



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

PROPOSED SABBATICAL for 2021 – 2022

NAME	Julie Brady-Jenner
DATE	Oct. 2, 2020
COLLEGE	Saddleback Community College
DIVISION/SCHOOL	FAMT/CTVR

REQUESTED SABBATICAL			
x	Fall 2021	Spring 2022	Academic Year 2021 - 2022

SABBATICAL HISTORY	
If you have been granted a prior sabbatical with the South Orange County Community College District, please provide the following:	
Semester and Year of Previous Sabbatical	1997
Title of Previous Sabbatical	When Angels Smile (documentary)

Discuss/Review with:	Name	Date Discussed	Initials
Division/School Peer #1	Steve Teh	10/2/20	ST
Division/School Peer #2	Scott Ferguson-Greene	10/4/20	SFG
Department Chair	Hiro Konishi	10/4/20	HK
Division/School Dean	Scott Farthing	10/2/20	SFarthing
Vice President	Tram Vo-Kumamoto	10/5/20	TV

Proposals must be submitted to College President Offices by October 16, 2020 at 5 p.m.

DATE PROPOSAL SUBMITTED TO COLLEGE PRESIDENT	
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<input checked="" type="checkbox"/>	SUPPORT	The sabbatical proposal (with input as indicated) can be forwarded to the committee.
<input type="checkbox"/>	NON-SUPPORT	The sabbatical proposal will be returned to the faculty member with recommendations to warrant the President's support.

Signed [Signature], President Date: 10/26/20

To be returned by President's office to faculty member in a timely manner to allow for edits and upgrades to be completed by the November 2, 2020, deadline.

Comments: Great project. Helpful in recruiting women students & making them successful. Good for CTVR and the cause of Equity!

Please Note: Faculty are required to retain the original hardcopy application with appropriate initials and signature.



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SABBATICAL PROPOSAL

Please provide detailed responses to items 1 through 9:

1. Title of Sabbatical: From Leading Lady, to Leading the Pack: Actresses Behind the Camera.
2. Goals and/or Purpose: Goals and/or Purpose: Continued professional growth in the field of film and television, with an emphasis on women's roles. Improving the scope and depth of teaching and enriching the breadth of knowledge in not only the industry itself, but the historical, social and psychological impact it possesses.
3. Describe the specific objectives you wish to achieve that will support the goals and purpose of your sabbatical.
 1. Design a carefully curated list of women to be interviewed, including international subjects.
 2. Research and compile contact information of agents, managers, PR team for each woman.
 3. Choose specific body of work for each woman to integrate into the series., including clips.
 4. Research clearance of photos and footage to be cleared, if any footage or clips would be used at a later date. *If clips used at a later date, they would be captioned.
 5. Craft interview questions with integration of clips and other resources.
 6. Organize subjects into geographical locations, soft shooting schedules if applicable and other timetable-related elements. This can be very complicated.
 7. Design possible soft shooting schedule (difficult to define with pandemic impact).
 8. Establish biographical thumbnail sketches and other relevant material for each woman, including facts of social and historical significance.
 9. Compile into lectures and support materials for class essays, analyses and projects.
4. Describe in detail the types of activities you propose to include and/or undertake during your project. Include at least a monthly **timeline of activities**.

Late August (post summer school) - Contact list of agents, managers, etc., along with social media outreach. Phone calls, emails, etc. with subjects for possible interview timeline and type of interview. Confirm specific subjects and soft timeline of who is available when and schedule those throughout Spring. Securing of written releases from subjects.

September – Written bios of potential and confirmed guests, including historical research and material gathered through heirs or biographical experts for those no longer living. Breakdown of potential photo and/or clip choices.

October – Any travel or necessary meetings with professional representatives or the actresses themselves. Continued research and discussions with historians and other sources.

November – Photo clearance if necessary and video clip clearance for a later date. This takes a tremendous amount of time. *If clips were to be included later, they would be captioned.

December – All written materials organized, photos captioned and clearances confirmed. Integration of materials into lectures and syllabi to best reflect the project in curriculum.

5. Describe how these activities relate to your goals and objectives.

These activities have a direct relationship and impact on my project; they support a tangible product and the approach I am taking to accomplish this series.

6. Describe the measurable outcomes of your project, such as curriculum, materials, scientific specimens, manuscripts, audio-visuals, etc. Demonstrate how you will ensure accessibility and compliance with Sections 504 and 508 of the Rehabilitation Act of 1973. The following links may be helpful to you.
 1. I will present the information to my students in the Spring semester, both in CTVR 9 (Women in Cinema and Television), which I created and in CTVR 3 (American Cinema), which includes four women in our history chapter, who made tremendous contributions to Cinema. This would allow me to expand that approach historically while maintaining American Cinema's objectives.
 2. I will include the expanded biographies and historical/societal aspects in the textbook I have written for Women in Cinema and Television.
 3. I will produce a compilation of clips or photos (if applicable), to accompany the written material/bios I have been garnered.

