

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** September 8, 2009

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 Minnesota State College and Universities state universities and community and technical colleges. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State College and Universities Board of Trustees and the Inter Faculty Organization (IFO), between the Minnesota State College and Universities Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF), 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 2008.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

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

1 OVERVIEW

2 The report which follows summarizes sabbatical leaves taken at all of the Minnesota State College
3 and Universities in fiscal year 2008. Sabbaticals are addressed in the collective bargaining
4 agreements between the Minnesota State College and Universities Board of Trustees and the Inter
5 Faculty Organization (IFO), between the Minnesota State College and Universities Board of
6 Trustees and the Minnesota State University Association of Administrative Service Faculty
7 (MSUAASF), and between the Minnesota State College and Universities Board of Trustees and the
8 Minnesota State College Faculty (MSCF).

10 SABBATICAL LEAVES DEFINED

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

19
20 Sabbatical leaves may be awarded for various reasons related to scholarly growth, development, or
21 renewal, including creative endeavors that promise to enhance the professional effectiveness of the
22 applicant. Typical sabbatical undertakings include, but are not limited to, activity that enhances
23 one's teaching and research pursuits, writing, work related to the visual and performing arts
24 (creation or performance), post-terminal degree study, and travel abroad for the purpose of study or
25 research.

26
27 Such leaves should be considered to fall within the scope of an individual's normal
28 college/university responsibilities, including intellectual inquiry and activities related to the
29 maintenance and further development of faculty excellence in teaching and scholarship.

31 GENERAL PRINCIPLES REGARDING SABBATICAL LEAVES

- 32 • Faculty accrue sabbatical leave credit under the relevant contractual agreements.
- 33 • Application to take a sabbatical leave is made to the Chief Academic Officer and
34 includes a description of the project, including an elaboration of the benefits to the
35 college/university.
- 36 • The faculty awarded such a leave is required, within a specified number of days
37 following return from leave, to submit a report of sabbatical leave activities.
- 38 • Following sabbatical leave, all appointees are required to return to college/university
39 service for at least an academic year.

- 1
- 2 • Salary while on sabbatical leave varies with the time option selected within the existing
- 3 contractual agreement.
- 4
- 5 ○ Sabbatical leave pay may be supplemented by fellowships, grants, or other
- 6 sources provided that:
- 7
- 8 ▪ activities resulting from additional compensation are not in conflict with
- 9 the purposes of the sabbatical leave;
- 10 ▪ grants or stipend adjustments to defray family travel, cost-of living
- 11 allowances, and/or research expenses may be accepted.
- 12
- 13 ○ Sabbatical leave pay may be supplemented by continued normal consulting
- 14 arrangements, provided they do not conflict with the purpose and spirit of the
- 15 sabbatical program and have been approved through appropriate administrative
- 16 channels, namely the institution's Chief Academic Officer.
- 17

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

19 **AND UNIVERSITIES**

- 20
- 21 • Salary benefits while on sabbatical leave vary with the time option selected within the
- 22 existing contractual agreement and are consistent across contracts.
- 23
- 24 • Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical
- 25 Leave, subd. 4 in the agreement between the Minnesota State College and Universities
- 26 Board of Trustees and the Inter Faculty Organization (IFO); Article 15, Professional
- 27 Development, Section C, Sabbatical Leave in the agreement between the Minnesota
- 28 State College and Universities Board of Trustees and the Minnesota State University
- 29 Association of Administrative Service Faculty (MSUAASF); Article 17, Professional
- 30 Development and Academic Affairs, Section 4, Sabbatical Leave, subd. 8 in the
- 31 agreement between the Minnesota State College and Universities Board of Trustees and
- 32 the Minnesota State College Faculty (MSCF) sabbatical leave may be granted for:
- 33 ▪ one semester at full base salary;
- 34 ▪ the academic year at two-thirds of base salary.
- 35

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

37 somewhat from contract to contract:

38

- 39 • Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical
- 40 Leave, subd. 2., in the agreement between the Minnesota State College and Universities
- 41 Board of Trustees and the Inter Faculty Organization (IFO), a faculty member must have
- 42 completed seven (7) years of service at the university or have at least six (6) years of
- 43 service since the last sabbatical. However, a faculty member shall be granted a
- 44 sabbatical upon request after ten (10) years of service. Based on verbal reports from the
- 45 Presidents and Chief Academic Officers, the vast majority of sabbatical leaves for state
- 46 university faculty are restricted to the obligatory (10-year) sabbatical leaves required by
- 47 the contractual language.
- 48

- Under the provisions of Article 15, Professional Development, Section C, Sabbatical Leave, subd. 2., in the agreement between the Minnesota State College 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 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 2008 Total Number of Sabbaticals

In fiscal year 2008, there were 309 faculty sabbaticals taken within Minnesota State Colleges and Universities at a cost of \$16,952,265. Fiscal year 2008 saw thirty-three (33) more sabbaticals than fiscal year 2007 and forty-seven (47) more sabbaticals than 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 139 in fiscal year 2008. The growth also appears to reflect a large number of university faculty reaching the ten-year compulsory threshold in the contract provisions.

Fiscal Year 2008 Total Number of Sabbaticals				
FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
262	239	269	276	309

1
2
3
4
5

Fiscal Year 2008 Sabbaticals by Institution

Alexandria Technical College	0	Minnesota State University Moorhead	20
Anoka-Ramsey Community College	9	Minnesota West Community and Technical College	3
Anoka Technical College	2	Normandale Community College	19
Bemidji State University	5	North Hennepin Community College	11
Central Lakes College	3	Northland Community and Technical College	8
Century College	16	Northwest Technical College	1
Dakota County Technical College	3	Pine Technical College	1
Fond du Lac Tribal and Community College	4	Rainy River Community College	2
Hennepin Technical College	5	Ridgewater College	5
Hibbing Community College	0	Riverland Community College	6
Inver Hills Community College	12	Rochester Community and Technical College	15
Itasca Community College	4	St. Cloud State University	30
Lake Superior College	7	St. Cloud Technical College	3
Mesabi Range Community and Technical College	2	St. Paul College	2
Metropolitan State University	9	South Central Technical College	5
Minneapolis Community and Technical College	12	Southwest Minnesota State University	7
Minnesota State Community and Technical College	6	Vermilion Community College	3
Minnesota State College-Southeast Technical	1	Winona State University	24
Minnesota State University, Mankato	44	TOTAL	309

6

1 **Fiscal Year 2008 Sabbaticals by Length**

2 In fiscal year 2008, the largest proportion (53.7%) of sabbaticals (166) was for one semester in
3 duration while 46.2% or 143 sabbaticals were for one year in length. Fiscal year 2008 reflects an
4 emerging pattern when compared to the three previous years in that semester-long sabbaticals
5 continued to outnumber year-long sabbaticals for a second consecutive year.
6

Fiscal Year 2008 Sabbaticals by Length									
FY 2004		FY 2005		FY 2006		FY 2007		FY 2008	
Year	Semester	Year	Semester	Year	Semester	Year	Semester	Year	Semester
55%	45%	53%	47%	54%	46%	45%	55%	46%	54%

7
8 **Fiscal Year 2008 Sabbaticals by Institution Type**

9 In fiscal year 2008, the proportion of sabbaticals awarded to faculty at the two year institutions was
10 55% (170), and the remaining 45% (139) reflects state university faculty; these proportions are
11 roughly equivalent to that of the overall population of faculty. Fiscal year 2008 reflects a significant
12 change from the previous pattern; there was a significant increase in both the number and
13 percentage of sabbaticals that were university-based. While it might be an anomalous event, the
14 backlog in sabbaticals reaching the compulsory ten-year contractual threshold may also account for
15 this distribution.
16

