ABSTRACT

NAME Henry H. Bagish

PROJECT TITLE A JOURNEY THROUGH CULTURES OF EASTERN EUROPE AND CENTRAL ASIA.

TERM OF PROPOSED LEAVE Academic Year 1993-94

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 order to gain up-to-date, first-hand information about the rapidly-changing cultures of eastern Europe and the newly-independent republics of the former Soviet Union, I am proposing an overland journey by camper. Avoiding any areas beset by civil war, I plan to drive through eastern Europe, the Baltic republics of Lithuania, Latvia, and Estonia, down through European Russia, and across the southern tier of new Islamic republics: Kazakhstan, Turkmenistan, Uzbekistan, Tajikistan, and Kyrgyzstan. Hoping to obtain official permission to drive my vehicle into China, I'll drive across the Xinjiang Uygur Autonomous Province of far western China, along the ancient Silk Road, then head south up into and across Tibet. I plan to exit Tibet into Nepal, hopefully visit Bhutan, then return to Europe via India, Pakistan, Afghanistan, Iran, and Turkey, if political and military conditions at that time are favorable (if they're not, I may have to sell my camper in Asia and fly home).

Since this is a journey into newly-opened lands undergoing rapid changes, where conditions may very well be somewhat unsettled, and my proposed itinerary involves crossing borders that may end up being closed to me, I have supplied a Plan B to fall back upon in case my Plan A has to be aborted at any point. This Plan B involves returning to the United States, then driving my present camper south into Mexico to study that large, complex, and fascinating culture. I would also visit Belize, and the northern Guatemalan highlands. If I still had time remaining in my sabbatical year, I would fly to Bhutan (assuming I didn't get that far in Plan A), travel from there through Indonesia - and if I still had time left, I would visit Yemen on the Arabian Peninsula.

Throughout this proposed journey, as in past ones, I plan to take many slides, make sound recordings of ethnic music, and gather artifacts.

This project will attempt to satisfy the following needs:
1. My need for new, first-hand knowledge of an important part of the world that is changing rapidly.
2. My need to gather material (knowledge, slides, recordings, artifacts) that will be of value and interest to my students, and that will provide the raw material for a series of new "culture modules" for my independent-study, "Cultures Around the World" course. The artifacts I gather will not only be shared with my students, but will also be displayed in the Luria Library Rotunda and the IDC Building.
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.

1. At the end of this sabbatical leave I should have a wealth of new, first-hand knowledge about a part of the world that is to a large extent terra incognita for most Americans. But it’s not just the fact that this land is unknown that attracts me; I believe that the land I plan to traverse is someday going to take center stage in world affairs; that those new Islamic republics in particular will someday – in the not too distant future – become as pivotally important as Iraq, Iran, and Afghanistan, their neighbors to the south, have been in recent times. I believe that it behooves us to know as much as we can about those lands, those peoples, and those cultures. The knowledge of that region that I bring back to share with my students should help change it, for them, from terra incognita to terra cognita.

2. I expect to bring back a large number of slides (I shoot with three cameras), as many recordings of ethnic music and other sound recordings as present themselves to me, and as many artifacts as I can gather and carry back home. The ultimate benefits to SBCC will be as follows:

   a. a series of new "culture modules" for my LAC-based, independent-study "Cultures Around the World" course.

   b. material (slides, artifacts, audio recordings) to be shared with my Cultural Anthropology classes.

   c. artifacts to provide material for displays in the Luria Library Rotunda and the IDC Building.

   d. When I tape the narration to accompany the slide programs that constitute the core of the "culture modules", I usually prefer to do this before a live audience, so, as in the past, I'll probably invite interested members of the College and local community to attend those taping sessions - the "sneak previews"!
LINDA BENET

ABSTRACT

My proposal involves three major areas of activity.

