in the mathematical education of pre-schoolers as well as children in the primary grades. The report from NSF contract supervisors indicated that a lot of federal money would be available to bring computers into the Junior High classroom and many of the sessions dealt with the question, "What is computer literacy?"

Since this was a "world-wide" conference with topics suggested by developing as well as highly technical countries, the range of concern also included many papers dealing with teaching mathematics in countries where the standard English or Spanish sanctioned by the government was not the language of the majority of the students. There were new teaching methods and philosophies reported from Japan, and an attempt to determine a minimal math curriculum for students who would leave school at a very young age. But for the technical nations, America, France, England and Western Europe, the topic of computers dominated the presentations.

I feel that the message disseminated at the conference has significance for our total college. Computers are becoming important in almost all fields of knowledge and communication. It is going to be increasingly difficult for us, trained in a pre-computer world, to keep abreast of our field and give our students a modern relevant view if we ourselves are "computer illiterates." I feel that this is just as true of the instructors in art and social science as the instructors in business and mathematics.

These observations are surprising to me. My intention in attending the conference was to confer with other people working in the area of Math Anxiety. I did indeed meet and discuss with that group and found many new contacts and methods, but the important impression which resulted from a very busy week of papers and panels
is that our entire faculty needs the opportunity to develop the degree of computer literacy appropriate for their respective field. A course with the theme, "computers in society" might be a good introduction to our education--followed by some more specific computer literacy experiences. I do not think that we can adequately maintain our image as educators if we are ignorant in the area which is revolutionizing the very concepts of teaching and learning.

SC/sw
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME ELIDA MORENO FLORES

DEPARTMENT ENGLISH

APPLICATION FOR SCHOOL YEAR 1982-1983

DATE October 20, 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? September, 1976

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse? 6 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 you 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? Applying for first 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 [X]

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

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

   b. Externally, hiring replacements on an hourly basis.

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

Replacement(s) [X, a,b] Approval [Signatures]

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 faculty member's regular salary.

Applicant's Signature [Signature] Date October 20, 1981

IMPORTANT! According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/jew
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
TO: SABBATICAL LEAVE COMMITTEE

FROM: ELIDA MORENO FLORES

DATE: November 3, 1981

RE: CATEGORY FOR SABBATICAL LEAVE PROPOSAL FOR 1982-83

My sabbatical leave proposal does not fall neatly into the descriptions given in the guidelines under categories 2 or 3. I selected category 2, retraining, because the field of English as a Second Language is a new area for me requiring re-education. Teaching in an ESL classroom necessitates having certain knowledge of curriculum, methodology, and classroom dynamics suited to the varied cultures represented via the diverse student population. While I am well versed in teaching the native English speaker whose backgrounds and culture are familiar to me, if not similar to mine, I find the ESL student's slightly "foreign". Not only must one be aware of the cultural differences, one must also be prepared to work with and within those differences in order to create a successful ambience for those involved. The very subtleties of distancing and register can lead to an exhilerating or disaterous teaching venture. ESL instruction is not merely content; it is a technique.

To have an objective perspective of ESL, I investigated the structure of some ESL Programs offered at various institutions. Most establish ESL as a department unto itself under Education, Linguistics, or Foreign Languages. SBCC is one of the few institutions which sub-categorizes ESL as a Program within the English Department. Even here, ESL is headed by someone specialized in ESL instruction; no other member of the English Department teaching English 1, for example, has the expertise necessary to head or teach ESL. To move from English 1 instruction into ESL requires the same retraining as one would need moving from teaching History to Language.

I also see your point of view that English as a Second Language may be viewed as a component of a larger, more global field of English instruction. However, expanding knowledge, competence, and effectiveness may take into account only content knowledge, and ESL instruction requires re-orientation of self and others in addition to acquiring content.
TO: SABBATICAL LEAVE COMMITTEE
FROM: ELIDA MORENO FLORES
DATE: NOVEMBER 3, 1981
RE: REVISION OF SABBATICAL LEAVE PROPOSAL SUBMITTED OCTOBER 20, 1981
CATEGORY: RETRAINING FOR NEW AREA OF TEACHING---English as a Second Language Instruction

Currently I coordinate and teach classes in Basic Skills, a series of classes designed to up-grade literacy skills of the native English speaker, specifically in critical reading, vocabulary development, and composition. I also teach in the regular ES 40 Program to keep abreast of the curriculum trends, thus enabling my maintaining a sharpened perspective as to the exit requirements for Basic Skills students.

While I am fully qualified academically and experientially to teach in both these programs with this particular population, I lack the expertise and the knowledge of English as a Second Language instruction (ESL) to service adequately ESL students who are referred or are self-referred to the Basic Skills Program from Essential Skills 40-Transitional and/or from the ESL Program.

The overflow of ESL students into the Basic Skills Program is due largely to the rapidly increasing enrollment of ESL students at Santa Barbara City College. With the enrollment expansion has come a diversity of needs in language skills training resulting from the students' varying educational and cultural backgrounds. Not only are the present classes in the ESL Program necessary in meeting the needs of the changing population at SBCC, but there is also an emerging need of bridging the gap existing beyond the current class offerings. Many students require different and/or further language skills training and, consequently, are referred to the Basic Skills Program. The instruction, methodology, and materials, however, must be such that they meet the individual needs. The structure of the Basic Skills is to service the native English speaker, whose specific needs are quite different from the ESL student.

During my proposed sabbatical leave, I intend enrolling in the Certificate Program in Teaching English as a Second Language offered at the University of California at Santa Barbara. The Certificate Program is designed to provide up-to-date knowledge of ESL theory and practice, to present techniques for applying ESL methods and materials in various teaching situations, to strengthen preparation methods in teaching grammar, pronunciation, speaking/listening, reading, and writing skills, and to help instructors develop an individual teaching style consistent with the special requirements of the ESL classroom.

Since the purpose of my enrolling in the Certificate Program is to retrain in the area of ESL, I plan to take all the core courses which are taught sequentially throughout the three-quarter academic year. The courses are as follows:

Linguistics for ESL Teachers---provides an overview of the linguistics, concentrating on traditional areas and recent developments of particular relevance to ESL teachers

ESL Methods and Materials---reviews ESL methods and materials developed
over the last two decades

Teaching American English--teaches instructors how to foster the transition from textbook English to English as it is actually used; presents methods which improve students' communicative competence, enabling them to function more comfortably and naturally in the American Language environment.

The Art and Craft of ESL Teaching--allows the participants to refine their skill as ESL teachers through goal-setting and analysis and critique of hypothetical teaching situations

Barriers to Second Language Acquisition: The Cultural and Linguistic Adjustment of the ESL student--sensitizes the ESL teacher to the cultural, psychological, and linguistic factors which cause difficulty in second language acquisition; teaches instructors to anticipate and help students overcome potential barriers to language Learning.

Practicum in ESL Teaching--allows the participants to demonstrate satisfactory competence in ESL teaching; conducted under the supervision of an experienced teacher in the UCSB English Language Program.

In addition to enrolling in and completing the core courses in the Certificate Program, I will visit various colleges and universities to observe directly how these institutions house and administer programs servicing students in the realm of Basic Skills and ESL. I also plan to develop and/or amass appropriate materials in teaching ESL students in becoming more proficient in English. These materials will be available to all staff members on our campus. Finally, I will be available to in-service any instructor who teaches ESL students in the various content area courses offered at SBCC.

SUPPORT: OF NEED

Santa Barbara City College will benefit directly as a result of my retraining in a new teaching area. First of all, my retraining will serve as a means of bridging the instructional gap currently existing beyond the ESL Program. Rather than having students repeat ES40-Transitional and/or being referred to the Basic Skills Program whose intent is to serve the native English speaker, I will be able to design and teach ESL classes suited to the needs of these ESL students. Approximately one-fourth of the total enrollment of Basic Skills students are ESL. Last year approximately 10 students from ES 40-Transitional and from the ESL Program were placed in Basic Skills; the number has increased significantly.

Secondly, there will be more continuity and stability of instruction by having more regular contract faculty teaching in the area of ESL. Since 1980, the ESL population has mushroomed. In 1980 two contract faculty taught a total of 10 classes to an enrollment of 200; this year the number of classes rose to 16 with a total enrollment of 425. Two satellite ESL sites were established, one in the evening and one during the day, at San Marcos High School to accommodate the dramatically increased numbers in ESL. There are still only two contract faculty, one of whom is teaching an overload to meet the new enrollment pattern in ESL, and there are four hourly instructors. All the ES40-Transitional classes are still being taught by hourly instructors. The need for continuity and stability is obvious. With my new expertise in ESL instruction, I will be able to alleviate the necessity of hiring a disproportionate number of hourly faculty in the ES40-Transitional and ESL Programs.
Finally, there will be better articulation among all the current programs in testing and placement of ESL students. The English 100 Testing and Placement has provided a valid and reliable vehicle for placing students in appropriate English classes. A key factor in its success is having classes in which students can be placed. The ESL students who are "falling through the cracks" can be better served by having appropriate classes beyond the ESL Program; these students do not have to be "stuck" in classes which have been designed to meet the needs of another population.

