

# SABBATICAL LEAVE PROPOSAL

Ray R. Zhang  
Economics  
October 30, 2015

**Length of Service as a full time faculty: 2005-present**  
**Apply for Sabbatical Leave – One Academic Year (2016-17)**  
**Zero Sabbatical Leave since hired in 2005**

## Moorpark College Mission Statement:

*With a “students first” philosophy, Moorpark College is dedicated to creating and serving a diverse community of **global learners with innovative integration of instruction and student services**. Through collaboration with local business and educational partners, Moorpark College is committed to student success and completion of **basic skills, transfer, and career technical education goals**.*

## Moorpark College Philosophy:

*Moorpark College is dedicated to the philosophy of providing educational programs that develop individual abilities, strengthen human relationships, enhance community life, and **heighten global consciousness**.*

## 1. Academic background in brief

### Teaching Experiences:

- Full time at MC (2005-present, tenured in 2008) and ELAC (2002-03)
- Part time teaching experience (2000-2005) at Chaffey College, Cerrito College, Golden West College, Long Beach City College, LACCD, and CSULA/ CSULB

### Education Qualifications:

- Doctoral studies in International Political Economy (IPE) with successful completion of all required coursework and high passes of quals. (The Claremont Colleges, 1996~2000)
- MBA - International Business and Finance (Chapman U, 1992-95)

### Recent Academic/Teaching Conferences Attendances:

- The Annual Conference of American Economic Association (AEA) in San Diego, January 3-6, 2013
- The Economic Education Conference at the Federal Reserve Bank of Chicago, “*Meet the Experts: Teaching Monetary Policy*,” on May 27, 2013.
- The Third Annual AEA Conference on Teaching (at the undergraduate and graduate levels) and Research in Economic Education, Chicago, 5/28-6/1/2013
- Cutting Edge Webinar, Race and the Teaching of Economics, the MacArthur Fellows Program on Webinar, March 22, 2013
- Cengage 8th Annual Economics Teaching Conference in Anaheim, Sept 5, 2014

- Pearson's Business Educators Forum, *Engaging Students in a Digital World* in Laguna Beach, Orange County, March 6~7, 2014

**Academic Awards and Memberships (selected):**

- Irvine Fellowship-Minority Merit Institutional Award, The Claremont Colleges
- Phi Beta Delta International Scholars Award, Chapman University
- Chairman Circle's Scholarship, Chapman University
- American International Studies Association
- American Economic Association
- Western Economic Association

**Selected Contributions to the college:**

1. Rewrote CORs for economics courses and wrote new COR for honors economics in 2008
2. Routinely contributed to Program Plans and SLOs for the Economics discipline since 2007
3. Served at three full time hiring committees and several part time economics hiring committees since 2009.
4. Having served as History & Institution Dept. rep. on Fiscal, Multicultural Day, Safety & Wellness, Honors, Faculty Development, and Distance Education Committees, etc.
5. Successfully developed and got Econ TMC AA-T approved on March-May, 2014 and then drafted Econ AA-T Info for the new 'program description' brochure, Sept-Oct. 2014
6. *A Non-essential Rebate Card for a Short Run Fiscal Stimulus*, published on Ventura County Star, February 2009
7. *A Wrong-footed Tax Stimulus—A Critic about President Obama's Tax Rebate proposal*, printed on Moorpark College "Student Voice", March 2008.
8. Giving a town hall talk to members of local *Global Exchange* organization on "China's Economic Model – A Rapid Investment-fueled Economic Growth," at Thousand Oaks Public Library, April 2014.

**MC Faculty Lectures Series and Presentations:**

1. *The Sequestration's Impacts & its inter-relation with US job market, fiscal & monetary Policy* (A political economy perspective), chaired a Roundtable discussion at Moorpark College Annual Multicultural Day on April 9, 2013
2. *The China Experience, a Different Road to Prosperity (1978-2011)*, presented on Feb 29 at Thousand Oaks Library for The Global Exchange, and then presented at Moorpark College Annual Multicultural Day on April 13, 2012
3. *The Globalization and China's Challenges*, presented at Moorpark College Annual Multicultural Day on April 12, 2011
4. *The Housing Crisis in the US, 2003-2009*, presented w/ two colleagues at Moorpark College Annual Multicultural Day on April 13, 2010
5. *Macroeconomics Analysis on the Housing Crisis -The Interactions in the Market*, presented at Moorpark College Faculty Lecture Series, March 2010
6. *Free Market and the Great Recession*, presented at Multicultural Day on April 14, 2009
7. *The End of Era of Market Liberalization, the Origin and Prospect of Great Recession in the States*, presented at Moorpark College Faculty Lecture Series March 4, 2009,
8. Keynote speaker on "Crises and Free Market Economy" for the senior officials at Fuchuan Economic District, Guangxi, China, July 3, 2013

