



MARQUETTE
UNIVERSITY

OFFICE OF THE PROVOST

***Marquette University
Sabbatical Handbook***

(Revised September 23, 2025)

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SABBATICAL HANDBOOK

Revised September 23, 2025

In accord with Marquette University's mission to promote high quality research, scholarly and professional activities (abbreviated as "research" herein) as well as teaching, the University provides regular sabbaticals for faculty, recognizing that sabbaticals provide a significant opportunity for faculty to enhance their research and/or teaching. At the same time, faculty are responsible for using sabbaticals well. A sabbatical is, thus, a privilege earned, not a right. A sabbatical is earned through demonstration of a history of quality research and teaching as defined by the faculty member's department and college based on university expectations as described in the Faculty Handbook. It is the responsibility of department chairs¹, (where applicable), deans, and university administrators to assess this history of research and teaching contributions when making determinations about sabbaticals.

I. SABBATICAL PROGRAM CHARACTERISTICS

- A. Sabbaticals are awarded based *primarily* on both the merits of the sabbatical plan being proposed and the faculty member having met expectations of the previous sabbatical, *but also, in part, on a history of quality research and teaching*. This latter criterion is assumed for a newly tenured faculty member prior to their first sabbatical.
- B. Tenure-track faculty are eligible for a first sabbatical after receiving tenure and serving 14 semesters. Tenured faculty are *eligible* for a sabbatical after serving 12 semesters.
- C. Department chairs, deans, the Sabbatical Review Committee, and university administrators are both individually and collectively responsible for approving sabbatical plans. Faculty are responsible for providing complete and sufficient sabbatical plans. Incomplete or unsatisfactory proposals should be sent back to the faculty member by the department chair or dean for revision when necessary. Faculty who fail to merit a sabbatical based on their submitted plan may reapply the following year.
- D. Sabbatical plans (including fellowship applications) and reports must be approved by the department chair (as applicable) as well as the college or school dean or designee. All sabbatical plans, fellowship applications, and reports must be accompanied by a signed Sabbatical Plan/ Report Approval Form (see page 12). Chairs and deans are encouraged to provide comments for both plans and reports. The Sabbatical Review Committee chair and provost (or designee) must also approve all plans and reports.
- E. During a sabbatical, faculty should not be asked or expected to teach, advise, attend meetings, or engage in other service activities.

¹ Academic units without departments may disregard references to department chairs throughout the *Sabbatical Handbook*, except to the extent another academic administrator, such as an associate dean, serves the chair function for the purposes of review and approval as specified herein.

- F. Faculty are responsible for tracking their sabbatical schedules and preparing for submission of sabbatical plans. The Office of Faculty Affairs will provide notice in the fall term reminding faculty of the deadline which is October 15 each year. If October 15th falls on a weekend, plans will be due the following Monday. The dean or designee is jointly responsible for tracking faculty sabbaticals 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) will count toward the faculty member's next sabbatical.
- H. Faculty members assuming full-time administrator roles will 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 the faculty member's next sabbatical.

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.

To be assigned a sabbatical class year, complete the "Sabbatical Class Enrollment Form" on page 12. Copies of the completed form will be distributed to the faculty member, department (if applicable), college office, and Office of the Provost.

- 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 "Sabbatical Class Enrollment 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. Subsequent Sabbatical Leaves are scheduled in the 7th, 14th, 21st, etc., years following the Sabbatical Class Year.
- F. Changes in the normal scheduling of Sabbatical Leaves are not typically allowed. However, in some cases it may be necessary for the good of the department, college or faculty member (e.g., to secure funding) to advance or delay the Sabbatical Leave by one year. When a 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 the chairperson, if appropriate, and in consultation with the faculty member, stating the reasons for the delay and how it will benefit the department, college or faculty member.
- G. Typically, only one sabbatical advancement or postponement year per round will be granted. In these cases, deans should submit requests to the Office of the Provost for approval using the "Request for Change in Sabbatical Status Form" (page 13). For adjustments beyond two year, deans should submit requests for a change in sabbatical class to the Office of the Provost using the "Sabbatical Class Reset Form" (page 14). Individual units cannot make separate arrangements for faculty sabbaticals.