BENEFITS TO THE COLLEGE AND TO THE INDIVIDUAL

The benefits to the college and to my individual professional growth are manifold. The college will be able to expand its course offerings, and these classes will be suited to meet the change in student enrollment. Continuity and stability of instruction can be assured in having more contract faculty teaching in these areas of need. Better placement will result in more student success.

Enrolling in and completing the Certificate Program in ESL will expand my knowledge of language development to include ESL instruction. For the past fourteen years, I have been involved in teaching literacy skills, literature, and oral communicative skills to native English speakers. I have also been involved in tutor training with those working with beginning readers at the pre-school level to students at the college level. Learning to work more efficiently with the ESL student will increase my knowledge of language development in addition to my developing new teaching skills to a population which I am being asked to serve.

QUESTIONS REGARDING SABBATICAL LEAVE

1. Are there any factors which make it urgent that the leave be taken in the coming year rather than another time?
   The ESL growth pattern will continue. The need to have continuity and stability of instruction is evident now. To delay addressing this change in student population is failing to provide adequate instruction to a large segment of the student population at SBCC.

2. Is the requested length of leave appropriate to the scope of the proposal?
   Yes; the courses offered in the Certificate Program may be completed within one academic year since they are offered sequentially in three quarters.

3. Has the applicant carefully and thoroughly calculated the expenses of her sabbatical leave project, inclusive of travel and daily living costs, with attention to how they are to be met? Is the project financially feasible?
   Yes; the cost of enrolling in the Certificate Program includes a reasonable application fee, and each unit costs $55.

4. Should the proposal be a part of the faculty members' ongoing responsibility, therefore not requiring a leave?
   No; ESL instruction is a new area. I am being asked to serve students who are not native English speakers, and working with this new segment requires retraining in a new area of language instruction.

5. Is the applicant professionally qualified for the proposed program?
   Yes; I now hold a B.A. in English, an M.A. in Reading and Language Development, and I am currently completing the requirements for a Ph. D. in Language Development and Reading from UCSB.
6. Does the applicant have access to the necessary materials and facilities? Yes; the Certificate Program is an accredited program offered at UCSB, and all the classes will be housed on campus. I will also have access to the library, curriculum library, and computer facilities.

7. Did the applicant's prior sabbatical satisfy its stated purpose? NA; first time applying for sabbatical leave.

8. Can departmental continuity be assured if this sabbatical is granted? Yes; externally with hourly instructors, I have trained and with whom I have worked in the Basic Skills Program; internally with instructors who are currently working in the Program.

9. Will the applicant earn an income in addition to receiving sabbatical pay? No; whatever monies are paid to applicants granted sabbatical leave will be my sole compensation during that time. I intend enrolling fulltime in the Certificate Program so that I may complete the core courses within the allotted time. I do not intend working elsewhere.

10. Will the applicant be engaged in any unusually time-consuming community activity in addition to included in the proposal? No

11. If the proposal includes travel, is the travel component clearly necessary to the sabbatical project? The only travel I will be involved in is to community colleges and universities having comparable programs. I intend staying in the Santa Barbara area, and any travel will consist of day trips to Cal. State Northridge, Ventura, Oxnard, Hancock, East Los Angeles College. The crux of my sabbatical is gaining expertise in the ESL area, and the travel will expose me to programs which are already serving a similar student population.
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME M'Liss Garza

DEPARTMENT Library

APPLICATION FOR SCHOOL YEAR 1982-1983

DATE October 19, 1981

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? September 1976

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

NA

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

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? NA

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./Sabbatical Leave Replacement Salary Schedule.)

Replacement(s) ☑ Externally Approval Virginia J. Kowles
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 faculty member's regular salary.

Applicant's Signature M'Liss Garza Date October 20, 1981

IMPORTANT! According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/jew
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE THESE PRESENTS:

That M'Liss Garza, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the school year 1982-1983 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as here-inabove stated, and if said Principal well and truly renders at least two years service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render two years service is caused by the death or physical or mental disability of the employee.

Signed this 4th day of Nov., 1981.

M'Liss Garza
Principal (Signature)

[Signature]
Witness (Signature)

/jw
10/12/79
Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
MEMORANDUM

TO: Barbara Crawford, Chairperson, Sabbatical Leave Committee
FROM: M'Liss Garza, Assistant Professor/Librarian
DATE: October 19, 1981
SUBJECT: Sabbatical Leave Objectives/Category Three

I am requesting a sabbatical for the school year 1982-83 in order to attend the University of California at Berkeley. It is my intention to enroll in the post-master's certificate program offered by the School of Library and Information Studies. The Certificate of Completion and Information Science is awarded on the basis of completion of a year's full time study beyond the studies for the MLS degree, which I was awarded in 1975. Three quarters in academic residence and at least 30 quarter units of study are required for the degree. A substantial individual study is normally required. Each program of studies for a certificate is drawn up individually in consultation with the faculty. My proposed area of study is the design of a strategy for implementing automated library services in a small academic library similar to the SBCC library.

At present, there are no individuals in the library who have studied computer applications of library and information science. Automation of library services will be a key factor in the developmental plan to be written for the library. Decisions will need to be made in areas of priority for automation, cost effectiveness, and strategies for implementation.

Automation will be of immediate concern to the SBCC library due to the closing of the Library of Congress catalogs and the adoption of a new catalog code, the Anglo-American Cataloging Rules, second edition (AACR2). These two events, occurring in 1981, have compelled librarians to consider seriously alternatives to the card catalog.

Part of my coursework will be exploring the potential advantages and disadvantages of catalog alternatives. It is necessary to identify both the library service and economic considerations of alternative catalog forms. Because of the unique flexibility of automated or computerized forms on which catalog alternatives are based,
opportunities exist for capabilities not possible with the traditional card catalog. Implementation of AACR2 is practical only with automated cataloging services such as OCLC.

My planned course work will be of benefit to the SBCC library in the coming years. It will bring me, as a member of the library staff, current with recent developments in library technology. Knowledge of alternatives to the traditional card catalog and of AACR2 will be essential in determining the form the SBCC catalog will take in the future. Automation of library services in the areas of circulation, acquisitions, interlibrary loans, reference, and bibliographic searches will also be considered in the library's developmental plans and will be included in my plan of study.

III. Category Three

Specific criteria:

1. Is the applicant going back to school for refresher work? Yes.

2. Is the applicant working on an advanced degree or credential? Yes.

3. Is the training to be pursued within the applicant's own subject field or training area? Yes.

4. Is the training area to be pursued outside his teaching field? No.

5. Is the training innovative and a new field or major? No.

6. Is the training for the purpose of studying teaching methods, related to the applicant's major, in another institution? No.

7. Will the training be taken in a credit institution (college, University, etc.)? Yes.

8. Will the training be in business, industry, or the private sector? No.
9. Will the applicant through his training produce a book, program of study, instructional aids, etc. that will be beneficial to his classes of the college curriculum?
   No.

10. Will the sabbatical involve training that will generally add to the applicant's teaching competency and effectiveness (professional growth)?
    Yes.

11. Has the applicant been given a grant by which to pursue his training?
    No.

October 81
MG/sw

There are 3 schools offering this program:
UCLA, UC Berkeley & USC.

I chose UC Berkeley since I cannot afford USC and UCLA's program would take longer than a year for me to complete.
1. Are there any factors which make it urgent that the leave be taken in the coming year rather than another time?

The library is drafting its first three-year plan. Future plans for the library include automation of library services. Unfortunately, no member of the library staff has training in library automation or other computer functions. In making an effective study on the value of automation to the library's future, a trained staff member would make such a study easier to complete and implement.

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

Yes. I have requested a year long sabbatical leave and the course of study I propose is designed to be completed in one year.

3. Has the applicant carefully and thoroughly calculated the expenses of his/her sabbatical leave project, inclusive of travel and daily living costs, with attention to how they are to be met? Is the project financially feasible?

Yes. I have estimated the costs of tuition, housing, transportation, other living expenses, etc. for one year. I have saved money for several years to supplement my estimated income for the year of sabbatical. I expect no financial difficulties greater than sticking to a budget; something I have practiced for many years.

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

No, it is not a part of any staff member's job duties to acquire the additional training in computers, nor has any release time been provided for study or training.

5. Is the applicant professionally qualified for the proposed program?

Yes. The prerequisite for the certificate is an MLS which I have.

