

SABBATICALS: BENEFITTING FACULTY, THE INSTITUTION, AND STUDENTS

ADOPTED SPRING 2007

EDUCATION POLICIES COMMITTEE 2006-07

Greg Gilbert, Chair, Copper Mountain College

Bernie Day, Foothill College

Alice Murillo, Diablo Valley College

Jane Patton, Mission College

Andrea Sibley-Smith, North Orange County CCD/Noncredit

Beth Smith, Grossmont College

With special thanks to Janet Fulks for her expertise and
experience with interpreting and graphing data

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CONTENTS

ABSTRACT	1
INTRODUCTION.....	2
SABBATICAL LEAVE	4
REFERENCES TO THE SURVEY WITHIN THE PAPER	5
DEFINITION/HISTORY OF SABBATICAL	5
PURPOSES FOR AND ATTITUDES ABOUT SABBATICAL.....	6
LOCAL FACTORS IN SUPPORT OF SABBATICALS	8
TIME AND FUNDING ALLOTTED FOR SABBATICALS.....	10
SABBATICAL REPORTS	12
CONCLUSION	13
RECOMMENDATIONS	14
REFERENCES	15

“One’s work may be finished some day, but one’s education, never.”

—Alexandre Dumas

ABSTRACT

SABBATICAL LEAVE HAS A LONG AND distinguished history in academe, both at universities and community colleges. By virtue of its traditional benefit to professors, institutions, and students, sabbaticals may appropriately be considered as a “right” by the professoriate. Even so, during statewide budgetary crises, sabbatical leave was temporarily suspended at some California community colleges. This situation prompted a resolution instructing the Academic Senate to develop a document in support of sabbaticals. Preparation for drafting the document included the “Survey on Sabbatical Leave Policies and Practices” that the Academic Senate distributed in Fall 2006. Findings from the survey demonstrate that sabbatical leave remains in effect at the vast majority of California’s community colleges; however, the policies and procedures for establishing and overseeing sabbaticals vary widely across the System. While sabbaticals are a matter of course at most of California’s community colleges, efforts to encourage, support, and account for sabbaticals require due diligence.

Leaves of absence are among the most important means by which the teaching effectiveness of faculty members may be enhanced, their scholarly usefulness enlarged, and an institution’s academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of faculty members to make sure of the available means, including leaves, to promote their professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel. (AAUP 1995)

“The essence of knowledge is, having it, to use it.”

—Confucius

INTRODUCTION

MANY COLLEGES HAVE LONG STANDING SABBATICAL leave processes, in some cases so old that nobody recalls their formation. One answer provided to the Academic Senate’s Fall 2006 survey on sabbaticals declares, “It was probably a joint decision with the Academic Senate, our bargaining agent, and our District Administrators. Our sabbatical policies have been in effect for decades.” While many teaching professionals view sabbaticals as an unassailable time-honored academic tradition, during the 2001-2004 statewide budget crises support for sabbaticals was temporarily suspended at several California community colleges. In response, a resolution was adopted at the Fall 2006 Plenary Session of the Academic Senate Plenary which urged local support for sabbaticals and requested that the Academic Senate develop a document that focuses on their academic integrity, merit, and institutional benefit. In keeping with the tradition of sabbaticals as beneficial to professors, the institutions, and to students, this paper reflects the principle that sabbaticals must be actively supported and protected throughout California’s Community College System.

When the United States’ “Declaration of Independence” speaks of “certain inalienable rights,” and champions “life, liberty, and the pursuit of happiness,” it is dealing with issues that are intrinsic to the human condition. Within the learned profession of teaching, no less a right should be assumed than the necessity of revitalizing one’s pursuit of knowledge and an active life of the mind. Just as Socrates knew that real learning occurs outside the walls of the city, so must educators find occasional respite beyond their institutional walls. Sabbaticals offer such opportunities with the additional requirement of goals and responsibilities. In as much as sabbaticals nourish the life of the mind, through their completion they enlarge the capacity of the institution to teach, to think, and to prosper. To view sabbaticals as anything less than a necessity and a right is to ignore the very nature of what it means to be a professional educator.

In considering the present state of sabbaticals, the body of this paper is concerned primarily with survey responses collected by the Academic Senate in Fall 2006. The decision to base this paper on survey results is tied to the recognition that the independent and varied policies practiced by our colleges in support of sabbatical is worthy of sharing systemwide, as is the collective state of sabbaticals among California’s community colleges.

