Revision to the November 6th excess cost report. You requested that Debbie Mackie-Burke be changed to a full year sabbatical replaced by hourly:

<table>
<thead>
<tr>
<th>NAME</th>
<th>PERIOD</th>
<th>REGULAR SALARY (1)</th>
<th>SABBATICAL SALARY (2)</th>
<th>MAXIMUM REPLACEMENT SALARY</th>
<th>EXCESS COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerald Clouser</td>
<td>Year</td>
<td>$47,482</td>
<td>$35,612</td>
<td>$36,422 (4)</td>
<td>$24,552</td>
</tr>
<tr>
<td>Margaret Eejima</td>
<td>Year</td>
<td>44,615</td>
<td>33,462</td>
<td>18,900 (3)</td>
<td>7,747</td>
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<tr>
<td>Mervin Lane</td>
<td>Semester</td>
<td>47,566</td>
<td>43,999</td>
<td>9,450 (3)</td>
<td>5,883</td>
</tr>
<tr>
<td>Debbie Mackie</td>
<td>Year</td>
<td>46,682</td>
<td>35,012</td>
<td>18,900 (3)</td>
<td>7,230</td>
</tr>
<tr>
<td>Margarete Reinhart</td>
<td>Year</td>
<td>50,080</td>
<td>37,560</td>
<td>36,422 (4)</td>
<td>23,902</td>
</tr>
<tr>
<td>Conrad Weiler</td>
<td>Semester</td>
<td>52,808</td>
<td>48,847</td>
<td>9,450 (3)</td>
<td>5,489</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$289,233</strong></td>
<td><strong>$234,492</strong></td>
<td><strong>$129,544</strong></td>
<td><strong>$74,803</strong></td>
</tr>
</tbody>
</table>

Benefit Costs -
- Worker's Compensation - $74,803 x 2.14 per $100.00
- Unemployment Insurance - $74,803 x .10%

**TOTAL EXCESS COST**

$(1) Current Salary Schedule
(2) Faculty receive 85% of regular salary for one semester sabbatical and 75% for full year
(3) Computed at $630 per TLU, 15 TLU's per semester
(4) Temporary contract, range 5, step 3 of current salary schedule
(5) Current budget for excess cost is $85,000

Enclosure 3
Item 4.3
01/23/92
ABSTRACT

NAME  Gerald L. Clouser

PROJECT TITLE  COMMERCIAL DIVING OPERATIONS MANUAL

TERM OF PROPOSED LEAVE  One Year

Clearly summarize your proposal, including the expected outcomes and the benefits to the college; addressing (a) the need(s) your project attempts to satisfy, (b) how the project will satisfy those needs, and (c) the results that will be achieved. [Note: The abstract is read by both the Representative Council and the Board of Trustees, and, as a result, is a critical component of your proposal.]

My sabbatical leave proposal is comprised of two parts. The first is to visit with diving companies to determine what type of job opportunities that are available to the graduates of the Marine Diving Technology Program. The Second part is to rewrite the Commercial Diving Operations Manual which is used in most of the Marine Diving Technology classes.

The job opportunities available to graduates of the Marine Diving Technology Program have continued to expand in the past ten years. When I came to Santa Barbara City College in the fall of 1975, 90% of our graduates went to work for commercial diving companies that contracted mainly to large oil companies. Today, less than 50% of our graduates are employed by commercial diving companies. This is not because there are no jobs available in that area, but rather because there are now a variety of more inviting opportunities offered to graduates of the Marine Technology Program. Many of our graduates are now employed by companies concentrating in such areas as: diving in inland waters; coastal diving; nuclear power plants; farming the sea; and piloting submarines for tourists in exotic places of the world.

Prospective students, as well as those starting the Marine Diving Technology Program, have little understanding of the variety of the job opportunities that are available to them. I propose to contact commercial diving companies that major in oil field work, cover inland diving, tourism submarines, harbor salvage, yacht maintenance, sea farming, nuclear power maintenance, as well as a few of the non-traditional job opportunities, such as, Sea World and Disneyland. I will interview managers of these companies and ask the following questions:
SPECIFIC OUTCOMES

Please elaborate on the specific outcomes of your project, as summarized in the Abstract, listing their benefits for SBCC. The outcomes you describe here will be the criteria by which the success of your sabbatical project will be evaluated.