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

Yes, upon admission to the University of California, Berkeley.

7. Did the applicant's prior sabbatical satisfy its stated purpose? Attach a copy of the last sabbatical leave report.

The applicant has had no sabbatical.
8. Can departmental continuity be assured if this sabbatical is granted?
   Yes. I made my plans and consulted Virginia Rowley when I made them so as to insure continuity in the department.

9. Will the applicant earn an income in addition to receiving sabbatical pay? If yes, please explain.
   No. The applicant will not be earning any income on sabbatical, if granted.

10. Will the applicant be engaged in any unusually time-consuming community activity in addition to that included on the proposal?
    No activities other than study are planned.

11. If the proposal includes travel, is the travel component clearly necessary to the sabbatical project?
    No travel other than to and from the Berkeley area is planned.
University of Calif. Berkeley

conditions, as many work taken while at another school in an accredited MLS regular session in Concurrent Enrollment in another grad-

us degree is not an exception. The requirement of requirements,

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For infor-

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the School of Education rather than the

School of Library and Information Stud-

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Certificate of Completion of Graduate Curricula. Three Certificates are awarded on the basis of completion of approximately a year's full-time study beyond the studies for the MLS degree. They are the Certificate of Completion of a Graduate Curriculum in Bibliography, Certificate of Completion of a Graduate Curriculum in Library Automation and Information Science, and Certificate of Completion of a Graduate Curriculum in Library Management. Three quarters in academic residence are required. At least 30 quarter units of study are required for the degree; of these, up to 15 may be in courses in departments other than Library and Information Studies, and up to 10 of these may be in upper-division level courses, i.e., courses in the 100 series. There are no language requirements, qualifying examinations, or final comprehensive examination. A substantial portion of the study is normally required. Work for the degree must be completed with an average grade of at least B (3.0 grade points on a 4.0 scale). Each program of studies for a Certificate is drawn up individually in consultation with the faculty, and must be approved by the Graduate Adviser before award of the degree. It is neither expected nor required that programs be limited to course and seminar offerings or group or individual study within the School of Library and Information Studies. Courses appropriate to each Certificate are offered in a wide range of departments on the Berkeley campus. Planning a program of studies is facilitated if the student develops a central problem, topic, or project to which course work, seminars, and individual study can be directly related.

The Certificate program is intended for professional librarians wanting further formal study, and for new graduates of first professional degree programs who wish to prepare themselves more thoroughly than can be done in a single year for specialized work requiring advanced knowledge of the technological, managerial, and theoretical problems and possibilities of library and information service.

The Degree of Doctor of Philosophy (PhD). The degree of Doctor of Philosophy is conferred in recognition of a candidate's grasp of a broad field of learning and distinguished accomplishment in that field through the contribution of an original piece of research revealing high critical ability and powers of imagination and synthesis. Fulfillment of technical requirements such as residence and course work is not sufficient for award of a PhD degree.

No specific courses or any specific number of units of study are required for the PhD degree. As noted under "Admission" those admitted to the doctoral program ordinarily are required to hold an MLS degree from an ALA-accredited program; this requirement can be waived for adequately prepared students. A minimum period of two years, or six quarters, in academic residence is required for the PhD; most candidates actually spend a longer period, averaging about four years. The course of progress toward a PhD is divisible into two major periods: the period ending with advancement to candidacy for the PhD, and the period ending with the award of the degree. Advancement to candidacy, which takes place on the recommendation of the School to the Graduate Council, requires these steps: 1) passing any required language examinations; 2) passing departmental preliminary qualifying examinations conducted by an ad hoc committee of the faculty of the School; 3) passing an oral qualifying examination administered by a committee appointed by the Graduate Council; 4) approval of a dis-
SANTA BARBARA CITY COLLEGE
APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME Barbara Harlow

DEPARTMENT music

DATE Oct. 7, 1981

APPLICATION FOR SCHOOL YEAR 1982-1983

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, librarian, or nurse? 11

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 you 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? __________

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 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./Sabbatical Leave Replacement Salary Schedule.)

Replacement(s) ___________________________ 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 faculty member's regular salary.

Applicant's Signature Barbara Harlow
Date Oct. 7, 1981

IMPORTANT: According to District policy, no pay warrant may be lawfully issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

RECEIVED
OCT 9, 1981

SBCC Certified Personnel

/jew
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME  Barbara Halow  DATE  10-19-81

DEPARTMENT  music  APPLICATION FOR SCHOOL YEAR 1982-1983

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, librarian, or nurse?  

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 you 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? __________

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./Sabbatical Leave Replacement Salary Schedule.)

Replacement(s) ☑ on hourly basis  Approval  Robert L. Davis  D. H. Hugie
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 faculty member's regular salary.

Applicant's Signature  Barbara Halow  Date  10-19-81

IMPORTANT: According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/jew
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE THESE PRESENTS:

That Barbara Harlow, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the 1982-1983 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereinafore stated, and if said Principal well and truly renders at least 2 years service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render 2 years service is caused by the death or physical or mental disability of the employee.

Signed this 2 day of November, 1981.

Barbara Harlow
Principal (Signature)

Richard M. Hanes
Witness (Signature)

/jw
10/12/79

Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
SABBATICAL LEAVE APPLICATION

Year 1982 - 1983

BARBARA HARLOW

My proposal is to expand my knowledge, competence and effectiveness of my teaching in the area of choral/vocal music (i.e., CATEGORY 3). The proposed activities are varied, but all aimed at this one goal. They are to:

1. Enroll in German at UCSB with the intent of learning to read in this language. Frequently research articles and descriptive/historical briefings about recordings or compositions are in German. We often sing in German. I have never studied this language and feel a definite need to do so.

2. Enroll in independent composition studies on the graduate level at UCSB with Peter Racine Fricker. As a part of this study, I would analyze some of the choral works of Benjamin Britten, this century's most astute choral composer, with the intent of assimilating the techniques of his style.

3. Spend time in library research. UCSB has an extensive collection of scores and recordings. I would like to have the opportunity to extend my knowledge of the choral literature for future use with my performing groups. An in-depth study of new composers which includes both avant garde and electronic, and a study of traditional composers such as Brahms, Schumann, di Lasso, Hassler, to name a few, would give me materials to draw from in future years.
4. Visit some other colleges and find out what innovations are afield. Working with a jazz choir is a new adventure for me — much could be learned by visiting two experts: Phil Mattson at Foothill College and Gerald Eskelin at Pierce College. I would also like the opportunity to visit my alma mater, USC, and observe its fine choral program now under the direction of Rod Eichelberger.

5. Attend the American Choral Directors' National Convention in the spring. I have never been able to attend this event, always being tied to a heavy schedule of spring performances (i.e., Dinner Show). It has been pointed out repeatedly that I am missing a most valuable activity for choral directors.
QUESTIONS:

1. Urgency of Sabbatical Leave

   The urgency is personal and related to the fact that for 11 years I have been teaching in Santa Barbara in the high pressured performance area. I feel it is time to replenish my knowledge and gain new insights and enthusiasm.

2. Length of Sabbatical Leave

   A year is necessary in order to accomplish the above goals.

3. Expenses

   Expense will not be a problem.

4. Compatibility with Ongoing Responsibilities

   It is impossible to fulfill my duties with three active performing groups and do much of anything else while so engaged. All of my time and energy is directed to the job during the school year; vacation time is largely spent preparing for the next year and its performances - location repertoire is a tedious process.

5. Professional Qualifications

   Part of this proposal is an extension of my Master's Degree in choral composition. My teaching experience qualifies me to engage in the balance of the proposal.

6. Access to Materials and Facilities

   The materials are available in the UCSB Library.

7. Prior Sabbatical

   No previous sabbatical.

8. Department Continuity

   Departmental continuity depends upon the hiring of an hourly person to cover my performing groups. In discussing this with other members of the department, the feeling is that there would be people qualified and interested in the community.
9. Additional Income
   No additional income would be incurred.

10. Additional Community Activities
    I would avoid community activities. I have no desire to become involved.

11. Travel
    The plans to attend the convention and visit the other schools are primary interests and, yes, are necessary components.
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 222.11 for general procedures and deadlines.

NAME Jacqueline Huth DATE October 16, 1981

DEPARTMENT Vocational Nursing APPLICATION FOR SCHOOL YEAR 1982-1983

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Sep 1976

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse? Six years upon completion of this 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 you 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? N/A

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

8. Can departmental continuity be assured if this sabbatical is granted? Yes
   
   Replacements for faculty on sabbatical leave shall be obtained in one of 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 a hourly basis.
   ☒ Externally, hiring replacements on contract (Long Term Sub./Sabbatical Leave Replacement Salary Schedule.)

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 faculty member's regular salary.

