



JOINT ACADEMIC SENATE
SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

Sabbatical Application 2021-2022

1. Write a **concise but specific** statement describing your proposed one-semester sabbatical leave.

Formal Study:

I am currently in my 4th year of my PhD program at Texas Tech University in Technical Communication & Rhetoric. I recently completed my coursework and am moving into the qualifying exams phase of my program. The exams prepare doctoral students for their dissertation research by asking them to compile a reading list of 100 books or the equivalent in articles (four articles equal one book) related to their dissertation topic.

My dissertation topic focuses on the influence of female role models on young women. Previous scholarship affirms the benefit a female role model offers a woman in overcoming gender stereotypes—especially in male-dominated fields, like math or science. For example, in [1999, Nixon and Robinson](#) found that the “exposure to female high school faculty and professional staff has a positive impact on the educational attachment of young women” (p. 185). In a [2002 study, Marx and Roman](#) highlighted the ways “female role models protect the math performance of women, who are highly skilled in math, from the adverse effects of the gender stereotype” (p. 1183). Along the same lines, [Lockwood \(2006\)](#) studied the impact of career role models on women and discovered that “because women face negative stereotypes regarding their competence in the workplace,” they are more likely to benefit from “the example of an outstanding woman who illustrates the possibility of overcoming gender barriers to achieve success” (p. 36). Finally, in the realm of medicine, [Rosenthal, Levy, London and Bazile \(2013\)](#) demonstrated that female physician role models “set a positive psychosocial process in motion that can support women’s persistence in medicine” (p. 464).

In a world where more women are joining men in the ranks of influence (as of yesterday, VP elect Kamala Harris), the findings of these studies should be celebrated. Last October, the [BBC](#) released a list of the 100 inspiring and influential women from around the world in 2019, which included U.S. soccer co-captain, Megan Rapinoe, 17-year-old climate change activist, Greta Thunberg and U.S. congresswoman, Alexandria Ocasio-Cortez, among others. The diversity of the women taking the lead to resolve the injustices and address pressing issues projects a new understanding of the role of women in the coming years. Considering women rely on and benefit from same-sex role models to overcome stereotypic schemata, the upward mobility of the female sex matters ([Gibson & Cordova, 1999](#)).

As it stands, there is no current research about whether young women even have role models. Combining the previous research regarding the influence of female role models on women and the remarkable number of women from diverse backgrounds currently in the spotlight, my dissertation seeks to answer the following research questions:

- Do young women (college aged; 18-22) have public role models?
- Are these role models women?

JOINT ACADEMIC SENATE
SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

- What are the reasons young women look up to these role models?
- What influence (if any) do these role models have in young women's life?
- How did young women first see/know about their role models?
- Do young women keep up with their role models? If so, through what channel(s)?

I intend to answer my research questions by studying the SMC female student population through a survey distribution and focus group. Because scholarship confirms the benefits women reap when they have a female role model, it is worth finding out its current standing in everyday life. Even if my findings show otherwise—that young women do not look up to female role models—I will still be able to shed light on what young women value and for what they are striving in their adult life. In the end, individuals who seek to close institutional gender gaps can use my dissertation's results to appeal to young women and motivate them in their own life's journey.

As it stands, I am set to take my exams in January/February 2021, which means I can begin the research process Spring 2021. During that time frame, I intend to receive IRB approval to distribute surveys to SMC female students.

If granted a sabbatical, I'd use Fall 2021 to analyze my findings, build on them, and continue the writing of my dissertation.

2. State the **objectives** that you expect to complete during your sabbatical leave.
 - a. Complete literature review chapter
 - b. Complete methods chapter
 - c. Code survey data
 - d. Conduct a follow-up focus group
 - e. Transcribe focus group discussion
 - f. Code/analyze focus group transcriptions
 - g. Outline preliminary findings
3. In what ways will your sabbatical **contribute to student success, to your colleagues, department, and the College at-large?** Indicate how your proposal reflects the SMC Mission, Vision, Goals and Outcomes Statement (please refer to the end of this application document for the Statement).

I believe my formal study, which plays into my goal to earn a PhD, benefits SMC in several ways. **First**, because teaching at a community college does not require an instructor to have more than a Master's degree, my own pursuit of a terminal degree positively reflects the caliber of education offered at Santa Monica College. In turn, the "junior" college mentality fades away when students realize their professors could be teaching at 4-year universities and offer the same expertise.

Second, a colleague of mine and I developed the communication and gender course (Com St 36) and I have had the opportunity to teach it ever since we began to offer it Spring 2015. As you can imagine, I draw heavily from my own research to teach the class and reinforce course concepts. In other courses I

JOINT ACADEMIC SENATE SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

teach, I often spotlight gender to exemplify theories, which gives students a chance to learn about a topic that has become more relevant in today's society—all of this I draw from my own research.

Third, both my survey and focus group participants will be SMC female students. This means that the implications of my study will directly concern some of our own students. My findings will shed light on what SMC female students value and for what they are striving in their adult life. This data will prove useful to better serve our female students in their educational and personal pursuits.

Finally, earning my PhD is the real life application of my dissertation work. In the future, as a young female professor with a PhD, I hope to inspire my own female students to strive for what have been traditionally masculine achievements.

Specifically, considering SMC's **Vision**, my formal study reflects it in the following ways:

- **Knowledge:** If SMC is to be a “leader and innovator in learning and achievement,” the college should encourage and invest in its faculty to continue their own education. By seeking a terminal degree, I am able to grow my own knowledge, which will inevitably find its way into my course curriculum, class discussions, etc.—and will ultimately benefit the students.
- **Intellectual Inquiry:** This SMC value calls on both faculty and students to be epistemically curious. In my own instruction, I ask students to keep an open mind as they expose themselves to new information. I challenge them to personalize these concepts and see their application in their own life. I cannot expect this of my student if I have ceased my own pursuit of knowledge. By pursuing my PhD, I am able to empathize with my students, which makes for better instructional direction/support.
- **Academic Integrity:** Much like I require my students to uphold academic integrity in their coursework, mine refers to my professional responsibility to stay up-to-date with the latest research in my field. This is easier done as a student than as a professional, since the latter can—at times—make you believe that you have already reached your peak in comparison to the former, which is a constant reminder that you are learning and there is much *to be* learned. In turn, my PhD program places me in a realm in which I am able to learn and in turn, teach up-to-date concepts, theories, etc.
- **Communication and Collegiality:** The knowledge I will have gained in earning my PhD will not only serve students in the courses I teach, but will be the framework to which I will refer for advising colleagues regarding course content and/or developing new curriculum for department offerings—ultimately benefiting the students.

Moreover, my Formal Study reflects SMC's **Mission**.

Since he took office, President Trump has proven to be a threat to American women. For example, he attacked reproductive freedom by rescinding the requirement in Obama's healthcare law that employers provide contraception coverage. Furthermore, he also rolled back a policy (also introduced by Obama) designed to close the gender pay gap ([source](#)). In May 2020, the U.S. Department of Education finalized a rule that dramatically reduces the protection Title IX provides students—particularly female students who are more likely to be victims of sexual assaults. According to the

JOINT ACADEMIC SENATE SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

new rule, the definition of sexual harassment is narrower and a greater burden of proof is required upon case investigation ([source](#)).

Trump's hostility also extends to the LGBTQ community as he continues to retract their protections. For example, his administration has denied trans people access to health care and the ability to enlist in the U.S. army. Moreover, it has allowed adoption agencies and homeless shelters to discriminate against LGBTQ folk ([source](#)). In a country where the life expectancy of trans women of color is only 35 years old, President Trump continues to turn a blind eye to this epidemic of violence ([source](#)).

If this is what is happening in our society at large (which will not immediately change come January when President elect Biden and Vice President elect Harris take office), women along with members of the LGBTQ community need a haven where they can be affirmed in their truest form of identity. While their interactions with staff, faculty and other students may make them feel like they belong at SMC, it is important that the college's support of minority groups is concrete—through our course offerings. I take pride in making this possible by not only teaching the gender & communication course, but focusing my terminal degree on gender-related topics. Through my teaching and furthering my own education, I communicate to my female and LGBTQ students that they matter and tangibly uphold Santa Monica College's **Mission** to "provid[e] a safe, inclusive and dynamic learning environment." When students are seen, valued and respected, they can "achiev[e] their educational goals."

Lastly, my Formal Study reflects the **Institutional Learning Outcomes** of SMC.

As mentioned in the previous paragraph, through the courses I teach and my research focus, I am able to affirm the identity of female and LGBTQ students, which helps them "acquire the self-confidence" to "pursue their intellectual curiosities." Sure of themselves, students are free to excel in "both their personal and professional lives" (**personal attributes**). Under my instruction, they will have been taught to question society's (seemingly) invariable heteronormative nature by learning about its social construction and the ways it is currently being challenged. In turn, students will have the "knowledge and academic skills necessary to [...] evaluate, and interpret" their own life and reflect on the ways society privileges and/or oppresses them. By taking the time to assess their own social location, students can better understand how their standpoint varies in relation to others and lead them to "communicate [more] effectively, reach conclusions, and solve problems" (**analytical & communication skills**). Ultimately, this will demonstrate the ways in which their "acquired knowledge and skills [extend] beyond the classroom" and make an actual difference in the world (**authentic engagement**).

