SAKKATICAL LEAVE APPLICATION

TO: JoAnna Schilling, Vice President of Academic Affairs

FROM: Angela Hoppe Nagao, Professor of Speech Communication

DATE: February 5, 2014

SUBJECT: REQUEST FOR SABBATICAL LEAVE

I. REQUEST FOR SABBATICAL LEAVE.

I am requesting a one semester sabbatical leave for the Fall of 2014, at 100% compensation. I have been employed at Cerritos College as a full-time faculty member since 1995. I took a one-year sabbatical in 2004/2005 at 70% compensation.

II. PURPOSE OF LEAVE

The purpose of this sabbatical leave is to complete study and research as part of the requirements for my doctoral studies in Educational Leadership at California State University, Fullerton. Beginning fall 2014, I will be in the data collection and analysis phase of my dissertation. Please see Attachment A for an overview of the dissertation proposal. Furthermore, during this sabbatical leave I will prepare to develop curriculum and staff development materials related to Cultural Intelligence and conflict management for Cerritos College and the Speech Communication Department, which will in turn enhance student success.

III. SPECIFIC OBJECTIVES

Objectives for the sabbatical leave include:

1) Collect quantitative survey data from community college faculty at five Southern California colleges with diverse student populations.

2) Analyze dissertation survey data.
3) Write chapter four of my dissertation, the results section, which emphasizes analysis of research questions.

4) Write chapter five of my dissertation, which contains discussion, implications, and recommendations for future research.

5) Develop course lesson plans and activities for Speech 100, Fundamentals of Human Communication and Speech 110, Intercultural Communication based on the concept of Cultural Intelligence for the Speech Department at Cerritos College.

6) Develop workshop materials for staff development training on Cultural Intelligence for Cerritos College.

IV. PREPARATION

In working towards my goal of earning my EDD in Educational Leadership, I have taken several steps to achieve the specific objectives outlined above. In the sections below, I will provide an overview of course work I have completed in the program, progress I have made on my dissertation topic, and participation in outside training related to the EDD program and specifically to my dissertation topic.

1. Coursework Completion

I am in my fifth semester of the EDD Educational Leadership Program at CSUF. Thus far, I successfully completed courses in Educational Philosophy, Community College Educational History, Organizational Leadership, Quantitative Methods, Mixed Methods Inquiry, Community College Fiscal Planning, and Student Learning and Development. In August 2013, I passed the doctoral program qualifying examinations to advance to candidacy.

2. Dissertation Preparation

The first three draft chapters of my EDD dissertation are complete as part of my course work requirements. The purpose of my dissertation is to understand the degree to which community college faculty members possess Cultural Intelligence and how Cultural Intelligence affects conflict resolution abilities for community college faculty members (See Appendix A for a summary of my dissertation proposal).
In the Spring 2014 semester, I will continue to work towards my dissertation. I am tentatively scheduled to hold my dissertation proposal defense this Spring. The dissertation proposal defense will be followed by Institutional Review Board applications to the five colleges for the study.

Cultural Intelligence is a new theory of cultural competence that has significant value for understanding issues related to cultural diversity in educational settings. Cultural intelligence refers to the ability to relate and work effectively across cultures. Community college student populations are more diverse than ever (American Association of Community Colleges, 2013), and often very different from the full-time faculty population. Changes in the ethnic makeup of students combined with cultural differences such as languages, values, and beliefs are transforming the educational environment (Samovar, Porter, McDaniel & Roy, 2013). Studies show that although faculty value diversity in the classroom, most faculty members perceive that they are unprepared and uncertain about what to do as instructors in culturally diverse classrooms (Valentine, Prentice, Torres, Arellano, 2012).