PROPOSAL #1: Update my course material to including more concepts from, discussion of and examples of world art, contemporary art including new genres in art, and computer-aided imagery for art studio classes, *Art 120, Art 122, Art 132, Art 131 and Art 140*. This includes updating and revising my slide lectures in these courses.

With my recent learning experiences at UCSB, my experience and introduction two years ago to *classroom research* as director of the Instructional Improvement Project at SBCC in 1989/90 at SBCC, and with the changes in contemporary art, the developments in the graphics field, and the shifting emphasis on multicultural awareness, I realize how much art and the teaching of art has changed in the last two decades. Much new information is out there: excellent videos, multicultural art, new books and catalogs, an explosion of new computer-generated graphic drawings and designs, and new art forms such as video art and artist’s books.

As a faculty member and as Chair of the art department I encourage all the faculty who teach studio classes to include strong slide lectures from art history in their classes. I have actively supported art faculty in applying for grants and supported Diane Handloser’s sabbatical proposal to help augment the art department’s Slide Library with much needed new slides. Like Diane Handloser and many other art instructors I need to add new examples of current drawing, design, painting, and printmaking work done by culturally diverse artists to my lectures.

To stay current and meet the needs of a constantly new student population I must synthesize this new and meaningful information. After 20 years (15 at SBCC) of teaching, I need the extended time and concentration of a year sabbatical to revise and update my classes, *Art 120 Fundamentals of Drawing, Art 122 Figure Drawing, Art 132 Watercolor, Art 140 Foundations of Design, and Art 131 Fundamentals of Oil Painting*.

I hope part of my proposal will be an extension of the steps Diane Handloser took in her last sabbatical project. Diane’s project was directed at the needs of the art history program but also served the studio instructors. My proposal is directed toward the needs of the art studio program and will also hopefully serve the art history instructors.
PROPOSAL #2: Enlarge the art department’s Slide Library and review and purchase artists’ interviews and art videos (demonstration and how-to videos)

The Slide Library in the art department houses over 30,000 slides and is the main resource for the art department faculty. It is used by both art history and studio faculty to serve as the lectures for almost all art classes. The collection is very flexible but is in constant need of updating, improving and refining. I propose to locate slide sources, and direct production of slides. Essential to my proposal will be the acquisition and review of slides and videos of artists working and art-in-process (demonstration and how-to videos).

PROPOSAL #3: Experiment with new painting and drawing techniques and record and photograph examples of these techniques for the art department’s Slide Library and use in my classes. In addition I will document a selection of Southern California artists-at-work and acquire slides of their works-in-progress for the Slide Library.

I will also use my sabbatical for intense experimentation in new drawing, printmaking and painting techniques. This will include my own studio work plus photographing and recording my own work.

As an important part of the history of our institution, I propose to document current and past art faculty who work (and have worked) at SBCC; I will photograph them and their work-in-progress.

I will contact a selection of active Southern California artists and photograph their work and them-at-work since this area (Santa Barbara and of course Los Angeles) is a rich source of active professional artists experimenting with new drawing, printmaking and painting techniques. I also propose to document other professional artists I know because of years of exhibiting my own work, my involvement in art academics and currently my role as Director of the SBCC Atkinson Gallery.
SPECIFIC EXPECTATIONS

The following are the specific and tangible accomplishments that I expect from my sabbatical leave.

1. Professional Growth and Improvement of Teaching
Because of my sabbatical leave I expect to revise and update my course material and rewrite and update my slide lectures for my Art 120, Art 122, Art 132, and Art 131 and Art 140 courses. Specifically this will entail:
   - revise and update concepts and material in my courses,
   - rewrite and update my slide lectures,
   - rewrite my syllabuses(i) for these courses to include a more extensive bibliography.
   - have new drawing, printmaking painting and drawing slides with an emphasis on multicultural and contemporary art shot for my classes and for the other studio art faculty,
   - research and propose new art books for the library,
   - review and purchase art videos,
   - research and have examples photographed from graphic design and computer-generated imagery for the design, drawing, printmaking courses in the art department,
   - experiment with new drawing, painting, and printmaking techniques,
   - familiarize myself with more contemporary art especially the new genre categories in art such as performance art, video art, and artists' book,
   - photograph examples of these new categories' (even graffiti has become part of the modern art scene) and
   - study and analyze how these new forms relate to the more traditional art forms such as painting, drawing, and printmaking taught at SBCC and make this issue part of my courses.

