

**SECTION V.  
SABBATICAL LEAVE APPLICATION**

<b>Name</b> <b>Norma Valdez Jimenez</b>		<b>Date</b> 1/10/18
<b>College</b> <b>Contra Costa College</b>	<b>Teaching field(s)</b> Counseling	
<b>Sabbatical leave period requested</b> Fall 2018 – Spring 2019	<b>Years of service in CCCC</b> : 19	
Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities).  No.		
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.  <input checked="" type="checkbox"/> Institutional study (complete Form A) <input checked="" type="checkbox"/> Travel (complete Form B) <input checked="" type="checkbox"/> Professional Study and/or Creative Study (complete Form C)		
<b>GENERAL SUMMARY OF SABBATICAL PROGRAM</b> (GIVE A 100-WORD MAXIMUM STATEMENT)		
<p>My hope for this sabbatical project is to build a stronger muscle to serve, advocate, and lead for students, to better understand the paradigms and systematic structures that marginalize and oppress in order to combat them, and to ground my counseling and teaching in practices that uplift my students. To that end I propose a three-pronged approach that will sharpen my cultural competence, infuse my teaching and program coordination with social justice focused pedagogical practices, and inform my work on campus- and district-wide committees:</p> <ul style="list-style-type: none"> <li>• Complete a 12-unit graduate certificate in Ethnic Studies at San Francisco State University.</li> <li>• Participate in a service travel opportunity related to border justice issues (US/Mexico) and/or volunteer as a medical translator with a medical team (Mexico/Guatemala border).</li> <li>• Research, collect, and share social justice focused pedagogical practices within Puente Projects at various California Community Colleges.</li> </ul>		

**Name** Norma Valdez Jimenez

### 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?

This sabbatical project builds upon a nineteen-year career grounded in my values and deep-held beliefs of social justice. These are the guiding principles on which I have built my counseling and teaching practices, and which fuel my work on campus- and district-wide committees. As one recent example, I was one of five individuals at Contra Costa College who led the District Governing Board to adopt Resolution 1-S (Reaffirming Support of CCCCD Students and Employees in Defense of Diversity and Inclusion) through the creation of a petition, the collection of close to 800 signatures, and sparked the organization of students, faculty/staff/managers, and community members across our three colleges.

#### **Students**

Through this sabbatical project I aim to sharpen my cultural competence in order to better serve students in my counseling practice, incorporate social justice focused pedagogical practices in my teaching and program coordination, and inform my work on campus- and district-wide committees. By increasing my understanding of structural forms of oppression and the intersections of race, ethnicity, social status, sexual orientation, and other forms of identity I hope to heighten my student-centered counseling practice, and strengthen my teaching. It is no secret that, demographically, Contra Costa College serves an overwhelming number of vulnerable student populations representing some of the most marginalized communities. I am committed to increasing my capacity to serve students one-on-one in a counseling session, in the classroom, and through advocacy.

#### **Programs**

As the Puente Project counselor, co-coordinator, and instructor I am entrusted with developing and implementing an equity focused learning community whose mission it is to increase the number of underserved students who transfer, earn their degrees, and return to their communities as leaders and mentors. As one of 60 community college Puente sites, there is a lot to be gained from the expertise of colleagues in the field. The second portion of this sabbatical seeks to tap into that expertise in an organized fashion through the research, collection, and sharing of social justice based pedagogical practices within Puente Projects at various community colleges. Other Puente colleagues, including those at our sister campuses stand to benefit from the sharing of these best practices. The practices are not for limited use in Puente Projects only but can inform the work of other learning communities within our district such as Per Ankh, Umoja, Adelante (HSI STEM), Math Jam, Promise, and others.

#### **Staff/Colleagues**

Lastly, there is a benefit to the institution, including colleagues, as this sabbatical serves as an intensive professional development opportunity that will inform my work on shared-governance committees, and sub-committees. I expect to bring a more confident, social justice, equity centered voice to those committees.

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

While my commitment to social justice and equity is unwavering, I feel that pursuing this project will give me a stronger theoretical grounding in the values that I already hold dear. My hope is that by gaining such grounding, I'll be better equipped to infuse all aspects of my professional responsibilities with tangible practices rooted in these values.

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

As a counselor, I have the pleasure of working with all cross-sections of our college population. On any given day, I may work with a military veteran, a Muslim student from Yemen, a monolingual Spanish speaking Latina, a transgendered student, a student who has been formerly incarcerated, a student in recovery from substance abuse, a Black student working on his application to a historically black college, an international student from China, a CalWorks student, a student who entered the US just three years ago as an unaccompanied minor from El Salvador, or a Filipino student with a medical degree from back home. This is just a small sampling of the richness of the Contra Costa College student community. My hope with this sabbatical project is to build a stronger muscle to serve, advocate, and lead for these students; to better understand the paradigms and systematic structures that marginalize and oppress in order to combat them, and to ground my counseling and teaching in practices that uplift my students.

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

This sabbatical project is designed as an intensive professional development experience beyond the limitations of traditional workshops, conferences, and webinars. It is virtually impossible to work full-time and enroll full-time in graduate studies, while also taking on a research project that taps into the pedagogical practices at various Puente Project sites throughout the state. The service-learning component will involve travel for which there is not sufficient personal leave time available during the academic year. The depth and breadth of this project is beyond the scope of what I could do within my regular assignment that involves Puente Project counseling, teaching, co-coordination, general counseling, veterans counseling, committee and sub-committee work, student club advisor, and membership in campus groups.

**Name Norma Valdez Jimenez**

### 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:** Complete a 12 unit graduate certificate in Ethnic Studies at San Francisco State University

**Evidence:** Official transcripts from San Francisco State University showing completion of 12 units.

**Objective #2:** Participate in at least one service travel opportunity with organizations such as, but not limited to:

- No More Deaths <http://forms.nomoredeaths.org/en/>
- Border Angels <http://www.borderangels.org/>
- Hospital de la Familia <https://www.hospitaldelafamilia.com/>

**Evidence:** Letter of participation from organization

**Objective #3:** Research, collect, and share social justice pedagogical practices within Puente Projects at various California Community Colleges.

**Evidence:** A 15 – 25 page curriculum handbook designed to be shared with Puente Project teachers and counselors throughout the state, as well as other interested parties (i.e. Per Ankh, Umoja, Promise, Math Jam, etc)

Name **Norma Valdez Jimenez**

### INSTITUTIONAL STUDY

Name of Institution

San Francisco State University

Place of Institution

San Francisco, CA

Period of Attendance

**Fall 2018:** 9 graduate units or a combination of 12 graduate and undergraduate units depending on course offerings.

**Spring 2019:** 3 graduate or undergraduate units in combination with a travel/professional study project unless all 12 units required for the certificate are completed by fall 2018.

UNDERGRADUATE LEVEL

Semester units to be attempted\*

- Quarter Units to be attempted  
\*(Minimum 12 semester units)  
\*(Minimum 18 quarter units)

***\*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.***

GRADUATE LEVEL

Semester units to be attempted\*

- Quarter units to be attempted  
\*(Minimum 9 semester units)  
\*(Minimum 13.5 quarter units)

***\*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.***

Accepted for Admission:  Yes  No  Other

If "Yes," attach evidence of admission.

If "Other," explain:

I have applied for admission into the **Post-Baccalaureate Certificate in Ethnic Studies at San Francisco State University**. The application deadline is February 1, 2018. I expect to receive notification by the end of spring 2018.

If I am not admitted into the program, I plan to take 13.5 quarter graduate units in the Trauma Studies program at JFK University during the fall/winter 2018 terms. This program would specifically benefit my counseling practice by deepening my understanding of trauma-related issues and expanding my ability to work with students who have experienced trauma. Their course selections/listings are not available at this time.

