Recommended Sabbaticals and Fellowships for 2017-2018

Summary

Alexandra Tower, Life Sciences, Fall 2017

I want to focus this sabbatical on writing a piece of fictional literature to educate students while appealing to their imaginations. This short book will be set in a threatened ecosystem, intended to increase their understanding of ecosystem functioning. If I can help students to better understand the basic principles of ecology and ecosystem dynamics, I will have given them a deeper foundation, enabling them to make informed decisions in favor of protecting the natural world and sustainability.

I propose to pursue an idea for a book that could be expanded into a series, and I would like the opportunity to get the process started. This book is focused on the natural history of a target species, with a prominent back-drop highlighting ecology and ecosystem functioning. The book will be an adventure story that involves 3 young people of different backgrounds who learn together about the place where they are visiting from a local expert whom they have befriended.

I am applying for a sabbatical leave to 1) develop a strategic plan for a series of short fiction, set in a back drop of natural history. I will collaborate with a colleague at the University of Vermont, who specializes in educational literature. This plan will include a generic story arc, and character development for writing the first book, and ultimately future books in the series. Travel to Vermont is expected for this collaboration. 2) Additionally, for the first book, I hope to travel to an ecosystem under severe threat – Borneo, Indonesia. In Borneo, I will gain first-hand experience in the forest dynamics and cultural circumstances. Because of the irrational demand for palm oil by the developed countries, a large number of species in Indonesia, and the ecosystem as a whole, are threatened with extinction. 3) I intend to write the first book in the series.

This sabbatical will fall into the categories of Professional Development, Creative Projects, Independent Research and Field Studies related to my profession.

Dorothy Chin, Psychology, Fall 20174

For my one-semester sabbatical, I propose to develop my knowledge in the area of the psychological effects of ethnic and racial discrimination by conducting empirical research, writing a manuscript based on the results, and participating in research meetings and professional talks on this and other related subjects. The avenue by which I will accomplish these goals is through an invited scholar appointment to collaborate with Dr. Velma Kameoka, a renowned cultural psychologist, and other scholars at the University of Hawaii, a leading research university on ethnic and sociocultural issues (please see attached letter of invitation).

Kevin T. Menton, English, fall 2017
I intend to write a student-centered composition-and-rhetoric handbook/student-success guide that will capture the best aspects of my oral in-class instruction as well as insights from a review of contemporary research in composition/rhetoric and consultation with relevant SMC colleagues (faculty, staff, and administrators). I will then synthesize this body of knowledge with approaches that I have examined while working on campus programs such as the English Academy and The Center for Teaching Excellence and studying the best practices advocated by SMC initiatives such as GRIT and Equity.

In addition to creating the student handbook, I intend to write three essays that explore the interaction of narrative and persuasive/argumentative writing with the goal of developing writing assignments that will enable my students to engage in academic research and writing while allowing them to draw on their own experience and expertise as they develop their own unique academic voices. Finally, I will write a daily journal to capture my insights regarding my research and my experiences with the writing process. The end result will be not only a student handbook ready for free distribution in Spring 2018 but a renewed awareness of the obstacles my students face as new academic writers.

Christina von der Ohe, Life Sciences, fall 2017

I propose to research health care programs to which our Allied Health Program students apply, identify the knowledge and skills that are needed for success in those programs, implement appropriate changes in my Physiology course, and communicate my findings with my colleagues in the Life Sciences Department.

Many students in the Allied Health Program take our courses in order to apply to nursing, occupational therapy, physical therapy, respiratory therapy, dentistry, and pharmacy programs. My project would deepen my department’s understanding of the content and skills required for success in these programs so that we show our students how the subject matter we are teaching is relevant to them, motivate them to learn, and help them to achieve their goals.

During the semester I will learn about entrance requirements, coursework, and entrance exams for the most popular health care programs for our Allied Health Program students. I will also meet with faculty members at these programs to discuss the requirements for student success. I have reached out to the following programs and received a commitment to collaborating on this project in Fall 2017: Nursing (UCLA, Santa Monica College, and Cal State Los Angeles), Physical Therapy (USC and Mount Saint Mary’s University), Occupational Therapy (USC and Cal State Dominguez Hills), Respiratory Therapy (Santa Monica College), Dentistry (UCLA), and Pharmacy (USC). I will compile and share my findings from this study with my colleagues in the Life Sciences Department, and implement changes in my Physiology course to provide the best possible preparation for our students.

Sandra Hutchinson, Life Science, Fall 2017
My proposed sabbatical project will address the following:

1. Learn human cadaver dissection techniques and clinical human anatomy by attending Dr. Margie Dell's Anatomy 2 classes (presently there is only one section offered Fall semester only. each year) to develop an additional specialization in anatomy that can be applied to both my current Anatomy 1 course, and provide a working knowledge base to expand my teaching of anatomy to also include Anatomy 2.

