

Marquette University Sabbatical Handbook

(Revised August 22, 2024)

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- and apprising the Office of Faculty Affairs of any concerns.
- G. A faculty member serving as department chair may take an earned sabbatical during the chair term. If a chair chooses not to do so, then s/he may do so after the chair term(s). Semesters served while in the role of department chair (beyond the necessary 12 semesters between sabbaticals)
- H. Faculty members assuming full-time administrator roles will normally not be eligible for a sabbatical until returning to the faculty rank. Semesters served while in the role of a full-time administrator typically do not count toward

II. SABBATICAL CLASS YEAR

- A. Each faculty member at Marquette University who is tenured is to be assigned to a Sabbatical Class Year. Those faculty who were tenured at the time the Sabbatical Program went into effect in 1975, or who received tenure prior to 1979, were assigned to a Sabbatical Class Year principally on the basis of the year of appointment to the full-time faculty at Marquette.
- B. Faculty Members receiving tenure are to meet with their chairperson, where appropriate, and their dean or director as soon as possible after their tenure has been announced to determine their Sabbatical Class Year. The determination will be limited by their earliest eligible class year, but it should be a mutual decision reflecting the best interests of the faculty member, the department, and the college, school, or program.
- C. For faculty who receive tenure before their seventh contract, their earliest eligible Sabbatical Class Year is the seventh year of their continuing appointment to Marquette's full-time faculty. For those who receive tenure with their seventh contract or later, their earliest Sabbatical Class Year is the year following the year in which their tenure becomes effective. Should they choose to join their earliest eligible class, they must ensure that an acceptable Sabbatical Plan is submitted by the 15th of October prior to the academic year in which the sabbatical is planned. If notification of tenure is received after the sabbatical plan deadline, then the earliest eligible sabbatical class is the following year.
- D. When faculty members receive tenure, they can select, in concurrence of their chairperson and dean/director, any Sabbatical Class Year including or following their earliest eligible Class Year. Once the Sabbatical Class Year has been mutually agreed upon, the appropriate dean/director should send a copy of the signed nrollment Form (see page 10) to the Office of Faculty Affairs. It is understood that once a Sabbatical Class Year has been formally determined, it remains in effect from then on and cannot ordinarily be changed.
- E The first Sabbatical Leave is normally to be taken in the Sabbatical Class Year, with subsequent Sabbatical Leaves scheduled in the 7th, 14th, 21st, etc., years following the Sabbatical Class Year.
- F. Changes in the normal scheduling of Sabbatical Leaves are not nBT/F6 (lass)7(Ye)-4(ar)4(h)-4(as)6(b)-4

modification in the normal scheduling of a Sabbatical Leave is considered necessary, a request for this should be made to the Provost by the pertinent dean/director upon recommendation of

- B. The workload expectation associated with a sabbatical is equal to the workload that would be undertaken during a regular semester (or year as the case may be). As such, if a faculty member plans to work exclusively on scholarship during a sabbatical, then it is expected the amount of work as well as the output will exceed the amount and output of scholarship that would be accomplished during a normal semester (or year).
- C. Faculty should consult with their department chair and/or dean when developing the plan. After the plan is developed, faculty must submit a copy to their chair and dean for review and comment as specified in the Sabbatical Plans Guidelines (see below). All items specified in the Guidelines must be completed before plans can be sent electronically to the Office of Faculty Affairs. Once received, the Office of Faculty Affairs will forward plans to the Sabbatical Review Committee for evaluation. Sabbatical Review Committee recommendations will be sent to the Office of deo]715ee

The Sabbatical Plan should include Background Information as well as Plan Details. In addition, an up-to-date Curriculum Vitae should be included with the plan as well as the Sabbatical Plan/Report Approval Form (page 12). Sabbatical Plans should generally total no fewer than two and no more than five pages. Longer plans may be justified if technical details or other intracacies are essential to effectively communicate the substance of the plan. Plans should be written clearly, succinctly, and without academic, discipline-specific jargon.

Background Information:

- 1. Name
- 2. Department, College or School and academic rank.
- 3. Year of original full-time appointment.
- 4. Sabbatical class year and date of last sabbatical.
- 5. University email address and telephone numbers (office, cell).
- 6. Duration / semester(s) of sabbatical (fall 20XX or spring 20XX semester or full academic year 20XX-XX-- please specify).

Plan Details:

- Description of the scholarly and/or professional activities proposed for the sabbatical period.
 As applicable, please include (a) a statement of purpose, (b) method, (c) anticipated results,
 and (d) benefits.
- 8. Identify the place(s) where the sabbatical work will be performed, foreseeable contingencies that may affect the plan, and the anticipated sources and amounts of financial support outside the University (if any).
- 9. Include any additional information that will be help reviewers understand the scope, relevance, significance, and utility of the proposed plan.
- 10. Summary of previous sabbstical (as applicable). Please include a paragraph summarizing the achievements of the previous sabbatical leave. This section should reference specific verifiable outcomes such as published books, papers, conference presentations, new courses, new clinical skills etc.
- 11. Each plan must include the Sabbatical Plan/Report Approval Form (page 12) with signatures from the department chair and dean indicating that they have reviewed and endorsed the plan.
- 12. Up-to-date Curriculum Vitae.

All submissions should be sent electronically to the Office of Faculty Affairs (jobey.darke@marquette.edu).

V. SABBATICAL REVIEW COMMITTEE

The Sabbatical Review Committee is composed of eight tenured members of the Regular Faculty, distributed so as to assure representation of a variety of scholarly disciplines. The Committee reviews sabbatical plans and recommends to the Provost their approval of those plans which, in the judgment of the majority of the full committee, reasonably promise to enhance the value of the applicant significantly as a member of the University's faculty. The Sabbatical Review Committee may suggest or request revisions of plans that do not meet this general criterion of acceptability. The Sabbatical Review Committee also reviews and approves sabbatical reports. The Sabbatical Review Committee selects a Chairperson at the beginning of each year.

VI. SABBATICAL REPORT

- A. Upon return to the University following a sabbatical leave, a faculty member must complete and submit a report according to the following guidelines by October 15 following the academic year in which the sabbatical leave was taken. Prior to submitting an electronic copy to the Office of Faculty Affaris, the faculty member must submit a copy of the report to the chair and dean for review and signature. To ensure timely submission by the October 15 deadline, faculty are encouraged to provide their chair a copy of the report by October 1.
- B. Sabbatical Report Guidelines The Sabbatical Report should include Background Information and Report Details. The report should generally be one to three pages in length.

Background Information:

- 1. Name, department, college or school and academic rank.
- 2. Duration / semester(s) of sabbatical (fall 20XX or spring 20XX semester or full academic year 20XX-XX-- please specify).

Report Details:

- 3. Brief summary of the original Sabbatical Plan including location of the sabbatical.
- 4. A summary of the sabbatical activities conducted.
- 5. If necessary, indicate reason(s) for departure from the original plan.



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Sample Plan #1

- 1. Name: Lynne Knobloch-Fedders
- 2. Department, College or School and academic rank: Department of Counselor Education and Counseling Psychology, College of Education.
- 3. Year of original full-time appointment: 2017
- 4. Sabbatical class year and date of last sabbatical: Sabbatical class (2023); Date of last sabbatical n/a
- University email address and telephone numbers (office, cell): e-mail: lynne.knobloch-fedders
 @marguette.edu; office: 414-288-5708; cell: XXX-XXX-XXXX
- 6. Duration / semester(s) of sabbatical (fall 20XX or spring 20XX semester or full academic year 20XX-XX -- please specify): One semester Spring 2024

Plan Details:

7. Description of the scholarly and/or professional activities proposed for the sabbatical period. As applicable, please include (a) a statement of purpose, (b) method, (c) anticipated results, and (d) benefits.

Located at the intersection between psychological science and dinical practice, my scholarship investigates the links between mental health and relationship functioning among couples. During my sabbatical, I intend to further this research program by focusing on two primary research objectives designed to promote psychological and relational health in couples.