**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.)**

I will take **nine graduate units in the fall of 2018** and **three undergraduate or graduate units in the spring of 2019** (in combination with a travel/professional study project) at San Francisco State University. The certificate program requires a total of twelve units. In case of course cancellation or scheduling conflicts, I will take two graduate courses and two upper division courses for a total of 12 units in fall 2018. Should this occur, I will have completed the requirements of the certificate and will not plan to take any courses in spring 2019.

I have been in contact with Dr. Katynka Martínez, the Graduate Coordinator for the College of Ethnic Studies at San Francisco State University and she has confirmed that the following graduate courses will be available in fall 2018, of which I plan to select three:

ETHS 710: Theories and Issues in Ethnic Studies (3 graduate semester units) – required for certificate  
ETHS 750: Ethnic Studies Community Practicum (3 graduate semester units) – required for certificate  
AAS 800: Theory and History in Asian American Studies (3 graduate semester units)  
AFRS 705: Seminar in Africana Studies (3 graduate semester units)

In addition, for the certificate requirements I may take courses that are upper division or graduate level and offered by the departments of Asian American Studies, Africana Studies, Latina/Latino Studies, or Race and Resistance Studies in order to complete the 12-unit certificate requirement. These courses may include, but are not limited to:

AAS 353: Filipina/a American Identities (3 upper division units)  
AAS 370: Vietnamese in the United States (3 upper division units)  
AAS 377: Cambodians in the United States (3 upper division units)  
AAS 540: South Asians in the United States (3 upper division units)  
AAS 570: Southeast Asians in the United States (3 upper division units)  
AAS 584: Asian American Sexualities (3 upper division units)  
AAS 810: Seminar Asian American Immigration (3 graduate units)  
AFRS 326: Black Religion (3 upper division units)  
AFRS 466: Black Lives Matter: Race and Social Movements (3 upper division units)  
AFRS 515: Black Family Studies (3 upper division units)  
RRS 380: Coloring Queer: Imagining Communities (3 upper division units)  
RRS 430: Arab Media Images in America: Impact on Arab Americans (3 upper division units)  
RRS 433: Pacific Islanders in Film: Re-Presenting Oceania Through and Indigenous Lens (3 upper division units)  
RRS 620: Colonialism, Imperialism, and Resistance (3 upper division units)  
RRS 630: Palestine: Ethnic Studies Perspectives (3 upper division units)

Name **Norma Valdez Jimenez**

**TRAVEL**

**Plan: Itinerary (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the purpose, duration, and schedule of your travel are clearly delineated.)**

Place	Duration of Visit	Purpose
Arivica, Arizona	March 9 – 16, 2019	Volunteer with the humanitarian organization, No More Deaths, conducting water drops on migrant trails near the US/Mexico border.
AND/OR		
Nuevo Progreso, Guatemala	May 17 – 27, 2019	Volunteer as a translator on a medical team visit with Hospital de la Familia

Name Norma Valdez Jimenez

**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.)**

The Puente Project is a statewide program co-sponsored by the University of California and the California Community Colleges. There are approximately 60 community colleges across the state that have a Puente Project, including the three colleges in the Contra Costa Community College District. I have been the Puente Project counselor and co-coordinator at Contra Costa on-and-off for the past fifteen years and have developed a strong partnership with colleagues across the state.

The mission of the program is to increase the number of underserved students who transfer to four-year colleges and universities, earn their degrees, and return to their communities as leaders and mentors. While the mission of the project is the same statewide, with over 60 sites there are varying practices to achieve that mission. This portion of my sabbatical project seeks to tie together the content knowledge to be gained by a certificate in Ethnic Studies with my teaching through the **research, collection, and sharing** of social justice focused pedagogical practices within Puente Projects at various California Community Colleges. I'm excited about enriching the courses I teach (COUNS 103A: Personal Development for College Success, and COUNS 103B: Ensuring Transfer Success) with social justice based practices and curriculum.

