



## Sabbatical Leave Report

Name \_\_\_\_\_

Date \_\_\_\_\_

Sabbatical Term \_\_\_\_\_

Upon completion of your sabbatical leave, including any research, study, or related activities funded by the leave, please complete the [Sabbatical Report](#) for submission to the Office of the Provost.

When preparing your report:

- Reflect on the questions provided below and identify which categories from the attached document best describe your sabbatical activities.
- Submit your completed survey to the Office of the Provost within **four weeks of your return to campus**.
- If your sabbatical included additional formal study, please attach a transcript or program certificate.

Additionally, review the sabbatical categories listed on **page 2** of this document, as they are required for institutional reporting. The Qualtrics survey will ask you to select up to **four categories** that best fit your sabbatical, listed in order of relevance.

---

### Sabbatical Report Questions:

- Provide a concise summary (250-300 words) of your professional activities during your sabbatical leave.
- Describe how these activities have influenced your professional responsibilities, such as teaching, research, and service (250-300 words).
- Outline your plan for sharing the knowledge and insights gained during your sabbatical through a seminar or similar experience with your department or another appropriate unit (250-300 words).
- In addition to your sabbatical report, submit a 200–250 word abstract for inclusion in the University's Sabbatical Highlights publication. This abstract may be included within your report or submitted as a separate document at the same time.

Coding Scheme, with Definitions, for Sabbatical Summary			
Code	Category	Code	Sub-Category
A	Education	A1	<u>Degree seeking</u> : Sabbatical recipient is seeking an advanced degree, i.e. masters or doctorate.
		A2	<u>Special certification and/or licensure</u> : Candidate is pursuing a specialized license or certificate that accrues benefit to him/herself. Generally beyond the degree necessary to maintain their faculty position. An example would be specialized training as a nurse practitioner in gerontology if they already have an MSN. Another example would be pursuit of a clinical psychologist or counselor license if they already hold degree in psychology or education.
		A3	<u>Other education</u> : Essentially any formal educational pursuit that does not result in a terminal degree or specialized certification/licensure. One example might be a post-doctoral leave to gain expertise in a sub-area of the person's discipline.
B	Curriculum Development	B1	<u>Course development</u> : The candidate focused his/her attention on the development or revision of a course or set of courses for which he/she had direct responsibility.
		B2	<u>Materials development</u> : The candidate focused his/her attention on the incorporation of new materials or revised approaches (e.g., computerized slides of micro-organisms or computerized exercises in topography) for a course or set of courses for which he/she had direct responsibility. Seems logical to include revisions of lab manuals, workbooks, and other such curriculum-related materials here.
		B3	<u>Other curriculum development</u> : The candidate focused his/her attention on the revision of a larger curriculum on behalf of the department/division/institution. Examples might include involvement in semester conversion for the department/division/school, or some other assignment which took curricular development to a level beyond a small, narrow revision of a course or set of courses for which he/she had direct responsibility.
C	Professional Development	C1	<u>Teaching oriented</u> : A program of personal/professional development which addresses improving one's teaching effectiveness. The activities this covers could be quite wide-ranging, from learning how to use specific computer programs enhancing one's lecture/lab presentations, to examining a trend in classroom or student assessment, to serving as a lecturer in a special context (e.g., at a historically Black college or at an overseas university to gain either a diversity or global perspective) which might enhance one's teaching in a general way.
		C2	<u>Research oriented</u> : A program of personal/professional development which addresses improving one's research ability/effectiveness. The activities this covers would not be seen as specifically pursuing a research agenda, like researching the effects of global warming on a specific habitat, but rather a general program intended to increase one's skills in methodology, application, or interpretation.
		C3	<b>Not used</b>
		C4	<u>Other professional development</u> : Generic programs of revitalization, like travel and semi-structured reading, which help faculty expand their horizons in a general, rather than specific, fashion.
		C5	<u>Creative endeavors/performances</u> : For dramatic and performing artists, the creation of works of art (poems, paintings, symphonies, etc.). This was NOT used to designate publication efforts in a specific discipline (including the arts). If the product of the sabbatical's efforts was a published article/book, it was generally attributed to the research function (see below).
D	Research	D1	<u>Research</u> : This category was intended to exemplify participation in specific, focused research endeavors unrelated to direct classroom incorporation (e.g., global warming, the history of wild rice production in Minnesota, emerging international marketing systems). This category was not applied to the enhancement of individual research skills (that's C2 above). This category was used for categorizing production of articles, manuscripts, books for publication.
		D2	<u>Other research</u> : Research endeavors which did not focus on specific topics and were not curricular in nature. Essentially a residual category and might include something like an apprenticeship or working in a prominent researcher's laboratory.
		D3	<u>Curricular research</u> : This category was intended to exemplify participation in research endeavors focused on the revision of a larger curriculum on behalf of the department/division/institution based on an empirically driven assessment. Examples might include examination of writing across the curriculum at the upper division, incorporation of writing or diversity in the natural and biological sciences, multi-disciplinary degree options, conversion to self-paced learning modules in a specific discipline, etc. Would seem the most relevant code for situations where sabbatical focused on visits to other institutions to observe different pedagogical approaches.
E	NEC	E1	An old Census Bureau term, not elsewhere classified (NEC), meaning miscellaneous or residual category, that it simply doesn't fit any of the pre-established codes.