Research Objective #1:

Mental Health and Relationship Adjustment of Military Couples Following Deployment

My first line of research explores the adjustment of military couples following a service

Although military couples look forward to

homecoming with joyful anticipation, the reentry of service members back into family life can be extremely challenging. Both military personnel and their at-home partners are at risk for depression, anxiety, posttraumatic stress, and relationship distress during the six months following homecoming. Accordingly, scholars suggest that incorporating a service member back into domestic life can be more demanding for families than deployment itself.

In collaboration with researchers at the University of Illinois and Brigham Young University, I served as a co-investigator on a four-year, \$834,061 research grant awarded by the U.S. Department of Defense through the U.S. Army Medical Research and Materiel Command.

intimate relationship characteristics predict difficulty with reintegration following deployment. In an eight-wave longitudinal study, we collected data from 555 military couples (1,100 individuals) at reunion, and for seven consecutive months following homecoming.

My scholarship on the mental health and relationship quality of couples focuses on an important social issue with wide-ranging implications for community health. My program of research

the data collection.

During the sabbatical semester, I plan on the following:

- 1. Secondary analysis of a previously funded research concerning the Middle Eastern Immigrants through collaboration with students.
- 2. Writing two manuscripts to be submitted for publications as follows: (ereW* nBT/F6 11.04 Tf1 0 0 1 126.0)

Presentations:

Bekhet. A. (2016). Online Positive Thinking Training for Autism caregivers: Feasibility and Acceptability. The American Psychiatric Nurses Association (APNA) 30th Annual Conference, in Hartford, Connecticut.

Bekhet. A., Matel-Anderson, D.*, & Kobiske, K* (2016) The Mediating Effects of Positive Cognitions on Dementia Caregivers' Burden and their Care Recipients Behavior Problems. Forward Thinking Poster Session/ Colloquy Presentation, Marquette University (poster).

Matel-Anderson, D.*, & Bekhet, A.K. The Mediating Effects of Perceived Social Support and Positive Thinking on the Relationship between Self-esteem and Resiliency among Undergraduate Students. Forward Thinking Poster Session/ Colloguy Presentation, Marquette University (poster).

Three abstracts were submitted to the international conference and another three were submitted to the Midwest Nursing Research Society during the sabbatical semester and were accepted and presented during the Spring of 2017 as follows (4 papers and two posters):

Bekhet. A. (2017). Establishing Fidelity of the Positive Thinking Training Intervention for Autism Caregivers. The 19th International Society of Psychiatric-Mental Health Nurses Annual Conference. Baltimore, Maryland (Paper).

Bekhet. A. (2017). Positive Thinking Training Intervention for Caregivers of Persons with Autism Spectrum Disorders: Is there a need? The 19th International Society of Psychiatric-Mental Health Nurses Annual Conference. Baltimore, Maryland (Paper).

Matel-Anderson, D., * & Bekhet, A. (2017). Resilience in Adolescents who survived a suicide attempt. The 19th International Society of Psychiatric-Mental Health Nurses Annual Conference. Baltimore, Maryland (Poster).

Bekhet. A. (2017). Positive Thinking Training Intervention for Autism Caregivers: Establishing Fidelity. The 41st Midwest Nursing Research Society Annual Research Conference. Minneapolis (Paper)

Murrock, C.J., & Bekhet, A.K. (2017). Reliability and Validity of the Physical Activity Enjoyment Scale in Adults with Physical Limitations. The 41st Midwest Nursing Research Society Annual Research Conference, Minneapolis (Paper)

Kobiskie, K., * & Bekhet, A. (2017). Pre-death grief, resourcefulness, and positive thinking among caregivers of partners with young onset dementia. The 41st Midwest Nursing Research Society Annual Research Conference, Minneapolis (student poster).

