

Sabbatical Leave Application Checklist

Submit one hardcopy to Provost Office

The SaLe Committee will not consider incomplete applications

Cover Sheet -- *Includes the following:*

X _____ Dates of Proposed Sabbatical

X _____ Applicant's Signature

X _____ Years of Service/Eligibility Points

X _____ Dept. Chair's Signature

X _____ Dean's Signature

X _____ **Curriculum Vitae** -- *Must not be longer than 8 pages.*

Narrative -- *Describe the proposed project using the areas indicated in the application form:*

PLEASE NOTE: Your proposal should be written in clear, correct English that is understandable to an educated layperson.

X _____ Tangible Results of the Project (maximum 300 words)

X _____ Description of the Project (maximum 1000 words excluding references)

X _____ Projected Work Plan and Timeline (maximum 250 words)

X _____ Professional Competencies (maximum 500 words)

X _____ Likelihood of completion of project (maximum 200 words)

X _____ Description of meritorious service (maximum 800 words)

N/A _____ **Budget** -- *Where appropriate, to detail expenses for equipment, student support, etc. Please use the budget form included as Appendix 1.*

X _____ **Letters of support** -- *Where appropriate, to affirm the significance and feasibility of the project.*

For example, letters might be appropriate

- To document the value and nature of a collaboration or of a location, the availability of resources, or the feasibility of the project;
- To document access to a restricted archive or library or the importance of the work to be undertaken.

X _____ Final report(s) of any previous sabbatical leave(s) has/have been filed

X _____ **All Required Signatures**

Please see the Sabbatical Leave Policy and form on the Provost's website for further description. For any questions, please contact the Chair of the SaLe Committee: (2017-2018, Katie Morrison, kmorrison@wcupa.edu)



West Chester University of Pennsylvania
APPLICATION FOR SABBATICAL LEAVE
Submit one hardcopy to Provost Office

Name: Lisa Huebner, Department: Women's and Gender Studies, Date: August 30, 2021
1. Sabbatical Request (Select one): 1 year at 1/2 salary, x 1 semester at full salary
Sabbatical to begin August 2022 and end December 2022

Eligibility: The general rule of thumb is that you need 7 years of full-time service as a regular (permanent) faculty member for each sabbatical, but, you do not need to wait 7 years between sabbaticals.

- Year and semester you began as a full-time regular (permanent) faculty member in the PaSSHE (Note: policy requires that you have at least five consecutive years of service at WCU) Fall 2007
Give yourself one (1) seniority point for each semester of service 30
Subtract 14 points for each sabbatical you have taken (skip this step if you have never had a sabbatical) 16
Divide the remaining number of seniority points by two (2) to convert semesters to years. 8

Note: You do not have to wait until you have completed 7 years of service to apply; you do, however, need to make sure that you will have completed 7 years of service before you take the sabbatical.

For those applying for promotion, see the Promotion Policy III.B.8.II.2 and FAQ (Q.3). You are encouraged to speak to your sabbatical activity in your Promotion Application.

Proposal Submission. The Faculty member is responsible for ensuring that Chairperson's and Dean's comments and signatures are obtained on time, and that the completed proposal (hardcopy) is delivered to the Provost's Office by the published deadline.

I certify that the information I have presented is accurate and contains no omission of fact.

LC Huebner
Applicant's signature

August 30, 2021
Date

2. Summary of the Project [describe the project and summarize its merit according to the criteria set out in the Sabbatical Policy] (maximum 300 words):

This sabbatical will allow me to complete my second book, the last step in a continuous multi-year research project on the experiences of successful women of color undergraduates. I have written the first two chapters, a book proposal, and secured the interest of University of Georgia Press (see attached letter). This sabbatical will allow me to finalize the last four chapters and submit the entire manuscript for publication. During this project I provided extensive training and mentorship to four undergraduate research assistants, which helped them to secure their own research opportunities, awards, and jobs. Based on preliminary findings from our analysis during my first sabbatical, we extended our data collection and analysis by one year. We have shared the results of our research widely and I secured several internal and external grants, primarily to support my students. I provided meritorious service during and after data collection and analysis.

The merit of this project is of the highest significance. This book will be my second book that applies my theoretical expertise to diversity, inclusion, and equity issues. As my first book, this book will model how to employ an intersectional lens (Ruchti 2012). It will be a significant contribution to sociology, women's and gender studies, and education because it will be the only monograph that offers rich, in-depth description and analysis of successful women of color undergraduates at a predominately white institution of higher education. It will also uniquely combine black feminist theory, intersectionality, emotional labor, and recommendations for diversity initiatives in higher education. It will further demonstrate my expertise in these areas and extend my abilities to serve my communities at WCU and beyond. It will inform my classes, especially when I teach intersectionality theory, emotional labor theory, and violence (WOS 225, 250, 405; SOC/WOS 366, SOC/WOS 368).