19.01 SUPPORT FOR SABBATICAL LEAVE

Whereas, Trustees and administrators at some of California's community colleges have unilaterally suspended or eliminated sabbatical leave processes;

Whereas, Faculty recognize their ethical and professional responsibility to currency and improvement of their discipline;

Whereas, The suspension or elimination of sabbatical rights is part of an ongoing trend of shifting resources from academic to non-academic interests; and **Whereas**, The Education Code states that professional development is a vital part of every faculty member's responsibility, and the state is no longer directly funding professional development;

Resolved, That the Academic Senate for California Community Colleges urge local senates to insist that their right to sabbatical leaves be retained and supported;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to collaborate with bargaining units regarding support and retention of local sabbatical rights; and

Resolved, That the Academic Senate for California Community Colleges author a best practices document that assists local faculty in their efforts to retain sabbatical rights by developing a process that focuses on the academic integrity, merit, and institutional benefit of sabbaticals.

In response to the above resolution, the Education Policies Committee of the Academic Senate set as its task three goals: (1) to determine through a survey the general state of sabbaticals in the California Community College System; (2) to examine the processes and policies that govern the granting, funding, and management of sabbaticals within the system; and (3) to provide recommendations and best practices that support sabbaticals and their benefit to the professoriate, their local colleges, and students.

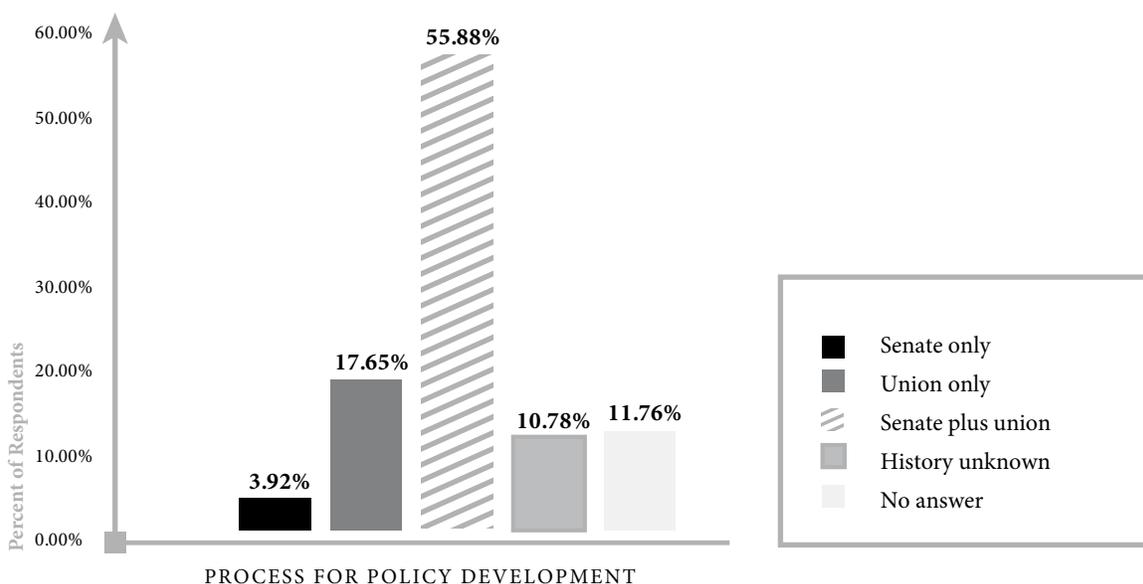
“Sabbatical Leaves are highly valued by faculty. It is an important program for personal/professional growth in the academic and occupational disciplines.”

—Survey on Sabbatical Leave Policies and Practices

SABBATICAL LEAVE

SABBATICALS ARE ALIVE AND WELL WITHIN a significant majority of California’s community colleges according to the *Survey on Sabbatical Leave Policies and Practices* (hereafter referred to as the Survey) conducted by the Academic Senate in Fall 2006. The Survey was developed in response to the above resolution and includes unduplicated responses from 102 of California’s 109 community colleges, a response of 93.6%.

Developing Sabbatical Leave Policies



At the time of the Survey, 94% of the respondents had Board adopted policies for sabbatical leave and 98% had contractual sabbatical leaves in their negotiated bargaining agreements. Of the schools surveyed the majority developed these contractual issues by consultation between the senate and the union (58%), 4% were developed exclusively by the senate, 18% exclusively by the union, and the remainder were unaware of the development history of their sabbatical leave policy.

Against these promising figures, however, there exists what may be construed as troubling fissures within the foundation of sabbaticals, topics which are also addressed throughout the body of this paper. Such concerns are accompanied by the recognition that sabbatical leaves are sometimes contingent on college and district budgets, compensation agreements, and on the crucial roles of local bargaining agents to see to it that sabbatical rights are not bargained away.

REFERENCES TO THE SURVEY WITHIN THE PAPER

The methodology for collecting figures for this paper is as follows. Faculty from 102 Colleges submitted the data in this survey. In order to analyze the data, information from multiple sources within a college were aggregated as a single answer. In the rare occasion when conflicting answers were received, analyses of the answer in light of other colleges within the same district and majority information from faculty responses were used to determine the actual response. The data were aggregated into responses from 102 of the 109 California Community Colleges. This represents a response rate of 94%.

Respondents to the Survey did not necessarily answer every question and, in some instances they selected multiple options to certain questions. Therefore, while the numbers of answers may vary with the individual question, there are instances where the significance of the ratio of one answer to another is sufficient to merit serious attention and is so noted by this paper, one such example being the impressive number of colleges where sabbatical rights are supported. While comments from the Survey that are used in this paper may have been edited for typos, their meaning and intent have not been altered. In all instances, the identities of respondents and the colleges are kept confidential.

DEFINITION/HISTORY OF SABBATICAL

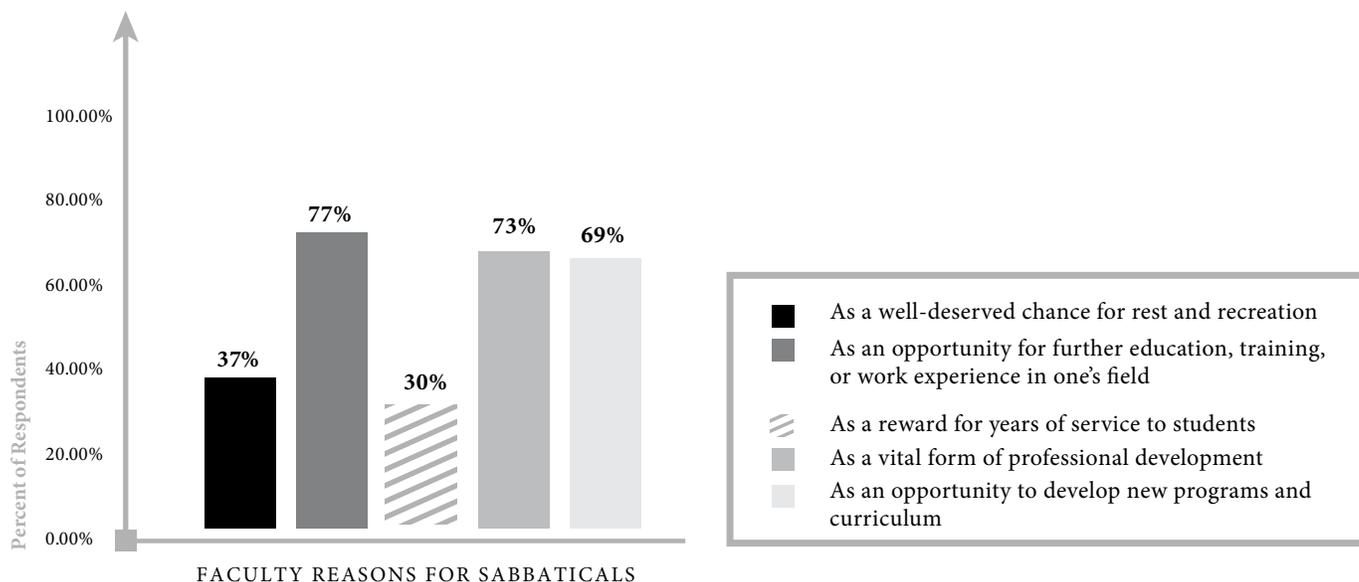
Sabbatical, derived from the Hebrew for the “Sabbath,” a day of rest, is generally acknowledged within academe as a productive period of professional enrichment. At the time of this paper, sabbaticals are supported by the vast majority of California’s community colleges and enjoy a wide range of implementation strategies and uses. Thus, for the purposes of this paper, a broad interpretation defines sabbatical as a paid interruption in a professor’s teaching schedule for a predetermined period in order that he or she may achieve an academic goal such as publishing, conducting research, or earning academic credits as well as other professional ambitions that contribute to individual and/or institutional objectives.