## 2. The rationales of this sabbatical leave

The purpose of my sabbatical leave is to spend 2016-17 Academic Year

- 1) Continuing to stay up to date and expand my areas of specialties by auditing (or even taking if financially manageable) two to three new upper division or graduate courses at nearby regional universities (such as CSUN/The Claremont Colleges/USC/UCLA, etc.) within the fields of General Economics, International Political Economy (IPE), and International Studies, etc.
- 2) Attending the upcoming American Economic Association Annual Conference in January 2016 and taking copious notes about the panels/discussions I will intensively participate for 4 days.
- 3) Systemically reviewing (with note-taking) recent economics publications, which should include selected top-ranked journals (see list on pp. 5), reputable paper proceedings, institutional working papers, and new editions of textbooks.

These are the core activities of a professional academic economist and require constant attention in order to stay current within the field. In addition, reading widely and continuing political economy studies are crucial activities as a classroom instructor of a transfer-oriented community college so that I can engage my students in lively discussions on the most current publications, can give lecture presentations based on cutting edge ideas and help enhance student learning outcomes (SLOs).

- 4) Conducting a comparative study on the existing Global Studies programs at our feeder schools (CSUN/CSUCI/UCSB/UCLA) as well as some local community colleges and investigating the common courses, requirements and pedagogies. Through interviewing their program coordinators and site visits, I can collect useful data, study first-hand the materials used in the program and gather experiences from those who have pioneered the programs. I have attached some paperwork that shows the TMC the state just approved as well as the CSUN, CSUCI and UCSB upper division paths. In order to establish a new GLOBAL STUDIES program at our institution, we would really need to work with all three feeder institutions to provide students with the most efficient path to transfer. It could lead to the creation of GLOBAL STUDIES classes that are team taught by multiple discipline faculty. For instance, it could be composed of 6 weeks of intro economics, 6 weeks-world history, 6 weeks-political science; or 3 weeks of Intro GLOBAL STUDIES, 3 weeks of cultural anthropology, 4 weeks of macroeconomics, 4 weeks of weeks of world history, 4 weeks of political science, etc. These just two matrixes we can consider. The interdisciplinary combination can vary a great deal. So we are looking not just at having courses line up but creating an experience for our students and equipping them with knowledge that will be truly global. More realistically speaking, it certainly can be organized and integrated into the existing successful model of “learning communities” in our system. Think the unthinkable. All roads lead to Rome. Many investigations and probably a pilot program will have to lead the way first before

a full adoption takes place. Thus I hope my leave can serve directly as the facilitator or even stimulator to a new GLOBAL STUDIES program.

### **3. The pertinent details of my proposal**

My sabbatical plan is basically two-fold: **1)** if my application for one academic year (2016-17) gets approved, I plan to audit or even take (pending home finance) my field related graduate courses at a nearby regional university. While doing so to refresh and enhance my intellectual capacity in my fields of study, if possible, I also plan to “learning by doing” in the field of GLOBAL STUDIES by auditing or even taking courses. I plan to spend the rest of my time reading and creating an annotated bibliography of the articles and monographs I will come cross. While taking the coursework, I will conduct research in the subject of “political economy and globalization” at libraries or online resources of CSUN/USC/UCLA/SB. **2)** and in spring 2017 I will conduct field investigations at our nearby feeder schools and study how to make our planned Global Studies program feasible and productive and logically compatible with those feeder schools’ GLOBAL STUDIES programs.

- 1) While auditing/taking several graduate courses, through my sabbatical year I will necessarily read a variety of academic journal articles and current monographs within the fields of International Political Economy, Globalization and International Studies. Currently I only teach principles of microeconomics and macroeconomics at our institution, but potentially I can also teach GLOBAL STUDIES related courses at Moorpark such as Intro to Global Studies, Intro to Political Economy, Comparative Political Economy, and American Economic History, etc. I would like to immerse myself in the new ideas/new theories from the selected leading authors/journals related to these fields that have been published most recently. Lately, I have felt more and more necessary to refresh my knowledge after leaving graduate studies for more than a decade ago (indeed I believe all faculty should do so periodically through lifetime of their career). It is called “re-charging.” I would desperately like to engage myself in the graduate coursework with updated theories and new findings. Academic stimulation is absolutely necessary for my professional development. I strongly believe what I have proposed here will ultimately benefit students at Moorpark, particularly those who wants more challenges and have great potential.