The Santa Barbara City College, Marine Diving Technology Department will receive the following benefits because of my sabbatical. The department will receive a information which will give our students a good idea of the job opportunities of the Marine Diving Technology graduate. The information gathered will also be used in our two year department plan and evaluation. Making these contacts will also enhance our present list of prospective employers and give our graduates additional company names and contacts for seeking employment.

The second part of my sabbatical proposal is to rewrite the Commercial Diving Operations Manual. As mentioned before, this manual is used in just about all of the Marine Diving Technology Classes. In the classes that I teach, this manual is the major text. This manual is also written with the graduate in mind. Graduates take this book to the industry with them to use as a guideline and reference for operational procedures. It is very important that this manual be rewritten at this time as some of the safety standards are changing.
ABSTRACT

NAME  MARGARET EEJIMA

PROJECT TITLE  AUTOGRAPH TUTORIALS & ON-LINE GRAPHICAL HELP SCREENS

TERM OF PROPOSED LEAVE  1 YEAR

Clearly summarize your proposal, including the expected outcomes and the benefits to the college; addressing (a) the need(s) your project attempts to satisfy, (b) how the project will satisfy those needs, and (c) the results that will be achieved. [Note: The abstract is read by both the Representative Council and the Board of Trustees, and, as a result, is a critical component of your

I will use authoring software to develop a series of interactive computer-based tutorials for AutoCAD Computer-Assisted Drafting and Design (CAD) software. These tutorials will provide students with simulated computer sessions, and provide guidance and immediate feedback for student responses to specific software usage situations. In addition, I will use presentation graphics software and AutoCAD customization techniques to develop on-line graphical help screens for AutoCAD's major drawing, editing, and plotting command sequences.

Based on previous experiences with creating, testing, and/or using such software, the purpose of this sabbatical leave proposal is to develop systematic and comprehensive computer-based alternative instructional delivery methods for teaching and learning AutoCAD. This is consistent with the department's two-year plan and the college's Statement of Institutional Directions. This proposal addresses the following:

- increases teaching effectiveness.
- increases expertise in academic disciplines.
- utilizes a variety of teaching styles and methods to facilitate the teaching-learning process.
- provides a database of teaching materials for contract education courses offered to the business community.
- maintains a state-of-the-art curriculum to match industry-standard equipment.
- supports instructional computing and the effective use of technology.
- provides mechanisms to train faculty members on the use of instructional technology in classroom and laboratory settings.
- introduces interactive computer technologies to enhance students' active involvement in the learning process.

Interactive tutorials and graphical help screens will enhance student comprehension of AutoCAD. While all students will benefit, these tutorials and graphical on-line help screens will be of particular benefit to students with learning disabilities and students with limited English proficiency. The tutorials will result in the following:

- increased conceptual understanding.
- immediate feedback and evaluation of student performance.
- additional review and/or make-up work for absences.
- upgrading the skills of our manual-drafting faculty.
- customizable training materials for contract education.

An extensive instructor's manual containing student handout masters will be made available to all Drafting/CAD instructors. The instructors' manual will include student handout masters with instructions in the use of the tutorials and help screens, student handout masters with summaries of each tutorial, detailed instructions for the modification of the tutorials.
SPECIFIC OUTCOMES

Please elaborate on the specific outcomes of your project, as summarized in the Abstract, listing their benefits for SBCC. The outcomes you describe here will be the criteria by which the success of your sabbatical project will be evaluated.

Presently, the Drafting/CAD Department has licenses for authoring and presentation graphics software packages. Authoring programs can provide students with immediate feedback and explanations for incorrect responses. Both presentation graphics software and authoring programs can display computer "slide shows," often animated, displaying sequential steps in the use of computer software. Authoring and presentation graphics software packages include "runtime" modules, so applications developed with these programs can be distributed to students without the need to purchase additional software licenses.

AutoCAD itself can be customized through the use of custom menu macros and AutoLISP, a subset of the LIst Processing (LISP) language often associated with artificial intelligence.

Using these software packages, I will write a series of tutorial programs for the purpose of improving the quality of the education our Drafting/CAD students receive. These tutorials will be based on VCP analysis (Vocabulary, Concepts and Procedures), a system of software teaching developed by the National Training & Computers Project. A significant part of this project will be improved course design and an improvement of my teaching skills.

These tutorial programs will result in:

- increased conceptual understanding.
- immediate feedback and evaluation of student performance.
- additional review and/or make-up work for absentees.
- upgrading the skills of our manual-drafting faculty.
- customizable training materials for contract education.

All CAD instructors will receive a set of disks and an accompanying instructor's manual. This manual will document all aspects of this project. The following will be included in the manual:

- student handout masters with instructions in the use of the tutorials and help screens.
- student handout masters with summaries of each tutorial.
- detailed instructions for the modification of the tutorials and help screens.
- well-commented source code for all programs.
- "screen shots" of all graphical screens.
ABSTRACT

NAME Mervin Lane

PROJECT TITLE The Pivotal Works of Henry James

TERM OF PROPOSED LEAVE Fall semester, 1992-93

Clearly summarize your proposal, including the expected outcomes and the benefits to the college; addressing (a) the need(s) your project attempts to satisfy, (b) how the project will satisfy those needs, and (c) the results that will be achieved. [Note: The abstract is read by both the Representative Council and the Board of Trustees, and, as a result, is a critical component of your proposal.]

I wish to develop a series of instructional aids for four pivotal novels of Henry James, and to offer these aids to English 112 classes -- my own, as well as those of my colleagues. The works for which these aids will be provided are The Portrait of a Lady, The Ambassadors, The Wings of the Dove, and The Golden Bowl.

Should the curriculum permit, I wish, in addition but secondarily, to offer these aids in conjunction with a Topics in Literature course in the work of Henry James, and also a James' course in the Adult Education program, in which I regularly teach.

In order to do this, I need a semester's time to re-read these novels in depth, and to generate a comprehensive set of notes for each novel that will make it easier for each student to understand and enjoy each of these works. The notes will unfold chapter by chapter, and -- in some cases -- page by page, revealing and interpreting important plot threads, authorial emphases, significant image and thought patterns, important character interchanges, and other insights and perceptions concerning James' techniques, that will add to the clear apprehension, understanding and richness of these works. The educational objective is to make James' work more approachable and apprehensible to the student, as well as more illuminating for the teacher of James' oeuvre.

Because I believe James to be the most significant American novelist of the late 19th and 20th centuries; and because I teach his work to English 112 students, who need to be helped in their reading and comprehension of his work; and because a Topics course in James has -- at least in the 27 years I have taught at the College -- never been offered; and further, because our library has recently acquired the complete 26 volume set of James' works, which, for the first time, provides students with all the primary source materials they never had before; and lastly, because the curriculum at Santa Barbara City College attempts to bring important segments of our literary heritage to its students -- I believe I would be contributing to our offerings and to our students' educational enrichment if I could be afforded time to study the above works, generate a set of learning aids to distribute to my students and colleagues, which would, hopefully, encourage, stimulate, as well as help them to enthusiastically read, understand, appreciate, and further explore the works of this American master.
SPECIFIC OUTCOMES

Please elaborate on the specific outcomes of your project, as summarized in the Abstract, listing their benefits for SBCC. The outcomes you describe here will be the criteria by which the success of your sabbatical project will be evaluated.

I see the specific outcomes of my proposal as follows:

1) For the student: greater clarification and increased comprehension -- through a set of notational aids -- of four pivotal novels of Henry James, read in sophomore English 112 classes, that will enable the student to better approach, apprehend, understand and appreciate Henry James' work.

2) For the teacher of literature: further illumination of these works through additional insights provided by the notes, which will encourage and help them in teaching any of the four novels in their own classes.

3) The possible adoption of a Topics in Literature course in Henry James (as TLUs permit and as the curriculum warrants) for Santa Barbara City College, and possibly as well for the city's Continuing Education program.

4) An enrichment of the curricula at Santa Barbara City College that will strengthen and enhance its literature courses, both for the students, as well as the instructors.

5) A deeper appreciation of these works upon my own re-reading and study.

6) Upon my return from sabbatical leave, I would be delighted to give a talk or lecture on James' work, if my own Division, perhaps in conjunction with the Library, or another segment of the College, should request this of me.
ABSTRACT

NAME  Debbie Mackie
PROJECT TITLE  Re-vitalizing SBCC Outreach Programs
TERM OF PROPOSED LEAVE  1992-93

Clearly summarize your proposal, including the expected outcomes and the benefits to the college; addressing (a) the need(s) your project attempts to satisfy, (b) how the project will satisfy those needs, and (c) the results that will be achieved. [Note: The abstract is read by both the Representative Council and the Board of Trustees, and, as a result, is a critical component of your proposal.]

In my role as Coordinator of School Relations over the past 7 1/2 years, the focus has been primarily on disseminating general information about the college to local high schools. During this time, the high school population has changed dramatically, with enrollments of students from ethnic groups traditionally underrepresented in post-secondary education increasing to 45% this year. Programs and services in local high schools have also changed significantly. There are no longer career planning classes in most schools, and substantial career services are minimal due to budget cuts. Data collection and follow-up to determine college-going rates of local students is no longer budgeted. Parental involvement in the schools has also changed, with more non-English speaking parents who have never attended college.

Career and educational planning, goal setting, and the role of high school and college programs in educating students and parents regarding post-secondary opportunities are all factors that effect college-going rates, high school and college retention. A much better understanding of this new student population and the factors relating to student's decision-making regarding post-secondary education is needed. Additionally, advising new SBCC students requires more background in career development, since most students enter undecided about their career and educational goals.

My sabbatical project will address the issues outlined above through professional development activities, including: coursework, readings and conferences in career development, specific to late-adolescence; visits to high school and college campuses which successfully target underrepresented students for college success; visits to high school and college campuses which effectively incorporate career-planning activities into educational planning; a review of recent literature concerning the changing student population; researching follow-up data of local graduates and observing counseling activities in local schools.

The results achieved from this project will include: increased expertise and ability to coordinate and deliver SBCC outreach programs and counsel SBCC students; incorporation of career education and vocational/technical education elements into current outreach and recruitment efforts; students entering the College better prepared and with more clear goals; a better working knowledge of local school programs, staff, students and parents, and how our outreach programs can be most effective; and, data will be collected on the college-going rates of local students for use in evaluating the effectiveness of SBCC outreach programs.
SPECIFIC OUTCOMES

Please elaborate on the specific outcomes of your project, as summarized in the Abstract, listing their benefits for SBCC. The outcomes you describe here will be the criteria by which the success of your sabbatical project will be evaluated.

My sabbatical project will benefit SBCC in the following ways:

1) Professional development activities will increase my knowledge and skills in the area of career planning and in marketing SBCC outreach programs to a changing high school population. Each of these areas have been selected by the Department and/or the College as important priorities;

2) The issue of students entering unprepared and undecided concerning their goals and/or major field of study will be addressed and incorporated into career development activities for future outreach efforts as well as new student orientation/advising activities;

3) High school articulation, outreach and recruitment will be strengthened by incorporating: recommendations from visits to other campuses; career development elements; and learnings from readings, observations and meetings with local schools into future planned activities.

4) A bibliography of readings on the changing student population and the effect on student development programs will be compiled.

5) An outline for career-planning presentations specific to the developmental stage of the high school student and the changing student population will be developed for use in high school outreach activities.

6) Data on the college-going rates of local high school students will be collected for use in evaluating the effectiveness of SBCC outreach efforts.