Fiscal Year 2008 Sabbaticals by Institution Type									
FY 2004		FY 2005		FY 2006		FY 2007		FY 2008	
2-Year	4-Year	2-Year	4-Year	2-Year	4-Year	2-Year	4-Year	2-Year	4-Year
61%	39%	61%	39%	61%	39%	65%	35%	55%	45%

17
18 **Fiscal Year 2008 Sabbaticals by Category**

19 Sabbaticals can be classed into four broad categories:

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

35
36 Sabbaticals in Minnesota State Colleges and Universities have previously been concentrated in
37 general professional development and in curricular development efforts.
38

- 39 ▪ Professional development accounted for 26% of all sabbaticals in FY 2008, a
40 decrease from the pattern seen over the last several years.

- Curriculum development accounted for 32% 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 2008 saw a return to the trend as the level returned to 22%.
- Educational sabbaticals have always been a relatively small proportion of all sabbaticals. A steady decline, from 19.5 percent of FY 2003 sabbaticals to 19 percent 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 to 13.8% and then returned in FY 2008 to a recent high of 18%.

Fiscal Year 2008 and prior year Sabbaticals by Category*							
Professional Development				Curriculum Development			
FY'05	FY'06	FY'07	FY'08	FY'05	FY'06	FY'07	FY'08
32%	32%	31%	26%	34%	29%	35%	32%
Education				Research			
FY'05	FY'06	FY'07	FY'08	FY'05	FY'06	FY'07	FY'08
15%	17%	14%	18%	19%	22%	19%	22%

* For teaching faculty bargaining units only; non-specified sabbaticals account for roughly 2% of sabbaticals over time.

Fiscal Year 2008 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 170 (55%) of the 309 sabbaticals and Inter Faculty Organization faculty were awarded 132 (43%). There were seven (7) sabbaticals to members of the Minnesota State University Association of Administrative and Service Faculty (ASF) and one college administrator [of very short duration, not in calculations].

Fiscal Year 2008 Sabbaticals by Bargaining Unit											
FY 2004		FY 2005		FY 2006			FY 2007		FY 2008		
IFO	MSCF	IFO	MSCF	IFO	MSCF	ASF	IFO	MSCF	IFO	MSCF	ASF
41%	59%	40%	60%	35%	61%	3%	35%	65%	43%	55%	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.

Anoka-Ramsey Community College

- Lance Lund (Chemistry) researched and developed online chemistry lab activities and an associated chemistry lab kit <http://webs.anokaramsey.edu/chemistry/Chem1020/default.htm>

1 Hennepin Technical College

- 2
- 3 • Ann Nelson (Instructional Materials Center) developed a Camtasia tutorial on accessing and
4 using Hennepin Technical College's online catalog (MnPALS) and performing an
5 Interlibrary Loan (ILL). This tutorial will be available on the HTC library homepage and in
6 Desire2Learn. A narrated video tour showing the component areas of the library was also
7 created with the intention that all general education instructors will require the tutorial and
8 the video in all of their courses. This is seen as a step in the direction of improved
9 information literacy for students.

10

11 Minneapolis Community and Technical College

- 12
- 13 • Dennis Fenichel's (Psychology) sabbatical reflects the ability to master creative work
14 along with excellent college and curricular activities. In addition to publishing three books
15 of humorous essays, Dennis wrote a student success manual that is now available to the
16 MCTC bookstore. It is a readable handbook that provides practical, hands-on information,
17 focused on the issues that typically cause issues for MCTC students. It provides these
18 students with a brief but thorough guide to performing well in a college environment.
 - 19
 - 20 • Jeff Paurus (Nursing) demonstrated his commitment to student learning outcomes
21 assessment in his efforts while on sabbatical. Jeff developed six distinct nursing care
22 simulation exercises which are now part of MCTC's "Sim Man" patient simulator. In
23 addition, he enhanced his cultural knowledge and gained valuable experience with and
24 appreciation of Chinese culture and health at Huzhou University. His work has
25 strengthened the ties between MCTC and Huzhou University.

