

SECTION V. SABBATICAL LEAVE APPLICATION

James Wilson

2/10/2023

Name (Open Print Preview to have your name populate throughout the form)

Date

Diablo Valley College

Spring 2024

College

Sabbatical leave period requested

English

6 (as of end of AY 22-23)

Teaching field(s)

Years of service in CCCC

Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities).

No

Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable.

- Institutional study (complete Form A)
- Travel (complete Form B)
- Professional Study and/or Creative Study (complete Form C)

GENERAL SUMMARY OF SABBATICAL PROGRAM

(GIVE A 100-WORD MAXIMUM STATEMENT)

During my sabbatical, I will create a set of resources to educate and train faculty in queer- and trans-inclusive pedagogy to best support LGBTQ+ students, with the aim of increasing queer and trans students' success and mental health outcomes.

I will develop:

- a handbook with a literature review, data, and a set of concrete recommendations for a queer- and trans-inclusive pedagogy;
- a queer- and trans-inclusive pedagogy training program, with an accompanying Canvas shell
- a "badging" infrastructure
- a set of recommended standards and faculty commitments for courses to become certified by Community of Pride as "pride-ified."

Name

VALUE TO EDUCATIONAL PROGRAM

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

Describe how the proposed sabbatical will benefit the educational program. In particular:

1. *How will it benefit students, programs, or staff/colleagues?*

This proposed project is designed above all to support LGBTQ+ students, who face a variety of challenges on- and off-campus. DVC's Pride Alliance and our learning community Community of Pride, both of which I have been instrumental in creating, have made great strides in increasing support for LGBTQ+ students at our college, but campus-wide, knowledge of queer and trans students' needs remains low.

As such, my aim is to create resources that will support lasting infrastructure at the college to improve outcomes for queer and trans youth. This will ultimately, then, support students and have a lasting impact on programs and faculty members across the college.

Students:

A 2021 Gallup poll indicates that approximately 1 in 6 members of Gen-Z, 16%, identifies as queer or trans, up significantly from earlier polls (Jones 2021). While there is scant data on LGBTQ+ identified students in our district, we know—and our equity plan acknowledges—that this rather large population is a disproportionately impacted group that faces a variety of barriers to academic success, as we see in data from research across the country and across the state:

- Shocking mental health outcomes for all LGBTQ+ youth, especially trans youth: In 2018, for example, “one in three transgender youth reported attempting suicide, almost one-third reported being a victim of sexual violence, and more than half reported a two-week period of depression” (“Data on Transgender Youth,” 2019).
- Stress from micro-aggressions and overt discrimination on- and off-campus. 32% of queer-spectrum youth and 47% of trans-spectrum youth feel discriminated against on college campuses (Greathouse, et al, 2018)
- For some students, lack of family support (Greathouse, et al., 2018)
- Increased rates of substance abuse (Greathouse, et al., 2018)
- Greatly increased challenges regarding basic needs, particularly food and housing insecurity. 28% of LGBTQ+ youth experience homelessness or housing instability (“Homelessness and Housing Instability Among LGBTQ Youth,” 2022). Queer and trans adults are 1.6 times more likely than straight and cisgender adults to experience food insecurity (Brown, et al., 2016).
- With 2/3 of queer community college students also identifying as people of color and about 35% of LGBTQ+ students identifying as disabled (Fredriksen-Goldsen et al., 2012), these challenges are often compounded by intersectional challenges and pressures.

Other institutions have similar challenges as we do regarding LGBTQ+ success data, so we don't have strong data to understand how these factors impact academic success—but it is not hard to imagine that students facing the challenges outlined above face serious barriers that impact completion, success, and retention. Having worked with many queer and trans students, I have observed this myself.

Community of Pride, the learning community for queer and trans students and their allies, exists to address these challenges by offering a safe and nourishing space for its students. While we have seen success in supporting students in the program, we have not yet had the time to conduct research on addressing LGBTQ+ students' needs. Without that research, we cannot be certain that we are supporting our students as well as we should.

Some other learning communities that support specific disproportionately impacted populations, such as Puente and Umoja, have statewide organizations to support them. These organizations have created pedagogical philosophies based on research and regularly train faculty and counselors at retreats and

conferences. Since we do not benefit from broader support beyond our campus, we want to be sure we are serving our students with the most intention and care.

Once I have completed my sabbatical, my students will enter a classroom that has been thought through from start-to-finish with queer students' success and flourishing in mind. Further, with the training and badge program, students across campus will gain from seeing which instructors have dedicated time and effort to LGBTQ+ inclusion. And students in the learning community will eventually gain from a greater range of course offerings.

