**Post-sabbatical report**

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1. **Summary of sabbatical project**
	1. Preparation and planning for sabbatical: I began working with the scholarship of TILT (Transparency in Learning and Teaching) in the fall of 2016. This is when Jennifer Whetham, the Program Administrator for Faculty Development from the State Board of Community and Technical Colleges, asked me to co-present at the New Faculty Institute (with both she and Robin Jeffers) on this subject matter. While this first presentation was huge (two hundred attendees, all new tenure-line faculty in the state of Washington SBCTC system), and where this was the time where I was most involved in and catching up on the scholarship of TILT, I have been concentrating my energies in this important equity work. From that time forward, I’ve led many smaller-scale TILT workshops here on our own campus, sharing this work. I’ve done so as a part of our faculty professional development days, but it was our Social Equity Plan and a desire to make real the possibilities of equity in the classroom that compelled me to use this as the center of my sabbatical for the Fall of AY 2018.
	2. Project products and accomplishments: In terms of products, there is one great surprise, something that wasn’t part of my original plan. With Jennifer Whetham and Sally Heilstadt, I co-authored a chapter in the book *Transparent Design in Higher Education Teaching and Leadership: a Guide to Implementing the Transparency Framework Institution-Wide to Improve Learning and Retention*. Jen and I did the writing all through my sabbatical, and the book was published in early 2019. Our chapter is entitled “Transparency and the Guided Pathways Model,” and it appears from pages 156-166 in this anthology. I don’t believe that we were asked to participate, let alone go through all of the legal work that it takes to be part of a published work, until the summer or early fall of 2018, but this was a delightful addition to my sabbatical. Aside from this, I also did the on-campus work that I had intended to do, albeit in a slightly different format. And this work is ongoing.
	3. Research: the research preceding my sabbatical was both in-department (our in-department task force on diversity was wonderful, leading me to taking the IDI (Individual Diversity Index, for which Dian Ulner gave me her invaluable time and coaching); to Bensimon’s “Five Principles for Enacting Equity By Design”; to Milner’s “Beyond a Test Score: Explaining Opportunity Gaps in Educational Practice”; but the focus of my work was in Winkelmes et al.’s “A Teaching Intervention that Increases Underserved College Students’ Success.”
	4. Self-enrichment: I must say that being published in book form was incredibly enriching, rewarding, and encouraging. Beyond this, I continue to grow more in my own understanding of the TILT research. At this point, I have shared it with four different types of audiences (including a presentation to the entire Clark faculty on Jan. 4, 2019), but as I continue to aid others in revising their assignments, I understand the scholarship, and particularly, its insistence on active-based learning assignments, to go deeper.
2. **Chronicle of sabbatical activities (weekly, one-quarter sabbatical)**
	1. Week of **August 21-23, 2018**: TILT leads from all over the state (total of thirty-four in all, representing twelve different SBCTC institutions) converge here in Vancouver (at the Heathman Lodge) for this intensive three-day conference. Working with Mary-Ann Winkelmes and the scholarship of Milner, leads took a deep dive into the scholarship and committed to be involved in Jennifer Whetham’s data-gathering work related to TILT, the so-called “2-2-1-TILT: the Equitable Assignment Challenge.”
	2. Week of September 10-14, 2018: Reworking my own assignments for publication on the SBCTC’s 2-1-1 Canvas site.
	3. Week of September 17-21, 2018: continued to rework my own assignments (total of two) for publication on the SBCTC site. Took participant survey for the workshop; also wrote summary of break-out work in Milner that was part of the workshop, sending such to Jennifer Whetham as a part of the SBCTC site.
	4. Week of October 1-5, 2018: prepared for Clark-only workshop; continued to revise my own assignments, based on feedback from my partners at the statewide meeting (Kaatje Kraft and Derek Jorgensen).
	5. Week of October 8-12, 2018: revised slide deck, reread all journal articles, and made all necessary adjustments for my TLC offering here at Clark. Workshop date is October 10 (second such presentation here at Clark).
	6. Week of Oct. 22-26, 2018: began writing and collaboration on what will become the book chapter for *Transparent Design in Higher Education Teaching and Leadership.*
	7. Week of Oct. 29-Nov. 2: continued writing and revising work with Jennifer Whetham on book chapter.
	8. Week of Nov. 5-9: out of the country; took this week away from the project (as I had spent summer working on it as well).
	9. Week of Nov. 12-16: continued writing and revising book chapter; see above.
	10. Week of Nov. 19-23: continued writing and revising of book chapter, as identified above.
	11. Week of Nov. 26-30: continued work in writing and revising.
	12. Week of Dec. 3-7: continued work in writing and revising.
	13. Week of Dec. 10-14: final version of manuscript due to Mary-Ann Winkelmes.
	14. Post-sabbatical activities: presented to entire Clark faculty for professional development day, with Jennifer Whetham as my co-presenter, on Jan. 4, 2019. Continued this work by way of a faculty learning community with Nick Farron, meeting on the following dates: Feb. 4, Feb. 6, March 6, May 14, June 17. This work will continue into the next academic year, as the FLC participants will now serve as TILT mentors on campus.
3. **Restate sabbatical leave objectives (as stated in original application) and elaborate on whether or not you met each objective.**
	1. Proposal, main focus: in concert with Judith Hernandez-Chapar, and possibly in the context of a "faculty fellow" role, I would provide transparency design workshops across campus. These workshops would be interdisciplinary, as disciplinary strangers serve as good readers for faculty as they revise; they also will work best if we can reach as many faculty as possible, not serving just the few. This is in conjunction with our Academic Plan, and it will be most meaningful to our institution next year, as we finally begin to address pillar four, ensuring student learning. My objectives for participants would be threefold: one, faculty will distinguish qualities of less transparent assignments from those that are more transparent; two, faculty will recognize the significance of the research by Winkelmes and colleagues and the impact that re-designing assignments can have on student success; and three, faculty will rewrite one assignment in light of the transparency framework, which is a simple, replicable teaching intervention. **Update: while this didn’t take the shape that I thought it would—we met with those interested, not working in the intentional cross-campus way I had envisioned—we did do this work.** **And I did participate in the data collection at the state level as a part of 2-1-1 TILT, asking my own 101 students to do a pre- and post-survey on the use of transparent design in their/my 101.**
	2. Proposal, second (subsidiary but related) focus: I would like to take or to audit a statistics course here on campus. My ability to read statistical data is lacking, and I would very much like to improve my literacy in this area in order to better serve the college. My objectives are both personal and professional: this increased statistical literacy will aid in my ability to present the data on transparency framework, nominally, but it will also aid in my ability to interpret, discuss, and share assessment-related data campus-wide. **Update: I neglected this part of the proposal, doing only some basic Khan Academy work in statistics. So my literacy here is still lacking, to say the least.**
4. **Describe how this sabbatical activity benefits the students at Clark College.**
	1. While we have a Social Equity plan, it is theoretical, hazy, and not understood as equity hits the classroom. Faculty are reticent to understand and to do something about their role in the equity gap. I am proud of the fruits of this work, as finally, there is a simple but not easy way to bring more equitable practices to our students. So from my own students to each and every student this work reaches, I can make a difference.