

**Sabbatical Proposal for Julie Campbell**  
**Full-Time Tenured Faculty- Psychology**  
**November 1, 2019**

**Overview**

The following is a Sabbatical Project Proposal for **Julie Campbell**, Psychology Instructor at Moorpark College. My last sabbatical was taken in Spring 2013.

I am proposing a year-long (2020-2021) sabbatical with two primary objectives, which are independent but do have a degree of overlap: 1) to refine and update my knowledge of Biological Psychology/Neuroscience and related subfields such as Cognitive Neuroscience, Social Neuroscience, and Affective Neuroscience and 2) to establish relationships with researchers in the field of Psychology as well as related subfields such as Social Neuroscience and Affective Neuroscience at local four-year colleges so I can continue building research internship opportunities for Moorpark College students.

**Faculty Background/Rationale and Related Research**

**Objective 1:** *Refine and update my knowledge of Biological Psychology/Neuroscience and related subfields such as Cognitive Neuroscience, Social Neuroscience, and Affective Neuroscience.*

I have been a full-time Psychology Instructor with Moorpark College since 2005-2006. I earned my MA in General-Experimental Psychology from California State University, Northridge (CSUN) in 2003 and my Ph.D. in Cognitive Psychology from the University of California, Santa Barbara (UCSB) in 2007.

Since I began studying Psychology in 1999, the field has shifted greatly, with greater focus and resources being devoted to the interplay between Biology and Psychology. With that being said, the idea of a relationship between these two fields is not new. In 1875, William James, whom many in the field consider the father of Psychology, taught one of Harvard University's first

courses in psychology, “The Relations between Physiology and Psychology” (Harvard University Website, 2018).

However, before brain imaging techniques became more readily available, our knowledge of the Biology/Psychology relationship came primarily from animal studies and the haphazard injuries incurred by human beings (Baars & Gage, 2013). Since the advent and more regular use of brain imaging techniques such as EEGs, PET scans, MRIs and fMRIs in psychological research, the field’s focus and investment in the relationship between Neuroscience and Psychology has exploded. In 1993, the number of published articles citing functional magnetic resonance imaging (fMRI) was fewer than 20. In 2003, that number was nearly 1800. (Berman, Jonides, & Nee, 2006). The more the field of Psychology learns about Neuroscience, the more the field asserts that all behaviors and mental processes are simultaneously biological (Myers, 2004).

Unfortunately, because fMRI technology was so new and therefore expensive, the University of California, Santa Barbara did not get an fMRI machine until a few years after I graduated with my Ph.D. Furthermore, due to the fact that I was not a Psychology major as an undergraduate nor was my emphasis in graduate school Behavioral Neuroscience, I have never taken a class in Biological Psychology. This was not a concern until more recently due to the widespread use of brain imaging techniques in our understanding of behaviors and mental processes.

Since completing my degree, in an attempt to stay current in my field, I have continued to read articles and books regarding psychological processes, especially sources with a strong emphasis in Neuroscience. Due to this, I am aware that many new sub-fields focused on the relationship between psychological processes and Neuroscience are continually developing and growing such as 1) Cognitive Neuroscience, which examines the biological processes and aspects that underlie cognition with a specific focus on the neural connections in the brain that are involved in mental processes; 2) Developmental Cognitive Neuroscience, which is devoted to understanding psychological processes and their neurological bases in the developing organism; 3) Affective Neuroscience, which examines the neural mechanisms of emotion; 4) Social Neuroscience, which examines the relationship between biological systems and social processes. Social Neuroscience uses biological concepts and methods to inform and refine theories of social

processes and behavior; and 5) Clinical Neuroscience, which focuses on the fundamental mechanisms that underlie diseases and disorders of the brain and central nervous system. Clinical Neuroscience seeks to develop new ways of diagnosing such disorders and ultimately of developing novel treatments.

The field of Psychology is in an exciting time. Many Psychological theories can now be tested empirically due to the advances in brain scanning techniques. Some in the field say that Psychology is experiencing now what the field of Biology experienced at the advent of the microscope or what Astronomy experienced at the advent of the telescope.