III. SABBATICAL FINANCIAL AND BENEFIT IMPLICATIONS

- A. For a one-semester sabbatical, there is no salary reduction. For a two-semester sabbatical, the net salary after sabbatical reduction, for a faculty member on a nine-month contract, is fifty (50) percent of the base salary for the sabbatical year.
- B. Faculty are encouraged, but not required, to seek outside funding to support their sabbatical period.
- C. Only in the event that a faculty member's total income during sabbatical leave exceeds his/her contracted University salary, after deducting all sabbatical-related expenses, would the University require that this additional income be reported so that an adjustment could be made in the University's sabbatical pay.
- D. Some Marquette health insurance programs limit coverage, and faculty who leave the Milwaukee area may have to make special arrangements. For those planning to live outside Wisconsin during their sabbatical or for specific questions about benefits while on sabbatical,

please contact Marquette's Department of Human Resources. Because changes in insurance coverage can only be made once a year, faculty should check "open enrollment" dates when considering coverage for a sabbatical period.

- E. If, without the consent of the Provost, a faculty member fails, except for reasons of medically documented disability or personal illness, to attempt in good faith to perform the sabbatical work described in the approved sabbatical plan, or to resume and continue regular faculty appointment and service at the University for at least two consecutive semesters (e.g., fall and the following spring or spring and the following fall), the faculty member shall be obligated to reimburse the University for all sabbatical compensation paid to or on account of the faculty member for the sabbatical period.

IV. SABBATICAL PLANS

- A. Besides being a requirement for the granting of a sabbatical, the timely submission of the sabbatical plan and plan approval form serves a number of additional purposes. As a timely expression of a faculty member's intentions, it serves the purpose of guiding long-range professional development. The plan also serves as a source of useful information to the department, college, and Office of the Provost about developing faculty research interests. It is imperative that all sabbatical plans and their approval forms are received on or before October 15 of any given year.
- 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).

Unexpected barriers sometimes arise shortly before or during a sabbatical (e.g., illness, injury, travel restrictions, relocation of collaborator, etc.). The university encourages faculty members to proactively reach out to the chair, the dean, or the provost's office to assist in determining if there are ways to mitigate such barriers.

- 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 Faculty Affairs for consideration after which a memorandum will be sent to the candidate, with copies to the department chair, dean or designee with decisions.
- D. Sabbatical plans are due in the Office of Faculty Affairs by the 15th of October preceding the

academic year in which the faculty member proposes to take sabbatical leave. It is essential that these are received by this date as sufficient time is required by academic units for replacement staffing, if necessary, and to provide faculty with an opportunity to seek supplemental funding during the sabbatical leave.

- E. Since departmental schedules, planning, etc., are substantially affected by faculty availability, modifications to sabbatical plans with respect to length of time (semester or academic year) should be initiated only after consultation with the department chair and dean. Minor changes to sabbatical plans may be noted in the subsequent Sabbatical Report, however, substantial modifications should be approved ahead of time by the department chair and dean. Such modifications should be noted in a memo and forwarded to the Office of Faculty Affairs.
- F. The Sabbatical Review Committee assesses sabbatical plans for both typical research-oriented sabbatical plans, as well as for atypical plans, which may include engaging in creative activities, pursuing course work (whether leading to a degree or not), or assuming positions which entail some teaching or other activities at another academic institution, and/or performing service at a public or private organization or corporation. Such atypical proposals may be acceptable if they are likely to enhance or enrich the individual faculty member's research and/or teaching at Marquette. Plans for such atypical sabbatical projects will be judged on a case-by-case basis, and the general criteria (under Sabbatical Plan Guidelines below) will be applied as far as possible.
- G. Sabbatical Plan Guidelines - In order to qualify for a sabbatical, each eligible faculty member must prepare a Sabbatical Plan that is reviewed and evaluated by their chair (if applicable), dean, the Sabbatical Review Committee and the provost or provost's designee. The general criterion for acceptability is derived from the purpose of the sabbatical program, which is to provide a sabbatical leave during which a member of the faculty can enhance his or her value to the University as a scholar and/or teacher.

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. 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 intricacies 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:

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.
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 help reviewers understand the scope, relevance, significance, and utility of the proposed plan.
10. A summary of previous sabbaticals (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 a Sabbatical Plan/Report Approval Form (p. with signatures from the department chair (if applicable) and dean indicating that they have reviewed and endorsed the plan.
12. Up-to-date Curriculum Vitae.

Deans and their designees will be provided with a link to upload sabbatical plans. Jobey Clarke (jobey.clarke@marquette.edu) will provide confirmation of the submission to faculty.

V. SABBATICAL REVIEW COMMITTEE

The Sabbatical Review Committee is composed of eight tenured members of the Regular Faculty, distributed 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 Affairs, 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. A 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.
- 6. Indicate level of satisfaction with the activities conducted and the extent to which sabbatical plan goals were met.
- 7. Identify ways in which the sabbatical contributed to the faculty member's development, and/or benefits to the department, college, or University.
- 8. List of supporting agencies from which financial support was obtained during the sabbatical period (as applicable).
- 9. Each report should include a signature (and date) from the department chair and dean indicating their review and endorsement of the report. The chair and dean may also provide comments about the Sabbatical Report, if desired. The Sabbatical Report will be accepted by the Sabbatical Review Committee only if the chair and dean have signed off indicating their approval. Sabbatical reports, with all appropriate signatures, are due by October 15 following the academic year in which the sabbatical leave was taken.

Deans and their designees will be provided with a link to upload sabbatical reports. Jobey Clarke (jobey.clarke@marquette.edu) will provide confirmation of the submission to faculty.

VII. SABBATICAL FELLOWSHIP PROGRAM

- A. The *Way Sabbatical Fellowship Program* is a competitive component of the University Sabbatical program. Application for a fellowship is open to any faculty member eligible for a

sabbatical. Two identical *Way Klingler Sabbatical Fellowships* are awarded each year.

Way Klingler Sabbatical Fellowship: Each fellowship award provides the recipient academic year support at 100 percent of salary, minus grant or contract offset; one month summer pay; and up to \$5,000 in operating expenses.

- B. Application to the program requires a Sabbatical Plan *and* supporting letters. Faculty are thus encouraged to begin planning the submission of a sabbatical fellowship proposal the summer before the deadline for sabbatical plans (October 15th).
- C. The guidelines for the Way Klingler Sabbatical Fellowship Application are as follows: the Sabbatical Review Committee will assess applications both by prior scholarly research and potential for substantive contribution to the discipline. The Committee will provide recommendations to the Office of the Provost. As this award is designed explicitly for the conduct of research, eligible proposals must be for research-related efforts.

Applications for the award are to be submitted by the deadline for sabbatical plans (October 15th) as described in the Sabbatical Handbook. The Sabbatical Fellowship application will also serve as the Sabbatical Plan for evaluation in the regular sabbatical program for those not selected for one of the two fellowships offered. Importantly, any expected outcomes that will not be achieved without a fellowship should be specified.

- D. Proposals for the Sabbatical Fellowship Program must include:
 - 1. A cover page that specifically states the proposal is submitted for consideration under the Way Klingler Sabbatical Fellowship Program.
 - 2. Three external recommendation letters regarding the quality of the proposed research and the faculty's research record, addressed to the provost. Letters of recommendation should be included by the faculty member with the application, not sent separately by those writing the letters.
 - 3. A recommendation letter from the department chair or a Marquette colleague who is familiar with the proposed work or the faculty member's work. This letter too should be sent to the faculty member for inclusion in the original document.
 - 4. The Sabbatical Plan as described on pages 6-9 of this *Sabbatical Handbook* including a specification of the duration / semester(s) of sabbatical (fall 20XX or spring 20XX semester or full academic year 20XX-XX, if fellowship is not received).

Applicants should consider the limited number of fellowship awards (two per year)

compared to the number of applicants. Thus, in writing the sabbatical plan for a fellowship application, it is valuable for the applicant to address the potential of their plan to make a substantive contribution to the discipline (and/or to Marquette, to society, etc.). That is, the applicant should specifically articulate how the accomplishments would have impact beyond simply achieving one's research goals.

5. A detailed description and justification for all budget items up to \$5,000. Sabbatical Review Committee will not consider applications without this detail or those more than \$5,000.

Deans and their designees will be provided a link to upload sabbatical fellowship applications. Jobey Clarke (jobey.clarke@marquette.edu) will provide confirmation of the submission to faculty.



Sabbatical Class Enrollment Form

Name: _____

Department: _____

College/School/Program: _____

Sabbatical Class Year Selected: _____

After completing the information requested above, please sign and date this form and route it appropriately.

Department Chair Signature

Date

Dean or Director Signature

Date

Distribution by Dean's or Director's Office

- _____ Original to Faculty Member
- _____ Copy to Dean/Director
- _____ Copy to Department Chair
- _____ Copy to Office of the Provost: jobey.clarke@marquette.edu



Request for Change in Sabbatical Status Form

Name: _____
 Department: _____
 Date of Request: _____
 Date of Original Sabbatical Class: _____
 Date of Last Sabbatical: _____

- ☐ Administrator
☐ Faculty

Check applicable request:

1. ___ Sabbatical Postponement* New Sabbatical Date _____
 2. ___ Sabbatical Advancement* New Sabbatical Date _____

*Only one advancement or delay is allowed per sabbatical.

Justification for change in status:

APPROVALS

Department Chair

Department Name

Date

Dean/Director

College/School/Program Name

Date

Office of the Provost:

Action Item for Department: _____

Date



Sabbatical Class Reset Form

Name: _____

Department: _____

College/School: _____

Original Sabbatical Class Year: _____

Year of Last Sabbatical: _____

Revised Sabbatical Class Year: _____

Signatures

Department Chair: _____

Date: _____

Dean (or designee): _____

Date: _____

Notes: _____

Approval

Office of the Provost: _____

Date: _____

Notes: _____

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Sabbatical Plan / Report Approval Form

Faculty Member's Name: _____

This pertains to the faculty member's: Sabbatical *Plan* ☐ Sabbatical *Report* ☐

If *Plan*, indicate the *proposed* sabbatical term(s) _____

If *Report*, indicate the sabbatical term(s) *taken* _____

Chair (as applicable) Signature _____ Date _____

☐ Approved ☐ Not Approved

Comments _____

Dean (or designee) Signature _____ Date _____

☐ Approved ☐ Not Approved

Comments _____

Sabbatical Review Committee (chair) Signature _____ Date _____

☐ Approved ☐ Not Approved

Comments _____

Provost (or designee) Signature _____ Date _____

☐ Approved ☐ Not Approved

Comments _____

Sample Plan #1

Background Information:

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
5. University email address and telephone numbers (office, cell): e-mail: lynne.knobloch-fedders@marquette.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 clinical 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 member's return home from deployment. 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. The goal of the project was to evaluate how people's mental health symptoms and 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.

Initial results from this project have established relationship processes as a key domain of risk

and resilience for military couples, but several important research questions remain unaddressed. During my sabbatical, I will conduct two new studies using existing data from the U.S. Department of Defense-funded project to answer the following questions:

- (a) What are the trajectories of couples' interpersonal behavior and relationship quality over the post-deployment period? While some scholars suggest that military couples may experience an initial "honeymoon phase" followed by mounting difficulties as they settle back into life together, empirical trajectories of couples' interpersonal behavior and relationship quality have not yet been delineated.
- (b) Do the interpersonal behaviors which served as markers of mental health and relationship quality in my previous studies of civilian couples (e.g., hostility, control, submission, withdrawal, and separation) also predict mental health symptoms and reintegration difficulty among military couples during the post- deployment period?

Addressing these questions is critical in the effort to generate research-based guidelines to inform the curriculum and timing of education, prevention, and intervention services for military couples. During my sabbatical, I plan to disseminate the results of these two studies to leading journals in the field, such as *Behavior Therapy* and the *Journal of Family Psychology*.

Research Objective #2:

Mental Health and Relationship Functioning in Couples

My second line of research examines the associations between mental health and relationship functioning in couples, with the goal of helping couples improve the quality of their relationships. During my sabbatical, I plan to expand this work in two directions:

- (a) To date, my work has focused on understanding the ways in which depression and relationship distress impact couples' relationships. During my sabbatical, I will complete a new study of couples suffering from generalized anxiety disorder, a psychological disorder which causes chronic and excessive worry, restlessness, and other physical symptoms. I have collected data on $N = 46$ couples in which one partner suffers from generalized anxiety disorder, and this new study will compare the interpersonal behaviors of these couples to couples without generalized anxiety disorder in either partner ($N = 75$). During my sabbatical, I plan to complete this project and disseminate the results via submission of an empirical manuscript to the *Journal of Clinical Psychology*.
- (b) I have recently been invited by the editor of *Family Process* to submit a methodological review article summarizing my work applying the Structural Analysis of Social Behavior (SASB) model, a microanalytic observational coding system designed to measure interpersonal behavior, to the interactions of couples. To date, I have published five empirical studies of couple interaction using the SASB model; the study mentioned in part (a) of this research objective would be the sixth. A methodological review article of this body of work constitutes an excellent opportunity to advance theory, methodology, and research in this area. During my sabbatical, I plan to complete this review article and submit it for publication in *Family Process*.

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 is built on a solid foundation for future growth, and a significant benefit of this sabbatical is the opportunity to expand this work in new and important directions.

Successful completion of these research objectives will result in four empirical manuscripts in high-impact scholarly journals. It will also lay the groundwork for a long-term objective of my scholarship: to evaluate the effectiveness of tailored prevention and intervention services for couples.

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).

I anticipate that much of my work will be conducted in the Milwaukee area. The sabbatical semester will provide me with the time necessary to complete these research projects, and this work is not contingent upon any other sources of financial support. I do not foresee any potential problems that may adversely affect this work or require contingency planning.

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

N/A

10. Summary of previous sabbaticals (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.

N/A

11. Each plan must include the Sabbatical Plan Approval Form 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.

Sample Plan #2

Background Information:

1. Name: Abir K Bekhet.
2. Department, College or School and academic rank: College of Nursing; Professor
3. Year of original full-time appointment: 2009
4. Sabbatical class year and date of last sabbatical: Sabbatical class (2016); Date of last sabbatical (2016)
5. University email address and telephone numbers (office, cell): e-mail: abir.bekhet @marquette.edu; office: 414-288-3847; 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.

“During the period of my proposed sabbatical, I plan to continue and to expand my work on positive thinking and resilience among vulnerable populations.

Over the last few years, my program of research has focused on resilience, positive thinking, and resourcefulness in overcoming adversity in diverse and vulnerable populations, including older adults, adolescents, caregivers, nursing students and Middle Eastern immigrants. I have published 70+ articles (in press and in-print) and I have presented over 100 papers / posters at numerous local, regional, national, and international conferences, and has been recognized for my scholarly work with many research awards both in USA and overseas. I have published in a wide variety of journals using rigorous analytic methods. My research is funded by the American Psychiatric Nurses Foundation, The International Society of Psychiatric Mental Health Nurses, Sigma Theta Tau International, and I’m the MNRS Mentorship Grant Award recipient. I’m the owner and the developer of the Positive Thinking Skills Scale that has been translated to different languages (Arabic, Turkish, and Spanish) and has proved to be psychometrically sound. I developed the Positive Thinking Training intervention to help vulnerable populations overcome their adversity. Also, I have been certified as a Holistic Stress Management Instructor (HSMI) since 2010. I trained and supervised graduate and undergraduate students in collecting data, delivering interventions, writing manuscripts, and analyzing data. As a result, they have co-authored me on posters, presentations, and manuscripts

