

**Oral Roberts University**

**Support Material for Faculty  
Applying for:**

**SABBATICAL LEAVE**

**Center for Faculty Excellence**

Dr. Even Culp, Director

Sheryl Morpew, Administrative Secretary

**Volume 9, March, 2019**

**Rev. 1/25/19**

## **SABBATICAL LEAVE OVERVIEW**

The purpose of the sabbatical leave is for research, study, writing, or other creative work contributing to the upgrading of degree status or to the professional development and effectiveness of the recipient as a scholar and teacher. Travel is appropriate if it fits the purpose of the sabbatical leave. Sabbatical leave is neither for vacation nor health leave and is not to be granted for the sole purpose of augmenting income. The Provost/Chief Academic Officer may approve a faculty member's taking a compensated position elsewhere during a sabbatical, especially if such an experience can be expected to contribute significantly to the faculty member's acquisition of useful ideas and practices. Likewise, it might be considered appropriate to work on research grants or fellowships during a sabbatical, provided the activity offers experiences consistent with the sabbatical's purpose. The benefit to the University is uppermost in the considerations of the President when making a recommendation to the Board of Trustees that a leave be granted.

## **CONDITIONS, COMPENSATION, AND BENEFITS**

When sabbatical leave is granted, it is expected that the University will benefit; therefore, the faculty member is expected to return to the University for at least two semesters (excluding summer) following the sabbatical leave. Failure to do so obligates the faculty member to refund the portion of the compensation received from the University while on leave. If a faculty member chooses to refund the University and not return following a sabbatical, insurance benefits will terminate at the end of the contract period—benefits will not extend through summer as normal.

Any faculty member granted sabbatical leave receives one half the annual contractual salary for two semesters of leave or full salary for one semester of leave. The compensation is not delayed salary for services already rendered but an investment in the future improvement of the University.

If the administration and Board of Trustees approve a sabbatical request but subsequently requests the faculty member to postpone his or her sabbatical leave to work on a University project, time accrued toward the next leave follows the same schedule as if the faculty member had taken the leave when eligible. If a faculty member elects to postpone his or her leave, the accrual of time toward the subsequent leave begins with the return from the current leave.

A faculty member on leave may be eligible for some or all of the group insurance plans in force prior to the leave, subject to the terms and conditions of each insurance contract. Each faculty member has the responsibility to pay his or her portion of the group insurance premiums and to contact the Benefits Department for information regarding eligible benefits and premium payments. Vacation days are not accrued during the time a faculty member is on sabbatical leave. The department chair needs to notify the Human Resources Department prior to the starting date of the faculty member's sabbatical leave.

## **SABBATICAL CRITERIA**

Faculty members must meet all of the following prerequisites before being eligible to apply for sabbatical leave:

1. An individual must serve six academic years (fall and spring semesters) in full-time service as a faculty member at the University to be eligible for sabbatical leave; however, the six years need not be consecutive.
2. A letter of intent to apply for sabbatical leave must be submitted by March 15 of the academic year prior to application.

## APPLICATION PROCESS DEADLINES

The following deadlines serve as a guide for the sabbatical application process. Any date that falls on a weekend or holiday will advance to the next regular workday.