Cultural intelligence is important not only for faculty, but for students as well. Higher education is being called on to develop graduates with intercultural competence so that they may be competitive in the globalized 21st century (Association of American Colleges and Universities, 2008). Yet, research suggests that less than ten percent of college graduates have the knowledge, experience, or training to prepare for the global workplace (Clifford, 2004). Goh (2012) stresses that “how culturally intelligent our students become is a function of a teachers’ own level of cultural intelligence” (p. 402).

As part of this original research project, I will collect data from full-time community college faculty from five different Southern California colleges. The faculty will be surveyed using the Cultural Intelligence Scale and the Conflict Management Scale.

3. Training and Development

As part of my preparation and training for this dissertation topic, I am attending the Cultural Intelligence Level One Training Certification Conference in Los Angeles, CA in February 2014. The completion of this training program will certify me as a level one Cultural Intelligence Trainer, and increase my knowledge base of my research topic.
4. **Reading Preparation**

As part of my planning and preparation, I have reviewed over 100 articles and books related to my dissertation topic (See References).

Overall, I am on schedule in my EDD coursework and dissertation preparation. The work I have completed thus far has prepared me to engage in study, research and writing during my proposed sabbatical leave.

**V. PLANNING ITINERARY**

Below is a description of my itinerary and the specific activities that I will undertake during each month of my sabbatical leave for the Fall 2014 semester.

**Coursework:** In the Fall of 2014, I will take EDD 698, Dissertation Work I, for nine units of coursework at CSUF.

**August 2014:**
- Prepare written survey for distribution to faculty.
- Write survey letter for distribution of survey.
- Meet with research and planning personnel at the five colleges.
- Collect college faculty list-serves.
- Meet with Dissertation team.
- Meet with EDD 698 class.
- Prepare surveys for email distribution.

**September 2014**
- Submit surveys to full-time faculty at five colleges, approximately 800 faculty.
- Send faculty survey reminder.
- Prepare steps for data analysis.
- Prepare outline for Chapter 4 and 5, Results and Discussion.
- Meet with dissertation team.
- Send thank you notes to colleges for participation.
- Meet with EDD 698 class.
- Develop lesson plan on cultural intelligence for Speech 110, Intercultural Communication, at Cerritos College.

**October 2014**
- Analyze survey data.
Faculty demographics, gender, age, ethnicity, degree background, diversity training, languages spoken.

- Analyze levels of Cultural Intelligence for motivation, behavior, cognition, and meta-cognition.
- Analyze preferred styles of conflict management.
- Run correlation on demographics, cultural intelligence, and conflict management.

- Meet with dissertation team.
- Begin writing results section.
- Meet with EDD 698 class.

**November 2014**

- Write results section for dissertation.
- Meet with dissertation team.
- Meet with EDD 698 class.
- Develop new assignment on cultural intelligence for Speech 110, Intercultural Communication at Cerritos College.

**December 2014**

- Write discussion section for dissertation.
- Summary and Interpretation.
  - Implication for Policy.
  - Implications for Practice.
  - Implications for Theory.
  - Implications for Future Research.
  - Recommendations.
- Meet with dissertation team.
- Meet with EDD 698 class.

**VI. SERVICE AND PRACTICAL APPLICATION**

The purpose of this sabbatical leave is to complete work on my Education Leadership dissertation on community college faculty cultural intelligence and conflict management preferences. This sabbatical leave project offers benefits to students, the Speech Department, the college campus, and the community at large.
Benefit to Students:

The research I will conduct for my dissertation topic/sabbatical leave has several direct benefits to student success. First, I will describe an overview of the benefit of increased understanding of issues related to campus cultural competence. Second, I will provide specific examples of benefits to students at Cerritos College.

