

## **Sabbatical Leave Proposal**

### **A. Applicant**

Name: Sheryl Cavales Doolan

Department: English

Type of Leave: Formal Coursework and Project

Leave Dates: Fall 2017 & Fall 2018

### **B. Purpose of Leave**

The intent of my sabbatical is to complete formal coursework in San Francisco State University's Doctoral program in Educational Leadership. With a specific focus on social justice and equity, this program is designed to help educators become transformational leaders in their worksites. Informed by the education in my coursework, specifically current research and scholarship on effective teaching for underserved students, I will develop a series of professional learning workshops for English faculty. These workshops will use critical theories as frameworks for creating more inclusive and equitable classes, particularly for students who are people of color, first generation college students, basic skills students, and LGBTQ students. Though specific content of the workshops will be shaped by the coursework, they will address issues such as cultural competency, unconscious bias, linguistic diversity and gender diversity.

### **C. Leave Objectives**

1. Complete coursework in SFSU's Doctoral program in Educational Leadership.
2. Compile a bibliography of current research and relevant scholarship that address: issues of social justice and equity; effective teaching and learning practices; and critical theories of race, class, and gender in education.
2. Develop a series of professional learning workshops for English faculty designed to help them create more equitable and inclusive classes.

### **D. Narrative**

San Francisco State University's Doctoral program in Educational Leadership is a three-year, intensive program intended to help educators become transformational leaders. I

will be enrolled in the program from Fall 2016 through Spring 2019. Coursework in this program addresses three broad themes: leadership, equity, and inquiry. Specific courses relevant to this sabbatical project include Qualitative Analysis of Race, Class, and Gender in Society and Education; Literacy and English Language Learners; Quantitative Analysis of Structural Inequality in Education; Transformational Strategies to Address Inequality in Education and Society; and Communication Techniques and Strategies for Educational Leadership. These courses will be completed by the end of my sabbatical in Fall 2018.

Throughout the coursework, I will read critical theories of race, gender, class, and identity; current research in education and equity; and scholarly works addressing social justice, equity, and inequality. From my research, I will select the most relevant and useful pieces to be compiled into a bibliography that instructors can use to expand their own understanding of these topics.

Based on my education through reading and research, I will develop a series of professional learning workshops for English faculty designed to help them identify inequity and inequality in their classes and make positive, proactive changes to address those inequities. In the workshops, I will present current research and scholarship; offer specific strategies and tools for improving equity and creating inclusion in the classroom; and create structures for instructors to discuss and adapt their own curriculum and practices to be more equitable, inclusive, culturally responsive and culturally relevant. These workshops will use critical theories as frameworks for creating more inclusive and equitable classes, particularly for students who are people of color, first generation college students, basic skills students, and LGBTQ students. Though specific content of the workshops will be shaped by program coursework, they will address issues such as cultural competency, unconscious bias, linguistic diversity and gender diversity. Workshops can be offered throughout the year as Flex workshops or as part of the department retreat. In addition, workshops can be adapted for a wider audience so that instructors from all disciplines can participate.

## **E. Evaluation Summary**

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

The education I receive will profoundly shape the instruction I provide in my classroom by making my own teaching more culturally responsive and relevant. Further, I will gain both education and experience in advocating for change on campus. With greater knowledge, I will be a stronger, more effective advocate for underrepresented students and a leader amongst my colleagues.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

Through the faculty workshops, I will be able to share knowledge and collaborate with my colleagues to create new ideas and strategies. Every instructor who participates will be able to incorporate these ideas into their classes, thereby benefiting every student who enrolls in our English classes. All students directly benefit from instructors' increased expertise, but basic skills students, students of low socio-economic status, students of color, and culturally and linguistically diverse students reap the most benefit from improved classroom environment and lessons.

3. How will the objectives of this sabbatical leave benefit my department?

As a gateway department, the English department serves almost every student who attends SRJC. The increasingly diverse student populations enrich our classrooms and campus, yet they are disproportionately represented in the basic skills English classes. The department will benefit from gaining increased cultural competency, understanding how unconscious bias may impact students, and collaborating to produce theme-based learning modules that can be adapted into any composition classroom.

4. How does your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

A bibliography of current research and theory in educational equity and diversity will be written; sources included will address critical theories of race, gender, class, and identity; current research in education and equity; and scholarly works addressing social justice, equity, and inequality. The department goal of improving the ways we serve our diverse students reflects the college's values of Learning, Academic Excellence, Diversity, Compassion, and Innovation.

#### **F. Abstract for Board Proposal Summary**

Sheryl Cavales Doolan will develop a series of professional learning workshops for English faculty designed to help them identify inequity and inequality and to make positive, proactive changes to address those inequities. These workshops will use critical theories as frameworks for creating more inclusive and equitable classes, particularly for students who are people of color, first generation college students, basic skills students, and LGBTQ students. Though each workshop will present different research content, they will address issues such as cultural competency, unconscious bias, linguistic diversity and gender diversity. The goal of this project is to enable English faculty to develop more culturally responsive and inclusive curriculum to

better serve the increasingly diverse student populations that enrich our classrooms and campus.

**G. Approval**

Applicant Name: Sheryl Cavales Doolan  
Department/Program: English department  
Review and Signature

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Department Review

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Signature of Department Chair

Date

Sabbatical Leave Committee Review

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Signature of Committee Chair

Date

Board of Trustees Review

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Action Taken

Date