

Chapter VI - Professional Development

In the interest of maintaining and enhancing both the scholarship and teaching of the faculty, the College offers an array of opportunities for professional development.

A. Sabbatical Leave

(Faculty Code, CH I, Art VI, Sec 1)

All benefits are continued, although some income-based benefits (for example, TIAA) may be adjusted.

All tenure-track faculty are eligible to apply, after 10-semesters of full-time teaching, for one of the following:

- a) a one-semester sabbatical at 90% of annual salary; must teach three courses in the other semester; or
- b) a full-year sabbatical at 70% of annual salary; or

after 12-consecutive semesters of full-time teaching,

- c) a one-semester sabbatical at 100% of the annual salary.

All pre-tenure, tenure-track faculty are eligible to apply, after

- d) 4-consecutive semesters of full-time teaching, for a one-semester sabbatical at 91% of annual salary; must teach three courses in the other semester, or, after
- e) 6-consecutive semesters of full-time teaching, for a one-year sabbatical at 90% of annual salary; or, after
- f) 8-consecutive semesters of full-time teaching, for a one-semester sabbatical at 100% of annual salary; must teach three courses in the other semester.

Example for pre-tenure tenure-track faculty:

# Sem	Sem	# Yr.	Year	Eligible		
				d	d	f
1	Fall	1	2022	teach	teach	teach
2	Spring		2023	teach	teach	teach
3	Fall	2	2023	teach	teach	teach
4	Spring		2024	teach	teach	teach
5	Fall	3	2024	1-sem @ 91%	teach	teach
6	Spring		2025	teach	teach	teach
7	Fall	4	2025	teach	1-yr @ 90%	teach
8	Spring		2026	teach		teach
9	Fall	5	2026	teach	Next	1-sem @ 100%

10	Spring		2027	1-sem @ 91%	eligibility will be post tenure (after ten consecutive semesters)	Next eligibility will be post tenure (after ten consecutive semesters)
11	Fall	6	2027	Next eligibility will be post tenure (after ten consecutive semesters)		
12	Spring		2028			
13	Fall	7	2028			
14	Spring		2029			
15	Fall	8	2029			
16	Spring		2030			
This applies only to the first six years of the pre-tenure appointment.						

1. Evaluation

Proposals will be evaluated by the Committee of Division Chairs. Sabbatical leaves are granted for projects of such a nature and magnitude that their completion is impossible while the faculty member is engaged in regular teaching obligations. Most proposals should be no longer than three pages, be comprehensible to educated individuals outside of the discipline, and begin with a summary or abstract. Though most satisfactory proposals will be scholarly in nature, curricular proposals are also acceptable. Proposals which are scholarly in nature should result in publication or equivalent presentation. All proposals should have clearly defined objectives by which their success or lack of success can be judged. Proposals should include an updated vita and a statement from the department chair as to whether or not a replacement will be necessary.

In evaluating sabbatical proposals, the Committee of Division Chairs will consider several questions. Is the proposal clearly written with specific objectives? Will the project enhance the candidate's teaching and scholarship? Of what value is the project to the individual's department, the College, and its students? What evidence is there of the likely success of the project? The most compelling evidence is the success or failure of previous sabbatical projects.

If other grants or salaries supporting the applicant's project become available, the financial obligation of the College shall not exceed the balance necessary to complete the applicant's base salary for the period of the sabbatical, plus those unusual expenses associated with the leave. Cost of living expenses will be considered a possible unusual expense on a case by case basis, as determined by the Provost and Dean of the Faculty.

The College maintains payment of its contributions for TIAA, group life, and major medical insurance during the period the faculty member is on sabbatical leave.

2. Return

A faculty member returning from sabbatical is required to include a detailed report in their next Annual Faculty Activity Report. Because the AFAR covers a calendar year, when reporting on the first half of an academic year sabbatical, faculty can either report on what has been done to that point or simply note the report is “to be continued” and included in the next AFAR. Any significant modifications in the plans and goals outlined in the initial proposal made over the course of the sabbatical leave should be included in this report. In addition, it is expected that a faculty member returning from sabbatical leave will give a public presentation reflecting the accomplishments of the leave.

It is expected that anyone granted a sabbatical leave will return to the service of Whitman College for at least two semesters with teaching responsibilities. In exceptional circumstances and when the Provost and Dean of the Faculty requests that a faculty member delay their sabbatical, credit may be given for the delay.

3. Sabbatical replacements and scheduling

Replacements for faculty who have been approved for a sabbatical leave are not automatically granted. Once sabbaticals are authorized, the Provost and Dean of the Faculty will call for replacement requests and justifications, and in consultation with the Committee of Division Chairs, will work with departments to determine replacement needs. The Provost and Dean of the Faculty and the department chair will also work together to schedule department sabbaticals in a manner that minimizes disruptions to the department’s curriculum and major program and accommodates, to the greatest extent possible, the needs of non-tenured tenure-track faculty. It is expected that one-semester sabbatical replacements will teach 3 courses.

