

**PERALTA COMMUNITY COLLEGE DISTRICT  
Board of Trustees Agenda Report  
For the Trustee Meeting Date of May 13, 2014**

**ITEM TITLE:** *Sabbatical approval, Merritt College*

**SPECIFIC BOARD ACTION REQUESTED:**

Approval of Sabbatical for Dr. Siri Brown

**ITEM SUMMARY: 1 SEMESTER (SPRING 2015) LEAVE**

**SOURCE OF FUNDS (AND FISCAL/BUDGETARY IMPACT):**

**According to the PFT Contract Colleges are not required to spend more than 33% of total PD budget on Sabbatical replacement cost. The District will cover the remaining cost.**

**Laney: \$8,000**

**The PFT contract page 62 lines 32-37 states that 1/3 of hourly replacement costs of approved sabbatical leave comes out of the Professional Development budget.** However, if the faculty member's classes are not offered during the sabbatical leave then there is **not** a replacement cost.

**BACKGROUND/ANALYSIS:**

PLEASE SEE ATTACHED APPLICATION FROM APPLICANT

Dr. Siri Brown in the African American Studies Department ranked one of the highest of Merritt's applicants.

She was selected for one-semester sabbatical leave (Spring 2015)

The applicant successfully completed a two-step process outline in the PFT contract ([http://pft1603.org/wp-content/uploads/2013/04/PFT\\_contract\\_07-09.pdf](http://pft1603.org/wp-content/uploads/2013/04/PFT_contract_07-09.pdf))

Scoring was based on the following criteria:

The plan of work relates significantly to the applicant's professional assignment: (15 points)

The plan of work will greatly enhance the applicant's background and improve professional competence: (15 points)

The plan of work will greatly benefit students: (15 points)

The plan of work will greatly benefit colleagues and/or department: (15 points)

The plan of work will greatly benefit the college: (15 points)

The plan of work shows evidence of innovation and creative approaches to the issue and concerns addressed: (15 points)

The plan of work is thorough and complete and definitely worth funding; (10 points)

The score range shall be a scale of 0 - 100 points. An applicant must achieve a minimum score of 80 to be placed in a pool of applicants to be considered for a sabbatical leave.

Applicants in the pool shall be ranked numerically in order of final score (highest first, lowers last). Seniority will be used as one of the factors in breaking a tie.

**DELIVERABLES AND SCOPE OF WORK:**

My proposed project for sabbatical leave is to complete the final aspects of the Africana Studies Community Research Center located in the remodeled L building in the Learning Center. The Africana Studies Center has two central aims: **One**, the development of four (4) interactive learning modules of museum quality where students engage with supplemental course materials through visual, auditory and touch screen lessons on ipads. The modules for the center are multilayered, visual, and kinesthetic. They are also fully ADA compliant and bi-lingual in Spanish to increase access. The modules are for educational purposes and

include assessments that impact the grade of the student. Every African American Studies course and instructor will link their curriculum and means of grading assessment to the modules to increase the alignment of our department student learning objectives (see attachment 1) and ensure maximum and continuous use by students. Our faculty will also utilize our community connections to have area high school and community youth groups visit the Africana Center as a means of aiding the knowledge development about the history of African people, and as a means of recruitment to Merritt College.

The four modules contain professionally developed videos from noted scholars and community organizers, narrative readings by professional voice actors, images, speeches, and poems on Classical African History, Pan-Africanism, The Maafa (i.e. slavery and colonialism), and Oakland's African American history—all topics that are covered in the variety of interdisciplinary courses offered in our department and link to our department student learning outcomes (see attachment 2). Merritt College African American Studies faculty have assisted in collecting the images and writing the narrative. We have used an outside professional design agency (*Jed Riffe Films*) to design the interactive layout, visuals, audio etc together. The work has taken over two years and faculty were not compensated in any way for the hundreds of hours of work in writing, meeting, and arranging the content for video production. In contributing all of these hours, we have no regrets because the final product is unique and impressive thanks to our adjunct faculty who donated time in support of the project and the designers whose work is extraordinary.