As our understanding of the relationship between biology and psychological processes increases, not only do psychologists teaching Behavioral Neuroscience need an understanding of Neuroscience but psychologists from all sub-fields as well. For example, to fully understand attachment, development, memory, emotion, psychological disorders, social processes (all topics discussed in an Introduction to Psychology class), the instructor must have a fairly extensive understanding of Neuroscience including the research methodology that Neuroscientists use to study the relationship between biology and psychological processes. This understanding allows psychologists to critically examine studies to ensure that claims made are justified based on the research methodology utilized. As important, it allows psychology instructors to empower their students with the tools necessary to critically evaluate claims based on brain scanning technology, which is extremely important given that Neuroscience claims are regularly being used as support for changes in psychological treatments, educational practices, and social policy.

Neuroscientists at Moorpark College have brought to the Psychology department's attention that it would be extremely beneficial if students had more of a framework in research methodology prior to taking Introduction to Behavioral Neuroscience (PSY M02) so they can spend less time on methodology and more time on content. This is such a consideration that the Psychology Department is seriously considering renumbering our Psychology courses so that Introduction to Behavioral Research Methods, currently PSY M06, will be changed from PSY M06 to PSY M02 and Introduction to Behavioral Neuroscience will be changed from PSY M02 to a higher course number than PSY M02 to encourage students to complete Introduction to Behavioral Research

Methods prior to enrolling in Introduction to Behavioral Neuroscience. Since I regularly teach Introduction to Behavioral Research Methods, strengthening my understanding of research methodology in Neuroscience will allow me to more effectively prepare students for Introduction to Behavioral Neuroscience.

In summary, since completing my graduate education, the field of Psychology is shifting more and more to an emphasis on the relationship between Psychology and Neuroscience. Therefore, in order to stay current in my field, I feel that I must get a solid grasp on the basics of Neuroscience as well as on the current findings in this area.

To meet these goals, as part of my sabbatical, I will enroll in a three-unit undergraduate course in Biological Psychology at a local community college. For example, a local community college offers the following three-unit course: Biological Psychology: Course Description: Students are introduced to the scientific study of the physiological and neuroanatomical underpinnings of behavior and mental processes through discussion of research investigating core introductory psychology topics. Nature (genetics/biology) and nurture (life experiences/culture/evolution), nervous system structure, function and development, axonal and synaptic transmission, psychopharmacology, behavioral neuroscience and neuropsychological research methods, sensation, perception, consciousness, motivation, vision, sleep and biological rhythms, hormones and reproductive behavior, emotions and stress, ingestive behavior, learning, memory, communication, neurological as well as psychopathological disorders are discussed.

While developing a broad understanding of the field, I will also meet regularly with Neuroscientists at Moorpark College as well as with Neuroscientists at local four-year colleges such as CSUN to compile a reading list of seminal articles in the field of Neuroscience as well as more current articles that discuss in greater detail empirical studies pertaining to sub-fields of neuroscience such as Cognitive Neuroscience, Affective Neuroscience, and Social Neuroscience, etc.

Not only will having a more refined and updated knowledge base of Biological Psychology, Neuroscience, and related sub-fields help me to better teach my courses, it will also allow me to more effectively network with a wider range of psychologists including those in Neuroscience departments. This will enable me to expose students at Moorpark College to a wider range of contacts, which has a great potential to increase transfer success.

**Objective 2:** *Establish relationships with researchers in the field of psychology as well as related subfields such as Social Neuroscience and Affective Neuroscience at local four-year colleges so I can continue building research internship opportunities for Moorpark College students.*

Research overwhelmingly supports empirical research opportunities at the undergraduate level. It helps students while in their undergraduate programs, in their careers, and in graduate school. The Council on Undergraduate Research (2011) has identified many benefits to participating in undergraduate research including enhanced student learning, increased retention, increased enrollment in graduate education, and effective career preparation.

In 2014, the National Association of Colleges and Employers (NACE) surveyed hiring managers and asked them to indicate what skills they desired in 2015 graduates. The top five skills included the ability to: work in teams; make decisions; communicate with others; plan, organize and prioritize work; and obtain and process information (Adams, 2014), all skills reinforced by conducting empirical research.

Furthermore, undergraduate research facilitates mentoring relationships. When conducting research, undergraduates often work one-on-one with faculty mentors, allowing them to get individualized instruction which is so rare for most undergraduates at research institutions (Brown, 2013). This one-on-one attention has the potential to not only strengthen students' academic skills but also make students feel nurtured, a key component identified in promoting student success.

Because of the well-established advantages of undergraduate research opportunities, for many years, the Psychology Department at Moorpark College has included creating research opportunities for Moorpark College students as a primary goal in their program plans. However, because psychological research involves human participants, an IRB (Institutional Review Board) would need to be in place before conducting empirical research on this campus. Through much investigation among the faculty in the Psychology Department, the Department has realized that establishing and maintaining an IRB is extremely time consuming and labor intensive. Therefore, the Psychology Department has decided it would be more realistic for Moorpark College students to get research experience at local four-year institutions. Furthermore, interning with researchers at local four-year universities would allow Moorpark College students to establish relationships with professors at schools where they may transfer, allowing for a more successful transition to four-year schools.

The Psychology Department understands that setting up internship opportunities with local four-year institutions would be complex and time consuming, which is why I am seeking a sabbatical to accomplish this goal. I feel that I have the skill set to successfully set up research opportunities for Psychology students at Moorpark College. As previously mentioned, I have a MA in General-Experimental Psychology. While in graduate school, I taught upper-division research labs in the Psychology Department at UCSB, and, as previously mentioned, I have taught Introduction to Behavioral Research Methods (PSY M06) at Moorpark College for over ten years. Finally, throughout my tenure at Moorpark College, I have mentored students in research endeavors whenever possible.

In 2017, I completed the Faculty Advisor Training through the Career Transfer Center at Moorpark College. In Spring 2018, a Moorpark College research analyst, who, fortunately, had collected a wealth of data with IRB approval at a four-year college prior to coming to Moorpark College, and I collaborated to create research internship opportunities for three students in my Honors Introduction to Psychology (PSY M01H) class. The research analyst acted as the worksite supervisor and I as the faculty advisor. As part of the internship, the students generated novel hypotheses informed by an extensive literature review and ran statistical analyses to

determine the outcome of their predictions. I am happy to report that two of the three interns that semester went on to present their projects at the CC2PHD (Community College to Ph.D.) research conference hosted by UCLA.

Throughout the 2018-2019 academic year, the research analyst and I collaborated again to offer three more psychology students research internships. In spring 2019, two of the interns were selected to present their research projects at the annual Western Psychological Association conference in Pasadena, CA. Both of those interns have now successfully transferred to UCLA.

In fall 2019, the research analyst that I had collaborated with was offered a full-time teaching position and is no longer able to work with Moorpark College students. Regrettably, this semester, I had to inform eager students that research internships were not currently available.

In order to establish more research opportunities for Moorpark College students, throughout my sabbatical, I would 1) network with researchers at local four-year universities; 2) establish a pool of researchers at local four-year universities who would be interested in partnering with Moorpark College in establishing research internships for Moorpark College students in their research labs; and 3) establish a manual for potential Moorpark College faculty advisors as well as potential research supervisors at the local four year universities. The manual would include 1) a list of interested researchers at four-year institutions; 2) a how-to on becoming a faculty advisor through the Career Transfer Center at Moorpark College; 3) examples of student learning objectives/outcomes for research interns; 4) suggested ways in which Moorpark College interns could be involved in a research lab at four year universities; and 5) examples of potential culminating internship projects.

### **Proposed Sabbatical Timeline:**

#### **August - December:**

- **Complete Biological Psychology course at local community college**
  - o Deliverable
    - Passing grade of C or better as verified by transcripts

- **Meet with neuroscientists at Moorpark College as well as at local colleges on a regular basis.** Meetings would involve 1) compiling a list of seminal works in neuroscience as well as more current research in the field and 2) discussing the works/research in-depth as I am reading them. **This would be similar to preparing for a comprehensive examination for a graduate level program.**
  - Deliverable:
    - 1) Create electronic file of readings as well as a summary of each reading
      - The electronic file would be made available to all Psychology faculty on the Moorpark College Psychology Department's Canvas shell
- **Summarize recent empirical studies suitable for undergraduate students that utilize brain scanning techniques, so, if desired, other Moorpark College psychology instructors could integrate the study(ies) into their undergraduate psychology course(s)**
  - Deliverable:
    - 1) Create electronic file of summarized empirical articles for Psychology faculty at Moorpark College
      - The electronic file would be made available to all Psychology faculty on the Moorpark College Psychology Department's Canvas shell
- **Whenever possible, visit local neuroscience labs so I can apply the knowledge gained through reading to a physical brain, neuron, etc.**
- **Research sub-fields in Biological Psychology/Neuroscience such as Cognitive Neuroscience; Developmental Cognitive Neuroscience; Affective Neuroscience; Social Neuroscience; and Clinical Neuroscience**
  - Deliverable:
    - 1) Develop a handout that could be used in psychology classes as well as at career/transfer events for psychology majors:
      - 1) summarizes the focus of the different sub-fields



- 2) list four-year research universities with faculty that adhere to the particular subfields
  - An electronic version of the handout would be made available to all Psychology faculty on the Moorpark College Psychology Department's Canvas shell

### **January – May**

**- Meet with faculty from different psychology sub-fields conducting research at local four-year universities (e.g., CSUN, CSUCHI, CLU, UCLA, and UCSB) with the hopes of establishing a working relationship between those researchers and the Psychology Department at Moorpark College.**

- Deliverable:
  - 1) Create electronic file that lists the researchers and their respective research interests who are interested in partnering with Moorpark College to form research opportunities for Psychology students
    - The electronic file would be included in the Research Internship Manual for Moorpark College Psychology Instructors

- As previously discussed, I would establish a manual for potential Moorpark College faculty advisors as well as potential research supervisors at the local four-year universities. The manual would include 1) a list of interested researchers at four-year institutions; 2) a how-to on becoming a faculty advisor through the Career Transfer Center at Moorpark College; 3) examples of student learning objectives/outcomes for research interns; 4) suggested ways in which Moorpark College interns could be involved in a research lab at four year universities; and 5) examples of potential culminating internship projects.

### **Benefits to Sabbatical Recipient, Students, College, and District**

#### **- Benefit to Sabbatical Recipient:**

1) Since earning my Ph.D. over ten years ago, I have continued reading to keep current in the field of Psychology. However, as previously discussed, the field is rapidly changing and expanding. Being granted a year-long sabbatical would give me the time to update my

knowledge base of Neuroscience as it pertains to psychological processes, read primary sources in this area, and, potentially, see first-hand the current developments in research labs.

2) It would give me the opportunity to travel to local research intuitions in order to network with current researchers in Psychology as well as in related sub-fields such as Cognitive Neuroscience and Affective Neuroscience in order to create potential research internship opportunities for Moorpark College students.

3) It would allow me to create a manual for a Research Internship Program for Psychology students in the hopes that it would encourage more Psychology faculty at Moorpark College as well as at four-year research institutions to act as advisors

**- Benefit to Students, College and District:**

Because the mission statements of Moorpark College and Ventura County Community College District are heavily student centered (see mission statements below), in the hopes of not being redundant, I will simultaneously discuss the potential benefits of this sabbatical project to Moorpark College students, Moorpark College, and the District. Fortunately, the benefits that students receive from this project will also serve to benefit the college and district by enabling them to meet their missions.

**- District Mission Statement**

Ventura County Community College District provides **students**, in its diverse community, with access to comprehensive **quality educational opportunities** that support **student learning** and **student success**.

**- Moorpark College Mission Statement:**

With a "**students first**" philosophy, Moorpark College empowers its diverse community of learners to complete their **goals** for **academic transfer**, basic skills, and career technical education.

- It would allow me, faculty in my department, and faculty across campus to better support student learning and student success thereby increasing the likelihood that students would complete their academic transfer goals:

- 1) I would include Biological Psychology/Neuroscience information gleaned during my sabbatical into the curriculum of each of the psychology classes I currently teach 1) Introduction to Psychology, 2) Honors Introduction to Psychology and 3) Introduction to Behavioral Research Methods through

lecture material, handouts, and relevant empirical studies. This current information would allow students to be competitive when they transfer to four-year research universities.

- 2) I would also share the Biological Psychology/Neuroscience information gleaned from this sabbatical with colleagues in my department by creating an electronic file on our Psychology Department Canvas shell with any handouts produced or empirical studies summarized, allowing faculty across the department to update their knowledge base in the field
- 3) I would share Biological Psychology/Neuroscience information gleaned during my sabbatical with Moorpark College students not necessarily enrolled in a Psychology class but nonetheless interested in Psychology by creating a presentation for the Moorpark College Psychology Club for which I am currently the faculty advisor
- 4) If invited, I would be happy to do a flex presentation for faculty across campus based on the Biological Psychology/Neuroscience information gleaned from my sabbatical project
- 5) Networking and establishing relationships with researchers at local four-year universities while on sabbatical will allow me to create potential research opportunities for Moorpark College psychology students thereby making Moorpark College students more competitive when transferring.

Thank you for your time and consideration. Please let me know if you have questions or need further information.