   Applicant's Signature Jacqueline Huth Date 10/16/81

   IMPORTANT! According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

   /jew
   5/75; revised 6/77;
   9/77; 10/79
   Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE THESE PRESENTS:

That ________________, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the Fall & Spring 1982-1983 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereabove stated, and if said Principal well and truly renders at least 2 years service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render 2 years service is caused by the death or physical or mental disability of the employee.

Signed this 19th day of October, 1981.

[Signature]
Principal

[Signature]
Witness

/jw
10/12/79
Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
SANTA BARBARA CITY COLLEGE

PROPOSAL FOR SABBATICAL LEAVE

Date: October 19, 1981

Submitted By: Jacqueline Huth
Assistant Professor
Vocational Nursing

I. PROPOSAL

Request for sabbatical leave for Fall, 82, and Spring, 83, is submitted under Category Three for the purpose of expanding my knowledge, competence and effectiveness in my field of teaching which is nursing. The specific activities will be the completion of course work in the Graduate Division of the UCLA School of Nursing toward attainment of the degree of Master of Nursing.

II. CRITERIA AND SUPPORTING STATEMENTS FOR THE PROPOSAL

1. Are there factors which make it urgent that the leave be taken in the coming year rather than another time?

Thus far I have completed four quarters in the Graduate Program at UCLA, an accredited institution recognized as one of the most esteemed graduate programs in nursing in the nation. Requirements for the degree include: a) minimum of six quarters, though most students take seven or eight. Two of the quarters include a heavy clinical component of 25-30 hours a week in a hospital/health care agency in direct patient contact. b) clinical research and thesis or comprehensive examinations concurrent within the quarters with intensive directed study beyond the required courses for the degree. The clinical quarters are never offered during summer session and are usually offered once or twice a year. The next clinical quarter I must complete will be offered in September 1982 with the subsequent clinical quarter in Winter Quarter 1983.

That is the only definite scheduling for these clinical quarters. Allowing a longer time to elapse before beginning that experience would, in my opinion, endanger successful completion.

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

The previous statement addresses this. In addition, taking the comprehensive examinations and the directed study immediately following the clinical quarters would be the most advantageous.
3. Has the applicant calculated expenses, etc.? Is the project financially feasible?

This project is financially feasible since the salary allowed for a two semester sabbatical would be adequate to cover my tuition, books, commuting, lodging and other living expenses.

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

Because of the great number of clinical hours, the course work to complete the graduate program becomes physically incompatible with my teaching load. Financially I cannot afford a leave of absence for one or two semesters. Grants and traineeship stipends are not currently available for the last half of this graduate nursing program. I cannot attain an advanced nursing degree in an institution closer than UCLA because none offer such a program. I cannot attain an advanced degree in another discipline such as counseling or education, since recent policy of the National League of Nursing (a major nursing school accrediting organization) require that nursing faculty members have their advanced degree in nursing.

5. Is the applicant professionally qualified for the proposed program?

I am currently enrolled in the graduate program on a temporary inactive status. My grade point average is 3.8 so I know I am qualified to successfully complete the program.

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

Yes, I would have access to the UCLA Medical Center, its affiliated agencies and the UCLA Biomedical Research Library.

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

(Not applicable since this is the first request.)

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

The other full-time and part-time faculty members have been on the faculty since 1978 and are knowledgeable of curriculum, coordinating and scheduling with the hospitals and organization of the program. The Assistant Dean of Health Technologies has verified that departmental continuity can be assured.

9. Will the applicant earn an income in addition to receiving sabbatical pay?

No income will be earned. Though nursing education requires a great number of clinical hours and provides benefit to patients, there is no payment either to the graduate student or the institution.
10. Will the applicant be engaged in any unusually time consuming community activity in addition to that included in the proposal.

No

11. If the proposal includes travel, is it necessary to the sabbatical?

The travel will be the exhausting and unenjoyable commute to UCLA.

III. ADDITIONAL COMMENTS

The completion of course work toward attainment of an advanced degree in nursing will enhance my teaching competency, effectiveness, and professional growth as well as result in concrete positive outcomes for the Vocational Nursing Program.

Benefits for the Vocational Nursing Program have already been derived in that a much needed revision of the philosophy and conceptual framework for the Vocational Nursing Program was completed during the past summer based on newly developed nursing theories. A new patient care plan format was designed as an important tool and guideline for the students in their hospital experiences, as a result of a theory class on nursing models and approaches to patient care. I anticipate developing other similar aids to instruction based on new approaches to the nursing process.

In terms of professional growth and teaching competency, it is imperative for nursing faculty to keep abreast of newly developed theories and approaches to the health care delivery system. Currently nursing is moving toward a more definitive clarification of the nursing process and clearer identification of levels of nursing. UCLA is an acknowledged leader in these areas and has developed and is teaching innovative approaches to the nursing process, specifically the use of nursing models and the utilization of patient-centered nursing diagnosis which serve to differentiate nursing functions from medical functions.
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 222.11 for general procedures and deadlines.

NAME George S. Lewis                        DATE October 9, 1981

DEPARTMENT Health Technologies(Rad. Tech.) APPLICATION FOR SCHOOL YEAR 1981-1982

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? September, 1975

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse? Six (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.) None

4. How many years of part-time, contractual employment have you 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? Never

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 a hourly basis.

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

   Replacement(s) To be assigned ☑ CONTRACT Approval Date

   (C) CONTRACT 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 faculty member's regular salary.

Applicant's Signature

Date October 9, 1981

IMPORTANT! According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE THESE PRESENTS:

That George S. Lewis, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the Fall and Spring semesters 1981-1982 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as here-in-above stated, and if said Principal well and truly renders at least service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render two (2) years service is caused by the death or physical or mental disability of the employee.

Signed this Nineth day of October, 1981

[Signature]

Principal (Signature)

[Signature]

Witness (Signature)

/jw

10/12/79

Distribution:

Original to Principal
Copy to Payroll
Copy to Personnel
MEMORANDUM

TO: Barbara Crawford, Chairperson, Sabbatical Leave Committee
FROM: George Lewis, Associate Professor, Radiologic Technology
DATE: October 19, 1981
SUBJECT: Sabbatical Leave Objectives

I. INTRODUCTION AND PURPOSE

The main purpose for requesting the sabbatical leave is to improve the overall quality of my teaching and administrative skills within the Radiography Program as well as within the Division of Health Technologies. This will be accomplished by attending and completing the graduate program in Allied Health Teacher Education and Administration at Texas A & M or the University of Houston. Completion of this program will allow me to:

1. enhance my qualifications as a college instructor, as well as receive a Ph.D. degree within my discipline.
2. improve upon my administrative and professional leadership skills.
3. be introduced to new and varied methods in curriculum development for health programs.
4. improve upon classroom teaching techniques.
5. obtain a better understanding of the theory and design of research methods within Allied Health.
6. improve upon my grantmanship skills.

II. NARRATIVE SUMMARY

Since my appointment to this faculty in 1975, I have made every effort to grow and improve myself professionally. In the past six years I have attended professional conferences and courses, maintained memberships and held leadership positions within my professional organizations and participated actively in faculty governance. At this point I need a more comprehensive program.

In the past, no special graduate programs existed for educators in Allied Health, but recently some universities in the West and Southwest have developed them.
Texas A & M and the University of Houston in consortium with Baylor College of Medicine have each developed an excellent program. Both of these have been recommended highly by the American Medical Association. I wish to attend one of these.

In order to participate actively and successfully in this program, I will require a one (1) year sabbatical. This length of time would allow me to complete a major portion of the course work. Additional time would be needed to complete a practicum and a doctoral dissertation. This will be done by utilizing two Summer Sessions and one additional year, on a part-time basis. My plans are to write a dissertation that would be of value to the college.

III. METHOD OF PROCEDURE AND DOCUMENTATION

I am well qualified by education, certification and experience to participate in this graduate program. It will require all of my time, so I will not be able to earn any extra income or participate in any other activity. Should I receive a grant or fellowship support during my sabbatical, I will notify this college immediately.

It should be noted that this is my first sabbatical application. I had planned to submit an application last year, but I had to delay my plans. More long range planning was needed in order to maintain continuity within the Radiography Program in my absence. This can now be accomplished successfully.

I have discussed my plans at some length with my supervisor (Shirley Conklin) and she is supportive of my proposal.

Should it be approved, I will have sufficient funds to complete my objective. This would include all of the sabbatical funds in addition to personal funds that would be used for tuition, textbooks and other expenses.

The only travel required for this project would be for the purpose of going to the University in Texas and returning to Santa Barbara. Attached is a copy of the program I plan to pursue.

GL/sw
10/81

Enclosure
Considerations

1. No I should have applied last year when my chances for approval were better. At any rate, my financial picture is better now. Delaying my plans for one year allowed me to plan for better departmental continuity in my absence.

