



# CONTRA COSTA COLLEGE

---

Date: September 27, 2024

TO: Sabbatical Leave Committee

FROM: Kimberly R. Rogers, Ph.D.

A handwritten signature in black ink, appearing to read 'Kim Rogers'.

SUBJECT: Sabbatical Leave Report – Maritez Apigo

The following objectives were proposed in Maritez Apigo's sabbatical leave application:

- 1) Research and share effective equitable, humanized, antiracist, inclusive, and culturally responsive practices in online teaching.
- 2) Write four or more publishable-level articles to include in a research-based online teacher's guide.

Objective 1: Research and share effective equitable, humanized, antiracist, inclusive, and culturally responsive practices in online teaching.

Evidence 1: Presented an Equitable Online Teacher's Guide in the form of four Canvas modules comprised of resources, videos, activities, and the articles she created. She shared her teacher's guide at CCC professional development workshops and plans to present at the 2025 statewide Online Teaching Conference.

Objective 2: Write four or more publishable-level articles to include in a research-based online teacher's guide.

Evidence 2: Wrote four research-based articles of 10,893 words total, which exceeded the 4,000 words promised in her original sabbatical application. The four articles served as the primary material for the four Canvas modules in the Equitable Online Teacher's Guide. Additionally, her application indicated the creation of one Canvas module, yet her sabbatical produced four modules.

I have reviewed the submitted evidence and believe Professor Apigo has met the specifications as outlined in her sabbatical leave application. She has created an Equitable Online Teacher's Guide, written four articles, created four interactive, online Canvas modules, and presented multiple faculty professional development workshops.

**SECTION V.  
SABBATICAL LEAVE APPLICATION**

<b>Name: Maritez Apigo</b>	<b>Date: 2/9/2023</b>
----------------------------	-----------------------

College: Contra Costa College	Teaching field(s): English
Sabbatical leave period requested: Fall 2023 - Spring 2024	Years of service in CCCC: 6 years
Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities). No	
<p>Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable.</p> <p><input type="checkbox"/> Institutional study (complete Form A)</p> <p><input type="checkbox"/> Travel (complete Form B)</p> <p><input checked="" type="checkbox"/> Professional Study and/or Creative Study (complete Form C)</p>	
<p align="center"><b>GENERAL SUMMARY OF SABBATICAL PROGRAM</b> (GIVE A 100-WORD MAXIMUM STATEMENT)</p> <p>My sabbatical project seeks to develop an Equitable Online Teacher's Guide that integrates humanized, antiracist, and culturally responsive curriculum and pedagogy. Through this project, I will increase student success and retention in distance education, particularly for historically marginalized student populations and close racial equity gaps. I envision that this teacher's guide will support faculty colleagues who wish to engage in professional development in online education and help more of CCC's online students succeed. The main components of this proposed sabbatical are:</p> <ol style="list-style-type: none"> <li>1. Research effective equitable, humanized, antiracist, inclusive, and culturally responsive online teaching practices.</li> <li>2. Write four publishable-level articles to include in a research-based online teacher's guide.</li> <li>3. Create an interactive online Canvas module to disseminate the "Equitable Online Teacher's Guide" to colleagues.</li> <li>4. Present faculty professional development workshops upon my return from the sabbatical.</li> </ol>	

