BOARD OF TRUSTEES
Agenda Item Description

BOARD MEETING DATE: 2/11/2016

SUBJECT: Faculty Sabbatical Requests for 2016-2017

PROPOSAL: Per Napa Valley College board policy H4550 and Article 11.15.5 of the NVC District and Faculty Association Agreement, the Professional Development Committee shall make a recommendation regarding the disposition of all applications for sabbatical leave to the Superintendent/President and to the board at the regular meeting in February of the year preceding the desired leave. Upon completion of a sabbatical leave the faculty member shall submit a report to the Office of Instruction and may be asked to present to the Board of Trustees.

RECOMMENDATION: The Office of Instruction supports the basic tenant that sabbatical leaves provide an important mechanism for individual faculty to utilize a course of study, research, publication, or artistic performance or production as a means of expanding and/or improving the quality of an individual’s work at the institution or to make a significant contribution to the science of his/her field. The Superintendent/President is forwarding two sabbatical applications for the 2016-17 academic year from Linda Napholz, Professor of Associate Degree Nursing and Jeff Wachsmuth, Professor of Psychology. The purpose of Professor Napholz’s proposed sabbatical is to develop a pre-nursing course to better prepare students for what to expect when choosing nursing as a profession and to improve factors thought to be related to success in the nursing program. Two potential outcomes are an increase in the retention of nursing students and an increase in the number of students that successfully complete the nursing program. The purpose of Professor Wachsmuth’s proposed sabbatical is to complete a Graduate Certificate in Biomimicry at Arizona State University. He will integrate the knowledge and experiences obtained from completion of this educational program into his teaching of psychology courses.

SUPPORTING INFORMATION:

Background & Summary: A sabbatical leave provides an opportunity for professional development for individual faculty members. Faculty may choose to pursue a course of study, to conduct research relative to their field, or to engage in any specific activity which, in the judgment of the Professional Development Committee, will enable him/her to improve the quality of his/her work, or to make a significant contribution to the science of his/her field.

Fiscal Impact of Proposal: The estimated cost to the District for these two sabbatical leave requests is $19,754 based on the fill behind cost for Professor Napholz and Professor Wachsmuth with adjunct faculty.

Submitted By:       Approved for Consideration By:
Terry Giugni, Ph.D.       Ronald Kraft, Ph.D.
Vice President, Instruction      Superintendent/President

Attachments?    Yes ☒    No □
Napholz Leave Request, Wachsmuth Leave Request, and Cost Estimate

Page 1 of 16 for this agenda item
Sabbatical leave is being requested for:  
X Fall  
Spring

of the 2016 academic year.

If my sabbatical leave is approved, I understand and agree to the following conditions which are outlined in Section 12.9 of the Napa Valley College Faculty Association Agreement.

A. I must return to Napa Valley College to teach for at least two full years immediately following my leave. I am willing to execute a performance bond to guarantee such return if so required. (Section 12.9.2)

B. For a one-year sabbatical, compensation shall be sixty percent (60%) of the salary for which I would have been eligible during the year of my leave. For a one semester leave, compensation shall be one-hundred percent (100%) of the salary for which I would have been eligible during the semester of my leave. District health and welfare contributions will continue during my leave. (Section 12.9.5)

C. Upon returning from my sabbatical leave, I shall file a report for inclusion in my personnel file before the sixth week of the term. This report will outline my activities while on leave, state the outcome of any research, and/or include a copy of the transcript of credits earned from courses taken during the period of the leave. I may also be required to make an oral presentation to the Board of Trustees. (Section 12.9.6)

D. A year sabbatical leave shall be counted as a year of experience on the salary schedule, and no break in service shall be imputed to occur as a result of taking sabbatical leave. (Section 12.9.7)

9.18.15

Date

Applicant Signature

6629

Last 4 digits of SSN:

Linda Napholz
Print your name

Division Chair Signature

Page 2 of 16 for this agenda item
September 25, 2015

TO: Napa Valley College

From: Janice Ankenmann RN MSN CCRN FNP-C

Nursing Director, ADNN/ VN Programs

Napa Valley College

RE: Request for Sabattical, Fall 2016

Dr. Linda Napholz and I spoke about her proposed project and we concur that it is one that has been discussed among nursing faculty on numerous occasions, but does not get done due to time constraints. Professor Napholz has outlined the fundamentals of a pre-nursing program course that would probably have positive impact for nursing students, ADN and perhaps even VN, that could improve their preparation for the Nursing program, decrease their stress in the nursing program, as well as potentially improve retention throughout the program. This would address several of the issues student surveys have reflected over the years in regards to our ADN program. The potential for positive outcomes may also have future impact for other health occupations programs.

Thus, I support her request for sabbatical leave to accomplish this important work.

My only concern regarding this leave is meeting the staffing needs of the ADN program, as a "faculty replacement" would need to occur for the Fall 2016 semester. Our department is already one person down, and will be down yet another position January 2016. Adjunct faculty is a reasonable option, and hopefully the other two positions can be permanently filled prior to that point in time, so that there is minimal impact on our having adequate, consistent staff to meet our student/program obligations.
NAPA VALLEY COLLEGE ACADEMIC SENATE
SABBATICAL LEAVE REQUEST

NOTE: ATTACH THIS PAGE TO PROPOSAL

Sabbatical leave is being requested for: [ ] XFall [ ] Spring

of the -----2016---------- academic year.

Eligibility

A. Have you been continuously employed by the Napa Valley Community College District as a regular, certified faculty member for the past seven years?

[ ] Yes [ ] No

B. Have you either never taken a sabbatical, or have at least 7 years passed since your last one?

[ ] Yes [ ] No

Years of service since first employed as a regular, certified faculty member or since last sabbatical (whichever is less): ________ 15 years (no previous sabbatical)

C. Does your sabbatical request fall into one of the following categories?

[ ] Yes (check the appropriate category) [ ] No

1. [ ] Pursuit of a course of study

2. [ ] Research relative to your field

3. [ ] A specific activity which, in the judgment of the Academic Senate Faculty Development Committee, will enable you to improve the quality of your work

4. [ ] A specific activity which will make a significant contribution to the science of your field

If you answered "Yes" to A, B and C above, then you meet the eligibility criteria for a sabbatical leave as outlined in Section 12.9 of the Napa Valley College Faculty Association Agreement.

Do not write below this line

Academic and Professional Excellence (4 points possible) ______________________

Impact on Institution* (2 points possible) ______________________

Proposed Workload is Consistent with Length of Leave (2 points possible) ______________________

Plan for Effective Implementation upon Completion of Sabbatical (2 points possible) ______________________
Sabbatical Leave Request: One Semester- Fall 2016

I. Project/Activity Description

Although Napa Valley College is open and accessible to all who want to pursue an education, some degree programs are selective enrollment programs, such as nursing. Considering the stringent admission criteria and rigors of an Associate of Science Degree in Nursing (ADN) program, few are admitted. However, due to the pending shortage of registered nurses, pre-nursing preparatory courses to help nursing students succeed in school and pass their licensure exams to become RNs are needed for the future of the profession. Development of a pre-nursing course will quickly and efficiently teach students foundational topics that are instrumental to success in the nursing program. Such a course will consist of short segments of information, followed by a thorough problem set. A detailed workout (solution) to each problem will be provided as a learning tool. Case studies, discussion and collaborative projects will supplement the course and links will be strategically placed on Blackboard/canvas. This project will focus on developing a preparatory course where pre-nursing students have a chance to get the skills they will need to succeed in the nursing program. A sabbatical of this nature would allow me to attract more students, discover innovative ways of increasing student retention and promote student success. Furthermore, I would like to be able to share newly gained ideas from other colleges with the entire Health Occupation faculty. As far as I am aware, I would be the first instructor in our division to be granted a sabbatical.

A. Goals and projected outcomes:
   a. Develop a pre-nursing course to better prepare students for what to expect when choosing nursing as a profession and to improve factors thought to be related to success in the nursing program.
   b. Students would have a better foundation to start the actual nursing program.
   c. A logically stepped approach to introducing Quality and Safety Education in Nursing (QSEN) into the course would be implemented.
   d. Resources to teach QSEN would be included in the didactic and active learning classroom setting. The QSEN competencies include:
      i. patient centered care,
      ii. teamwork and collaboration,
      iii. evidence based practice,
      iv. quality improvement
      v. safety and
      vi. informatics
   e. The outcome of this course is to have a significant impact on retention of nursing students in the NVC ADN program.
   f. The intermediate term goal is to have greater numbers of nursing students successfully complete the nursing program.
g. The long-term goal would be to have greater numbers of nursing students successfully pass the NCLEX.
h. Another outcome is to potentially have this “Special Topics” introductory course become a required pre-requisite course for the nursing program.

B. Method by which goals and outcomes will be evaluated:
   a. Comparing the number of students who successfully complete the nursing program with and without the preparatory course.
   b. Satisfactory course evaluations.

C. Plan for implementation:
   a. Per Division considerations, offer the course as a special topics in Spring of 2017 or the Summer of 2017.

D. Academic and professional purpose:
   a. This undertaking will greatly enhance my knowledge about the needs of pre-nursing students.
   b. I see a tremendous opportunity for professional growth in that I will gain insight into how other colleges conduct their pre-nursing preparatory classes.

E. Impact on the institution
   a. The impact on the students and institution will be beneficial and positive. I will be bringing new ideas and material that will address varied learning styles. The ultimate goal is to attract and retain more nursing students. I will share new approaches to teaching with all the Health Occupation Division members, which will promote student success across the division.

F. Workload (see below)

G. Timeline/Itinerary (see below)

H. Use of information upon completion of the sabbatical
   a. Course syllabus and content developed
   b. Offer this course to pre-nursing students the summer before they begin the nursing program as well as other semesters as needed.
   c. Share information from other colleges with colleagues.

Proposal

I. Brief Overview

Pre-nursing students are often underprepared for entrance into the nursing program. I propose to create a course that will provide foundational topics such as critical thinking, nursing process, nursing ethics, application of medical terminology, writing formal papers (incorporating APA format), study skills, time management, stress management, test taking strategies, application of disease processes to patients (Anatomy and Physiology), and analytical math. The final topics will be selected from comprehensive student and faculty surveys. The course will be designed to actively engage students with diverse learning modalities and provide many
opportunities for self-assessment. The majority of presented problems will require analyzing and applying information at the third and fourth levels of Bloom’s taxonomy to challenge the students to incorporate a level of knowledge that is greater than rote memorization and corresponds to the National Council Licensure Examination (NCLEX). The purpose of this course is to foster student retention, graduation and passing of the NCLEX-RN licensure exam.

J. Academic and Professional Excellence and Proposed Workload

Timeline/Itinerary/Workload

September 2015. Myself as well as Stephanie Grohs, the college Librarian, conducted a review of the literature on preparatory nursing courses. I found no information doing my own research. Mrs. Grohs found very little information on preparatory nursing courses as well.

August 2016. Assessment: develop a student survey for nursing students currently in the nursing program.

August 2016. Assessment: develop a faculty survey.

August 2016. Conduct student survey.

August 2016. Conduct faculty survey.

August 2016. Analyze student survey.

August 2016. Analyze faculty survey.

August 2016. Plan to incorporate topics from the analysis results into the course topical outline.

September 2016. Conduct another review of the literature with the assistance of one of the college librarians to identify articles and research regarding the efficacy of a preparatory course for pre-nursing students.