26

27 Minnesota State University, Mankato

- 28
- 29 • Sonja Meiers (School of Nursing) was appointed as a non-paid Research Collaborator at the
30 Mayo Clinic. In this collaboration, she became the co-principal investigator on a project,
31 "Parent Appraisal of Child Pain: An International Grounded Theory Study." An outcome of
32 this collaboration was a study on family intervention for shared pain management of child
33 pain between nurse and parents from which grounded theory might emerge.
 - 34
 - 35 • During his sabbatical, Roger Severns (Department of Finance) taught finance and risk
36 management at the Arnhem School of Business in the Netherlands. The difference in
37 Europe's enterprise approach to international finance and risk management is seen as
38 benefitting students in MSU Mankato's program who intend to work outside of Minnesota.
39 Professor Severns also taught courses as a co-instructor and the translation issues and
40 placing material into an international context was a valuable learning experience. Working
41 with a more diverse European student body led to a better understanding of what
42 international students experience when studying here and what international faculty might
43 experience here.
 - 44
 - 45 • Anthony Filipovitch (Urban and Regional Studies Institute) assisted the Kwame Nkrumah
46 University of Science and Technology (KNUST) in Ghana, West Africa, in implementing a
47 program in nonprofit leadership. He developed a survey instrument to inventory the
48 nonprofit sector in Ghana. The survey was administered to 200 nonprofit organizations, and

1 will be analyzed jointly by KNUST and the Urban and Regional Studies Institute. In
2 addition, Professor Filipovitch developed a prospectus for the Minnesota City/County
3 Management Association for a high-school level civics textbook, using local government
4 rather than federal government to teach the Minnesota Secondary Standards
5

6 Minnesota State University, Moorhead

- 7
- 8 • Rhonda Ficek (Instructional Technology) completed a certificate in distance education
9 from the University of Wisconsin. The program required completion of six on-line courses
10 in distance education, design and strategies as well as courses in Wikis and a capstone
11 course. She subsequently gave presentations at the national e-learning conference and for
12 the Minnesota State Colleges and Universities-sponsored Realizing Student Potential
13 conference in Minneapolis.
14
- 15 • Brian Wisenden (Biosciences) spent the beginning of his sabbatical in Costa Rica
16 performing field research on the reproductive ecology of the convict chichlid (a fish) which
17 included MSUM undergraduates in the field research. Upon returning to the U.S., he
18 joined colleagues at the University of Minnesota to continue his research on chichlid and
19 worked on over 12 articles which are now in various stages of publication, a number of
20 which include MSUM undergraduates as coauthors.
21

22 North Hennepin Community College

- 23 • Craig Longtine (Biology) had a multi-faceted sabbatical which included time doing his
24 own scientific research, developing an on line science class, and supporting our student
25 research. His students presented at many scientific research symposiums, in most cases
26 being the only community college students presenting research findings.
- 27 • Tim Neary (Business) spent his sabbatical as a member of the workforce in his area of
28 teaching expertise. From that experience, he developed classroom tools to bring work-
29 related relevancy into his curriculum. The tools are outstanding and substantial in
30 numbers.

31 Northland Community and Technical College

- 32
- 33 • Barb Forrest (Practical Nursing) developed a unique set of learning activities and
34 experiences for nursing students using the Academic Electronic Health Record (EHR).
35 The learning products allow students to safely learn hands on in a simulated, "real-life"
36 medical records system through, among other outcomes, experience with actual patient
37 records and a clinical charting system prior to actual patient care experience, hands-on
38 experience with an informatics tool and evidence-based practice applications
39

40 Southwest Minnesota State University

- 41
- 42 • Sherwin Skar (Mathematics) developed a new approach to liberal arts course in
43 Mathematics.
- 44 • JoAnn Glasgow (Education) developed an ESL Program, based on research during her
45 sabbatical, which was implemented in fiscal year 2009.
46
47

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Vermilion Community College

- Peter Doran (Biology) completed stream studies for two mining companies, helping the mining communities understand taconite mining discharge effects in local streams.

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.

08/13/09