The purpose of my dissertation is to explore community college faculty Cultural Intelligence, a form of cultural competence, and the impact on conflict management styles. Faculty responsiveness to student’s diverse cultural backgrounds may help translate knowledge into effective instruction (National Education Association Policy Brief, 2012, p. 12). The National Education Association (NEA) (2012), in a policy brief entitled “Promoting Educators’ Cultural Competence to Better Serve Culturally Diverse Students”, outlines seven reasons educators should become culturally competent. The reasons include:

- students are more diverse than ever
- culture impacts learning
- cultural competence can promote effective teaching
- cultural competence promotes educators to student-family outreach
- cultural competence helps to minimize student achievement gaps
- cultural competence reinforces American and democratic ideals
- cultural competence helps educators meet accountability requirements

Thus, studying community college faculty levels of cultural intelligence, a type of cultural competence, will help to expand our understanding of ways that colleges can best serve culturally diverse populations

The primary benefit of this sabbatical leave project is for the student population at Cerritos College. On a national level, education leaders recognize that in order to be prepared for the global workforce, college graduates must have cultural competence. Higher education is being called on to develop graduates with intercultural competence so that they may be competitive in the globalized 21st century (Association of American Colleges and Universities (AACU), 2008). Yet, less than ten percent of college graduates have the knowledge, experience, or training to prepare for the global workplace (Clifford, 2004). Goh (2012) stresses that “how culturally intelligent our students become is a function of a teachers’ own level of cultural intelligence” (p. 402). Thus, this sabbatical leave will allow me to develop materials that will help promote student cultural competence.
The Speech Department offers several courses that have cultural diversity issues in the curriculum, including Speech 100, Fundamentals of Human Communication, and Speech 110, Intercultural Communication. Through this sabbatical project, I will be able to update course outlines and curriculum, to reflect the most recent developments in the field. Second, based on this project, I will design new course assignments and lesson plans for Intercultural Communication.

The topic of the dissertation also provides opportunities for student and faculty training. Although only in the initial stages of my dissertation, I have used my research and training to develop a student workshop on cultural intelligence that will be presented next spring at the student Leadership Retreat in January 2014. Furthermore, upon completion of my dissertation, I propose to offer staff development workshops at Cerritos College for faculty and staff on Cultural Intelligence, focusing on how to engage our culturally diverse student population.

*Benefit to Department:*

This sabbatical project has several benefits to the Speech Department. As mentioned above, the Speech Department offers several courses that have cultural diversity issues in the curriculum, including Speech 100, Fundamentals of Human Communication, and Speech 110, Intercultural Communication. Through this sabbatical project, I will be able to update course outlines and curriculum, to reflect the most recent developments in the field. Second, based on this project, I will design new course assignments and lesson plans for Intercultural Communication. Updating course outlines, lesson plans, and class projects will further allow the department to continue to refine our student learning outcome assessments for Speech 100 and Speech 110.

*Benefit to College*

The research I will conduct for my dissertation topic/sabbatical leave has several direct benefits to the college. First, I will describe the relationship between this project and my role as a campus leader. Second, I will discuss staff development opportunities related to the project. Third, I will describe how this project supports the college mission and institutional level student learning outcomes.

Community colleges across the country are facing questions about how to meet the needs of diverse student populations. As an active member of the Cerritos
College campus community, I have served as Speech Department Chair, on the Curriculum Committee, Faculty Senate, Accreditation sub-committees, Program Review Teams, Learning Communities, numerous hiring committees, and the Technology-Based Learning Committee. I hope to use the knowledge gained during this sabbatical leave to continue to serve the college through committees, projects, and leadership roles. The subject of this dissertation focuses on issues related to campus diversity and student success, which has important bearing on campus policy making, curriculum development, hiring procedures, and staff development. I will use the knowledge gained from this topic to continue to serve the campus community at large, and help to make informed decisions that serve student success.

Upon completion of my dissertation, I would like to offer staff development workshops at Cerritos College. During my last sabbatical leave, I studied conflict mediation and became a certified conflict mediator. One way that I have served the campus at large with this training was to provide workshops on Conflict Negotiation as part of the Falcon Leadership Academy and the student Leadership Retreat. Through this process, I would like to offer similar workshops on cultural intelligence through staff development. Studies have shown that college campuses that make a commitment to the value of cultural diversity are better able to promote student success and attract culturally diverse employees to all levels of the organization.

