

**EL CAMINO COLLEGE****FACULTY SABBATICAL LEAVE APPLICATION**NAME Hong Herrera Thomas DIVISION Behavioral and Social Sciences PHONE EXT. 3756 DATE 10/14/22SEMESTER/YEAR FIRST EMPLOYED FULL-TIME AT ECC Fall 2015  
(Semester) (Year)PREVIOUS FACULTY SABBATICAL AT EL CAMINO COLLEGE? Yes \_\_\_ No X If yes, date of leave \_\_\_\_\_PREVIOUS LEAVES OTHER THAN SABBATICAL AT EL CAMINO COLLEGE? Yes \_\_\_ No X

If yes, what type of leave? \_\_\_\_\_

HAVE YOU EVER BEEN ON A REDUCED LOAD? Yes \_\_\_ No \_\_\_ If yes, dates and what percentage Spring 2014, worked at 60%**PERIOD OF TIME REQUESTED:**Full Year 2023-24\* \_\_\_ Half Year\*\*—Semester: Fall 2023 X Spring 2024 \_\_\_  
(\*full year, half-pay) (\*\*half year, full-pay)

**If you do not have enough seniority to qualify for the traditional sabbatical leave, would you be interested in a one-semester, half-pay sabbatical? Yes \_\_\_ No X**

**TYPE OF SABBATICAL REQUESTED:**

- \_\_\_ A. Formal class work in pursuance of an advanced degree or to increase the applicant's proficiency in the applicant's teaching field to be six (6) graduate semester units or twelve (12) undergraduate semester units or an equivalent measured in quarter units. A summer sabbatical for the purpose of study will be four (4) graduate units or eight (8) undergraduate units or the equivalent in quarter units per summer. (Note: Type of classes to be taken and institution of study **MUST BE ATTACHED** to this application.)
- \_\_\_ B. A foreign language instructor's extended visit to the country in which the language the instructor normally teaches, or will soon teach, is universally used; or an ESL Instructor's extended visit to a country in which the dominant language is also the native language of a substantial number of students in the College's ESL program.
- \_\_\_ C. The writing of a textbook for which there is a commitment to publish extended by a recognized publisher. (Note: The commitment to publish **MUST BE ATTACHED** to this application.)
- \_\_\_ D. The writing of computer software for instructional use. A description of the proposed software and its intended use shall be submitted in writing. (Note: See note on page 5 of Information Re Application for Sabbatical Leave.)
- \_\_\_ E. Formal class work in pursuance of proficiency in a discipline other than the Faculty Member's instructional discipline provided that the Vice President-Academic Affairs determines in advance that there is need for such supplemental study and approves the study program submitted by the Faculty Member. (Note: Approval must first be granted from the Vice President-Academic Affairs, and such approval **MUST BE ATTACHED** to the application.)
- X F. A program of independent study in the applicant's teaching field other than formal class work as described in subsection (a). Such program shall be arranged through an educational or research foundation, government agency, or an accredited institution of higher education, or a technical or business entity. It shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field. (Note: El Camino College can serve as the accredited institution of higher education with an appropriate ECC employee serving as advisor.)
- \_\_\_ G. A program of independent study for Instructors in fine arts, which program shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field.

**SUMMARY OF SABBATICAL PLAN: (attach separate sheet)**

Will you receive any kind of grant or additional compensation aside from your District salary during this sabbatical leave?

Yes \_\_\_ No X

If yes, specify \_\_\_\_\_

(See Agreement, Article 13, Section 4(h).)

If sabbatical leave is approved, I understand that any variance or change in this application and plan must be approved by the Sabbatical Leave Committee at least 90 days prior to the effective date of the leave.

I also understand that I must submit a written sabbatical leave report upon completion of my sabbatical leave.

Faculty Signature: Hong Herrera Thomas Digitally signed by Hong Herrera Thomas  
Date: 2022.10.14 11:22:55 -07'00'Division Dean's Signature: Christina Gold Digitally signed by Christina Gold  
Date: 2022.11.02 13:02:26 -07'00'

NAME: Hong Herrera Thomas

**TYPE OF SABBATICAL REQUESTED:**

- F. A program of independent study in the applicant's teaching field other than formal class work as described in subsection (a). Such program shall be arranged through an educational or research foundation, government agency, or an accredited institution of higher education, or a technical or business entity. It shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field. (Note: El Camino College can serve as the accredited institution of higher education with an appropriate ECC employee serving as advisor.)

**DESCRIPTION OF STUDY:**

This proposed project centers on educational access for men of color with an emphasis on Latino and African American male students at El Camino College (ECC) with special attention to enrollment status (part-time). Specifically, I would like to explore ways that faculty can support Latino and African American males through mentorship and fostering an environment conducive to retention and success. Studies have shown that for Latinas/os, "student-faculty engagements represent the strongest predictor of Latina/o persistence in higher education."<sup>1</sup> The scholarship has suggested that for "men of color in community college, student success is related more to the environment cultivated by the faculty than factors related to the students themselves."<sup>2</sup> *This study seeks to identify and implement elements of supportive learning environments in and out of the classroom for Latino and African American male students from a faculty perspective.*

