Collin County Community College District
APPLICATION FOR SABBATICAL LEAVE

Instructions

Please complete this application by responding to **all** items. Attach requested documentation (in the order requested) and secure the appropriate signatures prior to submitting the application to the chair of the Sabbatical Leave Committee. **Please submit the original and 10 copies.**

Name Millie D. Black

CWID 110789219

Title Professor of Political Science

Division SBS

Have you ever been granted a sabbatical? No **If yes: Date:** _____

Please provide a brief description of your _previous_ sabbatical project:

Sabbatical Leave Period Being Requested

Dates: **Beginning Date** 1/2016 **Ending Date** 5/2016

Length: [X] One semester [ ] Two semesters [ ] Other _____

Applicant's Agreement

ABSTRACT

Please give a summary description of the project and its significance <u>in a language that can be readily understood by persons in areas of expertise other than your own.</u> PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.

Acceptance of classroom authority and teaching credibility is an on-going process of bargaining and negotiating for many teachers in higher education. However, some faculty may experience more than their fair share of difficulties within the classroom. This project argues that women of color experience a great deal of classroom difficulties given their dual marginalized status (i.e. race-ethnicity and gender) and underrepresentation within institutions of higher learning. Higher education research focusing on women of color in academe note how women of color express feelings of isolation by colleagues and lack of respect by students. Most research examining such feelings experienced by women of color in higher education takes place at the four-year level. Very little research has been done to examine the classroom climate of women of color teaching at community colleges, despite the fact that over 40% of post-secondary students are enrolled in community colleges. This research project seeks to fill the gap by exploring ways in which women of color navigate the classroom environment while coping with challenges to their classroom authority and teaching credibility. By drawing on experiences of women of color, we can gain a better understanding for how race-ethnicity and gender matter for pedagogical effectiveness and classroom climate. The overall objective for this project is to explore community college teaching experiences of women of color using personal interviews. This project will sample a minimum of twenty (20) women of color teaching at public two-year colleges located primarily within the Dallas-Fort Worth area. Selecting the proposed sample (i.e. women of color) is important for the type of questions this project seeks to explore; these teachers may be more aware of and/or sensitive to issues regarding race-ethnicity and gender. The proposed project will benefit the college and students in the following ways: (a) create best practices and pedagogical strategies for dealing with challenges to teacher authority and credibility, (b) help create a more inclusive workplace environment where a broad range of classroom experiences can be shared and discussed, and (c) create programs and workshops for all faculty that face challenges within the classroom.

If granted a sabbatical leave by Collin County Community College District (Collin College), I agree to return to Collin College for one full year upon completion of the sabbatical leave. I further agree to abide by the Sabbatical Leave Contract, and Sabbatical Leave Policies and Guidelines.

Applicant: _Millie B_   Date: _12-11-2014_

Verification of Eligibility

(This section should be completed by the Dean/Director/Supervisor after verifying the eligibility of the applicant with Human Resources.)

Collin College employee, _Millie Black_, [~~is~~] is not* eligible to be considered by the Sabbatical Committee for sabbatical leave.

*Not eligible due to:

[ ] Less than five (5) years of service   [ ] Currently in non-exempt position
[ ] Prior sabbatical within last five (5) years   [ ] On Sabbatical Committee
[ ] Other _____

Dean/Director/Supervisor: _Amy Boyle_   Date: _12/11/2014_

Approval Path

[✓] Recommended   [ ] Not recommended

Justification: _This is an excellent research project with depth._

Dean/Director/Supervisor: _Amy Boyle_   Date: _12/11/221_

[ ] Recommended   [ ] Not recommended

Justification: _____

Sabbatical Committee Chair: _____ Date: _____

[ ] Recommended   [ ] Not recommended

Justification: _____

Vice President/Provost: _____ Date: _____

[ ] Recommended   [ ] Not recommended

Justification: _____

Senior Vice President: _____ Date: _____

[ ] Recommended   [ ] Not recommended

Justification: _____

District President: _____ Date: _____

Board of Trustees: [ ] Approved   [ ] Not Approved   Date: _____

Dates of Approved Sabbatical Leave:

Beginning Date: _____   Ending Date: _____

Title: Women of Color in Academe: Exploring Issues of Classroom Authority, Teaching Credibility, and Effective Pedagogy at Community Colleges

I. Research Plan, Rationale, and Importance:

Acceptance of classroom authority and teaching credibility is an on-going process of bargaining and negotiating for many teachers in higher education. However, some faculty may experience more than their fair share of difficulties within the classroom. Professors Juanita McGowan (2000) and Christine Stanley (2006) found that faculty of color experienced greater difficulties with problematic students, inappropriate behavior and questioning. This project argues that women of color experience a great deal of classroom difficulties given their dual marginalized status (i.e. race-ethnicity and gender) and underrepresentation within institutions of higher learning. This project seeks to bring attention to some of the challenges and struggles that women of color experience within the classroom. By drawing on these experiences, we can gain a better understanding for how race-ethnicity and gender matter for pedagogical effectiveness and classroom climate. Understanding classroom experiences of women of color can also help enhance the quality of instruction for students, workplace environment for teachers and classroom environment for both students and teachers.