Finally, this sabbatical project directly supports the college mission and institutional level student learning outcomes. Cerritos College recognizes the value of educating a diverse student population for the global community through its new mission statement:

Cerritos College values its diverse student population and is committed to providing these students with high quality, comprehensive instructional programs and support services that improve student success and offer clear pathways to achieve personal, educational, and career goals. In doing so, the college develops in students the knowledge, skills, and values that prepare them to be productive participants in the global community (Cerritos College, Campus Guide, 2013).

The topic of this sabbatical project directly relates to developing an understanding of our diverse student population, which will benefit our students. As previously mentioned, researchers acknowledge a direct link between faculty
members Cultural Intelligence and the ability to prepare students for the global community (Goh, 2012).

Furthermore, this sabbatical project directly supports two of Cerritos College’s institutional level student learning outcomes: civic responsibility and global awareness. Civic responsibility stresses the need for “Students [to] recognize the various cultures within their communities” (Cerritos College, Student Learning Outcome Website, 2013). Global awareness reflects several components related to Cultural Intelligence:

- Students identify the various elements of their values, beliefs, ideas, and world views.
- Students recognize a variety of diverse cultures and their values, beliefs, ideas, and world views.
- Students distinguish between national, transnational, and global nature of political, economic and social events. Students recognize that national economic activity impacts the global environment.
- Students recognize universal human rights as the foundation of global citizenship. (Cerritos College, Student Learning Outcome Website, 2013).

The overall objectives of this sabbatical project provides several benefits to the college, including leadership, staff development, support of the college mission statement, and support for the college’s institutional level student learning outcomes.

Benefits to Community

This sabbatical projects provides several broad benefits to the communities served by Cerritos College. Investing in research and training on issues related to Cultural Intelligence reaffirms our college’s commitment to serving our diverse student populations. Cerritos College has a very diverse student population, a population that reflects trends at the state level. The communities served by Cerritos College reflect changing cultural demographics and diverse needs. My hope is that promoting Cultural Intelligence on our campus will improve outreach efforts with our culturally diverse clientele.
Benefits of Professional Development to Academic Career

Completion of this sabbatical project will enhance my professional competence and academic career. First, this sabbatical project enhances my knowledge and competence in Cultural Intelligence and conflict management, two areas that are specifically related to my field of Speech Communication, and numerous courses that I teach. Second, this sabbatical project will enable me to make significant strides towards the completion of my dissertation and overall completion of my EDD program in Community College Educational Leadership at CSUF. Third, this sabbatical project will allow me to develop my knowledge, skills, and training in subjects that are related to my role as an educational leader on campus.

VII. REPORT ON SABBATICAL LEAVE

Upon completion of this sabbatical leave, and completion of my dissertation, I will provide a written report to the college verifying that the following objectives of the sabbatical leave have been met:

1) Collect quantitative survey data from community college faculty at five Southern California colleges with diverse student populations.

2) Analyze dissertation survey data.

3) Write chapter four of my dissertation, the results section, which emphasizes analysis of research questions.

4) Write chapter five of my dissertation, which contains discussion, implications, and recommendations for future research.

5) Develop new course lesson plans and activities based on the concept of Cultural Intelligence for Cerritos College Speech Communication courses.

6) Develop workshop materials for staff development training on Cultural Intelligence for Cerritos College.
REFERENCES


Early and Ang (2003). ADD NOTES


A. Hoppe-Nagao


APPENDIX A

The Impact of Cultural Intelligence Level on Community College Faculty Conflict Resolution Abilities

Introduction and Problem
1. Community college student and faculty populations are more diverse than ever, yet scholars lack an understanding of whether or not faculty members have the skill set to be effective in diverse educational settings.
   - Community college student populations are more diverse than ever (American Association of Community Colleges (AACC), 2013)
   - California community college student ethnic makeup: 11% Asian; 32% White; 33% Hispanic; 7% African-American; 3% Filipino; .6% Native American 7% unknown (California Post-Secondary Education Commission, 2013). Changes in the ethnic makeup of students combined with cultural differences such as languages, values, and beliefs are transforming the educational environment (Samovar, Porter, McDaniel & Roy, 2013).
   - The ethnic diversity of community college students is growing in tandem with an increasing population of English Language Learners (ELL).

