



Northern Illinois University

Your Future. Our Focus.

Sabbatical Leaves

An Online Workshop for the College of Education

Sponsored by the College Council
AY 2022-2023

The Sabbatical Leave Process



- Five levels:
 - Applicant
 - Personnel committee/department chair
 - College council/dean
 - FSPC (Faculty Senate Personnel Committee)/provost
 - Trustees
- Each level has specific responsibilities.

Applicant Responsibilities

Suggested by the College Council



- 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 based on feedback.
- Prepare the Sabbatical Proposal using the current [sabbatical form](#).

Are you eligible?



- Sabbatical leaves shall ordinarily be limited to tenured faculty members and non-temporary supportive professional staff members.

Are you eligible? (cont.)



- 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 Faculty Senate 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. (Faculty Senate Bylaws Article 11.4.7)
- 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. (Faculty Senate Bylaws Article 11.4.8)

Policy Provisions



One of the following:

- One semester, full pay.
- One year, half pay.
- Two summers if employee has a 12-month position.
- No carryover from previous year's requests (e.g., if you receive a sabbatical but don't go, you apply again with all others).

Policy Provisions (cont.)



You may not propose to:

- Revise a textbook (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.

See Faculty Senate Bylaws Article 11.4.3

Policy Provisions (cont.)



Upon completion:

- Return to NIU for at least one year.
- 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.

See Faculty Senate Bylaws Article 9.2.5.1 (see also Article 11.4.4)

Policy Provisions (cont.)

Merit Ratings



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.

See Faculty Senate Bylaws 9.2.5.1

Policy Provisions (cont.)

Merit Ratings



- 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.

See Faculty Senate Bylaws 9.2.5.1

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.

Complete the Form (cont.)



- **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 three 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 six 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.

Complete the Form (cont.)



- **Project's 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.
- **List of References** (if any).
- **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.
 - Current curriculum vitae.

Review Sabbatical Evaluation Rubric



- Please see Appendix J in the [Criteria and Procedures Related to Personnel Decisions document](#) for the full sabbatical evaluation rubric.

Overview of Approved Sabbatical Leaves



- Laura Hedin, Ph.D., SEED
- Paul Wright, Ph.D., KNPE
- Jesse “Woody” Johnson, Ph.D., SEED



Please see link at the end of the presentation for full sabbatical proposals of each presenter.

Laura Hedin, Ph.D., SEED



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.

Quasi-experimental Design



Independent Variable

- Co-taught versus solo-taught settings.
 - Four freshman/sophomore biology.
 - Four freshman/sophomore math.
 - One solo teacher from each pair (either general education or self-contained).
 - One co-taught ELL class.
- Three districts: >30% Hispanic, >60% low SES.
- Participants: 16 teachers.
 - Six males.
 - From two to 25+ years experience teaching.
 - Seven special educators, one ELL teacher, eight general educators.

Dependent Variables and Analysis



Dependent Variable

- Descriptive data on teachers' instruction.
 - Percent of one-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.

Paul Wright, Ph.D., KNPE



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.

Background



- 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



- examine how new curriculum is interpreted, disseminated and supported.
- understand how teachers interpret and address new aspects of the curriculum.
- assess how teaching is informed or changed by new curriculum.
- identify effective strategies to support implementation.
- understand student perspectives.
- develop recommendations for continuing professional development.

Multiple Methods



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

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.

Jesse “Woody” Johnson, Ph.D., SEED



Fall 2018

Project title: Integrating Wearable Biomarker Devices into Functional Behavior Assessment

Purpose:

- Investigate the effectiveness and utility of using wearable biomarker devices, combined with functional behavior assessment (FBA), to develop interventions for school age students with Autism Spectrum Disorder (ASD) who experience significant anxiety.

Procedure



- Purpose will be met by:
 - Identifying four individuals with ASD who engage in challenging behavior and are reported by their parents and teachers as experiencing significant anxiety.
 - Conducting an FBA for each participant.
 - Recording each participant’s biological indicators of stress and anxiety via wearable biomarker devices.
 - Analyzing data from wearable devices in combination with data from behavioral observations.
 - Developing individualized interventions based on derived from FBA combined with data from wearable biomarker devices.

Measures



- Instruments
 - Functional Assessment Screening Tool.
 - Anxiety scale for children with Autism Spectrum Disorder.
 - Functional Assessment Interview for educators and parents.
 - Functional Assessment Direct Observation Form.
- Wearable Biomarker Devices
 - Empatica E4 Wristband
 - Heart rate and heart rate variability.
 - Blood volume pulse.
 - Skin conductivity.
 - Skin temperature .
 - Spire
 - Changes in breathing patterns and rate.

Measures (cont.)



- Independent Variable
 - Function-based intervention developed in collaboration with school-based team
 - Self-management and coping skills.
 - Self-calming strategies with the aid of visual feedback from wearable devices.
- Dependent Variables
 - Frequency and duration of challenging behavior.
 - Frequency and duration of behaviors associated with anxiety.
 - Independent use of coping and self-management skills.
 - Recorded physiological indicators of stress and anxiety.

Multiple Baseline Design



- The effectiveness of the targeted interventions will be assessed in the context of a multiple baseline across participants design
- Data Analysis
 - Visual analysis of graphed single case design data
 - Changes in trend, level, variability and immediacy of effect.
 - Tau-U
 - Effect size associated with individualized interventions.
 - Pearson Correlation coefficient
 - Measure of the association will be “anxious behavior” and physiological indicators.

Considerations for Proposal



- Follow the guidelines to the letter.
 - Use the designated headings to organize your proposal
 - Follow all page limits! (you have to put a lot of information into only a few pages).
- Communicate with outside entities or potential research sites well in advance. Work out details and have permissions and agreements completed ahead of time.
- Have a good backup/contingency plan.
- Give careful consideration to how you can get the most from your sabbatical.
 - Engage in scholarly activities that would be difficult to complete with regular teaching and service commitments.
 - Promote your research agenda by building on previous work.

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.

Faculty Senate Personnel Committee (FSPC) Responsibilities



- The FSPC, in conjunction with the executive vice president and provost, make final allocations.
 - “Allotment” by college (based on number of leaves available per college).
 - Faculty and 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:
 - Leaves granted.
 - Standby leaves.
 - Leaves disapproved.

Executive Vice President and Provost's Responsibilities



- The executive vice president and provost shall notify each applicant in writing concerning the Faculty Senate 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.

Important Dates



Schedule for sabbatical leave recommendations during
2022-2023 for academic year 2023-2024:

Action	Deadline
Applications due to Department Office	August 19, 2022
Applications due to Dean's Office	September 12, 2022
Applications due to Provost's Office	October 17, 2022
Appeals (if any) heard	January 2023
FSPC's recommendations to president	February 2023
BOT decision	February/March 2023

Questions and Link to Resources



- [Division of Academic Affairs Sabbatical Leave Requests.](#)