**RESEARCH**

I will begin by working in collaboration with the Puente Statewide Office headquartered at UC Berkeley to identify Puente sites that are incorporating social justice focused pedagogical practices. I have already been in contact with Julia Vergara, Co-Executive Director of the Puente Project, regarding this.

After identifying sites, I will make contact with Puente Project counselors and teachers at at least **FIVE** campuses to arrange for **focus interviews** and **classroom visits** (this may involve travel to central or southern California).

**Focus interviews** will seek to identify research and evidence based practices, pedagogical theory, and application.

**Classroom visits**, when possible, will allow for observation of said practices.

**COLLECT**

I will collect lesson plans, resources (texts, films, online) and other relevant materials and organize them into a curriculum handbook.

**SHARE**

I will create a 15 – 25 page curriculum handbook designed to be shared with Puente Project teachers and counselors throughout the state, as well as other learning communities. I will make it available online on Contra Costa College's Puente Project



website, and explore partnerships with the Puente Statewide Office to make it available to all 60+ Puente sites. I will submit a proposal to present at a Puente Northern California Regional and/or statewide conference.

### Tentative Sabbatical Year Estimated Timeline

August 2018 – December 2018	Full time enrollment in Graduate Certificate Program in Ethnic Studies at San Francisco State University.
January 2019 – May 2019	Enrollment in 3 upper division or 3 graduate units in the Graduate Certificate in Ethnic Studies at San Francisco State University.
January 28 – February 1	<p>Meet with Puente Project Co-Coordinator, Julia Vergara and other staff to identify sites, make contacts, and explore how the Statewide Office might lend support in disseminating curriculum handbook.</p> <p>Identify at least seven campuses for focus interviews and site visits. Make arrangements for visits to at least five campuses.</p> <p>Begin 3-unit course at SFSU.</p>
February 4 - 28	<p>Visit three Puente sites, conduct focus interviews and classroom observations, when possible.</p> <p>Begin collecting lesson plans, materials, and evidence based pedagogical practices from visited sites as well as others.</p> <p>Continue 3-unit course at SFSU.</p>
March 1 - 29	<p>Visit two Puente sites, conduct focus interviews and classroom observations, when possible.</p> <p>Continue collecting lesson plans, materials, and evidence based pedagogical practices from visited sites as well as others.</p> <p>Volunteer with No More Deaths for one full week.</p> <p>Continue 3-unit course at SFSU.</p>

April 8 - 30	Putting all together: Begin drafting curriculum handbook and organizing resources.  Present at Puente Statewide Conference.  Continue 3-unit course at SFSU.
May 1 - 24	Complete final draft of curriculum handbook, post it to the CCC Puente website, and disseminate it to Puente counselors and teachers statewide.  Complete 3-unit course at SFSU.



# CONTRA COSTA COLLEGE

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January 20, 2018

Please accept this letter in support of **Norma Valdez-Jimenez** for fall 2018 Sabbatical.

Through Norma's over 15 years of service to Contra Costa College and our community, she has demonstrated her commitment, values and advocacy for social justice and to our students. Norma has led the Counseling Department through several difficult years including changing campus leadership as well as the navigation of new state-wide initiatives, all along encouraging the Counseling team to keep our focus on doing what is right for our students.

Over the last several years, Norma has aided in several campus and district initiatives, including serving as a leader and proponent of Governing Board's Resolution 1-S, protecting our undocumented students on our campuses. Norma is also active in local and state-wide Puente, developing relationships to better serve and support California Community College students in their successful transfer and completion of 4-year degrees.

Norma's desire to learn and grow her skills as a Counselor is not isolated to her sabbatical proposal. She regularly participates in state and local trainings to support all of our students, including her recent participation in trainings such as: SafeZone, transfer, Veterans and undocumented students.

Her desire to complete a formal training via a graduate certificate in Ethnic studies will provide her with a more theoretical understanding of our students at CCC while also helping Norma to bridge to her years of experience and professional competency. Observing these theories unfold in other cultures, many of which are represented on our campus through an international service experience can only compound the richness of her studies. Finally, Norma's connections within the state-wide Puente program make the third aspect of her sabbatical very obtainable. Her research of pedagogical practices related to social justice will absolutely impact the Counseling Department. Our expectation is that Norma will share all of her findings with us for all of us to incorporate into our work with students, in our Counseling sessions and classrooms.

Norma's absence from our campus for a year will be felt by her colleagues and our students. However, the impact that her studies, research and work will yield is immeasurable in comparison.

I fully support, along with many colleagues within the Counseling Department, Norma Valdez-Jimenez for Sabbatical for Fall 2018. Please do not hesitate to contact me should you have any questions.

With regard,

A handwritten signature in black ink, appearing to read 'Sarah C. Boland', with a long horizontal flourish extending to the right.

Sarah C. Boland  
Chair, Counseling Department



# CONTRA COSTA COLLEGE

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January 22, 2018

Dear Sabbatical Committee:

Please accept our support of **Norma Valdez-Jimenez** for Sabattical for the 2018-2019 academic year.

Sincerely,

The Counseling Department

Julie Skolen

KELLEY CADUNUG

Lorena Gonzalez

Natashia Lockett

NASIA AZIZI

Luci CASTUITA

ANDREA PHILLIPS

DIONNE PEREZ



# CONTRA COSTA COLLEGE

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January 23, 2018

RE: Norma Valdez-Jimenez

To Sabbatical Selection Committee:

I am pleased to write this letter in enthusiastic support of Norma Valdez-Jimenez in pursuit of sabbatical. Norma is a colleague of mine at Contra Costa College, where I head La Raza Studies Program and co-chair the Africana/Chicano/Ethnic Studies department. After working and collaborating with her for the past eight years, a time where I have had the chance to observe her strong commitment to the success of our students, I give her my highest recommendation.

As I understand it, Norma is seeking to complete a certificate in Ethnic Studies at San Francisco State University, conduct research on best practices of other Puente Projects at other community colleges, and build partnerships with social justice organizations. All of these projects will enrich her teaching and counseling practice and will open up opportunities for our students to get involved in similar projects.

Ethnic Studies is an academic field focused on the interdisciplinary study of race and ethnicity of people of color. It brings together the theories and methods of both the Social Sciences and Humanities, to analyze the life experiences, history, art, culture, and politics of people of color. The overall aim of Ethnic Studies is to find ways bring about a more just society; one which is free of racial, gender, and sexual discrimination. Given our diverse student population, and the many challenges they face, a certificate in Ethnic Studies will allow any community college professional to do a better job in serving and supporting our students. A certificate in Ethnic Studies builds cultural competency, awareness of the social and economic challenges of communities of color, and a commitment to social justice.

Norma is well respected on campus as a strong student advocate, particularly, of our diverse immigrant student population. For example, Norma was instrumental in spearheading our campus' organizing efforts to encourage the District Governing Board to adopt Resolution 1-S (Reaffirming Support for CCCCDC Students and Employees in Defense of Diversity and Inclusion). Furthermore, as a Puente Counselor and Puente Club advisor, Norma has helped countless students achieve their academic goals. She is a well-liked counselor and a great colleague to work with.

Norma possesses many of the attributes you might be looking for in the faculty you support. Personally, I find Norma to be a responsible and hardworking counselor committed to the success of our students. If you have any more questions about Norma, please call me at (510) 215-4933 or email me at [apalacios@contracosta.edu](mailto:apalacios@contracosta.edu).

Sincerely,

A handwritten signature in cursive script that reads "Agustín Palacios".

Agustín Palacios, Ph.D.

Contra Costa College

Professor/La Raza Studies Program Coordinator

Ethnic Studies Department, Co-Chair