

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 Kay Mizell CWID 110491549

Title International Education Division: **Communication and Humanities**

Have you ever been granted a sabbatical? Yes If yes: Dates of Prior Sabbatical(s): Fall 1998

Please provide a brief description of your previous sabbatical project:

With the September 1998 sabbatical, I established liaisons between students at Collin and in Kazakhstan through surveys, seminars, and emailed letters. Even with limited early technology, the students forged relationships and shared assignments via the web. Also, the sabbatical granted time to study distance learning and stellar Honors programs. Almost two decades later, the nexus of global education and technology as it enriches student learning fascinates me. I also undertook a writing project to study linguistic liaison officers at police beats in urban centers, although not part of the sabbatical. . Also, I mentored minority youth after school in an inner city apartment complex.

Sabbatical Leave Period Being Requested

Dates: Beginning Date August 2017 Ending Date December 2017

Length: 4 monthsh [X] One semester [] Two semesters[] Other

Applicant's Agreement/Abstract

With the critical objective of preparing students at Collin for the outcome of having the capacity to live and work in a world of permeable borders, rapidly gained and transferred information, and increasingly diverse and multicultural environments, this sabbatical would provide the opportunity to frame an ongoing process of internationalizing the classroom. The research and review of current productive international programs--particularly in regard to policy, curriculum, and initiatives-- and an inventory of local expertise and interests of faculty as well as other academic leaders at Collin, and in some case their participation in the initiatives, would undergird the study. The product would recommend an action plan that considers both institutional and students' academic goals. As the cornerstone of the sabbatical study, strategies for internationalizing the curriculum would set the direction for other components of the world learning. Global initiatives with faculty and student participation would lend real world experiences. Thus, the project outlines steps for improving teaching through scholarly research on and evaluation of the best practices for internationalized learning with the outcome of enhanced global competency for students. This plan will entail collaboration (1) among a non-U.S. institution of higher learning, a non-governmental educational institute, underrepresented populations, and select Collin faculty, (2) between faculty at a host institution of higher learning and the sabbatical recipient, as a representative of the home faculty, and (3) students in classroom settings experiencing global learning strategies. Through scholarly research on effective pedagogies combined with emerging technologies for implementing specific global initiatives, I hope to improve teaching and learning in my classroom at Collin College and to recommend strategies for global learning to my colleagues. One component would partner Collin with three entities in the Mindanao region of the Philippines--the University of Southeastern Philippines, the Social Entrepreneurship Institute of Davao, and the Mai Jail of Davao, with the number of detainees burgeoning as a result of President Duterte's drug policies. Assessment of the design, implementation, and student learning outcomes would be included in the project.

Collin College District
Sabbatical Leave Proposal for Fall 2017
Submitted by Dr. Kay Mizell

Research Plan

Introduction: Relationship to Collin College's Strategic Plan

To support Collin College's Strategic Plan and Vision that "a culture of student preparedness will be the focus of student success," this sabbatical proposal aims at fostering students' academic learning, personal and social development, and workplace skills in a global market. In addition, Collin's second strategic goal calls for "innovative higher education programs that prepare students for constantly changing academic, societal, and workplace opportunities." This project outlines steps for improving teaching through scholarly research on and evaluation of the best practices for internationalized learning with the outcome of enhanced global competency for students.

Objectives and Methods of Project

To prepare students for an increasingly interconnected world and thus to expand students' knowledge, skills, experiences, and attitudes about other cultures, this internationalization project seeks to enhance their global competency. Such a learning outcome aims to equip students so that they leave Collin with a greater potential to secure a broader range of significant life work, to envision far-reaching mobility, and to have a global impact in their spheres. Researching and implementing strategies designed to improve student learning, particularly to prepare students for a global environment by infusing curriculum with perspectives and practices from their academic counterparts abroad, is an aim of this project. Sharing cross-cultural communication, understanding, and pedagogies at international host institutions will enrich my teaching at Collin as I return to the classroom. To supplement my pedagogical resources, particularly with host and home collaboration between students and between faculties, I hope to document, evaluate, and make recommendations about pedagogies for classroom learning. Thus, the project is designed to share intellectual skills with educators who hold the common goal of improved learning for their students, in this case, students' global competency.

