

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES**

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs

**Date of Meeting:** July 20, 2010

**Agenda Item:** Annual Sabbatical Report

Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring

Information

**Cite policy requirement, or explain why item is on the Board agenda:**

The Board has traditionally received annual summaries of sabbatical leaves across the system.

**Scheduled Presenter(s):**

None (This is an informational item).

**Outline of Key Points/Policy Issues:**

- Contractually required;
- Benefits accrue to system and its institutions;
- Enhances the teaching, learning and research dynamic within the system.

**Background:**

The Board of Trustees has, by tradition, received a macro-level summary of sabbatical leaves taken at system state universities and two-year colleges. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO), between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF), and between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF).

The attached report presents summary data for fiscal year 2009.

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**INFORMATION ITEM**

**Annual Sabbatical Report**

**OVERVIEW**

The report which follows summarizes sabbatical leaves taken at all system colleges and universities in fiscal year 2009. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO), between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF), and between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF).

**SABBATICAL LEAVES DEFINED**

In order to maintain and continue the high level of academic excellence necessary to meet our mission, it is important for faculty members to periodically update and strengthen their professional skills and expand their horizons. Sabbatical leave is a program of funded opportunities for faculty to engage in activities which will enhance their effectiveness as teacher-scholars and to provide faculty an opportunity for intellectual enrichment and growth. The ultimate purpose of sabbatical leaves is to maintain a vibrant, engaged, and up-to-date community of teacher-scholars. Designed to enable faculty to pursue professional development more intensively than is normally possible, sabbatical leaves are an investment of the college/university in its academic future and reputation.

Sabbatical leaves may be awarded for various reasons related to scholarly growth, development, or renewal, including creative endeavors that promise to enhance the professional effectiveness of the applicant. Typical sabbatical undertakings include, but are not limited to, activity that enhances one's teaching and research pursuits, writing, work related to the visual and performing arts (creation or performance), post-terminal degree study, and travel abroad for the purpose of study or research.

Such leaves should be considered to fall within the scope of an individual's normal college/university responsibilities, including intellectual inquiry and activities related to the maintenance and further development of faculty excellence in teaching and scholarship.

**GENERAL PRINCIPLES REGARDING SABBATICAL LEAVES**

- Faculty accrue sabbatical leave credit under the relevant contractual agreements.
- Application to take a sabbatical leave is made to the Chief Academic Officer and includes a description of the project, including an elaboration of the benefits to the

college/university.

- The faculty awarded such a leave is required, within a specified number of days following return from leave, to submit a report of sabbatical leave activities.
- Following sabbatical leave, all appointees are required to return to college/university service for at least an academic year.
- Salary while on sabbatical leave varies with the time option selected within the existing contractual agreement.
  - Sabbatical leave pay may be supplemented by fellowships, grants, or other sources provided that:
    - activities resulting from additional compensation are not in conflict with the purposes of the sabbatical leave;
    - grants or stipend adjustments to defray family travel, cost-of-living allowances, and/or research expenses may be accepted.
  - Sabbatical leave pay may be supplemented by continued normal consulting arrangements, provided they do not conflict with the purpose and spirit of the sabbatical program and have been approved through appropriate administrative channels, namely the institution's Chief Academic Officer.

## **CURRENT STATUS OF SABBATICALS WITHIN MINNESOTA STATE COLLEGES AND UNIVERSITIES**

- Salary benefits while on sabbatical leave vary with the time option selected within the existing contractual agreement and are consistent across contracts.
- Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical Leave, subd. 4 in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO); Article 15, Professional Development, Section C, Sabbatical Leave in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF); Article 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave, subd. 8 in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF) sabbatical leave may be granted for:
  - one semester at full base salary;
  - the academic year at two-thirds of base salary.

The conditions, such as length of service, allowing for sabbatical leave opportunities vary somewhat from contract to contract:

- Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical Leave, subd. 2., in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO), a faculty member must have completed seven (7) years of service at the university or have at least six (6) years of

service since the last sabbatical. However, a faculty member shall be granted a sabbatical upon request after ten (10) years of service. Based on verbal reports from the Presidents and Chief Academic Officers, the vast majority of sabbatical leaves for state university faculty are restricted to the obligatory (10-year) sabbatical leaves required by the contractual language.