Name: Maritez Apigo

### VALUE TO EDUCATIONAL PROGRAM

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

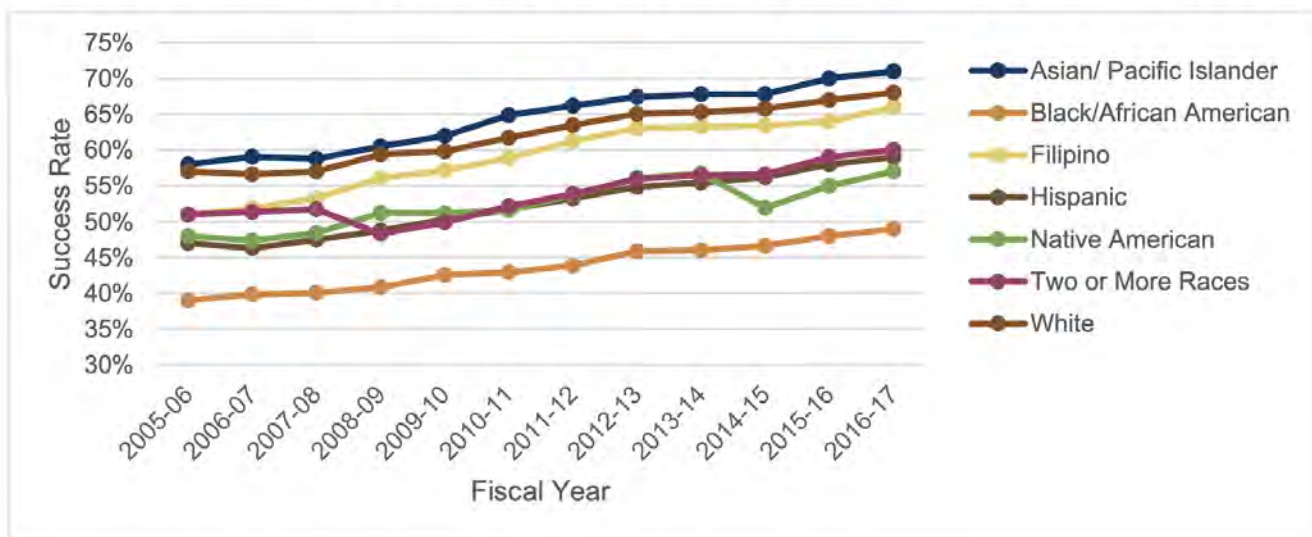
Describe how the proposed sabbatical will benefit the educational program. In particular:

1. How will it benefit students, programs, or staff/colleagues?

#### Students

Historically, there has been an equity gap in online classes similar to the on-campus equity gap. African American/Black students have the lowest success rates compared to all other races. Latinx, Indigenous, and multiracial students also have lower success rates than their Asian and white counterparts. See the following graph with distance education success rates disaggregated by race from the [Chancellor's Office 2017 Distance Education Report](#) (27).

**Figure 10. Distance Education Success Rate by Ethnicity from 2005 to 2016**



BIPOC students who experience a greater sense of community and belonging become more successful in the online environment. The report highlights, “A sense of belonging to a learning community is an important factor for distance education students” (33) and “students who are comfortable establishing relationships in an online environment tend to persist at higher rates” (52).

For many online students who are juggling their jobs and caregiving responsibilities and need the scheduling flexibility, taking online classes is the only opportunity they have to gain a college education. By applying equitable teaching practices, students will not only persist and succeed at increasing rates, but they will also form strong relationships and a sense of community even from a distance with their peers and professors. My sabbatical project will contribute to improving the quality of online courses and closing the distance education racial equity gap.

#### Programs

Students have expressed their need for online classes. According to the district's fall 2021 student survey on modality preferences, 67% of CCC students responded that they prefer fully online classes (both

asynchronous and synchronous) and 17% indicated the desire for hybrid classes. Only 16% want to take on-campus classes. Below is a screenshot of the raw data from Datamart.

Course Success by Modality and ZTC\_Draft / Modality Preference ☆

Success by Groups: Modality Preference

Percent Distribution by Age Group and Modality - Spring 2021 - CCC

MODALITY	Delivery_Method	< 20 years old	20 to 24 years old	25 to 49 years old	50 years and older	Unknown
Face to Face	Nonsynchronous	7%	4%	4%	4%	
	Synchronous	0%	0%	1%	0%	
	Other method	4%	5%	7%	15%	
	Total	11%	9%	11%	19%	
100% Online	Nonsynchronous	48%	44%	45%	50%	
	Synchronous	30%	25%	26%	25%	
	Total	78%	69%	71%	75%	
Hybrid	Nonsynchronous	3%	8%	4%	2%	
	Synchronous	8%	14%	15%	3%	
	Total	11%	22%	19%	5%	
Grand Total		100%	100%	100%	100%	

College: ☐ (All) ☒ CCC ☐ DVC ☐ LMC

Delivery\_Method: ☒ (All) ☒ Nonsynchronous ☒ Synchronous ☒ Other method

Term Desc:  Spring 2021

Enrollment by Age Group and Modality - Spring 2021 - CCC

MODALITY	Delivery_Method	< 20 years old	20 to 24 years old	25 to 49 years old	50 years and older	Grand Total
Face to Face	Nonsynchronous	390	201	193	22	806
	Synchronous	8	11	27	1	47
	Other method	215	231	330	89	865
	Total	613	443	550	112	1,718
100% Online	Nonsynchronous	2,648	2,102	2,254	290	7,294
	Synchronous	1,652	1,160	1,315	145	4,272
	Total	4,300	3,262	3,569	435	11,566
Hybrid	Nonsynchronous	192	356	183	11	742
	Synchronous	434	671	755	20	1,880
	Total	626	1,027	938	31	2,622

My sabbatical will strengthen and improve CCC's online programs. It opens opportunities to increase and recover enrollment by providing the online and hybrid modalities that students desire. Collaborations with Guided Pathways could possibly develop fully online certificate and degree pathways.

When adding more online classes, growing online programs, and increasing FTES, there are no challenges to face with a lack of classrooms. Furthermore, the equitable and humanized practices that I research and share during my sabbatical could be applied to on-campus and hybrid modalities of instruction, as appropriate.

## Staff/Colleagues

The literature on culturally relevant and responsive pedagogies focuses on K-12 students, but my guide will address curriculum and pedagogies specific to serving our diverse community college population. At the end of my sabbatical, I will share my work with colleagues across departments, the college, district, and state in the following ways:

- Present a workshop during flex week.
- Incorporate the Canvas module into the DE team's online faculty resources, which currently has 116 active faculty participating.
- Present at CCC committees such as Distance Education and/or Student Success.
- Present at an English department meeting.
- Present at statewide conferences such as the Online Teaching Conference and/or the Strengthening Student Success Conference.

My hope is that after my sabbatical is over, I can work with interested faculty to continue building on this work so that we can form an ongoing community of practice, sharing resources and supporting one another.

**\*Note: Please also see two attached letters of support from my supervising Dean, Elvia Ornelas-Garcia, and the Co-Chair of the English Department, Jeffrey Michels.**

2. How will it enhance and/or improve your background and professional competence?

Most of the literature on antiracist and culturally responsive pedagogy focuses on on-campus teaching. I want to research and address how these teaching practices can be applied to the online classroom. My research will enhance my own online teaching practice that I can share with faculty colleagues at the department, college, district, and state levels through my professional development workshops, trainings, and speaking engagements.

I will improve my practice as a writer by having focused time to write multiple articles. Engaging in the craft of writing myself makes me an even better English teacher. I will contribute to the field of distance education by sharing research-based practices on how antiracist and culturally responsive pedagogy can be applied specifically to the online environment. My articles, Canvas module, and workshop materials will serve as excellent resources for faculty colleagues.

3. How will it relate to your ongoing professional assignment?

As the college's Distance Education Coordinator over the last 3 years during an unprecedented time with the COVID-19 pandemic forcing campus closure, I have been training and supporting faculty department-wide, campus-wide, district-wide, and state-wide, including those who have no experience teaching online. I plan to take what I learned from my research and contribute to the work the Distance Education Team and the DE Committee, as well as contribute to reaching the college's equity goals.

As an English Professor at CCC, my sabbatical will further hone my craft of online teaching in the English department. I foresee my sabbatical further improving the quality and effectiveness of my online classes as well as increasing my success and retention rates.

4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

This sabbatical project goes beyond the scope of my regular teaching assignment because it involves a literature review, extensive reading, research, writing 4 publishable-level articles, and developing an interactive Canvas module complete with videos and faculty resources. In a normal teaching year, it would not be feasible to conduct research, write extensively, and spend time developing this professional development Equitable Online Teacher's Guide. Also, research and writing articles are beyond the scope of work of my regular duties, and I am not capable of doing this work in addition to my usual teaching and work load during the academic year.

**Name: Maritez Apigo**

### PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

**(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the “Proposed Evidence of Completion” is weighted twice that of all other rubrics.**

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

#### Institutional study

Objective: 9 units of graduate level history courses as indicated on Form A will be taken at ... University.  
Evidence: (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

#### Travel

Objective: Travel to archeological zones in Central America.  
Evidence: (Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by specifying the minimum number of slides, pages in a journal, number of museums, etc. If you so state, you must provide tangible evidence in your final sabbatical leave report that you have, in fact, written the minimum number of pages you proposed, visited the minimum number of archaeological zones you proposed, etc.)

#### Professional study and/or creative study

Objective: Compose a musical score or write a textbook.  
Evidence: (Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

#### **Objective 1: Research and share effective equitable, humanized, antiracist, inclusive, and culturally responsive practices in online teaching.**

Evidence: Evaluations from professional development workshops that I will present to faculty in my department, at the college, and throughout the district.

Evidence: An Equitable Online Teacher's Guide presented in the form of a Canvas module comprised of resources, my videos, activities, and the articles I wrote. I will share this Canvas module at professional development workshops.

#### **Objective 2: Write four or more publishable-level articles to include in a research-based online teacher's guide.**

Evidence: The four articles of at least 4,000 words total that I write will be research-based and serve as the primary material for the Equitable Online Teacher's Guide Canvas module.

Name	
INSTITUTIONAL STUDY	
Name of Institution	Place of Institution

Period of Attendance	<p>UNDERGRADUATE LEVEL</p> <p><input type="checkbox"/> Semester units to be attempted*</p> <p><input type="checkbox"/> Quarter Units to be attempted          *(Minimum 12 semester units)          *(Minimum 18 quarter units)</p> <p><b><i>*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</i></b></p>	<p>GRADUATE LEVEL</p> <p><input type="checkbox"/> Semester units to be attempted*</p> <p><input type="checkbox"/> Quarter units to be attempted          *(Minimum 9 semester units)          *(Minimum 13.5 quarter units)</p> <p><b><i>*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</i></b></p>
----------------------	---	---

Accepted for Admission: ☐ Yes ☐ No ☐ Other

If "Yes," attach evidence of admission.

If "Other," explain:

**List courses and unit value from the institution's catalogue. In case your choice of courses is not available, please indicate substitutions. (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the scope of your studies is clearly defined.)**

## TRAVEL

## Purpose



**SABBATICAL LEAVE APPLICATION**
**Form C**  
**Page 6**
**Name: Maritez Apigo**
**PROFESSIONAL STUDY AND/OR CREATIVE STUDY**

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)

Week	Date	Objective 1: Research, collect, and share best pedagogical practices relating to equitable and antiracist online teaching	Objective 2: Produce publishable-level articles and a Canvas module
<b>Fall</b>	<b>2023</b>		
1	8/21	Conduct a literature review to research and develop a reading list of theoretical work supporting equitable and antiracist pedagogy and the online classroom.	Annotate, freewrite, and take notes every day, and then draft topics for articles.
2	8/28	Research and develop a reading list of theoretical work supporting equitable and antiracist pedagogy and the online classroom.	Develop topics for articles.
3	9/4	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #1.	Choose the topic for article #1 and begin writing.
4	9/11	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #1.	Work on writing article #1.
5	9/18	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #1.	Work on writing article #1.
6	9/25	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #1.	Finish the draft of article #1.
7	10/2	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #1.	Revise article #1.
8	10/9	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #2.	Send article #1 out for feedback from writer colleagues. Begin working on article #2.
9	10/16	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #2.	Work on writing article #2.
10	10/23	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #2.	Work on writing article #2.
11	10/30	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #2.	Complete the draft of article #2 and revise.
12	11/6	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #2.	Send article #2 out for feedback from writer colleagues. Revise article #1 based on feedback from writer colleagues.
13	11/13	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #3.	Revise article #1 based on feedback from writer colleagues.

14	11/20	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #3.	Choose topic for article #3 and begin writing.
15	11/27	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #3.	Work on writing article #3. Revise article #2 based on feedback from writer colleagues.
16	12/4	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #3.	Work on writing article #3. Revise article #2 based on feedback from writer colleagues.
<b>Spring</b>	<b>2024</b>		
1	1/22	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #3.	Write draft of article #3.
2	1/29	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #3.	Finish draft of article #3.
3	2/5	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #3.	Revise article #3.
4	2/12	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #4.	Send article #3 out for feedback from writer colleagues. Begin working on article #4.
5	2/19	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #4.	Work on writing article #4.
6	2/26	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #4.	Work on writing article #4.
7	3/5	Read from reading list focused on theoretical work relating to equitable and antiracist pedagogy and the online classroom for the topic of article #4.	Revise article #4.
8	3/12	Plan design of Canvas module based on research in articles #1-4 for the "Equitable Online Teacher's Guide".	Send article #4 out for feedback from writer colleagues. Revise article #3 based on feedback from writer colleagues.
9	3/19	Design Canvas pages and record videos for module based on research in articles #1-4 for the "Equitable Online Teacher's Guide".	Revise article #3 based on feedback from writer colleagues. Begin developing Canvas module based on articles #1-4.
10	4/2	Design Canvas pages and record videos for module based on research in articles #1-4 for the "Equitable Online Teacher's Guide".	Develop Canvas module based on articles #1-4.
11	4/9	Design Canvas pages and record videos for module based on research in articles #1-4 for the "Equitable Online Teacher's Guide".	Develop Canvas module based on articles #1-4.
12	4/16	Design Canvas pages and caption videos for module based on research in articles #1-4 for the "Equitable Online Teacher's Guide".	Finish developing Canvas module based on articles #1-4. Submit workshop proposal to DE and/or flex presentation.
13	4/23	Revise Canvas pages and caption videos for module based on research in articles #1-4 for the "Equitable Online Teacher's Guide".	Revise article #4 based on feedback from writer colleagues.
14	4/31	Finish captioning videos and revise the "Equitable Online Teacher's Guide" module.	Revise article #4 based on feedback from writer colleagues. Apply any article #4 revisions to Canvas module.
15	5/7	Revise the "Equitable Online Teacher's Guide" module.	Prepare slides and resources for workshop presentations for faculty at CCCCD.
16	5/14	Finalize module, and then publish it.	Prepare for workshop presentations for faculty at CCCCD. Get feedback from faculty on how module could be improved and revise based on feedback.



January 30, 2023

Dear Sabbatical Leave Committee Members:

I would like to submit this letter in support of Professor Maritez Apigo's application for a sabbatical during fall 2023- spring 2024 semesters.

Professor Apigo has been a full-time faculty member at Contra Costa College since the fall of 2017 in the English Department. Throughout her tenure at CCC, Professor Apigo has proven herself to be a dedicated and invaluable member of the English Department, Liberal Arts Division and college community. In addition to her consistently excellent teaching, she has shepherded the college's distance education efforts as the Distance Education Coordinator over the last three years, including during the unprecedented and tumultuous time of COVID-19 pandemic campus closures. She trained and supported faculty campus-wide and developed and implemented the college's online learning programs, professional development series and support to faculty in effective, high-quality, equity-minded online teaching pedagogy. In this capacity, she also developed essential online programs/services to support students, including but not limited to an online student orientation and a student support services hub on Canvas. As the Open Educational Resources (OER) Coordinator and Committee Chair, Professor Apigo single-handedly lead the initiative to remove the barriers of textbook costs for students by promoting OER and Zero Textbook Cost (ZTC) classes to faculty.

