

Sabbatical Leave Application

Submit electronically to
Provost's Office

Note: The PDF application form is the preferred form. This Word copy has been provided as a backup in case of technical issues. If using this form, please convert it to a PDF before submitting it to the Provost's Office.

*****The SaLe Committee will not consider incomplete applications*****

Checklist

Please make sure you have included the following:

- Dates of Proposed Sabbatical
- Years of services/eligibility points
- Department chair and dean signatures
- Applicant signature

Attachments

- Curriculum vitae—*Must not be longer than 8 pages.*
- Budget—*See application for details on when a budget should be included.*
- Letter(s) of support—*See application for details on when letters should be included.*

Narrative

Please make sure all sections have been completed and that the proposal is written in language that is understandable to an educated layperson.

For any questions, please contact the co-chairs of the SaLe Committee:
Rachel McMullin rmcmullin@wcupa.edu and Kate Stewart kstewart@wcupa.edu



West Chester University of Pennsylvania

APPLICATION FOR SABBATICAL LEAVE

Submit electronically to Provost Office

First and Last Name: **Ann Lieberman Colgan**

College: **University College**

Department: **Interdisciplinary Studies and Academic Support Services**

Sabbatical Request (select one)

X 1 semester at full salary (requires 7 years of service as calculated below)

1 year at ½ salary (requires 7 years of service as calculated below)

1 year at full salary (requires 14 years of service as calculated below)

Semester(s) that sabbatical will be taken: FALL 2026

The semester(s) should take place the academic year following the application (i.e., applications submitted in fall 2025 are for fall 2026 and/or spring 2027)

Eligibility

The general rule of thumb is that you need 7 years of full-time service as a faculty member in the PASSHE system for each sabbatical (including at least 5 years continuous service at WCU), but you do not need to wait 7 years between sabbaticals. You cannot, however, apply any earlier than three (3) semesters following the semester in which a previous sabbatical has been taken. To help ensure that you have enough years of service to qualify for a sabbatical, please complete the following steps:

1. Semester and year that you began as a full-time faculty member in the PASSHE system: **Fall 2007**
2. Give yourself one (1) seniority point for each semester of service = **38 (1 semester @ 11 cr)**
Do include semesters that fall between the time of application and the start of the proposed sabbatical. For instance, if you are applying fall 2025 and the sabbatical would start fall 2026, include two points for fall 2025 and spring 2026. Three points would be added for a sabbatical starting spring 2027.
3. Calculate points for any prior sabbaticals you have taken (number of sabbaticals) X 14 =
A full-year, full-pay sabbatical counts as 2 sabbaticals and equals 28 points.
4. Then subtract that number from the total seniority points calculated in step 2 = **38**
5. Divide the number in step 4 by two (2) to convert that number into years = **19**
This number must be at least 7 (years) to meet the minimum requirement for a 1 semester, full salary or 1 year, ½ salary sabbatical. It must be at least 14 (years) for a 1-year, full salary sabbatical.

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 (PDF) is emailed to the Provost's Office by the published deadline. Incomplete applications or applications received after the published deadlines will not be reviewed by the SaLe Committee.

1. Project Abstract

(Maximum 150 words)

Please provide a short abstract summarizing your project and its outcomes.

I plan to undertake educational travel to two locations with related, but distinct goals:

1. I've been invited to be a guest researcher at Mary Immaculate College (MIC), in Limerick, Ireland. There, I will guest lecture in Jewish Studies, enhancing my teaching, and collaborate with colleagues to further establish an exchange program between WCU and MIC [interdisciplinary](#) programs.
2. I've also been invited to support [Beit Rambam](#), a small, progressive Jewish community of Seville in Andalucía, Spain, helping strengthen its institutional foundation and applying my scholarship in a community context

Both projects will require substantial preparation prior to travel in fall 2026. During the 2025-2026 academic year, we will use zoom to coordinate curricular priorities at MIC and to determine which values and goals of Beit Rambam are attainable. In both cases, I expect to engage with local and international resources and organizations to ensure lasting impact.

