

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Sabbatical Leave Application**

---

Name \_\_\_\_\_ Teresa W. Aldredge \_\_\_\_\_

College: CRC

Present Assignment: \_\_\_\_\_ Counselor \_\_\_\_\_

Type of Leave Requested:

A. Type A      One Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Entire Year X \_\_\_\_\_

Will you be a tenured faculty member at the commencement of this leave? Yes X No \_\_\_\_\_

If you have previously been awarded a Type A leave, have you completed a sequence of seven full years of service with the District since the last Type A leave? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Type B      Fall \_\_\_\_\_ %  
                         Spring \_\_\_\_\_ %

Will you have completed a sequence of at least three full years of service with the District at the commencement of this leave? Yes X No \_\_\_\_\_

**Title of Proposal:** Investigating Systemic Change for Disproportionately Impacted (DI) Students While Creating Beacons of Hope for Faculty Working with these Populations

**Brief Description of Proposal:**

This proposal request is two-fold. I am requesting time to investigate successful programs and trainings throughout the state and nation that have made systemic changes at the institutional level that address disproportionately impacted students especially African American and other DI populations who continue to be at the bottom of most success indicators. The goal is to provide the knowledge gained during my research and training to share with the campus community particularly instructional faculty on how “we” can improve the success rates of our (DI) students. Secondly, this time will provide me with time needed to refresh and rejuvenate myself as a faculty member so that I can give 100%+ to the college and to our students. I would more specifically become a student seeking knowledge and understanding of how “community focused” teaching and learning shape how we can engage our students from other cultures. I have spent nearly 27 years of my career working at Cosumnes River College and have rarely if ever said no to any request asking me to serve on a committee, taskforce or in a leadership role. I even stepped up and took on the interim role of the senate secretary during a time of crisis for the senate. I believe spending time learning about other successful programs inside and outside California will be helpful to renew my spirit and desire to continue to make a difference for our students.

**What are your qualifications to undertake and complete your proposed project?**

I currently serve as the Program Coordinator/Counselor for the Umoja Diop Scholars Program, an academic learning community focused on African American student success. I have served in this capacity for the past 12 years. The department recently hired an adjunct coordinator to help assist me

with the day to day responsibilities therefore I feel that I can step away to learn more about successful strategies in other context. I have also served as Department Chair of Counseling for three separate terms where I learned about the importance of taking care of the practitioner (the counselor) so that the counselor can take care of the whole student (both outside and inside the classroom). I have been teaching College Guidance courses for the past 25 years and have also been teaching in the field of Social Work for the past 10 years. I earned a doctorate in Educational Leadership from the joint program between UC Davis and California State University, Fresno in 1997. I am a life-long learner who is always seeking to know more and do better.

I have served in many statewide leadership roles and have also served on numerous local and statewide committees. I was awarded the Full-Time Faculty of the Year award from the Faculty Association for California Community Colleges and also received the Exceptional Commitment Award from Cosumnes River College. I currently serve on other statewide and local boards which provides me with a connection to the broader community. My connections throughout the state have afforded me the opportunity to engage with research scholars in public, private and educational systems that I would be able to call upon to assist me with this work.

Explain in detail how the accomplishment of your proposal will promote the objectives of serving students within the Los Rios District:

According to the institutional research office and CO Score Card ([http://crc.losrios.edu/files/guided-pathways/Student\\_Success\\_Scorecard\\_CRC\\_2017.pdf](http://crc.losrios.edu/files/guided-pathways/Student_Success_Scorecard_CRC_2017.pdf)), Cosumnes River College is not immune to the poor success rates of African American and Latino students. My goal would be to research ways to make a greater impact across the institution to help make systemic change not just programmatic change by working directly with our faculty in a team-coaching approach to reach more students. As you may know, I currently serve as the Program Coordinator/Counselor for the Umoja Diop Scholars program. This program only serves 60-70 African American students each semester yet there are over 1,000 African American students who could be served each year. I would seek to investigate how other successful programs have made systemic changes to help larger numbers of African American students including other disproportionately impacted students. More specifically, I would research the development of the Teaching Academies (similar to Sacramento City College where faculty work together in cohorts) in addition I would seek to develop one on one coaching for faculty who do not have time to particular in a cohort approach. I would want to also learn more about how this process is working and how effective it has been for their faculty. Unfortunately, I cannot accomplish this level of investigation and research in my current full-time capacity therefore a Type A would be needed. In addition, I would need to become a student again where I would attend many culturally responsive trainings that I would use to help coach other faculty on how they can help make a greater impact in their classroom for our DI populations.