2. Yes The length of time is appropriate for the scope of this proposal. It will take me two more summer sessions and an additional year, part-time, to complete this Ph.D. program.

3. Yes This project is financially feasible. In addition to the sabbatical leave funds, I will use personal funds to offset the cost of tuition, books, etc.

4. No This program cannot be accomplished as part of my ongoing responsibility. The one year sabbatical would allow me to make a major impact towards completing the program.

5. Yes This program requires the applicant to hold a Masters Degree, have a minimum of three years teaching experience and be certified in my profession. I exceed these qualifications.

6. Yes All of the necessary materials and facilities will be made available to me at the institution I attend.

7. Not Applicable - This is my first sabbatical application.

8. Yes Some preliminary research has been done to replace me. Should this sabbatical leave be approved, then the mechanism for hiring my replacement will be placed in full gear. I have discussed these plans with Shirley Conklin and she approves.

9. No I will place my full effort into completing as much course work as possible. Should I receive a grant or fellowship, I will notify this college immediately.

10. No My total effort will be placed within the Ph.D. program.

11. Yes I will be responsible for paying my own fare to and from the university I attend. There is no other travel I anticipate.
GRADUATE PROGRAMS IN

ALLIED HEALTH
TEACHER EDUCATION
AND ADMINISTRATION

CENTER for ALLIED HEALTH PROFESSIONS

BAYLOR COLLEGE OF MEDICINE
TEXAS MEDICAL CENTER
HOUSTON, TEXAS
THE ALLIED HEALTH TEACHER EDUCATION
AND
ADMINISTRATION PROGRAM

Offered by the

COLLEGE OF EDUCATION
TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS

COLLEGE OF EDUCATION
UNIVERSITY OF HOUSTON
HOUSTON, TEXAS

CENTER FOR ALLIED HEALTH PROFESSIONS
BAYLOR COLLEGE OF MEDICINE
HOUSTON, TEXAS
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ALLIED HEALTH TEACHER EDUCATION AND ADMINISTRATION PROGRAM

The Center for Allied Health Professions of Baylor College of Medicine has joined with the Colleges of Education of Texas A&M University and the University of Houston to offer graduate degrees in Allied Health Teacher Education and Administration. Upon completion of the degree programs, the graduates will have enhanced qualifications to fill the roles of instructors of their disciplines and administrators of teaching programs in either community colleges, hospitals, or four year colleges of allied health professions.

INSTITUTIONS

Texas A&M University

The Texas A&M University System is the second largest university system in Texas and is working conjointly with Baylor College of Medicine on several projects. Located 100 miles from Houston, in College Station, Texas, Texas A&M University has an overall enrollment of over 30,000 students on the main campus including approximately 5,000 graduate students within the Colleges of Agriculture, Architecture and Environmental Design, Business Administration, Education, Engineering, Geosciences, Liberal Arts, Science, and Veterinary Medicine.

Texas A&M University's College of Education includes Departments of Agricultural Education, Educational Administration, Curriculum and Instruc-
tion, Educational Psychology, Health and Physical Education, Industrial Education and Technical Education. The Department of Health and Physical Education coordinates the allied health programs and offers the special required courses within the curriculum. The Departments of Curriculum and Instruction, Educational Psychology, Educational Administration, Industrial Education, Educational Technology, and Management are also involved in the didactic portions of the curriculum. Elective courses may be taken in other departments of the University.

University of Houston

The University of Houston, the second largest institution in Texas with over 30,000 students, has a close working relationship with Baylor College of Medicine. The University includes Colleges of Natural Sciences and Mathematics, Business, Technology, Humanities and Fine Arts, Law, Architecture, Education, Engineering, Optometry, Pharmacy, and Social Sciences.

The University of Houston's College of Education includes Departments of Administration and Supervision, Curriculum and Instruction, Foundations of Education, Guidance and Counseling, and Health, Physical Education, and Recreation. The Department of Health, Physical Education, and Recreation coordinates the allied health program and offers the special required courses within the curriculum. The Department of Foundations of Education offers the other required courses. Elective courses may be taken in the other departments of the University.

Baylor College of Medicine

Baylor College of Medicine is the state's only private, independent medical school. The College has clinical affiliations with the following Texas Medical Center hospitals: The Methodist Hospital, St. Luke's Episcopal Hospital, Texas Children's Hospital, Veterans Administration
Hospital, Texas Institute for Rehabilitation and Research, and the Harris County Hospital District.

The College's Center for Allied Health Professions offers programs in Medical Technology, Physician Assistants, Nurse Anesthesia, Nuclear Medicine Technology, Ophthalmic Assistant, Radiation Therapy Technology, and Allied Health Teacher Education and Administration.

As a part of the degree plans at both Texas A&M University and the University of Houston, graduate courses may be taken at Baylor College of Medicine. The Center for Allied Health Professions recruits the students for the program, counsels students in regard to course work at Baylor, and arranges, coordinates, and supervises the practice teaching and administrative internship components of the degree plans.

Other Universities

In addition to Baylor College of Medicine, Texas A&M University, and the University of Houston, through reciprocal arrangements, students enrolled in the Allied Health Teacher Education and Administration Program may be able to take elective courses at the University of Texas Schools of Allied Health Sciences, Biomedical Sciences, Dentistry, Medicine, and Public Health.

DEGREES AND CURRICULA

Degree programs are available which lead to the Master of Education, the Master of Science, the Doctor of Education, and the Doctor of Philosophy degrees. These degrees are offered by the University of Houston and Texas A&M University. Baylor College of Medicine does not offer a degree program in Allied Health Teacher Education and Administration; however, the College does award a certificate to students upon their completion of the degree programs of Texas A&M University or the University of Houston.
Both Texas A&M University and the University of Houston offers the Masters of Education Degree (M.Ed.). Texas A&M University also offers the Master of Science Degree (M.S.). At the doctoral level, Texas A&M University offers the Doctor of Philosophy Degree (Ph.D.). The University of Houston offers the Doctor of Education Degree (Ed.D.). While degree requirements are prescribed at both institutions, every effort is made to meet the special needs and backgrounds of every student.

Masters Degrees

Texas A&M University

The Texas A&M University plan for the M.Ed. consists of a required 13 semester hour core of allied health courses, 9 semester hours of required courses in research and research methods, 9 semester hours in a selected, related area of emphasis, and the remaining hours are advised electives.

A typical degree plan is as follows:

**Allied Health Area**

- Special Topics in Allied Health: 3 hours
- Special Topics in Allied Health Education: 3 hours
- Seminar: 1 hour
- Internship: 6 hours

**Research Area**

- Statistics: 3 hours
- Research Methods: 3 hours
- Independent Research Problem: 3 hours

**Related Area of Emphasis**

Students, through advisement, select an area of emphasis from the following: (1) media, (2) teaching strategies, (3) curriculum, and (4) evaluation. 9 hours

**Elective Area**

Through counseling the student selects courses that will strengthen the degree program. 5 hours

Total: 36 hours
The Texas A&M Plan for the M.S. is similar to the M.Ed. with the following exceptions: (1) more hours are required in the research area, (2) a thesis is required, (3) fewer electives are allowed, and (4) the internship is reduced. Specifically, the degree plan is as follows:

**Allied Health Area**

- Special Topics in Allied Health 3 hours
- Special Topics in Allied Health Education 3 hours
- Seminar 1 hour
- Internship 3 hours

**Research Area**

- Research Methods 6 hours
- Research (Thesis) 6 hours

**Related Area of Emphasis**

- Same as for the M.Ed. 9 hours

**Elective Area**

Total 34 hours

**University of Houston**

The University of Houston curriculum leading to the M.Ed. consists of 15 semester hours of allied health education courses, 9 semester hours of foundations of education courses, and 12 semester hours of electives for a total of 36 semester hours. A typical degree plan is as follows:

**Allied Health Education**

- Curriculum Development in the Health Professions 3 hours
- Current Issues in Health Professions Education 3 hours

**Allied Health Education (Baylor College of Medicine)**

- Administering Instructional Programs 3 hours
- Internship 6 hours

**Foundations of Education**

Three courses are selected from a number of courses offered by the Foundations of Education Department. Some examples are as follows:
The University of Houston

The University of Houston curriculum leading to the Doctor of Education (Ed.D.) degree consists of 60 semester hours of course work and a dissertation. The major areas of emphasis are outlined below:

Allied Health Education

Curriculum Development in the Health Professions 3 hours
Current Issues in Health Professions Education 3 hours
Advanced Seminar-Research 3 hours
Two of the following courses: 6 hours
- Death and Dying
- Drugs and Human Behavior
- Critical Health Problems
- Problems in Health Education

Allied Health Education (Baylor College of Medicine)

Administering Instructional Programs in the Health Professions 3 hours
Internship 6 hours

Foundations on Education (5 courses)

Five courses are selected from a number of courses offered by the Foundations of Education Department. Some examples are as follows:

- Statistical Methods in Education
- Basic Learning Theories
- Origins of Modern Educational Thought
- Educational Psychology
- Foundations of Educational Sociology

Other Courses 15 hours

Elective Area

Courses may be selected from Baylor College of Medicine, other Texas Medical Center graduate schools, and the University of Houston. 21 hours

Dissertation

A doctoral research study is required of all doctoral students. 6 hours

Total 66 semester hours

Baylor College of Medicine

At both the masters and doctoral levels, courses in basic and clinical
sciences are available at Baylor. Courses can be selected from the course offering of the College. Additionally, special research courses in specific areas of interest can be arranged.