Although I read as widely as possible throughout each academic year and during long and short breaks, I do not have sufficient time to do the volume and the sequence of reading and knowledge-enhancement necessary to keep up in my fields of specialization and also to learn about new subfields in economics. Throughout the sabbatical year, I will not only embrace new graduate coursework challenges but create an annotated bibliography of the academic studies and monographs I come cross. This will not only be a written record of what I did which I will submit to the Sabbatical Committee upon completion of my leave, it will also be a useful tool for me to reference in writing new lectures, new curriculum in both GLOBAL STUDIES and Economics, and even new

principles of economics textbook/supplements tailored for our local community students in the near future.

The following is a list of top-ranking economics journals that I plan to read selectively. The list is not definitive, in other words, it may be not limited to them or possibly concentrate on selected fewer. Inevitably, reading one source leads to others of which the reader was previously unaware. The annotated bibliography I will submit with my sabbatical report which should include a dozen of articles if not more.

*Journal of Political Economy*  
*Quarterly Journal of Economics*  
*Journal of Economic Perspectives*  
*American Economic Review*  
*American Economic Literature*  
*Journal of Finance*  
*Journal of International Economics*  
*Hand Book of Social Economics*

The following is a list of likely graduate courses in Economics and Global Studies from a local feeder school. The list is not definitive, in other words, it may be not limited to them or possibly less which will depend on many facts and how much they are beneficial to my professional development, my department, division, and the college and even the district as a whole.

***Core Global Studies Upper Divisional Courses (2 Courses)***

*θ Global Studies 100A. Globalization: Governance and Conflict (5 units-Winter)*  
*θ Global Studies 100B. Globalization: Culture and Society (5 units-Spring) Global Learning*

***Institute-Summer Travel Study (2 Courses)***

*θ Global Studies 110A. Globalization in Context (5 units-Summer)*  
*θ Global Studies 110B. Globalization Research Seminar (5 units-Summer)*

***Senior Year Courses (4 Courses)***

*θ Global Studies 191. Variable Topics in Global Studies: Senior Seminar (4 units-Fall)*  
*θ Global Studies 194. Research Seminar in Global Studies (2 units-Fall)*

*θ Global Studies 199A. Directed Individual Research (2 units-Winter)*  
*θ Global Studies 199B. Directed Individual Research (4 units-Spring)*

***Economic History***

*241. Economic History of Western Europe (4)*  
*(Fall 15, Walker Hanlon)*

242. *Economic History of the U.S. (4)*  
(Winter 16, Leah Platt Boustan)

**Macroeconomics**

202A. *Macroeconomics: Dynamics and Growth Theory (4)*  
(Fall 15, Gary Hansen)  
202B. *Macroeconomics: Business Cycles (4)*  
(Winter 16, Pierre-Olivier Weill)  
202C. *Macroeconomics: Topics in Macroeconomics (4)*  
(Spring 16, Andrew Atkeson/Lee Ohanian)

**International Economics**

281B. *International Finance (4)*  
(Fall 15, Aaron Tornell)  
282A. *Topics in International Economics (4)*  
(Winter 16, Ariel Burstein)  
282B. *International Economics (4)*  
(Spring 16, Pablo Fajgelbaum)

- 2) During the proposed leave, I also plan to conduct a research project on the curriculum and pedagogy of Global Studies at nearby institutions and/or feeder schools, such as CSUN/CSUCI/UCLA/UCSB. They are also the leading institutions that pioneer Global Studies/International Development Studies (IDS) in both undergraduate and graduate levels (the two programs are highly overlapping as I recently found). I have initiated contact with CSUN's GLOBAL STUDIES research staff and will secure their cooperation and support during my proposal sabbatical year. This research project will provide the basis for the future curriculum of Global Studies at Moorpark College. It is my sincere hope that a publishable article will result from my research/study at the above institutions after the sabbatical year is over. I will provide an abstract for a proposed article from the research I have conducted upon the completion of my proposed sabbatical.

It is also my hope that I will be able to teach "intro to Global Studies" at our college after I gain the qualification from one of the nearby institution's Global Studies program eventually. The following are the mission statements from our three feeder institutions' GLOBAL STUDIES programs. Their statements can give us some ideas of the program.

*UCLA Global Studies students are not only given the tools to understand the processes of globalization and their consequences, they are empowered to shape their world as the next generation of global leaders in business, education, government, and the non-profit sector. Housed in UCLA's International Institute, Global Studies offers a research-oriented undergraduate major leading to a Bachelor of Arts (B.A.), as well as an undergraduate minor. The Global Studies curriculum focuses on three thematic pillars of globalization: Culture & Society, Governance & Conflict, and Markets (Economics).*

*CSUN's Global Studies path provides students an opportunity to explore how global and transnational processes bring people together across the globe. It prompts students to examine how their lives affect and are affected by globalization. Through interdisciplinary coursework students will be introduced to definitions of globalization and key concepts related to globalizing trends. Students will explore political, economic, and socio-cultural aspects of contemporary globalization, the historical antecedents of globalization, and the diverse consequences of globalization including how it influences traditional culture, identity, media, markets, the boundaries and power of nation-states, and the environment.*

*UCSB/USF's joint Master's in International Studies is a three-semester program, which provides students with in-depth, interdisciplinary knowledge of the issues and challenges that face the global community. Our curriculum focuses on development and the environment, political and economic aspects of globalization, human rights, peace and conflict resolution, and international law and organizations.*

#### **4. Contribution to professional development and relationship to current assignment**

The core work of academic economists is reading, researching and writing. My sabbatical leave project will give me time to study and enhance my knowledge, two activities I do not ordinarily have time to do sufficiently in the last ten years of full time teaching. My plan to read/study broadly in the field or the related fields will contribute directly to my professional development by giving me time to understand recent developments within the field and will result cutting edge classroom presentations and the opportunity to analyze recent Global Studies in many of my classroom discussions. My study will focus within the fields of IPE and GLOBAL STUDIES with particular emphasis on transpacific economies and TPP in new geopolitics. This aspect of my project will also give me time to reflect and re-energize professionally, and ultimately benefits students at Moorpark.

The study side of my projects will give me time to catch-up (by taking courses), read and analyze primary sources. Research is crucial to any economist's sense of the field as well as being a vital contribution to the discipline itself and the new interdisciplinary studies.

#### **5. Benefits to our institution, district and students**

Our college and VCCCD students shall directly benefit in a variety of ways from the projects I just proposed. First, our students deserve to have professors who are not only knowledgeable regarding the most recent findings in their fields and who are also keeping current but also participating in the craft of that knowledge. In addition to bring in the latest findings to my classroom, I will make the most of them by putting them into the existing and new lectures and courses from Economics to the new Global Studies program. I sincerely hope to also uncover materials in my research that will provide the foundation for

one to two publishable academic articles and the planned new textbook or Text Supplements in the future.

My students will benefit directly from additional graduate course trainings, reading and research. These new materials will enhance my classroom pedagogy and will give my students exposure to the latest in the fields. The research I will conduct on both IPE and GLOBAL STUDIES will directly benefit the district, the college and students by becoming the basis of a future journal publication. Of course, anything published by MC faculty benefits the college and our students by enhancing the college's academic reputation in general. Although the publications of one to two articles and co-authoring a new textbook are not within the purview of this sabbatical proposal, it is within my future goals and certainly a realistic goal based on my prior track record of research and paper-proceedings.

My sabbatical experience will bring the craft and practice of "new senses" and new ideas into the classroom which is essential to our new generations of students' understanding of current economy and the critical role and position of United States in waves of globalization as well as helping and preparing them become global citizens with a world view.

## **6. Share the outcomes**

Upon completion of the sabbatical, I will submit a report that accounts for all that I have accomplished during my ten months of leave. Included in the report will be the annotated bibliography with summaries of each academic paper I have read, all course work in economics and/or Global Studies I have done, and the abstract based on my research and investigation on Global Studies programs from our nearby feeder institutions. I will be happy to share my findings with my colleagues, the board of trustees, my students, and any other audience that the college might like me to address. I will also be happy to share my findings at selected FLEX activities should others be interested in hearing about it. I believe my colleagues would be most interested in my research about our feeder schools' GLOBAL STUDIES program plans and SLOs as it is a fantastic new front for all of us.

**I truly appreciate the valuable time and dedication you as members of this sabbatical committee have committed on studying and evaluating my proposal!**