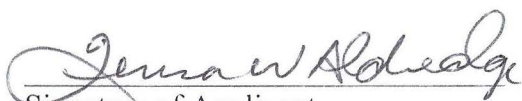
Will you be receiving any outside remuneration for the proposed activities during your requested leave?  
Yes \_\_\_ No X (If yes, please submit explanation on separate sheet.)

Do you anticipate receiving any commercial benefit from your project or product through future sales?  
Yes \_\_\_ No X (If yes, please submit explanation on separate sheet.)

Please submit on a separate sheet:

- I. A narrative on your planned program containing a statement of purpose and objectives, a detailed description of the proposed activities, and budget or resources support.
- II. An appropriate method of evaluation.
- III. A plan for sharing the results of the project. If the project significantly affects other Faculty, please include plans for including them in the process.
- IV. Professional Growth Attachment (you can also include letters of support)
- V. Explain how you arrived at the requested leave time.
- VI. Explain why the project is outside of your normal duties.

I agree to comply with all requirements stipulated in the faculty contract if awarded this leave.

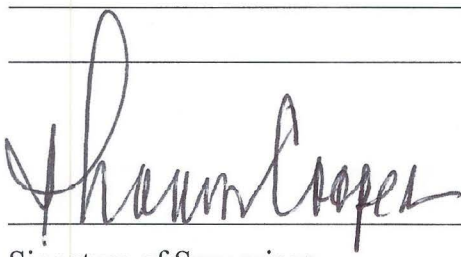
  
Signature of Applicant

2/14/19  
Date

*Approval/endorsement of immediate or appropriate supervisor:*

I have reviewed this proposal and believe ✓, do not believe \_\_\_, that it is an appropriate project/activity, which will promote the objectives of the college/district.

Comments \_\_\_\_\_

  
Signature of Supervisor

2-14-19  
Date

A narrative on your planned program containing a statement of purpose and objectives, a detailed description of the proposed activities, and budget or resources support.

### **Narrative**

#### **Statement of Purpose:**

The purpose of this sabbatical is to increase my knowledge and background of the various techniques and strategies that have helped institutions move the needle for African American and other disproportionately impacted students while at the same time renewing my spirit. I have observed that the current programs at CRC are targeted at a small number of students and are typically tied to an individual doing the work. We cannot and should not expect “a program” to close the achievement gap of all DI students. Making institutional change cannot be tied to a person but more importantly it should be focused on “what is wrong with the system”. It has been my observation while serving as one of the tri-chair faculty leads on the Guided Pathways initiative that we need to create a culture change for our institution not just process changes. The pathway for success for students of colors has to be different because their nature of learning is different. For example, I would seek to learn about the African axiology (axiology = where the value lies) as it relates to African American students.

#### **Project Objectives:**

1. Research and better understand why there is a lack of systemic institutional change for African American and other disproportional impacted students by reading research papers, journals, articles and books. This will allow me to develop a literature review of the topic.
2. Research successful programs and learn about successful strategies by visiting and interviewing other programs and educational scholars who are knowledgeable about this issue including visiting Africa which will afford me the opportunity to build a mini-ethnography by speaking to scholars and elders about African culture specifically.
3. Work with the research office to build a pre-assessment survey for faculty interested in participating in a teaching academy or coaching experience to help them better engage with students of color. This will allow me to gauge the level and type of engagement by faculty.
4. Develop an outline for a teaching academy at Cosumnes River College in conjunction with the professional development coordinator that is specific to improving the success rates of DI populations.
5. Provide a written report of my findings with recommendation.

#### **Project Activities:**

1. Research, visit and document findings from African American and other DI populations student success programs across California Community Colleges
2. Research, visit and document findings from African American Retention and Support Centers at the CSUs, UCs, and Private Colleges.
3. Research, visit and document findings from African American Student Success Programs nationally.



4. Attend conferences, trainings and webinars that focus on institutional change for students of color.
5. Build literature review including successful strategies throughout the process.
6. Conduct Ethnographic Interviews with African Elders in Ghana and translate results.
7. Develop pre-assessment tool for faculty utilizing the expertise of the research office
8. Develop a draft outline/structure for Teaching Academies at CRC for review/use by the Professional Development Coordinator.
9. Write final report of findings along with recommendations

**Project Budget:**

I will be traveling both within California and outside California as well as attending conferences and training focused on learning about institutional change as it relates to students of color. I will also plan a trip to Ghana to speak to the African Elders. I am not aware of any funding that could be sought to pay for my travel or training expenses except for the normal PD funding options therefore I am willing to incur these expenses utilizing my own resources however if any grant opportunities become available I will apply and seek them out.

**Method of Evaluation**

I will work with the institutional research office and the student equity and support committee to share my findings and to see if any of the suggested recommendations for institutional change could be implemented to increase the success rates of African American and other DI students. We will also create a pre-assessment so that faculty can determine the level of engagement they wish to participate in if the Teaching Academies are made available to them. We could then work with the research office to establish a pre and post assessment to determine the level of success attained in the classroom “pre-academy” then provide them with a post assessment after receiving some coaching on how they can remove any “unintentional” barriers they may have created for their students.

**Sharing Results**

It will be my goal to share my results broadly across the college including a request to conduct a workshop during flex week and to request time to present at the appropriate participatory governance committee meetings including the Guided Pathways Steering Committee and the Management Team meetings. All of this information will be shared in my report to the college and Los Rios Board of Trustees.

## Professional Growth

I have attached a current copy of my resume to demonstrate my level of professional growth over the years however this type A leave is partially for rejuvenation of my soul. The renown and late educator Dr. Asa Hillard took many pilgrimages to Africa to understand the importance of imparting the knowledge of African culture as a way of “African liberation and advancement”. His journey resonates with me as an African American and it is my goal to walk in his footsteps on my journey to rediscover and renew what my ancestors endured many centuries ago yet prevailed as great scientists, educators and leaders. Part of my work will be to spend time in Ghana learning about the customs and rituals of the African people and how they use community to bring about change.

## Requested Leave Time:

The following is the contracted working hours of a LRCCD Counselor:

Counselor Schedule 1305 hours per year or 174 days @ 5.5 hours student contact time; 1 hour office hour; 1 hour college service (7.5 hours per day)

Type A = 652.5 hours or 87 days each semester – this time would expand over 1 year given the timing of the various conferences, training and travel required.

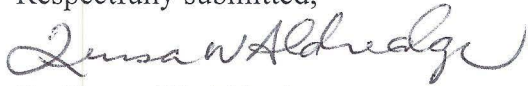
Project Activities	Number of Hours	Total Hours	Notes
Research, Visit & Document AA programs in CCCs	Visit a minimum of 10 programs (8 hours each site visit)	80 hours	Includes estimated time visiting each site and writing the results
Research, Visit & Document AA programs in UC, CSU, Privates	Visit a minimum of 5 programs (8 hours each site visit)	40 hours	Includes estimated time visiting each site and writing the results
Research, Visit & Document AA programs nationally	Visit a minimum of 5 programs (8 hours)	40 hours	Includes estimated time visiting each site and writing the results
Attend Conferences, Trainings and Webinars including written synopses of each	Attend at least 3-4 conferences and 3-4 trainings and 5-8 webinars	Conferences 96 hours Trainings 96hours Webinars 10-16 hours	Travel expenses and registration fees will determine actual number of conferences attended
Research and build literature review based on readings, etc.	Estimated number of books, journals and research articles 50	200 hours	Time needed to read and annotate each document
Conduct Ethnography on at least 2 African Elders while in Ghana	Time includes needed research on African culture to determine appropriate protocols when interviewing Elders	80 hours	
Develop pre-assessment survey tool	Includes meeting times with research office	4 hours	
Develop draft outline/structure for Teaching Academies	Includes meeting with PD Coordinators on final structure	20 hours	I will meet with SCC, ARC & CRC PD Coordinators
Write final report	Includes drafts and final edits	20 hours	
<b>Total Hours</b>		<b>686 hours</b>	

**Explain why the project is outside of your normal duties**

This sabbatical is not requesting to change our counseling delivery system however it is requesting that we look more systemically at all aspects of what we do at the college. It may include how support services are delivered but it is not limited to examining support services but more importantly looking at how we can make the greatest impact of change (particularly in the classroom) to assist disproportionately impacted students, specifically African American successful across the institution.

It is not my sole responsibility as an African American counselor working in the Counseling department to only service African American students. It is my responsibility to assist all students. I perform this role each day however I cannot ethically watch our students of color particularly African American and other DI students continue to fail in our system without trying to seek out the best possible ways to help change how our institution does business.

Respectfully submitted,

A handwritten signature in cursive script, reading "Teresa W. Aldredge". The signature is written in dark ink and is positioned above the printed name.

