

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** July 15, 2008

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 of Trustees has, by tradition, received a macro-level summary of sabbatical leaves taken at the Minnesota State Colleges and Universities. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State Colleges 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).

The attached report presents summary data for fiscal year 2007.

Scheduled Presenter(s):

Leslie K. Mercer, Associate Vice Chancellor for Research and Planning

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 Information:

Please see attached report.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
INFORMATION ITEM

SABBATICAL REPORT

OVERVIEW

The report, which follows, summarizes sabbatical leaves taken at Minnesota State College and Universities state universities and community and technical colleges in fiscal year 2007. 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 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 College and Universities Board of Trustees and the Inter Faculty Organization (IFO); Article 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave, subd. 8 in the agreement between the Minnesota State College 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 College 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 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave subd. 1 in the agreement between the Minnesota State College 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 2007 Total Number of Sabbaticals

In fiscal year 2007, there were 276 faculty sabbaticals taken within Minnesota State Colleges and Universities at a cost of \$13,689,922. Fiscal year 2007 saw seven (7) more sabbaticals than fiscal year 2006 and thirty-seven (37) more sabbaticals than fiscal year 2005.

Fiscal Year 2007 Total Number of Sabbaticals				
FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
222	262	239	269	276

Fiscal Year 2007 Sabbaticals by Institution

Alexandria Technical College	1	Minnesota State University Moorhead	8
Anoka-Ramsey Community College	11	Minnesota West Community and Technical College	3
Anoka Technical College	1	Normandale Community College	19
Bemidji State University	3	North Hennepin Community College	12
Central Lakes College	8	Northland Community and Technical College	8
Century College	15	Northwest Technical College	1
Dakota County Technical College	2	Pine Technical College	0
Fond du Lac Tribal and Community College	4	Rainy River Community College	1
Hennepin Technical College	5	Ridgewater College	8
Hibbing Community College	3	Riverland Community College	8
Inver Hills Community College	9	Rochester Community and Technical College	14
Itasca Community College	4	St. Cloud State University	19
Lake Superior College	8	St. Cloud Technical College	2
Mesabi Range Community and Technical College	5	St. Paul College	3
Metropolitan State University	11	South Central Technical College	4
Minneapolis Community and Technical College	10	Southwest Minnesota State University	3

Minnesota State Community and Technical College	6	Vermilion Community College	3
Minnesota State College-Southeast Technical	2	Winona State University	12
Minnesota State University, Mankato	41	TOTAL	276

Fiscal Year 2007 Sabbaticals by Length

In fiscal year 2007, the largest proportion of sabbaticals (151) was for one semester in duration (54.7%) while 45.3% or 125 sabbaticals were for one year in length. Fiscal year 2007 represents an anomaly when compared to the three previous years in that semester-long sabbaticals outnumbered year-long sabbaticals.

Fiscal Year 2007 Sabbaticals by Length							
FY 2004		FY 2005		FY 2006		FY 2007	
Year	Semester	Year	Semester	Year	Semester	Year	Semester
55%	45%	53%	47%	54%	46%	45%	55%

Fiscal Year 2007 Sabbaticals by Institute Type

In fiscal year 2007, the proportion of sabbaticals awarded to faculty at the two year institutions was 65% (179), and the remaining 35% (97) reflects state university faculty. Although slightly elevated in fiscal 2007, this result reflects a relatively stable pattern of sabbaticals by institutional type over a four year period.

Fiscal Year 2007 Sabbaticals by Institutional Type							
FY 2004		FY 2005		FY 2006		FY 2007	
2-Year	4-Year	2-Year	4-Year	2-Year	4-Year	2-Year	4-Year
61%	39%	61%	39%	61	39%	65%	35%

Fiscal Year 2007 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 31% of all sabbaticals in FY 2007 a consistent pattern over the last several years.

- Curriculum development accounted for 35% of all sabbaticals in the study year demonstrating a return to teaching-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 2007 saw a return to FY 2005 levels at 19%.
- Educational sabbaticals have always been a relatively small proportion of all sabbaticals. The recent steady decline—from 19.5 percent of FY 2003 sabbaticals to 19 percent in FY 2004, to 15% in FY 2005—returned in FY 2007 when educational sabbaticals dropped to 13.8% after a brief upsurge in FY 2006.

Fiscal Year 2007 and prior year Sabbaticals by Category*								
Professional Development			Curriculum Development			Research		
FY'05	FY'06	FY'07	FY'05	FY'06	FY'07	FY'05	FY'06	FY'07
32%	32%	31%	34%	29%	35%	19%	22%	19%
Education						Other		
FY'05	FY'06	FY'07				FY'05	FY'06	FY'07
15%	17%	14%				1%	1%	1%

* For teaching faculty bargaining units only

Fiscal Year 2007 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 179 (65%) of the 276 sabbaticals and Inter Faculty Organization faculty were awarded 97 (35%). There were no reports of sabbaticals to members of the Minnesota State University Association of Administrative and Service Faculty (ASF) or university administrators.

Fiscal Year 2007 Sabbaticals by Bargaining Unit								
FY 2004		FY 2005		FY 2006			FY 2007	
IFO	MSCF	IFO	MSCF	IFO	MSCF	ASF	IFO	MSCF
41%	59%	40%	60%	35%	61%	3%	35%	65%

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.