2. Merit of Project

(Maximum 150 words)

Please describe how you think your project meets the standards of merit described in Section C of the WCU Sabbatical Policy.

This sabbatical proposal fosters academic and communal merit through cross-cultural and institutional collaboration.

- As a scholar and educator, I will reconnect professionally and personally with my field of study through interfaith dialogue at MIC and supporting Jewish life in Seville.
- As Director of Interdisciplinary Studies (IDS), I will expand opportunities for students to engage in global citizenship and deepen competencies. I also look forward to introducing MIC students to interdisciplinarity at WCU.
- At MIC, a small liberal arts institution in western Ireland, Catholic Studies are present but Jewish Studies are limited, so I hope to broaden curricular offerings and promote cultural awareness.
- Finally, by assisting Beit Rambam to strengthen its institutional foundation my sabbatical project has the potential for long-term impact for Jewish culture and practice in Seville, Spain.

This work contributes meaningfully to academic and cultural settings, allowing me to return to WCU with new insights and partnerships.

3. Description of the Project and its Outcomes

(Maximum 1,500 words excluding references)

Please include:

- a. A discussion of the background and significance of your project(s).
- b. A detailed description of how the project(s) will be carried out (i.e., discussion of methodology, procedures, and/or activities) and the time commitment required to complete the work.
- c. A description of the outcomes of the project(s), including, but not limited to, any scholarly/creative outputs and any competencies developed via professional development.

BACKGROUND AND SIGNIFICANCE of PROJECTS

Scholarship described by the Interdisciplinary Studies and Academic Support Programs' Teacher Scholar Model includes innovative program development and Service including assistance rendered to broader community organizations. My professional work as an academic advisor and Director of IDS rarely offered opportunities to incorporate my doctoral work in Jewish Studies and Jewish History. Fortunately, during the past few years, I have been able to adapt my scholarly work to specific needs of IDS students and incorporate an Introduction to Jewish Studies class into the IDS Special Topics speaking emphasis

course. Teaching WCU students about the millennia encompassing trans-national culture of Jews and Judaism excited my interest in further advancing understanding of Jewish culture in those with extremely limited exposure, such as the students and faculty at MIC. The lack of inclusion of antisemitism in antiracist education frequently results in unchallenged stereotypes about Jews (Baddiel, 2021; Short and Carrington 1992) and also limits sources of knowledge about Jews and Judaism in much of the general population to pop culture or educational exposure about the Holocaust (Gordon, Simon, and Weinberg, 2004). While certainly important, focusing on the 12 years of the Shoah reduces the 3500-year world-wide development of Jewish culture to a brief snapshot of victimization. Thus, any opportunity to share the depth and breadth of Jewish experience is welcome, and working as a guest researcher/ lecturer at MIC provides a chance to reintroduce people in Limerick to a culture that last had a measurable presence in the area in 1904 (Flynn, 2004).

Jewish communities in Spain also experienced their own complex histories (Bejarano-Gutierrez, 2017; Gerber, 1992) and only recently began to recover from the series of abuses which culminated in the 15th-century Expulsion. The re-emergence of Jewish life in Iberia occurred primarily in the aftermath of WWII when remnants of the destroyed Ashkenazi centers of central and eastern Europe contemporaneously with the Sephardi Jews expelled from Arab nations, after the 1948 founding of Israel, established small communities in Spain and Portugal (Gerber, 1992, pp. 254-257). Today, the major cities of Spain have a few thousand Jewish residents, but smaller cities and towns experience difficulty sustaining the religious, communal, and educational needs of progressive Jews (Malinge, 2016), while the Orthodox communities rest on more solid foundations. Supporting the reestablishment of enlightened Judaism to Spain represents a chance to support Jewish continuity and diversity as well as connect to the brief *Convivencia*.

The background of my other project is less lofty but more likely to impact WCU students. As Director of IDS, I often observed the awkward position of our students relative to programs which have dedicated and specific study-abroad relationships with foreign institutions. Many of WCU's in-house study abroad programs target students in specific majors, limiting access to IDS students. While we have resolved this issue by developing an IDS study-abroad course, the international travel component of the class happens over the very truncated time-period of spring break. I believe deepening WCU's already established partnership with MIC, which administers its own interdisciplinary programs, can allow both our institutions to cultivate additional opportunities for global citizenship.

