

**Abstracts of 2023-2024 Sabbatical Projects for the Chancellor and Governing Board
Approved by the District Sabbatical Leave Committee, January 2023**

Natalia Aylett – Primary Research on the Effects of Social Media Use on the Academic Achievement, Affective Wellbeing, and Leadership Development of Our Foreign-Born College Students

I will be conducting primary quantitative research to investigate the effect of social media use for diverse purposes on the academic achievement, affective wellbeing, and leadership development of foreign-born students at our college. Working on this project will fill a gap in the existing academic research regarding social media use by college students. It will also grow my understanding of this student population and my skills in conducting primary research. This project will also help meet requirements for a Doctorate in Education, which I have been working towards for the past two years. The research findings will inform recommendations for instructional, student services, and student leadership initiatives that may optimize the use of social media for the academic success, personal well-being, and positive leadership development of our students.

Craig Carroll – TPRS Second Language Acquisition Boost

Teaching Proficiency through Reading and Storytelling (TPRS) is the most innovative and inclusive method to emerge in second language acquisition and academic skills development in the past 40 years. Students in apprentice levels of our program want engaging stories and the fluency to share them. To grow, I will complete TPRS University, acquire Farsi as a TPRS student, conduct a literature review of twenty-nine TPRS dissertations provided by Dr. Karen Lichtman, our department's 2021 PD speaker, and create four new course outlines with training modules for our department, for ACE (American Collegiate English), and for our sister college. The outcome of this project will be 1) a succinct summary of the research for presentations at the college and conferences and 2) four new course outlines with training modules for instructors, benefitting the students by efficiently increasing their language proficiency and, thus, their overall success meeting their college goals.

Dave Dillon – OER (Open Educational Resource) Textbook Revision

An intentional focus on inclusiveness, diversity, equity, anti-racism, and accessibility (IDEAA), across higher education has resulted in dramatic change of the college landscape over the last six years. The Blueprint for Success in College and Career OER (Open Educational Resource) textbook was curated in 2017. The purpose of this sabbatical is to create a substantial and overdue revision with consideration for the California Community Colleges and GCCCD's revised goals promoting IDEAA. Activities planned within the revision include infusion of equity themes matching recent innovation with our local course outline, additional student artwork representing diversity, accessibility improvement, and content edits for relevancy and recency. The primary outcome is completion of a major revision as an open licensed and free resource, available for students and for faculty to adopt for their courses. Aligned with the IDEAA framework, the revision will continue to benefit students, the counseling department, college, district, and broader community.

Tania Nicole Jabour – Fostering Academic Integrity: A Faculty Toolkit

This project, titled Fostering Academic Integrity: A Faculty Toolkit, provides resources for faculty to create more inclusive and integrous classes. This Toolkit will complement forthcoming revisions to the College's academic misconduct processes. Faculty will be able to use this Toolkit, which will be available in the form of a Canvas shell, resources on the Student Affairs site, and other professional development workshops, to learn how to promote a campus-wide culture of academic integrity by: 1) cultivating a sense of belonging among students; 2) encouraging authentic and meaningful skill-building in classes, and 3) handling suspected cases of misconduct through an educational intervention paradigm. This project comes out of an ongoing partnership with Cuyamaca College's Dean of Student Affairs, and is part of the larger work of the Racial Equity and Social Justice Taskforce.

Brad McCombs – Automotive Network Database Development (ANDD)

A robust Canvas database will increase high-touch communication among stakeholders, track employment and energize future enrollment. Goals: 1) Improve integration with our Community of Practice, which bolsters stakeholders— counselors, financial aid, job placement specialists, teachers, partnering regional colleges, mentoring technicians, and industry management—while supporting students. 2) The ability to track and measure students over five years, an integral milestone as it relates to both student success with certification status, wage gains and commencement. 3) Establish a database for advisory compliance with group organization, equity, surveys, reports, announcements, and more. My sabbatical project will carve out time to develop and pilot-test a nuanced Learning Management Course (LMS) in Canvas while honing my professional development at the department level in instructional design. The high-fidelity course will enlist graphics to amplify categories and embolden user experience.

Todd Myers – Big Data and the Social Good

Since the founding of economics, economists have aspired to promote the social good. As our tools expand, new possibilities for improving the well-being of the community through appropriate policy guidance emerge. With the growing availability of big data, some economists see an opportunity to use new tools to improve public policy. I hope to grow professionally by learning about the intersection between big data and the social good by attending to the work of leading economists such as Raj Chetty, Esther Duflo, and Abhijit Banerjee and bring what I learn from the works of these economists to my students, department, colleagues, and community. My efforts during my sabbatical will lead to enhanced curriculum for our students, greater outreach to the public through articles, public talks, and interviews, stronger mentoring, and networking through enhanced relations with SDSU where I will be physically located during the sabbatical.

Cynthia Morrin – Trauma Informed Research and new OER curriculum and class/program to address equitable mental health needs for the success and learning of our students

I will be researching the impact of adverse experiences (trauma) on the academic success of transitional youth (ages 16-26) and adult learners in community college. Since the pandemic, we have seen a dramatic increase in cultural mental health concerns in our student populations that impact learning and future life success. According to the World Health Organization (WHO), anxiety and depression have increased by a massive 25%. Transitional youth, women, underrepresented and vulnerable populations are at the highest risk. Multiple stress factors caused by the pandemic have resulted in unprecedented rates of suicidality, self-harm, depression, anxiety, substance abuse, cultural-identification crisis, intimate partner abuse, child/family abuse, complicated grief and unresolved complex post-traumatic stress disorder (PTSD). In order to be successful in college, students need help adapting and adjusting to their environments and communities as they transition to college life, post pandemic. With my research findings, I propose to create a culturally sensitive, trauma informed curriculum that will help students gain an awareness of “self” through therapeutic and mindful curriculum that facilitate their growth and social adjustment. I will create a new counseling course with open educational resources (OER) that will meet the Social and Behavioral Sciences general education pattern for an associate’s degree and/or transfer. My research will also include looking into future degree/certificate programs in mental health services and trauma counseling for the college, district, region and community.