B. Early Sabbatical Option

An optional opportunity for faculty who are interested in applying for national or international fellowships or who have research opportunities that are time sensitive (such as an archive closing or a short-lived natural phenomenon about which you'd like to gather data). If your fellowship or research timeline does not align with your sabbatical eligibility, you may request an early sabbatical. It will be necessary for the department to consent to the early sabbatical and for the CDC to approve the sabbatical project, as the CDC does with all sabbatical applications.

The early sabbatical allows you to retain your benefits during the time that you are away from Whitman.

Upon your return, your eligibility for your next sabbatical will be increased by the number of years that had remained before your regular sabbatical eligibility. Thus, if you took an early sabbatical after 4 years rather than a regularly-scheduled sabbatical after 5 years, you would be eligible for your next sabbatical after 6 years of teaching (1 year left before sabbatical one + the regular 5 years until sabbatical two = 6 years). For reasons of equity among faculty, it is not possible to take two early sabbaticals in a row. You must teach for the extended period (in the above example, 6 years) and take that sabbatical after that extended period before you could avail yourself of the early sabbatical option again.

C. Leaves of Absence

Faculty members who seek approval of an unpaid leave of absence should submit a request to the Provost and Dean of the Faculty. After soliciting from the appropriate department, a statement of the anticipated impact of this leave on the academic program, the Committee of Division Chairs will offer a recommendation to the Provost and Dean of the Faculty. A one-semester leave of absence will count as two courses in a faculty member's normal five course load.

Under college regulations, faculty who do not yet have tenure need not return to the College at the end of their leave, nor does the College have a responsibility to retain them in their position. Upon return from a leave of absence, faculty members must teach fulltime for four consecutive semesters or four consecutive years to be eligible to apply for a one-semester or full year sabbatical, respectively.

A faculty member on an unpaid leave of absence:

- will not receive benefits;
- is not eligible to receive professional development funding;
- will not retain a college JP Morgan credit card;
- will relinquish to WCTS their college owned technology equipment (laptop and/or desktop, iPad or tablet, etc.);
- will relinquish access to their college office;
- upon return from a leave of absence, faculty members must teach fulltime for ten consecutive semesters to be eligible for a one-semester or full year sabbatical.

D. Expectations for Presence on Campus

1. Facilitation of a Professional and Student-centered Learning Environment
 - a. Faculty are expected to hold final examinations during the times designated for their classes, according to the final exam schedule published by the Registrar's Office (Faculty Code, CH V, Art III, Sec 3.D).

- b. As indicated by the Faculty Code (CH V, Art X, Sec 1), faculty are expected to hold regularly scheduled classes in the 24 hours preceding and following vacation periods. Exceptions are granted by application to the Office of the Provost and Dean of the Faculty.
- c. Faculty are expected to hold weekly office hours on campus throughout each semester they are teaching.
- d. Faculty are expected to be present on campus such that they are reasonably available for department and other College meetings and business.

2. Professional Meeting Attendance/Participation

- a. Faculty planning to miss class days for professional obligations, including but not limited to meeting attendance and participation, should limit the total number of classes missed to no more than one instructional week per semester, e.g. two class meetings per semester for a T/TH class, three class meetings per semester for a M/W/F class, and four class meetings per semester for a four-day per week class. Days on which classes are not held are not considered part of an instructional week.
- b. Student absences resulting from participation in professional meetings with faculty members, research trips with faculty, or travel for other college-sanctioned events, are governed by the Faculty Code (CH. V, Art X, Sec 2-7).

3. Research Trips

- a. Trips involving travel for research or scholarship purposes should, whenever possible, be scheduled for a time when classes are not in session.
- b. In cases where the timing of a trip is not under the direct control of the faculty member and the trip is essential to the faculty member's research or scholarship, the application should be made to the Office of the Provost and Dean of the Faculty. The Provost and Dean of the Faculty has the option of granting or denying permission.
- c. Trips requiring more than 10 working days of class absence will not be approved under any but the most unusual circumstances.

4. Notification of Department Chairs

- a. Faculty should plan class activities to take place during their absence in order to minimize the impact on student learning. Class syllabi should be constructed with the meeting or research trips indicated so that students can better plan their semester, recognizing that in rare cases meetings or research opportunities may arise after the semester has begun.
- b. Faculty members should notify their department Chair of the days they will be absent from class.

E. Funds for Scholarship and Instructional Development

Tenured and tenure-track faculty not supported by start-up funds or income from an endowed chair, as well as faculty with senior status will be provided with a Professional Development Allowance (PDA) to support their professional development. Faculty members who participate in SCP will not receive an annual Professional Development Allowance. These funds will support legitimate professional expenses (faculty travel for research/creative activity, professional meetings, journal subscriptions, memberships in professional societies, research materials - books, software, supplies). The funds may not normally be used to support student research, computer purchases, and teaching materials otherwise supported by departmental or program budgets. Details on allowable expenses can be found on the [Provost and Dean of the Faculty website](#).

If available, additional funding may be awarded to proposals seeking support for scholarship and instructional development needs that exceed the use of the PDA. Proposals are evaluated by the elected committee on Aid to Scholarship and Instructional Development (ASID). See [Professional Development Funding](#) for application information.

F. Grants from External Sources

Faculty are encouraged to seek funding for their professional work from foundations outside of the College. Forms of support range from seminars and institutes that provide feedback from fellow scholars to travel and material costs required to conduct research. Some foundations also offer support for curricular innovation or other projects that enhance student learning. In addition, feedback on applications from the granting agency, even when the project is not funded, can provide faculty with valuable insights into their professional development planning.

The [Grants and Foundation Relations Office](#) provides advice and assistance in finding external sources of support and in developing grant narratives and

budgets. It is important to coordinate grant-seeking endeavors with the Grants and Foundation Relations Office in order to ensure that the total college fund-raising effort is integrated. Faculty must submit a Proposal Development Form, which allows the Provost's Office to receive advance notice of any funding requests that may require commitments from the College, including any matching funds (for which faculty must submit a Matching Funds Request Form).

Faculty are encouraged to coordinate requests for the funding of scholarly projects with their sabbatical plans. For example, a foundation may be able to provide travel funding for a sabbatical project or make up any lost salary if a faculty member chooses a sabbatical option that does not provide 100% salary. Faculty should typically not plan to request funding for a research leave outside of their sabbatical eligibility. The funds provided by external foundations are generally insufficient to cover the salary costs of hiring replacement faculty and the additional payroll expenses the College incurs for both the Whitman faculty member and faculty replacement.

G. Student/Faculty Research Awards and Other Funds

There are a number of awards which help faculty to enhance the academic program by doing collaborative work with students or bringing speakers to campus. Some of these awards are managed by individual departments, but the majority are overseen by the Office of the Provost and Dean of the Faculty. The faculty elected ASID committee reviews applications for competitive awards. More information on these awards, including the endowments that make them possible and the application process are on the Faculty and Student Research and the Guest Lecturers webpages of the Office of the Provost and Dean of the Faculty.

1. Faculty-Student Summer Research

The purpose of the Faculty-Student Summer Research Scholarship is to make it possible for faculty to collaborate with continuing Whitman students in their professional work, allowing for a rich learning opportunity for students to gain first-hand knowledge of the methods and challenges of sustained scholarly work. These collaborative projects are expected to be of such quality that they might lead to publication, exhibition, or performance. More information is found under the Faculty and Student Research page of the Provost and Dean of the Faculty website.

2. Abshire Awards

The Sally Ann Abshire Research Scholar Awards are awarded each semester

to students to assist Whitman professors in their scholarly pursuits. These awards are typically granted for work during the academic year and typically are smaller in scale than summer research awards.

3. Visiting Educators Program

The Visiting Educator program provides an opportunity to invite scholarly speakers in the various disciplines to campus. Visiting Educators are usually faculty from other institutions. They receive reimbursement for travel and local expenses, and an honorarium. Departments that have their own endowments for speakers or for unrestricted uses are expected to use these sources of funding. Due to limited funds we are generally not able to support more than one Visiting Educator per department. Faculty should consult with your department chair and/or colleagues if you wish to bring a visiting educator during the academic year.

4. Lectureships

The College has numerous endowed lecture programs, including the Allen-Boeing Lecture (Economics), Andjelkovic Lecture (Career and Community Engagement Center), Bierman Lecture (History), Brattain Lecture (Physics), Brode Lecture (Science), Cagley Lecture (Foreign Languages), Classical Liberalism (Economics / Environmental Studies / Politics), Groseclose Lecture (General lectureship), Hosokawa Lecture (Communications), Jackson Lecture (Politics), Kimball Lecture (Classics), Kinsinger (Dean of Students), Langlie Lecture (History / Politics), Lewis Lecture (Politics), Maxwell Lecture (Dean of Students), Perry Lecture (Economics), Rempel Lecture (Biology), Skotheim Lecture (History), Steele Lecture (Dean of Students) and the Willoughby Lecture (Career and Community Engagement Center).

5. Student Travel to Professional Meetings

Funds are available to assist students to attend professional meetings to present work done collaboratively with Whitman faculty members. Students may also request funding to support their thesis research. Requests for student thesis research and presentation travel are awarded on a first-come-first-serve basis by the Associate Dean for Academic Affairs.

G. Mentoring

In order to support faculty seeking guidance as they navigate their early careers at Whitman, the College has two mentoring programs. One program is designed around the specific needs of tenure-track faculty and the other is dedicated to faculty in non-tenure-track appointments. Both programs are overseen by

Whitman faculty members who match junior faculty with colleagues with significant experience. Both mentoring programs are meant to offer confidential mentorship to faculty. This mentorship supplements other forms of mentorship provided by departmental colleagues and faculty participating in the formative review process for tenure-track faculty.