In collaboration with graduate and undergraduate Marquette students, I have recently awarded the Forward-Thinking Poster Session/Colloquy Award from the Office of the Vice Provost for Research and the Office of Research and Sponsored Programs with a match from the college of nursing for our research study entitled “Positive Thinking Training Intervention for nursing students to foster resilience”. This grant is a pilot testing of my positive thinking training intervention. We just finished 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:
 - a. Middle Easterners immigrants: The relationship between depression, positive thinking, and personal and social resourcefulness.
 - b. Psychometric properties of the Hispanic version of the Positive Thinking Skills Scale.
3. Submit an abstract to the Building Bridges Conference to present the research results of the secondary analysis regarding the Middle Eastern immigrants' data.
4. Writing a grant entitled "Positive thinking training intervention to foster resilience in nursing students: A longitudinal study." This grant will be based on The Forward-thinking pilot grant. The Forward-thinking pilot grant included 36 students and it was a pretest-posttest intervention (two data points). The new grant will include 100 students and will measure positive thinking at four data points: before the intervention and at three post-intervention data points. These three post intervention data points include: immediately post-intervention, at 6 weeks, and at 12 weeks post intervention. This will allow us to measure baseline, immediate, lagged, and extended effects of the positive thinking training intervention.
5. In addition, I'm currently collaborating with an interdisciplinary Marquette team on our very recent awarded grant: The 2022 Marquette University Explorer challenge grant entitled "Interdisciplinary Collaborative Training for Pre-Service Health Professionals to Promote Wellness and Competency." We got the IRB approval, and we are anticipating that we will present some of the research results during the Sabbatical semester in preparation for a federal grant writing.
6. Work with the PhD students to publish their dissertation manuscripts.
7. Actively participate in the FELOS program (2023-2024)."
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).

The work on the above-mentioned projects will be carried out primarily in Milwaukee, WI.

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

N/A

10. Summary of previous sabbaticals (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.

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/ Colloquy 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 reviewers' comments. The two manuscripts were published in the semester following the Sabbatical semester:

Bekhet, A., & Sjostedt, J.* (2017). Resilience in the Lives of Caregivers of Persons With Dementia: Caregivers' Perspectives. *Archives of Psychiatric Nursing* (accepted for publication)

Bekhet, A.K. & Matel-Anderson, D.* (2017). Risk and Protective Factors in the Lives of Caregivers of Persons with Autism: Caregivers' Perspectives. *Perspectives in Psychiatric Care*, 53(3), 199-207.

In addition, the following manuscript was published during the sabbatical semester: *Matel-Anderson, D.* & Bekhet, A.K. (2016). Resilience in Adolescents Who Survived a Suicide Attempt from the Perspective of a Registered Nurse in a Psychiatric Facility. Issues in Mental Health Nursing*, 37(11), 839-846.

Also, during the sabbatical semester, I wrote an entry to Encyclopedia of Nursing Research 4th Edition. The entry was published the following semester and following is the citation: Bekhet, A., Zauszniewski, J.A., & Stark, N.* (2017). Depression in Older Adults. Encyclopedia of Nursing Research 4th Edition by Joyce J. Fitzpatrick. Publisher: Springer Publishing Company, Incorporated.

Also, I was one of the 2016 Strategic Innovation Fund Award winners for my project entitled "Escalation: Raising the college students' awareness of warning signs of abusive relationships." It was a pleasure working with undergraduate students along with the Onelove foundation in this project. So, I used the Sabbatical semester to seek IRB approval, collect data, and write the initial results.

The following grant was written and submitted during the sabbatical semester. Status: funded
The Mediating Effects of Positive Cognitions on Dementia Caregivers' Burden and their Care Recipients Behavior Problems. Delta Gamma at large (Bekhet, PI).

Also, my PHD student and I submitted a grant during the sabbatical semester, and we won "a bonus Social Innovation Award" from the 2016 Forward Thinking Poster Session/Colloquy. The \$500 was matched by another \$500 from the College of Nursing: the student used the funds to collect her data,

and she will have her final defense during this semester: “The mediating effects of positive thinking and social support on suicide resilience among undergraduate students.”

11. Each plan must include the Sabbatical Plan Approval Form 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.

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 appointment: 2016
4. Sabbatical class year and date of last sabbatical: Sabbatical class (2023);
5. University email address and telephone numbers (office, cell): e-mail: thomas.schwarz@marquette.edu; office: 414-288-6344; cell: XXX-XXX-XXXX
6. Duration / semester(s) of sabbatical (fall 20XX or spring 20XX semester or full academic year 20XX-XX -- please specify): Full academic year.

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.

