Sabbatical Leaves

A Workshop for the
College of Education

Sponsored by the College Council
March 28, 2016
3:00 p.m. – 4:30 p.m.
Gabel Hall 215
The Sabbatical Process

Preparing Your Request
The Sabbatical Leave Process

- **Five Levels**
  - Applicant
  - Department Chair/Personnel Committee
  - College Council/Dean
  - UCPC/Provost (University Council Personnel Committee)
  - Trustees

- Each has specific responsibilities
Faculty member meets with the Department Chair during the spring semester to discuss the feasibility of a sabbatical.

Faculty member writes the proposal and shares it with the Department Chair and faculty member’s mentor.

Faculty member revises the proposal.
Applicant Responsibilities

- Prepare the Sabbatical Proposal using the current sabbatical form
  - [http://www.niu.edu/provost/resources/sabbatical/](http://www.niu.edu/provost/resources/sabbatical/)
Are you eligible?

- Sabbatical leaves shall ordinarily be limited to tenured faculty members and non-temporary supportive professional staff members
A first sabbatical leave shall be granted only to a faculty member who will have completed five years of full-time service at NIU by the time the leave begins. Full-time service on a temporary appointment shall count toward a sabbatical leave. Periods of time on leaves of absence without pay shall count toward a sabbatical leave provided the University Council Personnel Committee judges the activity associated with that leave without pay to be comparable in professional significance to service as a member of the faculty.
Are you Eligible?

- To be eligible for a subsequent sabbatical leave, a faculty member must have completed six years (i.e. 72 months) since the end of his or her most recent sabbatical leave.
POLICY PROVISIONS
You may NOT propose to:

- Revise a text book (new is ok)
- Retrain for a different professional position
- Travel for fun
- Perform your current duties full-time at another institution
- Complete a terminal degree
- Study formally at NIU
POLICY PROVISIONS

- One semester, full pay OR
- One year, half pay; OR
- Two summers if employee has a 12 month position
POLICY PROVISIONS

- No carry-over from previous year’s requests (e.g., if you receive a sabbatical, then don’t go, you apply again with all others)
POLICY PROVISIONS

Upon Completion:

- Return to NIU for at least one year
- NIU Bylaws Article 6.2.5.1

Within 30 days after return to regular duties, each person who has been on leave shall present to the department chair, department personnel committee, and the executive vice president and provost's office a report of personal professional activities during the leave. The report shall describe the activities undertaken during the leave and the scholarly or their creative results of those activities.

- Approximately two years after the sabbatical leave, submit a report on sabbatical outcomes related to research and artistry, teaching, and/or engagement and outreach to the department or division chair, to the dean or director, and to the executive vice president and provost.
NIU ByLaws 6.25

Merit Ratings of Persons Who Have Been on Leave

- If this report reflects significant professional activity, the department personnel committee will award a merit rating which will be at least an average of that person's merit rating for the previous three years. If the report reflects inadequate professional activity, the merit rating may be lower.
When a faculty member is on leave for less than the whole evaluation period, the regular merit evaluation process will be used for that portion of the evaluation period during which the faculty member was not on leave. When the sabbatical leave occurs late in the evaluation period, care shall be taken to obtain the faculty member's service report before the leave begins.

If a faculty member's leave begins in one evaluation period and continues into another, so that a merit rating must be given before the sabbatical report is due, the faculty member's rating for the first portion of the time on leave shall be either the average of that person's merit rating for the previous three years or that person's merit rating for the portion of the evaluation period for which the faculty member was not on leave, whichever is higher. The merit rating for the evaluation period during which the second portion of the leave occurs shall be determined in accordance with the first paragraph of this Bylaw.
Complete the Form

• Request for Sabbatical Leave-Proposal

• Name:

• Employee ID (not SSN):

• Department:

• Rank: Date of Application:

• Please type your responses in Times New Roman 12 point font with 1” margins on all four sides of the page to each of the following items by adhering to space limits where indicated. Your responses must be adequate to justify to campus and state committees, boards, and staff the expenditure of state funds to support the proposed sabbatical activity.
• **Project Description**: Describe, as appropriate, the nature of your sabbatical project, its research methodology or creative techniques to be employed, the data to be used, the relationship of the work to the literature of creative work in the field, timeline of activities, and projected results in terms of disciplinary significance of the potential outcomes. This statement should be developed in a form consistent with applications for external support in the field and review by external peers. Note: Limit the response to this item to only 1,500 words or 3 single-spaced pages.

• **Project’s Relationship to Scholarly Agenda**: Indicate the relationship between your proposed sabbatical activity and your own previous and ongoing scholarly activity. Identify briefly, all your relevant grants and grant proposals, research, publications and creative professional activities during the past 6 years.