Faculty from the Center for Allied Health Professions actively participate in the allied health courses at both Texas A&M University and the University of Houston. Center faculty teach the course, "Special Topics in Allied Health Administration", on the Texas A&M campus during the spring semester. In the spring semester of each year, Center faculty teach the course, "Administering Instructional Programs", on the Baylor campus.

The internship component of the degree plans is arranged, coordinated, and supervised through the Center for Allied Health Professions. The internship is a six week, full time (or 12 weeks, one-half time) experience in which the students participate in ongoing educational programs in their disciplines. During the internship, the students have the opportunity to participate in formal and informal instruction, in evaluating student performance, in student affairs, and in various aspects of administering educational programs. Also, special research interests can be developed. The internship is usually completed toward the end of a degree plan. It is designed to build on the students' previous experiences as well as the new knowledge and skills gained in formal course work.

CORRESPONDENCE COURSES, SUMMER WORK, TRANSFER CREDIT

Course work cannot be earned by correspondence. Although course work is available during the summer semesters, a degree cannot be earned by attending during the summer only.

A limited amount of graduate credit earned at another accredited graduate school may be transferred and applied toward a degree plan. Individual transcripts are reviewed for acceptable transfer credit.
TUITION AND FEES

Tuition and fees for the University of Houston and Texas A&M University for Texas residents are approximately $200.00 per semester. For non-residents the rate is approximately $700.00 per semester; however, non-residents who are on fellowships are eligible for in-state tuition rates.

For required courses taken at Baylor College of Medicine, the present tuition rate is $54.00 per quarter hour or approximately $756.00 for 9 semester hours. (14 quarter hours).

These rates are strictly approximations and are subject to change because of economic conditions and/or legislative requirements. However, exact costs can be obtained prior to actual enrollment.

FINANCIAL ASSISTANCE

A limited number of teaching and graduate assistantships ranging from $3,600 - $6,000 per year are available for full-time students. Interested students should apply through Baylor's Center for Allied Health Professions. The major considerations for awards are as follows:

1. Previous academic performance — To meet the minimum requirements for an award, students must be unconditionally acceptable to the University of Houston or Texas A&M University Graduate Schools. Exceptionally high grade point averages and Graduate Record Examination scores will be heavily weighted.

2. Ability to attend school on a full-time basis — Students receiving financial assistance must enroll in at least 9 hours per semester and not be concurrently employed full-time.
3. Potential instructional leadership qualities — Individuals will be selected that have the desire and ability to accept positions of leadership within instructional programs of their health specialties.

4. Professional references — Students must submit the names of three individuals who can provide the selection committee with an assessment of their academic background and leadership potential.

In addition to these considerations, the committee will attempt to offer financial assistance to individuals within a variety of health professions. Also, consideration must be given to the availability of instructional positions within the health professions of the individuals selected.

The selection committee reviews applications in February, May, and June. Notifications will be made shortly after each review session.

ADMISSION REQUIREMENTS

In order to be considered for the masters degree program, an applicant must have the following:

1. A desire to be a teacher and/or administrator in his or her discipline.

2. A baccalaureate degree from an accredited college or university.

3. Evidence of professional experience including appropriate registry or certification requirements in one of the following disciplines:
   
   Dietetics
   Dental Hygiene
   Medical Record Administration
   Medical Technology
   Nursing
   
   Occupational Therapy
   Physical Therapy
   Physician Assistant
   Radiologic Technology
   Respiratory Therapy

4. Demonstrated ability to pursue advanced study and research as indicated by grade point averages and performance on the Graduate Record Examination.

For the doctoral program, the admissions requirements are as follows:

1. A desire to be a teacher or administrator in his or her discipline.
2. A masters degree from an accredited college or university.

3. Evidence of at least 3 years of teaching experience in a health professions discipline.

4. Evidence of professional experience including appropriate registry or certification requirements in one of the following disciplines:

- Dietetics
- Dental Hygiene
- Medical Record Administration
- Medical Technology
- Nursing
- Occupational Therapy
- Physical Therapy
- Physician Assistant
- Radiologic Technology
- Respiratory Therapy

5. Demonstrated ability to pursue advanced study and research as indicated by grade point averages and performance on the Graduate Record Examination.

DEADLINES

Part-time students may be admitted in the fall, spring, or summer semesters; however, full-time students are urged to enter in the summer or fall semesters. The deadlines for applying by semester are as follows:

- November 15: For Spring Semester
- April 15: For First Summer Semester
- May 15: For Second Summer Semester
- June 15: For Fall Semester

FURTHER INFORMATION

If you are interested in applying or learning more about this project, write or call:

CENTER FOR ALLIED HEALTH PROFESSIONS
Baylor College of Medicine
1200 Moursund
Houston, Texas 77030

(713) 790-4611

In your inquiry please provide the following information:

1. Degree(s) held and allied health specialty in which you are certified.

[Signature]

[Signature]
2. Tentative institutional choice — Texas A&M University or the University of Houston.
SANTA BARBARA CITY COLLEGE
APPLICATION FOR SABBATICAL LEAVE*
*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME John T. Matsui DATE 20 October 1981

DEPARTMENT Life Science

APPLICATION FOR SCHOOL YEAR 19.82-1983

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? Fall 1976

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse? 6 years (as of Fall 1982)

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 you 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? - Not applicable -

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./Sabbatical Leave Replacement Salary Schedule.)

   Replacement(s) a. and b. Approval [Signature] 
   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 faculty member's regular salary.

Applicant's Signature [Signature] Date 20 October 1981

IMPORTANT: According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/jew
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE PRESENTS:

That __________ John T. Matsui __________, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the Fall and Spring Semesters 1982-1983 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereinafore stated, and if said Principal well and truly renders at least __________ one (1) year __________ of service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render __________ one (1) year __________ of service is caused by the death or physical or mental disability of the employee.

Signed this __________ 20th __________ day of __________ October __________, 1981.

______________________________
Principal (Signature)

______________________________
Witness (Signature)

/jw
10/12/79
Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
APPLICATION FOR SABBATICAL LEAVE

The focus of my proposed sabbatical leave is the improvement of instruction in biology courses for the non-life science student.

For many non-majors the only formal exposure that they ever have to biology is from one or at most two introductory courses, often taken as a requirement to fulfill a general education requirement. Because of this situation it is imperative that along with the factual information, the personal relevance, social importance and responsibility surrounding biology and its application to human affairs be included in the teaching of such non-major's courses. However, many non-major's biology courses fail to do this; instead leaving the student with the view of biology as an accumulation of dry facts and unpleasant experiments with little relevance to anyone except biologists.

In attempting to remedy this situation (e.g. "survey" and "team taught" courses, "interdisciplinary", "historical" and "problems" approaches) what is presented is typically a "watered down" version of what is taught to majors, using basically the same approaches and materials. In my opinion, these so called "innovative alternative approaches" continue to ignore the differences between majors and non-majors in their backgrounds, goals, interests and how they will use the course information in their lives.

For the past 6 years, I have been an instructor, coordinator and author of the laboratory manual of Biology I, the general non-major's course. Because of the large number of students it serves (250 - 300+ students / semester = approximately 1/5 to 1/4 of all students in life science courses), I feel the need to carefully and critically evaluate the effectiveness of the materials and methods used in the course and to make improvements where necessary.

My sabbatical proposal includes a number of different but closely related activities designed to meet this end. They are:

(1) Continuation and Possible Completion of PhD Program

Since Fall 1979 I have been a graduate student in a PhD program in the Confluent Education Department at UCSB. The emphasis of my work has been on how to improve biology education for non-majors at
colleges and universities. I have completed most all of my course work, but due to my heavy teaching load and other faculty responsibilities (e.g. Representative Council, EOPS Committee, Supervisor of Life Science classified employees) I have had to delay my preliminary oral and written exams and the beginning of my dissertation project. I would like to use part of my sabbatical leave to complete remaining course work, take my oral and written exams, do a substantial amount of work on my research project and to apply the relevant findings from these efforts toward improving the Biology 1 program at City College.