With the increase of online course offerings, her sabbatical project seeks to develop an equitable, humanized, antiracist, and culturally responsive online teacher's guide and provide professional development workshops on best practices. While the demand for online teaching remains consistent, retention and success rates in some online classes have decreased, especially for disproportionately impacted groups as CCC's disaggregated data shows. Professor Apigo's teacher's guide, interactive online Canvas module and professional development workshops for faculty will support college-wide efforts to address equity gaps.

While Professor Apigo's absence will be a loss for the department, division and campus community, the programs she will develop will support the college as a whole, and especially our students.

Thank you for your consideration.

Sincerely,

*Elvia Ornelas-Garcia*

Elvia Ornelas-Garcia  
Interim Dean, Liberal Arts  
Division



Jeffrey Michels  
English Department Co-Chair  
Contra Costa College  
Jmichels@contracosta.edu  
925-330-2125 cell

4CD Sabbatical Leave Committee

January 31, 2023

Dear Sabbatical Leave Committee Members:

I am writing to express my strong support for the sabbatical-leave application of Professor Maritez Apigo and to ask that you approve it.

Maritez has been one of CCC's most popular and effective online instructors, teaching English composition classes that are interactive and engaging to diverse student populations. When the pandemic forced most classes online, Maritez was at the heart of CCC's response, supporting faculty by sharing her expertise in online pedagogy and helping to gather and share resources. She became CCC's Distance Education Coordinator, and with a team of colleagues that she helped to recruit and train, she developed an extraordinary support system for our faculty. Maritez has a strong work ethic and excellent communication skills; she is someone who goes above and beyond expectations, and her dedication to students and to her colleagues is evident in everything she does. It is no exaggeration to say that all our faculty at CCC have come to rely on Maritez for information and support in online teaching. She has also led our college's efforts to expand the use of low-cost online educational resources and move to zero-textbook-cost courses.

Her plan for sabbatical, to create an Equitable Online Teacher's Guide, would certainly have a broad and positive impact on teaching at CCC. She has already emerged as a campus leader in discussions of equitable, antiracist pedagogy. Giving her time to research and gather resources to share, in addition to the writing she proposes, will be an investment in closing equity gaps and improving the quality of online education in our college and perhaps even more broadly. This work is at the top of the priority list for our English Department as it is for CCC and for our district. So I recommend her application to you enthusiastically and even impatiently. A year with Professor Apigo away will feel like a loss, but she will clearly return to us even better equipped to help CCC become a state leader in equitable online instruction.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jmichels'.

Jeffrey Michels, Ph.D.

Contra Costa Community College District  
SECTION VI SABBATICAL  
LEAVE REPORT  
(To be attached to a copy of the original application form)

<b>Name: Maritez Apigo</b>		<b>Date: Sept. 20, 2024</b>
College: Contra Costa College	Sabbatical leave period of this report: Fall 2023 - Spring 2024	
Teaching field(s): English		
<b>GENERAL SUMMARY OF COMPLETED SABBATICAL PROGRAM</b> (Give a 100-word maximum statement)  I completed my sabbatical project by creating an <a href="#">Equitable Online Teacher's Guide</a> integrating humanized, antiracist, and culturally responsive curriculum and pedagogy. The main components are:  <ol style="list-style-type: none"><li>1. Researched effective equitable, humanized, antiracist, inclusive, and culturally responsive online teaching practices.</li><li>2. Wrote four publishable-level articles to include in a research-based online teacher's guide.</li><li>3. Created 4 interactive online Canvas modules to disseminate the "Equitable Online Teacher's Guide" to colleagues. (My application stated 1, but I created 4.)</li><li>4. Presented faculty professional development workshops since my return from the sabbatical.</li></ol> Access the Equitable Online Teacher's Guide at: <a href="https://contracosta.instructure.com/enroll/4G34MX">https://contracosta.instructure.com/enroll/4G34MX</a>		



**Name: Maritez Apigo**

### VALUE TO EDUCATIONAL PROGRAM

Briefly reflect and highlight the value of your sabbatical leave to the educational program. In particular:

1. How will it benefit students, programs, or staff/colleagues?
2. How will it enhance and/or improve your professional competence?
3. How will it relate to your ongoing professional assignment?
4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

Include what you experienced and discovered during the process of completing your sabbatical.

1. How will it benefit students, programs, or staff/colleagues?

#### **Students**

Now that my [Equitable Online Teacher's Guide](#) has been created, I hope it will contribute to closing the equity gap in online classes that is comparable to the on-campus equity gap. My research findings indicate that BIPOC students who experience a greater sense of community and belonging become more successful in the online environment. By applying equitable teaching practices, students will not only persist and succeed at increasing rates, but they will also form strong relationships and a sense of community even from a distance with their peers and professors. My completed sabbatical project will contribute to improving the quality of online courses and closing the distance education racial equity gap.

#### **Programs**

My sabbatical will strengthen and improve CCC's online programs. It opens opportunities to increase and recover enrollment by providing the online and hybrid modalities that students desire. Collaborations with Guided Pathways could possibly develop fully online certificate and degree pathways. Furthermore, some of the equitable and humanized practices that I researched and shared in my sabbatical project could be applied to on-campus and hybrid modalities of instruction, as appropriate.

#### **Staff/Colleagues**

The literature on culturally relevant and responsive pedagogies focuses on K-12 students, but my guide addresses curriculum and pedagogies specific to serving our diverse community college population. Since my return from sabbatical, I have shared my work with colleagues across departments, the college, district, and state in the following ways:

- Presented a workshop during flex week.
- Incorporated the Canvas module into the DE team's online faculty resources.
- Presented at CCC committees such as Distance Education.
- Presented at an English department meeting.
- Plan to present at a statewide conference, such as the Online Teaching Conference 2025.

**Name: Maritez Apigo**

Now that my sabbatical is completed, I would like to work with interested faculty to continue building on this work so that we can form an ongoing community of practice, sharing resources and supporting one another.

2. How will it enhance and/or improve your background and professional competence?

Most of the literature on antiracist and culturally responsive pedagogy focuses on on-campus teaching. I have researched and addressed how these teaching practices can be applied to the online classroom. My research will enhance my own online teaching practice that I can continue to share with faculty colleagues at the department, college, district, and state levels through my professional development workshops, trainings, and speaking engagements.

I had the opportunity to improve my practice as a writer by having focused time to write multiple articles. Engaging in the craft of writing myself makes me an even better English teacher. I will continue to contribute to the field of distance education by sharing research-based practices on how antiracist and culturally responsive pedagogy can be applied specifically to the online environment. My articles, 4 Canvas modules, and workshop materials will serve as excellent resources for faculty colleagues.

3. How will it relate to your ongoing professional assignment?

I would like to contribute my research findings to the work of the CCC Distance Education Team and the DE Committee, as well as contribute to reaching the college's equity goals.

As an English Professor at CCC, my sabbatical has further honed my craft of online teaching in the English department. I completed sabbatical will further improve the quality and effectiveness of my online classes as well as increasing my success and retention rates. I plan to share my sabbatical work with the new English Community of Practice this year.

4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

This sabbatical project did go beyond the scope of my regular teaching assignment because it involved a literature review, extensive reading, research, writing 4 publishable-level articles, and developing 4 interactive Canvas modules complete with videos and faculty resources. In a normal teaching year, it would not be feasible to conduct research, write extensively, and spend time developing this professional development Equitable Online Teacher's Guide. Also, research and writing articles are beyond the scope of work of my regular duties, and I am not capable of doing this work in addition to my usual teaching and work load during the academic year. I was able to fully complete it with the sabbatical.





Name: Maritez Apigo

### PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

Identify specific objectives proposed in your application and describe in detail the evidence that accompanies your report, which indicates that you have met each objective. If there are deviations, please explain. Examples follow:

#### Institutional study

Objective: 9 units graduate level history courses as indicated on Form A-1 will be taken at University.

Evidence: (Your statements of evidence should align with and be closely tied to the items listed in the original application. Any deviations from the original proposal must be approved in advance by following the modification procedure delineated in Human Resources Procedure 2040.01. All approved deviations from the original proposal must be outlined and explained in the final sabbatical leave report.)

#### Travel

Objective: Travel to archeological zones in Central America.

Evidence: (Here you describe exactly what you are submitting to document your sabbatical leave travel. Your statements of evidence should parallel the items listed in the original application. Any deviations from the original proposal must be approved in advance by following the modification procedure delineated in Human Resources Procedure 2040.01. All approved deviations from the original proposal must be outlined and explained in the final sabbatical leave report.)

#### Professional study and/or creative study

Objective: Compose a musical score or write a textbook.

Evidence: (The products of your study should be described and quantified to the extent possible. They should parallel the items listed in the original application. Any deviations from the original proposal must be approved in advance by following the modification procedure delineated in Human Resources Procedure 2040.01. All approved deviations from the original proposal must be outlined and explained in the final sabbatical leave report.)

### Objective 1: Research and share effective equitable, humanized, antiracist, inclusive, and culturally responsive practices in online teaching.

Evidence: I have collected feedback evaluations from the professional development workshops that I presented to faculty in my department, at the college, and throughout the district.

Evidence: An Equitable Online Teacher's Guide presented in the form of 4 Canvas modules comprised of resources, my videos, activities, and the articles I wrote. I have shared my teacher's guide at the following professional development workshops this fall. I plan to continue sharing it by proposing to present at a statewide conference, such as the Online Teaching Conference 2025.

- Presented a workshop during flex week on Aug. 22, 2024.
- Incorporated the Canvas module into the DE team's online faculty resources on Sept. 9, 2024.
- Presented at CCC committees such as Distance Education on Sept. 13, 2024.
- Presented at an English department meeting on Sept. 4, 2024.

### Objective 2: Write four or more publishable-level articles to include in a research-based online teacher's guide.

Evidence: I wrote 4 research-based articles of 10,893 words total, which is well over the 4,000 words promised in my application. The 4 articles served as the primary material for the 4 Canvas modules in my Equitable Online Teacher's Guide. My application indicated only 1 Canvas module, and I created 4.

<b>Name</b>	
<b>INSTITUTIONAL STUDY</b>	
Name of Institution	Place of Institution
Period of Attendance	Units completed semester/quarter
<p>One copy of your official transcript must be filed with this report.</p>	



**Name: Maritez Apigo**

**PROFESSIONAL STUDY AND/OR CREATIVE STUDY**

Summarize the study methods, resources, activities and results. Quantify your summary wherever possible, listing pages written, scores composed, etc., as appropriate.

I have researched effective equitable, humanized, antiracist, inclusive, and culturally responsive online teaching practices. I wrote 4 publishable-level articles of 10,893 words total, which is more than double the 4,000 words promised in my application. I created 4 interactive online Canvas modules to disseminate the "[Equitable Online Teacher's Guide](#)" to colleagues, which is comprised of resources, my videos, activities, and the articles I wrote. My application stated only 1 module, but I created 4 modules.

Access my 4 articles and the Equitable Online Teacher's Guide at:

<https://contracosta.instructure.com/enroll/4G34MX>

I presented faculty professional development workshops since my return from the sabbatical this fall.

- Presented a workshop during flex week on Aug. 22, 2024.
- Presented at an English department meeting on Sept. 4, 2024.
- Incorporated the Canvas module into the DE team's online faculty resources on Sept. 9, 2024.
- Presented at CCC committees such as Distance Education on Sept. 13, 2024.

I plan to continue sharing it by proposing to present at a statewide conference, such as the Online Teaching Conference 2025.