Rachelle Panganiban – DSPS Faculty Manual in Canvas

Disabled Students Programs & Services (DSPS) is charged with providing students equal access to the educational process by way of academic adjustments, auxiliary aids, services and/or instruction. Due to the individualized needs of students with disabilities in the classroom, instructional faculty must be informed of DSPS policies and procedures. The sabbatical leave activity is to develop a DSPS Faculty Manual available in Canvas for faculty reference. The anticipated outcome is to have an in-depth DSPS Faculty manual in Canvas that will increase access to DSPS policies and procedures for instructional faculty so they can be equipped to support students with disabilities with their unique needs in the classroom setting. The completion of the DSPS Faculty Manual and making it available to all faculty in Canvas will serve as evidence. The expected benefits include 1. Increased access to DSPS services for students and 2. Increased student referrals to instructional faculty to DSPS 3. More equity-minded instructional practices that align with DSPS policies, procedures, and applicable disability laws.

Michele Perchez – Exploring Options and Models for Work-Based Learning within Grossmont College Biology Courses

This project will result in new Work-Based Learning (WBL) curricula for Biology courses for the purpose of improving course success for all student populations, but especially, minority students for whom we have documented patterns of significantly lowered success compared to non-minoritized students. Project activities include Canvas Modules development for all course levels, identifying WBL experiences and data collection on current Department WBL practices using California Community Colleges Chancellor’s Office criteria. Students will benefit through direct engagement with potential career paths using the WBL model, encouraging and clarifying their career goals, becoming more aware of the importance of developing 21st Century Skills, along with predicted increased course and program success. The institution benefits from increased completion rates and strengthening of community partnerships. Project outcomes include fully completed, Department accessible, Canvas Modules containing WBL-focused assignments and activities with lists of confirmed WBL partners and, additionally, documentation of current Departmental WBL use.

Taylor Smith – Developing a Software Toolkit for Music and Media Technologists: An Impulse Response Library

Among my core teaching responsibilities is a sequence of classes in music and media technology. But, as technology evolves, it is easy for these classes—and the instructor—to fall behind currency. Impulse response technology is a new development in music/media technology, which allows one to capture the characteristics of acoustical spaces and recreate them, digitally. The primary purpose of this sabbatical project is to develop new software tools (an impulse response library) for inclusion in my classes; these tools will be made available to students for free. Also, I will introduce a new learning module, “Developing Your Own Software,” into these classes. Due to the nature of the work, I am unable to complete this project during a typical semester. Importantly, this would reconnect me with music/media technologies “cutting edge,” a passion that has waned. Upon completion, I will submit a website that houses the software.

Julio Soto – Latinx Communities, Racism and Anti-Racism: Struggles, Agency, and Resilience

The purpose of this project is to explore racism and anti-racism in the context of Latinx communities in the United States. The focus will be on racism faced and racism perpetuated by Latinx communities, as well as highlight anti-racist efforts led by Latinx communities. With a student-centered focus, this project will connect themes, patterns, and experiences of racism and anti-racism as explored and researched by Latinx scholars and community leaders. Anticipated outcomes include a more robust understanding of racism experienced and perpetuated within Latinx communities in the United States, greater understanding of anti-racist efforts led by Latinos, new course development, stimulating students’ research curiosity, and inspiring Latinx student leadership. A written report will be submitted with research overview, accomplished objectives, implications for my professional and personal growth, implications for my discipline, and contributions to our college and district. Expected benefits to students include a broader understanding of Latinx communities, greater interest in social research, and leadership development. Department benefits include new courses/course content exploring racism and anti-racism in the context of Latinx communities. College, district, and community benefits include potential professional development workshops in support of our campus and district’s commitment to equity and anti-racism.

Michael Stewart – OER/ZTC Introduction to Administration of Justice Text

Author a zero-cost “Introduction to Administration of Justice” textbook with supporting materials focusing on California, politics in criminal justice and issues of race and socioeconomic status in criminal justice. The text will be made available to all California community colleges, including the 84 community colleges offering the A.S.T degree in AOJ in order to provide a more equitable textbook resource. The anticipated outcome is a fresh perspective on the criminal justice system critically examining current events in the state the student is enrolled in the course. The zero-cost text will enable more access to learning about these critical issues that impact all learners and the community at-large while furthering the college’s mission of student success.

Sheri Strothers – A New Course in Leadership Communication

Communication is a key tool for leadership that can enable inclusivity, compassion, equity and ultimately understanding. For my sabbatical project, for incredible professional growth, I will create an original course in leadership communication to deepen my knowledge, widen my teaching repertoire, and increase connections with community members. During sabbatical I will attend conferences, immerse myself in scholarship, review course outlines, collaborate with faculty and meet with community leaders. The outcomes will be a course, including SLO's, PSLO's, assignments and assessment tools. Seminars for professional development for faculty, staff, and administration will also be developed. A completed course outline and flex week offerings will demonstrate this achievement. Students will benefit from leadership communication tools and theory that apply to various pathways. My department will prosper from a new course. Our campus and district will benefit from increased, leadership based professional development and relationships within our ever-changing community.