The methodology will entail: (1) scholarly research on the classroom pedagogy of global learning, including readings (see Appendix C: Bibliography), (2) faculty seminars on the teaching methodology of international learning at host institutions abroad, (3) teaching in international classroom settings for under-represented populations, using best principles of global learning, (4) global initiatives applying emerging technologies and involving initially Collin faculty and subsequently their students, (5) a summative evaluation of each initiative and resulting student learning, and (6) assessment of the project and recommendations about world learning, specifically students' global competency, to the faculty at Collin College in a forum. In this project, Collin faculty may also participate in varying course delivery modalities with institutions and agencies outside the local classroom. Three specific non-traditional academic settings and one traditional site will serve as a laboratory for future collaboration between Collin faculty and students with their counterparts in the Mindanao region of the Philippines: 1) the Social Entrepreneurship Institute with projects to address social needs, 2) Collin faculty webinars (for example, on ESL, Business, Communications) and student conversation or research partners, and 3) the Mai Jail of Davao, Philippines in an education behind bars

program. Traditional faculty workshops with the University of Southeastern Philippines (USEP) will forge partnership initiatives for increasing student global competency.

Rational and Significance

With the rapidity of globalization and the advance of technology, institutions of higher education have increasingly internationalized their campuses through changes in policy, curriculum, and initiatives. To adapt students to this changing landscape of fluid borders, flourishing technology, and increased mobility, faculty can cultivate students' global competence by infusing the curriculum with hands-on experience and with real and virtual cultural exchanges. To prepare students for a global environment, faculty can design their curriculum with perspectives from and projects with their academic counterparts abroad and simultaneously aide marginalized or underserved populations.

Relationship to Previous or Related Work

In the nexus of a love for other cultures, my experience with international exchanges involving both faculty and students, my commitment to students, and my research interests in and service of ethnic minorities, this project continues two decades of work. (See Appendix A: Related Awards and Previous Work).

Timeline for Accomplishing Sabbatical Plan (for a complete plan, see Appendix B)

Date	August	September	October	November	December
Task	Test compatibility of delivery modalities. Arrange host institutions and Collin faculty webinars.	Research pedagogies and best practices for global competency. Confirm liaisons and their goals.	Prepare and conduct faculty seminars abroad on global education.	Complete visits to host institutes and redefine best learning practices for students' global competency.	Integrate findings into Spring 2018 curriculum. Arrange for forum at Collin to recommend pedagogies.

Bibliography on Literature: Global Learning and International Education

For the bibliography on pedagogical strategies for global education see Appendix C.

Anticipated Resources for Sabbatical Project

Resources will include the Fulbright Specialist Program (my application is in process), particularly Fulbright Specialists in international and comparative education; a non-governmental institute (Social Entrepreneurship Institute, Davao, Philippines); underrepresented populations (scholars from an educational development organization and detainees from Mai Jail, Davao); and a host university (University of Southeastern Philippines, Davao). (For additional explanation of resources, see Appendix D).

Conclusion

With the critical objective of preparing students at Collin for the outcome of global competency, a capacity to live and work in a world of permeable borders, rapidly gained and transferred information, and increasingly diverse and multicultural environments; this sabbatical would provide the opportunity to frame an ongoing process of internationalizing the classroom. A research and review of current strategies to improve international learning in the US and abroad--particularly in regard to policy, curriculum, and initiatives-- and a component of Collin faculty collaboration with international institutions through emerging delivery modalities will undergird this plan.