Dr. Teresa W. Aldredge

# **APPENDICES**



**TERESA WALKER ALDREDGE**

35956 Acadia Lane  
Davis, California 95616  
(916) 691-7368-work (530) 758-9778-home

**EDUCATION**

*Ed.D, Educational Leadership* - UC Davis/CSU Fresno  
*M.A., Counselor Education* - San Diego State University  
*B.A., Psychology* - University of California, San Diego  
*A.A., Liberal Arts* - Palomar College

**PROFESSIONAL EXPERIENCE**

1992 – present **Professor/Counselor, Umoja Diop Scholars Coordinator,**  
*Counseling Center, Cosumnes River College*

Provide counseling services to potential and continuing students by assisting students in clarifying or establishing appropriate educational, vocational or transfer goals  
Aid students in resolving financial, personal and social problems that adversely affect their achievements

Coordinate the Diop Scholars program, a learning community, designed to assist African American and other student to higher levels of persistence, retention, academic success and transfer.

Serve as liaison between faculty and universities in the facilitation of curriculum and co-curricular studies involving new course development and supplementation; maintain campus articulation agreements

Participate in faculty governance and student co-curricular activities as appropriate.

Develop and maintain close working relationships with instructional areas, outreach centers, feeder high schools, neighboring colleges and community resource agencies

Administer tests and inventories to groups or individuals and interpret the results

2001-03 & 2007-09, 2012-13 **Department Chair,** Counseling Center, Cosumnes River College

Serve as liaison between the department members and the college administration; assist in the recruitment, hiring process, mentoring and evaluation of faculty; serve as presiding officer at department meetings; advise and assist in the preparation of departmental proposals, curriculum, scheduling; staffing, budgeting, facilities planning and utilization; instructional materials; coordinate the completion of program review and departmental planning; coordinate and liaison with college committees, advisory boards and councils; other educational institutions and governmental agencies.

1994 – 1998 **Activity Two Director - Title III Grant,** *Cosumnes River College*

Directed all activities related to the operation of the Teaching Learning Center, a center designed for faculty development activities including instructional technology

Supervised the duties of the Educational Media Design Specialist, clerical support and lead faculty members

Managed \$100,000 annual Title III grant budget for Activity Two (Instructional Improvement)

Coordinated the evaluation of all Activity Two projects by working with the CRC Research Specialist and the Internal Monitoring Team

Worked with the Dean of Learning Resources to coordinate the operation and maintenance of the computer and technology equipment housed in the center

Served as facilitator for all communication directed to the campus community regarding faculty development activities which includes an annual newsletter and a monthly calendar of activities



Maintained compliance of all Title III federal guidelines and regulations through monthly evaluation reports

1991 - 1992    **Assistant Coordinator, University Outreach / Relations with Schools and Colleges, California State University, Fullerton**

Managed and coordinated all activities involved with the Campus Tours and Student Tracking Offices of University Outreach which included monitoring the dissemination of general information on admission requirements, financial aid guidelines, and degree programs

Supervised and evaluated three clerical staff members and ten student workers

Developed and coordinated the operation of the Student Tracking database, a computerized system designed to improve the accessibility of information on statistical analyses and data collection

Assisted with budget development and management

Compiled data to prepare statistical analyses on contacts made by the professional staff

Assisted in writing proposals for grant monies

Served as editor for the annual newsletter

Trained the professional staff as necessary in outreach activities

1989 - 1991    **Program Coordinator, Biology Department, University of California, San Diego**

Managed and directed all administrative services essential to the function of the Howard Hughes Program, a program which encourages students, especially minorities and women to stay in the field of science

Acted as resource, problem solver, and liaison in the areas of fiscal planning and administration, contracts and grants, faculty and staff personnel coordination (125 faculty and 16 full/part-time staff) including employee performance evaluations, computer administration, facilities and material management

Oversaw the \$1.2 million program budget

Coordinated program activities such as the faculty mentorship program, laboratory apprenticeships, and summer research program

Developed and implemented a computer-assisted interactive videodisc instruction laboratory

Recruited and assisted faculty in utilization of the computer laboratory through curriculum design and course supplementation

Designed and published the quarterly newsletter and the annual undergraduate research journal

1988-1989                    **Counselor Intern, Extended Opportunities Program & Services**  
*San Diego City College*

1984-1989                    **Admissions Assistant, Undergraduate Admissions Office**  
*University of California, San Diego*

**Community Service**

**President, Umoja Community Education Foundation February 2015-present**

Supervise and control the affairs of the corporation and the activities of the organization. Perform all duties as may be required by law, by the articles of incorporation of this corporation, or by the bylaws; preside at all meetings of the board of directors.

