

EL CAMINO COLLEGE**FACULTY SABBATICAL LEAVE APPLICATION**NAME Rhea Lewitzki DIVISION Humanities PHONE EXT. _____ DATE 10/25/22SEMESTER/YEAR FIRST EMPLOYED FULL-TIME AT ECC Fall 2015
(Semester) (Year)PREVIOUS FACULTY SABBATICAL AT EL CAMINO COLLEGE? Yes _____ No X If yes, date of leave _____PREVIOUS LEAVES OTHER THAN SABBATICAL AT EL CAMINO COLLEGE? Yes _____ No X

If yes, what type of leave? _____

HAVE YOU EVER BEEN ON A REDUCED LOAD? Yes _____ No _____ If yes, dates and what percentage X**PERIOD OF TIME REQUESTED:**Full Year 2023-24* _____ Half Year**—Semester: Fall 2023 X Spring 2024 _____
(*full year, half-pay) (**half year, full-pay)**If you do not have enough seniority to qualify for the traditional sabbatical leave, would you be interested in a one-semester, half-pay sabbatical? Yes _____ No _____****TYPE OF SABBATICAL REQUESTED:**

- _____ A. Formal class work in pursuance of an advanced degree or to increase the applicant's proficiency in the applicant's teaching field to be six (6) graduate semester units or twelve (12) undergraduate semester units or an equivalent measured in quarter units. A summer sabbatical for the purpose of study will be four (4) graduate units or eight (8) undergraduate units or the equivalent in quarter units per summer. (Note: Type of classes to be taken and institution of study **MUST BE ATTACHED** to this application.)
- _____ B. A foreign language instructor's extended visit to the country in which the language the instructor normally teaches, or will soon teach, is universally used; or an ESL Instructor's extended visit to a country in which the dominant language is also the native language of a substantial number of students in the College's ESL program.
- _____ C. The writing of a textbook for which there is a commitment to publish extended by a recognized publisher. (Note: The commitment to publish **MUST BE ATTACHED** to this application.)
- _____ D. The writing of computer software for instructional use. A description of the proposed software and its intended use shall be submitted in writing. (Note: See note on page 5 of Information Re Application for Sabbatical Leave.)
- _____ E. Formal class work in pursuance of proficiency in a discipline other than the Faculty Member's instructional discipline provided that the Vice President-Academic Affairs determines in advance that there is need for such supplemental study and approves the study program submitted by the Faculty Member. (Note: Approval must first be granted from the Vice President-Academic Affairs, and such approval **MUST BE ATTACHED** to the application.)
- X _____ F. A program of independent study in the applicant's teaching field other than formal class work as described in subsection (a). Such program shall be arranged through an educational or research foundation, government agency, or an accredited institution of higher education, or a technical or business entity. It shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field. (Note: El Camino College can serve as the accredited institution of higher education with an appropriate ECC employee serving as advisor.)
- _____ G. A program of independent study for Instructors in fine arts, which program shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field.

SUMMARY OF SABBATICAL PLAN: (attach separate sheet)

Will you receive any kind of grant or additional compensation aside from your District salary during this sabbatical leave?

Yes _____ No x

If yes, specify _____

(See Agreement, Article 13, Section 4(h).)

If sabbatical leave is approved, I understand that any variance or change in this application and plan must be approved by the Sabbatical Leave Committee at least 90 days prior to the effective date of the leave.

I also understand that I must submit a written sabbatical leave report upon completion of my sabbatical leave.

Faculty Signature: Rhea LewitzkiDigitally signed by Rhea Lewitzki
Date: 2022.10.25 12:34:24 -07'00'Division Dean's Signature: Scott KushigemachiDigitally signed by Scott Kushigemachi
Date: 2022.10.25 12:54:42 -07'00'

NAME: Rhea Lewitzki

TYPE OF SABBATICAL REQUESTED:

- F. A program of independent study in the applicant's teaching field other than formal class work as described in subsection (a). Such program shall be arranged through an educational or research foundation, government agency, or an accredited institution of higher education, or a technical or business entity. It shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field. (Note: El Camino College can serve as the accredited institution of higher education with an appropriate ECC employee serving as advisor.)

DESCRIPTION OF STUDY:

My sabbatical will be a written research paper that provides the best practices for teaching creative nonfiction (with teaching materials for instruction) at the community college level to share with creative writing faculty. In order to achieve this, I will complete a program of independent study with the guidance of ECC English faculty Ashley Gallagher who will serve as my advisor.

PROJECT TO BE COMPLETED UNDER THE DIRECTION OF:

(Attach letter of approval/commitment with sponsoring agency)

PURPOSE OF THE PROJECT:

I hold an MFA in creative writing with an emphasis in poetry. I have been teaching English 24A: Introduction to Poetry at ECC since 2017. Since my time at El Camino (hire date 2015), I have completed many units of graduate coursework in creative nonfiction and memoir, and I finished a second master's degree (CSUEB 2018), which is a Master of Science in Education: Online Teaching and Learning.