(2) **Visits to Other Educational Institutions**

As another component of my sabbatical leave I plan to visit a number of community colleges in the Los Angeles and San Francisco Bay areas to (a) see the materials and methods used in their non-major's biology courses and (b) interview life science instructors and students regarding their attitudes and feelings about the effectiveness of these courses. This information will not only be applicable to my evaluation and restructuring of our Biology 1 program but will also be an integral part of my doctoral work.

Secondly I plan to visit the U.C. Berkeley campus and spend time observing (a) the graduate science education program, (b) the various non-major's courses taught in the Biology, Botany and Zoology departments and (c) the public science education program at the Lawrence Hall of Science. Because I was a Zoology graduate student and teaching assistant/associate at UCB, my faculty contacts will allow me ready access to the above.

(3) **Biology I Laboratory Manual**

Because the labs provide an invaluable experiential learning component for Biology 1, an evaluation of the existing lab manual is important. Based on information and input gained from the above visits I will have a broader perspective with which I will examine and make changes as needed to improve the effectiveness of the manual.

I feel that all of the above proposed activities will in fact expand my knowledge, competence and effectiveness in my field of teaching, thereby meeting the criteria for Category 3.
QUESTIONS

1. Urgency of Sabbatical Leave

   The pressures of completing my graduate program dictate that I not delay my exams and beginning work on my dissertation. Additionally, because there are so many students in the Biology 1 course each semester, I feel the urgency to critically, objectively and comparatively evaluate the program as soon as possible, requiring that I be free of teaching responsibilities.

2. Length of Sabbatical Leave

   The activities that I have proposed are collectively far too extensive to complete in one semester. Furthermore, they are integrated to such a degree that the success of one component depends on the completion of the others. For these reasons I am requesting a full year's leave.

3. Expenses

   Additional expenses will be minimal since I will be doing most of my work in the Santa Barbara area with the exception of short trips to the San Francisco Bay Area and Los Angeles.

4. Compatibility With Ongoing Responsibilities

   As stated previously it would be impossible to accomplish my proposal in addition to teaching and meeting my other faculty responsibilities.

5. Professional Qualifications

   I am professionally qualified for this project. Because of (a) my three years of graduate work in the Education Department at UCSB, (b) my six years of instructing and coordinating Biology 1 and (c) my work with innovative instructional methods, leading to my selection as Innovative Instructor in the Fall of 1977 by the Improvement of Instruction Committee, I feel prepared for and capable of successfully completing and benefitting from the proposed activities.
6. Access to Materials and Facilities

Because I am in the graduate program at UCSB and due to my faculty contacts at U.C. Berkeley, working at these institutions will present no problems. Regarding visits to community colleges, I will make contact with faculty in advance and request access to their classes for observation.

7. Prior Sabbatical

Does not apply.

8. Department Continuity

We should be able to cover all of my teaching responsibilities from within the department, with the exception of the possible hiring of hourly instructors if necessary.

9. Additional Income

No additional income will be earned.

10. Additional Community Activities

I have no plans nor will I have the time to engage in any additional community activities.

11. Travel

Travel is of absolute necessity to gather first hand information through interview and observation of instructors and their students at other schools.

[Signature]

John T. Matsui

4 of 4
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME __________________________________________ NAME __________________________ DATE October 15, 1981

DEPARTMENT ____________________________ APPLICATION FOR SCHOOL YEAR 1983-1984

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

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse? 7 including the 1981-82 school year

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

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

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./Sabbatical Leave Replacement Salary Schedule.)

Replacement(s) __________________________ 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 faculty member's regular salary.

Applicant's Signature __________________________ Date Oct 19, 1981

IMPORTANT: According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/jew
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE PRESENTS:

That Ronald G. Robertson, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the Spring and Fall 1983-1984 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereinafore stated, and if said Principal well and truly renders at least 2 years service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render 2 years service is caused by the death or physical or mental disability of the employee.

Signed this 20th day of October, 1981.

[Signature]
Principal

[Signature]
Witness

/jw
10/12/79

Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
APPLICATION FOR SABBATICAL LEAVE

Ronald G. Robertson
Spring 1983 and Fall 1983 Semesters

In that the activities I plan will expand my knowledge, competence and effectiveness in my field of teaching, my proposal is essentially related to Category 3.

Two activities are planned. The first will involve completion of a text book dealing with the creative process and will be specifically designed for the beginning art student. The need for a publication of this type has come about through my experience in the class room and the consequent awareness that many students have a variety of attitudinal problems blocking their creative potential and not only in the area of art but in their ability to relate creatively to a variety of experiences. Involvement in the art process can unlock the blocks by affording the student an experience involving, in the art process in particular, the development of communication and manual skills, the exploration of ideas (both intellectual and visual), the experience of exploring relationships and options and the act of making choices based on these explorations and the assumption of responsibilities for the choices. This, in effect, has far reaching correlations for all aspects of life including both academic and interpersonal relations.

A tentative list of the subject matter to be covered in the text (not necessarily in order of priority or sequence) will include the following:

A. The Creative Process:

1. Attitudinal blocks to creativity.
2. Right brain, left brain function.
3. The need to be right?
4. The veil of abstraction.
5. Eye/Hand co-ordination.
6. The security problem.
7. The source of originality.
8. The paradox of aim and spontaneity.
10. Exploration and discovery.
11. Research and a frame of reference.
13. The concept/experience dilemma.
14. Totality as an aesthetic concept.
15. Alternate realities. What is real?
17. Idea logic/picture logic.
18. Design for the real world.
19. Creativity versus conformity.
20. The source of inspiration.
22. Positive reinforcement.
23. Trial and positive error.
24. Pre-conception blocks.
25. Saving investments or the need to exercise.
26. Repeating past "successes".
27. The desire for control and predictability.
28. Fear of the unknown and the unpredictable.
29. Potential or who can determine one's limits?

B. The Language of Art:

1. The visual elements: Line, shape, color and texture.
2. The physical and psychological forces inherent in the relationships of the visual elements.
3. Structure, organization and composition of the visual elements. The orchestration of all the parts; a synergetic approach.
4. Media exploration and technique.
5. The value of historical references.
6. Creating problems as a means to finding solutions for specific visual relationships.

C. The Value and Kinds of Art Experience:

1. Communicating ideas.
2. Social commentary.
3. Entertainment.
4. Decoration.
5. Functional design.
6. Catharsis.
7. Therapy.
8. Sensory stimulus.
9. Illustration.
10. Commercial applications.
12. Expression. (Felt responses)
13. Conceptual art.
15. Documentation.

In addition a glossary of art terms and a bibliography will be included.

The value of the creative process and its most important reward, the discovery of solutions through the exploration of data, research, options and relationships of things and ideas and the enhanced ability gained for effectively responding creatively to experiential and conceptual experiences, to things as they are, is what I want most to communicate through both the text and relevant illustrations and diagrams.
My second activity will include the exploration of new media, techniques and idioms in my capacity as practicing artist and its application in teaching and presentation in various exhibitions.

An art teacher's effectiveness in the classroom is greatly enhanced when the students are aware that their teacher is not just talking about art but is a practicing artist that is able to share his work through class visits to his studio and the various museum showings and gallery exhibits that he may be represented in. The art department faculty were hired essentially because of their professional accomplishments as practicing artists as well as their abilities to teach their expertise. The sabbatical leave will afford me additional time to perfect that professionalism and assist me in the completion of works for exhibits planned for the Santa Barbara Art Museum and shows in Santa Barbara and Los Angeles Galleries.

The following is my response to the questions asked:

1. I have an increasing sense of urgency relative to completing both the described goals. The first, the text book, is a project that I feel will not only contribute to my growth as a teacher, but will enable me to more effectively organize the insights gained from teaching and present it in a highly visual and communicable text that will contribute to and reinforce the students' understanding and awareness of what I presently lecture about in class. The perspective afforded by the leave would greatly contribute to this project. In addition, I have several art projects in progress involving both printmaking and assemblage and need to have uninterrupted time and the consequent continuity so necessary to complete the works for exhibit.

2. As both activities are presently in process, I feel I have a good start. The years sabbatical will give the needed time to insure there completion.

3. The cost factor will be minimal and within my financial resources.

4. Concentration is essential for completion of the projects. The scope of my projects is more than can realistically be accomplished while teaching twenty contact hours per week in addition to extra-class activities and preparations for classes.

5. My previous publication, "Contemporary Printmaking in Japan", published by Crown Publishers, New York, which is used as a text and reference in schools throughout the country and the many reviews and articles I have written for various magazines and journals has afforded me the expertise to successfully pursue the first goal. In relation to my second goal, my exhibit background in a variety of galleries and museums both here and abroad is indicative of the professional quality of my art works.
6. I have in my possession a variety of references and materials for both activities and will use the resources of the UCSB and UCLA libraries for additional references.