3. Tangible Results of the Project (maximum 300 words):

This sabbatical will result in the publication of my second book, *Success At A Price: Women of Color College Students at a PWI*, a national conference presentation, additional course material for my classes that I teach regularly, and continued presentations for diversity, inclusion, and equity offices at WCU and beyond.

This semester (Fall 2021) I will submit the book proposal and first two chapters to University of Georgia Press. I will also prepare and present a talk titled, "Sustaining Diversity in Higher Education: The Importance of Investigating Success" for the WCU Sustainability Research and Practice Seminar. In spring 2022, I will submit a conference paper proposal and draft sections of my remaining chapters to prepare a presentation for the National Women's Studies Association (NWSA) annual meeting that will occur November 2022.

During the sabbatical period I will present at NWSA, finalize the last four chapters of my manuscript, and submit the entire manuscript to University of Georgia Press.

Each year, I teach two courses that I have designed from my research expertise: *Gender, Labor, and Globalization* (SOC/WOS 366) and *Violence, Systems and Resistance* (SOC/WOS 368). I will incorporate new information in these courses from my book, for example: applications of intersectionality theory and sociological theories of emotional labor, types of violence that are simultaneously mundane and extreme, and strategies to resist exploitation.

I have already distributed a policy-oriented report and presented portions of this project to many university divisions: PASSHE Diversity Summit, WCU Office for Diversity, Equity, and Inclusion, WCU Courageous Conversations Conference, The President's Commission on the Status of Women, and the Center for Women and Gender Equity. The Center for Women and Gender Equity has asked to continue to discuss how to put my research in action. I will continue these presentations, workshops, and conversations as requested.

4. Description of the Project [including scholarly or professional objectives, significance, and description of methodology, activities, and procedures] (maximum 1,000 words excluding references):

I have studied and used critical race feminism (Collins, 2000; Combahee River Collective, 1981; Davis, 1981), intersectionality theory (Collins and Bilge, 2020; Crenshaw, 1989, 1991, 1992; Davis, 2020, 2008; Nash 2018), and emotional labor (Hochschild, 1983) to explain and resist identity-based exploitation since graduate school. I conducted in-depth interviews for my master's thesis to explain how waitresses experienced sexual harassment differently depending on their gender, race, and sexual orientation. I conducted a subsequent interview study with nurses in collaboration with Service Employees International Union (SEIU). This study and my master's thesis informed my doctoral research, an eight month ethnographic study that triangulated interview data, observation data, and content analysis. My dissertation explained how nurses negotiated care work with patients and their families and how this labor changed depending on perceptions of race, gender, and nationality. I substantially developed the ideas in my dissertation and coined a new term – professional intimacy – that was published in my first book, *Catheters, Slurs, and Pick-up Lines: Professional Intimacy in Hospital Nursing* (Ruchti, 2012).

In spring 2014, in response to findings from the WCU Equity Scorecard and requests made to me by women of color students, I collaborated with students, faculty, and staff to create and administer a year long mentorship program titled, "WE2: Women's Education and Empowerment". The information gained from this project informed what would be two additional years of research. In spring 2015, I recruited, hired, and began to train my student research assistants to form the research team that would design the project, collect and analyze data, present findings, and draft policy-oriented statements. In spring 2016, my first sabbatical gave me much needed time to continue working with my students (meeting with them once every two weeks) to analyze what was becoming a large dataset, and determine next steps. After the sabbatical, the team decided we needed to collect and analyze additional data, which we did through the 2016-2017 academic year.

Since summer of 2017, I have continued to analyze the entire dataset, finalize and distribute the research report, and present findings. I have also provided significant university and department service and continued to work on the manuscript when I could. Now with the book proposal and first chapter completely drafted, the second chapter mostly drafted, and with significant interest from University of Georgia Press (see attached letter), this year I will secure a contract, continue presentations when requested, submit a proposal for a national conference, and begin drafting sections of the remaining four chapters.

During the sabbatical, I will update my literature, revise and finalize the remaining four chapters, proof the entire manuscript, and submit to press for publication.