September-October 2016. Contact ten colleges in the California Community College System that have a nursing program to identify if they have a preparatory program for their pre-nursing students.

September-October 2016. Develop a survey for the colleges in the California Community College System that have a preparatory program for their pre-nursing students to identify best practices.
September-October 2016. Conduct survey of the colleges in the California Community College System that have a preparatory program for their pre-nursing students.

October 2016. Discuss the results of the survey with the participating community colleges to share best practices.

October-November 2016. Based on the results of three surveys, a second review of literature, a draft course syllabus will be developed.

November-December 2016. Develop a hybrid component of the course to introduce students to Blackboard/canvas technology.

December 2016. Present course syllabus and content on Blackboard/canvas to nursing faculty for their feedback and input.

December –January 2017 Complete “Special Topics” form. Submit “Special Topics” form to the Office of Instruction. Complete an empty shell Course Outline of Record and enter the course into Datatel for registration purposes.

Product generated: A pre-nursing course offered as a special topics course (88, 298, or 398) in Health Occupations. A course syllabus, calendar, and online articles, links, resources and activities.

Outcome: Nursing students that participate in pre-nursing course will be more likely to complete the nursing program than students without the preparatory course.

Another outcome is to foster student graduation and passing of the NCLEX-RN licensure exam.

K. Plan for Effective Implementation

Develop content from a review of the literature, student and faculty surveys, and information obtained from contacting other community colleges.

Work with the online coordinator to upload course content as needed.

Share syllabus and online content with my colleagues. Together we will refine the course and make modifications that we deem necessary and ultimately valuable for our students.
Offer course Spring or Summer 2017 for pre-nursing students.

Compare the number of students who successfully complete the nursing program with and without the preparatory course over their two years in the ADN program.

Complete a curriculum revision to have this “Special Topics” pre-nursing course become a required pre-requisite course for the nursing program.

Supporting documentation

I spoke with Janice Ankenmann, Program Director, Nursing. She expressed her support for the project and shared information about the project to faculty at the September ADN meeting. It will be submitted to the Dean through the Program Director.
Sabbatical leave is being requested for:  

[ ] Fall  
[ ] Spring 

of the 2016-2017 academic year.

If my sabbatical leave is approved, I understand and agree to the following conditions which are outlined in Section 12.9 of the Napa Valley College Faculty Association Agreement.

A. I must return to Napa Valley College to teach for at least two full years immediately following my leave. I am willing to execute a performance bond to guarantee such return if so required. (Section 12.9.2)

B. For a one-year sabbatical, compensation shall be sixty percent (60%) of the salary for which I would have been eligible during the year of my leave. For a one semester leave, compensation shall be one-hundred percent (100%) of the salary for which I would have been eligible during the semester of my leave. District health and welfare contributions will continue during my leave. (Section 12.9.5)

C. Upon returning from my sabbatical leave, I shall file a report for inclusion in my personnel file before the sixth week of the term. This report will outline my activities while on leave, state the outcome of any research, and/or include a copy of the transcript of credits earned from courses taken during the period of the leave. I may also be required to make an oral presentation to the Board of Trustees. (Section 12.9.6)

D. A year sabbatical leave shall be counted as a year of experience on the salary schedule, and no break in service shall be imputed to occur as a result of taking sabbatical leave. (Section 12.9.7)

September 25, 2015

Date

9468

Last 4 digits of SSN:

Jeff Wachsmuth

Print your name

Diane M. White 9/28/15

Division Chair Signature

Last four digits of SS#: 9468
NOTE: ATTACH THIS PAGE TO PROPOSAL

Sabbatical leave is being requested for:  

- Fall  
- Spring  

of the 2016-2017 academic year.

Eligibility

A. Have you been continuously employed by the Napa Valley Community College District as a regular, certified faculty member for the past seven years?
   - Yes  
   - No

B. Have you either never taken a sabbatical, or have at least 7 years passed since your last one?
   - Yes  
   - No

Years of service since first employed as a regular, certified faculty member or since last sabbatical (whichever is less): 13

C. Does your sabbatical request fall into one of the following categories?
   - Yes (check the appropriate category)  
   - No

1. Pursuit of a course of study
2. Research relative to your field
3. A specific activity which, in the judgment of the Academic Senate Faculty Development Committee, will enable you to improve the quality of your work
4. A specific activity which will make a significant contribution to the science of your field

If you answered "Yes" to A, B and C above, then you meet the eligibility criteria for a sabbatical leave as outlined in Section 12.9 of the Napa Valley College Faculty Association Agreement.

Do not write below this line

Academic and Professional Excellence (4 points possible)  

Impact on Institution* (2 points possible)  

Proposed Workload is Consistent with Length of Leave (2 points possible)  

Plan for Effective Implementation upon Completion of Sabbatical (2 points possible)  

Faculty Senate approval 4/14/2004
PROJECT DESCRIPTION

Outline of Activities:

I would like to use sabbatical leave to complete a Graduate Certificate in Biomimicry at Arizona State University (ASU). Biomimicry is an emerging field that studies the way nature solves problems relevant to a range of academic disciplines. For example, research in biomimicry might examine topics as diverse as the way the placement of leaves on a tree can give us insight into how to best place solar panels to generate the greatest possible amount of solar electricity, or the way ants insulate anthills to enable humans to develop strategies to better insulate their homes. Essentially, biomimicry involves studying how the natural world might solve contemporary human problems.

In the field of psychology, the principles of biomimicry have been applied to learning and neuroscience (Houk, 2012) and cognitive development (Windle, 2007). In addition, evolutionary psychology, ecopsychology, and environmental psychology are growing areas of study within psychology with biological bases that lend themselves well to the application of principles of biomimicry. Furthering my training in this area will enable me to stay current in my field, and it will enhance my ability to effectively educate our students about emerging trends in psychology.

The Graduate Certificate in Biomimicry at ASU can be completed in five academic terms, including two summer sessions.

More information about the Graduate Certificate in Biomimicry at ASU can be found here:

http://biomimicry.asu.edu/education/asu-online-certificate-program/

Links from the page above also give detailed information about the certificate requirements, but I will summarize the relevant details below.

Timeline/Itinerary for Activities:

As mentioned above, I will be able to complete the certificate in five terms, including summers. I plan to begin by taking one class during Spring 2016 before the sabbatical begins and then completing the more intensive course work during the Summer 2016, Fall 2016, Spring 2017, and Summer 2017 terms. I have been communicating with representatives of the Biomimicry Program at ASU, and they have explained to me that the Graduate Certificate in Biomimicry is designed to be completed in one and a half years, and they have recommended that I follow the timeline that I indicated.
The coursework for the certificate centers on the following core courses:

- **Essentials of Biomimicry (BMY 501)**
- **Life’s Principles (BMY 502)**
- **Biology Taught Functionally (BMY 503)**
- **Biomimicry Thinking (BMY 504)**
- **Virtual Design Lab Practicum (BMY 530)**

The Virtual Design Lab Practicum is a capstone project that will involve working directly with faculty in the Biomimicry Program to create an independent project.

**Goals and Projected Outcomes:**

The goal of this sabbatical project is for me to complete the Graduate Certificate in Biomimicry at ASU and then integrate the knowledge I gain and the experiences that I have earning the certificate into my teaching at Napa Valley College. The material covered in the certificate relates to many courses that we offer here at the college in our Psychology Program, but it is particularly relevant to my PSYC 120 (General Psychology) course which is one of my primary teaching assignments, and which I usually teach four times per year. The material covered in the certificate also relates to my PSYC 135 (Human Sexuality) and PSYC 175 (Theories of Personality) courses. There is a strong biological basis for much of the research covered in my Human Sexuality course, and both Human Sexuality and Theories of Personality increasingly focus on applying the principles of evolutionary theory to psychology.

**Method of Evaluation:**

The goals of my sabbatical project will be evaluated by my completion of the Graduate Certificate in Biomimicry and by the ways I will accentuate the existing curriculum that I cover in my courses at NVC as a result of my newly acquired knowledge and experience.
Plan for Implementation:

Prior to my return to NVC, I will begin enhancing the material that I cover in my courses based on what I will learn while attaining my certificate. I will do this by augmenting the material that I present in my courses and by incorporating new content into class discussions. I will also file a report upon my return outlining my activities.

NEED FOR PROJECT

Background Information:

I currently hold a doctorate in Psychology, but I completed my degree in 1997. There have been many changes in Psychology and related fields since then, and, in particular, there has been a great deal of new research completed that is relevant to the interplay between humans and the larger natural world. Biomimicry is a new and very vibrant and active area of study, and my education can be significantly advanced by learning more about this important, socially-relevant topic of study.

I have completed courses as a graduate student at ASU in the recent past (in 2006 and 2011), and I am very familiar with the university. I am quite confident that my admission to the Graduate Certificate in Biomimicry Program will be seamless.

How the Project Addresses Academic Excellence / Professional Growth:

The field of Psychology is always changing, and it is developing rapidly. My education requires updating for me to continue to offer NVC students the high-quality teaching that they have come to expect from me. Completing this certificate will help me stay current in my discipline and related disciplines, and the knowledge that I acquire will be directly communicated to the students that I teach.

How the Project Impacts Students and the College:

I have been interested in completing a sabbatical project for some time. Earlier in my career at NVC, taking time away from my teaching to complete a sabbatical was not feasible because I was too busy developing the Psychology Program here on campus. I have revised the bulk of the Psychology curriculum at NVC, I have designed two Psychology AA degrees, and I have worked extensively to craft a schedule of classes in Psychology that meets the needs of our students well.
For several years of my employment at NVC, sabbaticals were not available to faculty members, and for several more years, I was the sole full-time faculty member in my department that serves a large number of students. Consequently, getting involved in a sabbatical project during any earlier year would have pulled me away from far too many important on-campus duties.

This fall, however, we have another full-time faculty member in the Psychology Program, and I will also be completing the Program Evaluation and Planning Report for the Psychology Program later this semester. Additionally, I finally feel like things in the Psychology Program will be okay without me if I am not teaching here for a year. When I put all of this together, I think this feels like the right time. I believe that the impact of my sabbatical on students and the college will truly be a net positive for the reasons outlined above, and I believe that this will counteract the negative of not having me around for a little while.

References:


<table>
<thead>
<tr>
<th>Applicant: Jeff Wachsmuth</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Term: Academic Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Option 1</strong> Replace with adjunct faculty 15 instruction hours per week using step 5 on the adjunct salary schedule.</td>
<td>Current Salary (Applicant)</td>
<td>Sabbatical Cost</td>
<td>Replacement Cost</td>
</tr>
<tr>
<td></td>
<td>112,898</td>
<td>71,972</td>
<td>40,453</td>
</tr>
<tr>
<td><strong>Option 2</strong> Replace with a full time temporary leave replacement using step 6 on the regular faculty salary schedule.</td>
<td>112,898</td>
<td>71,972</td>
<td>81,387</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applicant: Linda Napholz</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Term: Fall 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Option 1</strong> Replace with a full time temporary leave replacement using step 6 on the regular faculty salary schedule.</td>
<td>57,277</td>
<td>57,277</td>
<td>36,215</td>
</tr>
<tr>
<td><strong>Option 2</strong> Replace with adjunct faculty 15 instruction hours per week using step 5 on the adjunct salary schedule.</td>
<td>57,277</td>
<td>57,277</td>
<td>20,227</td>
</tr>
</tbody>
</table>