

Sabbatical / Professional Development Leave Application

Name: Richard Schubert Empl ID W0000073

Work Location: ☐ ARC ☒ CRC ☐ FLC ☐ SCC ☐ Other _____

Present Assignment: Honors Coordinator/Professor of Philosophy Division: SBS

Type A and B leaves are intended to provide release time from regular duties to enable unit members to respond to changing educational conditions and student needs. These leaves allow time for unit members to engage in studies, projects, or other beneficial activities which do not fall within their regular responsibilities. For additional information (i.e., duration, eligibility, criteria, application procedures, etc.) on Type A and B leaves, please consult with Section 11.6 of the LRCFT collective bargaining agreement.

Type of Leave Requested

1. ☐ Type A: ☐ Fall Semester ☐ Spring Semester ☐ Entire Year

Have you completed a sequence of seven full years of service with the District? ☐ Yes ☐ No

2. ☒ Type B: Fall 40% Spring _____%

Have you completed a sequence of three full years of service with the District? ☒ Yes ☐ No

Proposal Information

Proposal Title: Pathway to Professional Life

Brief Description of Proposal: I propose to develop a model, and lay the groundwork for, a pathway for students through the CRC Honors Program to graduate and professional school in preparation for subsequent careers as academics or related professionals with an emphasize on expanding the pipeline of students from historically underrepresented and disproportionately impacted groups into college and university faculty positions.

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

I hold an M.A. in Philosophy from the University of Connecticut, Storrs and a Ph.D. in Philosophy from The University of California, Davis. I have thirty-six years teaching experience, including thirty-two years teaching experience at the postsecondary level. I have held faculty positions at The University of California, Davis, Sacramento State University, American River College, and Cosumnes River College. I have served as a member of the CRC Honors Committee since Fall 2004, as its chair since Spring 2012, and as CRC Honors Program Coordinator since Fall 2015. I have also served as a trustee of the Wagenlis Charitable Foundation since Fall 2010.

Explain in detail how the accomplishment of your proposal will promote the objectives of serving students within the Los Rios District: The proposed project will support a broader range of our students in recognizing their full academic potential and their full range of future career opportunities, including in specific their future opportunities as college and university faculty. It will contribute over the long term to an increase in the diversity and quality of Los Rios faculty.

Please submit the following on separate sheets:

1. 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.
2. An appropriate method of evaluation.
3. A plan for sharing the results of the project.

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

Applicant's Signature

Date

Immediate / Appropriate Supervisor Approval / Endorsement

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: _____

Supervisor's Signature

Date

**Sabbatical / Professional Development Leave Application
Remuneration Information**

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Will you be receiving any outside remuneration (income, stipend, expenses, book advance, etc.) for the proposed activity(ies) during your requested leave?

☐ Yes ☒ No If yes, please provide a detailed explanation.

Do you anticipate receiving any commercial benefit from your project or product through future sales?

☐ Yes ☒ No If yes, please provide a detailed explanation.

Please provide a detailed explanation:

Applicant's Signature

Date

District Office Approval: ☐ Approved ☐ Not Approved

Deputy Chancellor's Signature

Date

Fall 2020
Professional Development Leave Request
LRCCD Application Narrative

Pathway to Professional Life

Richard Schubert

February 10, 2020

Post-secondary education in the United States has a faculty diversity problem. According to the National Center for Education Statistics:

Of all full-time faculty in degree-granting postsecondary institutions in fall 2017 [the most recent year for which statistics are available], 41 percent were White males; 35 percent were White females; 6 percent were Asian/Pacific Islander males; 5 percent were Asian/Pacific Islander females; and 3 percent each were Black males, Black females, Hispanic males, and Hispanic females. Those who were American Indian/Alaska Native and those who were of two or more races each made up 1 percent or less of full-time faculty.¹

According to a report by EdSource, “The faculty and senior leadership at many of California's public colleges and universities are so overwhelmingly white — and frequently male — that the increasingly ethnically diverse student bodies lack enough role models for success”.² In specific, given the demographics of our profession, few students from historically underrepresented and disproportionately impacted groups see themselves as future post-secondary faculty. As a result, few students from historically underrepresented and disproportionately impacted groups pursue a career in post-secondary education. We have a pipeline problem and have had one for a long time. As a member of five CRC hiring committees in the past five years, I have seen how the problem affects CRC in specific.

I propose to address the problem by broadening the pipeline from CRC’s diverse student body to faculty positions. In specific, I propose to develop a model, and lay the groundwork for, a pathway for students that takes them through the CRC Honors Program to graduate and professional school in preparation for subsequent careers as academics or related professionals. The proposed project will lay the groundwork for supporting a broader range of our students in recognizing their full academic potential and their full range of future career opportunities,

¹ Retrieved 11:00, February 7, 2020, from <https://nces.ed.gov/fastfacts/display.asp?id=61>

² Retrieved 11:46, February 7, 2020, from <https://edsources.org/2018/whites-dominate-california-college-faculties-while-students-are-more-diverse-study-shows/594268>

including in specific their future opportunities as academics. The pathway will provide opportunities for students from historically underrepresented and disproportionately impacted groups to become college and university faculty. Over the long term this pathway will increase the diversity and quality of Los Rios faculty.

Under the auspices of this project, I propose to research existing relevantly similar programs and models to determine best practices and opportunities for partnership. The Community College Pathway to Law School initiative is a partnership among twenty-nine of the state's community colleges and nine law schools along with their respective undergraduate institutions that aims to increase diversity in the legal profession and that provides a direct pathway into law school for students.³ The Ronald E. McNair Post-baccalaureate Achievement Program (McNair Scholars Program), a federal TRIO program funded at 151 colleges and universities by the U.S. Department of Education “designed to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities”, serves “first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education” with the goal of increasing “graduate degree awards for students from underrepresented segments of society”.⁴ However, Community College Pathway to Law School is solely concerned with the legal profession. The McNair Scholars Program is only available at four-year institutions.

Under the auspices of this project, in addition to researching existing relevantly similar existing programs and models, I propose to develop a revised model of the CRC Honors Program to support enhanced transfer and graduate school admissions opportunities for our students. The

³ Retrieved 13:56, February 7, 2020, from <https://www.fresnocitycollege.edu/academics/divisions/social-sciences-division/law-school-pathway.html>

⁴ Retrieved 14:00, February 7, 2020, from <https://mcnairscholars.com/about/>

new model will address changes to CRC's Honors Program curriculum, scheduling, branding, marketing, and outreach necessary to transform the program into the first segment of a broader pipeline from CRC's diverse student body to professional life.

Under the auspices of this project, I further propose to build on the recent success of the CRC Honors Program developing relationships with its primary four-year undergraduate transfer partners including UC Davis, UC Berkeley, UCLA, and Columbia University to support a pathway extending beyond the baccalaureate degree to graduate and professional degree programs at these same institutions. The ultimate goal of these efforts will be to support the development of future inter-institutional memorandums of understanding supporting "2+2+4" enhanced transfer and graduate school admissions opportunities for our students.

Even the best laid plans are of little value without the material support necessary to enact them. Under the auspices of this project, in addition to the work described above, I propose to work with the CRC Office of the President to determine sources of internal institutional support, and work with the CRC Office of Philanthropy to identify opportunities for external philanthropic support, for this pathway.

The only direct costs associated with this project are travel costs. Funding to address those costs is available via the CRC Professional Development Committee, CRC Institutional Effectiveness, CRC Foundation, CRC Office of the President, Social and Behavioral Sciences Area Budget, and CRC Honors Program Budget.