

Key Elements of the Board of Regents Guidelines on Sabbaticals

The UW System's guidelines for faculty sabbaticals may be found in Academic Planning Statement #3.3 (ACPS 3.3), *The Faculty Sabbatical Program* (available at: <http://www.wisconsin.edu/acss/acps/acps3-3.htm>). Section B.3 of that policy states that "preference shall be given to those making significant contributions to teaching and who have not had a leave of absence, regardless of source of funding, in the previous four years."

Every few years, the Education Committee of the Board of Regents reviews guidelines for the UW System Sabbatical Program. For the two-year period covering 2012-14, the Board of Regents recommends the following to UW institutions as they determine their annual sabbatical assignments:

- UW institutions should continue to give consideration to projects that support the mission of the institution, in recognition of the fact that sabbatical leaves are supported by the institution and are to serve institutional purposes.
- The following areas of emphasis are encouraged to faculty as they develop sabbatical proposals: Inclusive Excellence, Interdisciplinary Activities; Scholarship of Teaching and Learning; Collaborative Program Activities; International Education; and Application of Technology to Instruction and Distance Education.
- Sabbatical proposals are encouraged that take up the teaching and learning of any of the five UW System Shared Learning Goals, including the development of curricula and assessable objectives for student achievement:
 - **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration.
 - **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher order qualitative and quantitative reasoning.
 - **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
 - **Intercultural knowledge and competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
 - **Individual, Social and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.
- The Provost at each institution should take responsibility for ensuring that the guidelines are observed as part of the institutional approval process, while also supporting the efforts of faculty members to pursue and develop their individual areas of research and teaching expertise.

Sample Sabbatical Abstracts

Name Associate Professor	Urban & Regional Studies	SEM II	Professor X proposes to complete research on transnational processes and the constitution of transnational identities, develop a new course on transnational communities, and foster ties between first and second-generation immigrant communities in Northeastern Wisconsin and the University. Professor X's new course on transnational communities will benefit both Urban and Regional Studies majors and students who will enroll in the proposed Global Studies minor.
Name Associate Professor	Linguistics	SEM I	The proposed study is a cross-linguistic examination of aspect systems, both with and without overt morphology. The project aims to develop a theory of aspect in human languages that applies cross-linguistically. The courses which will directly benefit from my project are Introduction to Semantics (Linguistics 340) and Advanced Semantics (Linguistics 540).
Name Professor	Nursing	SEM II	The sabbatical will focus on increasing cultural competence in nursing education, thus expanding how I teach and role model as a professor and practice as a nurse practitioner. Developing cultural immersion experiences for students will improve the Spanish language skills of me and my students, assist my and the students' work with Hispanic speakers in our community, and my work with advisees who have Spanish for Health Care minors.
Name Professor	Curriculum & Instruction	SEM II	I intend to deepen my work on digital literacies (language connected to new technologies), a relatively new area of research, but one crucial for our high-tech global world, and strengthen the new lab being started to devote to research in this area. My work on a discourse analysis book will contribute to my discourse analysis class by allowing me to update and extend the course in new directions.

Name Professor	Dairy Science	SEM II	Successful research and teaching in dairy science must provide dairy professionals with the ability to integrate biology and scientifically derived empirical relationships with farm data. Useful quantitative management tools must consider uncertainties in cropping, milk pricing, and regulations. The Sabbatical will focus on acquiring quantitative skills in modeling, statistics, and economics to further this goal. Materials developed will be incorporated into Dairy Herd Management 433 and Practicum 535.
Name Professor	Chemistry	10-11	I plan to investigate the thermodynamics of conformational regulation in proteins. These types of regulatory processes are fundamental in biological systems, and there are limitations to the current understanding. My goal is to use thermodynamic and kinetic theories to develop mathematical models for understanding conformational control in allosteric proteins. I will develop modules on thermodynamics for my junior/senior level inorganic chemistry course.
Name Professor	Business	10-11	I have two goals. One is to develop a new course on Qualitative Research in Marketing. This desire stems from my training, my research focus, and increasing requests from MBA students to whom I teach Marketing Strategy. The other one is to finish up existing research projects as well as to develop and work on new streams of research.
Name Professor	Geology & Geophysics	SEM I	I have taught G110 Evolution and Extinction since the early 1980's, and it continues to be a popular general course. I would like to enhance the course by adapting it to the internet. I plan to use the sabbatical to augment the existing lecture/slides presentation with web-based appendices. The course material is rich in images of the history of life and the history of evolutionary theory; these illustrations will be accessible to students via the internet, outside of the lecture setting. This project is the first step to a full web-based option for the course.