Program:

In 2019, upon the urging of LGBTQ+ students, I created what became Community of Pride, the first learning community at a California Community College designed to support LGBTQ+ students. At the start, there was no dedicated coordination time and the success of the program depended greatly on personal labor on my part. The program has grown from then, and as it has grown, I have found co-coordinators and institutional support. Nonetheless, as the only instructor that teaches a course to the students every semester, my personal approach to teaching is still at the center of the program. Our program needs a stronger foundation and greater institutionalization.

We remain a small program, serving only 20-30 students each semester. Considering the prevalence of queer identities among Gen-Z, this represents only a small fraction of our campus's queer community.

Our growth is limited by several factors, including the fact that only a small handful of faculty have participated, in part because we have not yet developed a research-supported teaching philosophy that we can communicate to other faculty members to teach potential course offerings. In order to truly institutionalize the program, we need access to other instructors that have a unified approach to queer- and trans-inclusion in the classroom. My sabbatical will aid in that endeavor.

Furthermore, the program aims to expand its reach beyond those students able to take the core courses each semester. Once Community of Pride has access to the resources I create, it will be possible to enter a new phase of our growth. Just as the Umoja program offers "umojified" courses, Community of Pride would like to train faculty to best support LGBTQ+ students in the classroom beyond our cohort classes in what might be called "pride-ified" courses. Students in the learning community will thus be able to take queer- and trans-inclusive classes in a variety of disciplines, aligning with their academic program. This will make the program accessible to greater numbers of students, as not all students are able to take our core courses in any given semester: English 122 and Psychology of Modern Life in the Fall, and English 126 and Intro to Social Justice in the Spring. While these are GE courses, we have found that some students feel these courses do not align with their graduation or transfer goals. Diversifying our offerings will allow for new enrollment patterns and increase our reach.

Looking beyond our learning community cohort, it serves our mission to support the development of queer- and trans-inclusive teaching across the college. With the training and badge program I plan to create, other students not in the learning community will have the means to identify queer-inclusive course offerings. This will support our mission of increasing well-being and success for queer and trans students across campus.

Faculty:

As explained above, classroom faculty will benefit greatly from the training program I create. They will have the opportunity to grow their teaching practice and earn a badge to show students their commitment to inclusive practices. They will also have the opportunity to be affiliated more deeply with the Community of Pride learning community, should they wish to commit more deeply to LGBTQ+-inclusion.

References:

Brown, T. N. T., Romero, A. P., & Gates, G. J. (2016) Food Insecurity and SNAP Participation in the LGBT Community. <https://williamsinstitute.law.ucla.edu/publications/lgbt-food-insecurity-snap/>

“Data on Transgender Youth” (2019, February 22). Trevor Project. Retrieved February 1, 2023. <https://www.thetrevorproject.org/research-briefs/data-on-transgender-youth/>

Fredriksen-Goldsen, K. I., Kim, H.-J., & Barkan, S. E. (2012). Disability among lesbian, gay, and bisexual adults: Disparities in prevalence and risk. *American Journal of Public Health, 102*(1). <https://doi.org/10.2105/ajph.2011.300379>

Greathouse, M., BrckaLorenz, A., Hoban, M., Huesman, D., Rankin, S., & Stolzenberg, E. B. (2018, August). Queer-Spectrum and Trans-Spectrum Student Experiences in American Higher Education. <https://tylerclementi.org/wp-content/uploads/2019/07/2018-White-Paper.pdf>

“Homelessness and Housing Instability Among LGBTQ Youth” (2022, February 3). Trevor Project. Retrieved February 1, 2023. <https://www.thetrevorproject.org/research-briefs/homelessness-and-housing-instability-among-lgbtq-youth-feb-2022/>

Jones, J. M. (2021, November 20). LGBT identification rises to 5.6% in latest U.S. estimate. Gallup. Retrieved February 8, 2023, from <https://news.gallup.com/poll/329708/lgbt-identification-rises-latest-estimate.aspx>

2. *How will it enhance and/or improve your background and professional competence?*

In addition to my work for Community of Pride, I was formerly a co-coordinator of the Pride Alliance committee and am still an advisor for the Pride Student Association club, a role I have held since my very first semester here. While my work with queer and trans students has given me a great deal of insight into what LGBTQ+ students need, the grind of the academic year has prevented me from conducting the research needed to move beyond my personal hunches to create a research-supported pedagogy for queer-inclusion.

