

**Sabbatical Proposal for Julie Campbell
Full-Time Tenured Faculty- Psychology
November 1, 2011**

Overview

The following is a Sabbatical Project Proposal for Julie Campbell, Psychology Instructor at Moorpark College. I am proposing a semester-long sabbatical so that I can research established teaching intern/training programs at institutions of higher-learning for the purpose of developing an informed and well-developed proposal for a campus-wide teacher training/intern program at Moorpark College.

Faculty Background

I have been a full-time Psychology Instructor with the district since 2005-2006. A reoccurring theme throughout my tenure at Moorpark College has been faculty development. In 2006, several other faculty members and I from the Social Science Division organized T.E.A.M. (Teaching Effectively at Moorpark). The goal of T.E.A.M. was to attract faculty at Moorpark College to learn, share, and improve their teaching together. At its inception, the majority of participants were from the Social Science Division; however, after the program picked up momentum, the Dean of the Social Science Division at the time was in full support of the program and encouraged us to truly become campus-wide. As part of T.E.A.M, I had the opportunity to mentor a newly hired part-timer and an intern. I am glad to say that the intern went on to be hired as a part-timer at Moorpark College, has taught part-time for the college for a number of years, and is currently extremely active in student activities including the Psychology Club. In spite of strong administrative support and positive participant reviews, due to budget cuts and to a subsequent lack of hiring new part-timers (who were our primary participants), T.E.A.M has been much less active since fall 2009.

Since fall 2010, I have been the Applied and Social Science's faculty representative on the Faculty Development Committee. As part of this committee I have helped design surveys to assess the professional development needs of faculty and staff at Moorpark College, have taken an active role in the planning and implementation of Fall Flex Week and have helped to revive the Kudos program in the hopes of boosting morale across the campus, even in these times of economic crisis.

Although I have been extremely involved with faculty development and pedagogy at Moorpark College, my interest in these areas have a long history. In 1996, I began teaching adult education through LAUSD and in the process completed a credential program in adult education certifying me to teach in multiple subject areas. This program was invaluable. The focus was on pedagogy and the adult learner, not necessarily course content. In addition to gaining a great deal of knowledge and practice in the area of pedagogy, it is largely through this program that I learned how to truly respect an adult learner. I was fortunate enough to teach in the adult education system through LAUSD for five years,

leaving only because I was offered an exciting teaching opportunity through the Teacher Intern Program (TIP) at California State University, Northridge (CSUN), where I was currently completing a graduate program in psychology.

As an intern in the TIP program, I had the opportunity, before completing my master's degree, to be the instructor of record of an Introductory Psychology course. As part of this opportunity, I, along with a handful of other interns from the Psychology Department, worked extensively with a master teacher the summer before the class started in which we were asked to create a syllabus, lectures, and our teaching philosophy. Along with giving us technical feedback on our lectures, the master teacher asked us questions and gave us time to reflect. He did not tell us what textbook to choose or how to assess our students, but he did make sure we reflected on our decisions and had a strong, reasonable rationale for our choices. Basically, he taught and encouraged us to teach mindfully. Why am I including this topic? This assignment? Does it reach my overall goals for this course? I was fortunate to be asked back to participate in the program for a second year, not only because I got more teaching experience, but because I incorporated my students into my master's thesis, which examined the effects of instructional technology on depth of processing.

My thesis and my love for teaching and learning inspired me to start a Ph.D. Program in Cognitive Psychology with an emphasis on learning at University of California, Santa Barbara (UCSB). In my third year of the program, the Instructional Development Department asked another graduate student and me to create pamphlets for Teaching Assistants, Teaching Associates, and Faculty on research based pedagogy principles. I was then selected by the Instructional Development Department to be a consultant for the TA Taping and Consultation Service. As a consultant, I was trained in facilitating taping feedback for Faculty, Teaching Assistants, and Teaching Associates who had been taped while teaching in their classrooms. As a consultant, my role was to provide a non-evaluative atmosphere where the Faculty, Teaching Assistants, or Teaching Associates could reflect on the teaching methods they were already effectively using; discuss aspects of their teaching that they would want to improve or modify; and explore new methods and strategies to experiment with in their teaching. Finally, due to my above discussed experiences and interests, I decided to focus my doctoral dissertation on learning and instruction in the classroom. In particular, I examined how student interest in material may affect depth of processing.

Rationale and Related Research

With the state of the economy in California, a frequent question is "How do we best meet the needs of our growing student population at a reasonable cost?" I am sure that the answer to this question is extremely complex involving a long list of considerations. However, one undeniable factor is ensuring that our educational system is equipped with well-trained, competent, and passionate teachers. However, most instructors at the community college level are products of research institutions where expertise in the individual's chosen content area is the focus, not pedagogy. The Graduate Division at University of California, Irvine (UCI) acknowledges this fact by stating "A graduate degree from a research institution generally does not provide adequate preparation for a career in

teaching.” (http://www.grad.uci.edu/current/ccc_intern_prm.htm,10/28). Therefore, experts in their field who would like to teach at a community college must seek out research on the topic of pedagogy themselves or learn on the job by trial-and-error, often a long and difficult process. Fortunately, a handful of internship/training programs exist across the state to address this lack of opportunity for teacher training at research institutions.

For example, UCI created an unpaid California Community College Internship Program, which offers full-time UCI Ph.D. and M.F.A. students interested in teaching or administration the opportunity to learn about faculty life, governance, and teaching at a local community college. Selected UCI graduate students are partnered with faculty at community colleges affiliated with UCI for a period of two to three quarters. Throughout this time, the interns undertake orientation to the community college and the faculty or administrative partner, observing in the classroom, attending college faculty meetings as appropriate, and conducting preliminary planning. The interns then engage in substantive teaching, extracurricular support, and other aspects of community college responsibility. Upon completion of 40 hours over the course of the academic year, the intern receives a certificate of completion (http://www.grad.uci.edu/current/ccc_intern_prm.htm,10/28).

The Los Angeles Community College District, comprised of nine area community colleges, offers Project MATCH as a program to “... prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves.” The goals of the program are to improve the diversity pool of faculty in the District, for their interns to become role models reflecting that diversity in the District, and to better reflect the diversity of the community around the biggest community college district in the country. As part of this program, interns attend a summer institute which provides them with a foundation in pedagogy as well as techniques, skills, and best practices for the classroom. The summer institute also prepares the interns for their fall semester internship assignment in which they will work closely with a mentor at one of the nine area community colleges in their subject area. During the fall, interns receive on-campus training from their mentors in their subject area. For example, teaching interns are incorporated into their mentor’s classroom, first by observing their mentor’s teaching methods in the classroom and then by being shown how to prepare lessons and activities for the students. After a few weeks, interns begin to present topics to the students. Mentors provide feedback in response to these teaching trials. As the semester progresses, interns are allowed an increasing amount of supervised time teaching in front of the class. Eventually, interns generally teach at least one whole class session in its entirety. The fall semester is also a time for interns to attend campus events or activities that would help promote understanding of the various responsibilities of our faculty. Interns are also provided opportunities to meet the department chair, other members of the department, and to gain a better understanding of campus life (http://www.laccd.edu/project_match/, 10/28).

The last program I will discuss is the regional faculty internship program, which is a major cooperative initiative between the San Diego/Imperial County Community College Association (SDICCCA) and San Diego State University (SDSU). “SDICCCA strives to 1)

Introduce graduate students and students recently completing their Master's degree to the community college environment and student population. 2) Arrange successful mentoring relationships that support the development of interns and mentors as master counseling or classroom faculty members. 3) Provide training for interns emphasizing assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners in the learning process. 4) Describe to interns job search techniques as well as address important issues regarding community college policy and decision-making. 5) Nurture the highest levels of integrity and ethics in every aspect of the intern's professional life. 6) Finally, create a database of current and former interns to enable participating community colleges to recruit for part-time and full-time faculty positions (<http://interwork.sdsu.edu/sdiccca/index.html>,10/28).

Although the goals of the programs described above are similar, each has its own unique structure and focus to meet the needs of the interns, colleges, and student population in the particular region in which the programs is located.

Proposal

During my sabbatical, I would like to:

1. Further research current community college teacher training/internship models across the state
2. Interview steering committees of the current training/internship programs regarding their programs' histories in terms of what worked and what didn't
3. Research the interest level of local universities (e.g., California State University, Northridge; California State University, Channel Islands; UCSB; and UCLA) in participating in a potential community college teacher training/internship program through the Ventura County Community College District
4. Interview a number of administrators and faculty through the Ventura County Community College district to assess the potential goals of a community college teacher training/internship program for this district
5. Based on the research described above, create a proposal for a community college teacher training/internship program through the Ventura County Community College District, which would be centered, at least initially, at Moorpark College.

The proposal would include: 1) The criteria for acceptance into the program 2) The curriculum and timeline of the program 3) The logistics involved with the potential partnerships with the local four year institutions and 4) and a proposed budget

Benefit to the Faculty Member, Students, College, and District

1. **Benefit to Faculty member**

A reoccurring passion and theme throughout my career has been faculty development. Synthesizing research from a variety of teaching intern/training models including their curriculum and methods will allow me to further develop and refine my own teaching skills as well as gain more ideas on how to be an effective mentor.

2. Benefit to Students

Creating a proposal for a teacher training/internship program through the Ventura County Community College District will increase the probability that a Ventura County Community College District teacher internship/training program will actually be established, which will increase the odds that students will have an instructor well-versed in their subject area as well as pedagogy, not to mention resources and issues particular to the Ventura County Community College District.

3. Benefit to College and District

Again, creating a proposal for a teacher training/internship program through the Ventura County Community College District will increase the probability that a Ventura County Community College District teacher training/internship program will actually be established. Having such a program will reflect the district's commitment to the excellence of teaching. On a more practical note, it will create a database of current and former interns for part-time and full-time faculty positions who are well trained in pedagogy as well as in the particular missions of the three sister colleges, the importance of campus service and particular ways to get involved, and the importance of professional integrity and ethics when part of a college campus. Furthermore, this program can help to further strengthen the partnership between Ventura County Community College District and the neighboring four year universities. Finally, one of my goals is to research the ways in which intern programs can ultimately benefit the district financially. For example, the Psychology Department interns at CSUN, who are well trained and supervised, are paid a modest stipend to teach an Introductory Psychology course.

In Conclusion

Unfortunately, generally, research institutions do not provide adequate opportunities for teacher training, especially for those interested in teaching at the community college level. Although a number of teacher training programs have been established to increase this opportunity, the Ventura County Community College District has no such program. Based on my educational background and experience, I feel that I would be an ideal candidate to create a proposal for such a program through our District.

Thank you for your time and consideration.

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