[Section 504](#)

[Section 508 Standards](#)

For further information regarding Section 508 compliance and implementation at your college, please contact Mike Sauter at (949) 582-4359 or msauter@saddleback.edu for all Saddleback College inquiries and Jennifer Calderin at (949) 451-5499 or ivcaltmedia@ivc.edu for all Irvine Valley College inquiries.

7. Describe the projected impact your project will have on teaching and learning.

My teaching, especially in Women in Cinema and Television, deals with societal impact (women directors), psychology (women tend to be more collaborative on a set) and historical relevance (women were very powerful in film in the 1800s-1920s). It is important to have someone teaching this who is also in the field, who understands these ideals firsthand and who has contacts that will impact students through interviews, guest speaking, and the work itself. Conducting these interviews and telling these stories, is perhaps the most important thing I can do to help my students understand the scope of women in film and television. Narrowcasting this by talking to women who have had successful careers in front of the camera, but chose to go behind it in a variety of ways, is not only fascinating, but an important story to tell. It also deglamorizes a business people think is very glamorous. This is a different perspective. What motivated them to make this change? What do they have to say that they couldn't say in front of the camera? How has that transformation been? This impacts me and in turn, impacts my students. I want them to be gifted with the same passion I have by seeing just how important this storytelling is. It's exciting, interesting, complicated, funny and so many things...and even better when it comes from the women themselves! Also, students may not know the writers I talk about, but they're most likely going to know Drew Barrymore, Olivia Wilde or Jodie Foster. A combination of women who are movie stars and maybe international stars in their own country our students won't necessarily know, makes this a pretty fantastic way for them to see how women impact the business.

8. Describe how you intend to apply the results of your sabbatical to your professional assignment and development plan.

As I stated above, it is important to have a professor who lives in the business somewhat in order to bring that personal experience and impact to students. When I worked in production at ESPN, I taught the tv production classes and I brought in footage from shoots, announcers and talent, along with producers and directors, and set up an artist in residence series, because that is how students really learn about our business. In the Cinema courses, this is my way of connecting them to female professionals who have taken yet another risk: they've left their comfort zone, changed things up and decided to test other waters. We also focus on a culturally diverse cadre of women. This is what we want to teach our students! So, it's important for me to pass this on through interviews, biographies, expanded textbooks, in-class lectures and any other way I can...my job is to motivate and inspire while educating.

This is an incredible time for my project as women are finally being recognized somewhat for their work: **Variety Article- 25 Groundbreaking Female Directors: From Alice Guy to Chloe Zhao.** <https://variety.com/lists/female-directors-women-patty-jenkins-ava-duvernay/> *The top 5 early directors are women I have been teaching about for 20 years, and why I created the Women in Cinema class. Documentary: **Half the Picture** (Ava DuVernay, Patricia Riggan, and more), talk about their work and the challenges they face. Trailer: <https://www.youtube.com/watch?v=qcsxKnF5gfk>. This work is very parallel to mine and I have shown this film since its release in 2018.

9. Describe your plan for dissemination of the results of your sabbatical proposal to your students, colleagues, college, District and/or community.

I am happy to present this in any way the college sees fit to ask me. I did that with my documentary I produced, shot and wrote with my father in Mexico, called *When Angels Smile*.

I will also be using this in lecture, my textbook and when I speak to students at other schools. I was asked to be part of a panel at San Juan Hills High School with **Road Trip Nation**, an amazing Company that cruises America to educate students on all kinds of professions and career ideas. I use every project I undertake to talk to students of all ages.

ABSTRACT

NAME	Julie Brady-Jenner		
DEPARTMENT/DIVISION/SCHOOL	CTVR/FAMT		
COLLEGE	Saddleback Community College		
	Fall 2021 X		Spring 2022
			Academic Year 2021 - 2022
TITLE OF SABBATICAL PROJECT	From Leading Ladies to Leading the Pack		

GOALS and OBJECTIVES:

1. goal/objective: Curate list of actresses who have moved behind the camera to tell their stories.
2. goal/objective: Compile biographies of each woman, along with historical and other research pertinent to their story, along with a soft shooting schedule for Spring 2022.
3. goal/objective: Organize and compile all information gathered into lectures to be used in both Women in Cinema and Television and American Cinema.

ACTIVITIES:

Provide summary overview of activities.

Sources identified and contacted. Soft interview timeline constructed if possible, based on geography, and rescheduled work due to the pandemic. Written releases secured.
 Research material gathered on a continual basis.
 Clips, photos and clearances evaluated.
 Travel and meetings secured where necessary.
 Research materials (historical, biographical, etc.) organized to be repurposed into a variety applications for curriculum (Lectures, textbook, classroom projects).
 Design of syllabi based on results.

PRODUCTS:

1. Product: Material for expansion of Women in Cinema and television textbook and possibly American Cinema text where appropriate.
2. Product: Lectures, clips and photos to support biographies in Women in Cinema and Television class.
3. Product: Presentation created for schools in the community and guest speaking.