7. This is my first Sabbatical Leave request.

8. I have discussed departmental continuity with my department chairman and relevant part-time faculty and am assured that it can be maintained.

9. No, I will not earn an income while on sabbatical, with the possible exception of an occasional sale of my art works.

10. No. I will continue my normal involvement with community art projects and the Hunger Project, both of which require an average of 2 to 3 hours per week.

11. The only travel planned would be to Los Angeles for library and museum research.
SANTA BARBARA CITY COLLEGE

APPLICATION FOR SABBATICAL LEAVE*

*See District Policies, Section 2022.11 for general procedures and deadlines.

NAME GUY SMITH DATE 10-16-81

DEPARTMENT ENGLISH APPLICATION FOR SCHOOL YEAR 1981-1982

1. Date employed with S.B.C.C. or its predecessor, S.B. City Schools? 9-1-76

2. Years of service as a full-time, contractual employee of the District as an instructor, counselor, librarian, or nurse? six (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.) n/a

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

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? n/a

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 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./Sabbatical Leave Replacement Salary Schedule.)

Replacement(s) a. and/or b. Approval / / Dept./Cluster Chairperson

Webber

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 faculty member's regular salary.

Applicant's Signature / / Date 10/10/81

IMPORTANT: According to District policy, no pay warrant may be legally issued to sabbatical leave recipients until the attached "Letter of Indemnification" agreement has been completed and received in the Payroll Department.

/jew
5/75; revised 6/77;
9/77; 10/79
Attach. (2)
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LETTER OF INDEMNIFICATION FOR SABBATICAL LEAVE

KNOW ALL MEN BY THESE THESE PRESENTS:

That GUY D. SMITH, as Principal, is held and firmly bound unto the Santa Barbara Community College District, as obligee, in the sum equal to the amount of salary to be paid the Principal on sabbatical leave for which sum he binds himself, his heirs, executors, administrators, successors, and assigns, jointly and severally by these presents.

The condition of the above is such that:

WHEREAS, the Principal is regularly employed by the Santa Barbara Community College District of the County of Santa Barbara, State of California, in a position requiring certification qualifications; and

WHEREAS, the Principal will be on sabbatical leave of absence from said School District during the SPRING SEMESTER 1982-1983 college year pursuant to the provisions of Sections 87767-87770, inclusive, of the California Education Code and the applicable provisions of the Personnel Policies of the aforesaid District; and

WHEREAS, the Principal will be paid as compensation during said college year a portion of the salary which he would have been paid had he not been on sabbatical leave, said compensation to be paid the Principal in the same manner as if the employee were teaching in the School District.

NOW, THEREFORE, if said Principal is so paid while on leave of absence as hereinafter stated, and if said Principal well and truly renders at least one year service in the employ of the Santa Barbara Community College District immediately following his return from the leave of absence, then this obligation shall be void; otherwise, this obligation shall remain in full force and effect.

This Letter of Indemnification shall be exonerated in the event the failure of the Principal to return and render one year service is caused by the death or physical or mental disability of the employee.

Signed this 16th day of OCTOBER, 1981.

Principal (Signature)

Witness (Signature)

/3w
10/12/79

Distribution:
Original to Principal
Copy to Payroll
Copy to Personnel
SANTA BARBARA CITY COLLEGE
DEPARTMENT OF ENGLISH

SABBATICAL LEAVE PROPOSAL FOR GUY SMITH

I am requesting a one semester sabbatical leave for the spring of 1982. The following outlines my reasons for seeking this sabbatical, and in keeping with the criteria of the Sabbatical Leave Committee, this proposal should be included in Category 1: Proposal Relating to the Long Range Needs of the College and Department.

GENERAL DESCRIPTION

For some time it has been apparent that computer-based instruction is an effective mode of instruction for teaching language skills to underprepared students. There is no need to elaborate upon the numbers of students who enroll at SBCC without adequate preparation in basic language aptitudes; computer based instruction offers an effective alternative in addressing the serious needs of this population. Instructional computers also have potential in curriculum planning, evaluating instruction, testing, and record keeping.

SBCC has made an initial commitment to develop computer assisted instructional programs with the recent acquisition of five microprocessors. One of the major obstacles to the adoption and integration of computers is the faculty's relatively inexperience with computer programming and management.

During the semester I will be on sabbatical, I propose to accomplish the following: a) complete a course in BASIC programming b) visit several institutions in Southern California which utilize computers in English instruction (e.g. Saddleback, Bakersfield) c) survey existing computer software programs in basic English instruction d) develop software materials in basic and intermediate composition skills.
I. Benefit to Santa Barbara City College
Implementation of computer assisted instruction at SBCC is dependent on the faculty's ability to become computer "literate." This proposal will assist that effort by enabling me to go beyond a minimal level of operational competency and explore new means by which this technology can assist in instruction and management. It will not be enough for the faculty to become merely "consumers" of this technology; faculty will have to go beyond literacy to become creators, authors of software curriculum. For example, computers might be used to determine the readability of textbooks in all departments; they might be used to identify and diagnose specific problems students might have with basic language aptitudes; they might be used to evaluate existing curricula in Essential Skills based on results from English 100 testing placement. The faculty member who can utilize the instructional options of a computer, and, consequently, create options by reorganizing and restructuring information, will make a contribution to his students and the institution. I also believe the English Department and the institution will benefit from having content instructors who are well versed in computer operations.

II. Benefit to Professional Development
In addition to providing new skills and revitalization, the task of programming materials for intermediate composition skills will require that I attempt to restructure old material and to present that material using different methods of instruction. Secondly, visitations to other colleges in Southern California using computer instruction would help generate new ideas for its application. Thirdly, having the skill to author programs will be an invaluable professional asset in the future and will allow more independence in determining programming for curriculum and instruction; software development has significant implications for the writing of instructional materials in either mediated form or textbook form.
III. Additional Information

I am interested in experimenting with computer programs to assist in managing the Essential Skills curriculum. This might include tracking students, identifying patterns of student development, predicting curricular trends, correlating performance with previous achievement, assessing cognitive learning styles, and evaluating instruction. I am also interested in exploring computer application to the diagnosis of language deficiencies.
1. Are there any factors which make it urgent that the leave be taken in the coming year rather than at another time?

This appears to be an opportune time to undertake a project of this nature. SBCC has made a commitment to CAI by purchasing hardware and software, and, although CAI has a very modest beginning here, it is apparent that it will grow significantly within the next few years. Additionally, the English Department plans to utilize computer resources in its testing and placement, and since I have been involved in this effort since its inception, skills learned during my sabbatical would contribute to this effort. Finally, anticipated changes in the Essential Skills curriculum will place more and more burden on the process of testing and I would envision that computer managed instruction would play an integral part in a competency-based curriculum.

In a broader sense, this sabbatical is timely because the entire area of computer instruction is moving ahead rapidly; the technological innovations which are influencing higher education are accelerating, and the sooner that I can avail myself of this technology, the better I will be able to incorporate it.

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

One semester seems appropriate to achieve these tasks. A full year would provide more time for software development, but a semester leave will, nevertheless, provide time to complete some modest programs, in addition to taking a class and surveying existing resources and applications.

3. Has the applicant carefully and thoroughly calculated the expenses of his/her sabbatical leave project, inclusive of travel and daily living costs, with attention to how they are to be met? Is the project financially feasible?

There will be only minimal expenses involved in the project.

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

Becoming educated about computers, taking a class in programming, and writing software is not part of my ongoing professional res-
ponsibility, especially since it requires that I educate myself outside of my own discipline.

5. Is the applicant professionally qualified for the proposed program?

I believe I have the skills to become competent in this endeavor, since I have had some exposure to computers. (I currently serve on the college committee for computer instruction and have attended several CAI workshops.) I have discussed this proposal with my department chairperson and the staff of the instructional office.

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

I will use campus facilities and will attend a class at either UCSB or SBCC.

7. Did the applicant's prior sabbatical satisfy its stated purpose? Attach a copy of the last sabbatical leave report.

I have not had a prior sabbatical.

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

Departmental continuity can be assured by replacements with hourly teachers. My role in curriculum development within the department can easily be assumed by other members of the department.

9. Will the applicant earn an income in addition to receiving sabbatical pay? If yes, please explain.

I will not earn additional income.

10. Will the applicant be engaged in any unusually time-consuming community activity in addition to that included on the proposal?

No.

11. If the proposal includes travel, is the travel component clearly necessary to the sabbatical project?

I will travel minimally in Southern California to review CAI applications at 8-10 community colleges and perhaps one or two universities.