IMPLEMENTATION, METHODOLOGY, AND TIME

Supporting Beit Rambam in Realizing Its Potential

As noted in the appended correspondence, I corresponded primarily during summer 2025 with Sarah Silverstein, Secretary of Beit Rambam. Beginning in fall 2025, I will collaborate with Ms. Silverstein and members of the congregation through a series of Zoom meetings and structured focus groups. Given the timing of this proposal, only preliminary materials related to these conversations are appended. These sessions are intended to elicit congregational perspectives, priorities, and long-term visions for the future of Beit Rambam.

Between fall 2025 and fall 2026, I will research potential funding sources, strategic partnerships, and organizational support mechanisms. I am fortunate to be connected with institutions such as the Jewish Federation, Gratz College, and several regional congregations. Faculty at Gratz can provide substantial expertise in nonprofit management, particularly within Jewish organizational contexts, which I will draw upon. I intend to leverage my experience in grant writing and network development to identify and cultivate resources beneficial to Beit Rambam in addition to their support networks already in place.

The congregation, currently housed in a loaned facility and maintaining several existing affiliations, stands to benefit from sustainable infrastructure and strategic capacity-building. Cultivating relationships with all Beit Rambam's constituencies requires my physical presence. While a significant portion of this work can be conducted remotely, I plan to travel to Seville in both spring and fall of 2026 to gain deeper insights into the community's lived experience and evolving needs. Throughout this process, I remain committed

to a community-centered approach, grounded in the principle that authentic and lasting change must emerge from those most directly affected.

Invited Guest Lecturer at Mary Immaculate College

Over the course of several weeks in fall 2026, I have been invited to offer a series of lectures and to participate in interfaith discussions on a range of Jewish Studies topics identified in consultation with faculty and students, and other stakeholders of Limerick. Planning discussions regarding MIC preferences will take place during the 2025-2026 academic year (see attached emails).

While the specific timing of my visit is not yet established, portions of the preparatory work can be conducted remotely. However, the core theological and historical material is best explored in a dynamic, in-person setting. I also plan to introduce students and faculty of MIC to the traditional *chavruta* method of study-in-pairs, which requires a face-to-face setting for optimal effectiveness. This type of rigorous, dialogic text study, best thought of as “banging minds together,” fosters deep critical engagement with multiple layers of text interpretation. While some foundational study may occur in advance of a sabbatical, in-person instruction and experience will be essential to achieving the strongest educational outcomes.

Developing an Interdisciplinary Exchange Program with Mary Immaculate College

West Chester University’s College of Education and Social Work currently maintains an established exchange partnership with Mary Immaculate College (MIC) in Limerick, Ireland. Building upon this foundation, my proposed collaboration aims to develop a parallel exchange program within Interdisciplinary Studies (IDS). This initiative will prioritize the alignment of transfer credit equivalencies, curricular compatibility, and adherence to WCU academic policies, in close coordination with WCU’s Global Engagement Office.

The majority of this work will be conducted remotely during the 2025–2026 academic year through sustained communication with MIC faculty and administrative offices. A planned site visit to MIC in fall 2026 will serve to finalize programmatic elements, strengthen institutional relationships, and provide an opportunity for me to contribute as a guest lecturer within the host institution’s curriculum.

PROJECT OUTCOMES

These projects offer robust opportunities for personal scholarly growth and professional development:

My work with Mary Immaculate College (MIC) will deepen my research and teaching skills in Jewish Studies by engaging new audiences unfamiliar with these traditions. I also use *chavruta*-based learning in my WCU course, and implementing the method in a new setting will allow me to explore and refine this dialogic method of text study, generating future pedagogical innovation. The synergy of acquiring new skills in new settings will enrich my post-sabbatical instructional capabilities. Additionally, developing flexible curricula for interdisciplinary students in both WCU and MIC will enhance my pedagogy and my capacity to teach across intercultural settings.