7) A concept paper incorporating the outcomes of these experiences into the plan for SBCC high school relations will be developed.
ABSTRACT

NAME  M. Reinhart

PROJECT TITLE  Math Strategies

TERM OF PROPOSED LEAVE  1992-1993

Clearly summarize your proposal, including the expected outcomes and the benefits to the college; addressing (a) the need(s) your project attempts to satisfy, (b) how the project will satisfy those needs, and (c) the results that will be achieved. [Note: The abstract is read by both the Representative Council and the Board of Trustees, and, as a result, is a critical component of your proposal.]

My sabbatical leave proposal is comprised of two activities which overlap to some extent: One activity is to research strategies for promoting the success of women in mathematics to find those strategies most appropriate for SBCC.

Women are well represented in lower level mathematics classes and very poorly represented in higher level classes. The situation has remained virtually unchanged for many years and has had the effect of directing women students toward lower paying and less challenging positions in the mathematics world than men students.

I will review the literature and contact institutions that have outreach and support programs in place in order to determine which are appropriate for SBCC.

Also, during my sabbatical leave, I will update my mathematics skills by taking courses for two quarters at UCSB in Linear Algebra, Differential Equations, Probability and Statistics. This will enable me to teach the full range of courses offered by the SBCC math department, including Math 210, Math 220 and Math 117.

In graduate school, I had a strong background in analysis. The courses I will take serve to strengthen my background in other areas of mathematics and update my "rusty" areas.

My return to coursework will be dual purpose. By experiencing the "other side of the desk" while at UCSB, by talking with women in my classes as student peers, and by analyzing the effectiveness of my teachers, I can begin to research teaching strategies which will not only be beneficial to the success of women students, but to all my students.
SPECIFIC OUTCOMES

Please elaborate on the specific outcomes of your project, as summarized in the Abstract, listing their benefits for SBCC. The outcomes you describe here will be the criteria by which the success of your sabbatical project will be evaluated.

I intend to research strategies to promote the success of women in mathematics. In order to do this, I need to research the literature and contact institutions that have programs in place which provide the motivation and support to enable women to succeed through higher level mathematics courses.

I will write up my findings and share the information with my colleagues so that we can initiate promising strategies at SBCC to assist our women math students. I will also work with the EMSE Program which currently assists minority students in mathematics and physics. A most important outcome is that the economic status of women is closely related to success in mathematics.

Another result of my sabbatical will be that my skills as an instructor will be strengthened and broadened both through the coursework I'll undertake and through the academic experience of "sitting on the other side of the desk."

The math department will benefit by having an instructor who is very committed to teaching and who is comfortable teaching the full range of courses in the department.

During the past few years, the demand for statistics instruction has increased from 2 sections per semester to 6-7 sections per semester, all of which are CLOSED during preregistration. Many students transferring to four-year universities are choosing to take Math 117 to satisfy the requirements of a math class above Math 107 (Intermediate Algebra). Only 5 of the 15 full-time math instructors have been teaching Statistics. My proposed program will enable the department to have an additional instructor to provide for opening new sections in over-subscribed courses, and for flexibility in scheduling.

Similarly, only a few members of our department (6 out of 15) have been teaching Linear Algebra & Differential Equations. I will add to these numbers.

The students will benefit by having an instructor who is current in advanced mathematics. Advanced training gives one the background to give to students a better idea of the types of courses and applications they will encounter as they advance in their schooling or in their field of work. I will be better able to motivate and advise all my students.
SABBATICAL LEAVE APPLICATION (ADDENDA)
MARGARETE REINHART

ABSTRACT AND OUTCOMES (ADDENDUM)

RE: COURSEWORK

As I take my coursework I'll refer to the course outlines of Math 117, Math 210, and Math 220 so that I can adapt what I learn to the content of these courses. This will enable me to teach the full range of courses offered by the SBCC math department.

RE: WOMEN IN MATH

Upon my return, I'll present my findings to the math department at a department meeting so that we can implement strategies to motivate women to succeed in our mathematics sequence and to transfer to higher level coursework.

TEXT (ADDENDUM)

RE: WOMEN

First I'll review the literature to study intervention strategies and programs which currently exist for math-anxious and math-avoidant women (authors such as Sheila Tobias). I will then contact institutions which have successful programs to assist women at all levels of mathematics. Some of these programs are at Wellesley College in Massachusetts, Mills College in Oakland (mathematics enrollment trebled at this women's college), and the Women in Science and Engineering Program at Cal State University, Northridge. Women in Mathematics also has conferences in California and outreach programs such as the UC Berkeley EQUALS Program. I'll share the information with my students and my colleagues so that we can adapt promising strategies at SBCC.

ADDITIONAL INFORMATION

Also, for your information (although this is not part of my sabbatical), I am applying to attend the National Science Foundation Workshop at UCSB this summer on "Integrating Scientific Software into Community College Mathematics."
I will create 18 HyperCard courseware stack programs to use with the Biology 100 (Concepts of Biology) students. These computer programs will run on Macintosh computers in the CAI lab, biology labs (room LG-217), lecture (LG-315), or in student homes. The aim is to have one stack program for each week of the 18-week semester. These stacks will highlight the main themes presented weekly in the Biology 100 course.

An expected outcome is to have biology concepts presented to students via Macintosh computers. This will bolster, review, and cement learning that goes on in lecture, lab, and text reading. The benefits to the college will be students who better understand the concepts of biology that the department is presenting.

Students learn by different routes. Some can master the subject with text reading; some learn by lecture and notes; some by hands-on experiences in the lab. The HyperCard stacks I create will reinforce all of these plus presenting a new format, i.e. the computer software program. Students need to be presented information and biological concepts in many diverse ways. The computer programs allow text, lecture notes, and lab simulations - all in one package.

The 18 HyperCard stacks will create a learning atmosphere that will better prepare our Biology 100 students for the 21st century world. These stacks will be available to the 750 students who yearly enroll in the course.
SPECIFIC OUTCOMES

Please elaborate on the specific outcomes of your project, as summarized in the Abstract, listing their benefits for SBCC. The outcomes you describe here will be the criteria by which the success of your sabbatical project will be evaluated.

The outcome of my sabbatical leave will be to provide 18 HyperCard stacks for Biology 100 (Concepts of Biology) students. These computer presentations will clear up questions the student might have concerning the biologic presentation each week over the semester. They will make an ideal learning and review tool for all students. The benefits for SBCC are crystal clear: better learning experiences for Biology 100 students.

I have been preparing for this sabbatical for two years. During this time I have purchased a Macintosh computer for home use and became conversant with HyperCard. The CAI committee granted me use of an office Macintosh to use with my students in lab and lecture. Over the past year I participated in the following:

- Summer SBCC workshop (3-weeks) on HyperCard/Multimedia programming.
- Apple ViewPoints Conference (Rancho La Costa).
- Chautauqua Course - HyperCard and Multimedia (Apple Learning Center).
- League for Innovation Conference (I am giving a demonstration of student uses of HyperCard stacks; November, 1991).

You often hear grumbling about the poor quality of much of the current educational software available for class use. HyperCard is a very useful authoring shell program that allows the teacher to create software for student use. What better way to obtain quality software than creating it yourself. Who knows better than the involved teacher what should be presented in course software? Hypercard allows you to create your own software. I am ready to do this during my one semester sabbatical.
Specific Outcomes (continued)

As a specific outcome of this project, each student in my Biology 100 course will have access to a disk-a-week. Each week's disk would cover the major points presented in lecture and lab. This would enhance the classroom presentation, would be used for review, or used in case of student absence.

Students will be required to use each week's disk as part of my course presentation. The HyperCard program disks will be available in the following locations:

- CAI Macintosh lab
- Bio 100 laboratory
- Multimedia laboratory (when completed)
- Provided to students with home Macintosh computers

I believe that having student access to these disks will greatly enhance the student's success in my biology course.