Approved Sabbaticals for 2027-28

Alex Bene, Math
For my sabbatical, I propose to create a compendium of lessons called \The Art of Arithmetic." This compendium will take the form of a cohesive collection of OER learning materials with the dual purpose of strengthening arithmetic skills and inspiring exploration of mathematics and art. The content of these lessons directly stems from worksheets and activities I have developed in recent years and tested in my own classrooms to face the growing challenge of declining skills. A major component of this sabbatical project will be to produce a re ned set of standalone worksheets that SMC students can work through independently to sharpen their basic skills or that other SMC instructors in STEM or the arts can use inside their own classrooms to explore more advanced topics. In this way, my sabbatical is directly aimed at improving instruction campus-wide at SMC.

Mark Foster Math
My proposed sabbatical is dedicated to professional development and the redesign of introductory statistics instruction to reduce student performance gaps and improve course completion. During this time, I will conduct a comprehensive review of the curriculum and develop an accessible open educational resource (OER) program aligned with fair and effective teaching practices to address the educational needs of SMC's diverse student population. By attending various national conferences and workshops, I will investigate responsible uses of artificial intelligence (AI) in teaching, learning, and assessment while gaining invaluable insights from educators nationwide. By expanding access to highquality resources, innovative pedagogy, and emerging educational technologies, this work will directly support SMC's mission of fostering belonging and promoting academic success for all students.

Forouzan Faradian Physical Sciences
I would like to create a laboratory manual for the Physics 23 course. I would like to visit local 4-year universities including Loyola Marymount, UCLA, CSUN, Cal State Dominguez Hill, UCSB and UCSD as well as local community colleges including El Camino College and Pasadena City College to look at the laboratory experience of students in the third-semester of Calculus-based Physics (with the topics of fluids, waves, thermodynamics, geometric and physical optics) in terms of laboratory experiments. I will also use the Laboratory guidelines put forth by the American Association of Physics Teachers to make sure our lab experiments are up to date and following the national standards. The result of my sabbatical will be an electronic, accessible laboratory manual that can also be printed and given to student as a hard copy if the department so choses.

Heather Bennett History
This sabbatical will be devoted to revising and strengthening British History 3 and 4, courses I recently assumed following Chris Stiles' retirement. Having taught the courses for the first time, I have developed strong content foundation while I also identified opportunities to deepen my knowledge of less familiar areas of British history and to broaden the courses' geographic and historical scope. In particular, I plan to situate British history within a more global context,

examining how Britain's imperial and colonial expansion shaped—and was shaped by—people, places, and cultures beyond England, Scotland, and Ireland. This research and revision work will allow me to develop more thorough and engaging course content and create stronger connections among British, imperial, and global histories. Ultimately, I hope this revision will provide a foundation for strengthening the courses' Outlines of Record and pursuing their inclusion among Global Studies course offerings.

Joelle Adams, English
This sabbatical project aims to improve academic writing instruction at Santa Monica College through two interconnected activities. First, I will develop a book proposal, sample chapters, and two scholarly journal articles based on my PhD dissertation in Psychology. As I draft and revise these outputs, I will keep a journal reflecting on the skills, challenges, opportunities, and resources relevant to each stage of the writing process, identifying opportunities to improve how I teach and assess academic writing in my classes. I will also complete at least one non-fiction writing course, such as Writcom 402 at UCLA Extension. As a writing instructor, actively building and practicing my own academic research and communication skills creates credibility, compassion, and community with my students, and provides insights into how I can best support students' learning of the writing process. Second, I will redesign my ENGL C1001 (Critical Thinking and Writing) class, applying both insights from my own academic writing practice and key themes for psychological wellbeing identified in my doctoral work.

Amber Katherine Philosophy and Social Sciences
I will use the spring 2028 sabbatical to complete a working draft of Judgment Call: Critical Thinking for Civic Life, a book designed for use in my critical thinking course (PHILOS 7) and which I intend to publish. The Introduction and first chapter are complete. During the sabbatical I will: (1) Continue my research into the best theoretical foundation for teaching critical thinking. (2) Continue and broaden my search for recent interesting examples in news and culture. (3) Develop and refine the chapter structure for the whole book based on my research and the lectures I have developed over the past 10 years. (4) Write drafts of at least three chapters. (5) Use the working draft to update and improve the curriculum and pedagogy of PHILOS 7. This project is important because the civic sphere is polarized. Citizens are confused about what to believe amid the swirl of "post-truth" politics. Our students need a course designed to help them make the judgment calls our democracy demands.

Kyle Strohmaier Physical Sciences
I would like to develop a new set of labs for my Physics 22 course (on electromagnetism) and integrate them directly into my lecture course content in order to improve student success. Most of the current labs were written decades ago and do not help students understand the course material. The Physical Science Department's recent expansion into the new Math/Science Building gave us the opportunity to purchase new laboratory equipment for use in our new lab space. I will develop labs for this new equipment. The development process will include creating materials for each lab that would aid other instructors who wish to also use these new labs when teaching Physics 22. I will provide sample data, created by me, and a completed analysis of each lab. The final stage of this work would be to use the experience of developing these new

labs and their supplemental materials to rework my existing lecture material to become more lab-focused.

Scott Bishop Computer Science
I propose to conduct computer science research in collaboration with faculty at a four-year research institution. Staying current with state-of-the-art (SOTA) research methods is pivotal for student success as knowledge transfer in the classroom can come from a faculty's direct industry and research experiences. Although, as a primarily focused teaching faculty, these vital experiences can wane without an opportunity to pursue research activities outside of teaching. Existing research collaborations will be used to seek a visiting appointment at a host institution to perform research on site, and/or remote collaboration will be used for participating in research. Expected outcomes of the sabbatical include submitting research papers/articles to gain SOTA research experience that can be used to improve future instructional activities, including curriculum and program development, which can positively impact the student experience and improve student outcomes.

Remaining People in the Queue (Sabbaticals that were approved but will probably not be funded by the Board)

Kayli Weatherford, English
I plan to create a set of sample Canvas modules for the newly reimagined English C1000 + 28 course that showcase engaging course design, inclusive pedagogy, equity-minded practices, and UDL principles. These modules will be available to our department and to new faculty (or any instructors) teaching the co-requisite English C1000 + English 28 class. These are critical gateway courses with low pass rates and high rates of instructor frustration/burnout, so the need for supportive, well-designed materials--especially for colleagues who are not familiar with how to best serve the AB705 student population-- is urgent. By grounding the modules in UDL and culturally inclusive pedagogy, my goal is to create thoughtful resources that promote persistence and success while offering colleagues a practical, adaptable model—even if they have limited experience in course design, UDL, or equity-minded teaching. I will also annotate and explain the pedagogical choices built into the modules and share them with the department as part of professional development.

Jihyeong Cha, Modern Languages
At present, Korean language courses often rely on instructors to create individualized handouts to support students in learning new vocabulary and practicing accurate writing. While well-intentioned, this method has inherent limitations and does not provide students with consistent or systematic instruction in proper syllable formation. By contrast, the most widely used Chinese and Japanese language textbooks in the United States are accompanied not only by a textbook and workbook but also by a

dedicated character writing workbook, ensuring structured writing instruction from the beginning levels. For Korean, however, no such officially published writing workbook exists. To address this significant gap, I plan to create a “Korean Vocabulary Writing Workbook” designed to provide structured and systematic support for students in beginning-level Korean (Levels 1 and 2).