Preparing Your Sabbatical Application

June 2022

Research, Engagement, and Graduate Studies

UNIVERSITY OF THE FRASER VALLEY

**RESEARCH, ENGAGEMENT
AND GRADUATE STUDIES**

Agenda

* Brief introductions
* Components of a "strong" sabbatical application
* Writing the project summary: purpose and goal statement
* Details of the project: objectives, design, schedule, outputs, dissemination, submission of results

Sabbatical Streams

1. **Research Project**

2. **Scholarly Activity Project**

3. **Teaching and Learning Project**

4. **Curriculum Development Project**

5. **Course or Training Program**

6. **Completion of Requirements for New Credentials Program**

Components of "strong" sabbatical application

* Clarity of **description** – the language should be clearly written without too much 'jargon', as the application will be adjudicated by a cross disciplinary committee
* Clarity of **commitment** -- applications must be clear on how much work the project or activity actually requires
* Clarity of **impact** -- the research or scholarship contributes to the applicant's field or discipline
* Clarity of **feasibility** -- the activity or project must be 'doable' in the timeframe

Where things go wrong....
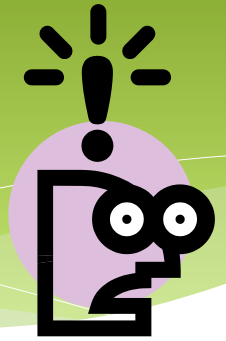
* **Unclear** purpose, goals, objectives, "methods" and outcomes.

* Unclear fit into the various **types of sabbatical eligible** streams (research, scholarly activity, teaching & learning, curriculum development, completion of requirements for new credentials)

* One project only – the project may have different components but the sabbatical is for one project.

Where things go wrong…
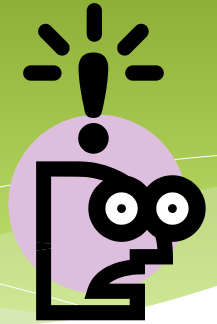
* **Activities/ timeline** do not suit the time requested for sabbatical (one year).

* Lack of **detail.**

* Lack of specific **objectives and outputs** (of a one year sabbatical)

* **Assumptions** that the reviewer of the application 'knows' what you are talking about.

Write your purpose and goal statement
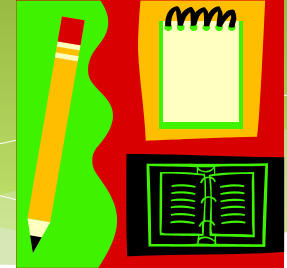
* The project summary is approximately 250 words. This is a clear statement of purpose, relevance and value of the project.

* Summary should include:

  * Why is this important?

  * How does it advance knowledge?

  * Provide a rationale.

Example 1

* Despite the diverse nature of the status of Indigenous peoples in Australia, Canada, New Zealand and the United States, and their relationship with the settler society in which they lived, Aborigines, First Nations, Maori, and Native Americans all chose to engage actively in the Second World War – why? As importantly why did Australians, English-Canadians, Pakeha New Zealanders and Americans respond to Indigenous wartime contributions in similar ways?

* This study seeks to answer these and other questions through a comparative thematically-driven analysis of all four national experiences. (first 88words)

Example 1 continued

* The subject of Indigenous peoples and the Second World War has been a growing field of study, providing foundational literature for trans-national research. What is more, this subject has become politically important for Indigenous veterans and organizations in recent decades, and for the governments negotiating such matters with them. The Second World War was a transformative, even pivotal event, in the twentieth century, and the sacrifices of Indigenous soldiers and communities made during that conflict shaped the era that followed. These experiences challenged settler society notions of Indigenous identity and character, as well as their constitutional and political status and appropriate place in the national order. The policy transformations that occurred in the immediate post-war years in all four countries clearly demonstrated the impact, and the more recent Indigenous revival and focus on this matter demonstrates its continuing relevance. (last 140 words)