In 2017, my colleague Ashley Gallagher and I created the Certificate of Accomplishment in creative writing: a 15-unit certificate of primarily creative writing courses, one of which is English 23A: Introduction to Creative Nonfiction. English 23A is a new course and is currently in the curriculum process; it should be offered in the coming year. When it is offered, I hope to be the faculty assigned to teach the course, but undoubtedly other faculty will have the opportunity to teach it as well. Student interest in creative writing as well as in our certificate has been on the rise, and with the offering of more creative writing courses at ECC, both face-to-face and online, it will be imperative to have English professors who are current on creative writing pedagogy and can implement these teaching practices in their courses.

While there is overlap when teaching a poetry writing class and a prose writing class, there are significant differences, and my objectives are to research and compose a report of best practices for teaching prose to community college students, which I can ultimately share with English faculty who may also teach creative writing. An independent study program with an ECC faculty member as my advisor will allow me to accomplish these objectives.

DESCRIBE HOW IT WILL INCREASE PROFICIENCY IN APPLICANT'S FIELD:

While I have formal education and experience teaching creative writing, I have not had the opportunity to teach a creative nonfiction writing class. While there are the universal "basics" of any creative writing class, i.e. brainstorming, drafting, workshop, and revision, the actual process of writing nonfiction pieces such as memoir and personal narrative require a vastly different set of skills and knowledge for both the instructor and the students. Having this opportunity to research the best practices for teaching creative nonfiction will provide me with the knowledge I will need to successfully teach this class from the beginning as opposed to navigating the pedagogy as I teach. While it would be impossible to know everything about a course before teaching it, it is possible to gain a better understanding of what works and what doesn't. Additionally, because my advisor is a creative writing faculty member at El Camino College, I will be able to work closely with an expert in the field, someone who specializes in creative writing, understands our student demographic, and will undoubtedly have insight into the process of teaching creative nonfiction at the community college level.

COMMENTS:

Timeline:

- *Weeks 1-6:* Conduct formal research using academic databases/interviews for best practices; compose bibliography and draft outline for project
- *Week 6:* Meet with advisor Ashley Gallagher to discuss progress
- *Weeks 7-10:* Compose report; continue database research; conduct additional personal interviews with professors of nonfiction at other community colleges
- *Week 10:* Meet with advisor to discuss draft
- *Weeks 11-14:* Finalize best practices report; compose a recommended teaching plan based on best practices
- *Weeks 15-16:* Meet with advisor for final feedback; finalize materials to present to English department

Dear Sabbatical Committee,

I am writing on behalf of Professor Rhea Lewitzki, who is applying for sabbatical during the 2023-2024 academic year. Professor Lewitzki's proposal is to compose a research paper that provides best practices and teaching activities for instruction of creative nonfiction at the community college level. Professor Lewitzki's project will be of direct value to the creative writing committee, especially those faculty members who would like to teach creative nonfiction in the future. I am pleased to oversee this program of independent study and to be Professor Lewitzki's advisor for this project.

As an Associate Professor in the Humanities Department at El Camino College, I hold an MFA in Creative Writing from The School of the Art Institute of Chicago, and an MA in English Teaching from the University of Montana. At El Camino College, Professor Lewitzki and I co-chair the Creative Writing committee, and in 2017 we worked together to design the Certificate of Accomplishment in creative writing, which included two new course offerings, English 23A, Introduction to Creative Nonfiction, and English 24B, A Poetry Workshop, and incorporated significant revisions to English 25B, which now caters to both fiction and nonfiction.

Rhea Lewitzki is best suited for this sabbatical project because she has a background in creative nonfiction and memoir, designed English 23A, and is also one of the core professors within the creative writing committee who will teach 23A when it is offered as part of Certificate of Accomplishment.

Professor Lewitzki's timeline illustrates a clear plan to execute her sabbatical project. Her research into academic databases and interviews with other community college instructors will allow her to uncover a variety of approaches to teaching nonfiction and ensure that she is up to date with current pedagogical methods for teaching creative nonfiction to community college students. During weeks 6 and 15-16, Professor Lewitzki and I will meet to discuss her research and then finalize her research-based best practices project. In addition, my role as Professor Lewitzki's advisor will enable us to collaborate on fine-tuning the curriculum for 25B, which I have taught since 2010, since it will be open to students who have taken 23A. This unique opportunity for Professor Lewitzki and I to work together on her sabbatical project will enable us to finish what we began in 2017 when we designed the Certificate of Accomplishment in creative writing, and ensure that our students have fresh and innovative curriculum that will inspire them in the art and craft of writing.

I am happy to be Professor Lewitzki's advisor for this sabbatical project and have confidence that it will be beneficial to our department.

Best regards,



J. Ashley Gallagher
Associate Professor of English
El Camino College