
JONES & GAREY COMPETITIVE COURSE RELEASE SABBATICAL PROGRAM RUBRIC

	Below Expectations	Met Expectations	Proposal Strengths	Proposal Weaknesses
<p>All standard sabbatical application components present (cover sheet with dates requested for sabbatical, personal history of service, date of previous sabbatical and professional achievements since, project abstract, summary of planned project outcomes, anticipated budget and other funding; narrative of proposal activities including discussion of significance of the proposal and expected completion date; context that relates proposal to previous activity and long-range plans; expanded expected outcomes; detailed budget; department evaluation and impact statement; CV; statement on outcome of previous sabbaticals)</p> <p>Jones & Garey Applications must also include the following</p> <ul style="list-style-type: none"> • Justification for the type of course release requested (two courses for fall, two courses for spring, or 2-1/1-2 teaching load for entire academic year) • Itemized budget of up to \$5,000 (Jones) and/or \$2,000 (Garey) 				
<p>Quality of Proposal</p> <ul style="list-style-type: none"> • Does the application carefully describe the proposed plan of scholarship and/or creative activity (with sufficient detail)? • Does the narrative discuss the significance of the proposed activities? • Is the expected completion date for what will be accomplished during the sabbatical clear? • Does the information provided offer context for why the proposed work is important in the faculty member's previous activities and explain how the request fits precisely within the 				

<p>faculty member's overall, long-range plans for scholarly and professional development?</p> <ul style="list-style-type: none"> • Is the project worth funding? • Is the proposal clearly written? • What does it contribute to the existing body of work in the field? <p>Jones & Garey Applications must also include the following</p> <ul style="list-style-type: none"> • Does the applicant address their record of excellence in teaching and service, in addition to scholarship? 				
<p>Clearly Projected Outcomes and Achievements</p> <ul style="list-style-type: none"> • Does the applicant explain how work from the sabbatical lead to presentations, performances, and/or publications (scholarly activity and/or achievement)? • What are the specific outcomes/what will be produced as a result of the sabbatical work? 				
<p>Evidence of Scholarly Achievement since last sabbatical</p> <ul style="list-style-type: none"> • What has been produced since the faculty member's most recent sabbatical? • More specifically, has there been at least 1 peer-reviewed or juried piece since the faculty members previous sabbatical? <ul style="list-style-type: none"> ○ Jones & Garey do not require this, however a proven track record is important—thereby demonstrating the record of excellence in scholarship noted above. 				

Requests in sabbatical budgets historically funded:

- Travel expenses related to research (including airfare; hotel costs up to \$125/day & food up to \$25/day for 2 weeks)
- When monthly rates possible, can fund more extended living expenses; up to \$1000 per month (for 3.5 months) for lodging; no food for extended stays

- Research expenses necessary for the project including supplies, participant payments, interview transcriptions and archival access

Requests not funded by sabbatical budgets:

- Conference funding will not be supported through this budget unless sufficient evidence is provided for why a third conference is necessary for the research proposed (must explain how 2400 of professional development is being used)
- When submitting your proposal, please prioritize your projects and clearly connect your budgets to your projects.
- Editing services

Note about Garey and Jones sabbaticals: These are viewed as a reward for excellence in research, teaching, and service. The awards committee is only tasked with evaluating the research component of this award. Because the expectation for these mid-cycle sabbaticals is excellence in scholarly work, in addition to the criteria described above, faculty members must also demonstrate a high caliber program of research which produces consistent peer-reviewed work.