**Acting Executive Director, Umoja Community Education Foundation Dec 2015-April 2016**

Provide day to day operations and oversight of the organization; Assure that the organization has a long-range strategy which achieves its mission, and toward which it makes consistent and timely progress. Serve as the Statewide Liaison to provide oversight of services administered by Umoja Community programs. Provide support to campus program staff and coordinates program site visits. Assists the Board in planning and executing statewide

professional development programs (i.e. annual conference, regional symposia and summer learning institute). Serves as an ex-officio member on the Umoja Community Governing Board and attends all Umoja Community Governing Board meetings and meetings of the Executive Committee. Establish sound working relationships and cooperative arrangements with community groups and organizations. Provide leadership in developing program, organizational and financial plans with the Board, Co-Directors and Executive Committee, and carry out plans and policies authorized by the Board.

### ***Teaching Experience***

Human Services 360 – Techniques of Interviewing & Counseling  
 Human Services 364 – Techniques of Group Counseling  
 Human Services 302 – Psychology of Human Relationships  
 Human/Career Development 112 – Orientation to College  
 Human/Career Development 122 – Study Skills  
 Human/ Career Development 132 - Career Exploration  
 Human/Career Development 110 – Building Foundations for Success  
 Human/Career Development 310 - College Success  
 Human/Career Development 352 – Beginning Peer Advising Training  
 INDIS 313 – Freshman Seminar – Liberal Arts Focus

### ***Academic Leadership and Committee Assignments***

Department Chair, Counseling Services	2001-03, 2007-09, 2012-13
Co-Department Chair, Human Services/Social Work	2018 - present
President, Academic Senate	1999-2001
Vice President, Academic Senate	1997-1999
Secretary, Academic Senate	Spring 2019
Academic Senator, Student Services Division	multiple terms - present
Articulation Officer	1998-2009

### **Campus Committee memberships:**

Tri-Chair, Guided Pathways; Staying on the Path Pillar  
 Chair, Budget Committee  
 Chair, Accreditation Standard 3B, Admissions & Records  
 Chair, Technology Plan, Student Services  
 Chair, Program Review (2003), Counseling Department  
 Member, Affirmative Action, Budget, Curriculum, Foundation for Academic Success, Information Technology, Matriculation, Professional Standards, and Staff Development Committees

### **District-wide Committee memberships:**

District Academic Senate  
 District Curriculum Coordinating Committee  
 Educational Policy and Implementation Committee  
 Industry Education Advisory Council (MESA)  
 Los Rios College Federation of Teachers (LRCFT) Executive Board

### **Statewide Committee memberships:**

Counseling and Library Faculty Issues Committee (ASCCC) & (TASCC)  
 Chancellor's Office Advisory Group on Counseling (COAGC)  
 Title 5 Regulation Workgroup – SB 1456  
 Faculty Association for California Community Colleges (FACCC), Regional Governor 2004-05, FACCC Treasurer (2006-2007; 2008-2009); Governor at Large (2016-18)  
 Goal Area Implementation Team System Office Statewide Strategic Plan – 2006-2008  
 Committee Member, Relations with Local Senates 2001-2003



***Publications***

- Consultation Council Task Force on Counseling, Spring 2003
- Empowering Local Senates: Roles and Responsibilities of and Strategies for An Effective Senate, Spring 2002
- Exploring the Evidence: Reporting Outcomes of Freshman Seminars, October, 1998
- The Impact of a College Success Course on Students' Long Term Academic Persistence, Dissertation, 1997

***Professional Memberships***

- American Counseling Association (ACA)
- California Counseling Association (CCA), President 2003-04, Treasurer 2006-08
  - California Community College Counselors Association (4CA), President 2000-01
  - Public Policy and Legislative Representative, 4CA
  - Program Chair, CCA 2007 Convention (Burlingame, CA)
  - Publicity Chair, CCA 2000 Convention (Sacramento, CA)
- Faculty Association for California Community Colleges, Governor At Large (2016-2018)

***Training***

Crisis Counseling Intervention Skills Training  
Diversity / Equity Training  
Interest Based Alliance Training  
Legislative Advocacy Training

***Awards/Certificates***

Full-Time Faculty of the Year Award, FACCC  
Exceptional Commitment Award, Cosumnes River College  
Management Skills Assessment Program Award  
Administration and Professional Development Award  
Leadership and Supervisory Skills for Women Certificate  
Supervisory Training Certificate