- Under the provisions of Article 15, Professional Development, Section C, Sabbatical Leave, subd. 2., in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF), a member must have completed at least six (6) consecutive years of at least half-time service since initial appointment or the last sabbatical. The president has considerably greater leeway in approving or not approving sabbatical requests in the context of this contract.
- Under the provisions of Article 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave subd. 1 in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF), a faculty member must have six (6) or more years of service with an aggregate of twelve (12) semesters of actual service to be eligible for a sabbatical leave.

## THE DATA

### Fiscal Year 2009 Total Number of Sabbaticals

In fiscal year 2009, there were 291 faculty sabbaticals taken within Minnesota State Colleges and Universities at a cost of \$17,281,930. Fiscal year 2009 saw eighteen (18) fewer sabbaticals than fiscal year 2008 and twenty-nine (29) more sabbaticals than in fiscal year 2004. This growth is attributable to the significant growth in university-based sabbaticals, from an average of 100 over the previous four fiscal years to 133 in fiscal year 2009. The growth reflects a large number of university faculty reaching the ten-year compulsory threshold in the contract provisions.

FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
262	239	269	276	309	291

FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
5.2%	4.6%	5.1%	4.9%	5.7%	5.4%

<sup>1</sup> Eligible faculty is defined as the number (headcount) of tenured/tenure track faculty (IFO), unlimited faculty (MSCF), and permanent faculty (MSUASSF).

Institution	Sabbaticals	Institution	Sabbaticals
Alexandria Technical and Community College	0	Minnesota State University Moorhead	10
Anoka-Ramsey Community College	11	Minnesota West Community and Technical College	4
Anoka Technical College	1	Normandale Community College	14
Bemidji State University	10	North Hennepin Community College	8
Central Lakes College	4	Northland Community and Technical College	7
Century College	11	Northwest Technical College	0
Dakota County Technical College	2	Pine Technical College	0
Fond du Lac Tribal and Community College	5	Rainy River Community College	0
Hennepin Technical College	2	Ridgewater College	6
Hibbing Community College	4	Riverland Community College	3
Inver Hills Community College	9	Rochester Community and Technical College	16
Itasca Community College	4	St. Cloud State University	31
Lake Superior College	8	St. Cloud Technical and Community College	3
Mesabi Range Community and Technical College	4	Saint Paul College	1
Metropolitan State University	17	South Central College	5
Minneapolis Community and Technical College	15	Southwest Minnesota State University	5
Minnesota State Community and Technical College	8	Vermilion Community College	3
Minnesota State College-Southeast Technical	0	Winona State University	18
Minnesota State University, Mankato	42	<b>TOTAL</b>	291

### **Fiscal Year 2009 Sabbaticals by Length**

In fiscal year 2009, the largest proportion (50.7%) of sabbaticals (147) was for one semester in duration while 49.3% or 144 sabbaticals were for one year in length. Fiscal year 2009 reflects an emerging pattern when compared to the three previous years with semester-long sabbaticals continuing to outnumber year-long sabbaticals for a third consecutive year.

FY 2004		FY 2005		FY 2006		FY 2007		FY 2008		FY 2009	
Year	Semester	Year	Semester	Year	Semester	Year	Semester	Year	Semester	Year	Semester
55%	45%	53%	47%	54%	46%	45%	55%	46%	54%	49%	51%

### Fiscal Year 2009 Sabbaticals by Institution Type

In fiscal year 2009, the proportion of sabbaticals awarded to faculty at the two year institutions was 54% (158), and the remaining 46% (133) reflects state university faculty (both Inter Faculty Organization and the Minnesota State University Association of Administrative Service Faculty); these proportions are roughly equivalent to that of the overall population of faculty. Fiscal year 2009 reflects a continuation of the prior year's pattern; the number and percentage of sabbaticals that were university-based has remained steady after a significant change last year. The backlog in sabbaticals reaching the compulsory ten-year contractual threshold may account for this continued distribution pattern.