• **Project’s Benefits**: Indicate the benefits of the proposed sabbatical leave to you, the unit(s) where you are employed and the university. Cite specific outcomes anticipated such as development of additional expertise in the field, publications, curriculum development, etc.

• **Outside Resources**: If the proposed sabbatical activity includes and/or requires resources or facilities outside of NIU (laboratories or libraries at other institutions, funding by outside agencies, acceptance as student at another institution, special travel privileges, etc.), please specify the advanced preparation you have made in order to secure those outside resources/facilities and attach any related approvals or documents.

• **Resource Contingency Plan**: Indicate the alternative means you will use to complete your proposed sabbatical activity if outside resources/facilities are not available for your use, and explain the impact of the alternative means on the outcomes anticipated during the sabbatical period and in the future.

• **Required Attachments**:
  - If you had previous sabbatical leaves from NIU, indicate the results of those leaves and attach a copy of only the written report submitted for the recent previous sabbatical leave.
  - Attach your current curriculum vitae
Review Sabbatical Evaluation Rubric

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- Please see Appendix E in College Handbook (also available following link at end of presentation)
Overview of Approved Sabbatical Leaves

- Dr. Toni Van Laarhoven, SEED
- Dr. Laura Hedin, SEED
- Dr. Paul Wright, KNPE

- Please see link at end of presentation for full sabbatical proposals of each presenter
Spring 2015
Project title: An Investigation of the Effectiveness of Project MY VOICE on the Adult Outcomes of Students with Autism and/or Developmental Disabilities

Purpose:
- Collect adult outcome data of past MY VOICE participants and non-participants (both students and their family members) using Indicator 14 Guidelines
- Determine if
  - 1) they enrolled in higher education or in some other postsecondary education or training program,
  - 2) they were competitively employed or in some other employment within one year of leaving high school (Indicator 14), and
  - 3) the goals they set in their MY VOICE project were met (for past participants only).
- Compare participant outcomes with non-participants or state/national averages
Background

- Project MY VOICE, which was a grant-funded project aimed at preparing youth with developmental disabilities to become self-advocates, allows students with significant disabilities to become active self-advocates in the transition planning process using multimedia.
- NIU has been partnering with high school and transition programs in Indian Prairie School District #204 since 2007.
- Federal mandates require school districts to measure adult outcomes of individuals with disabilities once they exit school programs (Indicator 14).
Mixed Methods

• Data on post-secondary adult outcomes of participants and non-participants were collected through online surveys
  – Measured Participation in
    • Education and Training (Indicator 14)
    • Employment (Indicator 14)
    • Daily Living (Added by school personnel)
    • Community Access (Added by school personnel)
      – AND
    • If goals set in MY VOICE were achieved (participants only)
  • Interviews were conducted with 25% of respondents to identify activities/variables associated with improved adult outcomes and to obtain suggestions for improvement
  • Will use results to inform and revise MY VOICE project and develop grant proposals
Considerations for Proposal

- Write the proposal like you would a grant proposal
  - Follow all guidelines
  - Use headings and sub-headings
- Obtain appropriate permissions and collaborative agreements with outside entities well in advance.
- Have clear contingency plan!!
- Demonstrate how project aligns with previous work and how it impacts literature and professional practice
Spring 2016
Project title: *Connecting Student Outcomes to Characteristics of Co-Teaching Partners*

Purpose:
- Compare academic and social outcomes for secondary students in co-taught and solo-taught math and science classes
- Describe the characteristics of co-teachers whose students have the greatest gains
- Identify ways that co-teaching and solo-teaching differs in terms of teachers’ instructional activities
Independent Variable

- Co-taught versus solo-taught settings
  - Four fresh/soph biology
  - Four fresh/soph math
  - One solo teacher from each pair (either gen ed or self-contained)
  - One co-taught ELL class
- Three districts: >30% Hispanic, >60% low SES
- Participants: 16 teachers
  - 6 males
  - From 2 to 25+ years experience teaching
  - 7 special educators, 1 ELL teacher, 8 general educators
Dependent Variables and Analysis

Dependent Variable
- Descriptive data on teachers’ instruction
  - Percent of 1-minute intervals
  - Group size, differentiation, feedback to students, etc.
- Student outcomes
  - District data with no student identifiers
  - Measures: Standardized test scores, unit test and quiz scores, attendance, discipline referrals, etc.