The Executive Board of Beit Rambam in Seville invited me to apply my research, community-building, and grant-writing skills to facilitate the congregation’s organizational development and community-based Jewish education. I would like to make a genuine difference to this emerging Jewish community by drawing on my expertise in Jewish history and institutional strategy, and the ideal results include a dedicated building and religious leadership for Beit Rambam. This work will advance my leadership, grant-writing, and interdisciplinary skill sets, as well as enhance my knowledge of Jewish communal revival and intercultural resilience.

Both projects will strengthen my contributions to WCU as an interdisciplinary educator, study-abroad leader, and advocate for global citizenship education.

References Cited

- Baddiel, D. (2021). *Jews don’t count*. London, England: TLS Books. ISBN: [0008399476](#)
- Bejarano-Gutierrez, J.M. (2017). *The Jews of Iberia: A short history*. Grand Prairie, TX: Yaron Publishing.
- Flynn, K.H. (2004). The Limerick pogrom, 1904. <https://historyireland.com/the-limerick-pogrom-1904/>
- Gerber, J.S. (1992). *The Jews of Spain: A history of the Sephardic experience*. NY, NY: The Free Press.
- Gordon, S. B., Simon, C. A., & Weinberg, L. (2004). *The Effects of Holocaust Education on Students’*

Level of Anti-Semitism. *Educational Research Quarterly*, 27(3), 58.

Malinger, A. (2016). *Choosing the minority*. Más + Menos Magazine, CIEE Seville: Student Projects from the Communication, New Media and Journalism Program.
<https://www.masmenos.es/2016/04/choosing-the-majority/>

Short, G., & Carrington, B. (1992). The Development of Children's Understanding of Jewish Identity and Culture. *School Psychology International*, 13(1), 73–89.

4. Projected Work Plan

(Maximum 400 words)

Please include:

- a. A detailed timeline that shows when project activities will be completed, including relevant work to be completed before or after the sabbatical period. A table or list format is fine.
- b. A brief discussion of the likelihood of project completion.
- c. A discussion of contingency plans, if project completion is dependent on outside factors.

WORK PLAN

While much of what I plan to accomplish during a sabbatical can be initiated remotely, I cannot engage fully with the communities I hope to impact without being present. Consequently, my timeline includes preparations preceding the sabbatical.

FALL 2025:

- Work with WCU's Office of Global Engagement to establish an amended agreement with MIC to include Interdisciplinary Studies (IDS) students
 - Meet with Lauren McNamara, Outward Mobility Liaison Officer, International Office of MIC, during her visit to WCU in Sept, 2025
- Collaborate remotely with the Religious Studies faculty of MIC to determine guest lecture content.
- Meet remotely with congregants of Beit Rambam to comprehend their communal priorities and set an agenda for supporting them.

SPRING 2026:

- Choose curricula with MIC for potential IDS/ MIC exchange students.
- Develop curriculum for Jewish Studies presentations to MIC students, and engage students via zoom
- Cultivate resources supporting Beit Rambam, including grant proposals, contacting professional and congregational partners, and more.

FALL 2026:

- *September*: Travel to MIC, collaborating with Lauren McNamara and others to develop specific curricular options for WCU and MIC students in interdisciplinary programs.
- *September – October*: While at MIC, provide a series of lectures and discussions on Jewish Studies to MIC students in Religious Studies courses.
- *October – November*: Travel to Seville to engage directly with members of Beit Rambam and collaborate to implement structural supports.

LIKELIHOOD OF COMPLETION

As a graduate and community member, I am already embedded in the communal and structural support system of Gratz College and other local institutions. I have confidence in our collective capacity to develop supports for Beit Rambam although I am not sure, at this time, what those supports will look like. Nevertheless, we can assist the Spanish congregation to become what its members envision.

I am currently in communication with the International Office and the Religious Studies department of MIC. The warmth and interest they exhibit ensure that some sort of exchange and lecture series will be manageable.

CONTINGENCY PLANS

I believe this plan is attainable; if outside factors interfere with MIC opportunities, I am trying to arrange a similar exchange with Edinburgh University. I already have a relationship with some members of Beit Rambam, so I do not foresee obstacles in that setting. If travel itself is not feasible, I will undertake all these plans remotely to the extent possible. While not ideal, limited engagement can certainly happen, and my sabbatical will be effective.