In terms of 'accounting' for review by the Sabbatical Leave Committee I will do the following. I will categorize and add approximately 600 new slides shot for the Slide Library (please note that some of these slides will still be in the process of being bound after my sabbatical since it takes time and pacing for the work study student to finish these): I will prepare a list to circulate to fellow art faculty. I will outline 10 new sample slide lists for my lectures. I will review art videos and purchase at least 5 new ones for use in the art department. I will include a more
extensive bibliography in the syllabuses in the five courses outlined above. I will document the work of at least 5 SBCC faculty members currently teaching at SBCC and of at least 5 other Southern California artists including artists from the Los Angeles Printmaking Society membership. I will propose the acquisition of at least 25 books directly related to my sabbatical by the Library. I will produce a body of new work to be exhibited in the Atkinson Gallery following the year of my sabbatical.

2. Contributions to the Department and the College

The additions to the Slide Library of both slides and videos will help not only my classes but all studio art classes and also the art history classes in the department. This will include additions to areas of non-Western European art (intensified two years ago as part of Diane Handloser's project), contemporary art including new genre art forms such as video, slides of current and past SBCC faculty members and slides of works-in-progress.

The slide collection is used extensively by the art faculty and is a major component in their lectures. The slides are also available to faculty in other fields for instance for English and history classes and available to certain students for special projects. The possible purchase by the main library of books I locate for the Eli Luria Library will also benefit not only my classes but be available to students, staff and all faculty.
NAME: JOAN GRUMMAN

TITLE: WIDENING THE HORIZONS: RESEARCHING MULTICULTURAL LITERATURE WITH EMPHASIS ON HISPANIC, NATIVE AND ASIAN AMERICAN WRITERS

TERM OF PROPOSED LEAVE: ONE SEMESTER -- SPRING 1993

NEEDS:
1. increased multicultural materials for literature and composition courses for my own teaching and departmental development
2. increased understanding and appreciation by students of diversity through readings from the above cultures

HOW:
1. by widening my choices of selections
2. by exploring primary and secondary sources --
   a. literary criticism
   b. related disciplines where necessary: i.e. history, art history, anthropology (folk tale, religion and myth)
3. by making materials available to the department
4. by being available for the discussion and use of these materials: in one on one meetings
   Department Roundtables
   Department Colloquium
   In Service workshops
5. by being willing to share these materials with other colleges if requested
6. by being willing to submit papers drawn from these materials to professional conferences where appropriate.

RESULTS:
1. notes for class lectures and discussion from writers read as well as from literary criticism and interdisciplinary reading
2. writing assignments related to the readings: focus on content and technique
3. an Annotated Bibliography for department use which notes suggested course level for the use of materials
4. my availability as a resource person for colleagues in the composition and literature program adding multicultural materials to their classes and in being available for:
   a. Department Roundtable on my research -- focus on teaching the literature and promoting multicultural understanding
   b. Department Colloquium -- focus on one group of writers and the information gathered
   c. In Service Workshop -- interdisciplinary: using literature as a means of appreciating diversity and as a means for understanding between groups
   d. willingness to share these materials with other colleagues if requested
   e. willingness to submit papers drawn from these materials to professional conferences where appropriate.
SPECIFIC OUTCOMES

1. Notes for class lectures and discussion for each group of writers and an in-depth focus on particular writers:
   EXAMPLES: Leslie Marmon Silko
   Ana Castillo
   David Hwang.
   and on the interdisciplinary reading that I will do as a background.

2. Writing assignments for readings to be taught that I will do as a result of this research.

3. Annotated Bibliography of primary sources with recommendations for classes in which the readings would be most appropriate.

4. Availability of materials for department use:
   one on one discussions
   Department Roundtable --
   sample topic: "Teaching Native American Writers in the Composition Class"
   Department Colloquium --
   sample topic: "Asian American Poetry: Li-Young Lee and Cathy Song"

5. In Service Workshop: Interdisciplinary focus: using literature to promote an appreciation for diversity

6. Willingness to share these materials with other colleges if necessary

7. Willingness to submit papers drawn from these materials to professional conferences where appropriate
ABSTRACT

NAME         Karolyn R. Hanna

PROJECT TITLE Coursework Toward a Doctoral Degree in Education

TERM OF PROPOSED LEAVE  Full-Year Leave, 1993-94

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.]

The proposed leave will be utilized to complete a minimum of 24 semester hours of postgraduate work (doctoral level) focused toward the achievement of the overall goals of 1) increasing my effectiveness as a nursing educator, 2) increasing my understanding of the needs of and skill in working with individuals (patients, students and colleagues) from diverse socio-cultural/ethnic backgrounds, and 3) enhancing my knowledge of issues related to educational organizations, educational policy and educational leadership.

Direct results will be measured by presentation of a transcript of work completed during the sabbatical year. Other results will be demonstrated by presentation of results of projects and papers completed for courses that relate knowledge gained to issues and problems at SBCC. The final report will include a summary of relevant work.
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 direct measurable outcome will be the completion of at least 24 semester units (or 36 quarter units) of graduate work at the doctoral level. Indirect outcomes are expected in the following areas:

1. **Benefits to Self** -- Sense of personal accomplishment related to completion of a minimum of 24 semester units of doctoral study; exposure to new teaching strategies.

2. **Benefits to Department** -- Increased expertise in curriculum design and knowledge and skill in working with individual patients and students from diverse socio-cultural backgrounds. Attempts will be made to relate assigned papers and research projects to issues/problems confronting students and faculty at SBCC.

3. **Benefits to College** -- Increased knowledge regarding issues confronting institutions of higher education in general and community colleges in particular; development of skills to deal with such problems and issues.
ABSTRACT

NAME: Jeannette Webber

PROJECT TITLE: Enhancing Writing and Literature Instruction

TERM OF PROPOSED LEAVE: Year: 1993-94

Needs to be satisfied by this project: professional growth, enrichment of composition and literature classes, sharing of expertise with colleagues on using myth in literature classes, applying approaches of professional writers to our composition classes, and incorporating interactive learning into literature courses.

Elements of my proposal to satisfy these needs and anticipated results for each component: travel, research, writing practice, writing courses, and multimedia expertise.

Travel and research: I plan to go to Greece and Turkey to explore the sites and settings of world literature and to gather information and slides to enhance my teaching of this material. (During this trip I am willing to investigate possible locations for a SBCC semester abroad in Greece, specifically a Greek island which could serve as a home base for the program.) The research will consist of readings to enhance my understanding and insights from these travels.

Writing: Over the last four and a half years in my free time, I have begun a five-novel series of mythic-historical fiction. Writing a minimum of four hours a day, I will complete the final revisions of the second novel and draft the third during my sabbatical. In addition, I will write at least one article or paper derived from my travels and related research in mythology and literature.

Writing courses: My plans are to attend at least one quarter-length course at the UCLA writing program and two writing workshops/writers' retreats during the year. These workshops will help my own writing efforts and enable me to present a roundtable, "Creative Composition," to the English department on my return.

