Sabbatical leave Guidance for Teaching Focused Staff

(Version 20190315)

# Overview

This document sets out some basic principles of sabbatical leave related to teaching focused (TF) staff. These are for guidance purposes only to support the Sabbatical Leave Committee in their decision-making process.

The principle of sabbatical leave for TF staff is to give them relief from teaching and administration so that they have the time and space to focus on the development of activities that are consistent with the duties in their appointment. For example, developing new teaching initiatives and innovative teaching related activities, including teaching related research. The University’s expectation of teaching focused staff members is that after a period of sabbatical leave (generally one or two semesters) they will have produced a variety of significant achievements, including but not restricted to publications. They should have prepared and put in place an agenda to carry forward new and innovative teaching and teaching related initiatives. Sabbatical leave is an important part of academic life; it can reinvigorate careers, allow established TF staff to complete important and on-going, as well as facilitate new teaching initiatives, and teaching related research projects, as well as facilitate international links with other institutions – to name only a few benefits. Sabbatical leave at Manchester University is not a ‘right’ it is granted to eligible staff, by the School, on behalf of the University.

The sabbatical Leave Committee has the task of deciding if an individual’s application is acceptable or not. It should remember that any sabbatical leave granted will have implication on the teaching loads of staff in that academic’s group; it is also a significant investment by the University in that individual’s development. It is therefore reasonable to assume that the committee is convinced that there will be a reasonable return on that investment (for the University, School and individual). In order to assure this takes place, mentors are allocated, potential achievements are reviewed, interim reports are assessed and a follow up process of sabbatical leave reports are required. The committee takes these processes seriously and failure to produce may have implications for future sabbatical leave applications.

# Teaching focused staff

Due to high teaching demands MBS has recruited several members of staff whose workload consists of teaching and scholarship, as opposed to teaching and research (TR).

TF members of staff are on exactly the same academic contracts as TR members of staff, the difference is in the workload allocation. The University has offered a new teaching contract to staff but at present we do not have any staff on these contracts. To reiterate, ALL academic staff are currently on the same contracts and pay grades, the only difference being workload and output expectations.

AMBS allocates, within its workload model (WAM), 20% of time (nominally one day per week) for TF staff to focus on the scholarship aspect of their job. The expectation for TF staff is that they will initiate new and innovative teaching practices and disseminate these both within the university and externally. They will produce evidence of these activities, which may take the form of building relationships with internal or external clients, dissemination of practices to, for example, professional bodies, and outputs that are related to teaching scholarship. Examples may include: collaborative teaching initiatives and projects, text books, peer reviewed articles on teaching and pedagogy, case studies, simulation games, executive related papers and books, teaching guidance and so on. This is in line with the University’s guidance on parity of esteem.

# Guidance regarding sabbatical leave applications for TF staff

The Sabbatical Leave Committee will need to consider applications from eligible TF staff. In line with this evidence based logic the committee will therefore judge the strength of a TF proposal against the following general criteria:

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| ***Pedagogical Evidence of teaching initiatives and outputs*** |
| 1. Will the sabbatical leave produce teaching initiatives with internal or external collaborators? 2. Will the sabbatical leave produce and /or disseminate innovative teaching practices? 3. Will the sabbatical leave produce new or strengthen existing relationships with external clients? 4. Will the sabbatical leave produce pedagogical outputs that will be published in peer reviewed journals e.g. Academy of Management – Teaching and Learning? 5. Conference Papers – most management conferences host a teaching and learning stream – will the sabbatical leave lead to the production and presentation of seminar papers e.g. BAM, AoM etc. 6. Will the sabbatical leave lead to the production and use of case studies (these may be published in leading clearing houses e.g. Harvard, Instead etc.) 7. Will the sabbatical leave lead to the production of a text book, case book, and learned book on teaching methods. 8. Executive Focused Outputs: Will the sabbatical leave lead to executive/practical outputs such as papers in practitioner journals, newspaper articles, interviews etc. i.e. impact raising. 9. Other pedagogical outputs: Will the sabbatical leave lead to the production of teaching support materials e.g. simulation games, |
| ***Research Grants*** |
| 1. Using the sabbatical leave to submit a grant focusing on scholarship related questions and research e.g. case study development, experimental designs for examining teaching techniques in management etc. |
| ***Personal development*** |
| 1. Using the sabbatical leave to acquire new techniques that could be used to improve teaching performance or teaching of their chosen subject area |

It is also proposed that AMBS would use the same guidelines for assessing whether the leave period qualifies for one or two semesters (subject to eligibility). AMBS would also apply the same mentoring and assessment criteria.

# Eligibility

As per the “Guidelines and procedures for sabbatical leave proposals” (published on the AMBS intranet, research support pages), eligibility for consideration for sabbatical leave for TR staff is normally “calculated as one semester’s (year’s) leave after six semester’s (year’s) normal teaching and research duties. […].”

For TF staff eligibility is calculated on a pro-rata basis. TF staffs have 20% time for professional development in WAM, which is 50% of the time for TR staff. To this end, eligibility is calculated as one semester’s leave after 12 semester’s normal teaching and scholarship duties.”