5. Letter(s) of support

Please include letter(s) of support if appropriate. Examples include:

- a. To document the value and nature of a collaboration or of a location, the availability of resources, or the feasibility of the project.
- b. To document access to a restricted space, such as an archive, library, or lab facilities needed to complete the project.

Are any letters attached?

- a. Yes b. No

6. Budget

Please complete the sabbatical budget form if your proposed project depends on self or outside funding beyond the award of the sabbatical itself, including for any of the following:

- a. travel/lodging
- b. purchase of equipment/materials or other operating expenses
- c. paying student workers or consultants
- d. fees for conferences, presentations, workshops, etc.

Budget is:

- a. Attached b. Not applicable to project

Budget Elaboration (Provide any contextual information that would aid the committee in understanding your budget):

The proposed budget is a rough approximation based on my frequent travels in both Ireland and Spain. Flights and medium duration rentals are both expensive, but I optimistically believe I can obtain both at reasonable rates (assuming a lot of conditions remain consistent, of course).

It is my hope to apply my annual faculty development funds to this project and to obtain additional monies, if possible, through the University, the College, or from grants. Otherwise, it will be possible for me to self-fund these expenses.

7. Project Benefits

(Maximum 500 words):

Please describe how your project will:

- a. Enhance your own teaching or professional responsibilities and/or scholarly/creative competencies.
- b. Benefit your students, the university, your discipline, and/or the broader community.

My sabbatical projects will enhance my teaching, administrative, and scholarly competencies by expanding the scope of my work in international, interdisciplinary, and community-based contexts:

First, my teaching will benefit through practice communicating the complexity and interdisciplinarity of Jewish culture to communities unfamiliar with its transnational diversity. Effective pedagogy requires connecting new material with students' prior knowledge to foster new connections and insights. Through these projects, I will strengthen my educational practice eliciting and building on students' understanding enabling them to develop complex constructions and new perceptions. Education should be transformative in both directions between student and educator, and exposure to different cultural and theological perspectives can enlarge our lives and provide incalculable benefits for students and myself. This practice will sharpen my skills in facilitating dialogue across differences and will broaden my ability to guide students in engaging with complex, global issues.

Second, my professional responsibilities as Director of IDS will benefit from the expansion of new study abroad opportunities for IDS students, who historically had few opportunities tailored to their needs. I want IDS to be the sort of program which supports any endeavor students might want to undertake. My sabbatical will directly support robust, sustainable IDS study abroad partnerships, positioning IDS as a program with global connections to the broader world and supporting its desirability as a first-choice option. We now offer an internship course as well as a spring-break study abroad option, and a semester-long study abroad opportunity in addition to two required core classes and other electives expands the potential of IDS. Recognition of interdisciplinarity as a legitimate field of study will be supported by its embedded partnership with an international college. This collaboration will enhance the visibility and credibility of IDS, strengthen its appeal to students, and benefit WCU and MIC students and institutions.

Third, my scholarly and creative competencies are already challenged by the needs of Beit Rambam, and I look forward to the creative problem-solving, strategic planning, and collaboration that will be required to ensure the institutional continuity of this small, vibrant community. The opportunity to contribute to the re-establishment of progressive Judaism in Seville, Spain has profound implications for Jewish life in Spain and for my service legacy. The enduring benefits to the community should outlast my lifetime, and as pretentious as that sounds, that is my goal. Such transformative change will demand extensive collaboration and cross-cultural sensitivity, so my basic Spanish skills and communication skills will improve in addition to the work enhancing my professional network and benefitting Beit Rambam and other possible communities.

Collectively, these sabbatical projects reflect the connections between teaching, administration, scholarship, and service in my professional life. By engaging in transformative educational methodologies, expanding global opportunities for IDS students, and supporting the continuity of a vibrant Jewish community abroad, I will enhance my ability to serve as an effective educator, administrator, and scholar while contributing to communities beyond WCU.