2. In order to be prepared for the global workforce, college graduates must have cultural competence.
   - Higher education is being called on to develop graduates with intercultural competence so that they may be competitive in the globalized 21st century (Association of American Colleges and Universities (AACU), 2008).
   - Less than ten percent of college graduates have the knowledge, experience, or training to prepare for the global workplace (Clifford, 2004).
   - Goh (2012) stresses that “how culturally intelligent our students become is a function of a teachers’ own level of cultural intelligence” (p. 402).

3. Community college faculty lack confidence and training in cultural competency, yet faculty relationships with students is an important factor of student success.
   - Studies on diversity and teaching have found that although faculty members believe in the value of diversity in the classroom, the majority indicate that they made little or no changes in their teaching or classroom management practices in response to diversity (Maruyama & Moreno, 2000).
• A qualitative study of 27 community college and university professors found that faculty members perceive that they are unprepared and uncertain about what to do as instructors in culturally diverse classrooms (Valentine, Prentice, Torres, Arellano (2012).

• Although students vary in the degree that they identify with their culture, faculty responsiveness to student’s diverse cultural backgrounds may help translate knowledge into effective instruction (National Education Association Policy Brief, 2012, p. 12).

• Bensimon (2007) argued, “When practitioners lack knowledge of their students’ cultural lives, they are severely limited in their capacity to adapt their actions and be responsive to the particularities of the situation as these individual students experience it” (p. 453).

4. Changes in the makeup of community college students, educators, and leaders may create opportunities for conflict.

• Although ethnic, racial, and cultural diversity have shown several positive educational outcomes, research has also shown that increases in diversity can contribute to increases in conflict. (Chang, Astin, & Kim, 2004; Curin, 2003; Pike & Kuh, 2006; Stephen & Vogt, 2004; Marin, 2000; Sidanius, Levin, van Laar & Sears, 2008).

• Faculty who lack cultural competence and conflict resolution strategies may alienate students, faculty, and administrators, increasing risk of student failure, employee turnover, and lack of job satisfaction (Mahon, 2009; Runde & Flanagan, 2010).

5. Traditional conceptions of cultural competence are not sufficient to examine levels of college faculty cultural competence.

• There exists disagreement among scholars for the best way to conceptualize and measure cultural competence (Paige, 2004).

• Current research in education lack emphasis on a theory backed model of cultural competence (Goh, 2012).

Purpose Statement
Although a growing body of research documents the importance of CQ for a variety of intercultural outcomes (Ng, Van Dyne, & Ang, 2012), research on CQ in education is extremely limited (Goh, 2012). Research on CQ exists in K-12 and university settings; however, to date no research has examined CQ in the context of community colleges. Furthermore, although several CQ scholars acknowledge that CQ is a significant factor related to conflict resolution, few studies have examined how CQ affects conflict style preferences. The purpose of this study is to understand the degree to which community college faculty
members possess CQ and how CQ affects conflict resolution abilities for faculty members in community colleges.

**Problem Statement**
The problem this study will address is the lack of understanding regarding cultural intelligence of community college faculty. Furthermore, this study explores gaps in the literature by examining the relationship between CQ and conflict resolution abilities of faculty.

**Research Questions**
1. To what degree do community college faculty members have CQ?
2. What faculty characteristics are associated with CQ?
3. Do community college faculty have a preferred style of conflict management?
4. Is there a relationship between community college faculty CQ and their preferred style of conflict management?