Example 2

* At UFV, as at many post-secondary institutions, the first-year calculus courses required in Science and Engineering are the most challenging courses that many students take over their degree. This is in part due to the math anxiety among some students, lack of preparedness among some, and a perception among some that the courses are an onerous requirement without relevance to their field of interest. I believe that the traditional textbooks created for these courses don't do enough to take these aspects of student psychology into account. (first 86 words)

Example 2 continued

* The sabbatical project I propose is to create an open textbook (freely available online) for first-year calculus, with an emphasis on (1) embedding the main ideas in colourful and engaging context, (2) coaching the reader towards understanding and appreciating the notation and techniques, and (3) improving familiarity with the material by revisiting previous applications whenever a newly introduced technical term or technique demonstrated its relevance in that context. My hope is that such a resource will make calculus accessible and appreciable to many students, at UFV and elsewhere, who would otherwise be at risk of having to repeat a first-year calculus course, or perhaps abandon a BSc program, believing themselves incapable of clearing hurtles of the required differential and integral calculus courses. (last 122 words)

Tips and Advice

* Start soon (rather than later) – do your prep work
* Think about the emphasis of your project
* Articulate /share with others – this helps with clarity
* **Read the Questions** on the application and answer the question.

Writing objectives:
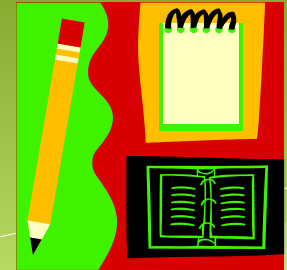
* Defining the objectives of your sabbatical project is one of the most important components to **articulate** (after purpose and goals).

* Objectives help you **determine** factors and approach that you will use to reach your goals.

* Objectives **shape** the questions you ask, and **guide** your analysis and reports.

* Objectives often use **verbs** such as: explore, examine, define, understand, interpret, synthesize.

Writing objectives:

* Identify some of your objectives (as they stem from your purpose and goals)
* Examples are: ___?
* Think about wording and clarity

Design, schedule, results, dissemination, outcomes

* Identify your **design and work plan**

* Provide a **timeline:** what are you doing from month to month, or every two months? This helps you determine if your project is manageable.

* How will the **results be reported** and disseminated?

* Identify your tangible **outputs.**

Tips and Advice

* Think about connections (to the field, discipline, your program, to the community, the university).
* Be clear about outputs, outcomes and dissemination (papers, books, reports, conference presentations, workshops, faculty presentations).

Submitting your application

* Make sure you have all accompanying **documents** to your sabbatical application.
* Review the **handbook**.
* Deadlines begin in September to your department/School and then to your Dean/AVP/VP.
* You will be given time to revise your application, particularly based on <u>feedback</u> from your Dean.
* <u>Absolute deadline: November 30.</u>
* Late applications not accepted. Incomplete applications not accepted.

Application Deadlines

September – Department feedback

September 30th - Department Head/Director feedback

October 15th – Dean's review and feedback

November 15th – Submission of finalized application

November 30th – Dean's electronic confirmation

Review of applications

* The review of applications is completed by a faculty subcommittee.
* Review process occurs in January-February.
* You may be asked to clarify or expand aspects or your application.

After approval

What if something changes:

* You must contact your Dean (AVP or VP) and the AVP, REGS, if your activities change. This is because you will be approved for a specific set of activities and outcomes. Changes to your plan must be consistent with the time frame and expected outcomes.

* Your Dean (AVP or VP) must approve the changes. HR would also be advised at the time.

After sabbatical

* You will receive a template to submit a Sabbatical Report for your work.

* This is important to note so that your report is aligned with what you proposed to do.

* Your Sabbatical report is due October 31 and is reviewed by the Dean and the AVP. There is usually follow-up if the sabbatical outcomes are incomplete.

Questions: Who to talk to?

- Research, Engagement, and Graduate Studies: **garry.fehr@ufv.ca** ; **tracy.morrison@ufv.ca**

- Research Mentors: *Olav Lian, Lenore Newman, Scott Sheffield, Michael Gaetz.*

- http://www.ufv.ca/research/faculty/r2r-research-mentors/

- Your colleagues who have applied in the past.