Mar. 1	The applicant sends a letter of intent to apply for sabbatical leave to the appropriate department chair, with additional copies to the college dean and to the Director of the Center for Faculty Excellence (CFE)
Mid-March	(1) The Director of the CFE offers a required Sabbatical Workshop on how to prepare a sabbatical application (2) The applicant attends the Sabbatical Workshop on preparing a sabbatical application; the workshop is a required part of the sabbatical application process
Mar. 15	The college dean verifies the applicant's eligibility, has an initial consultation with the applicant, and forwards the information to the applicant's department chair and the Director of the CFE
Jul. 15	(1) The department chair and the applicant discuss the sabbatical plans and how the sabbatical might affect the courses and department. Normally, no more than one person from a department or program may be on sabbatical leave at one time. (2) The department chair submits the following to the college dean and the Director of the CFE: <ul style="list-style-type: none"><li>• A request for funding from the University</li><li>• A staffing plan outlining how the courses normally taught by the faculty member on sabbatical leave are to be staffed during their absence</li></ul> (3) The applicant prepares a sabbatical application in both <i>digital and printed formats</i> , according to the guidelines presented during the required Sabbatical Workshop held in March (4) The applicant submits the sabbatical application in <i>digital</i> form, including a title page and a Table of Contents (TOC), to the Director of the CFE to be reviewed for format
Jul. 31	If necessary, the Director of the CFE returns the application to the applicant for revision
Aug. 15	(1) The applicant revises the application according to the advice from the Director of the CFE (2) The applicant submits the revised copy in <b>digital and printed (in a three-ring binder) formats</b> , according to the required workshop instructions, along with the appropriate appendices, to the Director of the CFE (3) The director of the CFE forwards the completed application to the department chair
Aug. 31	The department chair reviews the sabbatical application and the staffing plan, adds comments, and forwards them to the college dean
Oct. 1	The college dean evaluates the sabbatical application and the staffing plan, adds comments, and forwards them to the Provost/Chief Academic Officer and the Director of the CFE

- Oct. 15            The Provost/Chief Academic Officer evaluates the sabbatical application and the staffing plan, adds comments, and forwards them to the President
- Nov. 1            The President reviews the sabbatical application and the staffing plan, adds comments, and forwards them to the Board of Trustees
- Nov. Trustees' Meeting  
                    The Board of Trustees makes the final decision concerning the granting of sabbatical leave and conveys the decision to the Provost/Chief Academic Officer, who notifies the college dean
- Dec. 15            The college dean notifies the applicant and the Director of the CFE of the Board of Trustees' decision

If approved, sabbatical leave is granted for the fall and/or spring of the following academic year.

### **POST SABBATICAL EVALUATION**

A full written report of activities while on leave, in suitable form for circulation and/or publication, is required at the beginning of the fall semester following the sabbatical. The report is submitted to the CFE Director, Department Chair, and College Dean, who forwards it to the Provost/Chief Academic Officer, President, and Board of Trustees.

The faculty member should also present an oral report of sabbatical activities to his/her peers through a means that is appropriate to the nature of the sabbatical (e.g., department or college gathering, faculty development luncheon, or roundtable discussion). The faculty member may also choose to publish sabbatical research results in a professional journal or present them at a conference.

### **SABBATICAL PROPOSAL GUIDELINES**

Review the sabbatical section in the Faculty Handbook or on the faculty resources web pages for additional help in preparing a sabbatical proposal. The sample proposal is not meant to serve as a template, but only as an example of what a proposal *may* look like.

Typically, a proposal is 2-4 pages in length, not including a title page or appendices, which should be few. The Board of Trustees is interested in brevity and succinctness. If more information is needed it will be requested by the Provost/Chief Academic Officer or the Board of Trustees.

Request for sabbatical leave is through submission of the application with appendices. This must be submitted in Microsoft Word format. Format the proposal with headings, subheadings, and other features to help readers easily find the information.

In preparing your sabbatical proposal, the following topics/headings should be addressed:

1. **Cover Page**
2. **Define your sabbatical objectives.** Objectives should be clearly stated and quantifiable (i.e., the completion of the degree, research resulting in publication, or development of the creative work leading to performance or presentation).
3. **Describe your preparedness** for successfully accomplishing the sabbatical objectives.
4. **Describe your sabbatical's value to you** as a faculty member—how it enhances your scholarship, expertise, creativity, or skill sets.
5. **Describe your sabbatical's value to the University, College, or Department**—how it enhances and complements the institution's knowledge base.
6. **Articulate how you will share this newly obtained knowledge or skill set** with the University upon your successful completion of the sabbatical (e.g., presentation or workshop for faculty or

students, incorporation into courses you teach, distribution of published work via e-mail or web site).