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## References

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October 26, 2019

Dear 2020-2021 Sabbatical Selection Committee:

It is with great pleasure that I write this letter of support on behalf of Dr. Julie Campbell's sabbatical proposal for the 2020-2021 year.

I understand that Dr. Campbell is seeking a year long sabbatical in order to: 1) refine and update her knowledge of Biological Psychology/Neuroscience and to research related fields and 2) create more research opportunities for Moorpark College Psychology students.

I strongly believe that Dr. Campbell's proposed sabbatical would benefit the Psychology Department as well as the larger campus community. Psychological research is focusing more and more on the biological factors associated with human behavior and mental processes (thoughts and emotions). Dr. Campbell's enhanced knowledge of Biological Psychology and Neuroscience would allow her to include the most up-to-date understanding of human behavior and mental processes, increasing student success by making students more competitive when transferring to four-year universities.

Furthermore, as indicated in their program plans for several years, a primary goal of the Psychology Department has been to provide Psychology students with more in-depth research opportunities. Because research in psychology involves human participants, an IRB (Institutional



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Review Board) would need to be in place before conducting research on this campus. Establishing and maintaining an IRB is extremely time consuming and labor intensive, so the Psychology Department has decided that it would be more fruitful for Moorpark College Psychology students to get research experience at four-year research institutions. Furthermore, not only would it be more time effective, interning with researchers at local four-year universities would allow Moorpark College students to establish relationships with professors at schools where they may ultimately transfer.

In conclusion, I strongly believe that students at Moorpark College would greatly benefit from this sabbatical project. Furthermore, given Dr. Campbell's academic training (Masters Degree in General-Experimental Psychology and a Ph.D. in Cognitive Psychology); regular teaching assignment (Introduction to Psychology, Honors Introduction to Psychology, and Introduction to Behavioral Research Methods); and current commitment to providing students with research opportunities whenever possible, I strongly believe that Dr. Campbell would be successful in executing the different elements of this proposed project.

If you need more information, please feel free to email me at [dvieira@vcccd.edu](mailto:dvieira@vcccd.edu).

Sincerely,

**Hard copy of letter of support is signed but, unfortunately, due to the fires, Danielle was not able to get a signed electronic copy to me**

Danielle Vieira, Social and Behavioral Sciences Department Chair



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October 26, 2019

Dear Sabbatical Selection Committee:

It is with great pleasure that I support Dr. Julie Campbell's proposed year-long sabbatical project for the 2020-2021 academic year. I teach part-time at Moorpark College, where I regularly teach PSY M06 (Introduction to Behavioral Research Methods), as well as at CSUN, where I regularly teach an upper-division research methods course in the Psychology Department.

Students in my Introduction to Behavioral Research Methods class at Moorpark College consistently inquire about research opportunities. However, currently, research opportunities are extremely limited. I feel that eager research students are often left without a way to pursue their interest.

Psychology faculty at CSUN have mentioned that transfer students are often at a disadvantage because, as juniors, they have yet to establish relationships with professors conducting research. Therefore, they often miss out on research opportunities.

I feel that Dr. Campbell's sabbatical project would be a good investment in that it would increase research opportunities for Moorpark College Psychology students, which will allow them to transition more successfully to four-year research institutions.

If you have any questions, please feel free to contact me at [michelle\\_sadeh1@vcccd.edu](mailto:michelle_sadeh1@vcccd.edu).

Sincerely,

Michelle Sadeh



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October 26, 2019

Dear Sabbatical Selection Committee:

I am writing this letter in support of Dr. Julie Campbell's proposed year-long sabbatical project for the 2020-2021 academic year.

The field of Psychology is recognizing now more than ever that all psychological processes (behaviors and mental processes) have biological underpinnings. Research regarding these biological underpinnings are being explored much more rapidly and thoroughly given the recent technological advancements. Given this, I fully support Dr. Julie Campbell's interest in refining and updating her knowledge of Biological Psychology/Neuroscience.

Furthermore, for a number of years, the Psychology department has included in its program plan that we need to provide students with research opportunities at local four-year colleges. However, this has not happened due to time constraints. Therefore, I believe that the Psychology department would benefit tremendously if Dr. Campbell was granted this sabbatical to establish relationships and potential internship opportunities for psychology students at local four-year colleges.

Please feel free to contact me at [esetmire@vcccd.edu](mailto:esetmire@vcccd.edu) if you have questions or concerns.

Best,

Sincerely,

Elisa Setmire

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