Furthermore, having the possibility of training additional faculty beyond the small cohort of faculty that have taught Community of Pride courses up to the present will further institutionalize the program that I began and which has relied on a great deal of personal labor on my part up to now. It will relieve a great deal of pressure off me to know that the learning community can continue to support queer and trans students even if I am not teaching the core courses.

3. *How will it relate to your ongoing professional assignment?*

Alongside my role as English faculty, I co-coordinate Community of Pride (currently .25 reassign time) and work as Pedagogy Lead in the Arts, Communication, and Language student center (also .25 reassign time). This project will support my work in each of these roles.

As classroom faculty, the project will offer me, as previously stated, a research-based, systematized approach to supporting LGBTQ+ students, both in the learning community and in my other classes. I will take the opportunity to rethink reading lists, unit structures, day-to-day classroom practices, links to student services, and more.

As Community of Pride co-coordinator, this will support the development and institutionalization of the learning community. We will be able to support our students more fully, train additional faculty to teach core courses and decentralized, “pride-ified” courses across campus, and thus reach more students across the college.

As Pedagogy Lead, I connect faculty with resources across the college to support teaching in my interest area and beyond. In Spring 23, I am launching a “lessons from learning communities” series, in which staff and faculty from learning communities across campus will help faculty learn

how to support students of various backgrounds using tried and true techniques and approaches honed in learning communities. It will be meaningful to be able to share my learning from this sabbatical project with faculty in my interest area and across the college.

4. *How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?*

In the regular academic school year, my schedule is extremely full: On top of teaching two courses and completing all the associated prep and grading, the coordination time for the learning community is taken up with the day-to-day running of the program: recruitment, onboarding, coordinating our mentorship program, planning and running events, hiring guest speakers, managing our budget—and of course supporting our current and former students. As Pedagogy Lead, I am centrally involved in the running of the Pedagogy Inquiry Teams, which involves coordinating and planning meetings, managing our budget and handling timecards, conducting research and data analysis, and recruiting new participants. I also offer workshops and bi-weekly “Tea-ching Talks” in the ACL Center, which need to be promoted, and I meet with faculty in department and division meetings.

With all these different initiatives, I rarely if ever have time to step back and plan ahead, much less conduct research on pedagogical practices and develop training for other faculty. Thus, with the time that the sabbatical affords me, I can devote myself to research, writing, and the creation of the training program for faculty.

As my plan in Form C will outline, this is a full semester’s worth of work—from research, planning, writing, and editing the handbook to the creation of the online course and the workshop, as well as the badge and “pride-ified” course program. that would simply not be possible with all my other engagements and responsibilities on campus.

Name

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the "Proposed Evidence of Completion" is weighted twice that of all other rubrics.

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

Institutional study

Objective: 9 units of graduate level history courses as indicated on Form A will be taken at ... University.

Evidence: (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

Travel

Objective: Travel to archeological zones in Central America.

Evidence: (Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by specifying the minimum number of slides, pages in a journal, number of museums, etc. If you so state, you must provide tangible evidence in your final sabbatical leave report that you have, in fact, written the minimum number of pages you proposed, visited the minimum number of archaeological zones you proposed, etc.)

Professional study and/or creative study

Objective: Compose a musical score or write a textbook.

Evidence: (Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

Objective: Creation of a pedagogy for LGBTQ+ inclusion

Evidence: Written handbook of 12-15 pages outlining a research-based teaching philosophy of LGBTQ+ inclusion. Topics will include:

- data on disproportionate impact and needs of LGBTQ+ students
 - literature review on pedagogical strategies to support LGBTQ+ students
 - recommendations for LGBTQ+ inclusion on topics such as: representation in curriculum, inclusive language and imagery, pronouns, wellness and mental health, creating safer spaces, addressing conflict.
- 3 sample lesson plans for courses across the curriculum

Objective: Creation of a hybrid training workshop for faculty

Evidence: Offering in F24 of a workshop for faculty to learn the skills to make their pedagogy queer- and trans-inclusive. The program will be delivered in a hybrid model: an in-person or Zoom meeting accompanied by asynchronous online modules.

It will begin with a 1.5 hour synchronous Zoom or in-person workshop, which will introduce participants to the needs of LGBTQ+ students, with videos and/or a panel discussion with LGBTQ+ students. This session will also introduce the logistics of the training program and address any questions.

This will be followed by an asynchronous 3-hour training course that will offer participants knowledge and hands-on practice with skills needed for LGBTQ-inclusive teaching. Topics will include:

- vocabulary and concepts related to sexuality and gender
- disproportionate impacts and needs of LGBTQ+ students
- using pronouns, practicing pronouns
- representation in the curriculum

- creating safe space
- wellness and mental health

I will also include my handbook (above) and sample assignments, lessons, and syllabi.

Objective: Creation of a Canvas badge for LGBTQ+ inclusive teaching practices

Evidence: Creation of a digital badge earned by participants upon successful completion of the LGBTQ+ inclusion training program.

Objective: Design of an additional process for certifying certain courses as “pride-ified” to expand Community of Pride offerings

Evidence: On top of earning the digital badge, instructors will have the option to go a step further and have their course be designated by the learning community as a queer- and trans-inclusive course—a “pride-ified” course.

I will design an additional Canvas assignment: a “Pride-ified course proposal.” The assignment will contain the following:

- a list of criteria for inclusion in the learning community’s list of “pride-ified” courses
- an outline of how participants will demonstrate queer- and trans-inclusion, through a proposal that will explain instructors’ plans to address different elements of queer-inclusive curriculum in the specific course they are certifying: representation, use of language, pronouns, wellness and mental health, etc.

In a short document, I will propose a process for approving courses for affiliation with the learning community.

With approval of Community of Pride co-coordinators, this element of the training will be launched in F24 with the rest of the training program.

Submitted courses will be approved during the 24-25 academic year for inclusion in the learning community in F25.

Name

PROFESSIONAL STUDY AND/OR CREATIVE STUDY Form C

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)

Research (4 weeks)

- Study of the literature on LGBTQ+-inclusive teaching practices
- Sample of sources:

Arimori, J. (2020). Toward More Inclusive Japanese Language Education: Incorporating an Awareness of Gender and Sexual Diversity among Students. *Japanese Language and Literature*, 54(2), 359–372. <https://www.jstor.org/stable/27013682>

Aronson, B., & Laughter, J. (2020). The theory and practice of culturally relevant education: expanding the conversation to include gender and sexuality equity. *Gender & Education*, 32(2), 262–279. <https://doi-org.dvc.idm.oclc.org/10.1080/09540253.2018.1496231>

Burnam, M. A., Berry, S. H., Cerully, J. L., & Eberhart, N. K. (Eds.). (2014). Student Mental Health. In *Evaluation of the California Mental Health Services Authority's Prevention and Early Intervention Initiatives: Progress and Preliminary Findings* (pp. 87–138). RAND Corporation. <http://www.jstor.org/stable/10.7249/j.ctt14bs358.13>

Chappell, S. V., Richardson, L., & Ketchum, K. E. (2018). *Gender diversity and Lgbtq inclusion in K-12 schools: A guide to supporting students, changing lives*. Routledge.

Dozono, T. (2017). Teaching Alternative and Indigenous Gender Systems in World History: A Queer Approach. *The History Teacher*, 50(3), 425–447. <http://www.jstor.org/stable/44507259>

Majied, K. F. (2010). The Impact of Sexual Orientation and Gender Expression Bias on African American Students. *The Journal of Negro Education*, 79(2), 151–165. <http://www.jstor.org/stable/20798333>

McCabe, P. C., & Anhalt, K. (2022). Changing the narrative in schools: Addressing systemic barriers and stereotypes that prevent gender and sexual diverse youth from thriving. *Psychology in the Schools*, 59(1), 5–13. <https://doi-org.dvc.idm.oclc.org/10.1002/pits.22630>

Quilty, A. (2015). Empowering Realities: LGBTQ Empowerment through a Programme Based on Critically Engaged, Queer Pedagogy. *Romanian Journal of Experimental Applied Psychology*, 6(3), 36–48.

Shane, K. (2020). *The Educator's Guide to Lgbt+ Inclusion: A practical resource for K-12 teachers, administrators, and school support staff*. Jessica Kingsley Publishers.

Waite, S. (2017). *Teaching queer: Radical possibilities for writing and knowing*. University of Pittsburgh Press.

Writing Handbook (4 weeks)

Writing of sections:

- data on disproportionate impact
- literature review
- best practices
- sample lesson plans

Creation and design of 3-hour Canvas course (6 weeks)

- gathering OER content: data on disproportionate impact, best practices, media, video
- creating content as necessary (pages, videos, quizzes, etc.)
- organizing modules, for example: using pronouns, representation, centering wellness, creating community
- visual design and layout

Design of procedure for “pride-ified” courses (1 week)

- design of criteria
- design of Canvas assignment
- written document of 1-3 pages with recommendations for approval process and enrollment logistics, to be discussed with Community of Pride co-coordinators

Creation of badge (.5 week)

- graphic design
- coding and embedding in Canvas

Planning of 1.5 hour workshop (.5 week)

- planning activities, discussion topics
- slides

February 6, 2023

Dear Sabbatical Committee:

I am writing a letter in support of James Wilson's proposed sabbatical project. James and I coordinate the Community of Pride learning community for LGBTQ+ students at DVC. Since starting at DVC, James Wilson has been a prominent LGBTQ+ leader at DVC, creating critical supports for our LGBTQ+ students. James has created queer content for both their English 122 and 126 courses, they have done outreach to high schools to find students from the LGBTQ+ community, and they have presented at statewide conferences about how to best support LGBTQ+ students in the classroom.

Since 2019, James has worked tirelessly to create and institutionalize Community of Pride, California's first learning community for LGBTQ+ students in a community college. As faculty members working with the students in the program, James and I directly see the impact that program's content has on students. Here is one quote from one of our students about the impact of taking Community of Pride courses: *"I have never taken a class that focused on LGBTQIA+ topics and issues before, so this experience has been refreshing for me. I'm lucky that there are classes like this one... It has also given me a safe community to discuss how I feel or things I have experienced. This is probably the most comfortable I have felt sharing in all of the classes I've taken at DVC so far, so I'm very thankful."*

Our LGBTQ+ students may not be accepted by their families, and they face many barriers in our society. The inclusion of LGBTQ-focused content in courses can make a true difference in the retention and mental health outcomes for our students. James is the best person to do this work, because they have already laid the ground work for this, creating queer pedagogy for their own classes. If trainings could be created to teach other professors how to be inclusive of LGBTQ+ content, then our students, and all students at DVC, would benefit.

Since Community of Pride is the first learning community for LGBTQ+ students in California, we do not have a statewide committee with professor trainings in the same way that learning communities like Puente or Umoja do. Everything that we do in our learning community and the resources we use all have to be gathered or created from scratch. If professors could be trained in LGBTQ pedagogy, then students in the community could have choice in their course selection and further their learning. Also, the professors who are trained can use that inclusive and equitable pedagogy across the disciplines they teach. This has a great ripple effect on a college campus.

To be an institution that is truly equitable and inclusive of our transgender, nonbinary, and LGBTQ+ students, DVC unfortunately still has some work to do. The Campus Pride Index (<https://www.campusprideindex.org>), an independent non-profit that rates colleges' commitment to LGBTQ-inclusive policies and practices, sadly gives Diablo Valley College a rating of 1.5 out of 5 stars. While DVC has made improvements in its supports for LGBTQ+ students over the last few years, it is clear that there is still much work to do. James' project will have a tangible and lasting effect, not only on the LGBTQ+ students in our cohort, but also on our DVC campus community.

Sincerely,

Christie Harrington-Tsai

Counseling Faculty & Community of Pride Co-Coordinator, Diablo Valley College

February 9, 2023
Sabbatical Leave Committee
321 Golf Club Rd,
Pleasant Hill,
CA 94523

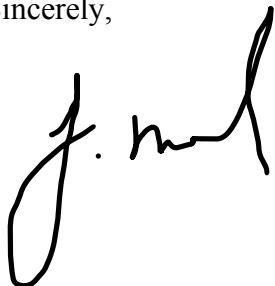
To Whom It May Concern:

I am writing this letter in support of James Wilson's sabbatical project, a project aiming to support LGBTQ+ students.

James' proposal is essential to the college community because it aims to support a portion of the student demographic that has been underserved and needs more resources. Moreover, James undoubtedly is the right person for this sabbatical program because they have a deep passion for serving this population through pedagogical development and community support. This passion led James to develop and coordinate the Community of Pride which is a learning community created to assist LGBTQ+ students. Stemming from student requests, James created this first-of-a-kind learning community at DVC. The Community of Pride has been successful at the college and continues to grow. As well as creating this program, James is also a pedagogy lead at the college, demonstrating their commitment to student learning through the creation of professional development for faculty and the facilitation of spaces that allow instructors to examine their own pedagogy. Both James' experience as a pedagogy lead and their experience creating the Community of Pride makes James an exceptional candidate to take on the work detailed in their sabbatical proposal. Through the creation of new pedagogy and a certification course process, James intends to build upon the development of Community Pride, and this is something that the institution desperately needs as there are still many opportunities for DVC to serve LGBTQ+ students in better ways, especially as we move out of the pandemic.

I support James' sabbatical proposal and their effort to expand the support that we provide for LGBTQ+ students at DVC. The college and district would greatly benefit from curriculum and pedagogy development aimed to aid the learning of our LGBTQ+ student demographic.

Sincerely,



Dr. James Noel
Dean of English and Equity Pedagogy