Inver Hills Community College

- Diane Elifrits (Nursing) researched the use of simulations in Nursing and EMT programs and studying how to use the “Newborn Delivery” mannequin. With this knowledge, she developed a simulation in the area of maternal/child health and obstetrical nursing appropriate to collaborative learning with both nursing and paramedic students. In this process, Ms. Elifrits facilitated collaboration between

Nursing and EMT programs in implementing the simulation. Taking it even further, Ms. Elifrits applied what she learned in an online course on online instruction in Nursing to the development of two instructional D2L modules related to postpartum care and labor and delivery issues.

Itasca Community College

- Ron Ulseth (Engineering) obtained nearly \$3.5 million in funding for the college; strengthened external relationships with local schools, students, parents and businesses and with the National Science Foundation; hosted 2-week engineering academy workshops; and established Project Lead the Way in four area high schools.

Metropolitan State University

- Janet Henquinet's (Management) sabbatical is noteworthy because of the extraordinary amount and quality of work that she accomplished while on sabbatical. She was able to put the Human Resource Management major online. This included recruiting and coordinating the training of faculty to teach online; preparing information for the appropriate university web sites, catalog and publications; and completing content review of the online curriculum and working with faculty on curricular revisions. She also produced a draft of a handbook for Human Resource Management instructors to help them design and develop online courses. In addition, she designed a Human Resource Management minor and got it approved and implemented. The offering of degree programs online such as this is a significant way in which Metropolitan State University's faculty demonstrate fulfillment of the Board of Trustees' strategic plan to increase access and opportunity, promote and measure high-quality learning programs and services, provide programs and services integral for state and regional economic needs, and innovate to meet current and future educational needs efficiently.

Minnesota State University, Mankato

- As a Fulbright Senior Fellowship recipient, Dr. Judith Maginnis Kuster (Speech, Hearing and Rehabilitation Services) attended the 8th World Congress for People Who Stutter, in Croatia, where she presented a poster session and received an International Stuttering Association award. She also chaired a consumer panel on cluttering (also called *tachyphemia*, is a speech disorder) at the First World Conference on Cluttering, in Bulgaria; and lectured at Southwestern/American University, Bulgaria, on the role of counseling in communication disorders. Dr. Kuster was involved in planning for the 10th International Stuttering Awareness Day Online Conference and presented at conferences in Minnesota, Nevada, Oklahoma, Iowa, Illinois and South Dakota.
- Walter Roberts, Jr. (Counseling and Student Personnel) continued his research and writing in the area of bullying prevention and violence reduction in the school setting. This sabbatical allowed Dr. Roberts to follow-up on his earlier work and write a book, *Working with Parents of Bullies and Victims*. He also finalized a chapter contribution

in the edited book, *Critical Incidents in Clinical Supervision*, drafted three major journal articles, presented a keynote at the 2006 Education Minnesota Annual Conference; and presented the preconference address at the 2007 Minnesota School Counselor Association annual conference. In addition, he testified multiple times before the Minnesota Legislature on a variety of professional counseling-related topics; completed continuing education opportunities relevant for licensure and certification purposes at the state and national levels; and continued public service on the Minnesota Board of Behavioral Health and Therapy.

- Fred Slocum (Geography) was selected to be a participant in the Oxford Round Table, in England, in March 2007. He presented a paper for the workshop on Diversity in Society, one of his specializations. Dr. Slocum also conducted research on Southern politics (another specialization) at the University of Iowa, and presented on his research as part of their Political Science Department's Bose Lecture Series. In addition, he finished a series of eight articles he had written for publication in the *International Encyclopedia of Social Sciences*, 2nd edition.

North Hennepin Community College

- Peggy LePage (Biology) redesigned, in conjunction with Tinna Ross the other full time faculty who teaches the course, the Anatomy and Physiology I Laboratory Manual as part of her sabbatical. Their work expanded the old lab manual to include self assessment, group assessment, study tips, and a variety of active learning activities to enhance student learning. In addition, although not covered under the sabbatical plan, the entire manual was placed on line with copious detailed pictures so students could access the models and keys off site for additional study beyond open lab times.

Rochester Community & Technical College

- One of the more dramatic incidents involved Pat Kraemer (Art) who, just months into her sabbatical was involved in a serious accident which nearly severed her right arm. Pat, who is right-handed, nonetheless completed a body of work in another area of her field which resulted in both finalist and prize results in at least five different competitions.
- John "Mike" Mutschelknaus (English) one semester sabbatical led to research and creation of an online assessments for one of his online courses; an annotated bibliography about refugee education and presentations on this topic at a national conference. In addition, he studied best practices in composition pedagogy that resulted in one professional article submission, a workshop for using Web 2.0 in the classroom, and a full collection of English composition rubrics

St. Cloud State University

- Philip J. Grossman (Economics) used a one-semester sabbatical to research the economics of home ownership, measurement of risk aversion and the impact of Hurricane Katrina on charitable giving. The research resulted in three published articles, an additional six papers submitted for consideration, and six presentations at conferences.
- During her one-semester sabbatical, Marya Teutsch-Dwyer (English) conducted research in child bilingualism , language policy and language discrimination in Europe through extensive interviews with bi- and multi-lingual parents and children. Findings are being applied to the education of bilingual refugee and immigrant children in Minnesota.

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.