FY 2004		FY 2005		FY 2006		FY 2007		FY 2008		FY 2009	
2Year	4Year	2Year	4Year	2Year	4Year	2Year	4Year	2Year	4Year	2Year	4Year
61%	39%	61%	39%	61%	39%	65%	35%	55%	45%	54%	46%

### Fiscal Year 2009 Sabbaticals by Category

Sabbaticals can be classed into four broad categories:

- Educational - wherein faculty pursue a formal program of education which results in either an advanced degree, a specialized certification or licensure, or permits acquisition of new knowledge/skills outside the individual's original area of expertise.
- Curriculum Development - wherein faculty work on basic restructuring or materials development for a course or set of courses, or focus their attention on larger curricular issues on behalf of their department/division or institution.
- Professional Development - wherein faculty pursues personal development aimed at enhancing their teaching or research, pursue creative endeavors/performances, which contribute to their primary role as teacher-scholars or follow personal programs of professional development, which expand their horizons in general.
- Research - wherein faculty pursues research on their own specific, focused projects, undertake curricular research (e.g. conversion of self-paced learning modules in their specific discipline) or spend time with a prominent researcher in their field of endeavor.

Sabbaticals in Minnesota State Colleges and Universities have previously been concentrated in general professional development and in curricular development efforts.

- Professional development accounted for 26% of all sabbaticals in FY 2009, a decrease from the pattern seen over prior years and steady vis-à-vis FY'08.
- Curriculum development accounted for 30% of all sabbaticals in the study year, a reflection of the continuing importance of teaching-and-learning focused sabbaticals.

- Research sabbaticals had been inching upwards in previous years, 16% in FY 2003, level at 16% in FY 2004, to 19% in FY 2005 to and to 22% in FY 2006. FY 2009 saw a return to the prior trend as the level rose to 27%.
- Educational sabbaticals have always been a relatively small proportion of all sabbaticals. A steady decline, from 19.5% of FY 2003 sabbaticals to 19% in FY 2004, to 15% in FY 2005, to a brief upsurge in FY 2006 (17%) returned to old patterns in FY 2007 when educational sabbaticals dropped (13.8%), a slight rebound in FY 2008 to a recent high (18%) and a return in FY 2009 to decreasing significance in the overall sabbatical pattern.

<b>Table 5. Fiscal Year 2005-2009 Sabbaticals by Category*</b>				
<b>Professional Development</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
32%	32%	31%	26%	26%
<b>Curriculum Development</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
34%	29%	35%	32%	30%
<b>Education</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
15%	17%	14%	18%	12%
<b>Research</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
19%	22%	19%	22%	27%

\* For all faculty bargaining units; non-specified sabbaticals account for roughly 5% of sabbaticals in FY'09 timeframe.

### **Fiscal Year 2009 Sabbaticals by Bargaining Unit**

Consistent with the earlier distribution by type of institution, all reported sabbaticals were awarded to faculty: the Minnesota State College Faculty were awarded 158 (54%) of the 291 sabbaticals and Inter Faculty Organization faculty were awarded 133 (43%). There were seven (7) sabbaticals to members of the Minnesota State University Association of Administrative and Service Faculty (ASF) and two excluded administrators [not in calculations].

FY 2005		FY 2006			FY 2007		FY 2008			FY 2009		
IFO	MSCF	IFO	MSCF	ASF	IFO	MSCF	IFO	MSCF	ASF	IFO	MSCF	ASF
40%	60%	35%	61%	3%	35%	65%	43%	55%	2%	43%	54%	2%

## **NOTEWORTHY SABBATICALS**

The materials submitted in proposing sabbaticals indicate how sabbatical leaves translate into improved and engaged teaching, new approaches to assisting and serving students, and accelerated research activities. Some representative extracts from college and university transmission of sabbatical data allow a glimpse into the impact sabbaticals have on teaching, students and research.

