

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

**Sabbatical Report**

**OVERVIEW**

The following report shows sabbatical leaves taken at Minnesota State Colleges and Universities state universities and community and technical colleges in fiscal year 2003. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State College and Universities Board of Trustees and the Inter Faculty Organization (IFO) and between the Minnesota State College 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 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.

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- 2 ○ Sabbatical leave pay may be supplemented by fellowships, grants, or other
- 3 sources provided that:
- 4
- 5     ▪ activities resulting from additional compensation are not in conflict with
- 6 the purposes of the sabbatical leave;
- 7     ▪ grants or stipend adjustments to defray family travel, cost-of living
- 8 allowances, and/or research expenses may be accepted.
- 9
- 10 ○ Sabbatical leave pay may be supplemented by continued normal consulting
- 11 arrangements, provided they do not conflict with the purpose and spirit of the
- 12 sabbatical program and have been approved through appropriate administrative
- 13 channels, namely the institution’s Chief Academic Officer.
- 14

15 **CURRENT STATUS OF SABBATICALS WITHIN MINNESOTA STATE COLLEGES**

16 **AND UNIVERSITIES**

- 17 ● Salary benefits while on sabbatical leave vary with the time option selected within the
- 18 Existing contractual agreement and are consistent across contracts.
- 19
- 20 ● Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical
- 21 Leave, subd. 4 in the agreement between the Minnesota State College and Universities
- 22 Board of Trustees and the Inter Faculty Organization (IFO); Article 17, Professional
- 23 Development and Academic Affairs, Section 4, Sabbatical Leave, subd. 8 in the
- 24 agreement between the Minnesota State College and Universities Board of Trustees and
- 25 the Minnesota State College Faculty (MSCF) sabbatical leave may be granted for:
- 26     ▪ one semester at full base salary;
- 27     ▪ the academic year at two-thirds of base salary.
- 28

29 The conditions, such as length of service, allowing for sabbatical leave opportunities vary

30 somewhat from contract to contract:

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- 32 ● Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical
- 33 Leave, subd. 2., in the agreement between the Minnesota State College and Universities
- 34 Board of Trustees and the Inter Faculty Organization (IFO), a faculty member must have
- 35 completed seven (7) years of service at the university or have at least six (6) years of
- 36 service since the last sabbatical. However, a faculty member shall be granted a
- 37 sabbatical upon request after ten (10) years of service. Sabbatical leaves for state
- 38 university faculty are increasingly restricted to the obligatory (10-year) sabbatical leaves
- 39 required by the contractual language.
- 40
- 41 ● Under the provisions of Article 17, Professional Development and Academic Affairs,
- 42 Section 4, Sabbatical Leave subd. 1 in the agreement between the Minnesota State
- 43 College and Universities Board of Trustees and the Minnesota State College Faculty
- 44 (MSCF), a faculty member must have six (6) or more years of service with an aggregate
- 45 of twelve (12) semesters of actual service to be eligible for a sabbatical leave.
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48 **THE DATA**

1 **Fiscal Year 2003 Total Number of Sabbaticals**

2 In fiscal year 2003, there were 222 sabbaticals taken within Minnesota State Colleges and  
 3 Universities at a cost of \$8,881,076.67. Fiscal year 2003 saw forty-seven (47) fewer sabbaticals  
 4 than fiscal year 2002 and eighty-eight (88) fewer sabbaticals than fiscal year 2001.  
 5

<b>Fiscal Year 2003 Total Number of Sabbaticals</b>			
FY 2000	FY 2001	FY 2002	FY 2003
297	310	269	222

6  
 7 **Fiscal Year 2003 Sabbaticals by Institution**

Alexandria Technical College	0	Minnesota State University Moorhead	17
Anoka-Ramsey Community College	7	Minnesota West Community and Technical College	4
Bemidji State University	9	Normandale Community College	19
Central Lakes College	6	North Hennepin Community College	9
Century College	12	Northland Community and Technical College	2
Dakota County Technical College	0	Northwest Technical College	1
Fond du Lac Tribal and Community College	2	Pine Technical College	1
Hennepin Technical College	0	Rainy River Community College	3
Hibbing Community College	5	Ridgewater College	3
Inver Hills Community College	10	Riverland Community College	2
Itasca Community College	4	Rochester Community and Technical College	4
Lake Superior College	7	St. Cloud State University	23
Mesabi Range Community and Technical College	0	St. Paul College	0
Metropolitan State University	7	South Central Technical College	0
Minneapolis Community and Technical College	9	Southwest Minnesota State University	7
Minnesota State Community and Technical College-Fergus Falls	5	Vermilion Community College	3
Minnesota State College-Southeast Technical	0	Winona State University	21
Minnesota State University, Mankato	24	TOTAL	222