7. **Describe the impact of your sabbatical on your department;** for example, explain who will teach your classes and advisement obligations in your absence and who will cover your other responsibilities.
8. **Include your curriculum vita** in a standardized format using an appropriate style: APA, MLA, Turabian, or the University of Chicago Style Manual: <http://www.easybib.com/reference>. Your ultimate audience is a committee of Trustees who may or may not be familiar with your academic discipline. Speak to the point in plain English. Pay extra attention to detail—for instance, candidacy for a doctorate as opposed to having the degree in hand. Publications, presentations, and performances should all note the level of importance, whether at a local, state, regional, or national level. Reviewers should not have to spend time deciding whether they are looking at a published article or the title of a talk given somewhere. In the case of faculty in the arts, like music, drama, and dance, public performances often are alternatives to publications. Titles provided in a list of publications should follow standard biographical guidelines. A clear distinction should be made when listing publications between the items that have not been published: identifiers often appear, such as at press (where the journal or book is in the manufacturing and distribution process and the text has long since been processed by the editors); forthcoming (when an item has been accepted by editors but its publication date has not been set); or submitted (in cases where, by invitation or by the author's own initiative, an item has been submitted to a publisher but no editorial decision has been made whether or not to accept the piece for publication). It is very important to the Trustees to know the level of scholarship and participation faculty are achieving at specific levels of prominence.
9. **Include a statement** that commits you to the University upon return from sabbatical for the compensation you receive. You may use the following language:

*Upon returning from sabbatical, I commit to \_\_\_\_\_ (articulate teaching/other responsibilities) at least two consecutive semesters, excluding summer. I understand that failure to do so obligates me to refund the compensation received from the University while on leave.*

This statement should be followed by a place for your signature and should be signed and dated.

**Submit your application to CFE as a combined Microsoft Word document and label/name it according to the following format: SmithRobertSabbatical.doc. Also submit a *printed* version in a three-ring binder with labeling, according to the guidelines presented during the Sabbatical Workshop.**

**Sabbatical Proposal  
Fall 2014-Spring 2015**

**SAMPLE**

**Hal C. Reed, B.S., M.S., Ph.D.  
Professor of Biology**

**Submitted August 2013**

**Sabbatical Request for Fall 2014-Spring 2015  
Hal C. Reed, Ph.D., Professor of Biology**

## **Introduction**

I have been a faculty member in the Biology and Chemistry Department for 30 years and have enjoyed some success in teaching, administration, and research. My research activities and publications have been primarily a result of my previous three sabbaticals (1989, 1999, and 2007) and thus, these scholarly “breaks” provide excellent opportunities for full-time teaching faculty at a small undergraduate institution to stay current and competent in our field. Last August (2013) I resigned from being the department chair after 16 years, and I believe it is time again to revitalize my professional scientific activities. This sabbatical request and funding will provide me the opportunity to explore and write in the field of the intersection of science and faith that will assist our faculty, students and University community to navigate some areas of conflict and controversy in this arena. This sabbatical proposal is for an entire academic year with 50% salary funding from the University and 50% salary funding from the Biologos Translational Grant (see <http://biologos.org/ecf/grantees/science-and-the-wisdom-of-god>, Dr. Dominic Halsmer, Principle Investigator).

## **Sabbatical Objectives**

As co-investigator in the 3 year Biologos grant project I am part of a team responsible for developing lectures, audiovisual materials and videos for presenting aspects of biological evolution that can be compatible with Christianity, specifically with evangelical and charismatic views. Our team will be making at least 250 presentations to several lay and church groups during 2013-2015. My additional role on this grant will be to investigate the recent creation-evolution literature in order to update and revise the classic book produced by one of our faculty emeritus, Dr. Duane Thurman, titled: “How to think about Evolution and other Bible Science Controversies.” Half of my annual salary is provided by the grant for this sabbatical specifically in order to revise this book. In addition to this project, I have a backlog of research activities involving biomonitoring at the ORU wetlands and Fred Creek, and wasp chemical ecology as specified in my recent professional development plans.

