

**Collin County Community College District
APPLICATION FOR SABBATICAL LEAVE**

Instructions

Please complete this application by responding to all items. Attach requested documentation (in the order requested) and secure the appropriate signatures prior to submitting the application to the chair of the Sabbatical Leave Committee. **Please submit the original and 10 copies.**

Name William Ardis

CWID 110557999

Title Professor of Mathematics

Division Academic Affairs – PRC (MSPE)

Have you ever been granted a sabbatical? No__ If yes: Dates of Prior Sabbatical(s): _____

Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date August 2018 Ending Date December 2018

Length: One semester Two semesters Other _____

Applicant's Agreement

ABSTRACT

Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

The purpose of this sabbatical would be to gain expertise in the teaching method known as Inquiry Based Learning (IBL). With the information gained from this sabbatical, I will implement IBL into the courses I teach, beginning with the calculus sequence.

The Academy of Inquiry Based Learning (AIBL) describes IBL as "a broad framework for teaching mathematics that is applicable in a wide range of situations." The AIBL lists two components of IBL:

1. Student engagement in rich mathematical tasks
2. Regular opportunities for student-to-student and student-to-instructor collaboration.

The particular form of IBL I would like to focus on is the Modified Moore Method (MMM).

After attending a workshop and session at the summer mathematics meetings, I will review any relevant literature on IBL and examine existing materials developed by other faculty which integrate IBL into their calculus courses. Using all this information, I will redesign my courses to integrate IBL.

As I develop and implement IBL into my calculus courses during fall 2018 – spring 2019, I would be mentored by Dr. Ted Mahavier. Dr. Mahavier is an expert in the Moore Method and the Modified Moore method, and he is one of the authors of *The Moore Method: A Pathway to Learner Centered Instruction*.

Implementing a new teaching style will provide me with a chance to get out of my comfort zone and allow me to improve my teaching. Through the use of IBL, my goal is to improve student understanding and application of the concepts of calculus. Upon completion of my sabbatical and one semester of implementing IBL into the calculus classes I will teach, I would be willing to offer workshops or seminars on IBL as part of the faculty development conference or at the Mathematics Faculty Workshop.

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Name Wendy Commons

CWID 110614886

Title Professor of English

Division Academic Affairs, CPC

Have you ever been granted a sabbatical? No If yes: Dates of Prior Sabbatical(s): _____

Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date August 27, 2018

Ending Date December 31, 2018

Length: One semester Two semesters Other _____

Applicant's Agreement

ABSTRACT

Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

I would like to use this opportunity to finish my dissertation and complete my PhD in Rhetoric at Texas Woman's University. My dissertation examines how certain musicians use stage personas as rhetorical tools to help them connect with their audiences, focusing mainly on David Bowie. I will be using recorded performances, albums, published collections of photographs, interviews, and various information gathered at the David Bowie Is exhibit, which I visited in Chicago in November of 2014. While this project is already in project, I believe that taking this time to work more closely with my dissertation committee (Dr. Lou Thompson, Dr. Guy Litton, and Dr. Genevieve West) would allow me to successfully complete it within the given time frame.

The construction of persona is largely ignored in rhetoric scholarship, but it has become an increasingly important concept as mass media and social media force people to become more aware of the need to adopt appropriate personae for various situations. As a teacher of composition, I'm particularly interested in the implications this research may hold for my students, who are learning how to present themselves to the world and how to communicate effectively in the classroom and beyond. Many musicians, Bowie included, turn to personas as an opportunity to express different sides of themselves while simultaneously distancing themselves from those expressions. Ultimately, I would like to discern whether teaching composition students about persona and encouraging them to construct personas of their own would allow them to better understand how to communicate in different ways and through various media while maintaining a sense of authenticity.

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Name Laura Foster CWID 110536854

Title Professor, Integrated Reading and Writing (INRW) Division Academic Affairs

Have you ever been granted a sabbatical? no If yes: Dates of Prior Sabbatical(s): _____

Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date Fall 2018 (Aug 15, 2018) Ending Date Fall 2018 (December 14, 2018)

Length: One semester Two semesters Other _____

Applicant's Agreement

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Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

Recent state laws are causing Collin's Integrated Reading and Writing Program (INRW) to pivot and redesign our courses and curriculum to meet evolving directives that require us to accelerate developmental students through the remediation they need. My proposed project, which falls under the top sabbatical priority (Teaching/Methodologies), is to generate a comprehensive set of instructional material (PowerPoints, downloadable hand-outs, quizzes, and a variety of practice activities) that will be adaptable enough for use in free-standing courses, paired courses, tutoring centers, and self-paced pathways. Given that we in INRW are moving away from our current three levels of traditional, 16-week, face-to-face courses to a leaner program that will likely reduce class offerings, eliminate course levels, and move increasingly to co-requisites, non-course-based options, and tutoring within setting of a lab or specialized writing center, our teaching approach must adjust. We need material that is consistent from professor to professor and can readily apply to the various core courses INRW students will be taking via the newly mandated co-requisite models. To accomplish this goal, I will survey the involved faculty regarding their perceived priorities and ideas for content; however, I am certain that I will be covering the basic reading and writing principles as well as the grammatical concepts that professors of the credit-level classes have limited opportunities to address. Doing so ensures that student learning outcomes are met and that developmental students at Collin have the greatest chance for success.

Please refer to my documentation sheet [attached to this application] for more background, a fuller explanation of the project, and a timeline.

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Name Kerry Byrnes-Loinette CWID 100066204

Title Professor, Communication Studies Division Academic Affairs

Have you ever been granted a sabbatical? NO If yes: Dates of Prior Sabbatical(s): _____

Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date Jan. 2019 Ending Date May 2019

Length: [] One semester [] Two semesters Other _____

Applicant's Agreement

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Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

The purpose of the proposed project is to align the program-level learning outcomes of the certificate in the communication studies field of study (FOS) to the learning outcomes formulated and disseminated by the National Communication Association (NCA). Program-level outcomes address what a graduate, or a student who has completed coursework and earned a credential, should know and be able to do. To achieve this purpose several steps will be conducted including: 1. Reading materials about assessment and student-centered learning; 2. Create and distribute surveys, that are informed by the readings, to faculty and students to determine perceptions of the program-level learning outcomes and the learning outcomes created by NCA; 3. Analyze survey results and determine program-level outcomes; 4. Create curriculum map(s) that align courses to the program-level outcomes; 5. Share results with faculty; 6. Invite faculty to assignment creation workshops; and 7. Disseminate information in a publication.

If granted a sabbatical leave by Collin County Community College District (Collin College), I agree to return to Collin College for one full year upon completion of the sabbatical leave. I further agree to abide by the Sabbatical Leave Contract, and Sabbatical Leave Policies and Guidelines.

Applicant: Kerry Loinette

Date: 12-7-17

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Name Clay Randall

CWID 110774476

Title Economics Professor

Division Academic Affairs

Have you ever been granted a sabbatical? No If yes: Dates of Prior Sabbatical(s): _____

Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date August 2018 Ending Date December 2018

Length: [] One semester [] Two semesters [] Other _____

ABSTRACT

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You have heard of a "flipped classroom." How about creating a "flipped experience" for our students? From 1984 to 2016 (Collin College was founded in 1985), the Consumer Price Index (CPI) increased 130% while the CPI for Educational Books and Supplies increased 519% with a yearly average increase over the last 10 years of 6% which is almost three times the overall CPI inflation rate growth. Economics textbooks often provide economic data such as the CPI, Gross Domestic Product, Unemployment Rate, and many more economic variables which become outdated before the book is released. This project proposes to involve the student in actively building their own textbook [at this time] called BAMA and BAMi – **Build A Macroeconomics Workbook and Build A Microeconomics Workbook.** The foundation of the book will involve writing the book and obtaining a Creative Commons license and giving students free access to the book on a website and on Canvas. The books will incorporate clichés and video links that will help students have a mental model of some of the most challenging economic terms/concepts. In addition, the Federal Reserve Economic Database (FRED) has a Microsoft Excel Add-In in which students can obtain the most up to date economic data and the Macro workbook will be built which allows students to gather the most current economic data using Excel. One reason that new versions of Economics textbooks are published is to capture the new economic data but the data is available with one click of a button and is free so the marginal cost to acquire and publish the data is practically \$0. The BAMA Workbook will consist of 14 chapters and the BAMi Workbook will consist of 15 chapters. In addition, to the two Sabbatical objectives of writing the two Workbooks, a third objective is to create a Student Learning Outcomes (SLO) Report and course improvement plan template which allows a professor to document student completion and successful student completion per course. Flipping the experience where the student co-creates part of a textbook based on their experiences should help student understanding of the SLO's.

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Name Gerald Sullivan CWID 110726067

Title Professor of Anthropology Division SCC Academic Affairs

Have you ever been granted a sabbatical? No_ If yes: Dates of Prior Sabbatical(s): _____
Please provide a brief description of your previous sabbatical project:

Sabbatical Leave Period Being Requested

Dates: Beginning Date Jan 1, 2019 Ending Date May 24, 2019

Length: [x] One semester [] Two semesters [] Other _____

Applicant's Agreement

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Please give a summary description of the project and its significance in improving teaching and learning at Collin College. Please use language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**

I am applying for a sabbatical for the Spring Semester of 2019 so that I may work on a book tentatively entitled *From the Origins of Schism to the Doublebind: The Development of a Theme in the Work of Gregory Bateson*. At present I have between sixty and seventy pages of text which I envision expanding to approximately two hundred fifty pages, not including notes and bibliography. The anthropology editor for an important academic press and several scholars have expressed an interest in this book.

Gregory Bateson (1904-1980) was a British-born polymath, anthropologist, education theorist, biologist, student of the communicative systems enveloping schizophrenics and dolphins as well as an attendee of the Macy Conferences on Cybernetics in the 1940s and 1950s. He (along with others) did much to develop a notion of a second order cybernetics more appropriate to the activity of organically responsive minds than mechanical devices.

Bateson's notion of deutero-learning, or learning how to learn, is of particular pertinence to the interests of the College and to my own pedagogical practice. Bateson suggested that creatures, including but not limited to human beings, when presented with similar stimuli will not only learn how to respond to those stimuli but will also learn to learn about other related sorts of stimuli, i.e. they will learn not only details but also contexts.

My book makes use of unpublished and as yet uncommented upon materials as well as published, but sometime obscure works by Bateson. It thus both adds to and expands on what we can know about this once obscure but increasingly influential man.

In addition to the book, I am using Batesonian notions in my courses, both in the classroom and online. I will also present this work at scholarly conferences including at the Faculty Development Conference at Collin.