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 9 **Fiscal Year 2003 Sabbaticals by Length**

10 In fiscal year 2003, the larger proportion of sabbaticals (129) were for one full year in duration  
 11 (58%) while 42% or 93 sabbaticals were for one semester in length.  
 12

<b>Fiscal Year 2003 Sabbaticals by Length</b>					
FY 2001		FY 2002		FY 2003	
Full Year	One Semester	Full Year	One Semester	Full Year	One Semester
49%	51%	48%	52%	58%	42%

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 14 **Fiscal Year 2003 Sabbaticals by Institute Type**

1 In fiscal year 2003, the proportion of sabbaticals awarded to the two year institutions was 53%  
 2 which reflect two-year faculty at the community, consolidated community/technical, and technical  
 3 colleges, and the remaining 42% reflects four year state university faculty.  
 4

Fiscal Year 2003 Sabbaticals by Institute Type					
FY 2001		FY 2002		FY 2003	
2-Year	4-Year	2-Year	4-Year	2-Year	4-Year
42%	58%	53%	47%	53%	47%

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 6 **Fiscal Year 2003 Sabbaticals by Category**

7 Sabbaticals can be classed into four broad categories:

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

23  
 24 Sabbaticals in Minnesota State Colleges and Universities have previously been concentrated in  
 25 general professional development and in curricular development efforts.

- 26     ▪ Professional development accounted for (32%) of all sabbaticals in FY 2003.
- 27     ▪ Curriculum development accounted for (32.5%) of all sabbaticals in the study year.
- 28     ▪ Research sabbaticals had been inching upwards in previous years, from 21% in  
 29      FY96, 22% in FY97, and 25% in FY98. In FY99, research levels fell to 22% from  
 30      previous years and rose again in FY00 to 31%. In FY01, research levels fell to 26%.  
 31      In FY02 research levels fell to a lower than average 14% and in FY03, research level  
 32      rose to 16%.
- 33     ▪ Educational sabbaticals, formerly a relatively small proportion of all sabbaticals,  
 34      only 13% of FY98 sabbaticals, increased significantly to 19% of all sabbaticals in  
 35      FY99 and decreased to 14% in FY00. In FY01 and FY 02 educational sabbaticals  
 36      increased respectively from 15% to 21%. In FY 03, educational sabbaticals  
 37      decreased to 19.5%.  
 38  
 39

Fiscal Year 2003 Sabbaticals by Category									
FY 2002					FY 2003				
Professional Development	Curriculum Development	Research	Education	Other	Professional Development	Curriculum Development	Research	Education	Other
34%	31%	14%	21%	0%	32%	32.5%	16%	19.5%	0%

40 **Fiscal Year 2003 Sabbaticals by Bargaining Unit**

1 Consistent with the earlier distribution by type of institution, the vast majority of sabbaticals were  
2 awarded to the Minnesota State College Faculty (MSCF) (53%) and to the Inter Faculty  
3 Organization (IFO) (42%) faculty. However, FY03 also saw sabbaticals awarded to members of the  
4 Minnesota State University Association of Administrative and Service Faculty (MSUAASF) (3%)  
5 and to a handful of campus or system administrators (2%).  
6

Fiscal Year 2003 Sabbaticals by Bargaining Unit							
FY 2002				FY 2003			
IFO	MSCF	MSUAASF	Admin	IFO	MSCF	MSUAASF	Admin
42%	53%	3%	2%	44%	53%	2%	1%

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8 **NOTEWORTHY SABBATICALS**  
9 The materials submitted in documentation of sabbaticals allow a glimpse of how sabbatical leaves  
10 translate into improved and engaged teaching, new approaches to assisting and serving students, and  
11 accelerated research activities.  
12

13 Bemidji State University

- 14 ■ Dr. Harold Culbertson’s sabbatical plan was to prepare a proposal for eventual consideration  
15 by the U.S. Congress that would establish a “Permanent Investment Fund” for tribal  
16 economic development. This would be an amendment to President Bush’s growth and jobs  
17 package. The amendment would benefit all American Indians, business corporations, and  
18 the national economy through the creation of new federal income tax and payroll tax  
19 revenues. He states that tribes recently have spent billions of dollars building businesses and  
20 casinos. Those expenditures created tax benefits that have gone unused because tribes do  
21 not pay federal income tax. Dr. Culbertson proposes the tribe sell the unused tax benefits to  
22 business corporations at a cost that would allow them to realize an appropriate level of  
23 profit. He estimated that the sales proceeds would be in excess of a billion dollars. The  
24 remainder would go to the tribes whose unused tax benefits had been sold. (Much of this  
25 summary was taken directly from Dr. Culbertson’s sabbatical report.)
- 26 ■ Dr. David Kingsbury’s sabbatical plan was to develop a project in Turkey. Dr. Kingsbury  
27 developed a project proposal that was converted into a Federal Earmark. There is currently  
28 a specific set aside amount of \$100,000 for Bemidji State University in the Senate in  
29 Congress to develop a Central Asian Institute. He traveled to Washington, DC and met with  
30 funding agencies, including the Department of State and the U.S. Agency for International  
31 Development, to explore project options. Dr. Kingsbury is currently developing a three-year  
32 project for \$250,000 to leverage the \$100,000 promised by the House and Senate bills being  
33 acted upon in Congress. He presented the ‘Central Asian Institute’ at the International  
34 Vocational Education and Training Association in Ankara, Turkey, in October. Dr.  
35 Kingsbury is also developing a position paper and slide show of the various areas in Turkey  
36 he has visited and the colleges and universities he will be working with in the development  
37 of the Central Asian Institute. (Much of this summary was taken directly from Dr.  
38 Kingsbury’s sabbatical report.)  
39