In addition, two posters were presented at the PhD celebration and the building bridges conference as follows; the abstracts were written during the sabbatical semester:

Kobiske, K, * & Bekhet, A.K (2017). Pre-death Grief, Resourcefulness, and Positive Thinking among Caregivers of Partners with Young Onset Dementia. Celebration of PhD Student Progress, Marquette University (Poster), April 28, 2017

Bekhet. A. (2017). Positive Thinking Training Intervention for Autism Caregivers: Assessing Critical Parameters. The 2017 Building Bridges to Research Based Nursing Practice Conference, Milwaukee, WI (Poster)

The original plan called for Writing two manuscripts to be submitted for publications by the end of the sabbatical semester (December 2016). The goal was achieved and exceeded as the two manuscripts were accepted for publication and published the following semester. In addition, I developed a cutoff score of my scale; I wrote and submitted the article during the sabbatical Fall semester, and it was published the Following Spring semester. Following are the three citations:

Bekhet, A. (2017). Positive Thinking Training Intervention for Caregivers of Persons with Autism: Establishing Fidelity. *Archives of Psychiatric Nursing*, *31*(3), 306-310.

Bekhet, A. (2017). Online Positive Thinking Training Intervention for Caregivers: Necessity, Acceptability, and Feasibility. *Issues in Mental Health Nursing, 38* (5), 443-448.

Bekhet, A., & Garnier-Villarreal, M (2017). The Positive Thinking Skills Scale: A Screening Measure for Early Identification of Depressive Thoughts. Applied Nursing Research, 38, 5-8.

In addition, I used the sabbatical semester to submit another two manuscripts and to respond to the

11.	Each plan must include the Sabbatical Plan Approval Form (page 18) with signatures from the
	department chair and dean indicating that they have reviewed and endorsed the plan.

Excluded from

Sample Plan #3

Background Information:

- 1. Name: Thomas Schwarz, SJ
- 2. Department, College or School and academic rank: Computer Science, College of Arts & Sciences; Associate Professor
- 3. Year of original full-time

but open to students of all faiths and especially to students from the local slum area. XIEs campus is in the middle of Dharavi Sum, possibly the most populated slum area in the world. Since we will have to provide uniforms and food in order to gloss over the differences between children from prosperous and challenged back-grounds, the number of these camps is limited. Besides local recruitment, we can offer opportunities to children from tribal areas through the primary and secondary schools that Jesuits run in these areas. Since all high school students in India go through standardized examinations at the end of their high school years and since we cannot possibly accommodate all students at the mission schools, we should be able to follow their academic progress in order to test whether attendance at code camps makes any difference on their Mathematics and Science scores. This research will be done under the aegis of XIE, where I hold an appointment in order to obtain an Indian work visa.

I am planning on follow up this book with another book for a one hour per week class for the eighth grade that concentrates on the visualization of data using Python. The goal here is to enable the capacity to process visual information as well as displaying data in visual form. Descriptive statistics and statistical arguments are starting to permeate decision making at all levels, but are not

8. Identify the place(s) where the sabbatical work will be performed, foreseeable contingencies that may affect the plan, and the anticipated sources and amounts of financial support outside the University (if any).

Assuming my Indian work visa will get renewed, I will spend the complete year at XIE, Mumbai and St. Xaviers College, Ahmedabad. As a Jesuit, my living expenses will be taken care of, though I will be expected to contribute to the teaching and development of courses there. If my visa is not renewed, I should be able to perform some field data under a different visa, but relying more on my Indian coworkers and the good-will of my doctoral student David Roy Kulandai, SJ, who should graduate this semester from Marquette University.

9. Include any additional information that will be help reviewers understand the scope, relevance, significance, and utility of the proposed plan.

NΑ

10. Summary of previous sabbstical (as applicable). Please include a paragraph summarizing the achievements of the previous sabbatical leave. This section should reference specific verifiable outcomes such as published books, papers, conference presentations, new courses, new clinical skills etc.

NA

11. Each plan must include the Sabbatical Plan Approval Form (page 18) with signatures from the department chair and dean indicating that they have reviewed and endorsed the plan.

Excluded from example.

12. Up-to-date Curriculum Vitae.

Excluded from example.