Higher education research focusing on women of color in academe note how women of color express feelings of isolation by colleagues and lack of respect by students. Most research examining such feelings experienced by women of color in higher education takes place at the four-year level. Very little research has been done to examine the classroom climate of women of color teaching at community colleges, despite the fact that over 40% of post-secondary students are enrolled in community colleges. This research project seeks to fill the gap by exploring ways in which women of color navigate the classroom environment while coping with challenges to their classroom authority and teaching credibility. Moreover, this research will help advance the breadth of knowledge within higher education literature regarding pedagogical experiences at community colleges and also help to create a positive, more inclusive workplace environment for all faculty.

This project represents an important discussion regarding the intersection of race-ethnicity and gender within academe. It is important to draw on teaching experiences of women of color to better understand the roles that race-ethnicity and gender play in pedagogical interactions with community college students. The proposed project does not assume or argue that women of color are the only group experiencing difficulties within the classroom. Such thoughts are contrary to the overall focus and purpose of the project. Instead, this project seeks to examine the lived experiences of women of color using personal narratives to gain an understanding of the impact on classroom climate and pedagogical effectiveness. Personal narratives of lived experiences can also confirm or contradict particular beliefs about women of color and pedagogical experiences within the classroom.

II. Benefits to the College and Students:

Faculty are here to assist students, thus students benefit from faculty professional development endeavors. This project will benefit the college and students in the following ways: (a) create best practices and pedagogical strategies for dealing with challenges to teacher authority and credibility, (b) help create a more inclusive workplace environment where a broad range of classroom experiences can be shared and discussed, and (c) create programs and workshops for all faculty that face challenges within the classroom. This project will also explore online discussion forums where faculty can seek and offer advice regarding classroom management issues and establishing a positive learning environment.

III. Project Objectives and Method of Procedure:

The overall objective for this project is to explore classroom experiences of women of color using face-to-face interviews. This project will sample a minimum of twenty (20) women of color teaching at public two-year colleges located primarily within the Dallas-Fort Worth area. Collin College, Dallas County Community College District, North Central Texas College, and Tarrant County College are the area community colleges the sample will be chosen from. Selecting the sample proposed is important for

the type of questions this project seeks to explore; these teachers may be more aware of and/or sensitive to issues regarding race-ethnicity and gender. Each interviewee will be asked a set of core questions. Although each interview will differ slightly, no interview will diverge from the research priorities set for this project. Core questions for all interviews will be based on ten (10) key topic areas: (1) demographic information, (2) teaching history and general classroom experiences, (3) teaching philosophy and approach(es), (4) views on classroom management and classroom climate, (5) views on classroom authority and teaching credibility, (6) race-ethnicity and gender related experiences within the classroom, department, and college, (7) experiences with student code of conduct violations, (8) views on race-ethnicity, gender, diversity, and institutional culture, (9) views on student expectations for teachers, and (10) preventive strategies and/or solutions to classroom management issues and creating a positive classroom climate.

IV. Relationship to Previous Work:

This project builds upon a previous two-year project studying the impact race-ethnicity and gender has on teaching expectations. Over 3,000 surveys were collected and first year's results were presented at two major conferences. The previous project used quantitative research, which provided a great analyzing tool for measureable data, but lacked the capability for a complete, detailed narrative about classroom authority, teacher credibility, and effective pedagogy. The results from this qualitative study/project could be combined with previously collected data in order to provide a multi-methodological approach for studying the importance of a positive classroom environment, effective pedagogy, and teacher characteristics.

V. Timetable for Accomplishing Project Goals:

The overall goals for this project are two-fold: (1) identify specific ways women of color navigate the classroom environment and (2) develop pedagogical strategies needed to create a positive classroom environment for both students and teachers. I plan to accomplish these goals by working according to the following timeline:

o January 2016 - In order to begin work on the project, I must first receive approval from the Institutional Review Board (IRB) whose responsibility is to review and approve all human subject research. Because this process may take some time, I will begin work on this aspect of the project at the very beginning of the semester.

o February 2016 – Personal interviews should begin in February. The goal is to interview twenty (20) women of color teaching at public two-year colleges primarily located within the Dallas-Fort Worth area. I will set up interviews for all participants and begin interviewing participants by mid-February.

o March 2016 – Interviews will continue through March. After all interviews have been conducted, I will begin the process of transcribing interviews. Transcription is a word-for-word written copy of a taped interview. Transcribing interviews is very useful when trying to identify major themes. Because transcription can take up to 6-hours per hour of recorded interview, I will use transcription software to assists in transcribing all recorded interviews.

o April 2016 – Transcribing interviews, identifying common themes and pedagogical strategies will be completed by the end of April. Thank you letters will be mailed out to all participants after each interview.

o May 2016 – Any remaining interviews and interview transcription will be completed. The results from this project will be shared at professional development day at Collin and at regional and national conferences focusing on teaching and learning. A summary report of the sabbatical project will be written and submitted by the respective due date.

VI. Resources: This project will utilize computer transcription software called *FTW Transcriber*. *FTW Transcriber* will assist in converting recorded interviews into a word-for-word text format. Additional materials needed to complete the project include a personal laptop and voice-recorder.

Bibliography

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