### North Hennepin Community College

- Paul Melchior: Increased his knowledge of coastal and ocean influenced ecology to bring a different perspective into the classroom; presented all-college seminars on science education in the Irish Universities and biogeography and ecosystems of Ireland; implemented discovery-based biology labs; and developed a collaborative undergraduate research proposal between a foreign university, MSUM, and NHCC.
- Cynthia Pins and Janice Hancock: Both Nursing faculty were on sabbatical at the same time and worked together to implement the SmarTest software for nursing faculty to give the nursing curriculum tests. This involved training students and faculty on how to use the program; training faculty on how to use the program and obtaining testing reports to make their tests better; and developing a large test bank of questions for all faculty to use for testing. All previous tests were analyzed on how well they met criteria for the NLNAC, NCLEX, and Bloom's taxonomy. Feedback was given to faculty authors. All test items that were developed for the test bank were connected to Bloom's taxonomy, the NCLEX requirements, and NLNAC competencies.

### Normandale Community College

- Joyce Carey, faculty in Communications, spent fall and spring semesters researching study abroad. Professor Carey developed a model for a "Travel Learn Program" that could be used by Continuing Education, the Foundation, and the Office of Multicultural Services to provide opportunities for students, alumni and the community to travel abroad in an educational setting without registering for credit. Since Professor Carey returned from sabbatical, she has worked with the dean for CECT and the VP of Academic Affairs to set up a trip to Turkey in FY 2011.



- Professor David Pates, faculty in English, who teaches writing and literature courses at Normandale Community College, spent much of his sabbatical year focused on improving the technical writing course. He conducted literature reviews and interviewed personnel at Target Corporation and Boston Scientific to determine what technical writing skills Normandale Community College graduates should have in order to be successful in a business setting.
- Professor Joanna Piotrowska, faculty in Chemistry, spent the academic year updating her knowledge of nano-structured solids and exchanging observations, experiences and ideas with chemistry faculty who teach courses equivalent to Normandale Community College courses at various institutions of higher education. The focus of these discussions was on the approach and methods used in teaching general chemistry.

#### Fond du Lac Tribal and Community College

- Jonah Braxton-Brown, History/Political Science, wrote a manuscript (*North American Tribal Governments and the United States Federal Government: Past, Present, and Future*), written from the vantage point of tribal governments rather than the traditional federal perspective.
- Roxanne DeLille, Speech/American Indian Studies, explored the development of an intertribal/intercollege student exchange program, and then focused on developing an online, multi-institutional, team-taught course on Contemporary Indian Concerns. The work has produced discussions emphasizing resolution of logistical challenges in both areas.

#### Hennepin Technical College

- Rick Boehm, a Student Affairs, Counselor, spent his sabbatical gaining knowledge in the areas of mood disorders, stress, complicated grief, depression, and recognizing symptoms, in order to assist students with problem areas. Among his numerous learning activities he visited workforce centers in Red Wing and Bloomington to find out if participants were experiencing heightened anxiety as a result of losing a job, and if so, what counseling or a support groups in place. Mr. Boehm is planning to help students learn how to overcome depression and anger so they can cope with school and life.

#### Northland Community and Technical College

- David Christian, Psychology, focused his semester sabbatical on researching academic dishonesty (AD) in on-line courses. Conducted a series of interviews with instructors and held focus groups with students, all of whom had experiences with on-line coursework.

### Ridgewater College

- Cheryl Pankow, Math, spent a semester researching the Accuplacer Math placement exam; disseminating resources to all high schools and creating a new website [www.accuplacermath.project.mnscu.edu](http://www.accuplacermath.project.mnscu.edu) available to anyone; conducted a survey of MnSCU assessment coordinators and results reported back to those individuals.

### Winona State University

- Dr. Donald Salyards, Economics and Finance, studied cutting-edge entrepreneurship education programs to incorporate into WSU's Collegiate Entrepreneurship course and Outreach Programs. This project aligns very well with WSU's growing interest in economic community development. Early responses indicate a successful mini-camp.
- Dr. Mingrui Zhang, Computer Science, strengthened research collaborations with Mayo Clinic which was important to the university. He also continued research on remote sensing with the Naval Research Laboratory. These efforts support WSU's growing emphasis on the health sciences.

### **SUMMARY**

Designed to enable faculty to pursue professional development more intensively than is normally possible, sabbatical leaves are an investment of the college/university in its academic future and reputation. Sabbatical leaves granted under the provisions of the collective bargaining agreements have permitted faculty to revitalize their teaching, improve their research skills, and maintain a vibrant, engaged, and up-to-date outlook on their profession.

07/02/10