



AGENDA ITEM BACKGROUND

TO: GOVERNING BOARD		DATE January 14, 2013
FROM: PRESIDENT		
SUBJECT: Professional Development Leaves, 2013 - 2014		ENCLOSURE(S) Page 1 of 4
REASON FOR BOARD CONSIDERATION ACTION	ITEM NUMBER C.8	

BACKGROUND:

The following faculty applied for professional development (sabbatical) leaves for the 2013-2014 academic year. Their proposals were carefully reviewed by the Sabbatical Leave Review Board (SLRB) and, when appropriate, were resubmitted with clarification or modification. Each was approved as satisfying the requirements of the CCFT Contract agreement. The following is a list of faculty whose proposals are approved.

Cheryl Barkey
Nicole Crane
David Sullivan

History Department
Biology Department
English Department

Spring 2014
Spring 2014
One Year

FISCAL IMPACT:

Professional development leaves are required to be within budget parameters as established by the CCFT Contract.

RECOMMENDATION:

It is recommended that the Governing Board approve the content and authorize the Vice President, Instruction, to make the final determination of the 2013-2014 faculty professional development leaves within the expenditure limit authorized through CCFT negotiations.

Administrator Initiating Item: Wanda Garner, Kathleen Welch Interim VPs Instruction	Academic and Professional Matter <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final Disposition Approved
	If yes, Faculty Senate Agreement <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Senate President Signature 	

Abstract
*Gendering the Silk Road:
 Digitizing Stories and Scholarship in World History*

(Revised)

A Sabbatical Leave Proposal for the Academic year 2013-2014 (Spring Semester)

Cheryl Barkey

History Department, Cabrillo College

Background

My graduate training was in Modern Chinese History with a second field in cross-Cultural Women's history. Here at Cabrillo, I also team-teach the two-semester sequence in World History with Michael Pebworth. For that class, I have adopted the thematic paradigm of the trans-Eurasian trade routes known as the "Silk Road" for the first half of the World History course. I have designed a sabbatical project which will not only add to my own teaching, but hopefully make a contribution to the teaching of World History at other colleges and universities. I am proposing to spend one semester, the Spring of 2014, researching, creating and disseminating curriculum materials for teaching Gender and the Silk Road as a theme in World History classes.

Objectives

Gender History and the History of the Silk Road are two relatively young fields. But these two innovative fields have yet to be brought into conversation with each other. I will spend one semester doing archival, library, internet and visual research, and crafting PowerPoint presentations bringing gendered lenses to bear on Silk and Road subjects.

Activities

- A. Research: I will work with US and international scholars on the Silk Road to investigate ways of thinking about Gender and the Silk Road simultaneously.
- B. Creating PowerPoint Presentations
- C. Dissemination of Results: I will be making the material available to faculty at other institutions, mainly on the internet and at academic conferences.

Benefits to the College

Most directly, students in the World History classes will have access to cutting-edge scholarship and an intellectually rejuvenated and updated professor. Faculty at Cabrillo will benefit from a FLEX presentation I will give in the Fall of 2014. Indirectly, the college's profile will be raised by my contacts with researchers in the U.S, Asia and Europe, as well as by the dissemination of curriculum materials to faculty at other institutions.

Outcomes

1. 5 PowerPoint presentations (at least 30 digital images each) containing texts and images, each focused on a different topic relating to gender and Silk Road studies.
2. Work Log showing time spent on various aspects of the project weekly throughout the semester.
3. Journal with research notes, summaries of correspondence and ideas.
4. A bibliography of books, anthologies, academic journals and articles read.
5. Copies of proposals for at least 3 conferences to publicize my work.
6. List of scholars, bulletin boards and conferences with whom I've shared this material.
7. FLEX activity highlighting the research and presentations produced during the sabbatical, Fall of 2014

Nicole Crane

ABSTRACT

1. Background

This Sabbatical proposal is to conduct research in my discipline (Biology, conservation, marine biology, science education research), and to promote a unique approach to marine conservation using teaching in addition to data collection to inform local communities about conservation recommendations. This current proposal draws together my marine conservation work and my work reaching out to underserved students. I am proposing a community-based marine conservation program on Ulithi Atoll, Micronesia that will involve the community in the planning, development and implementation of the conservation plan

2. Objectives/Goals

- I. Increase the effectiveness of marine conservation using a novel approach. I plan to implement a successful approach from 2012, with some modifications, in two additional communities.
- II. Develop materials to educate and inform the community about conservation
- III. Acquire skills and knowledge to better address the growing conservation and resource management needs of small, autonomously governed communities
- IV. Develop a conservation model that can be used more broadly
- V. Develop materials to share with students and faculty

3. Activities to be completed by Nicole Crane as Team Leader of the Project

1. Prepare data collection approaches and plans: interview protocols and reef survey protocols. Existing protocols will be modified.
2. Improve a website for the local people
3. Write an educational unit (handbook) for local people and teachers
4. Write a case study to be used in classes (designed to be 20-40 minutes long, with 5-10 minute sections)
5. Conduct education and outreach, participate in community meetings and conduct workshops
6. Conduct reef surveys at 6 sites
7. Write 8-15 page project report

4. Benefits to the college

- I will gain increased competence in a rapidly growing field and will be able to make significant contributions to the field.
- I will expand my understanding of educating a diverse group of people
- It will result in an additional case study and new materials that can be used in classes – bringing real-life examples into the classroom.
- It will allow me to add new curriculum to what I teach, and revise the conservation biology sections of my classes
- It will expand my vision for the Climate Task Force at Cabrillo
- It will allow me advocate for Cabrillo and community colleges in general as I present this work at professional meetings.

5. Outcomes

- A report (8-15 pages) outlining our approach and the major accomplishments. It will describe a framework for integrating social science, ecological research methods and community education into conservation planning.
- A 10-15 page educational handbook to be used by the local community. This will be an approximately 10-15 page handbook with images and explanations of coral reef ecology, the impacts of overfishing, and the benefits of reef protection.
- A case study unit to be used in the classroom (in all of the classes I teach, as well as available to others). This will include the following sections (which could also be used independently): The issues (social and environmental), a section on the effects of climate change on this community and their reefs, a section on the scientific approach, a section on the overall approach using social science, education and research based methods. It will also include a set of questions for students. Each section will be designed to be approximately 5-10 minutes long (20-40 minutes total). It will be a powerpoint presentation with accompanying notes.
- A website to connect the people of Ulithi to scientists and supporters. I will be improving and modifying an existing website created in the Fall 2012.

ABSTRACT

BACKGROUND AND HISTORY: I teach 1B, *Introduction to Literature through Editing and Producing the Porter Gulch Review*, each spring. Though I have published two books of poetry, it has been awhile since I have completed a full volume.

OBJECTIVES: I want to use my one-year sabbatical to write a full-length, book of poetry, which will be at least 80 pages long, so I can better understand the craft. I also want to enrich my understanding of the poetic process by interviewing at least 5 other poets, and discussing the history of Poetry pedagogy and its future. Finally, I want to create a more dynamic 1B syllabus by rewriting it to include five specific activities centered on poetry.

ACTIVITIES: To write a full-length, book of poetry of at least 80 pages, which will be submitted to at least 5 contests, submitted to 5 presses, and bound and housed in the Cabrillo College library. To interview at least 5 poets and include 3 of the interviews on my website and homepage as transcripts, recordings, or videos. To revamp my 1B syllabus, including designing 5 new activities focusing on poetry.

BENEFITS TO THE COLLEGE: These projects will allow me to become a more accomplished and knowledgeable teacher of poetry here at Cabrillo, as well as a more well-rounded and knowledgeable teacher of how to critique the poems submitted to *Porter Gulch Review*. In addition, the book of poetry I create will be filed in the library so that any student can read it.

OUTCOMES: I will write a full-length, book of poetry of at least 80 pages. I will upload at least 3 interviews from my talks with poets—as transcripts, recordings, or videos—to my homepage and website. I will modify my 1B syllabus and create 5 specific activities designed to engage them more deeply in poetry.

Any healthy man can go without food for two days—but not without poetry.
Charles Baudelaire