Appendix A: Related Awards and Previous Work

Accomplishments Related to International Education	
Date	Task
1996	National Endowment for Humanities Grant with American Association of Community Colleges. Exploring America's Communities: In Quest of Common Ground
1997	Fulbright Foundation German Seminar for Media Studies
1997	Distance Learning and American Pedagogy. South Kazakhstan Humanities University and the Turkish University, Shymkent, Kazakhstan
1998	Visiting Professor, Department of English, Bögaziçi, Istanbul, Turkey
1998	American Pedagogy Seminars presented to the South Kazakhstan Humanities University and the Turkish University, Shymkent, Kazakhstan
1999-2003	City as Text: Prague, Czech Republic; six-hour Maymester learning community with Honors component; with Dr. Joan Kennedy 3 years, and Dr. Brown 1 year
2000	The 11th International Oral History Conference and Publication of Proceedings, Department of History, Bogazici University, Istanbul, Turkey, Memory, Identity & Kurdish Women
2000	Gutenberg, Goethe, and Beyond: Designing Curricula for e-Learning, Online Berlin International Education and Technology Conference, Berlin, Germany
2001	US Faculty View of 9/11, Bogaziçi University with Professor Danishman.
2004	Diaspora, Identity, and Memory: Kurdish Women in North America. Conference for Society for Applied Anthropology, Dallas, Texas
2004	Pedagogical Seminars. Kazakhstan Institute of Management and Economics, KIMET, Almaty, Kazakhstan
2006	Role of Trust in International Affairs, Bogaziçi University, Istanbul
2007	Keynote: "Status and Future Directions of Higher Education in the United States," "Internationalizing the Curriculum of Indigenous Higher Education," and "Service Learning and its Implications to Indigenous Higher Education" at the Indigenous Higher Education in the Philippines Conference, University of the Southeastern Philippines, Davao City, Philippines, March 12-13
2008	Alternatives to Violence: A Comparison of Muslims in the Southern Philippines and Kurds of Turkey, Proceedings Publication of Annual International Studies Association Convention, San Francisco, California
2008	"Education Theory Related to Second Language Instruction," "Teaching Techniques Related to Various Language Skills," "Use of Instructional Technology," and "Assessment/Testing in Language Teaching" at the Teaching English as a Secondary Language Lecture Series, University of the Southeastern Philippines, Davao City, Philippines, July
2008-2013	Fulbright Senior Specialist: International and Comparative Higher Education
2009	English as a Second Language Training, Austin, Texas Fulbright: Opening Minds to the World: Two Scholarly Journeys, Apr. 30, arranged and chaired. Collin's Fulbright Scholar & Philippine Fulbright Scholar
2010	Presented Faculty Workshop University of the Southeast Philippines, Davao, Teaching English as a Second Language 3-day workshop, Summer

2011	Led roundtable discussion on "Civil Society and Peace" at the Fulbright Association's 34th Annual Conference, "Living in a Diverse, Crowded World" Washington, D.C, Fall 2011; Presented: "Across History, Across Borders: Women of the Kurdish Diaspora in North Texas," El Paso, TX. Texas Historical Society, Spring Presented all-day pedagogical seminar for Faculty at Thompson School, Davao, Philippines, Summer; Led Faculty Workshop at the University of the Southeast Philippines, "Online Collaboration: Teaming Across the Web and Across Borders," Summer
2012	Presented Faculty Seminar/Workshop for Faculty Development at the University of the Southeast Philippines, Davao City, Iraq "Oral Narratives Methodology: Case Study of Kurdish Women in Northern Iraq," Summer
2013	Offered Faculty seminars/workshops in Davao, Philippines at the University of Southeast Philippines
2014	Visiting Professor University of Southeastern Philippines, Davao Philippines Workshop for upper level English students "Evaluating Messages in Media"
2015	International Exchange: Meeting with Fulbright Professor and with President Emeritus, U. of Southeastern Philippines, study retreat, Davao Philippines
2016	Istanbul, Turkey: Assisting with International Women's Day program for Syrian refugee women, recorded oral narratives of their experiences
2016	Managua, Nicaragua: Working with school feeding program for food insecure populations
2016	Assisted in study retreat for disadvantaged students in the Mindanao region of Philippines. Visited jails, interacted with detainees; Cultural Night w/ 7 tribes
2000 to present	Fulbright Association member, attended annual or bi-annual conferences in Washington, DC Fulbright's Campus Representative
2008 to present	Student Exchange initiative; TAMU-C and U. of Mindanao; US coordinator
2013 to present	Welcome to America: Surviving the American Classroom Co-chaired student group to facilitate cultural exchange among Collin international and native students
Intermittently 1998- present	Task Forces: Global Education, 1998-2000, Travel the World, 2009-10; Study Abroad Committee 2015-16;

