



Office of the Provost and Academic Affairs

**2025–2026**  
**SABBATICAL LEAVE**  
**INFORMATION PACKET**

## Background

The core focus of Stetson University's mission is *learning* and the priority is the creation of a stimulating, inclusive learning community that encourages a lifelong commitment to learning. Stetson's faculty inspire and model this commitment through the Teacher-Scholar Role. The teacher-scholar model emphasizes the integration of the faculty role as educator, scholar, citizen, and leader, as expressed by Ernest Boyer's pivotal work, *Scholarship Reconsidered: Priorities of the Professoriate*. It is through the integration of teachers' facilitation of student learning and scholars' continuous intellectual and creative inquiry that a learning community comes alive and thrives. It is also through continuous engagement in scholarly and creative inquiry that teacher-scholar faculty continue their learning and thereby cultivate a culture of lifelong learning – at Stetson University and in society. When teacher-scholar faculty are engaged with disciplinary and interdisciplinary professional networks, participating in the generative peer review process, and networking with colleagues near and far, this engagement expands their learning, scholarship, and professional impact. These rich professional networks further expand the learning of teacher-scholar faculty, and open new opportunities and resources to faculty and through faculty to their current and former students. Through scholarly and creative engagement and contribution, teacher-scholar faculty communicate externally the mission and vibrancy of the University intellectual community. This helps attract strong prospective students and faculty that will in turn help further the strength of the University into the future and attracts new opportunities and resources.

## The Sabbatical

Stetson University supports sabbatical leaves for its tenured faculty. The purpose of a sabbatical is to promote teacher-scholar professional development of faculty within the applicant's discipline. Sabbatical leaves provide an excellent opportunity for faculty to develop their expertise in their discipline, perhaps working in new places with different perspectives, with extended time away from the demands of Stetson's classrooms.

There are many models for a successful sabbatical, but all outline a defined outcome. The sabbatical proposal typically will outline a single large project that will advance a candidate's expertise in their discipline, elevate their profile in their field, or develop their perspective in their field in a significant way. In some cases, a sabbatical proposal may describe more than one project, but these projects must be related and contribute to a larger outcome defined in the proposal.

Sabbatical leave provides time, but no funding beyond regular salary. Therefore, to fund work, sabbatical leave may be combined with an external source of funding, like the Fulbright or an NEH research grant. If the project requires external funding, applicants should describe alternative plans for the sabbatical if external funding is not awarded. Sabbatical leave may also be combined with a summer grant during the summer preceding or following the sabbatical period, but not both summers bordering the sabbatical period. Finally, sabbatical leave may be combined with teaching at another institution, provided that teaching is a minor component of the work undertaken during the sabbatical leave.

Tenured faculty members are eligible for a sabbatical leave after each six (6) year period of service at Stetson and may apply during the sixth year (or the sixth full year after the end of the academic year of the last sabbatical). The leave may be for one semester at full salary or for the academic year at half salary. Credit toward tenure does not affect the minimum requirement of six (6) years of service at Stetson. Tenured faculty who receive credit toward tenure from a non-tenure track position at Stetson may request that their correlated service be considered when determining eligibility, as long as those years were credited when the tenure-track appointment was made.

Faculty are eligible to submit an application for a sabbatical during **Fall 2024** if either (a) they have never had a sabbatical, began their tenure clock at Stetson no later than **Fall 2019**, and have been teaching full-time since that date, or (b) their most recent sabbatical leave ended in **May 2019** or earlier and they have been teaching full- time since that prior sabbatical leave.

In reviewing the value of a proposal for advancing teacher-scholar development, the Professional Development Committee considers department chair and dean evaluations and recommendations carefully. Applicants should alert their department chair and dean about their intention to apply for a sabbatical. They also should discuss any plans for a Fulbright or other grant or award prior to submission of their sabbatical proposal. Their proposal should outline how they can meet the responsibilities for the Fulbright or other grant or award while accomplishing their research goal during the sabbatical. They are also strongly encouraged to discuss the merits and quality of the proposed project, and its relation to their ongoing professional development. Finally, if they are proposing a full year sabbatical, they should discuss whether the project requires one full year for completion and outline what will be accomplished over the course of the year. Chairs/deans should provide feedback, including any reservations they might have about the quality or potential competitiveness of the proposed project, with the applicant.

Unless approved by the Provost as part of the sabbatical application, a tenured faculty member who is granted a sabbatical leave will be required to commit, before the sabbatical begins, to return to full-time teaching for at least one academic year (fall and spring) following the end of the sabbatical leave.

### **Sabbatical Leave Application Procedures**

Applicants for a sabbatical leave should follow the steps indicated below. Items 1 – 4 should be prepared in one document (PDF or Word format), following the outlined word limits for each section.

1. Develop a project title and description of the activities proposed for the sabbatical leave, using a style that is consistent with the generally accepted canons of the discipline. Successful applicants usually address such topics as background, purpose, objectives, plan of activities, anticipated results and how the proposed project breaks new ground. Sabbatical leave projects are expected to reach some definite outcome, although the committee recognizes that they will not necessarily be completed within the period of the sabbatical leave. It is up to the applicant to create a narrative that describes how this outcome, and the activities that lead to that outcome, advances their professional development. If there is more than one project proposed in the timeframe of the sabbatical, these projects should be related and culminate in a coherent outcome outlined in the proposal. Applicants for a full-year leave should describe a set of activities and a timeline of activities appropriate to the extended time frame in which the applicant will be working. Applicants whose proposal includes teaching, perhaps during a Fulbright, should outline how they will accomplish their outcome while satisfying the expectations of the award. The description, *not to exceed 1200 words*, should be written so that it can be understood by faculty from other disciplines.

**Note:** If the applicant plans also to apply for a summer grant, *the scope and goals of the activities proposed in each application must be different*, although they may address different parts of the same larger project. Each application will be judged on its own merits.

2. Develop a narrative that discusses applicant's qualifications to undertake and complete the proposed project (about 250 words), including previous work related to the project that shows how the project is related to the applicant's professional growth as a teacher-scholar/artist/performer.
3. Develop a statement of the anticipated impact of the proposed project on the applicant's professional growth and on the University (about 250 words).
4. Develop a statement summarizing the activities and results of the most recent previous leave. Failure to report on the most recent previous sabbatical leave or inappropriate changes to awarded sabbaticals may disqualify future applications.
5. Prepare a current *Curriculum vitae*.
6. Complete the online Sabbatical Leave Application Form, submitting the documents prepared as above in the appropriate parts of the form. This will entail an upload of two documents:

➤ Sabbatical proposal narrative (items 1-4 above)

➤ *Curriculum vitae*

Successful applications and final reports on sabbatical projects will be posted in electronic format on a secure Library web page.

### Evaluation

A sabbatical leave will be granted only upon the strong demonstration of the strengths and merits of the proposal. The Professional Development Committee relies primarily on the material submitted by the applicant in evaluating the value of the proposed activities. Thus, the burden rests with the applicant to document fully and clearly the value of the proposed project, how the project advances the candidate's career arc, and how the applicant's qualifications ensure a strong prospect for achieving the project's objectives. The Professional Development Committee evaluates only **complete** applications by considering the following factors, in descending order of importance:

1. Scholarly Value: The value of the project within the discipline; its purpose and objectives; and the likelihood of significant results.
2. Teacher-Scholar/Artist/Performer Development: Evidence that the proposal will advance the applicant's development as a teacher-scholar/artist/performer; how his/her continuous intellectual/creative development through the sabbatical contributes to making the Stetson learning community thrive.
3. Project Scope: Description of the plan of activities to be undertaken for the project, including steps and/or methodology, suitability of the sabbatical period for the project as described, and definitive outcomes.
4. Value to the University: Evidence that the proposal will extend the applicant's expertise and bring professional recognition to the University or enrich classroom teaching or have a significant impact on the curriculum.

### Completion

1. Successful Applicants must submit an electronic report of their sabbatical activities through the form provided on the web site on or before **September 15, 2026**. Final reports will be posted in an electronic format on a secure Library web page.
2. Guidance for reporting is available at the sabbatical leave web site.
3. Successful candidates will normally be expected to present the results of their leave to an appropriate campus audience.

## Submission Procedures and Calendar for Sabbatical Leave

Applicants, chairs, and deans must abide by the published schedule.

All application materials must be received by the respective parties on or before the published dates.

### 2024

#### Wednesday, October 2

On or before this date the applicant will notify the department chair and the Office of the Provost and Academic Affairs (via email to [PDC@stetson.edu](mailto:PDC@stetson.edu)) of his/her intent to apply for a coming year sabbatical and consult with the department chair to discuss the nature and viability of the proposed sabbatical. (If the applicant is a department chair, then the applicant should notify his/her dean.) The purpose of this consultation is to receive feedback on the proposed sabbatical and guidance on changes that may strengthen the final proposal.

#### Friday, October 11

*Applicant who serves as Department Chair:*

Faculty applicants who serve as department chairs are encouraged to designate a senior colleague to provide an evaluation of the application; requests for that designation must be directed by this date to the associate dean, who will confirm the designation with the proposed evaluator. In lieu of the designation of a colleague, the associate dean will provide the evaluation.

#### ~~Monday, October 14~~ Monday, October 21

*Applicant:*

Complete the online application, which requires uploading your proposal and current curriculum vitae.

Applicants will receive an email confirmation that the application has been received. Application materials will be forwarded to the appropriate department chair or designated senior colleague / associate dean.

#### ~~Tuesday, October 29~~ Friday, November 1

*Department Chair (or designated senior colleague or Associate Dean):*

Please encourage your department chair or senior colleague to complete the evaluation form provided on the sabbatical leave website. The evaluation should candidly assess the scholarly value of the project, the scope of the project, its value to the University, and the relevance of the project to the applicant's ongoing development as a member of the Stetson faculty. The evaluation should be discussed with the applicant. The Chair must provide an explicit plan for covering the teaching and other responsibilities of the applicant during the term of the sabbatical. (Retain copies for your files as appropriate.)

Department chairs / designated senior colleagues / associate deans will receive an email confirmation that the evaluation has been received through the web form. Application and evaluation materials will be forwarded to the appropriate dean.

#### Tuesday, November 12

*Deans:*

Deans will complete the evaluation form on the sabbatical leave website. The comments should include an evaluation of the substance of the proposed project and describe the manner in which teaching and other responsibilities of the applicant will be met during the time of the proposed leave. (Retain copies for your files as appropriate.)

Application and evaluation materials will be made available to the members of the Professional Development Committee for consideration.

## **Submission Procedures and Calendar for Sabbatical Leave**

Applicants, chairs, and deans must abide by the published schedule.

All application materials must be received by the respective parties on or before the published dates.

### **Tuesday, November 26**

*Professional Development Committee:*

Submit electronic copies of recommendations (PDF or Word format), to the Office of Faculty Engagement at [associate.provost@stetson.edu](mailto:associate.provost@stetson.edu).

### **Friday, December 13**

*Provost:*

Notify candidates of final decision on their applications.

## **2025**

### **Friday, January 3**

*Unsuccessful Applicants:* Candidates whose sabbatical proposal is rejected by the Committee have the right to appeal to the Provost. The appeal is due via email to [provost@stetson.edu](mailto:provost@stetson.edu) on or before **January 3**. The Provost will then render a final decision and notify each candidate of the outcome by **February 12, 2025**.

## **2026**

### **On/Before September 15**

*Successful Applicants:* Submit a report of sabbatical activities to the form provided on the website. Final reports must be submitted electronically and will be posted in an electronic format on a secure Library web page.

KEEP THESE PAGES FOR FUTURE REFERENCE

**Professional Development Committee**  
**Sabbatical Application Evaluation Rubric**

Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor

<b>I. Scholarly Value.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Sufficient background provided so that project can be judged within the context of the discipline.	5	4	3	2	1
B. Purpose and objectives of project clearly stated along with a description of anticipated results.	5	4	3	2	1
C. Builds faculty member's existing professional trajectory	5	4	3	2	1
<b>II. Scope of Project.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Description of plan of activities, including steps and time required to accomplish objectives and/or methodology, suitability of the sabbatical leave period (semester vs. full year) for the project as described, and definitive outcomes.	5	4	3	2	1
<b>III. Impact on Applicant's Professional Growth/Value to University.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. The proposed project extends the applicant's expertise, brings professional recognition to the University in a wider academic or non-academic community, enriches classroom teaching, and/or has a significant impact on the curriculum.	5	4	3	2	1
B. The sabbatical project is likely to produce a substantial scholarly or creative outcome	5	4	3	2	1
<b>IV. Qualifications and Quality</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Proposer's narrative of expertise/synergistic activities clearly demonstrate capacity to undertake the proposed project.	5	4	3	2	1
B. Overall quality of application, including the clarity of expression.	5	4	3	2	1
C. Was a description of the activities and results from previous leaves given in the application?	Yes	_____		No	_____