

Content Outline for Sabbatical Proposals

Ishita Edwards

Oxnard College Mission Statement:

Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a **multicultural, comprehensive institution of higher learning**, Oxnard College works **to empower and inspire students to succeed** in their personal and educational goals and aspirations.

Oxnard College Philosophy:

Oxnard 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. Statement of Purpose

The purpose of this sabbatical leave would be to improve my skills and resources as a teacher of Economics and Interdisciplinary Studies, and to be able to provide better quality service to Oxnard College, its student body and the community it serves, and to the Ventura County Community College District. The fulfillment of the tasks will meet the mission of Oxnard College to provide a comprehensive education and meet the transfer needs of its student body, as well as the strategic goals of the department to continue to provide strong transfer oriented curriculum in its Economics program, and enhance the global content of its general offerings. Toward this purpose I will be completing the following tasks during my one semester sabbatical (Spring 2011):

1) I will take one course in the area of global studies from the American Public University (a nationally accredited 100% online university).

www.apu.apus.edu/Academics/Degree-Programs

2) I will produce an approximately 50 page Economics Course Supplement made up of additional notes to supplement the textbook, solved problems, exercises, economic articles analyzed, career information, and a case study and possibly, a classroom simulation.

3) Reading and research to improve currency and increase instructor skills and instructional resources.

2. Rationale

a. Professional Development

I am dedicated to developing professionally, and use every opportunity to do so. However, a full teaching load and increasing administrative duties and responsibilities are placing new challenges upon the finite amount of my time and

energy. During my previous sabbatical leave I completed two international business related courses from CSUDH. This time I would like to spend my sabbatical leave developing professionally both in the areas of Economics as well as Interdisciplinary Studies (Global Studies).

Examples of Past Professional Development Activities:

As an instructor dedicated to my areas of responsibility (Economics and Interdisciplinary Studies) I have made an effort to maintain currency in my knowledge and level of preparation to serve my students, college and the community. I have taken graduate level courses in the areas of international business, international management and international management science (statistics) from an accredited university (CSUDH). I have attended conferences at CSUN, CLU, Chitaquua Conference at University of Texas at Austin, Claremont Graduate School, Robert Morris Economics conference, International Studies Program conference at the Riverside Community College, the Western Economics Association Conference in San Diego, American Economics Conference in Washington D.C., Asian Studies Conferences, and others.

b. Value to Department or Discipline

The production of the Economics Course Supplement will enhance my teaching abilities in Economics, and will enable my students to understand Economics and how it relates to the real world better. The Social Science department will be served in its goals to create a viable Global Studies Program by the increased proficiency I will gain from the completion of a graduate level Global Studies/Global History (interdisciplinary) course from a nationally accredited university (American Public University). It will also improve my proficiency in teaching World and Western Civilization courses that have been a part of my assignment for the past 17 years. My increased readings, attendance of conferences and other interactive discipline related groups will ensure the currency and relevance of the course contents and my classroom teaching.

c. Value to College and/or District

The college and the district, both, will benefit from the fact that I will return to teach a semester later better prepared in my subject matter than when I left for the sabbatical. As the resources and skills I will have gained are brought back to the classroom, the college and the district will have an instructor who will be able to impart greater currency of material in the classroom. Both the college and district will benefit in its accreditation process as the instructor of interdisciplinary studies takes time to develop and improve the global studies aspects of the Social Science curriculum.

d. Value to Students

My completion of the Global Studies course will provide Oxnard College students with a teacher with specific training in global issues, which will be an important consideration when the Social Science department begins its implementation of its Master Plan of developing a Global Studies Program. Additionally, Economics students will benefit because they will have access to an Economics Course Supplement that will make the learning of Economics both easier and more interesting. It is hoped that this will lead to higher retention and success rates in the challenging study of Economics, especially since the college has been unable to provide assured tutoring as requested in the last three Economics Program Evaluation and Planning Reports. Students will also benefit from having a more interesting classroom experience with a teacher who has just honed her abilities with additional readings. Students will benefit from the instructor's additional coursework in global studies because the instructor will be able to improve and enhance the global content of all Economics courses offered at Oxnard College and to make the course content more inter-disciplinary.

e. Value to Community

The community will benefit because it will be served in the following ways:

- 1) It will have more resources on hand to succeed in challenging courses such as Economics that lead to well-paying career possibilities. Good training in Economics translates to good jobs, better paying jobs, and upward economic and social mobility.
- 2) Better preparation of instructors in the area of global studies enables the instructors to better prepare the community for the new global era that awaits the end of US economic and political supremacy.
- 3) Indirectly, the above two factors will enable the community to increase income potential, acquire greater economic security and offer an option for upward economic and social mobility, which ultimately also leads to a greater political empowerment.

3. Implementation

a. Implementation Procedure

(I take this to mean how my sabbatical plan will be implemented)

Prior to my sabbatical, I will make a plan that will require me to devote at least 30 hours a week toward the entirety of my sabbatical project, such that at the end of the semester I will either have completed all of what I set out to accomplish, or almost all of it.

1) In order to complete my graduate level coursework in Global Studies (interdisciplinary studies), I will devote at least 10 hours a week. I will register for a Global Studies course at the American Public University (the non-military segment of the American Military University that serves our armed forces). I will complete all readings, assignments and exams as required, over a sixteen week period. I will have proof of completion of the course at the end of the period.

2) In order to produce the Economics Course Supplement I will devote at least 10 hours a week toward reading, research and writing. I will find articles from newspapers and other sources and write accompanying analysis that will show how economic theory applies to everyday economic events. I will write explanatory notes that will accompany the textbook in a manner that these may be used with any textbook for Micro or Macro economics, and may provide the theoretical material for Modern American Economy as well. I will prepare a list of economic terminologies such as every student enrolled in any introductory economics class should know, and will add a clear explanation for each of these. I will explore and write up some case studies and projects for class use, and even look at the possibility of putting together at least one new classroom game in at least one of my classes.

3) In order to develop and improve my currency of knowledge and research of resources, dialog with others in my discipline at other institutions, I will devote at least 10 hours a week. To this end, I will use the Internet to research interesting web sites and blogs for Economists. I will look for graphs and visuals that demonstrate economic trends. I will read current economic information in such sources as The Wall Street Journal, the Economist etc., and I will read other books pertaining to Economics, such as will improve the currency of my knowledge and assist me in making Economics more relevant for my students. If time permits, I would like to spend a small portion of this time exploring career opportunities and academic choices for students who take lower division Economics classes.

b. Projected Results

At the end of the period of my sabbatical leave I will have achieved the following:

1) The instructor hired with the formal designation of "Instructor of Economics AND INTERDISCIPLINARY STUDIES" will have completed one graduate level course in "Global Studies" from an accredited university.

2) Produced a 50+ page Economics Course Supplement that could be used by Economics students at Oxnard College enrolled in Macroeconomics, Microeconomics, Modern American Economy or Directed Studies in Economics. (Around 1000 + students could be directly served each year.)

3) The Lead Economics Instructor at Oxnard College (myself) will have acquired greater currency in Economics course content and new developments in theory, and greater depth and breadth of available resources in Economics, particularly online resources.

c. Dissemination Plan: Benefit to Colleagues/Students/College

I will share the outcome of my efforts with my colleagues within my discipline, department, and the general body of the college through meetings and a presentation.

4. Past Contributions to the District

Examples of Past Professional Development Activities:

As an instructor dedicated to my areas of responsibility (Economics and Interdisciplinary Studies) I have made an effort to maintain currency in my knowledge and level of preparation to serve my students, college and the community. I have taken graduate level courses in the areas of international business, international management and international management science (statistics) from an accredited university (CSUDH). I have attended conferences at CSUN, CLU, Chitaquaa Conference at University of Texas at Austin, Claremont Graduate School, Robert Morris Economics conference, International Studies Program conference at the Riverside Community College, the Western Economics Association Conference in San Diego, American Economics Conference in Washington D.C., Asian Studies Conferences, and others.

a. Scholarship

I have a Ph.D. degree in Economics. I have taken graduate level courses in European History, Indian Medieval History and Ancient Indian History. I have produced and published papers in the area of inter-relationship between land ownership and socio-economic factors, among others. I have taken graduate level courses at CSU Dominguez Hills in the areas of international business, international management science (statistics) and global consumerism. I have attended lectures, read literature and teaching related materials, attended conferences pertaining to Economics, teaching of Economics, participated several times in lectures and discussions about the state of the US economy both at Oxnard College and at California Lutheran University and at the California State Universities.

b. Service

1) Department/Discipline

Department Chair, Social Science Department at Oxnard College Fall 2008-Spring 2010.

Lead Faculty, Economics, and Faculty for History of Western and World Civilization courses (Interdisciplinary) 1991 – Present.

Department Representative, Planning Effectiveness of Programs Committee (PEPC) Fall 2008 – Spring 2010.

Co-Chair Accreditation Self-Study Standard III Subcommittee Fall 2008 – Fall 2010.

Department representative to the Curriculum Committee for 6 years

Department representative to the Staff Development Committee for 2 years

Served on Faculty Evaluation Committees

Served on tenure review committees

Represented the Oxnard College Economics Program at the State-wide IMPAC (a sub-committee of the State Academic Senate) for five years.

Prepared new course outlines, revised and updated old course outlines, worked on SLOs (student learning outcomes) at the program and course levels, collected SLO data etc.

Completed Program Effectiveness and Planning Reports for Economics for several years

2) College

Co-Chair Accreditation Self-Study Standard III Subcommittee Fall 2008 – Fall 2010.

Member, Student Success Committee

Member, Planning and Budget Committee for 3 years

Member, Financial Resources Committee for 3 years

Member, Curriculum Committee for 6 years

Member, Staff Development Committee (now called Professional Development Committee) for 2 years

Served on Faculty Evaluation Committees

Served on Hiring Committees for Deans and Executive Vice President of Oxnard College

Served on tenure review committees

Attended the State-wide Academic Senate Meetings to better understand curricular issues

Attended workshops and training sessions regarding distance education at Oxnard College

Attended workshops and training sessions regarding student learning outcomes at Oxnard College

Attended workshops and training sessions regarding Omni to manage department web page at Oxnard College
Participated in the 2-day workshop to redesign the college web page

3) District

Attended the district-wide enrollment management workshop in the Fall of 2008
Attended the district-wide Accreditation workshops in Fall 2008
Attended district-wide distance learning workshops and training sessions

4) Community

Moderated and assisted in the organization of the first Oxnard College President's Forum on the Economy (September 2007). This was an event intended to serve the local community.

Participated as one of the three speakers in the final Oxnard College President's Forum about the Economic Crisis (September 2008). This was an event intended to serve the local community.

Offered presentations on various topics at the Oxnard College Multicultural Day Celebrations, three times, over a period of three years. This event is open to the community.

I serve our local community every time a member of the local community enrolls in any of my classes and acquires education and training that prepares them for life with better opportunities.

5) Length of Service & Past Sabbaticals Awarded

I was hired at Oxnard College as full time faculty in August 1991. In the Spring of 2011 I will be completing my twentieth year as Instructor of Economics and Interdisciplinary Studies at Oxnard College. I was last granted sabbatical leave in the Spring of 1999. I have only been granted Sabbatical Leave once before, and that would be 12 years prior to the semester for which I am currently requesting leave.

Proposed Timeline for the Sabbatical Project of Ishita Edwards:

January 2011: (Approximately 3 weeks)

- 1) Prepare notes, exercises, and other supplemental instructional materials for the first three chapters (introductory terminology and materials and demand, supply and markets) of the Principles of Microeconomics coursework.
- 2) Prepare notes, exercises, and other supplemental instructional materials for the first three chapters (introductory terminology and materials, economic systems, and how decisions are made in a capitalistic economy) of the Principles of Macroeconomics coursework.
- 3) Enroll in a graduate level Global Studies/Global History class at the American Public University. Obtain appropriate reading materials for the course.
- 4) Explore and participate in blogs and online discussion among economists across the nation 2-3 times a week.
- 5) Read professional articles of economic and global content, on an ongoing, daily basis.

February 2011:

- 1) Begin graduate level course on Global Studies/Global History, complete all assignments and coursework, as required.
- 2) Prepare notes, exercises, and other supplemental instructional materials regarding government involvement and the free market system and consumer and producer surplus, the next sequential contents in the Principles of Microeconomics coursework.
- 3) Prepare notes, exercises, and other supplemental instructional materials regarding market failure and government failure and measures of national production, the next sequential contents in the Principles of Macroeconomics coursework.
- 4) Read one book with economic content or socio-economic content, and a global emphasis.

March 2011:

- 1) Continue with the graduate level course on Global Studies/Global History, complete all assignments and coursework, as required.
- 2) Prepare notes, exercises, and other supplemental instructional materials regarding government involvement and the free market system and consumer and producer surplus, the next sequential contents in the Principles of Microeconomics coursework.
- 3) Prepare notes, exercises, and other supplemental instructional materials regarding unemployment, inflation and business cycles, the next sequential contents in the Principles of Macroeconomics coursework.
- 4) Participate in a workshop or mini-conference or online workshop, as may be available.
- 5) Read one book with economic content or socio-economic content, and a global emphasis.

April 2011:

- 1) Continue with the graduate level course on Global Studies/Global History, complete all assignments and coursework, as required.
- 2) Prepare notes, exercises, and other supplemental instructional materials for the first three chapters (introductory terminology and materials, economic systems, and how decisions are made in a capitalistic economy) of the Principles of Macroeconomics coursework.
- 3) Prepare notes, exercises, and other supplemental instructional materials regarding Keynesian policy, fiscal policy and monetary policy, the next sequential contents in the Principles of Macroeconomics coursework.
- 4) Read professional articles of economic and global content, on an ongoing, daily basis.

May 2011:

- 1) Complete the graduate level course on Global Studies/Global History, finishing up assignments and exams as required.
- 2) Apply the finishing touches to the Supplementary Economics Course Book.
- 3) Read professional articles of economic and global content, on an ongoing, daily basis.