**Two**, the second aim of the Africana Center is to house and collect local African American historical documents on the Black Panther Party, post-World War II Black migration, unions, arts and culture and family histories. This aspect of the center will also have high student involvement in that African American Studies majors and minors and interested Social and Behavioral Science majors will be trained in research methodology that includes historical preservation processes including archiving, scanning, and interviewing methods for individual and family histories for public history display. Students will be able to receive transferable credit and certification for this work and their projects will become a permanent part of the collection.

The Africana Center will be available for limited use for the campus community, high school student and community use this fall, 2014 term. However, in order to complete phase one and two and allow for full use, I am proposing to use sabbatical leave to complete the following:

**Develop Moodle Shells:** Each African American Studies course must have an active moodle shell where assignments correspond with the information in the modules. The moodle shells will have links to additional readings, essay questions, and quizzes that can only be answered after a student engages in the Africana Center with the learning modules. I will develop each of these shells in coordination with African American Studies colleagues.

**Write Curriculum:** I will write the curriculum for a 1 unit Learning Resource course and take it through the CIC and CIPD process. This course will be similar to the course that students are required to enroll in in order to use the Learning Center which allows the college to track the amount of student use and generate FTES. The proposed Learning Resource course that will be associated with student use in the Africana Center will generate FTES for the 700+ students in African American Studies courses each semester.

**Museum Registry and Grant Competitions:** We believe our project is unique both in content and delivery and thus want to apply for registration as a digital museum and apply for competitions, awards, and grants that will aid the future growth of the Africana Center.

**Family History Project:** Phase two includes developing the means for students to work on family history projects and make this an evolving part of the Africana Center. During sabbatical leave I will make connections at various family research centers to organize training for students and establish agreements between these centers and the African American Studies department.

**Certificate in Research Investigation:** The aim is to be able to award students with a state recognized certificate for Social Science Research and thus validate marketable skills. During sabbatical I will research the process and begin the process of applying for a certificate program. This includes developing the curriculum needed for the certificate.

**ANTICIPATED COMPLETION DATE: SPRING 2015**

**ALTERNATIVES/OPTIONS:**

**EVALUATION AND RECOMMENDED ACTION:**

**Timeline of Activities/Tasks**

By the end of Spring 2015, I will completed the following tasks:

- Develop and incorporate module content for student assessment (quizzes, essays, and other assignments) for 12 Moodle shells for African American Studies courses.
- Develop and complete the approval process for related Learning Recourse curriculum to generate FTES.
- Establish Written Agreements with 2 Oakland museums and 2 family research programs for student training on family genealogy and history.
- Complete application for a Social Science Research Certificate to the state of California.
- Apply for 3 museum award competitions and 2 grants for the development of future projects for the Africana Center.

**OTHER DEPARTMENTS IMPACTED BY THIS ACTION (E.G. INFORMATION TECHNOLOGY):**

YES \_\_\_\_\_ NO   X  

**COMMENTS:**

**WHO WILL BE PRESENTING THIS ITEM AT THE BOARD MEETING? (VICE CHANCELLOR OF EDUCATIONAL SERVICES)**

(\*\*\*\*Board contract approval is subject to negotiation and execution by the Chancellor.)

**DOCUMENT PREPARED BY:**

Prepared by: Tamika M. Brown, District Staff Development Officer  
[Enter Here - Your Name and Title of Individual]

**DOCUMENT PRESENTED AND APPROVED BY:**

Presented and approved by: Dr. Norma Ambriz-Galaviz, Merritt College  
[Enter Here - Name of College President, (if originating from a college) or Vice-Chancellor (if originating from the District)]

**FINANCE DEPARTMENT REVIEW**

Finance review required  Finance review *not* required

If Finance review is required, determination is:  Approved  Not Approved

If not approved, please give reason: \_\_\_\_\_  
\_\_\_\_\_

Signature: Susan Rinne  
Susan Rinne, Interim Vice Chancellor for Finance and Administration

**GENERAL COUNSEL (Legality and Format/adherence to Education Codes):**

Legal review required for bond funds  Legal review *not* required

If Legal review is required, determination is:  Approved  Not Approved

Signature: Thuy Thi Nguyen  
Thuy Thi Nguyen, General Counsel

**CHANCELLOR'S OFFICE APPROVAL**

Approved, and Place on Agenda  Not Approved, but Place on Agenda

Signature: José M. Ortiz  
Dr. José M. Ortiz, Chancellor