40 Inver Hills Community College

- 41 ■ Mary Stephens designed a totally online Pathophysiology course that is currently being  
42 taught. In addition, she designed and began to utilize web platforms for IHCC nursing  
43 courses and then introduced IHCC nursing faculty to Web CT and Front Page and trained  
44 interested faculty. As a result, Inver Hills Community College has six nursing courses  
45 online in an enhanced mode.

Itasca Community College

- Susan Hawkinson's sabbatical culminated in the publishing of her book, *Timber Connections: The Joyce Lumber Story* published by Bluewater Press, a history of the timber industry in northern Minnesota and the Joyce Lumber family's story. The book is a finalist for the 2004 Minnesota Book Award under the category of New Voices. The sabbatical afforded Susan to complete what has been a ten-year project. This prestigious recognition of academic and scholarly success underscores the excellence of our faculty and their deep commitment to research, local history, and life long learning.

Metropolitan State University

- Ronald Salzberger's sabbatical entailed researching, writing and submitting for publication by Rowman & Littlefield a manuscript (mid-2004 publication) entitled *Reparations for Slavery: A Reader*. The Reader provides an understanding of political and historical context in which the reparation debate takes place.

Normandale Community College

- A particularly interesting sabbatical was that of Dr. Mark Hollobaugh of the Normandale Department of Physics. Making use of his interest in ethnoastronomy, Dr. Hollobaugh completed a preliminary draft of a book entitled "The Spirit and the Sky: Lakota (Sioux) Visions of the Cosmos" which focuses on the Sun Dance as related to astronomical phenomena. Mark additionally updated and expanded his Lakota Ethnoastronomy website; [faculty.normandale.edu/~physics/hollobaugh/lakota/default.htm](http://faculty.normandale.edu/~physics/hollobaugh/lakota/default.htm).
- The sabbatical of Craig Miller of the Normandale Business/Marketing Department was devoted largely to the development of five business simulation games with a professor from the Carlson School of Management at the University of Minnesota to be published by McGraw-Hill. Professor Miller's sabbatical projects continue his exploration of the use of experiential learning in higher education.

North Hennepin Community College

- Daniel Willoughby was granted his sabbatical in the fall of 2002 to further his education in Computer Science. As a result of the Computer Science coursework and his development of applets, Dan has enhanced his in-class College Algebra course, as well as developed an on-line College Algebra course. His one semester sabbatical has totally altered the way he teaches and enabled the students to "see" the math concepts. He has applied his sabbatical outcomes to every class he teaches.

St. Cloud State University

- Dennis Bristow conducted a cross-cultural investigation of ethnic prejudice and discrimination in retail and other business settings to provide answers to: 1) will students exhibit bias in their perceptions of the demographic profile of likely retail shoplifters; 2) do biases perceptions vary across ethnic groups; 3) will the proposed class room exercise effectively increase students' awareness, regardless of ethnicity, or legal, social, and ethical limitations of using ethnicity as a predicator of retail shoplifting activity; and 4) will the effects of the class room exercise persist over a ten-week period.
- Judy Foster conducted a survey of literary representations of lesbian, gay, bisexual, transgender and other alternative sexualities, gender identifies, and relationships, with particular attention to discourse forms, strategies, and effects in historical and social context.

- 1       ▪ Mark Nook conducted long-term research that included students in every aspect, including  
2       the design of observing projects, collecting and analyzing data, presenting results at national  
3       meetings, and publishing their work in refereed journals.

4  
5   Southwest State University

- 6       ▪ Paul Enersen was the only mathematics teacher at the Fawzia Sultan International School in  
7       Hawally, Kuwait, a small private school devoted to the education of high ability students  
8       with learning abilities.

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10   Complete reports are available on each of the noteworthy sabbaticals if further information and  
11   background is useful.

12  
13   **SUMMARY**

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

19  
20   5/7/04