Appendix B. Timeline for Accomplishing Sabbatical Plan

Sabbatical Timeline for Fall 2017	
Date	Task
08.15.2017	Test compatibility of delivery modalities in the Philippines and at Collin College; arrange host institutions, and faculty webinars
09.01.2017	Research pedagogies and best practices for global competency, international teaching and learning, using readings and seminars
09.15.2017	Confirm arrangements with host institutions for field visit(s)
10.01.2017	Design modules for faculty seminars on international learning and for student assignments
11.01.2017	Conduct faculty workshops/seminars abroad
11.15.2017	Complete visits to host institutions (possibly other site)
11.30.2017	Assess through faculty feedback and student evaluations
12.1.2017	Refine modules on global curriculum at host institution
12.15.2017	Integrate findings into curriculum for Spring 2018
12.21.2017	Complete faculty exchange(s) with host institution and institutes; assess for ongoing collaboration
01.15.2017	Arrange forum at Collin to recommend strategies on global learning, global competence, and initiatives

Appendix C: Bibliography on Global Learning and International Education

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Appendix D

Anticipated Resources for Sabbatical Project

Fulbright Specialist Program

Designed to provide short-term academic initiatives for U.S. faculty, the Fulbright Specialist Program gives opportunities for developing an understanding of other cultures through partnerships and educational exchanges, an even more significant mission in light of international affairs after 9/11 and the need to establish good will in the world, particularly in Muslim countries. In my experience international educators have ideas that they want to share regarding international relations as well as educational methodology and curriculum. Faculty counterparts in the international arena want to build a rapport and then are open to mutually beneficial exchanges.¹

Non-Governmental Institutes, Underrepresented Populations, Host University

1. Social Entrepreneurship Institute, Davao Philippines
SEI focuses on educational development for disadvantaged populations. Even in its nascent stage, the Institute is currently involved in the Philippines' Department of Education's mandate to extend schooling from K-10 to K-12 in tandem with President Duterte's policy to incarcerate those involved in drug trafficking, and as a result SEI has proposed a slate of courses to address these needs. In a partnership with the Mai City Jail and the University of Southeastern Philippines, SEI wants to give detainees an alternative to the life that led to their incarceration. Thus, they are using the emerging field of social entrepreneurship to offer college level courses to inmates.
2. Mai Jail, Education Behind Bars Program, Davao, Philippines
Under a Memorandum of Agreement, signed by the Philippine Department of Education, the Department of Justice, the Director of the Mai Jail, and the President of the SEI (see above), courses will be offered to detainees to prepare them to return to society and to reduce recidivism. Collin faculty are welcome to be involved in the nascent stages of curriculum development and of preparing lectures in their field of expertise.
3. University of Southeastern Philippines, Davao, Philippines
In collaboration with Dr. Lourdes Generalao, president of the University of Southeastern Philippines, a faculty workshop on global pedagogy and collaboration with USEP on SEI's education behind bars program in the Mai Jail in Davao, where 2600 detainees are incarcerated. I have presented faculty workshops at USEP almost annually since 2008.

¹ Fulbright Specialist Program, Bureau of Educational and Cultural Affairs Exchange Programs.
<https://exchanges.state.gov/us/program/fulbright-specialist-program>