8. Description of Meritorious Service

(Maximum 800 words)

Please see the description provided in Section D of the WCU Sabbatical Policy.

Note: If you have previously had a sabbatical, only include activities that have occurred since your last sabbatical.

According to my Statement of Expectations, service includes participation and leadership in departmental, programmatic, and university-wide committees; membership in professional and community organizations; lectures and consultations at regional organizations; grant-writing; advisory board work; and planning innovative student and University services. I have served meaningfully in all these areas. I especially value my participation in university-wide committees, which allow collaboration across departments and colleges.

Participation and Leadership in University Committees

My most significant service has been on university-wide committees. For nine years, I served on the Undergraduate Programs Committee (UGPC) and Academic Programs Council (CAPC). UGPC reviews and approves courses and programs, ensuring alignment with CAPC standards. I appreciated the professionalism and work-ethics of my committee colleagues as we undertook to support all WCU colleges.

I also served on the Student Undergraduate Research Institute (SURI) committee, which funds student proposals and seeks to expand diverse participation in research. My collaboration on initiatives to raise SURI's profile was particularly rewarding. Through SURI and after my service there, I regularly serve as a judge on Research Day, supporting undergraduate research visibility. I also evaluate posters for the MS in Higher Education Policy and Student Affairs (HEPSA) theses, a program I supported with syllabus development for EDH 530 and continue to support. Additionally, I completed a colleague's term on the Center for Excellence in Learning and Teaching (CELT), where I helped evaluate faculty research proposals and supported faculty development through programs such as the campus-wide book club.

Departmental Search and Evaluation Committees

As a member of Interdisciplinary Studies and Academic Support Programs (IDSASP), I serve extensively on evaluation committees, including for five tenure-track colleagues. I focus on ensuring colleagues meet their Statement of Expectations and progress toward tenure. I also served on Counseling and Psychological Services evaluation committees, which provides exposure to new disciplinary developments. Additionally, I observe colleagues for required peer observations. I have also served on search committees, most notably during the national search for a Director of the Office of Services for Students with Disabilities. Despite the pandemic, we successfully recruited Dr. David Thomas to this critical role.

Lectures and Consultations

Regionally, I contribute through Jewish Studies expertise. I regularly serve as a gabbai at Keshet Israel Congregation in West Chester, a role requiring deep knowledge of Hebrew and Jewish liturgy. I also presented remotely to Temple Sinai in Rochester, NY, during Jewish Disability Awareness Month on "How Does the Torah Address Disabilities?"

Steering Committees

I serve on the Holocaust and Genocide Studies Advisory Board and the Ethnic Studies Steering Committee, helping raise the profile of under-enrolled programs and ensuring updated, accurate course offerings.

Innovative Approaches to Student and University Services

I have contributed to multiple initiatives supporting student success. For example, I participated in **RAMp Up**, advising students at academic risk, and in the **RAM Initiative**, helping design advising pathways for

students with intellectual disabilities. I presented at Board of Governors (BoG) scholar orientations to aid high-achieving students in transitioning to college expectations.

Additional Service

I recommend students for scholarships and graduate programs, help HEPSA graduate students secure internships, and connect IDS students with opportunities that often lead to employment.

Externally, I was WCU liaison to the American Association of University Women (AAUW) 2023 - 2024, helping students connect with regional professional networks. On campus, I regularly serve as faculty marshal at commencements and represent IDS at Admissions events, welcoming prospective students and families. I have also been the faculty advisor for Hillel, the Jewish Student Union, since 2008.

Conclusion

I am proud to serve IDS, University College, WCU, and the wider community in ways that directly support student success and faculty development. My contributions include long-term committee service, advisory board participation, evaluation of student and faculty work, and innovation in student programming.

I have assumed leadership in developing IDS, advancing interdisciplinary scholarship, and strengthening the university community. I bring warmth, professionalism, and creativity to my service, ensuring IDS grows as a rigorous, student-centered program. My work has improved program visibility, supported colleagues, expanded student opportunities, and strengthened university-community partnerships.