Thus, my specific Biologos grant objectives are:

1. Conduct literature research in the creation-evolution arena
2. Revise and update Dr. Thurman’s classic treatise on how to think and approach creation-evolution issues.
3. Investigate publication options for this new, updated, revised book
4. Present biological evolution topics to various lay and church groups and develop audiovisual and video materials for additional communication.

Additional sabbatical objectives (with assistance of ORU research students):

1. Preparing field data and plant taxonomic information from the 20-year Creek Turnpike wetlands monitoring project for publication in peer-reviewed, national or regional wetlands science journal.
2. Analyze Fred Creek aquatic macroinvertebrate data from 2007 and 2013 for presentation at scientific meeting and subsequent publication in a peer-reviewed journal.
3. Conduct research on aquatic macroinvertebrate communities at other local Tulsa streams.
4. Seeking funding opportunities and write a grant for supporting continued research on the Creek Turnpike wetlands and Tulsa area streams.
5. Continue wasp chemical ecology projects, specifically the role of pheromones in mediating behavior at the fall mating swarms atop tall structures, e.g. ORU dorms and Citiplex towers.

### **Preparation for Sabbatical Objectives**

I have been teaching biological courses for 30 years at ORU and as a part-time adjunct in various venues: Tulsa Community College, Oklahoma State U., and Au Sable Institute of Environmental Studies. In most of these courses, I have incorporated biological principles of evolution so students have an understanding of this important biological theory. As a Christian I clearly honor God as Creator of all life and actively challenge students to integrate their Christian faith with good science. In my ORU introductory biology courses I end my section on biological evolution with a lecture on how to think about evolution and creation issues using Dr. Thurman's final two chapters as a guide for the students. I then require students to write an essay reviewing the 3 major models of origin of life including a climax section where they present and explain their views. I also taught our senior-level Bioethics course for nearly 20 years and use this same approach in challenging our students to think and assess the evidence and issues in this arena. My goal was always to educate and not indoctrinate into one particular view. Overall I was successful in this latter approach as students would often ask me "so what is your view?" However, I was always hesitant to present my specific views. This educational approach has been the theme of the Biology faculty since ORU's founding as we clearly stated in a departmental position statement on creation-evolution in 2005. Thus, my entire teaching career has been preparation for this opportunity to develop presentations on creation-evolution and to revise Dr. Thurman's classic treatise on the subject.

The auxiliary objectives are all areas in which I have been actively engaged (see publication list in vita and professional development plan). I worked with an honors research student the last two years re-assessing the vegetation cover at the Creek Turnpike wetlands. This student presented her project at several venues within and outside ORU, and I made a symposium address on the 20 year project at the 2012 Oklahoma Governor's Water conference. We are at the point now to compile and analyze all the data and write a scientific manuscript for publication. Regarding the Fred Creek aquatic macroinvertebrate study, I am working with another honors student who has sampled the creek during 2012-13 and will compare her data with a previous year-long study conducted in 2007. Depending on the results and analysis, this project may also be publishable. Based on these studies, I hope to develop a grant proposal for the Oklahoma Water Resources Board to continue the biological assessment of the Creek Turnpike wetlands or Fred Creek and other local Tulsa creeks. Finally, the wasp research has involved several projects for my entire academic career (see publication list) so I hope to be able to continue some of those projects with the assistance of biology and chemistry research students.

### **Sabbatical Value**

This sabbatical opportunity will be a tremendous support to my development as professor and researcher, and subsequently will enhance my teaching and mentoring students in biological sciences. My previous sabbaticals have each in special ways provide experiences, biological examples, and enthusiasm for my field that I directly integrate in my lectures and laboratories. Indeed, as we continue in this profession, we gather more "stories" to tell that motivate students to learn and gather their own experiences in science. Thus, these sabbatical activities are contagions of scientific energy and curiosity that fuel the next generation to be students of God's marvelous Creation and create many opportunities for students to conduct their own senior research projects under our tutelage.

In regard to the Biologos activities, the ultimate product will be a new, revised text on how to think Creation-Evolution issues that we as a department can use throughout our classes and programs. In addition, it will be a great resource for the entire University community and the Christian community to help us engage in civil, informative discourse on this topic that is often plagued with volatile, divisive arguments. The research for the book and lectures with various groups will only improve my knowledge and ability to discuss and present these issues to our students and to the larger community.



### **Dissemination of Sabbatical Activities**

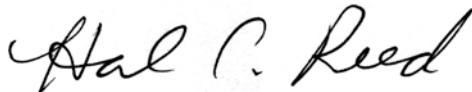
As stated earlier, my goal is to have a text on creation-evolution issues that can be used as a supplement for classes at ORU and other institutions. This text along with our lecture series that will be developed will be available for any ORU class, church and other venue. My other proposed activities on wetlands and Fred Creek will be presented at state or regional scientific meetings (e.g. Oklahoma Academy of Sciences, Oklahoma Water Resources conferences) and will be used as a basis for our aquatic projects in Ecology, Introductory to Biology II, Environmental Science and Senior Research lab activities. Likewise the wasp chemical ecology project will be presented at the appropriate biological meetings and will provide additional senior research projects for our science students. As is the tradition in our college (COSE), I will also share highlights of the sabbatical projects at our college faculty assembly.

### **Sabbatical Impact on The Department (Fall 2014-Spring 2015)**

Our chair, Dr. Joel Gaikwad, has already submitted a preliminary plan to handle my absence during the academic year (2014-2015). Also, as chair during several faculty sabbaticals I have successfully compensate for faculty's absences. Our overall strategy has been to shift upper division courses and lower division lectures to other qualified faculty and hire adjuncts to handle the necessary lower level laboratories (e.g. Bio 111 or 112 labs). I will be gone for an entire year and ORU will provide only half of my salary allowing the other 50% of my salary in the budget for the chair to hire appropriate part-time adjuncts or pay existing faculty willing to teach overloads. My projected teaching assignment that year consists of Introductory Biology I and II (Bio 111/112) lecture and lab courses, Introduction to Biological Research (Bio 371), Senior Paper (Bio 499), Environmental Science lecture and/or lab (EVR 250), Medical Parasitology (Bio 454) and Pre-health professions seminar (PHP 100). Since I team teach the Bio 111/112 and EVR 250 with Dr. John Korstad, he is readily prepared to take some of these additional assignments with adjuncts covering some of the laboratory sections. Bio 454 would not be offered and other faculty are prepared to handle the research courses (Bio 371 and 499). Dr. Lois Ablin co-teaches PHP 100 with me so she can easily take on this responsibility in my absence. Also, I have administrative responsibility (2 load hours per semester) as the pre-health advisor for the entire University, but I share those tasks with my co-advisor, Dr. Lois Ablin, who is quite capable of managing those duties. A part-time adjunct or volunteer faculty overload could easily teach one of Dr. Ablin's chemistry labs during this sabbatical year.

### **Final statement**

I have worked here at ORU for 30 years and despite many changes and challenges, I have stayed the course to teach and train young developing scientists and health professionals. Consequently, I do not foresee me leaving this opportunity to serve my Lord here at ORU. Upon my return from my sabbatical in the fall of 2015, I commit to teach and assume the pre-health professions advisor role for at least the fall of 2015 and spring 2016. I understand that failure to do so obligates me to refund the compensation received from the University while on sabbatical leave.



7/15/13

Hal C. Reed, Professor of Biology

*Your application should also include your curriculum vita*