

EL CAMINO COLLEGE**FACULTY SABBATICAL LEAVE APPLICATION**

NAME Stephanie Merz DIVISION Humanities PHONE EXT. 6012 DATE 11/3/22
SEMESTER/YEAR FIRST EMPLOYED FULL-TIME AT ECC Fall 2012
(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 X No _____

If yes, what type of leave? parental/maternity

HAVE YOU EVER BEEN ON A REDUCED LOAD? Yes ___ No ___ If yes, dates and what percentage Spring 2017

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 X No _____

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: Stephanie Merz

Digitally signed by Stephanie Merz
Date: 2022.11.02 20:36:38 -07'00'

Division Dean's Signature: _____

Scott Kushigemachi

Digitally signed by Scott Kushigemachi
Date: 2022.11.02 22:17:06 -07'00'

NAME: Dr. Stephanie Merz (Humanities/English)

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:

In summer of 2022, I completed the California Community College Success Network's (3CSN) design lab, "Is It Me You're Looking For?: E-Portfolios." Over a series of four sessions, I was introduced to designing an eportfolio-centered course, with assignments, rubrics, presentations, and conferences, as well as how to build a course website and a fluid syllabus. I was incredibly excited to begin the work because eportfolios are an innovative instructional practice that promotes reflection, authentic assessment, and a growth mindset. However, given the fast-paced nature of the design lab, I was unable to fully develop an eportfolio-centered curriculum for my first-year writing courses that felt purposeful and intentional. Essentially, I needed more time.

With this sabbatical study, I plan to learn more about eportfolio pedagogy by reading an extensive list of sources (see below). Additionally, I plan on using this sabbatical study to incorporate information learned from the summer design lab and employ those concepts to develop an eportfolio-centered pedagogy for my first-year writing courses. This essentially entails an entire course redesign, which will culminate in students creating their own eportfolios. I will need to develop new assignments and select new readings, as well as reconsider my assessment methods. I plan on developing new activities and a semester schedule. I must familiarize myself with *wix.com* (an eportfolio platform) and Google Sites in order to create my own eportfolio page to use as a model for students. As advocated by 3CSN, I will be utilizing the backward design process to help me approach the redesign with intentionality and purpose, developing instruction and assessments grounded in learning outcomes.

Reading list:

Cambridge, Darren. *ePortfolios For Lifelong Learning and Assessment*. Jossey-Bass, 2010.

Cambridge, Darren, Kathleen Yancey Blake, and Barbara Cambridge, eds. *Electronic*

Portfolios 2.0: Emergency Research on Implementation and Impact. Stylus, 2009.

Bowman, Jim, Barbara J. Lowe, Katie Sabourin, and Catherine Salomon Sweet. "The Use of ePortfolios to Support Metacognitive Practice In a First-Year Writing Program." *International Journal of Eportfolio*, vol. 6, no. 1, 2016, pp. 1-22.

Buyarski, Catherine A., et al. "Purpose and Pedagogy: A Conceptual Model for an ePortfolio." *Theory Into Practice*, vol. 54, no. 4, 2015, pp. 283-91.

Buyarski, Catherine A., and Cynthia M. Landis. "Using an ePortfolio to Assess the Outcomes of a First-Year Seminar: Student Narrative and Authentic Assessment." *International Journal of Eportfolio*, vol. 4, no. 1, 2014, pp. 49-60.

D'Erizans, Roberto and Tamatha Bibbo. "Time to Reflect: e-Portfolios and the Development of Growth Mindsets." *Independent School*, vol. 74, no. 2, 2015, pp. 78-85.

Ehermann, Stephen C. "Last Work: We Can Improve Educational Quality and Access" *ASEE Prism*, vol. 31, no. 6, 2022, p. 56.

Enyon, Bret, Laura Gambino, and Judit Torok. "What Difference Can ePortfolio Make? A Field Report from the Connect to Learning Project" *International Journal of ePortfolio*, vol. 4, no. 1, 2014, pp. 95-114.

Enyon, B, Gambino, LM, and Torok, J. "Completion, Quality, and Change: The Difference e-Portfolios Make." *Peer Review*, vol. 16, no. 1, 2014, pp. 1-11.