Endorsements and Comments

a. Chairperson

N.B. If the applicant is the Department Chair, this form must be signed by the Assistant Chair or, if there is no Assistant Chair, a senior tenured member of the Department.

Please indicate your recommendation regarding the funding of this application and comment below on the relevancy and potential benefits of the described project:

Dr. Colgan's project has exceptional merit including significant professional development and compelling potential benefits for students, the Department of Interdisciplinary Studies and Academic Support Programs, the University, and a global community. Her timeline and work plan are thoughtful, specific, and clearly described.

Through her application, it is evident to me that Dr. Colgan cares deeply about this project and demonstrates a genuine enthusiasm for promoting cross-cultural dialogue and creating opportunities for these interactions. The educational enrichment and the interdisciplinarity of her work are meaningful and a sabbatical is important for its completion. I highly recommend the funding of this application.

Chairperson signature:

Date: 8/29/2025

b. Dean

Please indicate your recommendation regarding the funding of this application and comment below on the relevancy and potential benefits of the described project:

I am very pleased to support Dr. Ann Colgan's application for sabbatical. As a non-classroom faculty member, her position carries research responsibilities as outlined in her SOE, and I find her proposed timeline both achievable and appropriate for the scope of her work. Her plan demonstrates careful consideration of the time required to complete each stage of the project and reflects her strong record of follow-through on complex scholarly initiatives.

In addition to her work as a faculty advisor, Dr. Colgan provides critical leadership to the Interdisciplinary Studies degree program, where she serves as advisor, curriculum leader, and primary instructor of courses. She is widely respected by students and colleagues alike for her ability to guide students through individualized, interdisciplinary academic pathways while fostering a sense of intellectual curiosity and belonging. The research outlined in this proposal is firmly connected to her doctoral training and is highly relevant to the program she directs, ensuring a direct and meaningful connection between her scholarship and her ongoing teaching and leadership responsibilities. The proposed project directly supports two of the stated Learning Outcomes of the BA in Interdisciplinary Studies:

- Students will express interdisciplinarity in their own work and in the work of others.
- Students will demonstrate applied interdisciplinary thinking via spoken and written communication.

Beyond these program-specific outcomes, Dr. Colgan's work also advances WCU's strategic plan in significant ways. By focusing on study abroad and the integration of diverse perspectives into our curriculum, she is laying the groundwork for expanding student opportunities to engage with high-impact practices. Study abroad is one of the most consistently high impact experiences a student can have, broadening not only academic understanding but also cultural awareness, adaptability, and global citizenship. The foundation Dr. Colgan is building will help ensure that more WCU students — including those who have historically had less access to such opportunities, as is the case with many Interdisciplinary Studies students — can benefit from these transformative experiences.

Interdisciplinary Studies is often a destination for students whose first plan did not work out. Despite the fact that this program is often not a student's first choice, contributions from Dr. Colgan and other faculty have made this program once that helps students articulate all their

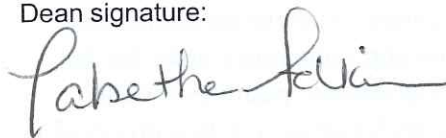
experiences and learning in a way that honors the students' accomplishments and establishes interdisciplinarity as a framework for their learning experiences. I see Dr. Colgan's efforts outlined in this proposal as continuing that trajectory to elevate both the profile and potential program that makes degree opportunities available to many West Chester University student: Interdisciplinary Studies remains one of the most commonly earned degrees at West Chester University, reflecting the program's broad appeal and impact on our students' academic journeys.

I also see this work as timely and strategic. As higher education continues to emphasize the importance of global engagement and applied learning, faculty contributions like Dr. Colgan position WCU as an institution that prepares our students for success in an increasingly interconnected world.

For these reasons, I strongly and enthusiastically support Dr. Colgan's sabbatical application am confident that her will positively impact our students, the Department of Interdisciplinary Studies and Academic Support Programs, University College and the broader mission of We Chester University.

Dean signature:

Date: September 10, 2025



Signature of applicant

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

Faculty applicant signature:



Date: 11 Sept. 2025

submission as outlined under [Sabbatical Leave](#) on the Provost's webpage.