2. Research specific beneficial personal attributes, personalities, and experiences that can promote likelihood of success and job satisfaction in various allied health professions. to create an informational repository for SMC students interested in the health care fields from a top-down perspective from the viewpoint of those currently working in various allied health disciplines through shadowing their daily workdays and through direct interviews. As the current SMC Pre-Health Association club advisor. I will be able to provide students early on in their college career with a supplemental informational resource of the reality of specific workplace demands and rewards in key allied health fields. Students can use this resource to determine and follow their career goals. armed with a comprehensive picture of what happens after the professional degree is obtained. to supplement their knowledge of prerequisite academic requirements of "how to get there." to increase the likelihood they make informed choices about their proposed career paths in health and medicine.

Yvonne Ortega, Life Science, spring 2018

The field of nutrition and dietetics requires a Registered Dietitian/College Professor to remain at the forefront of new, updated practices within various specialties. Both of my assigned courses, Nutrition 1 (An Introduction to Nutrition Science) and Nutrition 4 (Nutrition for Health and Fitness), include course content focused on eating disorders and healthy weight management strategies. Eating Disorders amongst college-aged students is prevalent, especially within my courses, as the course will attract students aware of their own eating behaviors and patterns. Few Registered Dietitians are specialists in this complex, psychological disorder. The main objective of this sabbatical is to gain a more in depth knowledge of eating disorders, along with promoting healthy weight management strategies amongst young adults.

This will include enrollment in course work with the intent to obtain a Certificate in Eating and Weight Disorders through a Professional Program in Eating and Weight Disorders through UC Berkeley Extension. The curriculum includes 5 courses + 1 elective course with a total of 36 hours of instruction. Along with the certification, I plan on volunteering/shadowing a Registered Dietitian that specializes in the field of Eating Disorders and Weight Management, at a local eating disorder clinic/facility for a total of 50-75 hours during the course of the semester. This will allow the exposure to a treatment team and nutrition care plans developed to improve the health of the eating disorder patients. As a volunteer, I would have the opportunity to receive instruction, practice counseling methods and implement a treatment plan under supervision of a specialist. This experience will assist in the identification of students with at risk behaviors and
tendencies to provide early treatment if identified, as well as appropriate referrals to local treatment centers.

The second objective is to focus on nutrition for active individuals and athletes. I plan on taking a graduate level course at California State University Long Beach (CSULB) in Exercise Physiology or Sports Nutrition to increase my knowledge of energy metabolism related to exercise, as this is the foundation of Nutrition 4. The CSULB course is a semester-long, 3 unit course.

After the completion of both courses, I will develop and improve two lecture topics: Diagnosis and Treatment of Eating Disorders as well as metabolism of macronutrients during training and competition.

Brandon Lewis, Earth Science, spring 2018

Ongoing excavations at the site of La Milpa, Belize, have generated significant data in regard to Maya social, economic, and political organization. The proposed sabbatical examines two overarching theoretical questions. To what degree does social status influence key subsistence-related activities? And, secondly, what role did La Milpa play within the changing political landscape of the ancient Maya?

Recommended Fellowships, 2017-2018

Summary

Elizabeth Dastin, Art, spring 2017

I was awarded an SMC Global Grant to moderate a panel of significant female street artists- Lolo from San Francisco, Swoon from Connecticut and Christina Angelina from Los Angeles- as well as facilitate smaller focus group discussions immediately following the larger panel. In addition, I'm in the process of applying for supplemental funding to invite the three women to paint a collaborative mural on campus.

If granted this fellowship, I will be able to properly document and historicize these landmark events, filming and editing the footage of the panel and subsequent discussions into downloadable video blogs for members of the SMC community to access.

A problematic element of both street art and the majority of lectures hosted on campus is their ephemerality. This grant would allow me the opportunity to create something permanent out of these impermanent practices that can be enjoyed indefinitely by the SMC community.

Kristen Lui-Martinez, Mathematics, fall 2017

The objective of this project is to develop math activities (Pages or Modules) for Canvas that can be used for Math 31 – Beginning Algebra. The Modules are to be used as supplemental information and instruction for topics covered in lecture and will utilize
resources found on the internet that are interactive sites for math learning. One such site is http://www.geogebra.org that is an open source website with several hundreds of math activities that cover material from pre-algebra to calculus and statistics. The site allows teachers to use activities created by other instructors or create their own activities.

Gillian Grebler, Earth Science, fall 2017

My fellowship project is to organize a conference panel or poster session for the Southwest Anthropological Association in Spring 2018 based on the Culture of Food class I co-teach with Eric Minzenberg. The session would be called **Food Pedagogy: Faculty and Student Perspectives.** We have developed the food class over the course of the 4 years and it continues to evolve. It is now a popular, well-enrolled class. There are several unique aspects to the class, including a strong hands-on gardening component, a food activism/service learning style ethnographic project, and recipe and heritage food sharing. In our class students explore common cultural values relating to food: good taste, abundance, beauty, nurture, family, identity, memory, and especially the relationship between food and migration. There is a strong emphasis on food justice, land use and food policy, especially in Los Angeles. These elements are in addition to a strong introduction to anthropological theory as it relates to food. We continually experiment with interactive and experiential learning and encourage students to look outside the classroom at their own eating and at their role in the food system. We will describe the class, compare it to food and culture classes taught at UCLA, USC and Occidental, and student will present work and perspectives on their learning. If possible the panel will include faculty and students from other the LA colleges where food studies is taught.