Sabbatical leaves have a long history in contemporary higher education, particularly noting Charles Elliot’s early use of the leave program at Harvard as an incentive to recruit an outstanding scholar (Zahorski, 1994). During the past 100 years, little substantive change has taken place with these leave programs, and although they have become common at most four-year universities, community colleges have developed somewhat more rigorous guidelines for what they call ‘leave’ programs. (<http://www.weleadinlearning.org/feb06mtm.htm>)

PURPOSES FOR AND ATTITUDES ABOUT SABBATICAL

Even though all colleges did not participate in the Survey, the preponderance of support for sabbaticals within our system is clearly apparent, as are the multiplicity of approaches. While we can agree that most colleges support sabbatical leaves, we must also note how the myriad processes for overseeing sabbaticals indicate a rich independence of local governance systems, due largely to the many interpretations of how sabbatical leaves may be utilized.

Faculty View of Sabbaticals

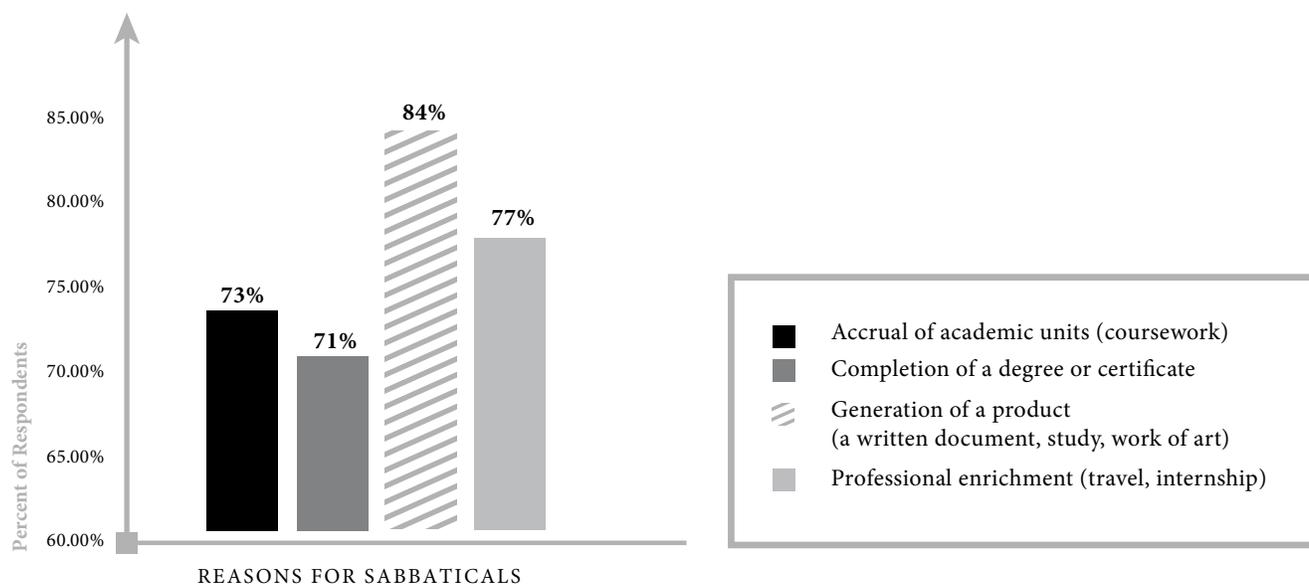


In addition, other views concerning the role of sabbaticals included an opportunity to do research, to do instructional research, for retraining, to generate artistic products, or to generate large scale writing projects.

While 77% of Survey respondents view sabbaticals as “an opportunity for further education, training, or work experience in one’s field,” it should be noted that even though 37% see sabbatical as a “well deserved chance for rest and recreation,” the actual granting of sabbaticals for rest and relaxation appears to be rare-to-nonexistent. Also, that 69% of respondents view sabbaticals as “an opportunity to develop new programs and curriculum” may invoke a local discussion about the perceptions of personal, professional, and institutional values supported by sabbatical leaves.

Even as faculty indicated that reasons for providing sabbaticals were varied, most colleges, as indicated in the above graph, recognized one or more of the following factors as a rationale for providing sabbaticals: accrual of academic units, completion of a degree or certificate, generation of a product (a written document, study, work of art), professional enrichment (travel or internship). Of note is that 84% of respondents favored the generation of a product as the primary impetus for granting a sabbatical. In addition, many respondents

Rationale for Granting Sabbaticals



described other criteria for providing sabbaticals such as research, program or course development, retraining, and other activities that support the mission of the college.