4. Identify the **specific activities and/or procedures** that will be performed to meet your objectives. It should be evident that these constitute one semester's worth of work.
 - a. **Complete literature review chapter**
 1. My literature review chapter will build on the proposal I will submit after my qualifying exams (the combination of my pre-proposal and qualifying exam answers). By the time I will begin my sabbatical, my lit review will be clearly delineated. To complete my lit review chapter, I anticipate I'll need to re-read some of the articles/books I've already collected, conduct additional research, edit, write & re-write.

JOINT ACADEMIC SENATE
SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

b. Complete methods chapter

1. Similarly to my lit review chapter, my methods chapter will build on the proposal I will submit after my qualifying exams (the combination of my pre-proposal and qualifying exam answers). When I begin my sabbatical, I will have written the rationale for selecting specific methods, which means my focus will be on the operational definitions of my study's variables, survey distribution procedures, participant descriptions, focus group course of action, etc.

c. Code survey data

1. This will most likely involve (1) identifying a coding program (i.e. Nvivo) & learn how to use it; (2) beginning the coding process of my survey data.

d. Conduct a follow-up focus group

1. Based on the survey findings, I will formulate questions for the focus group before recruiting participants (via email and/or in-person). I will then set up a day/time that works for both the participants and myself.

e. Transcribe focus group discussion

1. Depending on time, I will either transcribe the focus group interview myself or outsource it to a transcription service.

f. Code/analyze focus group transcriptions

1. Similarly to the survey findings, I will use a coding program to analyze the focus group data.

g. Outline preliminary findings

1. I will begin to outline & organize both the survey and focus group findings into a meaningful whole

5. Specify a **timeline** for the sequence of each of the activities listed in Item #4.

a. Finish lit review chapter

b. Finish methods chapter

c. Code surveys

d. Conduct follow-up focus group

e. Code/analyze focus group transcripts

f. Outline preliminary findings

Fall Semester 2021 Weeks	Objectives
Week 1	Objective A - Work on lit review chapter Objective C - Identify coding software & learn it
Week 2	Objective C - Start coding survey findings

JOINT ACADEMIC SENATE
SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

Week 3	<p>Objective C</p> <ul style="list-style-type: none"> - Keep coding survey findings
Week 4	<p>Objective C</p> <ul style="list-style-type: none"> - Finish coding survey findings
Week 5	<p>Objective A</p> <ul style="list-style-type: none"> - Work on lit review chapter <p>Objective D</p> <ul style="list-style-type: none"> - Craft questions for focus group
Week 6	<p>Objective B</p> <ul style="list-style-type: none"> - Work on methods chapter <p>Objective D</p> <ul style="list-style-type: none"> - Send out invites to focus group participants
Week 7	<p>Objective A</p> <ul style="list-style-type: none"> - Work on lit review chapter <p>Objective B</p> <ul style="list-style-type: none"> - Work on methods chapter <p>Objective D</p> <ul style="list-style-type: none"> - Finalize list of participants, time/day of focus group
Week 8	<p>Objective A</p> <ul style="list-style-type: none"> - Work on lit review chapter <p>Objective B</p> <ul style="list-style-type: none"> - Work on methods chapter <p>Objective D</p> <ul style="list-style-type: none"> - Conduct focus group
Week 9	<p>Objective D</p> <ul style="list-style-type: none"> - Transcribe focus group transcript
Week 10	<p>Objective D</p> <ul style="list-style-type: none"> - Transcribe focus group transcript
Week 11	<p>Objective E</p> <ul style="list-style-type: none"> - Begin coding focus group transcript
Week 12	<p>Objective E</p> <ul style="list-style-type: none"> - Keep coding focus group transcript
Week 13	<p>Objective E</p> <ul style="list-style-type: none"> - Finish coding focus group transcript

JOINT ACADEMIC SENATE
SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

Week 14	<p>Objective A</p> <ul style="list-style-type: none"> - Work on lit review chapter <p>Objective B</p> <ul style="list-style-type: none"> - Work on methods chapter <p>Objective F</p> <ul style="list-style-type: none"> - Outline preliminary findings
Week 15	<p>Objective F</p> <ul style="list-style-type: none"> - Outline preliminary findings
Week 16	<p>Objective A</p> <ul style="list-style-type: none"> - Finish lit review chapter <p>Objective B</p> <ul style="list-style-type: none"> - Finish methods chapter