I propose to write a textbook introducing data science to high school students, aimed primarily at an Indian audience. I propose to start a long-term study to measure the efficiency of a coding boot camp on Mathematics and Science scores in high schools.

I also propose to develop software that will use the accelerator in smart phones to measure movement in order to develop a tool that measures mobility of severely handicapped children and adults. In the medical field, accurate assessments of the outcome of treatment have become as important as the development of new treatments.

While on Leave of Absence in Spring 2022 at Xavier Institute of Engineering, Mumbai, India, I co-authored a book "Joy of Python" for Grade 7 high school students, mainly at Jesuit high schools in the Mumbai area. A "zero edition" has been published at St. Paul Press, Mumbai, as XIE publications and is currently used in four different schools. The goal of this book was not so much to introduce youngsters to coding (even though it does that), but to help in the development of analytic thinking and problem solving. It uses the Python Turtle library, a Python module developed to teach coding to children by moving a turtle icon across the screen, leaving behind traces that form complicated graphs and images. In fact, I wrote the illustration on the title page on the right using Turtle. The book was triggered by parents' requests at St. Stanislaus Jesuit High school. We have already received inquiries of a Marathi version of the book. A true first edition is to appear soon.

The pedagogy of "The Joy of Python" is based on group work and exploration. Its aim is to strengthen the logical and analytical capabilities of the students, who in their great majority will not pursue a career where the capability to code is important. While we as authors think that we likely succeeded in this endeavor, we of course do not know. Luckily, we are already planning on conducting coding camps at the XIE campus for disadvantaged students, which will also attract students from more affluent areas in

Mumbai recruited primarily through local Catholic parishes, but open to students of all faiths and especially to students from the local slum area. XIE's campus is in the middle of Dharavi Slum, possibly the most populated slum area in the world. Since we will have to provide uniforms and food to gloss over the differences between children from prosperous and challenged backgrounds, 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 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 to obtain an Indian work visa.

I am planning on following 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 addressed in the general education in a country like India.

My second project involves the measurement of motion and mobility. XIE campus is one of the sites at which Marquette's GAITLAB project headed by Marquette Professor Gerald Harris provides services to severely motion handicapped children. The continuous assessment of treatment outcomes in medicine is just as important as the development of new treatments. In the case of the GAITLAB patients, this means measuring and following up mobility. In places like India and even the US, access to expert medical care is limited in rural areas. I want to develop an application that uses smartphones to measure treatment outcomes. Ideally, a rural nurse would visit a handicapped child, ask it to walk a certain distance while carrying a smart phone on its body, and then obtain a set of mobility scores from the application that can be electronically transferred, (e.g., as an email or Whatsapp message). This would enable a remote treatment provider to monitor progress of a disease process and decide when and what intervention is necessary. It would also allow us to measure the efficiency of treatments over a large group of patients. Since we are reaching out to poor people, we would have to provide smart phones to the nurses. Once in place, patient data would be completely under their control.

Smart phones routinely come with accelerators, and apps like "Health data" not only measure such things as walking distance but provide some analysis. Thanks to work by and with Prof. Bojorges Valdez and his students at the Ibero in Mexico, we have already an application that gets accelerator data from an iPhone. The use of the iPhone is dictated by Apple's renown to make privacy protection of clinical data easier. In the envisioned use, the gadget would be owned and operated by the healthcare provider and all data obtained would remain under the control of the healthcare provider.

The work would be done under the aegis of XIE and their human subject protocols. We would use traditional and deep learning methodologies to convert raw accelerometron data into mobility scores based on local medical assessment. The doctoral dissertation of Dr. Jaychand Uphadhyay from XIE uses cameras and computer vision for the same purpose. I expect to collaborate closely with him, as we want to corroborate assessments with him.

After developing prototypes, Dr. Harris and I are planning to submit large HHS grants to support work combining the expertise of the Engineering school with the expertise in Artificial Intelligence in my department. This part of the proposed work is more speculative and riskier.

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 co-workers 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 help reviewers understand the scope, relevance, significance, and utility of the proposed plan.

N/A

10. Summary of previous sabbaticals (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.

N/A

11. Each plan must include the Sabbatical Plan Approval Form 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.