Content Outline for Sabbatical Proposals
Rex Edwards

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

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. Background

Almost exactly two years ago the Nobel Peace Prize winner Mohammed Yunnus came to Thousand Oaks to capitalize on his international recognition in starting a microfinance project in Harlem. Microfinance is the idea that small savings can be tapped to finance individuals on a modest economic scale who would otherwise be underserved by larger institutions. The local level of microfinance operations would enable overcoming the barriers to getting credit history information that cause larger institutions to be reluctant to lend to the poor and middle classes in many countries. Being locally based and operated means that community social pressure can be employed to ensure compliance with financing. The idea offers enormous potential for both economic development and the alleviation of poverty. These issues are important to increasing global economic advancement and the well being of billions in an increasingly tightly integrated world. It is important for informed citizens in developed nations to understand that this is not just a matter of social conscience to aid the poor in developing nations. It also indirectly affects the well being of those in developed nations. In a sense, the concerns of Chinese workers producing I-phones affects Americans, even if it is only through the price of Apple stock and the prices they pay in retail establishments. Microfinance assumed greater prominence in the United States during the recent great recession. Access to capital for small business became restricted and remains to a large extent so. A number of entrepreneurial ventures, as well as struggling existing businesses, have experimented with “crowd” financing to replace more

traditional sources of finance. Microfinance is now undertaken in many countries around the world.

Now that there is a robust literature on the subject of microfinance, it would seem to be an excellent example of a project which can be investigated as one part of a solution to economic issues such as poverty and economic interdependence. There is also a greater degree of critical commentary on microfinance. In the early 1980s I investigated nascent individual efforts in microfinance in India. I hope to build on that base to examine the costs and the benefits of such a promising development and to build that into the classroom element in Principles of Economics classes.

Therefore, as per section 8.6.c.2 of the AFT 1828 contract with the VCCCD I would like to undertake a sabbatical research on this topic for my Economics classes.

(8.6.c.2) On-site research project
Special projects shall be designed to expand the faculty member's knowledge so that he or she will be a greater asset and credit to the District, worth to students being the ultimate measure. These projects may also include development of educational programs and curricula.

2. Statement of Purpose

The purpose of this sabbatical leave is to improve my skills and resources as a teacher of Economics and interdisciplinary studies, and to be able to provide better quality service to Moorpark 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 Moorpark 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 2014):

a) Given the remarkable transition to digital content in Economics in the last decade, I will take 4-6 online courses in the area of microfinance and development studies from the now numerous such offerings. I am taking a general development online course currently as a refresher. In the past I have undertaken a dozen or so courses in my field, both in situ and online, to maintain skills or to develop new areas of knowledge.

b) I will produce an approximately 50 page Economics course supplement made up of additional notes to supplement the textbook, problem sets, exercises, economic articles analyzed, career information, and a case study in this area.

c) I will conduct reading and research to improve currency of knowledge in Economics for the instructor and to increase instructor skills and instructional resources.

3. 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. I have taken no previous sabbatical leave. Nonetheless, I completed a business-related course of study leading to an MBA from CSUDH. This time I would like to spend a concentrated period of time to intensively study a particular topic. Sabbatical leave affords such an opportunity. My sabbatical leave would enable me to develop professionally both in Economics and in more interdisciplinary studies, and to expand the extent of global content in my teaching.

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 and international management from an accredited university (CSUDH). I have attended numerous conferences, locally and outside this region. I have pursued studies at programs from Harvard (several summers) to Tennessee in areas from sports economics and macroeconomic modeling to experimental economics and game theory. I regularly attend the regional conferences in my discipline, the Western Economics Association Conferences and the American Economics Conference (ASSA).

b. Value to Department or Discipline

The production of the Economics course supplement will enhance my teaching abilities in Economics, and will help my students to understand how Economics relates to both the real and broader world. The Social Science department will be served in its goals to create a global emphasis within its course offerings by the increased proficiency I will gain from the completion of an intensive level of topical study in an international area. My increased readings and attendance at conferences and other interactive discipline-related groups will ensure the currency and relevance of the course contents and my classroom teaching. Studying microfinance will serve to focus this effort to expand my teaching breadth.

c. Value to College and/or District

Both the college and the district will benefit from the fact that I will return 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 modestly in its accreditation process, as instruction takes time to develop and this will improve the international aspects of the Social Science curriculum.

d. Value to Students

My completion of the course of study will provide Moorpark College students with a teacher with specific training in global issues, which will be an important consideration when international ties and global pressure forces greater emphasis on international course content within our programs. Additionally, Economics students will benefit because they will have access to an Economics course supplement that will make the learning of Economics easier and more interesting. This should lead to higher retention and success rates in the challenging study of Economics, especially since the college has been unable to provide assured tutoring in recent years. Students will also benefit from having a more interesting classroom experience with a teacher who has just honed his

abilities with additional readings. Students will benefit from the instructor's additional coursework in an area of international studies because the instructor will be able to improve and enhance the global content of all Economics courses offered at Moorpark 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) More sophisticated existing courses lead community members 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 international studies in Economics enables the instructors to better prepare the community for the new global era.
3) Indirectly, the above two factors will enable the community to increase income potential, economic security, and for upward economic and social mobility, which ultimately also leads to greater political empowerment.

4. Implementation

a. Implementation Procedure (how 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) I will devote at least 15 hours a week to completing my studies. I will register for microfinance studies. I will complete all readings, assignments, and exams as required, over a 16 week period. I will have proof of completion of the courses at the end of the period. **For details please see page 11 (8 a).**

2) In order to produce the Economics course supplement I will devote at least 15 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 that can be used with any textbook for Micro or Macro economics. I will prepare a list of specialized economic terminology on this topic that every student 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. **For details please see page 11-12 (8 b).**

3) In order to improve my currency of knowledge and research of resources, I will devote at least 10 hours a week to dialog with others in my discipline at other institutions, 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, that 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. **For details please see page 13 (8 d)**.

b. Projected Results

At the end of the period of my sabbatical leave I will have achieved the following:
1) Completed a significant number of courses in microfinance studies (at least 4-6).

2) Produced an approximately 50-page Economics course supplement that could be used by Economics students at Moorpark College enrolled in Macroeconomics and Microeconomics (around 500+ students could be directly served each year) .

3) The lead Economics instructor at Moorpark College (myself) will have acquired greater currency in Economics course content and new developments in theory, and greater depth and breadth of awareness 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. Moorpark College has an inbuilt method for sharing this type of presentation with the public through the institution of Multicultural Day. I will consult with my colleagues in the discipline who are very internationally oriented and provide them with the written

materials. We will undertake to study the use of the new content through the existing process of collecting SLO results.

5. Past Contributions to the District

As an instructor dedicated to my area of responsibility (Economics) I have made an effort to maintain currency in knowledge and level of preparation to serve my students, college, and the community. I have taken additional graduate training from an accredited university (CSU Dominguez Hills). I have attended numerous conferences, locally and outside this region. I have pursued summer studies at various universities and attend the regional and national conferences in my discipline.

a. Scholarship

I have a Ph.D. degree in Economics. I have taken graduate-level courses in Economics and Indian History. I have produced and published papers on the 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 resulting in an MBA. I have one published paper on the subject of Human Resources as a result. I have attended lectures, read literature and teaching-related materials, attended conferences pertaining to Economics and the teaching of Economics. I have participated in several lectures and discussions about the state of the US economy at Moorpark College, at California Lutheran University, and at the California State Universities.

b. Service

1) Department/Discipline

- Acted as lead faculty, Economics, 2002-present.
- Served on faculty evaluation committees and tenure committees (5).
- Represented the Moorpark College Economics Program at the State-wide IMPAC (a sub-committee of the State Academic Senate) for 5 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. (3 rounds of CORs in 2 years).
- Completed program effectiveness and planning reports for Economics for 9 years.
- Active at the state level on discipline issues 14 years.

2) College

- Served in the Academic Senate: Treasurer 2001-2008, Vice –President 2009, Department Representative 2010-2012, Treasurer 2012 to current.
- Accreditation Self-Study Standard III Subcommittee Fall 2004
- Served as AFT representative to the Curriculum Committee for 8 years and to the Fiscal Committee for 9 years.
- Served as member, Staff Development Committee for 2 years
- Served on a half dozen Faculty Hiring Committees and chaired two.
- Served on Hiring Committees for Deans and a President of Moorpark College
- Served on four tenure review committees
- Attended State-wide and Regional Academic Senate Meetings to better understand curricular issues as a delegate several years and as a voting delegate once.
- Attended numerous workshops and training sessions, especially distance education, at Moorpark College.
- Attended workshops and training sessions regarding student learning outcomes at Moorpark College back to 2001.
- Attended numerous workshops and training sessions.
- Served as faculty advisor for two student clubs including the Business Student Association F2011 to current.
- Served on Accreditation Self-Study Standard III Subcommittee F2006,

3) District

- Attended district-wide committees, Chancellor's Council and training sessions.
- Member of Calendar Committee 2001-2002, reporting back to the Moorpark Academic Senate 2002 and the AFT Executive Committee.
- Both full-time and part-time VP for the AFT for many years.
- Active both directly and indirectly with negotiations.

4) Community

- Participated as one of the three speakers in the final Moorpark College Forum about the Economic Crisis 2008.
- HOA treasurer, president 20 years.

6. Length of Service & Past Sabbaticals Awarded

I was hired at Moorpark College as full-time faculty in 2002. Next year I will complete my 25th year as an instructor of Economics at Moorpark College. I have never taken a

leave more than one day. I have every intention and capacity to finish another ten years of service.

7. Proposed Timeline for the Sabbatical Project of Rex Edwards:

a. January 2014: (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 two chapters of the Principles of Macroeconomics coursework.

3) Enroll in a microfinance class. 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 2014:

1) Begin course work on microfinance, complete all assignments and coursework as required.

2) Prepare notes, exercises, and other supplemental instructional materials regarding government involvement and the market system and consumer and producer microfinance.

3) Prepare notes and preliminary outline for college presentation on microfinance.

4) Read one book with economic content or socio-economic content, and a global emphasis.

March 2014

1) Continue with the course on microfinance, complete all assignments and coursework, as required. Begin a second course on microfinance.

2) Prepare notes, exercises, and other supplemental instructional materials regarding investment and the market system and the role of microfinance.

3) Prepare notes, exercises, and other supplemental instructional materials regarding coursework.

4) Participate in a workshop or mini-conference or online workshop, as may be available.

5) Read two books with economic content or socio-economic content and microfinance emphasis.

April 2014:
1) Continue with the coursework on microfinance, complete all assignments and coursework, as required. Begin a third class on completion of first maintaining records in the process.

2) Prepare notes for the first part of the materials on microfinance.

3) Prepare exercises, and other supplemental instructional materials regarding microfinance.

4) Read professional articles of economic and global content, on an ongoing, daily basis as well as two more books on topic.

May 2014:
1) Complete the courses on microfinance, finishing up assignments and exams as required and maintain records of such. Begin a fourth class.

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.

8. Selected Resources: Courses and Readings

a. Potential Courses:

Michigan State University: An Introduction to Microfinance, Microfinance Institutions and Recent Debates
http://globaledge.msu.edu/Reference-Desk/Online-Course-Modules/Microfinance

UNCDF (UN Center for Development Finance): Microfinance Distance Learning Course
http://www.jointokyo.org/mfdl/index.php?_mode=students.home

Rural Finance Learning **Center: Online Lessons, Microfinance**
http://www.ruralfinance.org/training/online-lessons/rural-finance-lessons/en/?no_cache=1

The Microfinance Association: Certificate in Microfinance
http://www.microfinanceassociation.org/page.aspx?id=94finance Corporation

UNITAR (United Nations Institute for Training and Research): Fundamentals of Microfinance
http://www.unitar.org/event/fundamentals-microfinance

Global Edge: Global Business Professional Credential
http://globaledge.msu.edu/Reference-Desk/Online-Course-Modules

b. Books:

Muhammed Yunnus, *Banker to the Poor: Micro-lending and the Battle Against World Poverty*,.

Joanna Ledgerwood, *Microfinance Handbook: Sustainable Banking with the Poor*,.

Elizabeth Rhyne, *Microfinance for Bankers and Investors, Cases 1: Banking Models*,.

Hugh Sinclair, *Confessions of a Microfinance Heretic*,.

Mike Goldberg, *Managing Risk and Creating Value with Microfinance*,.

David Roodman, *Due Diligence: An Impertinent Inquiry into Microfinance*,.

Ananya Roy, *Poverty Capital: Microfinance and the Making of Development*,.

Lamia Karim, *Microfinance and its Discontents: Women in Debt in Bangladesh*,.

Victoria White, *Transforming Microfinance Institutions*,.

Phil Smith and Eric Thurman, *A Billion Footstraps*,.

Malcolm Harper, *Profit for the Poor*,.

Beatriz Armandariz and Jonathan Morduch, *The Economics of Microfinance*,.

Marguerite Robinson, *The Microfinance Revolution*,.

Joanna Ledgerwood, *Microfinance Handbook: An Institutional and Financial Perspective*..

M. Zeller and R. L. Meyer, *The Triangle of Microfinance: Financial Sustainability, Outreach, and Impact*,.

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c. Representative Articles:

"Microfinance: Small Loan, Big Snag", *in Financial Times*, December 1, 2010. http://www.ft.com/intl/cms/s/0/a3edfeba-fd85-11df-a049-00144feab49a.html#axzz2Ae5ZnPf1

"In West Bengal A Cash Free Microfinance Program Opens Doors For Women", in *New York Times*, Sept. 25, 2012.
http://india.blogs.nytimes.com/2012/09/25/in-west-bengal-a-cash-free-microfinance-program-opens-doors-for-women/

d. Major Blogs: Microfinance blogs

http://www.cgap.org/blog

http://blogs.cgdev.org/open_book/

http://microfinance.alltop.com/

http://www.indiadevelopmentblog.com/2012/05/map-of-microfinance-distribution-in.html

http://microfinance-in-india.blogspot.com/

http://indiamicrofinance.com/

http://www.bwtp.org/news/

http://cfi-blog.org/

http://grameenfoundation.wordpress.com/

http://blogs.cgdev.org/open_book/

http://www.defeatpoverty.com/

http://blog.hopeinternational.org/

http://www.mykro.org/

http://www.opportunity.org/blog/

http://developeconomies.com/

http://www.networkedblogs.com/topic/Microfinance

http://www.microcapital.org/

http://blogs.wsj.com/indiarealtime/

http://www.opportunity.org/

http://savings-revolution.org/

http://www.opportunity.org/blog/category/events/microfinance-conference/

Thank you for your time and effort in considering my proposal.

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