As a Hispanic Serving Institutions (HSI), finding ways to respond to the equity and achievement gap is a priority at ECC. In 2008, Victor B. Saenz published an article in the *Journal of Hispanic Higher Education* and noted that Latino males were vanishing in higher education. Since that time, more studies have sought to understand what barriers exist for Latino males in both secondary and higher education and has resulted in programs designed to address these patterns. However, the inherent barriers that stem from a cultural standpoint are not always addressed in these programs because Latino and African American males are not accessing the programs that address these barriers. For instance, in Fall of 2020, 1,500 students participated in the South Bay Promise and only 13% were African American students. Furthermore, the Student Equity and Achievement (SEA) plan for 2022-2025 has selected African American student population as the group to work towards lessening equity gaps. In the report, it was mentioned that in order to "effectively close the equity gaps for Black/African American students at El Camino College, we need to address the support services and intrusive, intentional support for students who are not part of special programs. Among Black/African American students enrolled in Fall 2022, 27% (n=737) are in a cohort program while 73% (n=1976) students are not in a special program." While this is in reference to student support services, I believe that intentional mentorship by faculty might be the integral missing piece. *My project will shift the intervention from an institutional stand point to a collaborative effort with faculty involvement.*



I would like to contextualize the experience of these populations in higher education through a review of the literature, identify needs and challenges that Latino and African American males face in higher education, best practices through an analysis of existing programs at ECC that support Latino and African American students (i.e. Puente, FYE, MyPath, Honors, Veterans, Formerly Incarcerated/system impacted, LGBTQIA+, Undocumented, MESA, South Bay Promise, and EOPS) that support retention and success, find ways to incorporate the various cultural center and affinity groups on campus, and create a repository of best practices to implement in my courses.

**PROJECT TO BE COMPLETED UNDER THE DIRECTION OF:  
(Attach letter of approval/commitment with sponsoring agency)**

Dr. Christina Gold, PhD, Dean of Behavioral and Social Sciences at El Camino College will be the advisor for this project. The project has 3 main objectives:

- 1. Review the literature on Latino and African American male students in higher education specifically at community colleges,**
- 2. Review programs at ECC that support Latino male students (i.e. Puente, FYE, MyPath, Honors, Veterans, Formerly Incarcerated/system impacted, LGBTQIA+, Undocumented, MESA, South Bay Promise, and EOPS) and identify how to implement these strategies and services for those not in a program, and**
- 3. Develop a repository of resources for the history department faculty and other faculty to support the integration of these practices in their classrooms.**

The review of the literature will create a framework and context that will inform my work. This background will be integral to making sense of the existing program at ECC. From there, I will request data from Institutional Research that covers demographic information for the campus as well as for the following programs/initiatives: Puente, FYE, MyPath, Honors, Veterans, Formerly Incarcerated/system impacted, LGBTQIA+, Undocumented, MESA, South Bay Promise, and EOPS. Furthermore, I will set up an appointment with Student Equity and Achievement (SEA) to understand the historical evolution of these programs and the intended area of growth. The purpose of inquiry to SEA is to evaluate how and how many students benefit from these programs and if their enrollment status is a barrier to accessing resources, strategize ways to promote educational access to Latino and African American male students that are not in special programs, and create a partnership with these programs and faculty in order for more students to benefit from their services. This work will culminate into a repository of resources and best practices that will be shared with the history department and other faculty as sets of best practices and a framework for future mentorship of new faculty for the history department.

**Proposed Timeline for Project:**

August 2023:

- a. Collect/read academic books and articles for literature review
- b. Request Data from Institutional Research (IR)

- c. Connect with Student Equity and Achievement director Nayeli Oliva to understand which programs are addressing Latino and African American student population and what type of interventions have been used
- d. Check in with Dr. Gold, advisor

September 2023:

- a. Continue with work from previous month
- b. Start to draft literature review, distill main themes, ideas, and pedagogy from readings
- c. Analyze data from IR and continue conversation with director Oliva
- d. Attend workshops on Diversity, Equity and Inclusion
- e. Outreach to former mentees and conduct interviews to clarify concepts and ideas learned from literature review
- f. Check in with Dr. Gold, advisor

October 2023:

- a. Continue work from previous month
- b. Integrate and update course modules for both online courses and face-to-face class with ideas, concepts, and practices learned from the previous month
- c. Check in with Dr. Gold, advisor

November 2023:

- a. Integrate and update course modules for both online courses and face-to-face class with ideas, concepts, and practices learned from the previous month
- b. Check in with Dr. Gold, advisor

December 2023:

- a. Collect all ideas, concepts, readings, and create a repository of information on a Google Document to share with history department
- b. Check in with Dr. Gold, advisor

**PURPOSE OF THE PROJECT:**

The purpose of this project is moving towards closing the achievement gaps at El Camino College with a focus on subgroups within disproportionately impacted populations. Men of color in particular Latino and African American males has seen a decline in enrollment since the pandemic. Seeking supportive measures for those not belonging to special programs and with part-time enrollment status seeks to address particularly vulnerable populations that have not been identified and supported in an intentional way.

**DESCRIBE HOW IT WILL INCREASE PROFICIENCY IN APPLICANT'S FIELD:**

My research interest centers on the intersection of race, class, and gender in educational access in the United States. My interest and work on campus has been directly related to equity, inclusion, and access. This project will enrich my content knowledge as well as allow me the space to

evaluate my teaching pedagogy. This is particularly important because the introductory history courses that I teach are required for the certificate, AA, AA-T, AS, AS-T, and transfers to the UCs, CSUs, and private schools and will directly impact the 720 students I teach every academic year at ECC.

**COMMENTS:**

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<sup>1</sup> Kristine Massey, Sarah L. Rodriguez and Victor B. Saenz, "Engaging Latino Men in Community Colleges: The Role of Student-Faculty Interactions," *Journal of Applied Research in Community College* 23, no. 2 (Fall 20016): 22.

<sup>2</sup> Ibid.