

Sabbatical Application Rubric

When writing a sabbatical application, the applicant and the members of the deciding Sabbatical Committee should keep in mind the link between the sabbatical application and the College of Marin Mission Statement:

“The College of Marin's mission is to provide equitable opportunities and foster success for all members of its diverse community. This includes offering preparation for transfer to four-year institutions, workforce education, basic skills improvement, intellectual and physical development, lifelong learning, and cultural enrichment. The college is committed to responding to community needs through student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability. “

This rubric evaluates sabbatical applications based on their clarity, preparedness, and alignment with institutional and individual goals. The application should relate to the College of Marin Mission Statement as well as the sabbatical type and prompts on the Sabbatical Application, Form F.5.E and fall generally fall under one or more of the following categories:

- **Direct Enhancement of Classroom Instruction/Curriculum**
- **Deepening of Professional Skills/Expertise in Subject Area**
- **Integration of Equity, Diversity, and Inclusion (DEI) Initiatives**
- **Contribution to Graduate-Level Research/Scholarship**

The scoring ranges from 1 (Incomplete) to 5 (Excellent).

1. Overall Preparation and Details of Sabbatical Plan	Score (1-5)
<p>1 - Incomplete: Lacks essential details regarding timeline, resources required, or overall feasibility. Appears unprepared.</p> <p>2 - Developing: Provides some details (e.g., partial timeline, few resources, incomplete details), but significant gaps exist in the overall planning, preparation, or feasibility assessment.</p> <p>3 - Competent: The overall plan is generally sound, including a timeline and resources, but could benefit from more detailed preparation, organization, timelines or planning.</p> <p>4 - Proficient: A well-structured and detailed overall plan is presented in formal research format with references, including a realistic timeline, clearly identified and justified resources, and demonstrates thorough preparation.</p> <p>5 - Excellent: An exceptionally thorough and robust overall plan, demonstrating meticulous attention to detail, proactive resource management, insightful anticipation of potential challenges, and outstanding preparation for all aspects of the sabbatical. Presented in formal research format with professional bibliography in the style appropriate for the discipline.</p>	Comments

2. Clear Statement of Goals and Objectives	Score (1-5)
<p>1 - Incomplete: Goals are absent or extremely vague, making it difficult to assess the purpose of the sabbatical.</p> <p>2 - Developing: Goals are stated but lack specificity, measurability, or a clear connection to the proposed activities. Objectives are present but loosely defined.</p> <p>3 - Competent: Goals are generally clear but could be more specific or impactful. Objectives are mostly aligned with the stated goals.</p> <p>4 - Proficient: Goals are specific, measurable, achievable, relevant, and time-bound (SMART). Objectives are clearly articulated and directly support the attainment of the goals.</p> <p>5 - Excellent: Goals are exceptionally clear, ambitious yet realistic, and demonstrate a profound understanding of the intended outcomes. Objectives are meticulously detailed, perfectly aligned, and logically flow from the overarching goals.</p>	Comments
3. Sabbatical Activities and Methodology	Score (1-5)
<p>1 - Incomplete: The proposed activities are unclear, unfocused, or lack a coherent methodology.</p> <p>2 - Developing: Proposed activities are somewhat described but lack sufficient detail or a clear plan of execution. Methodology is vague.</p> <p>3 - Competent: Activities are generally defined, and a methodology is proposed, but details or justification may be lacking.</p> <p>4 - Proficient: Activities are well defined, and a clear, logical methodology is presented, outlining how the goals will be achieved.</p> <p>5 - Excellent: Activities are meticulously detailed, innovative, and directly align with the stated goals. The methodology is robust, clearly articulated, and highly feasible, demonstrating a deep understanding of the work to be done.</p>	Comments
4. Clear Statement of Final Deliverables or Outcomes	Score (1-5)
<p>1 - Incomplete: No mention of expected deliverables or outcomes, or they are entirely unclear.</p> <p>2 - Developing: Deliverables are vaguely mentioned or are not clearly linked to the proposed sabbatical activities.</p> <p>3 - Competent: Some deliverables are identified, but their nature, scope, or intended impact is not fully defined.</p> <p>4 - Proficient: Specific, tangible, and relevant deliverables are clearly outlined, with a concise explanation of how they will be presented, shared, or utilized.</p> <p>5 - Excellent: Deliverables are exceptionally well-defined, innovative, and demonstrate clear, measurable impacts. The application meticulously articulates how these outcomes will be disseminated, integrated, and contribute lasting value.</p>	Comments

5. Alignment with Teaching and Professional Growth	Score (1-5)
<p>This section evaluates how the proposed sabbatical balances direct benefits to student learning with the faculty member's broader professional and personal development in their academic field.</p> <p>1 - Incomplete: No connection made to either teaching enhancement, or professional development.</p> <p>2 - Developing: Benefits are vaguely mentioned or are not clearly linked to specific outcomes for students, teaching or the institutional mission. A vague or superficial connection is made to professional development.</p> <p>3 - Competent: Acknowledges professional growth and makes a general connection to enhancing teaching; however, the specific mechanisms or benefits are not clearly articulated.</p> <p>4 - Proficient: Clearly articulates how the sabbatical will lead to <u>one or more significant outcomes</u>, including:</p> <ul style="list-style-type: none"> ○ Direct Enhancement of Classroom Instruction/Curriculum: Demonstrates a clear path for the sabbatical's activities to directly translate into improved teaching practices, new course content, or curriculum development, which is outside the normal duties expected of an instructor, that clearly articulates how the sabbatical will yield tangible benefits for students. Explains how the experience will contribute to the faculty member's personal development (e.g., renewed enthusiasm, new perspectives, interdisciplinary insights) and how this growth is expected to enhance their teaching effectiveness and engagement. ○ Deepening of Professional Skills/Expertise in Subject Area: Shows how the sabbatical will enhance the faculty member's disciplinary knowledge or professional skills, which will in turn enrich their teaching, even if the student benefit is indirect. ○ Integration of Equity, Diversity, and Inclusion (DEI) Initiatives: Details specific plans to incorporate DEI principles into the subject area, curriculum, pedagogy, or departmental practices, thereby fostering a more inclusive learning environment. ○ Contribution to Graduate-Level Research/Scholarship: Outlines how the sabbatical will result in scholarly contributions (e.g., publications, presentations) that elevate the faculty member's academic profile and inform their instruction. <p>5 - Excellent: Provides a compelling and thoroughly supported argument for how the sabbatical will result in multiple and synergistic outcomes from the proficient level. It effectively bridges the gap between personal academic growth and its positive impact on the teaching mission, demonstrating a profound benefit to both the faculty member's long-term academic vitality and the quality of education provided to students, whether directly or indirectly through enhanced expertise, renewed pedagogical approaches, or innovative curricular contributions.</p>	<p>Comments</p>