Opinions vary, and where several respondents link sabbaticals to the specific goals of the institution, retraining, and the writing of curriculum, one individual put forth the following:

Sabbatical leaves should be granted for the purpose of giving the INDIVIDUAL recipient the opportunity to develop knowledge or skills that will serve students better. It is a corruption of the sabbatical process to grant leaves to do institutional study, standard curriculum development, etc. that should be supported by the institution on an ongoing basis.

Another faculty member wrote, “Unfortunately, to my chagrin, [sabbaticals are funded] as an opportunity to do institutional research/work that should be institutionalized [...] in lieu of true faculty development.” To further complicate the subject, another statement declared:

Our sabbatical leave guidelines allow for ‘return to industry’ leaves: Return to industry is defined as reemployment in business or industry while on leave from the District, through which a faculty member may update knowledge of current practices and problems in areas directly related to teaching and classroom responsibilities.

Because it is generally understood that faculty should avoid additional paid employment while on sabbatical leave, the practice of “return to industry” generally involves a financial agreement between the faculty member, the District, and the business as a means of avoiding funding conflicts and irregularities.

“...NEARLY ALL SABBATICALS ARE GRANTED WITH THE EXPECTATION OF PROFESSIONAL OUTCOMES AND WITHOUT EXCLUDING MEMBERS OF ANY INSTRUCTIONAL DISCIPLINE OR PROGRAM FROM APPLYING.”

Only one respondent reported that a sabbatical leave policy does stipulate a condition on the granting of a sabbatical leave that is dependent on the classification of faculty (i.e., vocational, counseling, library). In sum, while opinions vary, it appears that nearly all sabbaticals are granted with the expectation of professional

outcomes and without excluding members of any instructional discipline or program from applying. Of note is that 94% of surveyed faculty stated that administrators value the furtherance of education, training, or work experience in one’s field ahead of all other potential purposes for sabbatical; however, the voice of those who think otherwise is evident.

Several anecdotal comments regarding administrative views of sabbatical suggested that some may view it as “an inconvenience and drain of funds,” as “an expense that they would rather not incur but do not currently have a way around,” as “a contractual obligation,” and as “a reward for years of devotion/deference to administrators.” While the small number of negative anecdotal responses hardly constituted a trend, it does suggest a “word to the wise” and may warrant a re-administration of the Survey in a few years to see if the numbers change sufficiently to indicate an actual trend. A survey of administrators may also allow a means to a more direct accounting of their positions as well as an opportunity to inform them of the Academic Senate’s views on the subject.

As for governing boards’ perspectives, faculty comments suggest that “Board members differ and boards are elected and thus change,” “Some Board members view it as a paid vacation. Hence, the Sabbatical Leave Committee makes sure that only serious projects are forwarded for approval,” and “They very much want to see a real product and a real benefit to the district. There is a lot of scrutiny.” As with the views on administrative perceptions, the governing board’s opinion can ultimately result in an undermining of sabbatical rights or a furtherance of a sabbatical’s potential to contribute to the institution and its students. At present, the Survey indicates that boards support sabbaticals by a sizable margin, with the obvious caveat that administrators and boards expect to see positive outcomes.

LOCAL FACTORS IN SUPPORT OF SABBATICALS

As sabbaticals are intended to benefit the profession, institution, and students, the policies that govern their application, acceptance, and evaluation must be considered. Question 35 of the Survey asks: “What local factors can you share which you feel have been successful in maintaining support for sabbatical leaves at your college/district?” The question yielded 82 individual answers. Among them, one answer captures the essence of many responses:

Having it specified in the bargaining agreement is important. Just as important is the shared understanding of administration and faculty that our process awards sabbaticals based on the quality of proposals and their benefit to the college. We have a well-developed rubric that is used by our sabbatical leave committee to rank sabbaticals on very objective criteria.

Other answers include, “Post-sabbatical presentations” and “The collective bargaining agreement is an essential tool for maintaining the commitment to offering sabbaticals. The sabbaticals committee has also worked hard to legitimize sabbaticals through creating a more objective and transparent process for awarding sabbaticals. Additionally, post-sabbatical presentations make the college community aware of the fine work being done by sabbatical recipients.” Of the 82 answers, 33 referred to bargaining agreements. Additionally, while a small number of colleges had their sabbatical rights suspended during the budget crunch of 2002-04, approximately 85% of those responding to the question have had their sabbatical rights reinstated. In seven instances, faculty say that the decision to suspend sabbaticals was unilateral while five responses report that the suspension was agreed to by faculty due to the severity of budget shortfalls. Other responses speak of the reason for the suspension without referring to participatory decision making. In most instances, as previously mentioned, sabbaticals were reinstated following the crises, though several responders make reference to the lack of faculty outcry at the time of the initial suspension. Indeed, where sabbaticals may be unilaterally suspended against a background of faculty silence, a fissure is definitely in the making. Suffice it to say, however, that 97% of the temporary suspensions which occurred for budgetary reasons were agreed to by surveyed faculty. Such support should not be interpreted as a lack of enthusiasm for sabbaticals, but, rather, an indicator of the very principle that supports sabbatical rights: the faculty’s dedication to the institution and its students. By the same token, during fiscally restricted periods faculty may opt to suspend sabbaticals as a means of avoiding potential lay offs of junior faculty.

Though it is one thing to allow sabbaticals, it is another to encourage sabbaticals and instruct faculty on how to prepare for and use sabbaticals. To the question asking about meaningful methods in place for informing and encouraging faculty sabbaticals, approximately 39% said that there was a faculty handbook that contained information on the subject. The vast majority of respondents mentioned that there is language in bargaining agreements, that email notices are sent out, or that information about sabbaticals is posted on the college website. Other remarks reflect a more fully conceived and positive approach to working with faculty. A respondent from a multi-college district writes:

Sabbatical leave policy is defined in the agreement between the bargaining agent and the district management. It is carried out as a function of the academic senate: Each college senate has a standing sabbatical leave committee that prioritizes proposals at the campus level. Those are forwarded to a district sabbatical committee, composed of one senate representative and one president’s representative from each campus, to prioritize the proposals on a district-wide basis. The minimum number of sabbatical leaves district-wide is prescribed contractually, with the governing board having leave to grant additional sabbaticals.

Another writes:

Besides workshops, we send out campus-wide memos periodically to inform faculty members of help provided by our Professional Development Committee, to outline what our AFT Contract stipulates about Sabbaticals, and our committee willingly reads drafts of Sabbatical Leave Applications and make suggestions so that faculty members have input and can type up their final drafts of these applications by the deadline. We also maintain a small library of past, successful Sabbatical Leave applications, with faculty members' names removed, which prospective Sabbatical Leave applicants can browse and get ideas from and see how they've presented their applications.

Still other respondents added that their local senates provide workshops and seminars supportive of sabbaticals. One answer noted the following:

A 'Scholars Lunch' has been implemented, at which, those faculty who have returned from sabbatical leave provide information regarding their study, travel, projects, etc. A portion of this program is then devoted to the application processes and additional information [regarding] the next year's cycle.

Another college boasted, "[a] general culture and tradition of supporting and encouraging sabbaticals." If this rich tradition is to endure and thrive, local senates and bargaining units must work to create a culture that respects and supports sabbaticals.

Local sabbatical processes and policies that were discouraging to applicants were most commonly concerned with questions of funding. Some colleges will fund only one semester. Others do not provide full salary. Still others do not announce whether their budget will permit sabbaticals, or, indeed, what number of sabbaticals may be funded, if any, until the application process is well along. One college which had never funded sabbaticals announced their board's decision to begin doing so on the very same day as the deadline for applications. Other comments lament that sabbatical approval is tied strictly to seniority and fails to take junior faculty into proper consideration. Regardless of funding for sabbatical positions, it is discouraging to some faculty that their positions will not be replaced, thus creating an additional burden to their department. Where efforts to discourage sabbaticals remain unaddressed, fissures may exist that reflect on the need to improve processes and, in many instances, to secure sufficient funding. Conversely, the most effective means for encouraging sabbaticals involves a proactive effort on the part of local senates and bargaining groups to advertise the process and to help applicants with the necessary preparations.

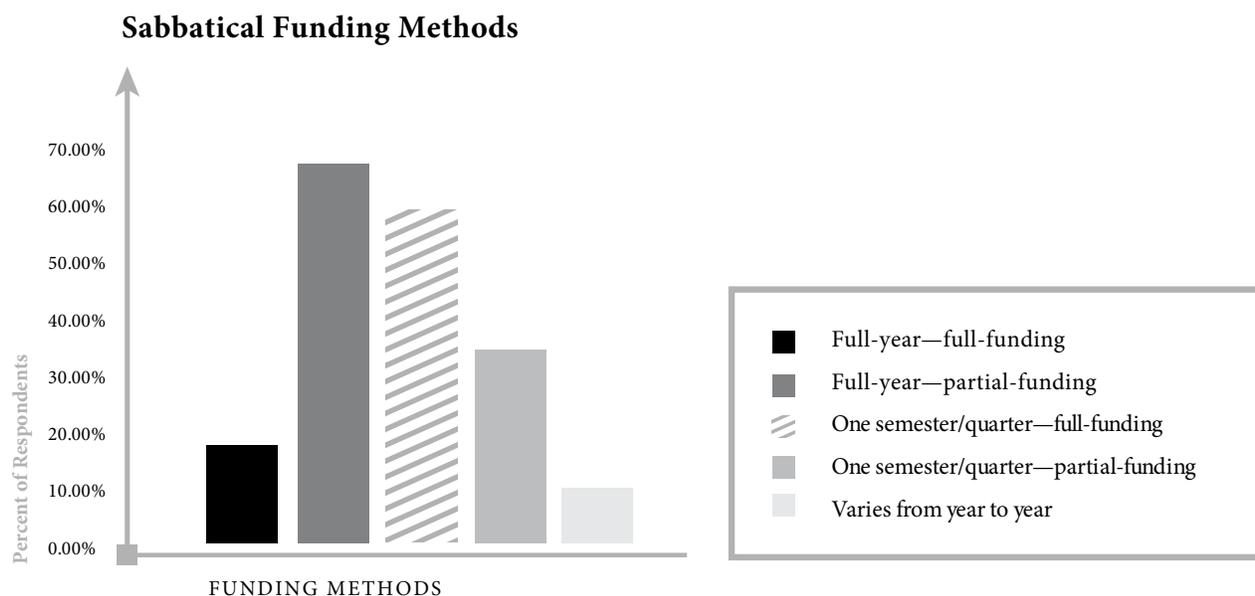
TIME AND FUNDING ALLOTTED FOR SABBATICALS

Regarding the amount of time allotted for sabbatical leaves, answers are as varied as our colleges. Nine respondents said that they did not have an exact number and cited variances according to funding or board approval on a case-by-case basis. One response concerning the number of sabbatical leaves claimed, "Nobody knows." Data concerning the maximum number of sabbaticals per year were extremely varied. Some colleges denoted different maximums for yearly versus semester sabbaticals. Maximum numbers were

determined by a hard and fast number on some campuses to a percentage of full-time faculty on other campuses. Some colleges had maximum numbers determined both for the institution as a whole and for specific disciplines. In some multi-college districts specific policies were varied including limitations per each individual campus and alternating campuses where sabbaticals were granted. Maximum number of sabbaticals granted by percentage of full-time faculty ranged from 2% to 10%.

A surprising revelation of the Survey is that 60% of sabbaticals are unused, but on closer examination, there were multiple reasons for this factor. In many instances, the pool of applicants was smaller than the available number of sabbaticals. In other instances, budget cuts prevented faculty from taking their sabbaticals, and some explain that faculty could not afford to take a sabbatical on reduced salary. Naturally, other sabbaticals were denied for quality concerns, some alleging conflicts with administrators, and others did not take their sabbatical or delayed taking it because of their role in departmental and/or other college related duties. One should not interpret the 60% figure as a cavalier response to sabbaticals, but, rather, as reflective of many circumstances and interpretations, some of which are directly related to other forms of service to the institution and its students. While there are differences between sabbaticals that are denied and sabbaticals that lack applications, in both instances there exists the suggestion that local efforts need to confront the conditions that support, encourage, and prepare faculty.

Overall, funding is an important consideration when one applies for a sabbatical, and according to the Survey, funding for sabbatical leaves varied from college to college. However, colleges generally provided full or partial funding for one year and/or full or partial funding for one semester or quarter. Very few colleges varied the funding from year to year.



Within the category of partially funded salaries described by 75 respondents, percentages of salary paid during sabbaticals for one semester or quarter ranged from 50% to 90%, with one college dipping as low as 20%. Some colleges allowed provisions for increasing funding on an individual basis, through load

banking, for example. Others raised the limit by allowing fully funded half-sabbaticals. Indeed, Sabbatical and leave funding can be found or enhanced through various college and university grant development offices, with the assistance of numerous fellowship and research grants, and by conducting an Internet search on “sabbatical funding.”

“WHERE THE PROFESSORiate CAN WORK TO PROTECT SABBATICALS THROUGH AN APPLICATION OF PROFESSIONAL SKILLS AND STANDARDS, IT MAY YET ENDURE FOR MANY YEARS.”

SABBATICAL REPORTS

Once the sabbatical is completed, the question of to whom the faculty provides a report resulted in 36% stating that they report to their governing board; 29% to a senior administrator; 12% through flex or a written report; 15% to their academic senate; 10% to a department meeting or through a written report; and about a fourth of the respondents selected “other.” While several “other” answers stated that they had never witnessed a sabbatical report, 93% indicated a reporting process that often included the local board, union, and/or a professional development committee. An example of the types of answers that resulted:

The faculty member submits the report to the Sabbatical Leave Committee. Approved reports are then forwarded to Senate, then the VP of Academic Affairs, then to the President, and finally to the Board. It is important to note that, for the most part, once the Sabbatical Leave Committee approves the report, it will be approved by everyone else.

Clearly, in nearly all instances, policies and procedures indicate at the very least an appearance of accountability.

While accountability can help to encourage the continuance of sabbatical leaves, scholarship on the subject reminds us that the most profound values derived from sabbaticals are not readily quantifiable. In speaking of the writings of G. H. Douglas in support of the quantification of sabbaticals (see references), authors Michael T. Miller and Kang Bai state:

Douglas (1995) greatly bemoans this quantification of sabbatical leaves, arguing that the intent of the sabbatical leave is really to reflect on a variety of ideas and concepts, to think broadly about knowledge, ideas, and learning, and to use this time to rejuvenate a life of the mind. Yet, Connor (1988) identified specific outcomes for sabbaticals, including continuing education opportunities for the faculty member, keeping up to date with new advances in a discipline, reducing job stress, increasing productivity, and even reducing the temptation to take early retirement. Similarly, Sima (2000) concluded that sabbaticals are strong faculty development tools that can increase productivity, improve academic programs, and strengthen an institution’s intellectual climate. (<http://www.weleadinlearning.org/feb06mtm.htm>)

CONCLUSION

AS WE HAVE SEEN FROM THE materials generated by the Survey, sabbaticals continue to play a role throughout most of California's Community College System. Sabbaticals appear to be generally well funded and require varying levels of accountability. While the continuing tradition of sabbatical rights is good news, the Survey also indicates fissures that could form beneath the tradition of sabbaticals, fractures that relate to funding formulae, funding availability, the faculty's will to retain and encourage sabbatical rights, support for the application process, the perceived value of sabbaticals overall, and the rigor associated with systems of accountability as they relate to sabbatical reports. Where the professoriate can work to protect sabbaticals through an application of professional skills and standards, it may yet endure for many years.

RECOMMENDATIONS

1. Support for sabbaticals require that local senates and bargaining units work to create a culture that respects and supports sabbatical rights.
2. Sabbaticals should result in an enhancement of teaching effectiveness and strengthen an institution's academic programs.
3. Sabbaticals should result in the effective use of time to foster the individual's professional development.
4. Opportunities for sabbaticals must be provided for all categories of full-time faculty.
5. Determents to sabbatical leave should be dealt with so that faculty have adequate funding and their departments have the necessary faculty to cover their classes.
6. Local senates and bargaining groups should require that sabbaticals be held to the highest academic and professional standards.
7. Sabbatical committees should employ accountability that can best be approached through careful analysis of the plans submitted in advance of the sabbatical and assessed in terms of the success each individual has in meeting the goals they establish for themselves.
8. Funding for sabbatical leaves may be enhanced through various university grant development offices, with the assistance of numerous fellowship and research grants, and by conducting an Internet search on "sabbatical funding."
9. The Academic Senate should survey the System at least every five years as a precaution against the erosion of this important right. It may also be advisable to survey administrators and boards to determine their actual perspectives on sabbaticals and, by this process, inform them of Academic Senate positions on the subject.
10. Faculty should be informed of their sabbatical leave rights and opportunities through a proactive effort on the part of local senates and bargaining groups to advertise the process and to help applicants with the necessary preparations.

REFERENCES

AAUP. (1995). (AAUP.org).

Douglas, G. H. (1995). "Sabbaticals in the age of productivity." *Chronicle of Higher Education*, 42(7), B3.

Miller, Michael T. and Kang Bai. "Impact of Sabbatical Leaves on Teaching: A Case Study of Post-Sabbatical Measures." (<http://www.weleadinlearning.org/feb06mtm.htm>).

The Academic Senate for California Community Colleges. (Fall 2006). "Survey on Sabbatical Leave Policies and Practices." (<http://www.surveymonkey.com/Report.asp?U+259689165258>).

Survey Results: <http://www.surveymonkey.com/Report.asp?U=259680165258>