Multimedia project: I will enhance my ability to use and develop multi-media presentations during this year. Working with Mark Ferrer, I will develop at least one laser disc program for world literature which will be the beginning of curriculum development and revision for this course. My slides and research will contribute to this project.
SPECIFIC OUTCOMES

A. Travel and research:

1. A broader perspective on the world and the materials I teach in world literature.
2. A collection of slides of Delphi, Mycenae, Troy, Ephesus, etc. to use in my classes and to make available to colleagues.
3. Information about the possibility of SBCC's offering a semester abroad program in Greece, with an island as the home base and study/field trips to the mainland.
4. An annotated bibliography of at least eight books on mythology and its contemporary applications.

B. Writing:

1. The experience of devoting myself fully to writing and all its problems and solutions.
2. A completed novel and a draft of another.
3. At least one article for publication and/or a paper for a professional conference.

C. Writing courses:

1. Exposure to a variety of teaching approaches that encourage creativity and achievement in writing.
2. A revitalization of my own teaching of writing.
3. A composition roundtable for the English/Essential Skills departments presenting a compilation of these techniques.

D. Multimedia Project:

1. Background knowledge in hypercard programming and what's available on laser disc relevant to myth and world literature.
2. A minimum of one interactive video for use as a supplement to a classroom lecture in world lit and/or for students' independent learning.
3. The beginning of curriculum development and revision for this course, to enhance student understanding of reading assignments in classics of world literature through interactive means.

In addition, on my return I will be pleased to give a lecture, presentation, or reading to any group at SBCC or in the community, e.g. the high schools, continuing education, the University, based on this year's work.

If either of these novels is published, I will appreciatively acknowledge SBCC for granting me time to pursue it.
ABSTRACT
Dr. Richard T. Wotruba
"Enhancing The Associate Degree For Vocational/Technical/Business Students"

Full Year - Fall 1993 & Spring 1994 Semesters

In order to meet the College's goal of increasing the number of Vocational/Technical/Business students receiving the Associate Degree, Santa Barbara City College (SBCC) must face the challenges of ensuring access to programs and support services to all students who can benefit from their offerings/resources. This is particularly true for Counseling programs which historically have focused on the transfer student populations at SBCC and meeting four-year institutional admission requirements. How can counselors assist more vocational/technical business students to take advantage of the support services available at SBCC so that the results will be more of these students receiving the Associates Degree? As a start, a review of the literature, articles, research papers, as recommended by Graduate School Faculty at UCLA, will be undertaken. This process will assist the development of a series of questions, references to use at the site visitations for data collection.

During the first semester, eight community colleges will be visited, Santa Rosa, Redwoods, De Anza, St. Petersburg, Indian River, Miami-Dade, Mesa and Hillsborough. These colleges were selected for having high percentages of transfer to four-year colleges as well as receiving the Associate Degree in Vocational, Technical and Business areas by the American Association of Community Colleges Headquarters.

The focus of these visits will be to collect information regarding the policies/procedures, curriculum and practices each college utilizes to assure access and success for Vocational, Technical, Business students; areas reviewed will be, Outreach, Orientation, Community-based linkages, Assessment, Support Services, Curriculum, Tracking, Computer-based progress checks, Student self-help advising, Career Center activities, and Staff Development activities that encourage, students to receive the Associate Degree.

The second semester will review the data collected with the intent of developing:

1. Annotated Bibliography of Success Programs to use as a guide for program development at SBCC
2. Vocational/Technical/Business guides for tracking and follow-up as a means of involving students in the Associate Degree activity the emphasizes the importance of the degree to future earnings and career options
3. Series of Staff Development Workshops for counselors and interested vocational/technical/business faculty that result in new competencies to meet changing demographics of Vocational, Technical, Business students.

The overall goal will be to implement programs and services that enhance the importance of the Associate Degree for vocational, technical, business students.
SPECIFIC OUTCOMES

The first part of the Sabbatical Leave will be focused on reviewing the current literature as identified by Graduate faculty at UCLA, which will be helpful in becoming familiar with the topic of how we can enhance the Associate Degree for Vocational/Technical, Business students. The focus of collecting data will be to design, develop a series of questions to use at the eight community college visitations. In addition, a "Annotated Bibliography" will be developed as a reference for staff development at SBCC. By visiting the eight community colleges, one will be able to observe first hand the programs, services, policies, procedures and curriculum each uses to support access/success in Associate Degrees. The visits will be broken down into areas of inquiry starting with outreach and finishing with job placement and life-long learning.

1. Attract students to the various vocational, technical, business programs, including adults, ESL, re-entry - full and part-time

2. Assess the students to enhance academic achievement, success, including traditional vs. non-successful students, older adults, re-entry

3. Encourage vocational, technical business students to take advantage of support student services, available to assist their progress

4. Involve students in taking more responsibility for their educational/career goals and in establishing objectives, including short and long range goals

5. Detect earlier, students who are in academic difficulties, unmotivated and define the role faculty plays in referral, advising, role model, curriculum additions

6. Develop more effective means to improve vocational, technical business student’s understanding and importance of completing the Associate Degree regarding subsequent earnings and career options

7. Provide information to counselors, faculty advisors, and faculty to better serve vocational, technical, business students, including computer technologies

8. Provide computer based self-assist advising systems as well as tracking and reporting systems regarding progress, reinforcement, and earlier detection systems

9. Co-ordinate support services in areas of recruitment, orientation, registration, assessment, curriculum, advising, counseling, internship, career development and job placement for Vocational, Technical, Business students

10. Develop staff development opportunities to increase knowledge of counselors and faculty and implement alternative ways of meeting needs of vocational, technical and business students.
Once this information has been gathered, a Reference Document profiling the Successful Programs at each college will be developed, including handouts, contact persons, and brief description of progress. It can be used by our staff as reference for program building at SBCC. In addition, a guide of activities for Vocational, Technical, Business students will be designed and developed to categorize steps students should be encouraged to follow to get the Associate Degree. It will be divided into four sequential task areas:

- Outreach, Orientation, Assessment, Registration
- Counseling, Exploration, Visitations, Career Options
- Progress, Requirements, Understanding of skills needed
- Job Placement, Graduation, Life Long Learners

Each vocational/technical business student as well as faculty and counseling advisors will become familiar with the guide that will be used to evaluate progress of students towards goal - Associate Degree.

In addition to the Reference Document, the Annotated Bibliography and the guide, a series of three on-going staff development workshops will be designed and developed. The College visits will help identify the responsibilities and competencies counselors will need to enhance Associate Degree recipients for Vocational, Technical, and Business students. The aim of these workshops will be to enhance the staffs’ motivation of spreading the importance for vocational/technical business students to obtain the Associate Degree. The focus of the workshops will be built around the four areas; activities will include a review of alternative support programs, procedures and computer technology mechanisms each college uses. Particulars include a review of how each college addresses the needs of part-time students, returning adults, under-prepared students, limited English proficient, and unemployed adults and what role counselors play in developing programs to meet these diverse needs. A rank order of staff development topics based on the visits will be introduced to the counselors, faculty at SBCC that include, computer skills, learning needs of diverse students, cultural awareness, Career Trends, and Changes, Career Assessment Instruments, Linkage within Community, Career Development Theories.

SBCC has much to gain from more vocational/technical business students obtaining the Associate Degree. The curricular and support services will be strengthened by linkages of applied learning situations and the introduction of successful alternative programs meeting the needs of students. In addition, a coordinated approach will result in more efficiency and effectiveness in meeting these needs, regarding the limited resources and the lessening of the importance of the four-year degree should stimulate more students to become Associate Degree oriented. An integrated approach with the sciences, arts and social sciences will establish a more balanced learning community by connecting practical with theory based learning. In addressing the needs of the vocational/technical business students, SBCC will have programs that address the majority of our student needs, that is the numbers actually transferring to four-year colleges vs. the numbers leaving SBCC without an Associate Degree.