Regression analysis
- Does setting predict student outcomes?
- Do teacher characteristics predict student outcomes?
Considerations for Proposal

- Consider NIU priorities and mission statement
  - Internships and research experiences for students (six undergrads as data collectors/analysts)
  - Outreach to partnership districts (Chicago, Rockford, etc.)
- Consider area that aligns with your current agenda and the needs of the field
- Read the rubric and use as a guide
- Begin development NOW! I started in Spring 2014…
  - Early deadlines for next year
  - Recruit and have commitments as part of proposal
  - Literature review
Fall 2016 in Scotland (University of Edinburgh)

- Project title: Investigating Physical Education Policy Change in Scotland
- Purpose: To examine the educational policy process in the context of practice as it is currently unfolding in the case of PE in Scotland
• My research involves social and emotional learning (SEL) in PE and policy implementation
• National curriculum/policy in Scotland now requires PE to address SEL
• My collaborators and I will study the interpretation and implementation of this new educational policy in practice
Goals of the Project

(a) examine how new curriculum is interpreted, disseminated and supported
(b) understand how teachers interpret and address new aspects of the curriculum
(c) assess how teaching is informed or changed by new curriculum
(d) identify effective strategies to support implementation
(e) understand student perspectives
(f) develop recommendations for continuing professional development
## Multiple Methods

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<th>Month (2016)</th>
<th>Key Activities and Milestones</th>
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<tr>
<td>July</td>
<td>Project planning; analyze policy, curriculum &amp; literature; identify schools and key stakeholders; develop interview protocols</td>
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<td>August</td>
<td>Gain access, recruit/consent participants; conduct interviews with PE Lead Officers and Senior Management Team members</td>
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<td>September</td>
<td>Ongoing work to gain access, recruit and consent participants; conduct initial interviews with PE teachers; develop focus group protocols</td>
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<td>October</td>
<td>Conduct student focus groups; direct observation of PE classes; develop follow up interview protocols</td>
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<td>November</td>
<td>Follow up interviews PE teachers; observations; student surveys; early interpretations &amp; recommendations for professional development</td>
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<td>December</td>
<td>Co-interpret findings; professional development plan; recommendations to support implementation; plan final analysis, dissemination, and next steps</td>
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Considerations for Int’l Sabbatical

• Considering resources required
  – Including contingency plans
• Ways to maximize the opportunity
  – Connecting with another international project
  – Extending a line of research
  – Positioning for external funding
  – Value added via international profile
  – Potential for study abroad or exchange
Chair Responsibilities

- Each application shall be submitted through the applicant's department chair.
- The Department Chair shall prepare a cover letter to accompany the committee’s rankings which explains how the DPC developed rankings and applied criteria.
- Differences of opinion between a majority of the DPC and the Department Chair shall be resolved at the department level whenever possible.
- The Department Chair shall notify each sabbatical applicant in writing concerning the committee’s recommendation, including the ranking.
DPC Responsibilities

- The DPC will recommend the approval or disapproval of each application
- The DPC will evaluate the merit of each sabbatical leave application
- The DPC will rank the applications in order of merit
- The DPC will forward request(s) through the Dean to the College Council
College Council Responsibilities

- Examine DPC recommendations and make sabbatical recommendations to the Dean of the College
- Rank order the sabbaticals
  - Respect DPC order if possible
Dean’s Responsibilities

- Concurs or does not concur with College Council’s recommendations
- Prepares letters to the applicants informing them of the College Council’s and Dean’s decisions
- Prepares memorandum to the Provost listing the rankings of the applicants
The UCPC, in conjunction with the executive vice president and provost, makes final allocations

- “Allotment” by college (based on number of leaves available per college)
  - Faculty & SPS as ranked

- Unused sabbaticals across colleges are pooled and divided among top-ranked remaining proposals

Each application is assigned to one of three classes:

- 1 Leaves granted
- 2 Standby leaves
- 3 Leaves disapproved
Executive Vice President and Provost’s Responsibilities

- The executive vice president and provost shall notify each applicant in writing concerning the University Council Personnel Committee's action.

- Appeals of the committee's action shall be filed within 14 days of the executive vice president and provost's notification and they shall be heard, and action taken on them, before the committee's action is forwarded to the president by the executive vice president and provost.

- If an approved leave is declined by a faculty member, the executive vice president and provost shall assign that leave to the highest-ranking applicant on the standby list.
Board of Trustees

• Gives final approval of sabbatical leaves
• Approvals are typically determined in March
Remember…

- Meet with Department Chair prior to writing proposal to determine feasibility of sabbatical
- Start working on proposal well in advance and have it in final form approximately one week before the start of the fall semester
- Be sure to follow all guidelines on the sabbatical application form
- Have others critique your proposal
Questions and Link to Resources

• This presentation and resources can be found at: