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## Goshen College Faculty Handbook

### Section 3: Faculty Personnel Policies

#### XI. SABBATICAL AND LEAVES OF ABSENCE

##### A.. Sabbatical leave.

All leaves of absence are granted by the Board of Directors upon the recommendation of the president of the college. Sabbatical proposals for teaching faculty are submitted to the dean and reviewed by the Rank and Tenure Committee that makes recommendations to the president. Goshen College will attempt to provide sabbatical leaves to permanent teachers for the purpose of improving their service to the college. The college will attempt to arrange that the first leave be granted after 10 years of service and after every seventh year thereafter. In each case, the teacher shall submit to the dean a program for the use of his or her sabbatical leave. The program must be approved before the leave is granted. The teacher may choose one of the following two plans: (a) one semester on full pay, or (b) nine months on two-thirds pay. No more than 5.0 FTE may be granted in teaching faculty sabbatical leaves each year.

A sabbatical leave will not be granted to a faculty member who has not been working for the college for four full academic years prior to the time of his or her projected sabbatical leave, regardless of the total number of years s/he has been employed (in case of the first sabbatical leave) or since the most recent sabbatical leave (in case s/he has had one or more sabbatical leaves). Exceptions to this rule may be made for faculty members who have taken non-sabbatical leaves at the request of the administration of the college.

The sabbatical leave stipend is paid to the faculty member on the assumption that s/he is not employed at a salary by another agency during the sabbatical period. It is recognized, however, that a faculty member may find it impossible to complete the sabbatical leave program without some income in addition to the sabbatical stipend. Faculty members are therefore encouraged to apply for fellowships or other assistance during their sabbatical leaves. Some faculty members have engaged in church service during their leave and have received compensation from the church agencies they have served. In all of these cases the principle which applies is that after due consideration is given to (a) differences in cost of living between Goshen and the place where the faculty member lives during the sabbatical, and (b) additional expenses incurred by the faculty member incidental to the sabbatical (e.g., necessary travel and moving the family), the sabbatical stipend plus earnings during the sabbatical leave should not give the faculty member a higher total net income than s/he would have had if teaching at Goshen College during that period. If the total is higher, the sabbatical stipend is reduced accordingly. In some cases the amount of sabbatical pay may be lower by mutual consent if the faculty member is the recipient of a college grant toward expenses related to the leave.

The purpose of a sabbatical leave is to increase the usefulness of the faculty member to Goshen College. Therefore it is expected that the faculty member will return to the college after the leave. If the faculty member does not serve the college for a minimum of one year following a sabbatical leave, the college will be reimbursed for all the direct salary and any special expense funds received for the sabbatical leave.

Sabbatical time accrual will be calculated on the basis of the proportional share of service rendered with the understanding that when the total accrual is added, the Goshen College faculty final fraction of one-half or more is counted as a full year. For example, a faculty member who has taught nine years full-time and one year one-half time will have fulfilled the 10-year requirement for a first sabbatical. Similarly, a faculty member who has taught eight years full-time and three years half-time will have completed a total of 9 1/2 years and so will have fulfilled the 10-year requirement for a first sabbatical.

Individuals who have never had sabbatical leaves will be given preference, but departmental and institutional needs will also be considered. The dean will notify the faculty annually of the number eligible for sabbaticals. Generally, no more than 10 percent of all faculty covered by the sabbatical

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policy will be granted sabbatical leaves at the same time. If it is necessary to delay or to advance a sabbatical at the request of the college to maintain a balance, the original schedule for the next sabbatical is not affected and salary is at the regular rate, if the change is made.

Goshen College will not give monetary compensation in lieu of sabbatical leave.

## **B. Sabbatical process for teaching faculty**

### **1. Initiating Process that Leads to Sabbatical**

- a. The Academic Dean verifies that the faculty member is eligible to apply for a sabbatical the following academic year. A faculty member is eligible for a first sabbatical in the eleventh year of service to Goshen College (after ten years). Future sabbatical application eligibility is after seven years of added service to Goshen College. The faculty member must have been employed full-time at Goshen College for at least four consecutive years before the sabbatical. Those who are employed less than full-time (18-23 hours) have the FTE values accumulated and will become eligible in the year after at least 9.5 is reached. Teaching sabbaticals are limited to 5.0 FTE per year.
- b. By September 15 of the year preceding the intended sabbatical, faculty member indicates a preliminary intent for potential sabbatical—whether one will be applied for and what length (6 months or a year)

### **2. Application Process and Data Collection**

- a. The department chair prepares a summary of well-documented evaluations of strengths and areas needing improvement for the candidate from: student-generated course evaluations for at least the last two years; meeting with selected students; observation of class sessions; comments from faculty inside and outside of the department.
- b. The candidate for sabbatical prepares a self-evaluation that includes:
  - Current, complete vita including transcripts if there is any post-hire academic work
  - Candidate lists goals for the sabbatical, closely linked to the self-evaluation, clearly articulating the value of the sabbatical to the faculty member and to Goshen College
  - Proposed length and dates of the sabbatical
  - Proposed activities including specific locations and linkages to institutions/organizations
  - Written self-evaluation addressing strengths and areas for improvement. For significant areas that need improvement, specific plans for addressing growth and development must be articulated.
- c. Candidate self evaluation will include:
  - i. Contribution to the college in teaching
    - Demonstrate competence in teaching as well as competence in academic discipline; teaching competencies might include but are not limited to the following examples: ability to engage students in the learning process; willingness to work within college procedures for evaluating students; creating a classroom climate that is conducive to learning for all students regardless of gender, race, economic status, national origin, religion, or other identifying personal characteristics of students such as physical handicaps. In addition, faculty are asked to show competency in connecting learning and faith within the classroom or other campus activities.
    - Identify areas of strength in teaching and areas which need to be strengthened. Propose specific activities and changes which will address the areas that need to be strengthened and address how these changes will be assessed.
  - ii. Contribution to the Goshen College community

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- Demonstrate the respect and trust others have in your contributions to the total campus milieu. These contributions might include but are not limited to the following examples: service on standing committees; active participation in campus events; collegiality;
  - A statement and discussion of your commitment to the mission and core values of Goshen College as well as to the “Commitment to Community Standards” (Faculty Handbook, Section 7).
- iii. Contribution to faculty member’s academic discipline and to the academic community in general
- Demonstrate ongoing active engagement in professional activities as these relate to the academic discipline or the teaching profession. These contributions might include but are not limited to the following examples: research and publication; national or regional committees; and juried presentations.
- iv. Contribution to the local community and society
- Demonstrate contributions to the local community of Elkhart County and/or to other communities. These contributions might include but are not limited to the following examples: service club membership or leadership roles; volunteer work with community organizations; consultation activities; and board memberships
- v. Contribution to church and personal faith commitment
- Demonstrate contributions to a local congregation and the larger church community as well as contributions made to the spiritual climate of the campus. These contributions might include but are not limited to congregational teaching assignments; campus chapel committee; workshop leadership; consultation activities; board memberships; and service activities.
- vi. Personal Goals
- Short term – the next one to two years
    - specific, achievable goals
    - a plan for reaching these goals
    - ways that Goshen College might assist you toward these goals
  - Longer term – up to five years or more
    - your personal and professional goals
    - steps in development that can make these goals achievable
    - ways that Goshen College might assist you toward these goals

## SABBATICAL PROCESS FOR TEACHING FACULTY

<p>September 15</p>	<p><b>INITIATING PROCESS</b></p> <p>Academic dean verifies that faculty member is eligible to apply for a sabbatical the following academic year; qualification for first sabbatical is in faculty member's eleventh year of service to Goshen College (after ten years). Future sabbatical applications after seven years of added service to GC. Other conditions: Faculty member must have been employed full-time at Goshen College for at least four consecutive years before the sabbatical. Those who are employed less than full-time (18-23 hours) have FTE values accumulated and will become eligible in the year after at least 9.5 is reached. Other special cases may occur. Teaching sabbaticals are limited to 5.0 FTE per year.</p> <p>Faculty member indicates a preliminary intent for potential sabbatical – whether one will be applied for and what length (6 months or a year) by September 15</p>
<p>October - November</p> <p><i>Application submitted to Academic Dean by second Friday in November</i></p>	<p><b>APPLICATION PROCESS AND DATA COLLECTION</b></p> <p>Contents of Application:</p> <ol style="list-style-type: none"> <li>1. A <b>letter prepared by the department chair</b> indicating (if applicant is department chair, letter may be prepared by a tenured faculty member in the department or the academic dean) support for the sabbatical and a summary of well-documented evaluations of strengths and areas needing improvement from: student-generated course evaluations for at least the last two years representing different courses; meeting with selected students; observation of class sessions; comments from faculty inside and outside the department</li> </ol> <p><b>Prepared by Applicant:</b></p> <ol style="list-style-type: none"> <li>1. <b>Proposed length and dates</b> of the sabbatical</li> <li>2. <b>Goals for the sabbatical</b> – closely linked to the self-evaluation, clearly articulating the value of sabbatical to the faculty member and Goshen College</li> <li>3. <b>Proposed activities</b>, including specific locations and linkages to institutions/organizations</li> <li>4. <b>Current, complete vita</b> including transcripts if there is any post-hire academic work</li> <li>5. <b>Self-evaluation:</b> <ul style="list-style-type: none"> <li>➤ Written self-evaluation, in consultation with the department chair and the academic dean, addressing strengths and areas for improvement. For significant areas that need improvement, specific plans for addressing growth and development must be articulated.</li> </ul> </li> </ol>

	<p>The following format should be used:</p> <ul style="list-style-type: none"> <li>• Contribution to the college in teaching</li> <li>• Contribution to the college community</li> <li>• Contribution to your academic discipline and/or to the academic community in general</li> <li>• Contribution to community and society</li> <li>• Contribution to church and personal faith commitment</li> <li>• Short and long-term goals</li> </ul> <p>Application presented to Academic Dean by <b>second Friday in November</b>. Academic Dean reviews application to verify completeness</p>
November-December	<p><b>RANK AND TENURE DELIBERATION</b></p> <ul style="list-style-type: none"> <li>➤ Academic Dean presents the application for sabbatical to the Rank and Tenure Committee</li> <li>➤ Committee deliberates and may solicit additional information.</li> <li>➤ Academic Dean reports the committee's recommendation to the faculty member. If the Rank and Tenure committee gives an unfavorable recommendation, the reasons will be summarized by the academic dean.</li> </ul>
<i>Recommendation forwarded to Board of Directors by first Friday in January</i>	<p>BOARD OF DIRECTORS</p> <ul style="list-style-type: none"> <li>➤ Academic Dean places recommendation on agenda for January/February meeting of the Board of Directors</li> <li>➤ Candidate informed of board action after the January/February board meeting</li> </ul>
<i>Month after end of Sabbatical</i>	<p>SABBATICAL REPORT</p> <p>Faculty member submits a report to the Academic Dean that shows how goals of the sabbatical were met</p>

Application content includes:

1. Letter of recommendation from the department chair including summary of strengths and areas for improvement of the candidate.
2. Candidate vita
3. Goals for the sabbatical, length of time and proposed activities
4. Candidate self-evaluation addressing strengths and areas for improvement in five major areas.