6. Delineate specific outcomes, skills, or competencies you will achieve as a result of your sabbatical.

Outcomes

By the end of my sabbatical, I will have:

- Completed my literature review chapter
- Completed my methods chapter
- Coded/analyzed survey data
- Coded/analyzed focus group data
- Outlined preliminary findings

Skills

By the end of my sabbatical, I will have:

- Honed my research and writing skills
- Learned & used a new coding software
- Reinforced my coding/analyzing skills
- Practiced value-conscious scholarship (conduction of the focus group)

Competencies

By the end of my sabbatical, I will have:

- Deepened my knowledge of role models and their effects on women
- Grasped the undertaking of a feminist methodological design
- Found out what SMC female students value and for what they are striving in their adult life

7. State explicitly how you plan to **document** your proposed sabbatical activities. Examples of documentation may include one or several of the following: written reports, research or scholarly papers, curriculum revisions, creative projects, multimedia lessons/presentations, videos, transcripts of courses taken.

All of the objectives I plan to accomplish during my sabbatical are easily documented. Upon the completion of my sabbatical, I will have **manuscripts** for both my literature review and methods chapters.

JOINT ACADEMIC SENATE
SABBATICALS, FELLOWSHIPS, & AWARDS COMMITTEE

I will also have **records** of my survey data coding, which will inform the questions I write for the focus group interview. Whether in person or on Zoom, I will be recording the focus group interview for transcription purposes. In turn, the focus group interview will be verifiable both via the **recording** and its **transcription**. Much like the coding for the survey data, I will also have **tangible evidence** of my focus group interview analysis via the coding software. Finally, my preliminary findings will be outlined in a **document**. Beyond the mandatory report following my sabbatical, I am more than willing to provide any of the previously listed items to the committee for proof of my commitment to fulfilling my sabbatical goals.

Please see table of objectives on the next few pages.

You may address questions 2 and 3 of the Application in the format below. How are your proposed activities connected to each objective? You may copy and paste the table below on a separate page for each of your objectives. (It is highly recommended that you complete this section of the application.)

Objective Number: a.			
Objective description: Complete literature review chapter			
Activity	Description	Expected Outcome	Timeframe
1.1	Re-read some of the articles/books I've already collected, conduct additional research, edit, write & re-write	A final draft of my literature review	Weeks 1, 5, 7, 8, 14 & 16 (to be completed over the course of 6 weeks)

Objective Number: b.			
Objective description: Complete methods chapter			
Activity	Description	Expected Outcome	Timeframe
2.1	Focus on the operational definitions of my study's variables, survey distribution procedures, participant descriptions, focus group course of action, etc.	A final draft of my methods chapter	Weeks 6, 7, 8, 14 & 16 (to be completed over the course of 5 weeks)

Objective Number: c.			
Objective description: Code surveys			
Activity	Description	Expected Outcome	Timeframe
3.1	Identify a coding program (i.e. Nvivo) & learn how to use it	Become proficient with coding program	Weeks 1 (to be completed over the course of 1 week)
3.2	Code survey data	Complete coding of survey data	Weeks 2, 3, & 4 (to be completed over the course of 3 weeks)

Objective Number: d.			
Objective description: Conduct follow-up focus group			
Activity	Description	Expected Outcome	Timeframe
4.1	Formulate questions for the focus group based on the survey findings	List of focus group questions	Week 5 (to be completed over the course of 1 week)

4.2	1. Set up a day/time that works for both the participants and myself	Confirm a day/time for focus group	Weeks 6 & 7 (to be completed over the course of 2 weeks)
4.3	Conduct focus group	Complete focus group (recorded data)	Week 8 (to be completed one day during Week 8)
4.4	Transcribe recording of focus group	Transcriptions of focus group	Weeks 9 & 10 (to be completed over the course of 2 weeks)
<p>Objective Number: e. Objective description: Code/analyze focus group transcripts</p>			
Activity	Description	Expected Outcome	Timeframe
5.1	Code the focus group transcripts	Complete coding /analysis of focus group transcriptions	Weeks 11, 12 & 13 (to be completed over the course of 3 weeks)
<p>Objective Number: d. Objective description: Outline preliminary findings</p>			
Activity	Description	Expected Outcome	Timeframe
6.1	Outline & organize both the survey and focus group findings	Begin to understand the implications of my findings	Weeks 14 & 15 (to be completed over the course of 2 weeks)