The purpose of this book is to offer new empirically informed theories on how self-identified women of color undergraduates negotiate racism, sexism, xenophobia, and homophobia in higher education in ways that are invisible to administration, can be exploited, but also help to contribute to student success. Much of the literature on women of color in the academy focuses on discrimination faced by graduate students, faculty, and administrators (Evans et al 2019; Gutiérrez et al, 2012). The literature on high school girls and college women suggest that young women are struggling academically and need support. While many books address inequities in education along a range of identity-based experiences, there is no monograph that offers the same rich, in-depth description (from their perspectives) and analysis of successful women of color undergraduates at a predominately white institution of higher education. While intersectionality is often referenced as an important analytic to use, none explicitly model how to use it to explain and resolve identity-based oppression reveal identity-based resilience and strength in higher education. In addition, none of these books explicitly combine black feminist theory, intersectionality, emotional labor, and recommendations for diversity initiatives in higher education.

This book offers a unique opportunity that will contribute to literatures in women's and gender studies, sociology, and higher education programs and policy. I combined an intersectional lens with institutional ethnography to develop the ideas in this book with and on behalf of self-identified women of color undergraduate students as they understood their experiences in a predominately white public regional university. Institutional ethnography is "research for the people" because it emphasizes the perspectives of the people that are most affected by the phenomena studied, but it also considers the roles and relations of power that are organized by the institutional setting in which the experiences occur (Smith, 2005). It is empirically rigorous because it triangulates several forms of data collection and analysis to test the salience of thematic findings (Smith, 2005). My data includes three years of observation at campus events (2014-2017), in-depth interviews with 55 self-identified women of color undergraduate students, and content analysis of university print and digital promotion and recruitment materials.

This book will attract higher education professionals directly invested in diversity and inclusion efforts as well as scholars and students in the fields of critical race theory, black feminist theory, intersectionality, women's and gender studies, sociology, education, and higher education policy. As my first book, this book will be written in a manner that is reader-accessible, theoretical, and empirical. My goal for *Success at a Price* is that it will improve the lives of women of color undergraduates, assist professionals who aim to do the same, contribute to scholarly discourse about a range of topics, and engage a popular audience. It is unique in that it tells a new story of successful women of color undergraduate students, which reveals invisible barriers, demonstrates how they overcome them, and offers their recommendations to higher education administrators and policy makers. It is also unique in that it models the use of intersectionality in a higher education setting and combines theories that are typically explained and applied separately: intersectionality, emotional labor, and diversity in higher education. It contributes empirical research and analysis to a wide variety of fields, and it synthesizes social justice theories in innovative ways that could be replicated by others.

References:

- Collins, Patricia Hill and Sirma Bilge. *Intersectionality, 2nd Edition*. Polity Press, 2020.
- Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment, Second Edition*. New York: Routledge, 2000.
- Combahee River Collective. "A Black Feminist Statement." In *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Moraga, Cherrie and Gloria Anzaldua. Watertown: Persephone Press, 1981
- Crenshaw, Kimberlè. "Race, Gender, and Sexual Harassment." *Southern California Law Review* 65 (1992): 1467-1476.
- Crenshaw, Kimberlè. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43 (1991): 1241-99.
- Crenshaw, Kimberlè. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *University of Chicago Legal Forum* 1 (1989): 139-167.
- Davis, Angela Y. *Women, Race & Class*. New York: Vintage, 1981.
- Davis, Kathy. "Who Owns Intersectionality? Some Reflections on Feminist Debates On How Theories Travel." *European Journal of Women's Studies* 27, no. 2 (2020): 113-127.
- Davis, Kathy. "Intersectionality as Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful." *Feminist Theory* 9, no. 1 (April 2008): 67-85.
- Evans, Stephanie Y., Andrea D. Domingue, and Tania D. Mitchell, eds. *Black Women and Social Justice Education: Legacies and Lessons*. SUNY Press, 2019.
- Gutiérrez y Muhs, Gabriella, Yolanda Flores Niemann, Carmen G. Gonzalez, and Angela P. Harris, eds. (2012). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Utah State University Press, 2012.
- Hochschild Arlie Russell. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press, 1983.
- Nash, Jennifer C. *Black Feminism Reimagined: After Intersectionality*. Durham: Duke University Press, 2018.
- Ruchti, Lisa C. *Catheters, Slurs, and Pickup Lines: Professional Intimacy in Hospital Nursing*. Philadelphia, PA: Temple University Press, 2012.
- Smith, Dorothy. *Institutional Ethnography: A Sociology for People*. Lanham, MD: Alta Mira Press, 2005.

5. Projected Work Plan and Timeline [for all activities and/or procedures identified in #4] (maximum 250 words):

Fall 2021

By end of September, submit the book proposal and first two chapters to University of Georgia Press to secure contract.

By end of October, prepare and present an invited talk titled, "Sustaining Diversity in Higher Education: The Importance of Investigating Success" for the WCU Sustainability Research and Practice Seminar.

By end of November, conduct follow-up training with the WCU Center for Women and Gender Equity.

Spring – Summer 2022

Submit a conference proposal to the National Women's Studies Association (NWSA) for its annual meeting that will occur November 2022.

Draft sections of remaining four chapters to also be used for conference presentation.

Sabbatical Period:

- | | |
|---------|---|
| Week 1 | Review book proposal, chapter one, chapter two, update literatures and bibliography, and begin index. |
| Week 2 | Draft chapter three from existing outline. |
| Week 3 | Revise draft to include data and literature. |
| Week 4 | Revise and finalize chapter three. |
| Week 5 | Draft chapter four from existing outline. |
| Week 6 | Revise draft to include data and literature. |
| Week 7 | Finalize chapter four. |
| Week 8 | Draft chapter five from existing outline. |
| Week 9 | Revise draft to include data and literature. |
| Week 10 | Finalize chapter five. |
| Week 11 | Present at the National Women's Studies Association Annual Meeting |
| Week 12 | Draft chapter six from existing outline. |
| Week 13 | Revise draft to include data and literature. |
| Week 14 | Finalize chapter six. |
| Week 15 | Proof and finalize entire manuscript and submit manuscript to University of Georgia Press. |

6. Professional Competencies (maximum 500 words):

[Explain how the project will enhance your professional competencies in relation to your current work assignment and specify the expected benefits for your professional development, the discipline, and the university.]

The publication of **Success At A Price** will help establish a new area of expertise for me: diversity, equity, and inclusion in higher education policy and practice. It will also further establish my expertise in women's and gender studies and sociology, especially with intersectionality, labor, violence, and resilience, all of which I regularly teach in my courses in the Department of Women's and Gender Studies, some of which are cross-listed with Sociology. As consistent within the discipline of Women's and Gender Studies, I teach intersectionality theory in each of my courses, each semester. In addition, I teach related concepts such as "controlling image" coined by critical race feminist sociologist, Patricia Hill Collins in WOS 250 Women and Self Representation. I have designed and regularly teach two additional courses that center my expertise: Gender, Labor, and Globalization (SOC/WOS 366) and Violence, Systems and Resistance (SOC/WOS 368). This book will inform these and my other work assignments at WCU because it will offer new analysis of the experiences of our students and will contribute to the mission and strategic plan of our university.

Further, the analyses of the experiences of women of color students in this book will continue to inform my advising and mentoring of all students, especially those that are of color and those who are white and aiming to support social justice. It will enhance my service in my department, in my college, and at WCU including the President's Commission on the Status of Women, the Council for Diversity, Inclusion, and Academic Excellence, and in my collaborations with the Center for Women and Gender Equity.

As was the case with my first book, this book will contribute to the disciplines of women's and gender studies and sociology, and could be used in a variety of classrooms (sociology, women's and gender studies, and education) as well as be of use to policy-makers, teachers, and educational administrators. Like my previous publications, this book will likely attract the attention of journalists and public media, which will continue to mark me as an expert scholar, will open new opportunities to me in the field of higher education, and will bring greater visibility to the university.

Type text here

7. Likelihood of completion of project (maximum 200 words):

My record as a teacher-scholar in sociology and women's and gender studies demonstrates that I am highly productive and strategic. I wrote and published my first book, often while teaching four courses each semester and providing service in multiple capacities as the first tenure-track faculty member in the Women's and Gender Studies Program that was also housed in the Department of Anthropology and Sociology.

I helped transition the Women's and Gender Studies Program to a department as its last program director and first chair at the same time I conducted this study (2014-2017). I worked with the Provost and affiliated faculty to make decisions, including our college home. I chaired the hiring committee of our first full time admin. After we gained department status, I chaired/served on important department committees (evaluation, curriculum, and assessment), supported the first of three approved searches during my first sabbatical, chaired the second search the following year, and supported the third. During this time, our majors steadily increased and our faculty numbers doubled.

My proposed timeline is more than feasible to finish this second book manuscript because I will be relieved of teaching and service responsibilities to focus my efforts on writing and publication.

8. Previous sabbatical(s):

<u>Year</u>	<u>Activity</u>
<u>2016</u>	<u>Collected and analyzed data, planned next steps, supported students.</u>
<u>_____</u>	
<u>_____</u>	
<u>_____</u>	
<u>_____</u>	

9. Previous AWA(s) for scholarly/creative endeavors:

<u>Year</u>	<u>Activity</u>
<u>2017</u>	<u>Office of Sponsored Research</u>
<u>_____</u>	
<u>_____</u>	
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<u>_____</u>	

10. Description of Meritorious Service [identify by year since last sabbatical] (maximum 800 words):

Since my last sabbatical, I was promoted to full professor, in part due to what my department chair and committee described as “distinguished” service. My leadership in diversity, equity, and inclusion issues, student success, and improving campus climate include the following:

Chairing the WCU President’s Commission on the Status of Women: I have served as an active member of the WCU President’s Commission on the Status of Women since its re-establishment in 2015 and on the executive committee 2018-present. In 2019-2020 I served as co-chair, last year I was chair, and this year, I am past chair.

Each year we build teams from issues of concern that come directly from the membership, develop and administer projects, and report and make recommendations to the president and cabinet. Last year our activities included: working closely with cabinet to provide immediate support to people who had increased care responsibilities due to Covid-19, administering two research projects to support caregivers during Covid-19 and women of color, offering increased outreach to students, and strengthening our partnerships with PASSHE Women’s Consortium and the Chester County Women’s Commission. I am proud that not only do we help ensure consistent communication with the president and his cabinet on behalf of women each year, but we also ensure that our internal structure is equitable and fosters continued progress from year to year. For example, each year we rotate faculty and staff as chair and co-chair, our membership has equal numbers of faculty and staff, and we have several ways to hear from students, including through formal undergraduate and graduate representation.

My work with the Commission has also been supported by my membership on the WCU Council for Diversity, Inclusion, and Academic Excellence (2019-current) and my service as a board member on the Domestic Violence Center of Chester County (2018-2020).

Chairing the Department of Women’s and Gender Studies: During the time of this study (2014-2017), I also helped transition the Women’s and Gender Studies Program to a department as its last program director and first chair. I worked with the Provost and 30 affiliated faculty members to make decisions, including gaining consensus on our new college home. I helped to secure three additional faculty lines, which doubled our faculty numbers. I helped to secure the line for our first full-time admin and chaired that hiring committee. After we gained department status in Fall 2016 and after my term as chair, I served on important department committees (evaluation, curriculum, and assessment), supported the first of three searches during my first sabbatical, chaired the second search the following year, and supported the last search the year after. During this time, our majors, minors, and course offerings steadily increased.

Chairing and Sharing My Expertise: Since my last sabbatical, I have been invited to share my expertise in ten invited lectures including chairing a session on gender and work for the 2020 Society for the Study of Social Problems annual meeting and chairing and moderating the plenary discussion for the 2017 PASSHE State System Summit, *Intersectionality: Moving Beyond the Margins*. Last year I offered a session on “White Fragility” for the *WCU Courageous Conversations about Race* and a session titled “Implicit Injustice: How Implicit Biases Fuel Inequity” for the Chester County Bar Association. Since my last sabbatical, I have also been invited to participate in nine different news outlets, including *The Nation*, *Morning Edition*, *NBC News*, *USA Today*, and as a live guest on *WHYY Radio Times*. Until 2017, I was the university’s liaison to the Greater Philadelphia Women’s Studies Consortium, which allowed WCU to host their annual scholar in residence. This allowed our students exposure to renowned scholars in our field such as postcolonial scholar, Dr. Chandra Talpade Mohanty. I served on CAPC from 2011-2017, which included chairing the Diverse Communities Sub-Committee for four of these years. I also served on the WCU LGBTQA Advocacy Committee from 2017-2019.

Supporting Students:

I stay in touch with my students from all my classes, writing recommendations for majors and non-majors alike. Last year, I was the faculty interviewer for three of our college alumni series, where I interviewed four women’s and gender studies alumni. I also connected several alumni with the Office of Alumni Affairs so that our alumni can start their own chapter. I consistently nominate students for college and departmental awards, and they get them, including the 2017 College of Arts and Humanities Outstanding Student. I have supported several students through the Summer Undergraduate Research Institute. I informally advise graduate students at WCU when asked by my colleagues. I served as external member on a dissertation committee at Temple University. I have served as faculty advisor to five undergraduate student organizations, two of which I was the organization’s first advisor: Nu Epsilon chapter of SLG (2010-2016) and Her Campus (2019-current).

14. Signature of SaLe Committee Chairperson (may include committee comments):

Signature of SaLe Chairperson

Date

15. Status of Applicant: _____ Recommended _____ Not Recommended

Signature of President or Designee

Date

16. The above detail is important to allow the SaLe Committee to determine academic purpose and to permit the President to implement his/her rights under CBA Article XVIII, A.

(All materials submitted herewith shall become part of the applicant's official personnel file under CBA Article XIII.)

N.B. The application MUST be submitted in hardcopy. Please follow the procedures for submission as outlined in the "Overview" tab on the Provost's webpage.