Fernandes, Kathy, et al. "Large-Scale Course Redesign: Putting Reflection Into Action," *Change*, vol. 51, no. 3, 2019, pp. 34-43.

Jenson, Jill and Paul Treuer. "Defining the e-Portfolio: What It Is and Why It Matters." *Change*, vol. 46, no. 2, 2014 pp. 50-57.

Kahn, Susan. "E-Portfolios for Lifelong Learning and Assessment." *Assessment Update*, vol. 24 no. 2, 2013.

Kuh, George. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Association of American Colleges and Universities, 2008.

Lackner, Christine, and Tanya Martini. "Helping University Students Succeed at Employment Interviews: The Role of Self-Reflection in e-Portfolios." *Teaching & Learning Inquiry: The ISSOTL Journal*, vol. 5, no. 2, 2017, pp. 3-15.

Singer-Freeman, Karen, and Linda Bastone. "Changing Their Mindsets: ePortfolios Encourage Applications of Concepts to the Self." *International Journal of ePortfolio*, vol. 7, no. 2, 2017, pp. 151-60.

St. Amore, Madeleine. "A Push for Equitable Assessment" *Inside HigherEd* 2020

West-Puckett, Stephanie. "Making Classroom Writing Assessment More Visible, Equitable, and Portable through Digital Badging." *College English*, vol. 79, no. 2, 2016, pp. 127–51.

Yancey, Kathleen Blake. "Grading ePortfolios: Tracing Two Approaches, Their Advantages, and Their Disadvantages." *Theory Into Practice*, vol. 54, no. 4, 2015, pp. 301-08.

--. "Electronic Portfolios a Decade Into the Twenty-First Century: What We Know, What We Need to Know." *Peer Review*, vol. 11, no. 1, 2009, pp. 28-32.

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

This sabbatical project falls under independent study at El Camino College. My ECC faculty advisor is Dr. Christina Nagao (Humanities/English) cnagao@elcamino.edu

PURPOSE OF THE PROJECT:

The purpose of this sabbatical study is to create a first-year writing course that integrates eportfolios as an equity-minded teaching and assessment practice into the classroom. Eportfolios have been identified by the Association of American Colleges & Universities as the 11th high impact practice that influences post-secondary success among students. And now much research exists that show eportfolios directly impact student success: that creating, writing, connecting, reflecting, and assessing eportfolios engage students in new and beneficial ways. Student engagement is critical in the development of eportfolios (Yancey, Enyon), and student excitement to personalize their eportfolio contributes to their motivation to work on it throughout the semester (Ring, Weaver, and Jones). When students are motivated, programs often see higher rates of completion, retention, and success (Enyon). Eportfolios support students where they are at, helping them build upon their own technological skills. Eportfolios also support self-directed student growth, as well as help me learn to support students and create partnerships with students as they navigate building their own eportfolios. Some research also demonstrates significant improvements to student writing in eportfolios compared to no eportfolio (Desmet, et al).

Additionally, this study will allow me to think more deeply about my own teaching pedagogy, how I create assess student writing, and create equitable assessment practices into the classroom. Additionally, this eportfolio project will hopefully create clear curricular pathways to employment and further education for students. Research demonstrates that students use eportfolios outside of the first-year writing classroom as part of job applications and can create clear pathways to employment and further education (St. Amore).

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

The pandemic caused instructors to shift their instruction to digital modalities, including synchronous, asynchronous, and hybrid. Even though many courses are now face-to-face and hybrid, as Stanford vice-provost for online learning John Mitchel argues, instructors must continue to build on what we learned about virtual learning from the pandemic: "All this gave me hope that new alliances and new ways of working will help U.S. higher education shake off decades of paralysis and begin boldly solving problems in new ways." While the pandemic did cause me to become proficient in Canvas, I would benefit from building on this knowledge and continuing to educate myself in dynamic digital practices and tools, as Mitchell argues. As a first-year writing instructor, this project will help me continue to think critically about student learning, success, equity, and assessment, and hopefully increase my proficiency and effectiveness in the classroom. I will be able to develop more purposeful writing assignments for students before the semester begins, enabling me to have more time to engage with students as they create their portfolios, respond to their writing, and provide meaningful feedback throughout the semester.

COMMENTS: