

Sabbatical Panorama 2014-2015

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Provost's Introduction

While to some observers, the concept of a sabbatical may seem like a quaint and obscure academic custom, a recent article in *Forbes* (May 15, 2015, "These 21 companies will pay you to take time off") demonstrates that the sabbatical also has a presence in the business world with its reputation for attention to the bottom line. While some of the sabbaticals reviewed in the article serve the stereotypical purpose of rejuvenation and recharging, other projects are more directed and purposeful and contribute to the company's success by broadening the employee's knowledge of world issues affected by the company's product or different pieces of the corporate picture. As one employee stated "this was a cruise out of my comfort zone."

Sabbaticals represent a substantial investment for Seton Hall University. The faculty colleagues whose reports are collected in this document represent an investment of over two and a half million dollars in salaries and fringe benefits during the sabbatical period. They report scholarly and professional results that are in some ways intangible, but that also led to seven scholarly books, 33 journal articles including 17 indexed in the exclusive Scopus database, over 50 presentations and interviews, and grant applications for upwards of three million dollars. Research can be "slow-burning", of course, and more results will continue to emerge, along with the benefits to teaching, mentorship and service. Creativity is the foundation of our work in research and teaching. Among the many benefits of a sabbatical is the opportunity to rejuvenate ourselves and refuel our creativity. It is affirming to know that academe had led the way for other organizations in that we have long recognized the benefits that accrue to all of us because we have awarded sabbaticals to our colleagues.

Please enjoy these reports turned in by your colleagues,

Karen Boroff, Ph.D.
Interim Provost and Executive Vice President

Issam Aburaya

Department of Religion

In fall 2014, my colleague Professor Tamir Sorek (Department of Sociology and Criminology & Law, University of Florida) and I, developed a book proposal overlapping fundamentally with the articles that I was planning to work on in my one-semester sabbatical plan. This proposal was accepted by Stanford University Press (SUP). We currently have an advance contract with the latter for this project. By now we completed writing a draft of the first two chapters of this book and working on the third and the fourth. According to our contract, we are supposed to submit a complete manuscript of our book to SUP at the end of 2017. We hired a research assistant and are doing our best to complete the manuscript by this date.

This book is first-of-its-kind biography of the late Tawfiq Zayyad (1929-1994)—a Palestinian Israeli citizen, charismatic political leader, popular Palestinian poet, and professed communist, born to a Muslim family and married to a Christian Arab woman, long-time mayor of City of Nazareth and member of the Israeli parliament (the Knesset). Through this biography we try, moreover, to re-think the questions of nationalism, citizenship and the religious-secular dynamics among the Palestinians Citizens of Israel.

Applying for Grants and Fellowships

After developing the above proposal, we applied to the 2014 ACLS American Council of Learned Societies Collaborative Research Fellowship competition for funding. The fellowship amount requested was \$133,198. Although our projects received strong praise it was not selected for funding due to the exceptionally large number of applications that year.

We also applied to the Palestinian American Research Center (PARC) for funding. The center mission is “To improve scholarship about Palestinian affairs, expand the pool of experts knowledgeable about the Palestinians, and strengthen linkages among Palestinian, American, and foreign research institutions and scholars.” We asked for \$9,000 grant. I myself received \$3,000 and used this amount to cover some of the costs of my one-month research and personal interviews in Israel.

At the same time, I also applied to the Mellon Mediterranean Regional Research Fellowship Program for funding. The research fund requested was \$17,383. Unfortunately, I did not get it.

Kwame Akonor

Department of Political Science and Public Affairs

The primary purpose of my sabbatical for the Fall Semester of 2014, was to conduct primary and secondary research leading to a book on the criminal accountability of UN peacekeepers during missions in Africa and to suggest possible preventative (and prescriptive) strategies on how to create a culture of accountability for UN peacekeepers.

I spent the first half of my sabbatical conducting interviews and poring over archival materials at the United Nations HQ (New York) and the remainder of the time in Africa confirming sources and writing the initial prospectus for the monograph.

I am happy to report that my inquiry into what one might call the “dark side” of UN peacekeeping, resulted in a book contract, and is now in production with a 2016 end-of-year publication target date. I have also done several presentations on my project and my research has found its way in my upper level course in Human Rights, which I teach here at Seton Hall.

Whilst in Africa, I held discussions with senior faculty members at the University of Ghana (Legon) on the feasibility of formalizing faculty exchange and study abroad programs. I also had an interview with the United Nations Inter-Press Service Agency on how “Falling Oil Prices Threaten Fragile African Economies” (December 23, 2014). Finally, as an Executive Board member of the New York African Studies Association, serving on its publication’s committee, I continued to review manuscripts and book proposals during my time on sabbatical.

All in all, it was a successful and productive sabbatical and I am grateful for the opportunity.

Amar D. Amar

Department of Management

The basic purpose of my taking this sabbatical was research. The sabbatical was short, because I assumed that one semester, Spring 2015, would be enough for me to (A) bring to some meaningful culmination several of the open research projects that I had started over the span of last few years, and (B) to give some structure to a number of ideas that had been awaiting some direction. I knew that if I did not attend to them, they would die. (C) Also included in this sabbatical's proposal was a book that I have been planning since January 2010 when an elite literary agency in Manhattan, after seeing my article on leading without authority in *Harvard Business Review*, invited me to convert the basic theme in the article into a book. Therefore, I planned to take this sabbatical to get this book proposal approved. (D) In addition to the above, I also engaged in several other activities that I am listing as "Miscellaneous."

In the following sections, I am narrating the outcomes on the above listed three goals of my Spring 2015 sabbatical and the miscellaneous activities.

A. Culmination of Several Open Projects

1. To help PhD admission of Mr. Jiaju "Justin" Yan, my Stillman MBA student who accompanied me during my Beijing visit, I worked on a project on China's growth with him and wanted to have it published as a paper on this topic with him as my coauthor. I used the sabbatical to have it appear in print:

Amar, A. D., & Yan, Jiaju. (2015). Model and Workings of China's Socialism Market Economy: Goals and Strategy to be the Sole Global Superpower. *Journal of Commerce and Business Studies*, 2:1-16. (A peer-reviewed scholarly journal of Delhi School of Economics).

2. During this sabbatical, I also took on to finish another paper on which I had worked with another of my MBA students, Mr. Cathal Walsh. I submitted this paper on learning in knowledge organizations for a peer-reviewed international conference being held in India. After a few revisions, the paper, listed below, was accepted:

Amar, A. D., & Walsh, Cathal. (2015). *Learning in Organizations—Some Observations from the Practice*. A paper presented at **International**

Conference on Advances in Management & Technology, Jaypee Business School, Noida, India, December 18-20, 2015.

I am continuing to work on this paper to have it published in some American journal. Cathal Walsh, who is now Regional Director of GuidePost Solutions, has been working with me on this and is keen to have it published. His senior management is interested in his pursuing it.

3. I also used this sabbatical to finish a third paper started with Rocco Russomano, one of my former MBA students,

Amar, A. D., & Russomano, Rocco. (2015). **Resource Based Perspective in Knowledge Management: How to Apply for Success in Organizations**. Paper presented at *EURO 2015* Conference, July 12-15, 2015, Glasgow, Scotland.

4. For some time, I had been working on how to turn employees' tacit knowledge into applications and revenue for the firm. Seeing the opportunity, when the organizers of International Conference on Advances in Management and Technology invited me to deliver a plenary address, I finished up a paper on this subject and delivered it as: *How to Monetize the Firm's Tacit Knowledge*, a keynote address delivered on December 18, 2015, 11:30 AM to 12:15 PM, Jaypee Business School, JIIT University, Noida, India.

5. I decided to finish up and make ready for publication an open project on leadership for knowledge organizations that was started during my 2006-2007 sabbatical in Westminster Business School, University of Westminster, London. After several editorial revisions, it was finalized as:

Amar, A. D., & Hlupic, Vlatka. (2016). Leadership for knowledge organizations. *European Journal of Innovation Management*, Forthcoming.

B. Structuring Some Ideas

1. During this sabbatical, on the recommendation of some experts, the University College of London and the Indian High Commission in London invited me to present at their cosponsored conference on the *Bhagavad Gita*, because I have been developing connection between management and the message of the *Gita*. I accepted their invitation and developed a paper titled **“How Gita guides work-life predicaments: Insights to economics and**

business dilemmas” and delivered it at the Bhagavad Gita Conference, London, UK September 24-25, 2015.

2. I also used this sabbatical to put together the third and last paper from a project I undertook at Westminster Business School in London with Tanmika Tamwatin and Vlatka Hlupic, my two colleagues from that institution. The title of this paper is “**Effects of practicing meditation in the East and the West: Leaders in the West Benefit More**”. The paper was submitted to the Academy of Management for its 75th Annual Meeting held in Vancouver, Canada. The paper was accepted by the Academy and presented at the conference, held August 7-11, 2015.

C. Leading without Power

Leading without power is the tentative title of a book that I have been planning for some time. During this sabbatical, I wanted to bring it to some shape by having the book proposal done. Since a high-ranking New York literary agency had invited me to write this book, I completed a proposal for them. At the first run, they thought the book was too academic in tone and style. They told me that they were looking to publish a book for the practicing managers, in substance and in style. They rejected it and conveyed to me as if it was unsalvageable. Disregarding their opinion, I considered their comments and did a second proposal, giving it a totally different approach, making its language, style and substance, in my understanding, suited to the practicing managers. However, the agency again rejected it. While they did not encourage me to do another proposal, I did it anyhow and requested them to have this reviewed by a few professional editors.

This time, when I got the comments, I was thrilled. Their chief conveyed to me in a very different tone. He asked me to expand on this and that they were looking forward to my resubmission. However, it happened when the Fall 2015 semester had started. I did not get time since then to put my mind into this. I am hoping to come back to this during the summer, and because my Release Time application for the Fall 2016 is approved, I hope to have the expanded proposal sent to the agency and have this dream book published in not too distant a future.

D. Miscellaneous Activities

I engaged in a number of other activities given below that kept me occupied during the semester of my sabbatical.

First, as an external examiner of a PhD student, I had rejected his dissertation and suggested several major changes. During this sabbatical, I worked on the revised dissertation and passed the student,

1. In addition, I offered my Doing Business in India class during the Spring 2015 semester because I did not want any discontinuity in this program, and wanted the excitement of our students about the India course to continue.
2. Since the Stillman School so much looks forward to my report on Faculty senate meetings, I decided not to miss any Senate meetings during my sabbatical so that I could continue to provide the reports.

It seems like this sabbatical did not even happen. In my opinion, it should not even count. This made me busier than my regular academic year. I was looking for this to end. Nevertheless, on the positive note, it helped me clean up a lot of things and turned out to be a very productive break from the classroom.

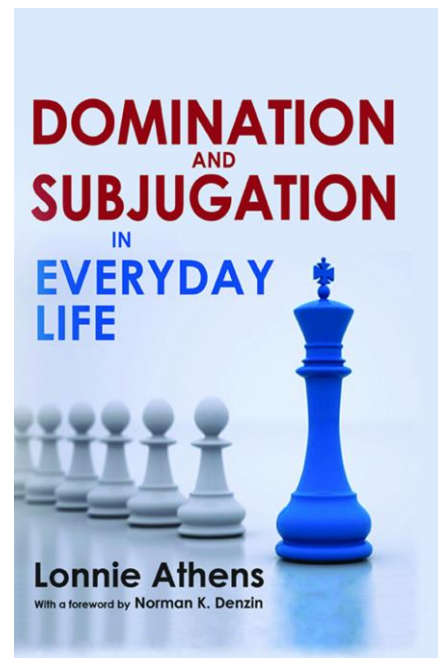
Lonnie Athens

Department of Criminal Justice

Although I have been granted several sabbaticals since coming to Seton Hall in 1990, my recent sabbatical was by far the most productive one. I requested a sabbatical for the purpose of finishing my long delayed book on “radical interactionism,” a term that I coined a decade or so ago in a paper that I published. By the end of last August or early September, I had received the galleys for the book, which I finally decided to title, *Domination and Subjugation in Everyday Life*. Just a few days before Thanksgiving, I received my copies of it in the mail from Transaction Publications. It was as they say, “a welcomed sight.” In addition to the book, I published two papers, “Violentization: A Relatively Singular Theory of Violent Crime” in *Deviant Behavior: An Interdisciplinary Journal* (2015), vol. 36: 625-39, and “Mead and Park: A “Socio-Biographical” account of their becoming pragmatists, but

developing opposing interactional viewpoints” in the *Journal of Classical Sociology*, vol.16 (online, 2015).

While working on these writing projects, I also delivered six papers at various meetings held across the country. I presented the first paper, titled “Radical Interactionism: An Auto-ethnographic Account of its Emergence,” which later became a chapter of my book, at the *Annual Meeting of the Society for the Study of Symbolic Interaction* held in San Francisco, California on August, 2014. Three weeks later (September 2014), I presented a second paper, titled “Applying Violentization: From Theory to Practice” at the *Annual Meeting of the Southern Criminal Justice Association* held in Clearwater, Florida. In early March, 2015, I took time off again from writing on my book to deliver a third paper, “Mead and Park: A Sociobiographical Account of their becoming Pragmatists, but developing opposing Interactional Viewpoints,” which I had originally planned to include in the book, but later decided at the last minute to delete from the manuscript, at the *Couch-Stone Symposium* held in St. Petersburg, Florida.



About two weeks later, I presented the book’s thesis, “Domination and Subjugation in Everyday Life: A Radical Interactionists Perspective” in a fourth paper delivered at the *Annual Meeting of the Southern Sociological Society* held in New Orleans, Louisiana. In August 2015, just before classes started, I presented a fifth paper, titled “The Anointment of Mead as the Main Progenitor of Symbolic Interactionism: An Unsolved Mystery?” at roundtable held at *The Annual Meeting of the American Sociological Association* held in Chicago, Illinois. While in Chicago, I also delivered a sixth paper on violentization at the *Annual Meeting of the Society for the Study of Symbolic Interaction*, as well as chaired a session on “Early Interactionist Sociology” and attended a conference on sociology and pragmatism held at the University of Chicago. All in all, it was a very busy, but highly rewarding year off from teaching for which I am indebted to Seton Hall.

Sulie L. Chang

Department of Biological Sciences and Institute of NeuroImmune Pharmacology (INIP)

This report was for my second sabbatical (September 1, 2014 to June 30, 2015) leave since beginning faculty employment in 1994 at Seton Hall University. The four specific aims were: (1) Working on collaborative research projects; (2) Developing new research techniques; (3) Translating basic science into clinical therapeutic applications, and 4) Enhancing my mentoring effectiveness.

In addition to working toward these specific aims, I also had the opportunity to engage in many other projects that encompassed research, teaching, and service in academia. Since most of the projects that I worked on during my sabbatical were ongoing, I have highlighted the work that I accomplished during that actual time period.

Received six grant awards from the National Institutes of Health (NIH):

1. My NIH R01 grant entitled, "Mechanisms of Nicotine's Behavioral Effects on the HIV-1 Transgenic Rat", was successfully continued for Year 6 in 2015. This R01 is a multiple principal investigator grant, of which I am the Contact Principal Investigator (PI). My Co-PI is Dr. Ming D. Li of the University of Virginia. A total of \$2,475,122 was awarded over a five year and with an additional year in total six period (2009-2015).
2. My NIH grant entitled 18th-22nd (SNIP) Conferences: Drug Abuse, Immune Modulation and AIDS", was successfully continued for year 4 in 2015 in the amount of \$35,000. This R13 was awarded with a total cost of \$185,000 was awarded for five years (2012-2017).
3. My NIH grant entitled "Glial-neuronal interactions underlying the molecular feedback between HIV viral proteins and methamphetamine" was successfully continued for Year 2 in 2014. This R21 with total cost of total cost: \$369,547.00 was awarded over a period of two years with one year no cost extension (2013-2015).
4. I received a new NIH grant entitled "Involvement of TRP Channels in Ethanol Concentration-Dependent. Effects on Immune Responses", with

a total cost of \$357,828 over a period of two years with one year no cost extension (2014-2017).

5. My fifth grant award (\$13,100), funded through the NIDA Summer Research Program, is an administrative supplement of my existing R01 award to support two high school students, David Chapman (from New Jersey) Manuel Cerda (from Wisconsin), for 10 weeks in summer 2014 at the Institute of NeuroImmune Pharmacology (I-NIP). Both students were selected by NIDA from a pool of highly competitive applicants nationwide.
 6. My sixth grant award (\$17,000), funded through the NIAAA, is an administrative supplement of my existing R13 award (#2 listed above) to support a satellite meeting to the 2015 SNIP Conference in Miami, FL in April, 2015.
- Submitted two NIH grant applications:
 1. An R01 grant application (NIH R01AA024151-01) entitled “Interactive effects of binge alcohol and nicotine on cognition in the HIV-1 transgenic rat”. It was submitted in October 2014 and has been recommended for funding in July 2015. The total cost request is \$ 2,660,875.00. This R01 application is a multiple principal investigator grant, of which I am the Contact Principal Investigator (PI). My Co-PI is Dr. Ming D. Li who has been recruited to be the Vice-director of Pharmacogenomics at the INIP.
 2. An R21 grant application (NIH R21 AA024984-01) entitled “Alcohol-induced Impairment of Endothelial Cell Recovery”. It was submitted in August 2015 and it has been recommended for funding in February 2016. The total cost request is \$ 410,031.00. This R21 application is a multiple principal investigator grant, of which I am the Contact Principal Investigator (PI). My Co-PI is Dr. Xuebin Qin who is an Associate Professor at Temple University School of Medicine.
 - Published seven articles and nine abstracts; these include two scientific articles (listed as 1 and 6), one invited book chapter (listed as 2), two refereed reviewed articles (listed 4 and 7), one conference proceeding (listed as 5) and one article regarding mentoring (listed as 3) and nine abstracts (listed 8-16):
 1. Susan Abbondanzo and Sulie L. Chang (2014) HIV-1 transgenic rats display alterations in immunophenotype and cellular responses associated with aging. PLOS One 9:e105256.
 2. Sulie L. Chang, Kaitlyn P. Connaghan, Yufeng Wei, and Ming D. Li (2014) NeuroHIV and use of addictive substances. International Review of Neurobiology 118:403-440.
 3. Michael M. Chen, Anita Zahs, Sulie L. Chang, and Elizabeth J. Kovacs (2014) Street smarts of science for students. Nature: Immunology 15:997-999.
 4. Kari Wiedinger, Constantine Bitsaktis, and Sulie L. Chang (2014) Reactivation of human polyomaviruses in immunocompromised states. Journal of NeuroVirology 20:1-8.
 5. Niya L. Morris, Jill A. Ippolito, Brenda Curtis, Michael M. Chen, Scott L. Friedman, Ian N. Hines, Gorges E. Haddad, Sulie L. Chang, Lou Ann Brown, Thomas Waldschmidt, Pranoti Mandrekar, Elizabeth J. Kovacs, and Mashkoor A. Choudhry (2015) Alcohol and

inflammatory responses: summary of the 2013 Alcohol and Immunology Research Interest Group (AIRIG) meeting. *Alcohol* 49:1-6.

6. Tanseli Nesil, Junran Cao, Zhongli Yang, Sulie L. Chang, and Ming D Li (2015) Nicotine attenuates the effect of HIV-1 proteins on the neural circuits of working and contextual memories. *Molecular Brain* 8:43.
 7. Michael Vigorito, Kaitlyn P. Connaghan, and Sulie L. Chang (2015) The HIV-1 transgenic rat model of neuroHIV. *Brain, Behavior, and Immunity* 48:336-349.
 8. Susan Abbondanzo and Sulie L. Chang (2014). HIV-1 transgenic rats display alterations in immunophenotype and cellular responses associated with aging. 47th Annual Meeting of the Society on Leukocyte Biology Meeting.
 9. Ming D. Li, Zhongli Yang, Tanseli Nesil, Junran Cao, G. Song, and Sulie L. Chang (2014) Expression of addiction related genes in the brain of the HIV-1 transgenic and F344 rats treated with nicotine. 44th Annual Meeting of the Society for Neuroscience.
 10. Junran Cao, Tanseli Nesil, Zhongli Yang, Sulie L. Chang, and Ming D. Li (2014) Nicotine modulates stress responses in HIV-1 transgenic rats. 44th Annual Meeting of the Society for Neuroscience.
 11. Zhongli Yang, Junran Cao, Tanseli Nesil, Shaolin Wang, Ming D. Li, and Sulie L. Chang (2014) Expression of the immune-related genes in the brain of HIV-1 transgenic rat. 44th Annual Meeting of the Society for Neuroscience.
 12. Guohua Song, Junran Cao, Tanseli Nesil, Zhongli Yang, Ming D. Li, and Sulie L. Chang (2014) Nicotine mediated expression of genes related to antioxidant capacity and oxidative stress response in HIV-1 transgenic rat brain. 44th Annual Meeting of the Society for Neuroscience.
 13. Tanseli Nesil, Junran Cao, Zhongli Yang, Sulie L. Chang, and Ming D. Li (2014) Nicotine-induced behavioral sensitization is enhanced in the HIV-1 transgenic rat. 44th Annual Meeting of the Society for Neuroscience.
 14. Xiangqian Liu, Zhongli Yang, Yufeng Wei, Phuong Lam, Ming D. Li and Sulie L. Chang (2014) Effects of binge exposure to high ethanol concentration on the spleen of adolescent rats. The 2014 Alcohol and Immunology (AIRIG) Meeting.
 15. Michelle L. Mack, Yufeng Wei and Sulie L. Chang (2015) Involvement of transient receptor potential melastatin 7 in ethanol-mediated actions in brain microvascular endothelial cells. 2015 International Conference on Global Health: Prevention and Treatment of Substance Use Disorders and HIV.
 16. Yufeng Wei, Michelle L. Mack, and Sulie L. Chang (2015) TRP channel-mediated alcohol concentration-dependent immunosuppression at the brain microvascular endothelial cells. 2015 NeuroHIV and Alcohol Abuse Workshop.
- Organized and/or sponsored six symposia; these are to disseminate the research addressing my central hypothesis that systemic infection including HIV increase use and abuse of addictive substances.
 1. A plenary session entitled “HIV/AIDS and Abuse of Addictive Substances” at the 2014 National Hispanic Science Network Meeting in El Paso, Texas.
 2. The second Personalized Nanomedicine Symposium in Miami, Florida in January 2015.
 3. A breakout session entitled “HIV/AIDS and Substance Abuse: Systemic Translational Research Between Rodent Model and Human Subjects” at the 2015 International Conference on the Prevention and Treatment of Substance Use and HIV in Hongzhou, China in April 2015 and

4. A satellite symposium entitled “NeuroHIV and Alcohol Abuse” at the 2015 Society on Neuroimmune Pharmacology Annual Meeting in Miami, Florida in April 2015.
 5. A key session entitled “NeuroHIV and Use of Addictive Substances” at the 2015 International Symposium of NeuroVirology Meeting in San Diego, California in June 2015.
 6. A key session entitled “Infection and Addiction” at the 5th International Drug Abuse Research Society Conference in Sydney, Australia in August 2015
- Presented the following lectures:
 1. Invited speaker, “Age-related Immunophenotypic Alteration in an HIV Rodent Model”, Center for Neuropsychiatric Research, National Health Research Institutes, Zhunan, Taiwan, August, 2014.
 2. Invited speaker, “The HIV-1 transgenic rat model of neuroHIV”, Institute of Neuroscience, National Chengchi University, Taipei, Taiwan, March 2015.
 3. Invited speaker and Chair, “NeuroHIV and use of addictive substances” Internat. Conf. on Global Health: Prevention and Treatment of Substance Use Disorder and HIV, Hong Zhou, China, April, 2015.
 4. Invited speaker, “HIV-1 transgenic rat: model of neuroHIV”, 283rd OMICS Internat. Conf. on Neuroimmunology and Therapeutics, San Francisco, CA, July 2015.
 5. Invited speaker and Chair, “NeuroHIV leading to the use of addictive substances” 4th Asian-Pacific Soc. for Alcohol and Addiction Res./5th Internat. Drug and Alcohol Res. Soc. Conf., Sydney, Australia, August, 2015.
 - Served at the following NIH Grant Advisory IRG Meetings (10 sections in total).
 1. NIH National Institute on Drug Abuse (NIDA) Special Emphasis Panel (SEP) for P-grants in March 2015. (1X)
 2. NIH Center of Scientific Review (CSR) Innate Immunity and Inflammation (III) meeting in June 2014 as the chairperson and member. (1X)
 3. NIH CSR) III meeting as a mail reviewer in October 2014. (1X)
 4. NIH National Institute on Alcohol Abuse and Alcoholism (NIAAA) SEP for P01 in July 2014, P60 in July 2014 and P50 in July 2015. (3X)
 5. NIH NIAAA AA-1 Subcommittee Meeting as an ad hoc member in both October 2014 and March 2015. (2X)
 6. NIH CSR SEP two meetings in December 2014. (2X)

Because of my substantial service to the NIH, I have been honored to continue to have the prestigious eligibility to submit R01, R21, and R34 grant applications as a PI/PD without a due day.

In addition to the above highlights, I mentored 6 junior scientists including three Ph.D. of Molecular Bioscience students, one assistant director of the INIP, one post-doc fellow, a visiting scholar from China, two research assistants at the INIP, a biochemistry junior and one NIH/NIDA summer intern high school student and facilitated a cooperative agreement of INIP with The

Third Institute of Oceanography, State Oceanic Administration, Shaman, China.

The success of my sabbatical owes to the effective IT communication with the INIP staffs during the year and continuous support from Department of Biological Sciences, College of Arts and Sciences, the Provost Office and many other offices on campus.

Rong Chen

Department of Education Management, Leadership and Policy

I was on sabbatical in Spring 2015. During this time period and the summer, I worked on several projects that were proposed in my sabbatical application and others that had been long in preparation. Hopefully the completion of all these projects will result in multiple publications soon in the pipeline. Here is a synopsis of my projects and accomplishments.

Scholarly Work

Study One focuses on the impact of financial aid on freshman persistence in four-year institutions. Specifically, by applying a new and advanced propensity score analytical technique, Marginal Mean Weighting through Stratification (MMWS), and national data (Beginning Postsecondary Students), I examine the effects of financial aid on low-income freshmen's decisions to persist in four-year institutions. This study addresses the challenge of accounting for selection issues with respect to financial aid. The results indicate that financial aid has a positive effect on low-income freshmen's persistence. Compared with those who received Pell grants or Pell plus other aid, those who received no aid tended to have a substantially lower likelihood of staying on the persistence track rather than dropping out without return. This paper is under review by the *Journal of Research in Higher Education*.

Study Two is a paper I wrote in collaboration with Dr. Peter Bahr at the University of Michigan to understand the effects of undergraduate indebtedness. Specifically, we estimated the impact of undergraduate

educational debt on students' decisions to apply to and enroll in graduate school. Our results indicate that a relatively high level of undergraduate debt is associated with a lower likelihood of applying to graduate school, and that the magnitude of this effect is similar across advantaged and disadvantaged student subgroups. Among students who applied to graduate school, however, we find that undergraduate debt had no significant effect on graduate school enrollment, and that the absence of effect in this regard is consistent across advantaged and disadvantaged student subgroups. This paper is currently being finalized and will be submitted to *Educational Evaluation and Policy Analysis* or a similar high-quality journal.

Study Three is based on my work with Dr. Aretha Watson, a recently graduated mentee and current Dean of Student Enrollment Management at a local college. With my close supervision, Dr. Watson finished a quality study on community college student retention and subsequently invited me to publish a scholarly paper with her. In this study, we look at a state-funded student support service program, namely the Educational Opportunity Fund (EOF) Program and examine how this EOF program may affect community college student retention at the end of the first semester. Results reveal that participation in EOF is positively related to student retention. This study provides empirical evidence for institutional administrators and state policy makers to support long-term funding for EOF. Currently the paper is in final preparation and will be submitted to the journal of *Community College Journal of Research & Practice*.

Study Four is a project I have been working on with Dr. Carolyn Sattin-Bajaj, which utilizes hierarchical generalized linear modeling to explore the relationship among students' educational expectations, college preparatory actions, and college applications. We have finished the proposal and our preliminary results indicate that the sources of college information, planning to or having taken SAT/ACT exams, and discussions with parents about college preparation activities are significantly related to application to a four-year institution. The proposal was submitted in July to the annual conference of American Education Research Association (AERA).

Study Five is a research project under development. By analyzing longitudinal and hierarchical data, I propose a multilevel event history model that identifies the major institutional attributes related to student graduation rates in a longitudinal process. The purpose is to promote policy changes that address, from an institutional perspective, the persistently low graduation rates

in higher education. The findings will be valuable for policy review, especially for procedural changes at the institutional level. The ultimate goal of this project is to help effectively translate knowledge into practices and policies institutions can adopt to enhance graduation rates. The project will be continuously developed in the upcoming year.

Study Six is a project in collaboration with Dr. Colleen Evans, a prior mentee and currently Associate Professor of Chemistry in a local college. This study compares the effects of high school and postsecondary experiences on STEM major choice across 2-year and 4-year institutions. Findings indicate that interest in STEM fields upon entering college is a strong predictor of declaring a STEM major among both 2-year and 4-year college students, suggesting that more effort is needed to stimulate and sustain interest in STEM fields earlier in the education pipeline. These findings have implications for enhancement of K-12 STEM curriculum development and early experiences in postsecondary education. The paper is under revision, and will be finalized and submitted in the next few months.

Dissertation Mentoring

In addition to the above research activities, during my sabbatical and the summer I maintained active mentoring of my students on their dissertations. I supervised 9 doctoral students, among whom 4 had finished and defended their dissertations in Spring 2015; at least 4 other mentees will defend their proposals or dissertations in Fall 2015.

Professional Service

I continued my service as a consulting editor for the *Journal of Research in Higher Education*.

To summarize, with the work made possible by my sabbatical, I anticipate publishing five research papers over the next couple of years. I'd like to express my gratitude for being granted the time needed to devote to these projects to my colleagues, department, and dean, as well as the Provost. I have returned to campus with a refreshed mind and renewed energy.

Petra Chu

Art, Art History, and Design

My year-long 2014-2015 sabbatical was both enjoyable and fruitful. It allowed me to complete some unfinished projects and start new ones; to apply for grants--one to take a one-month trip to Australia in the spring of 2015 and others for projects that materialized in 2015-16; and, finally, to supervise one of our graduate students to organize an exhibition of the prints of Louis Lozowick at the Pierro Gallery in South Orange. It also was a period of reflection on what, in my stage of my career, I might still want/be able to accomplish. I am grateful to Seton Hall University for granting me a sabbatical and for maintaining its generous sabbatical remuneration over the years.

For much of the summer of 2014, I worked on editing *Qing Encounters: Artistic Exchanges between China and the West*, a book of essays by different scholars that grew out of a symposium at Peking University that I co-organized in 2013 with Professor Ding Ning, Professor of Art History and Vice-Dean of the School of the Arts at Peking University, with the help of a grant from the Getty Foundation. As many of the essays had been written by non-English speakers, a great deal of work was needed to get the book into shape. I also wrote an introduction for the volume. The book was published in the summer of 2015 and has been widely reviewed since.

Also, in the summer, I wrote a review of *Goddess, Heroine, Beast: Anna Hyatt Huntington's New York Sculpture, 1902-1936*, an exhibition held in the Miriam & Ira D. Wallach Art Gallery, Columbia University. The review was published in the fall issue (13, 2) of *Nineteenth-Century Art Worldwide*.

In September, I traveled to Beijing for ten days to take part in a planning meeting for the quadrennial international art history congress CIHA (Comité Internationale de l'Histoire de l'Art), which will be held in Beijing in fall 2016. The Chinese organizing committee had invited all session chairs, of which I am one, to come to China to select session speakers and, generally, to discuss the organization of the meeting.

Upon my return, I wrote an essay for the catalogue of an exhibition held in the Musée des Augustins in Toulouse (fall 2015) entitled *Figures de fantaisie du XVIe au XVIIIe siècle* and edited by Axel Hémerly and Melissa Percival. The

title of my essay: “Pathos et mystère: la figure de fantaisie endormie”. I also wrote a 20-page bibliographical essay on the artist Gustave Courbet for the new *Oxford Bibliographies on line*.



And I wrote a short “New Discoveries” article for *Nineteenth-Century Art Worldwide* on “*An Orphan in Church* by Pascal-Adolphe-Jean Dagnan-Bouveret.

The bulk of the fall was occupied, however, with writing the introduction and one chapter of a new book with the working title *The Role of Visual Memory in the Creative Process: A Nineteenth-Century Debate*. I sent the introduction and the chapter to Penn State Press and the editor expressed a great deal of interest.

In January, I served on the paper selection committee for the Twelfth Annual Graduate Student Symposium in the History of Nineteenth-Century Art, sponsored by the Association of Historians of Nineteenth-Century Art.

In early February 2015, my husband and I traveled to the UK. We spent a week in London, where I had a fruitful meeting with Max Donnelly, Curator of Furniture and Woodwork at the Victoria and Albert Museum. He and I talked about the possibility of co-authoring a book on the late 19th-century art entrepreneur-dealer-designer Daniel Cottier. Together with two other authors, Andrew Montana (Australian National University, Canberra) and Suzanne Veldink (Rijksmuseum, Amsterdam), we have submitted a book proposal to Yale Britain.

In mid-February, I co-chaired (with Emily Pugh) a session at the annual meeting of the College Art Association on “Arthistorical Scholarship and Publishing in the Digital World”. At the same meeting I received the College Art Association’s annual Distinguished Teacher of Art History Award.

In Fall 2014, together with Jennifer Milam, Associate Professor of Art History of the University of Sydney (Australia), I had applied for and received an \$ AU 9300 International Researcher Collaboration Award (IRCA) grant

from the University of Sydney. This enabled me to travel to Australia, where I gave two lectures. Dr. Jennifer Milam and I submitted a \$ 14,970 grant proposal to the American Council of Learned Societies to organize a symposium at Seton Hall. We received the grant and the symposium took place in at Seton Hall, October 30-31, 2015. We signed a contract with Brill Publishers to publish the papers in an edited volume that is to come out in the course of 2017.

In May, I traveled to the Netherlands to present a paper at a two-day international conference, organized by the European Society for Nineteenth-Century Art in The Hague. In June, I traveled to Brussels to serve for three days on a humanities grant panel for the European Research.

In the summer of 2015, I applied for a \$ 6000 grant from the Robert Lehman Foundation to organize two lectures at Seton Hall. I also applied for a \$ 3,000 NJCH grant in support of an exhibition of the prints of Louis Lozowick, curated by graduate student Taylor Curtis under my supervision.

I worked on the publication of Nineteenth-Century Art Worldwide, an electronic journal of which I am the Managing Editor. We generally publish two issues a year. In 2014-15, we published an extra guest-edited summer issue. At the 2015 CAA Meeting in New York, an article in Vol. 11, issue 3 (2014) received the prestigious ARIAH (Association of Research Institutes in Art History) Prize for digitally published articles.

All in all, my sabbatical was fulfilling and productive. I regret that I did not make more progress on the Visual Memory book project but I hope to catch up on it during the summer and fall of 2016.

Matthew Escobar

Department of Languages, Literatures and Cultures

I spent my sabbatical working on two different book-length studies both of which involve film. From there, however, the projects diverge substantially.

The first manuscript - an analysis of contemporary film and literature, which I had been working on for a few years - was then in the final editing stages. The first three months of my sabbatical were spent completing the

editing for this first ms. The second manuscript which deals entirely with a key moment in the history of world cinema was a project I had been working on but which was still in an embryonic state as I had not yet had access to several film libraries in Europe. The rest of my year-long sabbatical was spent researching this second book.

1. *The Persistence of the Human: Consciousness, Meta-body and Survival in Contemporary Film and Literature* is under contract with Brill/Rodopi and is set to be published this year.

The Persistence of the Human examines literary and cinematic works (from the U.S., Europe and Latin America) that deal with consciousness, taken in its widest sense to mean the relations of the senses and the mind as *embodied*; thus, emphasis is placed here upon portraits of selves that rely on the senses, the body, memory and the other (often a spouse) for continuity and personal identity. As I examine instances in which personal identity is challenged and the question of “the human” arises, the narratives focus on the process of rebuilding the self (or survival) after trauma.

I show how contemporary literary and filmic works privilege pain as the mark of the human and portray characters who dream of a recuperative correction of the past in ways that suggest that despite the new instantiations in which the body and the human/post human subject appear, traces of humanism remain vital. It is this persistence of the human as fundamental paradigm, which continues to inform contemporary literature and film even as these same works are increasingly invested with a greater focus on the details of how consciousness works and as they explore how much the mind depends upon relations not only with other minds but the nonhuman as well.

2. “Babel on the Seine: Latinos at Paramount’s Multilingual Studios in Joinville”

This book addresses a highly overlooked yet revelatory moment in world film history (with players from the US, Europe and Latin America). Its scope is international and specifically transatlantic and it constitutes a major undertaking within the fields of Latino Studies, Film Studies and Film History.

In 1930, circumventing protectionist French laws restricting imported films, Paramount Studios opened major sound film studios in Joinville-le-Pont, France (just outside of Paris - though the studios were officially based in next

door town Saint-Maurice). At this time, the U.S. and Germany were competing (on French soil) for dominance of the European film market and sound technology was new. Paramount made films in up to 13 languages in their Joinville studios with the greatest number being focused on the largest markets: Spanish language films. At this pivotal time in world history (the depression and the rise of Fascism) the national identities of several countries were packaged for domestic and international consumption in films made in the American owned and run Paramount studios outside Paris. This had already occurred in silent film but now these films included native speakers playing in both remakes of US films and original productions.

Among the Spanish speaking actors and directors who worked at Joinville were a good number of Latin Americans - in some cases little-known early Latino film contributors, and in others Latin Americans, such as Carlos Gardel and Imperio Argentina, who would go on to have major film careers. The three years of Paramount's production occurred at a key moment in film history (the transition from silent to sound film). The story of these studios has been overlooked due to the previously unavailable nature of the materials and because of heavy criticism of the (multi)cultural content that the films contained. Paramount studios ended up training an army of European and Latin American technicians, actors and directors who then went back to their home countries and made films with the new sound technology. Essentially the French attempt at keeping the "Americans" out brought them in, while the American attempt at European market domination only strengthened European and Latin American cinema. One the most interesting aspects of this experiment therefore is that it shows very clearly the complexity of the global struggle for media domination as well as its unintended results.

The history of these short-lived multilingual studios has not been adequately explored particularly since most of the films have been considered "lost" for years (as are many early sound films). Having located both highly rare films which were the originals for the French and Spanish language remakes, some previously unavailable Joinville productions, rare film magazines from the time and other testimonials in the form of memoirs by key European figures, I used the bulk of my sabbatical to travel to Madrid, Paris, Barcelona and London where I consulted these materials in film libraries, spoke to local film historians and gathered other materials.

Film libraries visited:

- British Film Institute (London)
- Cinémathèque Française (Paris)
- Fondation Jérôme Seydoux-Pathé (Paris)
- Bibliothèque Nationale de France, site Richelieu (Paris)
- Archives of the town of Saint Maurice, France
- Filmoteca de Catalunya (Barcelona)
- Filmoteca Española (Madrid)

Through my in-person visits to the above film libraries and extensive consultation of online databases that these and other institutions maintain, I was able to amass a collection of thousands of original publications and other documents concerning Paramount's Joinville studios. I have 540 pages of notes (over 100,000 words) including a good first draft of the first chapter of 35 pages - all of which was produced during the final nine months of my sabbatical. Some research remains to be done for the book in Boston, New York and possibly Los Angeles. I hope to have a draft of the completed ms. by December of this year and will be looking for a publisher soon after.

I am happy to say that, due to extensive detective work, not only have I gathered much material to dispute the few - often highly tendentious - accounts there are of these studios, but I have also uncovered evidence that their origins are more complex and interesting than has until now been suspected involving a major figure in twentieth century history who has never been linked to them as well as French studios - an industry which has for the past eighty years recoiled in righteous disdain from their very existence.

In addition to these research activities I used my sabbatical time to develop a new course on Paris which I am currently teaching and to prepare to direct Seton Hall's summer study abroad program in that same city which I will direct for the first time this coming summer.

In short, my sabbatical provided me with highly valuable time to do research which will soon be published and which constitutes, I believe, a valuable contribution to the fields I work in: Latino Studies, French, Spanish and Comparative Literature as well as film.

Jo Renee Formicola

Department of Political Science and Public Administration

My sabbatical report includes a compendium of my accomplishments in research, publications and other scholarly activities during the 2014-2015 academic years. This includes information on my new book (*Clerical Sexual Abuse: How the Crisis Changed U.S. Catholic Church-State Relations*), my accepted articles, presentations, meetings, and my service to the University in my absence.

Another sabbatical project that involved my department dealt with an examination of a) the feasibility of establishing a new undergraduate concentration in "campaign management" with the inclusion of "big data" in the political science curriculum, and b) the possibility of creating a program in campaign management for graduate students in the Department of Political Science and Public Affairs. My conclusion after looking into the development of campaign management programs on both an undergraduate and graduate level is that they would be beneficial to the University. They could generate an inter-disciplinary track/program that would involve not only political science students, but others from mathematics, communications and psychology as well, thus diversifying the curriculum in the College of Arts and Sciences and add to its relevant offerings. They could also create new opportunities for students in Political Science and Public Affairs as well as other majors, and prepare graduates to enter into the burgeoning and lucrative profession of political consulting.

Scholarly Activities 2014-2015

I. Publications

Formicola, Jo Renee. *Clerical Sexual Abuse: How the Crisis Changed U S. Catholic Church-State Relations*. (New York: Palgrave-Macmillan, 2014).

Formicola, Jo Renee. "Recalibrating U.S. Catholic Church-State Relations: The Effects of Clerical Sexual Abuse." *Journal of Church and State*, forthcoming, Fall, 2015.

Formicola, Jo Renee. "The Moral-and Political-Force of Pope Francison Climate. *The Conversation*, 17 June 2015. <https://theconversation.com/the-moral-and-political-forces-of-pope-francis>

Formicola, Jo Renee. "The Politics of Clerical Sexual Abuse," *Religions*, forthcoming 2016.

Formicola, Jo Renee. "The Politics of Moral Values," in the *Encyclopedia of Religion*, Wiley Publishers, forthcoming 2016.

II. Meetings Attended:

Personal Democracy Forum. "Save the Internet: The Internet Saves." 5 and 6 June 2014, New York City @ New York University.

American Political Science Association. Annual Meeting. Washington D. C. (Dates)

III. Lectures/Panels Attended:

Attended panel on "The Vatican and Cuba" 2 March 2015. Seton Hall University. Attended lecture by Sr. Simone Campbell. "A Nun on the Bus." 8 March 2015. Kean University.

IV. Papers Delivered:

Formicola, Jo Renee. "Recalibrating U.S. Catholic Church-State Relations, 2001-2015. Given at American Political Science Association Meeting. Washington D. C.

V. Service:

Mentored: Senior Thesis of Amanda De Palma

Wrote: Letters of Recommendation for Law School for Daniela Gloor, Joe Pistritto, William Pascrell

Served: Board of Trustee of Benedictine Academy, Elizabeth, New Jersey

Lectured: To Voice of the Faithful, "Changing U. S.-Catholic Relations in Light of Clerical Sexual Abuse," June 7, 2015.

VI. Awards:

Seton Hall "Woman of the Year," March 27, 2015

VII. Interviews:

Gannett Newspapers: Profile of author and book on Clerical Sexual Abuse. January 25, 2015.

National Public Radio: Broadcast "Academic Minute" on book on Clerical Sexual Abuse, April 3, 2015.

Bernard K. Freamon

School of Law

2014-2015 was a very productive and fulfilling sabbatical year for me and I am pleased to offer this report.

I used the sabbatical and the fall to complete the first draft of the manuscript of my book on slavery and the slave trades in the Muslim world. My focus for the book has been directed toward the Indian Ocean World but, as the writing and research unfolded during the year, and especially as my attention and the world's attention was drawn to the reemergence of slavery and slave trading by the ISIS and Boko Haram Muslim insurgencies (see below), I became more and more convinced that the problem I am addressing is bigger than the geographic confines of the Indian Ocean littoral, although that geography remains an important point made in the manuscript. During the year I was invited by CNN International to submit an op-ed piece on the practice of slavery by ISIS and its relation to Islamic Law. I produced the op-ed piece, which was published on-line by CNN International in October, 2014 as part of their "Freedom Project." This caused me to resurrect a draft of a dormant

paper my research assistant had called “The Freedom Paper” and, by combining it with the CNN op-ed and new research, I drafted and sent out a law journal article on ISIS, Boko Haram, and the problem of slavery in Islamic Law. The article was accepted by the Fordham International Law Journal and the journal agreed that it can also be included in my book as an Afterword. The article was published on or about December 15, 2015 and it was the last piece to be included in the manuscript. The title of the book has now changed and it is now provisionally entitled: **POSSESSED BY THE RIGHT HAND: THE PROBLEM OF SLAVERY IN ISLAMIC LAW AND MUSLIM CULTURES**. The title takes its main thrust from the Arabic language idiomatic expression *ma malakat aymanukum*, which means “those whom your right hands possess,” a Quranic euphemism for concubinal slaves and war captives. The manuscript presently runs 444 pages, including footnotes and the Afterword but not including acknowledgments, preface, maps, charts and photographs. I am presently tightening up those items and other small details in the expectation of sending it out to the publisher in the first week of January, 2016, in sha’ Allah.

Additional writing and scholarship

My article entitled “*ISIS, Boko Haram, and the Human Right to Freedom from Slavery under Islamic Law,*” was published at 39 FORDHAM INTERNATIONAL LAW JOURNAL 245 (2015). As outlined above, the article chronicles the reemergence of chattel slavery by these two Muslim insurgencies and asserts that this reemergence has considerable support in Islamic jurisprudence and Islamic legal history. The article then tenders three questions that are raised by this reemergence, asking whether Muslims can afford to continue to take a head-in-the-sand approach toward the problem of slavery in their jurisprudence and legal cultures; whether international humanitarian law can offer cogent solutions to the problem; and whether Islamic law is up to the task of addressing the contemporary problems of slavery and slave trading in Muslim communities. The article closes by challenging Muslims and scholars of Islam to confront ISIS and Boko Haram on the issues of slavery and slave-trading, beginning a long overdue dialogue.

This past fall I was asked to contribute to a proposed collection on slavery, entitled **WHAT IS A SLAVE SOCIETY? THE PRACTICE OF SLAVERY IN GLOBAL PERSPECTIVE**, to be published by the Cambridge University Press and edited by Professors Noel Lenski and Catherine M. Cameron. The collection considers the continued viability of Moses I. Finley’s famous dichotomy in the analysis of slavery, dividing the world’s societies into two types: (1) “societies with slaves,” and (2) “slave societies.” Finley argued that only five societies in world history qualified as full blown “slave societies”: Ancient Greece, Ancient Rome, the American south,

the Caribbean and Brazil. The collection reconsiders and challenges this analysis and contains submissions from some of the leading historians, sociologists and classicists writing on slavery today. My submission is entitled “Slavery and Society in East Africa, Oman and the Persian Gulf.” It was submitted late last spring and accepted this past summer. I am very happy with it as it is the first time a Finleyan analysis has been applied to slavery and slave trading in the Indian Ocean World. Publication of the collection is expected in the next few months. Preparation of this chapter was also very helpful in the preparation of my book manuscript.

Last summer, at the beginning of the sabbatical, I submitted another book chapter as an invited submission for an anthology entitled *THE PHILOSOPHY OF SLAVERY AND EMANCIPATION* (Cambridge, U.K.: Cambridge University Press, forthcoming 2016) (Simon Roberts-Thomson and Nathaniel Adams Tobias Coleman, eds.). My submission, entitled “Islamic Law, the Abolition of Slavery in the Muslim World, and the Problem of Moral Progress” takes a philosophical look at the reasons why the abolition of slavery has been difficult in the Muslim World. This work was also helpful in the preparation of my book manuscript.

In October, CNN International asked me to submit an op-ed responding to the claims of ISIS that their insurgency (or as they would have it, their caliphate) is entitled to enslave non-believing combatants and war captives under Islamic law. I responded, publishing a piece entitled “ISIS, Slavery and Islamic Law.” CNN International retitled the piece as “ISIS says Islam justifies slavery—What does Islamic Law say?” It can be found on the CNN International “Freedom Project” website.

Presentations

In October I gave a lecture on human trafficking at a conference entitled “Hidden in Plain Sight: Human Trafficking in NYC and Beyond” sponsored by the Women in Islam organization in NYC.

In February, I moderated a panel for a Seton Hall Legislative Journal Symposium on Human Trafficking marking the 150th anniversary of the adoption of the 13th Amendment. The Symposium was co-chaired by my research assistant, Sabrina F. Mirza, ‘15 who was an editor on the journal. Also in February, I spoke at a student-sponsored symposium on human trafficking at Rutgers University in New Brunswick, and I spoke at an event sponsored by the Muslim Graduate Student Association of Rutgers University, commemorating the 50th anniversary of the assassination of Malcolm X.

I gave a guest lecture in April on slavery in Islam in a Rutgers University (New Brunswick) undergraduate class on Islamic Law. This lecture has become an annual affair.

I presented a paper on ISIS and the problem of slavery in the Muslim world at a conference on Globalization and the Rule of Law at the City University of Hong Kong, also in April.

It was a very productive and tremendously satisfying sabbatical year. I look forward to seeing my book in print this year.

Pablo T. Gadenz

Department of Biblical Studies

The project for my sabbatical during the academic year 2014-2015 was to research and write a commentary on the Gospel of Luke for the Catholic Commentary on Sacred Scripture series, published by Baker Academic. I am under contract and the goal is to produce a roughly 400-page book (the target length is 155,000 words) to be published sometime in 2016. Currently, I have written about two-thirds of the book. My plan is to finish the initial draft during the coming months, while the review process moves ahead on the parts already completed. The manuscript will be reviewed under the direction of one of the series editors, Dr. Mary Healy, who teaches at Sacred Heart Major Seminary in Detroit and is a member of the Pontifical Biblical Commission. Moreover, some ideas and feedback have also been provided by Dr. Tim Gray of the Augustine Institute in Denver, who was originally contracted for the project but could not do it because of other duties.

Writing a commentary on a major book of the Bible is a professional aspiration of virtually every biblical scholar, so I was excited to be asked by the series editors to undertake this task. The challenges notwithstanding, my enthusiasm

for the project has only increased during the period of my sabbatical. The Gospel of Luke is rightly one of the most beloved in the canon of Scripture, with familiar passages such as the accounts of Jesus' birth in Bethlehem and the two disciples on the road to Emmaus, as well as the parables of the Good Samaritan and the Prodigal Son. It also plays an important role in the liturgical and spiritual life of the Church. For example, Pope Francis has announced a special jubilee year of mercy in 2016, making it a fitting time for a commentary on Luke's Gospel, which indeed is known as the "Gospel of Mercy" and in which Jesus proclaims the jubilee (Luke 4:18–19; cf. Lev 25:10).

One of the challenges of the project has been the length of Luke's Gospel itself, as it is the longest book in the New Testament in terms of verses and words. By comparison, Mark's Gospel is less than 60% the length of Luke's Gospel. Another challenge has been the vast amount of research involved, as I have investigated the latest developments regarding the Gospel (e.g., its parables; its use of the Old Testament) and related areas such as biblical archaeology and the socio-historical background of the first century. Moreover, one of the distinguishing features of the Catholic Commentary on Sacred Scripture series is its attention to how the biblical text was interpreted throughout Christian history. Therefore, besides the study of the Greek text of Luke and hundreds of recent scholarly commentaries, monographs, and articles on Luke's Gospel, the project has involved exploring the writings of numerous Church Fathers and saints who commented on the Gospel. As a result, the commentary has been greatly enriched with carefully selected excerpts from the writings of figures such as Irenaeus, Tertullian, Origen, Ambrose, Augustine, Jerome, John Chrysostom, Cyril of Alexandria, Leo the Great, Gregory the Great, the Venerable Bede, John Damascene, Bernard, Thomas Aquinas, Bonaventure, Thomas à Kempis, Teresa of Ávila, and John of the Cross. Church teaching related to Luke's Gospel from ecumenical councils and popes is also included, as are points of reflection and practical application.

I spent about nine months of the sabbatical living in Princeton (at the local parish rectory). Most of my research and writing was done at the library of the Princeton Theological Seminary. I was granted Visiting Scholar status there for the academic year 2014–2015, which gave me full library privileges and the use of a study room. On occasion, I also used the library of my alma mater, Princeton University. Living in Princeton also afforded me several opportunities to meet other professors in my field.

During my sabbatical, I was also involved in other professional activities related to my project. For example, during the fall semester, I lectured on two

different chapters of Luke's Gospel at the parishes of St. Ann, Lawrenceville, and St. Gregory the Great, Hamilton Square. I was also invited to give a series of seven lectures to the priests of Kansas City, Missouri, on the Gospel of Mark. Moreover, two earlier scholarly writings of mine were published during the year, namely, a book-review of Dane C. Ortlund, *Zeal without Knowledge: The Concept of Zeal in Romans 10, Galatians 1, and Philippians 3*, in the journal *Biblica* 95/2 (2014): 313–316; and the chapter “Overcoming the Hiatus between Exegesis and Theology: Guidance and Examples from Pope Benedict XVI” in *Verbum Domini and the Complementarity of Exegesis and Theology*, ed. Scott Carl (Grand Rapids: Eerdmans, 2015), 41–62. In the area of service, I also recently became a consultant to a Scripture-related subcommittee of the United States Conference of Catholic Bishops.

The sabbatical experience will certainly strengthen my teaching but also my work of formation at Immaculate Conception Seminary School of Theology. Moreover, in my course on the Synoptic Gospels, since I have already used the volumes in the Catholic Commentary on Sacred Scripture series on the Gospel of Matthew and the Gospel of Mark, my forthcoming Luke commentary may similarly serve as a textbook. I also believe that the book will make a contribution to the scholarly excellence and Catholic mission of Seton Hall University, adding its name to the list of other highly-ranked Catholic universities whose professors have authored a volume in the series, such as Boston College, Marquette University, Duquesne University, and Creighton University.

In conclusion, I am profoundly grateful to Seton Hall University and specifically to the Provost, the Rector/Dean of Immaculate Conception Seminary, and my colleagues for their support of my sabbatical.

Jeffrey H. Gray

Department of English

I took a full year's sabbatical from Seton Hall, effectively beginning in the summer of 2014 and ending with the end of summer 2015. (A mid-sabbatical report was submitted in January 2015.) This release from teaching allowed me to complete

some important projects, continue others, and initiate still others. Contracted and/or completed work (now published or soon to be published) includes the following:

1. *The News from Poems: Essays on the 21st Century Poetry of Engagement*, University of Michigan Press, forthcoming in summer 2016. This book, co-edited with Ann Keniston (U. of Nevada, Reno), is a collection of a dozen essays by some of the best-known scholars in the field. It includes an essay written by myself and an introduction co-written by myself and Ann Keniston. This volume follows our co-edited volume in 2013: *The New American Poetry of Engagement: A 21st Century Anthology*. I anticipated spending some of my sabbatical on this project but in fact spent much more time than I'd planned. Indeed, I am still working on it, since now we have just received the copy-edited book back from the publishers.
2. "Hands Off: Official Language in Contemporary Poetry." This is the title of my book chapter included in *The News from Poems: Essays on the 21st Century Poetry of Engagement*. Eds. Gray and Keniston. University of Michigan Press, 2016.
3. "Roberto Bolaño, Juárez, and the Future of Nativism." *Pacific Coast Philology*. Special Issue: "Migration, Immigration, and Movement." 49.2 (2014). 166-176. In line with my work over the past decade on travel and migration, this article appeared in the fall of 2014. It had already been contracted at the time of my sabbatical application.
4. "'Pathology of the Provinces': Frank Bidart and the Object of the West." *New Perspectives on American Poetry: From Walt Whitman to the Present*. Ed. Jiri Flajsar. Olomoucs: Palacky UP, 2015. Part of my sabbatical was spent in the Czech Republic, where I gave a presentation of the above title. I had already agreed to publish a longer version of it in the book abovementioned. This essay—differently titled in my application—went through many changes. It will become one of the key chapters in the book *Sundown: Western Poetics and the End of Time*, about western U.S. poetics, which was the key project I proposed for the sabbatical. Indeed, material from the much-longer version of this chapter will form some of the introduction to that book.

These are the articles, chapters, and book that have been published thus far. Other chapters in *Sundown* (mentioned in my proposal) remain in progress; I would like to publish at least one more before publishing the book as a whole. I am also nearly finished with a spin-off from the above-mentioned "Hands Off" essay. Titled "'Hymn to Life': The Poetry of Data," it concerns a phenomenon that runs through the arts and sciences as well as through the politics and debates surrounding the

surveillance state and the National Security Agency: that is, the problem of an abundance of data in a period characterized by a waning of the practice of interpretation.

I am grateful to Seton Hall for the time that has allowed me to achieve the work mentioned—both that which has been published and that which will see publication over the coming year.

Daniel Gutmore

Department of Education Leadership, Management & Policy

The conceptual framework for the major focus of my sabbatical is based on the work that emphasizes the relationship that structure has on behavior (Hoy & Sweetland, 2000, Hoy, Sweetland, & Scott, 2001, Achilles, 2010). The basic premise is that an examination of structural influences on behavior, particularly in schools and school systems, will contribute to a deeper understanding of how behaviors may be influenced that directly relate to student academic performance. Toward that end, my specific focus will be on the design, application and purpose of administrative “walk through” in identified schools in the state of New Jersey. This is an important area for review because although “walk throughs” are a common administrative practice throughout the United States, there is virtually no research on how they are used or the outcomes of their use (Glanz, 2012). The cited work below illustrates the importance of knowing more about the walkthrough dynamic.

Recently Cervone and Martinex-Miller (2007) reported the application of the UCLA School Management Program classroom walkthrough protocol which provides both a process and a tool for inquiry-based professional development, community engagement, and ultimately student self-direction. It starts with a school’s commitment to build an inquiry model that assumes the capacity for extraordinary learning on the part of students, teachers, administrators, and families. The protocol can be employed narrowly—to guide improving the practice of a couple of teachers with a passion for biology, for example. Or the protocol can be employed broadly. Classroom walkthroughs enable teachers to get to the heart of what students are doing and understand in a different and holistic way. Their

research found, however, that no amount of data or understanding will, by itself, more a system toward improvement in a purposeful way. Their research found, however that no amount of data or understanding will, by itself, move a system toward improvement in a purposeful way. The energy and knowledge

- Conduct additional literature review on walk through process to augment research already completed prior to sabbatical application process — July, August, September 2014
- Refine process for implementation beginning Spring 2015
- Start investigation — January, February, March – 2015
- Analyze findings—April, May 2015
- Summarize findings to share with department in Fall 2015—June, July 2015
- Identify seminars workshops for advanced statistical operations and attend same—January through May 2015

Kristin N. Johnson

School of Law

I devoted my sabbatical to several tasks: some notable acts of service to the Law School and the University, including serving as a member of the Dean Search Committee, and completion of a number of writing projects.

Last spring during the first semester of my sabbatical, I served on the Dean Search Committee. Serving under Dean Boroff and with the committee has easily been one of the highlights of my tenure at the law school. Karen is an amazing leader and our team worked diligently and tirelessly to engender a great outcome for the law school and the University. While the timing for the travel to New Jersey for our meetings and related events was not optimal, I am so grateful that I was able to be of service.¹

I agreed to assist in the development of the online learning program for the M.S.J. in financial services during my sabbatical. Over the course of the winter and

spring last year, I assisted Carl Coleman in efforts to identify faculty for the burgeoning M.S.J. program. I also agreed to develop courses for the program. As with emerging programs, the focal point and internal leadership team changed several times during the early months. With newly minted leadership in the late summer of 2015, administrative guidance became clearer and the program appears to be thriving. In addition to general administrative efforts, I completed the online course for the program.

I attended various events and programs at the law school while I was on sabbatical, including admissions events, orientation and graduation. I have facilitated a special graduation event for the Black Law Students Association for the last several years; I continued the tradition during my sabbatical and assisted in the organization and execution of the event.

With respect to external service, the *Journal of International Economic Law* published by Oxford University Press invited me to join the editorial board; I agreed to join. I chaired a committee of the American Association of Law Schools and organized several important panel discussions at the annual meeting. The papers from the panels will be published in Yale University Law School's companion journal *The Forum*. I also serve on the Executive Committee of the Business Associations Section of the AALS.

During the majority of my sabbatical, I resided in Massachusetts. The commute was reasonably facile to New Jersey. I personally incurred the costs of being present at the law school for all except one of the 22 service related meetings that I attended.

Tracy Kaye

School of Law

I was awarded a **Fulbright Senior Research Scholar grant** for research at the University of Luxembourg in the fall for my 2014-2015 sabbatical. My research proposal was *An Evaluation of the Impact of FATCA on Luxembourg and EU Information Exchange Initiatives*. FATCA (Foreign Account Tax Compliance Act)

requires foreign financial institutions to report information on the accounts of their U.S. accountholders to the Internal Revenue Service as a means toward ameliorating tax evasion. My research will be published by the Fordham International Law Journal in 2016 as an article entitled *Tax Transparency: A Tale of Two Countries*.

On November 5, 2014, well timed to coincide with the G20 Leaders' Summit in Australia, the International Consortium of Investigative Journalists released 28,000 pages of documents obtained from a former public accounting firm auditor. These documents, known as the Luxembourg Leaks, comprise the contents of 548 private tax rulings issued from 2002 to 2010 by the Luxembourg tax administration to approximately 340 clients, including such well-known companies as Amazon, IKEA, Coach, Abbott Laboratories, and Deutsche Bank. One part of my article describes the aftermath of the "Lux Leaks scandal" and its effect on the EU's policies toward the administration of taxes. This EU initiative also led me to reexamine the U.S. policy of non-transparency with respect to our advanced pricing agreements.

My article also explores the ramifications of the Foreign Account Tax Compliance Act (FATCA) to the EU and the response to its requirements by Luxembourg, whose longstanding policy of bank secrecy was weakened by FATCA. The Fulbright grant provided me with access to the policy makers and the European scholars necessary in order to undertake this study. After an assessment of the impact of FATCA on information exchange, I propose some recommendations on improving the process toward achieving a global standard of automatic information exchange, which is instrumental to addressing the problem of offshore tax evasion.

Scholarship and presentations that I completed during the sabbatical:

Articles:

Innovations in the War on Tax Evasion, 2 BYU L. REV. 363 (2014).

Taxation and Development Incentives in the United States, 62 AM. J. COMP. L. (Supp.) 617, (2014).

The Offshore Shell Game: U.S. Corporate Tax Avoidance through Profit Shifting, 18 CHAP. LAW REV. 185 (2014).

Book chapter:



Taxation and Development: the United States' Perspective, in TAXATION AND DEVELOPMENT (Karen Brown, ed.)(Forthcoming 2016). I continued my research during the summers of 2014 and 2015 on U.S. international tax reform and its impact on development incentives for presentation of *Taxation and Development Incentives in the United States* at the 19th Congress of the International Academy of Comparative Law at the University of Vienna in July 2014. This research became a book chapter in a book to be published by Springer Publishing.

Presentations:

CESI Symposium: Taxation in Europe: tax administrations at the heart of the crisis-Presented *Exchange of Information*, Brussels, Belgium, October 2014.

University of Luxembourg-Perspectives on the Fight against BEPS-Panel discussant, Luxembourg, December 2014.

University of Louvain-Presented *State Tax Competition*, Louvain La Neuve, Belgium, December 2014.

18th Annual Critical Tax Theory Conference at Northwestern University School of Law-Presented *Tax Transparency: A Tale of Two Countries*, Chicago, IL, April 2015.

ABA Section of Taxation, Teaching Taxation Committee-Moderator and Organizer discussing *Dynamic Scoring: Changing the Conversation about Tax Reform*, Washington, DC, May 8, 2015.

Teaching

Fall 2014, I was warmly welcomed at the University of Luxembourg by the faculty of law and integrated into faculty life. I also attended some classes given by the Luxembourg faculty as well as visiting faculty on EU company law, EU tax law, etc.

Following up on my sabbatical experiences upon my return to the law school in the spring, I developed a proposal for an elective one credit travel component to supplement the EU Business law (EUBL) course that I then taught in the fall of 2015.



Service:

In December 2014, while I was in Luxembourg, I was asked to Chair the IFA USA Academia Committee and Writing competition. I am also serving my second term on the Board of Regents of the American College of Tax Counsel (ACTC), having been reelected in January 2015. I was selected as the academic liaison for ACTC to the Committee organizing the International Taxpayer Rights conference that took place at the National Archives in November 2015. I spent the spring of my sabbatical working on procuring international speakers and helping organize the panels for this very prestigious conference.

Spring 2015, I presented an exchange agreement with the University of Louvain-La-Neuve before the curriculum committee. This agreement would allow our students to spend a semester in Belgium and vice versa as of the 2016-2017 academic year. The Provost signed this exchange agreement in January 2016. During the 2015 fall break, I brought some of my EUBL students to the University of Louvain for a lecture on EU fiscal harmonization in light of the Greek crisis.

Conclusion:

The interviews that I conducted with the Luxembourg and Austrian government staff, OECD and European Commission staff were critical for my research. I also improved my French by taking lessons at the Institut National de Langues, which allows me to access more research material including the Luxembourg laws. The contacts that I made or renewed are invaluable to my research and future work. I intend to have future collaborations and will be implementing the exchange agreement with the Catholic University of Louvain in Louvain-la-Neuve, Belgium this year. This agreement would provide for the exchange of students with the possibility of the exchange of faculty in the future.

The Fulbright grant and my sabbatical provided me the opportunity to attend conferences that would have otherwise been impossible due to the travel costs. I was

able to attend conferences sponsored by Vienna University in Vienna, the University of Maastricht in Brussels, the Catholic University of Piacenza in Milan, and the Confederation Fiscale Europeenne in Paris. I was able to attend the International Fiscal Association-Austrian Branch meeting while in Vienna and the International Fiscal Association-Italian Branch meeting while in Milan.

Angela V. Klaus

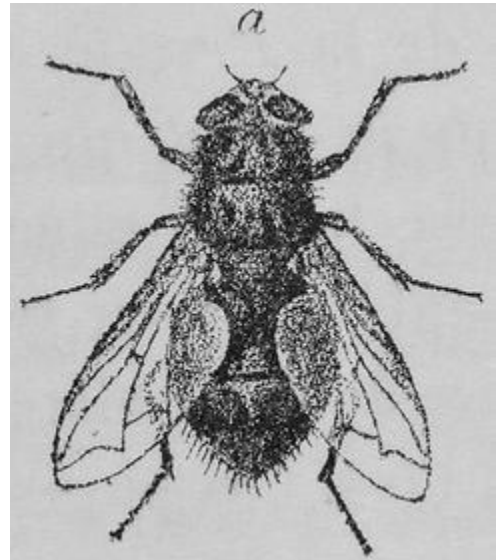
Department of Biological Sciences

First, I would like to thank Seton Hall University for awarding my sabbatical leave for Spring 2015. The main goals I set for my sabbatical work were to: (1) complete an analysis of the nuclear proteins that are required to produce functional spermatozoa and (2) develop a new research direction aimed at using the fruit fly species *Drosophila melanogaster* and *D. pseudoobscura* as models for environmental chemical and heavy-metal mediated reproductive toxicity in males.

My research program focuses on spermatogenesis using species from the genus *Drosophila* (fruit flies) as model organisms. The biological research community has used fruit flies to model mammalian cell biological and developmental processes for over 100 years. The cellular processes that occur during mammalian spermatogenesis are closely mimicked in fruit flies.

Sperm nuclear basic proteins (SNBPs) are a large group of proteins that bind DNA in the sperm nucleus. SNBPs replace the DNA binding proteins called histones that are responsible for organizing non-germ cell DNA. SNBPs help to condense DNA into a dense, highly protected sperm nucleus. The transition of the non-germ cell nucleus to the germ cell specific nuclear configuration is called nuclear transformation. The condensation of the DNA serves to streamline the sperm head and to protect the paternal genome from mechanical breakage, chemical damage, or x-ray damage during transit to the egg. It is facilitated by the expression of proteins called transition proteins. Transition proteins drive the removal of histone proteins from the DNA and allow for the deposition of positively-charged linear proteins called protamines. Protamines allow the DNA strands to pack tightly against one another for compaction and protection.

During sabbatical leave, I completed an analysis of transition proteins using publicly available sequence and expression data. The putative protein sequences of the transition protein-like proteins in 12 *Drosophila* species were analyzed based on the reference sequences of transition protein-like protein (*Tpl*^{94D}) expressed in *D. melanogaster* sperm nuclei. Sequence alignments and analysis of the amino acid content indicate that orthologs for *Tpl*^{94D} are present in the melanogaster subgroup (*D. simulans*, *D. sechellia*, *D. erecta*, and *D. yakuba*), *D. ananassae*, and *D. pseudoobscura*, but absent in *D. persimilis*, *D. willistoni*, *D. mojavensis*, *D. virilis*, and *D. grimshawi*. Transcriptome next generation sequence (RNA-Seq) data for testes and ovaries was used to conduct differential gene expression analysis for *Tpl*^{94D} in *D. melanogaster*, *D. simulans*, *D. yakuba*, *D. ananassae*, and *D. pseudoobscura*. The identified *Tpl*^{94D} orthologs show high expression in the testes as compared to the ovaries. Functional analyses of the conserved region among the protein orthologs showed that the same DNA binding region is conserved for both *Drosophila Tpl*^{94D} and *Drosophila* protamine-like proteins (MST35Ba and MST35Bb). *Drosophila Tpl*^{94D} orthologs show a similar tendency for sequence and length variation that is seen in vertebrate TP2, but not TP1, which suggests greater evolutionary diversity among the *Drosophila Tpl*^{94D} orthologs. The rigorous bioinformatics approach and the conservation of the DNA binding region reported in this work suggest that the *Drosophila Tpl*^{94D} orthologs should be classified as their own transition protein group. The manuscript for this work, “Genomic and Expression Analysis of Transition Proteins in *Drosophila*” has been accepted for publication by the journal *Spermatogenesis*.



The second goal of my sabbatical leave was to develop a new research direction aimed at using *D. melanogaster* and *D. pseudoobscura* as models for chemical and heavy-metal mediated reproductive toxicity in males. Despite the use of *D. melanogaster* as a genetic, developmental, and cell biological model for the past 100 years, it has been underutilized in toxicological studies related to reproductive health. During my sabbatical, I developed (1) proficiency in the relevant toxicology literature (2) laboratory techniques necessary to carry out this work, and (3) two assays used to analyze the effects of cadmium contamination on *D. melanogaster* spermatogenesis. Flies were reared on increasing concentrations

of cadmium chloride food and the effects on late sperm development and mature sperm viability were assessed. This work showed that cadmium exposure had a significant negative effect on mature sperm viability as compared to untreated controls. Additionally, and unexpectedly, the total number of mature sperm present in storage vesicles also increased in response to increased cadmium dosage. The sperm development assay revealed that increasing cadmium exposure causes the disaggregation of sperm head organization in late spermatogenesis. The aggregation of sperm heads during late spermatogenesis appears to ensure that sperm will reach full maturity prior to moving into storage vesicles. The loss of sperm aggregation probably explains the unusually large number of non-functional sperm found in storage vesicles of cadmium-treated flies. This is an interesting result because a similar aggregation phenomenon appears to also be disrupted by cadmium during mammalian spermatogenesis, thus validating *D. melanogaster* as a good model organism for studying the effects of metals on spermatogenesis. The completion of this project has resulted in one M.S. thesis in preparation (“Apical Testis Structure and The Effects of Cadmium Treatment on Spermatogenesis in *Drosophila*”) and the beginning of two new projects aimed at expanding this work to include *D. pseudoobscura* as a model and other metals such as chromium, zinc, and nickel.

Patricia Kuchon

College of Communication and the Arts

Sabbaticals provide faculty time to engage in projects that are professionally relevant to their academic discipline and, hopefully, result in uncovering new information that can be shared with a larger community of learners. The focus of this sabbatical was to assess the value and impact of the Dialogue Intensive (DI) teaching model used in the online Master’s Degree Program in Strategic Communication and Leadership (MASCL) on student learning, team building and professional success. The time and research associated with developing, conducting and completing this project afforded me a clearer view of how effectively our program was meeting student needs and promoting their success in the workplace. The project provided data regarding the value of the DI teaching model on learning and its impact on our students that will be used in publications, presentations and MASCL marketing efforts.

MASCL started in 1998 and was one of Seton Hall University's first virtual degree offerings. It was designed by faculty as a series of modules that built on one another, using a Threaded Discussion (TD) as its primary teaching/learning strategy to engage students and faculty in an intense dialogue for learning. The Illinois Online Network (2010) states that online learning permits faculty "a full range of interactive methodologies" to use in varying degrees and combinations in the instructional design of their courses. The result? "...the quality, quantity, and patterns of communication students practice during learning are improved." MASCL faculty believed that providing students a deeper and intellectually richer discussion of information would be more valuable to learning than strategies that generated single responses to questions by students (Q&A) or asked them to answer a single question and respond to one peer (1+). The intensive online discussions used in the MASCL program have been described by Dr. Richard Dool (2006) and referred to as the Dialogue Intensive (DI) model of instruction. The DI model used in MASCL has remained constant through curricular changes, affirming the belief that intensive faculty/student dialogue serves as the primary driver for student learning and ties academic content to workplace application.

The Threaded Discussion, which serves as the basis for the DI model, is an in-depth professional conversation among students and faculty that uses research, readings and professional and personal experiences to explore and define topics. It encourages student learning through intensive dialogue and application of theory to the workplace. Grading guidelines underscore the value of the TD by assigning it the highest percentage of points towards a final grade in every module. Just as important, is the affirmation by MASCL students who report that it is the quality and continued involvement of the intensive dialogue each week in the TD that generates deeper thinking, engagement and solution-based recommendations they can use in their workplace leading to increased learning and career advancement including promotion, added responsibility and career changes.

As a teacher in the MASCL online program since its inception, I have seen the benefits this model provides for students and faculty alike. It is one that opens doors to expanding the mind and the spirit of the working professional, encouraging and shaping each participant as he or she shares new information, experiences, questions and commentary.

We tell our prospective MASCL students that they will be part of an active and intellectually challenging learning community and believe that the DI model is the key to keeping that promise. Over the past 17 years, student feedback, in the form of personal "success stories", has affirmed the value of the DI model and

MASCL's role in supporting student success. Those of us involved in administrating or teaching in this online program know we are doing something "right" but have no formal data to assess the "what and how" of the MASCL teaching model in contributing to or shaping that success. This sabbatical provided the time for me to ask our students whether what we believed to be true actually was and how it helped them as learners and professionals.

To begin the project, I reviewed available literature on instructional design strategies for online programs, focusing on the use of dialogue-rich learning. Studies suggested that "The open, participative and social Web actually requires a greater emphasis on higher order cognitive and social competencies that are realized predominantly through dialogue and discourse" (Ravenscroft, 2011) and that in intensive discourse "...the dialogue is an end to be valued in itself as perhaps the most important goal of education" (Wegerif, 2007). Authors offered commentary, arguments and support for the use of a number of strategies to promote learning. Those studies that focused on dialogue-rich processes proposed that communication and cognition are inseparable and essentially part of a greater social imperative. Does dialogue, intensive conversation and individual and shared thinking contribute to learning and professional success? Those questions sparked this sabbatical request and eventually led me to the project's findings.

I developed the survey questions to assess how students perceived the value and impact of the DI model in three areas: Learning, Team Development and Professional Advancement. There were thirty statements: ten for each area. Students were asked to select the value for each item that corresponded most closely with their MASCL experience. Responses could range from "strongly agree" to "strongly disagree". In addition to the thirty items, four open-ended questions were included to provide respondents the opportunity to be more descriptive about their assessments of the three areas as well as provide additional comments that could improve learning and instruction. The survey was emailed to all current and past MASCL students and data analyzed to assess DI value and impact on student learning, team development and professional success.

The data gathered from respondents provided student/alumni views on the use and value of the DI model as an effective online teaching strategy; information to assess learning outcomes by students for use in internal and external Program Reviews; links established between the program's DI teaching strategy and professional success; and points of excellence that can be used to promote the MASCL degree program and distinguish it from competitors in future marketing efforts. In addition to meeting the original objectives for this project, the process

brought with it a closer connection with current and past students who wanted to be more involved with the program, an updated list of email addresses of students and alumni and an opportunity to use what we learned to attract students to the newly created School of Communication and the Arts.

It has been a year of learning for me. I am more steeped in the pedagogy of online instruction and affirmed in the DI instruction used in our MASCL program. I understand more clearly the process of instruction and how conversation shapes thought, encourages creative ideas and fosters a community of learning and learners. Having time to step back from one's teaching enables "aha" moments to emerge. I am thankful for the opportunity to experience those moments.

Summary of Sabbatical Accomplishments:

Research: conducted a study on the "Impact of the Dialogue Intensive Model on Student Learning, Team Development and Professional Advancement".

Professional Development: As a result of my research in the area of online instruction, I can provide a more effective instructional design for my online classes and engage my students with creative and improved facilitator strategies.

Presentations: Data from this study will be submitted for presentation at academic and technical professional conventions, meetings and conferences.

Program Review and Development: Data will be shared with Director and faculty of MASCL and used to assess value and impact of our DI model on student success. Comments, suggestions and changes made by respondents will be considered for incorporation into the MASCL instructional model as appropriate to better serve the academic needs of our students.

Update Alumni Email Lists: Names and contact information for students and alumni collected in this study were used to update the Department's current list of MASCL students and graduates. Same information will be shared with Alumni Affairs.

Connecting with Students: In addition to participating in the survey, a number of MASCL graduates called and emailed me to express an appreciation for the effort made to review and improve the Instructional Design used in the Program and expressed interest in being more "connected" to the Program and University. As a result, the Program will consider ways to stay in touch more effectively with its students and graduates, using them as resources to market the program, mentor

current students, post job openings, and contribute their strengths and suggestions to improving the MASCL experience.

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Sandra S. Lee

Department of Professional Psychology & Family Therapy

Book Project: Identity & Culture. One part of the sabbatical involved extensive work on the book: Identity & Culture: Italian Americans of Northern NJ (History Press). The focus of this ethnographic research is on identity and culture of Italian immigrants and their descendants, and their everyday experiences and narratives of Italian heritage. Northern New Jersey residents have a complex and varied history, and ongoing experience, of Italian heritage. Very little original research has been compiled in this rich and vibrant area.

This is a follow up to my previous books on: Italian Americans of Newark, Belleville, & Nutley, NJ (Arcadia Press, 2008); and Italian Americans of Erie, PA (Arcadia Press, 2011). Since my first book was: Traumatic stress & its aftermath: Cultural, community, and professional contexts (Haworth Press, 2003), it is not surprising that the themes of stress and resilience in the immigration experience provide a background to the study of identity and culture.

I have gathered original data from individuals, families, neighborhood groups, churches, clubs, and Italian American organizations (UNICO, Order Sons of Italy in America, and many smaller local clubs). This data includes extensive semi structured interviews, narratives, and archival research. I am working with other colleagues, & the resources of various libraries & archives, including Rutgers, Seton Hall, and Montclair State. I have collected oral histories, original narratives, historical images, and archival data. I have recorded video of many of the interviews with families.

Little original research has been done with Northern NJ Italian immigrants and their descendants. I have interviewed and video recorded original immigrants from the 1920s and beyond, as well as their descendants. Much of this ethnographic work has been done in the field. Many interviews take place in the individual's home. Some participants are elderly or have difficulty traveling. Others still live in important old Italian American neighborhoods, with remnants of the history still evident. Many of the interviews involve family and extended family members. Sometimes, a neighborhood interview involves a tour of the street or the neighborhood, and a narrative about the local Italian American history. Other times, a neighborhood interview involves family members or neighbors stopping over. This ethnographic research has benefitted from a contextual, in the field approach.

I have collected and scanned original old historical photographs collected from individuals and organizations. My collection is now about 2800 old scanned photographs, all scanned to the specifications for publication. These photographs have never before been published. The majority were scanned in people's homes when they went up the attic to bring down boxes of old photos. (I bring my computer and scanner when I visit a person's home for an interview). Others brought their photos to my office for scanning. I'm in touch with hundreds of individuals and organizations. I curated and submitted 90 historical image scans for the current book to the publisher.

Lee, S. (2016). *Identity & Culture: Italian Americans of Northern New Jersey*. Charleston, SC: The History Press (in preparation).

Exhibit at History of Italian Immigration Museum. In synergy with the Italian immigration identity and culture research, I was invited to present the first traveling exhibit at the new History of Italian Immigration Museum in Philadelphia, PA. The title of the exhibit is: "Italian Roots, American Dreams: Portraits of Our Ancestors." The exhibit consists of life size images from my research collection of

original historical family and organization photos. The selected portraits were blown up and mounted on fiber board, with captions and descriptions of the related stories.

In Fall, 2014, the Museum made the request to keep the exhibit to be displayed indefinitely, as it has been well regarded. The expenses for this exhibit were partially funded by the College of Education & Human Services, and by the Alberto Institute of Italian Studies at Seton Hall University – both mentioned and credited in the exhibit description at the Museum. From the Introduction:

Sandra S. Lee, PhD “Italian Roots, American Dreams: Portraits of Our Ancestors.” History of Italian Immigration Museum, Philadelphia, PA, 2014 – Present.

“The photographs in this exhibit portray original Italian immigrants, and their children. The images were chosen from Sandra Lee’s Italian Heritage Project – collected for the book Italian Americans of Newark, Belleville, and Nutley (Arcadia Press), and the forthcoming Identity & Culture: Italian Americans of Northern New Jersey (History Press). All of the photographs are from local family albums.

Support for this exhibit is provided by Seton Hall University - the College of Education and Human Services, and the Alberto Institute for Italian Studies.”

Self Care/Ethics in Psychology & Counseling. Another part of the sabbatical involved work in the area of mental health ethics, including self care issues. (Part of my work in this area is discussed under the topic “Visiting Scholar.”) Several peer reviewed conference presentations were proposed and accepted. I worked with our PPFT graduate students on all of these.

Lee, S. & Arbus, H. (2015). Digital Dilemmas: Social Media and the Counselor. National Conference of the American Counseling Association, Orlando, FL, March, 2015.

Jean-Baptiste, J. & Lee, S. (2015). Cross-cultural Assessment and Asylum Determination: Harvard Trauma Questionnaire and the Brief Symptom Inventory. National Multicultural Conference and Summit, Atlanta, GA, January, 2015.

Perdomo, C. & Lee, S. (2015). Helping Others by Caring for Ourselves: Impairment, Burnout, & Self Care. Winter Roundtable, Columbia University Teacher’s College, New York, NY, January, 2015.

Lee, S. & Arbus, H. (2016). Facing Up to Facebook: More Digital Dilemmas for Counselors. National Conference of the American Counseling Association, Montreal, CA, March-April, 2016.

Energy Psychology – Ethical & Clinical. One of my interests in the ethical/clinical area is in energy psychology, and how mental health professionals can practice energy psychology interventions in an ethical manner. Due to my training and expertise in the energy psychology area, and teaching our Seton Hall graduate course in Mind Body Issues & Interventions, I was invited by Drs. Sheila Bender and John Diepold, special edition editors, to submit a publication to the New Jersey Psychologist edition devoted to energy psychology. The title of the article was: “Teaching and Learning Energy Psychology: Mind Body Interventions.” I invited eight Seton Hall PPFT graduate students who were recent members of the course in Mind Body Issues & Interventions to co-author the article with me, and to share their reactions to learning energy psychology. It is only recently that energy psychology has become more accepted in mainstream psychology.

Lee, S., with graduate students: Awad, M., Buque, M., Davison, C., Gute, S., Lopez, M., Nurko, K., Velardi, C., & Worthy, K., (2014, Winter). Teaching & learning energy psychology: Mind/body interventions. New Jersey Psychologist, Vol. 65, (1), p. 17-28.

Visiting Scholar: Ethics in China and U.S. Jean Zhao, a professor and college counselor at Zhejiang University of Finance & Economics, in Hangzhou, China, contacted me about the possibility of working together in the ethics area at Seton Hall. She would be a Visiting Scholar for 6 months.

During the sabbatical year, Visiting Professor Jean was still in China. But we started our research. We gathered background research, and information about Chinese counselors’ experience and perceptions of ethical issues, self care issues, and their training as counselors. Another senior psychology professor in China requested to collaborate with us, and she contributed to our discussions. We developed questions for a semi structured interview outline about counselor ethics and self care. Jean conducted 10 interviews in China among counselors. We have looked at the Chinese and U.S. codes of ethics for counselors and psychologists, and are doing a comparison. Jean Zhao was with us as Visiting Scholar in the department from August 2015 to February, 2016.

The sabbatical was extremely successful for me. This is an exceptional benefit that is provided to Seton Hall faculty members. I thank Seton Hall, and our

Provost, Dean, and department, for the opportunity for focused professional growth, scholarly work, and publication.

Edwin Pak-wah Leung

Department of Languages, Literatures and Cultures

My sabbatical leave in 2014-2015 was a particularly rewarding year, for it was spent very productively and successfully as planned. I was able to complete a number of book projects (three books published so far, and one forthcoming). I was also able to visit many universities globally (in Europe, Asia, Australia, and America) to deliver speeches, attend international conferences, and engage in academic exchanges as visiting/guest professors. The following is a summary of the work I did during this sabbatical year:

Research/Publications:

Books

1. Co-editor (member of the International Editorial Committee), Global Modernization Report: Selections of the 1st International Modernization Forum. London: World Scientific Publishing, 2014. 371 pages.
2. Co-editor (member of the International Editorial Committee), Global Modernization Report: Proceedings of the 1st International Modernization Forum and 10th China Modernization Forum (in Chinese), Beijing: Science Press, 2014. 376 pages.
3. (Sole author), The Quasi-War in East Asia, Paramus, NJ: Homa and Sekey Books, 2015. 307 pages.
4. (Co-author). Diplomatic Changes in Modern China and the Macau Question (in Chinese) (manuscript completed, to be published soon).

International Conference Presentations:

1. "Educating China's Minority Nationalities: Integration through Ethnicization," International Conference on Regional Development of Culture and Society under Globalization, Guangxi University, Nanning, China, June 27-July 1, 2014.
2. "The Legal Mind and Historical Exposition: on the Issue of Western Pacific Island Disputes," The Third World Chinese Legal Philosophy Conference, University of Western Sydney, Sydney, Australia, Nov. 1-3, 2014.
3. "The Chinese-Japanese Controversy over the Liuqiu (Ryukyu) Islands," International Symposium on Reconstruct the Origins of Territorial Disputes from Government Archives, Macau University of Science and Technology, Macau, China, May 27-30, 2015.

Academic Honors

1. Visiting Exchange Professor, Wuhan University, China
2. Visiting Scholar, The Hong Kong Institute for the Humanities and Social Sciences,
The University of Hong Kong, Hong Kong
3. Guest Professor, Wuhan University, China
4. Visiting Professor, Macao University of Science and Technology, Macao, China
5. Selected delegate, Chinese American Scholars' Delegation visiting Taiwan and observing Taiwan' national election, ACPSS (American Chinese Professors of Social Sciences), Taiwan, Nov. 23-Dec. 2, 2014.
6. Member, International Advisory Committee, China Center for Modernization Research (CCMR), Chinese Academy of Science.
7. Member, Editorial Committee, CCMR

Services

1. Member, Wuhan University-Seton Hall Exchange Program Committee
2. Member, China Search Committee, Department of Languages, Literatures and Cultures, Seton Hall University
3. Honorary Board Member, Livingston Chinese School
4. Honorary Advisor, New Jersey Chinese Cultural Studies Foundation
5. Honorary President, American Chinese Professionals Association
6. E-Mentor, United College, The Chinese University of Hong Kong
7. Judge, Chinese Language Speech Contest, Seton Hall University

Professional/ Educational Visits and Research work:

1. Europe (Spain and Portugal)—visited several universities there.
2. Australia (Sydney and Brisbane)—visited several universities there.
3. Northeastern China—visited several historical sites related to modern Chinese history and did research work there.
4. Hong Kong and Macau—visited several universities there and did research work.
5. North America—visited several universities in California and Texas.

Marianne Lloyd

Department of Psychology

Overall, my sabbatical was a success in that it included the submission of 4 articles for publication, the development of a brand new line of research, the opportunity to serve as a reviewer for 16 articles in 12 different journals, collection of data from 700 participants across 5 projects with the help of 7 undergraduate and 4 graduate students, travel to give research talks at Tufts University and the University of Maryland, and significant progress in the development of a Signature 3 class including formulating a collaboration on memory perspectives with a theologian. I will return to the classroom as a better scholar thanks to the year of focused research.

Description of Research Projects

My research focuses primarily on recognition memory, which is the ability to distinguish experienced places, people, words, or sounds from those that are novel. I study it using a behavioral approach in which participants first study a list of items in an encoding phase and are then tested on these and new items in a retrieval phase. Often, I am particularly interested in what manipulations will decrease memory errors. During my sabbatical, this work was divided into 5 lines of study and one new conceptual piece.

Meditation and Memory

In this project, four experiments were conducted to test whether a brief meditation would enhance performance on a recognition memory test. We found that when the meditation occurred before retrieval, false recognition of unstudied items was decreased. This effect did not occur if the meditation was given before the items were learned. I collected and analyzed data for two of these experiments over the AY in collaboration with two current graduate students.

Context Effects in Memory

Context effects refer to findings that memory performance is enhanced for items that are retrieved in the same context as encoding. Initial work in my lab has suggested that when these are objects presented in natural scenes this is due to enhanced familiarity as opposed to recollection in regards to dual process models of recognition memory (Ngo & Lloyd, under revision). In follow up experiments, we have demonstrated that the effect is due to semantic familiarity because parallel results occur when participants are tested on objects that are semantically similar but episodically distinct (Lloyd & Ngo, in preparation).

Selective Attention Effects in Memory

At most times, attention is being focused on one or two things while ignoring other potential focus points. For example, in a department meeting, one must pay attention to the discussion at hand while ignoring cell phone or laptop alerts, colleague side conversations, and the chatter of others in the hallway. In the laboratory version of this selective attention environment, we tested participants on objects that were presented alone or overlapped. To our surprise, attention did not matter but testing order did. Further, the type of overlapped object impacted later single object retrieval.

Familiarity Influences in Judgments of Learning (JOLs)

During the spring semester, I began a line of research in collaboration with a first year graduate student in our Experimental Psychology MS program on metamemory, what people believe about how memory works. We are following up on a series of studies showing that people believe things will lead to better memory even when they do not. For example, if one studies words in large and small font, large font items are predicted to be better remembered later using a judgment of learning task (JOL). In our project, we tested whether stimuli known to rely differently on familiarity during a memory test would also differ in JOLs. Our current results for these stimuli suggest the opposite of the fontsize effect described above – there are no differences in JOLs but differences in memory performance.

The experiment will be submitted in the fall for consideration at a spring conference. In addition, we are planning a follow up experiment using a different memory test.

Retrieval Enhanced Suggestibility (RES)

Although testing is usually thought to benefit later memory, when it comes to memory for misinformation, the opposite finding has been reported. In these experiments on retrieval enhanced suggestibility (RES), all participants watch a video. One group is then tested and another is not. Later, a summary is presented that contains misinformation about the video. Finally, all participants take a memory test that asks them to report what happened in the video. Participants who took an initial test report more of the misleading information from the summary. In collaboration with a first year MS student, we ran a follow up experiment to this finding that demonstrated retrieval, as opposed to a practice test with feedback, is required for the effect to occur.

Between the Lab and the Lord: Bridging Psychological and Theological Perspectives on Memory

The greatest departure from my traditional laboratory work has come from a brand new collaboration as a function of winning the Collegium Visionary award (<http://www.shu.edu/news/article/505351#.VV0LPC6YUT0>). I have begun discussions with Dr. Kevin Grove, a Holy Cross priest and theologian, regarding working together to better integrate theological and psychological memory perspectives. Our current plans include my visiting Notre Dame in November, him visiting SHU to give a talk in the spring semester, and the submission of a grant to the Templeton Foundation likely in the core funding area of Science in Dialogue (<http://www.templeton.org/what-we-fund/core-funding-areas/science-and-the-big-questions/science-in-dialogue>).

Description of Teaching

The sabbatical year gave me time to make great progress on a Signature 3 course on Memory. The collaboration with Dr. Grove will certainly enhance my understanding of the contribution of the Catholic Intellectual tradition to this topic, which was noted as a weakness when I sought feedback on a draft syllabus. In addition, I had time to complete a good deal of preparation for a laboratory course in Sensation and Perception. I will likely offer both of these courses for the first time in spring 2016.

Although I was relieved of my duties as a formal instructor due to the sabbatical, I still engaged in classroom work for University Life and the Skill course during the spring semester. I gave a lecture to each section of these courses on using memory research to improve college performance. I also met one on one with a few of these students to help put the lecture into practice.

Journal Articles Submitted for Publication:

1. Lloyd, M. E. & Mills*, M. (Rejected and under revision). The eyes don't always have it: Limitations on the utility of bilateral eye movements in face recognition.
2. Ngo, C.T. & Lloyd, M.E. (under revision after 2 submissions and rejections). A Role of Familiarity in Memory for Natural Object-Background Pairings.
3. Moen, K. & Lloyd, M.E. (under review after initial rejection). Selective Attention Meets Spontaneous Recognition Memory: The Role of Multiple Tests.
4. Lloyd, M.E., Szani*, A., Colgary*, C., Rubenstein*, K., & Pereira-Pasparin*, L. (under review). Better memory is 3 minutes away: A brief meditation reduces recognition memory errors.

Manuscripts in Progress

1. Lloyd, M.E. & Ngo*, C.T. (In preparation). Context effects depend on the context: The impact of exemplar changes.
2. Lloyd, M.E., Iulianette*, A., Gordon, L. (In preparation). Retrieval is necessary for Retrieval Enhanced Suggestibility.

Invited Talks:

1. Costs and Benefits of Context Effects in Recognition Memory. (April 2015). Cognition and Neuroscience Seminar Talk at University of Maryland.
2. Costs and Benefits of Context Effects in Recognition Memory. (February 2015). Brown Bag Research Talk at Tufts University.

Conference Presentations:

1. Learmonth, A.E., Lloyd, M.E., Jaime*, T., Caltabellotta*, N., & Itjen*, S. (2015). How does this lion roar? 4-year-olds remember elements but not associations. . Poster presented at the 86th Annual Meeting of the Eastern Psychological Association, Philadelphia, PA.
2. Iulianette*, A., Harrison*, K., Staub*, C., & Lloyd, M.E. (2015). Is retrieval necessary for RES? Poster presented at the 86th Annual Meeting of the Eastern Psychological Association, Philadelphia, PA.
3. Colgary*, C., Rubenstein*, K., Pereira-Pasparin, P., & Lloyd, M. E. (2015). A Brief Meditation Before Retrieval Eliminates the Animacy Effect in Recognition Memory. Poster presented at the 86th Annual Meeting of the Eastern Psychological Association, Philadelphia, PA.

4. Moen*, K. & Lloyd, M. E. (2014). Selective Attention Impairs Recognition Memory for Both Initial and Subsequent Testing. Paper presented at the 85th Annual Meeting of the Eastern Psychological Association, Boston, MA.

* Indicates student co-author

Ad Hoc Journal Reviews

Acta Psychologica; Child Development; Consciousness and Cognition; Frontiers in Developmental Psychology; Journal of Experimental Child Psychology; Journal of Experimental Psychology: Learning; Memory; and Cognition; Journal of Memory and Language; Memory & Cognition; PLoS One; Psi Chi; Psychological Research; Psychonomic Bulletin and Review

Marco T. Morazan

Department of Mathematics and Computer Science

In functional languages functions are first-class. This means that functions can be passed as arguments to functions and can be returned as the result of evaluating a function. One of the consequences of first-class functions that programming language implementors must resolve is how to represent functions that may be applied outside of their lexical scope. Typical implementations of functional languages use an environment to track the values of variables. Thus, to represent a function, with references to free variables, that may be applied outside its lexical scope, the creation of a closed package, called a closure, is required. The closure captures the bindings of the free variables by storing (a pointer to) an environment. A consequence of this is that functional languages allocate a great deal of memory to store closures. This sabbatical was spent designing and implementing the necessary software to investigate the effectiveness of “memoizing” closures in a functional programming language to save memory. Closure memoization is a technique put forth by the author in his 2013 Symposium on Trends in Functional Programming (TFP 2013), “Memoized Bytecode Closures”, which was elected as the recipient of the Best Paper Award.

The first half of the sabbatical was used to define the operational semantics of the Green Virtual Machine. The second half of the sabbatical was used to define the semantics of the Green programming language that uses closure memoization. With

these semantics defined, software implementation was started and will be further developed by a team of undergraduate research students at Seton Hall. The goal is to submit an article with performance measurements to the 2016 Implementation and Application of Functional Languages Symposium.

Michael J. Osnato

Department of Education Leadership, Management and Policy

The purpose of this sabbatical was threefold:

- 1) To assess the viability and impact of Superintendent Study Councils on selected universities' curriculum and teaching.
- 2) To assess the perspective of selected universities of the value of Superintendents Study Councils on the perception of the university's leadership programs.
- 3) Does the Seton Hall University's Superintendents Study Council add value to the perception of the university, the college and the ELMP department?

Description of the NJ Superintendents Study Council

The NJ Superintendents Study Council at Seton Hall University is twelve years old. The organization was founded by Dr. Michael Osnato who has served as the Executive Director since its inception. Of note: Dr. Osnato was President of the Lower Hudson School Superintendents Council, Vice President of the Mid-Hudson School Study Council and a board member of the Capital Area School Study Council. This took place when Dr. Osnato was Superintendent, for 19 years, in New York.

Lindabury and McCormack LLC. provided a pro bono service in registering the Superintendents' Study Council as a not for profit LLC. The budget and all reporting expenses are regularly revised by a C.P.A., Philip Proventini. This

prototype is used by Study Councils nationally, i.e.: Syracuse University, University of Pennsylvania, Lehigh University, etc.

The Study Council maintains close relations with the college. The success of the Study Council has led to the identified need and subsequent establishment of two new professional development programs: The Aspiring Superintendents Program and The Aspiring Principals Program. Renaissance Learning has recently provided support for the Aspiring Principals program.

Our Large Group programs feature guest speakers and researchers. Attendance generally runs between 120-125 persons for every session. Our Small Group programs are limited to 20-25 persons and are designed to be interactive. The council sponsors long term, highly successful Aspiring Superintendents and Aspiring Principals cohorts, which are facilitated by sitting superintendents and council staff. The practicum for superintendents' cohort is a nationally recognized, targeted program for first and second year superintendents.

The council held a strategic planning retreat on June 30, 2015 and was facilitated by representatives from the Superintendents Council at the University of Pennsylvania. The results of that retreat are included. In addition, Dr. Osnato attended the Fall meeting of the Executive Board on September 28, 2015 in Saratoga, N.Y. He also attended the Spring Meeting of the National Study Council Organization. These visits enabled him to conclude the final portion of his sabbatical and establish the date for a national forum at Seton Hall University.

Assessing the value added by the Superintendent's Study Council to Seton Hall University, the College of Education and Human Services and the Department of Education, Leadership, Management and Policy

This NJSSC survey was completed by thirty one superintendents at the June 10th Study Council meeting. General findings from the survey are provided. Future research is recommended as follows:

Survey Conclusions relative to Sabbatical Proposal

A significant number of superintendents reported that their view of the college, department and university has improved due to their participation in the Study Council. Our council needs to be more exposed to both the clinical and research efforts of the faculty. This is especially true where it relates to staff evaluation and student performance.

Dr. Gutmore has utilized the Study Council for his sabbatical research on “Walk Through” efficacy. There are many opportunities for research and presentations. Our membership is consistently between 110-120 districts. They range from large urban districts to small suburban and rural districts. Of the approximately one million students in New Jersey, our membership serves about 300,000 students of diverse racial, ethnic, and socio-economic backgrounds.

It is clear that the council has improved the perception of the university, the college and the department. More can and will be accomplished by increasing the interaction between the council and the college. Coinciding with the work of this sabbatical, the Executive Board, and Drs. Osnato and Furman organized a strategic retreat. This retreat produced a direction for the group as reported by Dr. Harris Sokoloff, from the University of Pennsylvania’s College of Education’s Leadership Institute.

Follow up meetings with the Council’s officers was held on August 19, 2015. Further discussions will take place at the Executive Board Meeting in September. Dr. Osnato, who is a member, will attend the National School Study Council’s Executive Board meeting in December to plan for a national event at Seton Hall University.

Results of visitations and interviews

Superintendent Study Councils are located nationally with universities. Please note that there are Superintendent Councils at Rutgers, New Brunswick and Monmouth University.

The results of interviews with study council directors produced several strands of information.

- 1) All reported positive relations with their partnering institutions of higher education.
- 2) Three private institutions (Lehigh University, Boston University and Monmouth University) recently instituted Superintendent Councils. According to the directors, the purpose was to improve both relations and perceptions in the field. All three, similar to Seton Hall, reported increasing pressure on enrollment. The competition was reported as increasingly coming from on-line or in-seat, less costly and less rigorous programs.
- 3) The Suffolk County, N.Y. Superintendents’ Council publishes a peer journal, written for Practitioners. This is done in collaboration with faculty from St. John’s University, Hofstra University, Dowling College, Adelphi University,

Stony Brook University and St. Joseph's College. A recent copy of that journal is available. It may be possible for us to coordinate a similar effort with Rutgers University and the University of Pennsylvania.

- 4) All of the program directors are either full time or adjunct professors in their higher education partner's leadership programs.
- 5) Finally, we have received the endorsement of the Executive Board to host a national symposium for Study Councils at Seton Hall University in the Spring of 2018.
- 6) Representatives from Syracuse, University of Pennsylvania, Lehigh and SUNY Albany all reported influence by their Study Councils on their institution's Leadership programs.

Seton Hall University's Study Council provided 21 Superintendent doctoral graduates. They played a major role in re-engineering our Executive Education Doctoral Program.

Conclusions and Recommendations

The ELMP's Leadership degree programs have rebounded. We face 14 in-state competitors: Kean University, Rutgers University, Rowan University, Stockton State College, Ramapo College, Montclair State University, The College of New Jersey, Caldwell College, Felician College, St. Peter's University, Georgian Court, Rider University, The College of St. Elizabeth, and Monmouth University. There are numerous competitors in neighboring states and an avalanche of on-line colleges.

According to many of our graduates, we are seen as a multifaceted asset. Our graduate programs were recently revised, influenced by extensive feedback from graduates in surveys and in focus groups. Therefore our preparation programs are current due to their input, as well as the experiences of our faculty who constantly work in the field. Our Study Council provides professional development and ongoing networking opportunities.

Our Aspiring Leaders programs for the Superintendence and the Principals are heavily enrolled. Several faculty are involved in the field as search consultants. In short, our graduate students could have a professional relationship with us for their entire careers.

I recommend we analyze, through future research, the following areas:

- 1) Which of the Study Council's active districts have produced more applicants for the university. Concurrently, those districts that have decreased applicants

might be persuaded to have more students visit our campus. This could be coordinated through the Admissions office.

- 2) Turnover in the Superintendence is a serious issue. We should examine the longevity of members of our Study Council versus state and national averages.
- 3) Increase both faculty and student research presentations to the study council. Dr. Gutmore will be presenting his findings on the “Work Through” model. He utilized the Study Council for his research.
- 4) Assist the Ed Studies department in student placements with member districts.

Stephen F. Pirog

Department of Marketing

My sabbatical in Spring 2015 allowed me to focus on time-use data analysis in its various incarnations, and to explore more deeply the economics and sociology literature that has applied it to areas germane to marketing thought. Two coauthored working papers have emerged from this work and a third is underway. These papers correspond roughly with the studies explained in my Fall 2013 proposal.

1. Paper 1 (finished). “Economic Affluence, Resource Trade-Offs, and the Impact of Household Purchasing Efficiency on Consumer Satisfaction.” The paper is coauthored with Dr. Shaw. The original purpose of the paper was to do a longitudinal analysis of periodic US household data from 1956 to 2006 to measure household marketing efficiency in the spirit of Downs and Bender. Working with my colleague Eric Shaw, I refined the methodology to incorporate aggregate measures of purchasing and affluence in a manner consistent with the equations of Downs and Bender, and apply the theoretical framework developed in an article I published with Dr. Shaw (1997). Emphasis of the research shifted to explaining efficiency changes over a complete economic cycle, corresponding to annual data from 2003 through 2013 (the latest available data).
2. Paper 2 (in draft). “The Significance of Distinguishing Consumer Purchasing from Housework: A Preliminary Analysis of Households’ Time-Use.” This paper is coauthored with Dr. Shaw. The paper argues that consumer time-use studies in economics and sociology have obscured the role that purchasing activity plays in the household’s time budget. It proposes a model that specifies four general determinants of time spent on purchasing: (1)

traditional household roles, (2) educational background, (3) employment and student status and (4) family income. OLS regression analysis is used to test the hypotheses. Among the more interesting findings is that married/partnered adults spend more time purchasing goods and services on a per-person basis than do singles. Overall, the marketing function appears to mute the impact of the model's determinants on household time patterns. I develop a methodology for further segmenting purchasing time into homogeneous categories of activity that employs principal components analysis; an intermediate step of constructing time estimates using the OLS coefficients is necessary because of the "zero entry" problem that characterizes the time-budget data used. Two homogeneous categories emerge from the analysis: shopping for goods and outsourcing of home operations.

3. Paper 3 (in initial stages). This paper leverages the methodology and findings from the second paper, above, to conduct cross-country analyses using MTUS data. The chief problem to be solved pertains to the most appropriate country or countries on which to focus. Quantitative analysis of the paper will be completed over the summer; the paper will be completed when Paper 2 can be cited as an accepted paper.

In the future, Paper 1 will be expanded in two ways. First, as expected, cross-sectional analysis using MTUS data will provide an opportunity to leverage the initial study's focus on purchasing efficiency. Secondly, we have developed an approach for measuring selling efficiency (using labor productivity data) so that selling and purchasing efficiency can be evaluated jointly. Both papers will be developed when Paper 1 can be cited as an accepted paper.

The sabbatical was partly an exploratory experience, so it is appropriate to highlight some unexpected outcomes.

- a. I acquired and learned to use "Stata" software for data analysis. This is a considerable upgrade from SPSS, the software program I have used since my days as a doctoral student. Stata is considerably more powerful and provides efficient tools for analyzing data collected via complex sampling techniques, providing an advantage in time-use data analysis that will benefit me in the long run.

- b. I developed an online version of the BMKT 2601: Principles of Marketing course. Development was made possible by a grant from the Provost's office and the flexibility afforded by the sabbatical.

Victoria Rivera-Cordero

Department of Languages Literatures and Cultures

I am grateful to my Languages, Literatures and Cultures department, the College of Arts and Sciences and to the university for granting me a full sabbatical year. This extended period of time without any teaching responsibilities along with the research conducted at the Spanish National library allowed me to complete an essay on the sixteenth century Spanish novel *Viaje de Turquía*, which is part of an edited volume entitled *Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz* to come out this year with Juan de la Cuesta publishers. I also wrote a book review which will be published and did extensive research for a book-length study.

My essay, entitled “El saber pragmático y las estrategias de la identidad en *Viaje de Turquía*” (“Pragmatic Knowledge and the Strategies of Identity in *Viaje de Turquía*”), focuses on *Viaje de Turquía* an anonymous early modern example of the humanist dialogue novel which recounts the experience of a fictional Spanish physician, Pedro de Urdemalas, in the Ottoman Empire in the sixteenth century. The preposition “de” (“from”) in the title is key as this is not a journey *towards* a final destination but a journey *back* to the traveler’s point of origin: Spain. The experience gathered in this foreign land will be put to use in a critique of the flaws of the Spanish imperialistic project, but this voyage home also highlights the transformation in the identity of the returning observer whose experience abroad has left an indelible mark on him. The anonymous author of the work insists on the value of the knowledge acquired abroad as a privileged eyewitness in a land considered the greatest enemy of the Spanish empire and Christianity as a whole at the time. But rather than presenting a litany of attacks on the feared other, the author appears to be offering the reader a model to emulate, something which may be understood as a message of tolerance. In my essay I uncover the construction of alterity and its value for self-analysis (and self-criticism) in this work while investigating the notions of exoticism, hybridity and the narration of the self.

This sabbatical year afforded me the opportunity to advance research on my book project entitled *Strategies of the Self: Discourses of Interiority, Illness and Disability in Early Modern Spain*. This monograph focuses on the emergence of inchoate subjectivity in Early Modern Spanish writing by focusing on the treatment of the themes of interiority, illness and disability in non-fiction, autobiographical and fictional texts written between 1412 and 1605. The book considers Early

Modern Spanish writers several of whom, but not all, are women whose approach to the aforementioned themes reveals an effort to develop a distinct subjectivity through writing characterized by the attempt to justify and valorize the writing self in a context of exclusion. I examine in particular the process by which the writers (marginalized due to their illness, disability or gender) trace a path toward textual subjectivity by appropriating and revalorizing what had previously been the source of their marginalization. I argue that a narrow but powerful subjectivity (defined here as a sense of the difference as well as often a privileged status for the writing subject) can be attained through the experience of illness when coupled with writing as an active response from the ill or disabled subject.

The subjectivity that these authors develop is narrow because it is circumscribed by the societal limits of the time (with respect to gender, physical health and abilities) yet it is powerful because it affords a solid sense of self as both unique and privileged. I argue that it is precisely illness and disability, which by contributing to an initial exclusion from society, afford the subject a new state of consciousness (this self-awareness being the consequence of the distance afforded both the very exclusion suffered and the act of writing) and are linked with the emergence of the subject.

Analyzing in detail the usage of metaphor in their texts, I uncover how Early Modern Spanish writers (including authors as diverse as Juan Rodríguez del Padrón, Teresa de Cartagena, Leonor López de Córdoba, Teresa de Ávila, López de Córdoba, Francisco Delicado and Francisco López de Úbeda) imagined inner or private spaces in order to protect and develop their own proto-subjectivity. The title *Strategies of the Self* refers to the ways in which these authors develop or redefine their sense of self in a close relationship with textuality, imagined often as a protective space, through embodied metaphors, experiments with the materiality of the text itself. In fact, the project, shared these authors, each of whom suffered some kind of exclusion based on their bodily form (due to gender or more often disability), to refashion a sense of self through a kind of secondary, textual bodily form.

During my sabbatical I was able to do extensive research on López de Úbeda's picaresque novel *La Pícaro Justina* (1605) attributed to the physician Francisco López de Úbeda which I analyze in the last chapter of my book. I take as a starting point the notion of ambiguity postulated by Erasmus in his book *Lingua* in which he warned the reader that "how is it that men are so careless of their tongue – more indeed than of any other possession? For we carry around with it both deadly poison and a life-giving remedy. In human society nothing is more destructive than an evil tongue, and yet nothing is more healing if a man use it rightly".

La Pícaro Justina's author also presents this duality of the tongue (as remedy and disease) first with the character Justina who embodies a duality: she both appears as a syphilitic woman and as a healthy young lady. This contradiction is the first indication of tension in the text since it pretends to reveal the reality of the character's physical state and then to mask it in order to better fulfill her deceptions.

Justina calls herself a "parlera" (a real talker) a quality she inherits from her family (as well as her literary lineage: that of *Lozana* and *Celestina*). The author mentions the dangers of certain texts for the body giving as an example the picaresque genre and says that he is using it in order to obtain the remedy within the poisonous substance: "de un simple venenoso, hacemos medicamento útil" ("from a simple poison, we make useful medicine"). I suggest that this novel is a clear example of the relationship between illness, cure and writing as it was rethought by ambitious writers at the beginning of the "desengaño" period in Spain. My work on this chapter required me to read other picaresque texts and critical works around that topic some of which I may include in the final manuscript.

Finally, I was invited to review a book for the peer-reviewed scholarly journal *Hispania* entitled *Liminal Fiction at the Edge of the Millennium. The Ends of Spanish Identity* by Jessica A. Folkart. In this study, Folkart explores the notion of liminality and liminal identities in contemporary Spanish literature as she brings together five contemporary Spanish authors (Javier Marías, Rosa Montero, Manuel Rivas, Cristina Fernández Cubas and Najat El Hachmi). Through an examination of the concept of liminality the author skillfully engages with identity drawing principally from post-structuralism and post-colonialism theory. My book review has been accepted and will be published shortly.

An additional advantage of spending a full year in Madrid was that I was better able to research recent Spanish films and novels which I included last semester in the Spanish Civilization course that I teach – as well as works which I will include on another course I am still developing.

Anthony C. Sciglitano, Jr.

Department of Religion

My sabbatical was taken in two different but related directions. Both major projects were begun, but unfortunately neither was completed. The first involves a work on Christian theologies of Judaism, that is, Christian theological renditions of the meaning of Judaism for Christians and in relation to extra-biblical religions in both the ancient and modern periods. Two of the main characters in this work, Adolf von Harnack and Jürgen Moltmann, then became subjects of interest on their own. Moltmann, a 20th century German Reformed theologian, is of particular interest both for his engagement with Catholic theologians, his tendentious reading of the theological and philosophical tradition, and his claims regarding Christian hope in relation to a passionate and mutable divine. About halfway through the sabbatical year, I left the first two projects behind, read nearly all of Moltmann's work in addition to the massive work of one of his key sources, Ernst Bloch, and then began to write a book on him. To this point, I am fifty pages into what will be a large work on Moltmann's entire theology.

In addition to this work, I cooperated with Dr. Jennifer Newsome Martin at Notre Dame to produce a *Festschrift* proposal for Professor Cyril O'Regan. Dr. Martin and I now have 13 confirmed contributors for essays of approximately twenty-five pages each and a contract with Crossroad Press to publish the resultant volume. We are currently beginning to receive essays and the text will be published in 2017. We will each also contribute an essay to the volume. We believe this will be a substantial contribution to the future of theology and not only a celebration of one of its current luminaries.

Finally, I have been writing reviews of a number of manuscripts for the *University of Notre Dame* press, *Eerdman's*, for *Sophia* Journal, *Horizons* and *Theological Studies*. Two of these were substantial book length manuscripts reviewed for publication. Others were articles. Finally, I published a paper with the journal *Nova et Vetera* on Cyril O'Regan's work, *The Anatomy of Misremembering*.

Mitra Shojania Feizabadi

Department of Physics

I have been granted a sabbatical leave for the 2014-2015 academic year. In accordance with the plan I had outlined in my proposed sabbatical application, I accepted a position as Visiting Associate Researcher (with no compensation) at the Department of Cellular and Developmental Biology at the University of California at Irvine, and consequently joined and started to collaborate with Dr. Steven P. Gross's research group.

The focus of my research in Gross lab was to address how microtubule tracks, and different types of microtubules, affect motor function. The Gross lab has been leading the field in examining the motility properties of motor proteins along neuronal microtubules, while the research lab that I conduct at SHU (Biophysics Lab) is mainly interested in better understanding the functionalities of non-neural microtubules such as cancer (MCF7) microtubules. Therefore, we decided to study the motor functionalities along non-neural microtubules as a mutual interest of both groups. Two experiments were designed, initiated, successfully completed, and published in this area during my sabbatical term. The articles published are outlined below.



In parallel, I continued working on the second category of my research interest, theoretical cancer biology. In collaboration with Dr. Tarynn Witten from VCU, our previously developed conjoint tumor- normal cell model was expanded to assess the cell dynamics in such a setting when they show resistance to a specific group of anti-cancer drugs. The two publications reflected below are the products of my work in this category.

Publications

The following publications are the result of a collaborative work with Dr. Steven Gross (Department of Developmental and Cell Biology, University of California at Irvine), Dr. Steven Rosenfeld (Department of Cancer Biology, Cleveland Clinic), and Dr. Tarynn Witten (VCU).

The research projects were initiated, developed, and the results were submitted and

consequently accepted/published during the term of my sabbatical. I am the first and the corresponding author of the listed articles. The support of Seton Hall University has been acknowledged in all articles.

- Mitra Shojania Feizabadi, Babu Reddy J.N., Omid Vadpey, Yonggun Jun, Dail Chapman, Steven Rosenfeld, Steven Gross, " Microtubule C-terminal tails can change characteristics of motor force production". *Traffic* (2015), DOI:10.1111/tra.12307 (June 2015)
- Mitra Shojania Feizabadi, Tarynn Witten, Modeling Drug Resistance in a Conjoint Normal- Tumor Setting. *Theoretical Biology and Medical Modelling*, (2015), 12:3. (January 2015)
- Mitra Shojania Feizabadi, Yonggun Jun. Kinesin-1 translocation: surprising differences between bovine brain and MCF7-derived Microtubules. *Biochemical and Biophysical Research Communications*, (2014) 454 (4), 543-546. (October 2014)

Peer Reviewed Proceeding Paper Accepted:

- Mitra Shojania Feizabadi, "De-regulation of bio-activated enzymes and drug resistance: modeling and numerical analysis" has been accepted for Proceedings of WSEAS Conferences.

Other Publications:

- Mitra Shojania Feizabadi, Yonggun Jun, "Kinesin-1 Translocation along Human Breast Cancer Cell Microtubules". Abstract published in Bulletin of American Physical Society (APS March Meeting-2015), Volume 60, Number 1.

Grant Submitted

During my sabbatical, I spent extensive time to secure some external funding by submitting the following grant proposals. While the proposals were not granted, the reviewers' assessments are very constructive and can provide me with a road map to revise and resubmit them again. The submitted grants are:

- Mitra Shojania Feizabadi, (PI), Multi-disciplinary Creativities and Transition to Practice, submitted to the NSF.
- Mitra Shojania Feizabadi, (PI), Multi-Dimensional Approach to Better Understand Intra- cellular Functionalities of Human Breast Cancer (MCF7) Cells, submitted to the NSF.

Conclusion

My sabbatical leave provided me with the time to raise my knowledge in experimental biophysics to a new level by affording me the opportunity of employment at UCI and collaboration with Dr. Gross Lab. It was also a unique time because I could contribute to both fields of experimental and theoretical Cancer Biophysics through my publications. Therefore, I am confident that I could fulfill the goals of my sabbatical.

Ultimately, this opportunity could not be attainable without the support of Seton Hall University, for which I am sincerely grateful.

Susan Teague

Department of Psychology

- Conducted extensive literature search and intensive reading of materials to prepare for transformation of course, *Psychology of Religion*, into a Signature III University Core course, 08-09/14.
- Revised and resubmitted Signature III course proposal: *Psychology of Religion* to Core Curriculum Committee, 09/19/14.
- Continued work on Research project, Reactions to Rejection of Help: Does Race Matter?

Previous research has documented that people react negatively when their offers of help are rejected, including forming an unfavorable impression about the person who turns down one's help. I wondered, especially in light of the current focus on race relations, would reactions to rejection of help be affected by whether rejection came from a same, or a different, race person? Two competing hypotheses could be made: (1) Rejection by a person of a different race is less upsetting because it is somewhat expected, given ingroup-outgroup boundaries; (2) Rejection by an outgroup member is more upsetting, in that one has put extra effort by crossing those boundaries to make the offer of help. I arranged for help to be accepted or rejected, according to randomly assigned condition, by a confederate who was either the same

or a different race from the participant. In this way, same vs. different race status, and acceptance vs. rejection were completely crossed to permit the testing of these hypotheses. Work done in this semester included:

- Completion of data collection (150+ experimental sessions)
- Conducted data analyses
- Prepared manuscripts for publication review
 - Teague, S. Reactions to rejection of help by ingroup or outgroup members.
 - Teague, S. Gender differences in the power to elicit help persist.
- Researched and co-authored a chapter to be published in book on pedagogy of Introductory Psychology:

Hunter, Amy S. and Teague, Susan M., “Infusing scientific thinking into introductory psychology”, *Thematic Approaches for Teaching Introductory Psychology.*, B.Hard & D. Dunn, Eds. (Cengage).

- Supervised M.S. students in thesis preparation and research projects:
 - Victoria James Kerns
 - Andrew Finnegan
- Received departmental nomination for Arts & Sciences Teacher of the Year award
- Completed application and supporting materials

Spring 2015

- Completed and revised pedagogy chapter:

Hunter, Amy S. and Teague, Susan M., “Infusing scientific thinking into introductory psychology”, *Thematic Approaches for Teaching Introductory Psychology.*, B.Hard & D. Dunn, Eds. (Cengage, 20xx).

- Presented research findings at psychological conventions; abstracts published in Conference Proceedings:

Teague, S. “Lab activities in social psychology”. *Proceedings and Abstracts of the 86th Annual Meeting of the Eastern Psychological Association*, p.103, Eastern Psychological Association, Philadelphia, PA, 03/10/15.

Kerns, V. and Teague, S. “The Impact of Peer Influence and ethnicity on Hiring”, *Proceedings and Abstracts of the 27th Convention of the Association for*

Psychological Science, p. 218, Association for Psychological Science, New York, NY, 05/23/15.

- Collaborated on research manuscript submitted for publication

DeIorio, M., Nolan, S., & Teague, S. Examining the effect of education type on common misconceptions of traumatic brain injury.

- Continued supervision of M.S. students' thesis work:

Victoria James Kerns successfully defended her Master's thesis, 4/15/2015 and was awarded her M.S. in Experimental Psychology, 05/16/2015.

Andrew Finnegan presented his Master's thesis proposal to committee, 06/11/2015.

- Designed next phase of research based on unanticipated findings in project, *Reactions to rejection: Does race matter?*
- Prepared materials and Institutional Review Board application for new study, *The role of physical appearance in stereotype activation.*

Victor Velarde

Department of Philosophical Theology

During my semester sabbatical (2014), I finished a book titled “Being and Object, an Investigation in Meinong’s Theory of Objects”, about 300 pages, which will be published by Sintesis in May 2016. The book is divided into nine chapters, each one dedicated to one major topic on the theory of objects.

Alexius Meinong was a philosopher of the nineteenth and twentieth century, who was a disciple of Franz Brentano, known for the doctrine of intentionality, a notion already present in medieval philosophers. Meinong developed this theory of intentionality—which has been extremely influential in contemporary philosophy—

in a new direction, which seems to compete with the traditional universal scope of metaphysics.

What is a Theory of Objects? It is a theory about everything, real and unreal, possible and impossible, for an object is not necessarily a thing, and a thing is not necessarily an object. There are objects that are not things, and things that are not objects. Expressed paradoxically, as Meinong likes to put it: “There are objects that they are not.” What this means, is that if a tree—for example—is a real thing and it is an object, a number is not a real thing, but it is an object. So, the scope of an object is beyond the real. An object is everything that can be known or willed. Why is this interesting and important?

It is interesting because everything we study in the sciences has to be an object of knowledge, and as an object has some universal properties that explain the way we see our world, the way we distinguish a science from another, and it is open to the possibility of discovering new sciences. It is important in its application to ethics, specifically to the moral object, but also to aesthetics, to the theory of economic value, etc.

The book is not a mere exposition of Meinong’s ideas, it is essentially a sustained reflection on what is both a being and an object, and the relationship between both. In some areas Meinong’s ideas are corrected, in other they are developed, and sometimes there are not easy solutions to the problems posed by Meinong, and they are left open.

Bert G. Wachsmuth

Department of Mathematics and Computer Science

This was my third year-long sabbatical at Seton Hall University; just as the two previous ones it was quite successful. I used my time to update the online *Asset* survey tool, widely used at Seton Hall as well as at other educational institutions, I wrote and published a statistics textbook with a colleague from the Florida State College at Jacksonville, and together with Michael Vigorito from the Psychology

department I reorganized a robotics class, which we introduced in a talk at Stevens Institute of Technology earlier this year. I was also able to conduct some research in mathematics, investigating iterating functions with fixed numerical accuracy. I managed to combine these activities with some traveling and family time: it was a quite a productive year. I am truly grateful to Seton Hall University for having a generous sabbatical policy and for allowing me to take advantage of it. Being able to go on sabbatical is about the best benefit that working in academia offers.

Asset is an online statistical survey system that I developed some time ago and that is used extensively at Seton Hall and other educational institutions to prepare, disseminate, and evaluate statistical surveys online as well as for electronic voting (see <http://asset.tlhc.shu.edu/> for details). However, the server that ran the system was using outdated software and in fact the system crashed more and more frequently and had to be manually restarted each time it crashed. I used the first portion of my sabbatical to update *Asset* and, in coordination with University Computing, to reconfigure the underlying server to run up-to-date system software. That process took about 10 weeks, during which time I checked, updated, and partially rewrote 89 Java classes with a total of about 17,700 lines of code. I also updated the system software, copied the *Asset* database with almost 8 million entries, and coordinated the switch to the new system with University Computing (which was an interesting exercise since I was in Germany at the time and we had to account for 6 hours of time difference) to minimize the downtime for *Asset* users. The new software has been running continuously for over a year and a half now, and has not crashed once so far.

After completing this computer engineering project I tackled the second project I mentioned in my sabbatical application. As it happens, a colleague of mine from the Business School at Florida State College at Jacksonville had contacted me to see if I was interested in jointly writing an introductory text book in statistics. I already had an extensive set of notes created for an online statistics course I had been teaching several times, so I agreed. We used this set of notes to develop a proposal, which we used to secure a contract for a text book with Business Expert Press. Then we collaboratively wrote the text and with the help of a professional editor from Business Expert Press managed to finish the 256 page manuscript in early May 2015. The publisher then created the book and it was finally published in Dec 2015 in printed form as well as an eBook.

The third leg of my sabbatical was based on a signature 3 course entitled “Robots and the Mind” that I had developed together with Dr. Vigorito from Psychology. That course has been very successful but it was based on Lego NXT

robotic kits purchased about seven years ago. These kits were old by now and in fact a new version was recently introduced by the company. I was able to secure a financial commitment from the Dean to purchase new robot kits and I spent some time learning the new software as well as the capabilities of the upgraded hardware. Michael Vigorito and I introduced the updated concept during a talk at the 2016 NJEdge Faculty Showcase on March 23, 2016. We also taught the course in the Spring 2016.

Finally, in my sabbatical application I mentioned wanting to do some math research on iterating functions such as the logistics equation with fixed numerical accuracy. While the logistic equation is well understood in general and serves as a model for population growth with limited carrying capacity, it seems possible to generate a more realistic model of population growth by restricting the precision of the calculations to a finite number of decimals. Initial results were promising but I, alas, ran out of time, which leaves me with a nice project to investigate in the future. Perhaps a year-long sabbatical is still not long enough.

On a personal note, I was able to take my family to Germany for most of the year, since my wife was also on sabbatical for the year. Germany is our home country and we enjoyed being “home” for an extended time, immersing ourselves and our children in German culture and language and staying in close contact with our extended families. We also managed to travel a lot with several trips inside Germany as well as to Turkey, Malaysia, and the United Arab Emirates. In short, it was a wonderful and productive year!

Jason Z Yin

Department of Management

I took my sabbatical for Fall 2014-15. The sabbatical turned out to be a productive and fruitful one in two dimensions: the teaching and research work accomplished and administrative activities including for Zhuhai MBA initiative and Faculty training program for Anhui Normal University, etc.

Teaching and Research Work

Despite being on sabbatical in the Fall 2014 semester, I was assigned to teach courses in our inaugural Zhuhai MBA program, covered the first portion of BMBA

7000 – Action Learning Project to 56 students in our first Zhuhai cohort. I developed the practice oriented new course, BMBA 7000, Action Learning Project, a 6-credit course on real business consulting service under the faculty and business executive supervision. I delivered the first portion of BMBA 7000 and also prepared for BMGT 9400 Business Policy Capstone to be taught in Spring 2015. The student responses collected through an alternative teaching evaluation survey indicate that students are very satisfied with my teaching performance.

In addition to teaching, I made significant progress in research papers.

The first paper is to analyze China’s business approach to Africa from the perspective of soft power strategy. The paper argues that although China’s engagement in Africa is controversial, its soft power strategy has been successful in winning the trust and friendship from the region’s countries through persuasion and attraction.

The revised version of paper of this research project, “China’s Soft Power Strategy in Africa: Is It working?” submitted to and presented at *Eastern Academy of Management-International (EAM-I)*, June 23, 2015, Lima, Peru.

The second paper is an empirical verification of technological progress. It remains a challenge to empirically verify whether the large scale of exports as the result of an export-oriented growth strategy has transformed into its endogenous technological capability. A data base of China’s exports of manufacturing products for 1992-2009 was used for the analysis.

The revised version of this paper is currently under review of *Chinese Economy*.

The third paper is trying to elaborate the four dimensions of the framework of Reeves and Deimler (2011) to illustrate how the environmental change tipped over the traditional business model that the Spanish footwear companies were used to. This co-authored paper, “Developing Adaptability for New Competitive Advantage,” was published in *ASEAN Journal of Management & Innovation*, Vol. 1 No. 2 (June-December, 2014), pp.61-73.

Administrative Achievements

During my sabbatical, I tried to do my best to promote the School’s presence in China and recruiting Chinese students for our undergraduate and graduate programs.

In August of 2014, I took the lead in organizing a week-long “Teach the Teachers” seminar for faculty at Anhui Normal University (ANU). Seventeen faculty traveled to Seton Hall for a seminar designed to improve teaching, academic administration and faculty scholarship at that institution. Under the leadership of Dean Strawser and working with my colleagues from Stillman, A&S, CEHS and the School of Diplomacy, we delivered a program in which participants learned about innovations in the teaching/learning environment, trends in the U.S. higher education system and effective university administration practices. In addition to the in-class sessions, I worked with the Dean to coordinate evening outings and sightseeing trips for the group. As a follow-up of the seminar program, I worked with representatives from ANU to develop and execute an agreement for a 2+2 program for accounting students.

In Fall 2014 and Spring 2015 I spent much time in establishing and executing the School’s MBA program in Zhuhai China. With the time invested in previous two years for the pilot MBA program in Shanghai, working closely with Dean Strawser, we got the Zhuhai MBA program off the ground – negotiating with representatives of ViaGold International Education Management Group, shepherding the program through the Seton Hall approval process and screening and interviewing prospective students and teachers for the program. We now have over 100 students from Mainland China, Taiwan, Hong Kong, Macao and Singapore enrolled in the program.

I continued to serve as the supervisor of SHU China Office in Beijing and mentor to Chinese students studying on the South Orange campus. In Fall 2015, we have about 70 students, a record high number of Chinese students enrolled.

I had also helped the School’s donor cultivation and fundraising efforts during my sabbatical. I helped in selecting and securing Mr. Huichen Xu’s induction into the Entrepreneurial Hall of Fame as well as Mr. Xu’s generous donations to the School. I also worked with our Shanghai EMBA graduates to establish an endowed scholarship in the memory of one of their fellow students, who passed away shortly after his graduation from the program.

As a founding member of The Chinese Economists Society, I continuously work hard for CES, including in my sabbatical. This organization is instrumentally important to china’s economic reform. I was humbled that the society awarded me **Lifetime Achievement Award**, in June, 2015.

Paula R. Zaccone

Department of Educational Studies

The Spring 2015 semester was a period filled with experiences of research, writings, professional enrichment, and service to the profession and greater community. This report summarizes the accomplishments in these areas and describes updated professional goals that have since emerged. While opportunities for publication of my numerous rhyming scripts were actively pursued, the responses received from leading children's publishers indicated that consideration to the rhyming health education scripts would be rendered only by specific contracted agent/s. At present, I am not considering the offers received from hybrid, or self-publishing firms. Responses received from major publishing firms indicate that they do not consider "unsolicited submissions". My aim to publish my works in a format attractive to educational and other professionals who are involved with both health and literacy education continues. My pursuit of this goal beyond the sabbatical period has been encouraged by professionals who are familiar with my works.

During the past months, I have been an active member of the Montclair (NJ) Write Group. I have presented my rhyming works monthly. "Santa's Workshop", "Fitness for the Mostest", "The School Bus and Us", "Engaging in Aging", "The Story of Dustinee Rose" "Penniful Thoughts", and "This Flag is for You" were on health-related topics on movement education, fitness, community health, careers, coping, loss, depreciation, and family life. At Saturday workshops, I participated in free-writes sessions to practice my spontaneous rhyming skills. The Write Group experiences allowed me to network with writers in many genres. At the group's invitation, I directed the "Children's Writing Roundtable" for accomplished and newcomers to the field of children's authorship. As proposed, this event produced a valuable exchange of publishing information by accomplished writers.

A **major project** accomplished was the initiation, organization, and execution of Berkeley School's (Bloomfield, N.J.) "Whole Child Health Fair". Though I am the only non-parenting member of the elementary school's Home and School Association, I chaired the Health and Safety Committee. Leading up to the multi-faceted project required my attendance at numerous meetings with parents and

teachers to identify specific gaps in the school's health operation and explain the essence of a Coordinated School Health Program and the proposed health fair approach. With the absence of a full-time school nurse and its designation as a Title I school, the "Whole Child Model" was fitting for Berkeley School. All teachers were surveyed by a questionnaire that I designed to assess the needs for instruction. The responses guided my search to provide needed instruction, activities, and a special event for parents, children, and educators. Driven by these aims, I recruited 22 health and medical professionals who provided health-related instruction in various domains of health education: mental, physical, social, environmental, and occupational. Dr. Michelle D'Abundo of the SHU College of Health Sciences was among the volunteers. Students enrolled in the Intersession course of "Leadership and Community Service" taught lessons in nutrition, fitness, home safety, and relationships, and most volunteered to facilitate an evening program for parents and children. SHU students also presented my creation of a rhyming puppet program, *Bugs and Fleas* on the topic of self-esteem. By their involvement in these events our students were exposed to a real-life example of community and personal service. More than 48 sessions took place during the week-long event.

Produce Pete (Napolitano) is well known for his NBC-TV weekly appearances where he presents agricultural, nutritional, seasonal, and economic information on fruits and vegetables. His response to my invitation to appear at the school successfully resulted in the attendance by children and their parents to an informational and activities night held at the school. As I planned, the children visited a station to identify personal health habits and were thereafter awarded a token (notebook, pen, backpack) donated by the event director (P. R. Z.). Representatives of PNC Bank of Montclair were present and provided giveaways for teachers, parents, and students. In keeping with my goal to promote *health literacy among children*, groups of students from each grade (K-6) read aloud: "Welcome to Produce Pete" a rhyme of hospitality (created by P. Zaccone) to express appreciation for and introduce the relevance of Produce Pete's visit.

The "Whole Child Health Fair" operated without any financial support from the Home & School Association budget. My written proposals and visits resulted in contributions from the UNICO Chapter of Bloomfield (\$100); Costco of Clifton, (\$50.) and Stop and Shop of Bloomfield (\$25). In addition to the funds provided by UNICO for students to receive samples of healthy snacks, six of its members provided instruction in dental health, physical therapy, general health, and nutrition. Almost 80 kindergarteners received toothbrushes from a UNICO dentist. Voluntary services were acquired from the Bloomfield Departments of Fire, Health,

and Parks and Recreation. The latter provided camperships to three children to attend summer sport clinics at no cost. The cooperation of Principal, Dr. Heather Carr, was an asset throughout.

In keeping with the goal of my sabbatical project to promote health and literacy among elementary-aged children, I devised a Health Literacy Contest. One essay from the 300+/- submitted was selected for best meeting the published guidelines. The 6th grade writer received my donation of \$100.00 as a Health Literacy Scholarship.

Implications: The results of an evaluation surveys submitted by teachers and oral feedback, indicated that the “Whole Child Health Fair” was effective in raising health awareness of all involved. The 5-day Health Fair approach was highly favored for inclusion in the 2015-2016 school agenda. Furthermore, the Bloomfield UNICO Chapter identified their support of the health fair as their own “outstanding community service of the year. Involvement by members of the Bloomfield UNICO in the “Whole Child Health Fair” is presently under consideration by the **National UNICO organization for recognition as “Outstanding Community Service Project of the Year”**.

For schools where the demands for testing and voids in health education professionals exist, the “Whole Child Health Fair” is a gap-filling measure. The operational details of this project are worthy of reporting in professional literature. Of course, it does not replace a well-coordinated school health program, but surely it can serve to supplement the Coordinated School Health Model by filling gaps.

Submitted for Publication

1. The Maid is on Vacation and Engaging in Aging (rhymes) submitted to **The New Yorker** (pending), 2015.

Presentations

- The Application of a Creative Approach toward Health and Literacy Education for Young Children, Sixth International Conference on the Health Risks of Youth, Santo Domingo, 2015.
- *An Introduction to Whole Child Wellness, (1) Home and School Association and (2) Teachers and Specialists in grades K-6*, Berkeley Elementary School, Bloomfield, NJ: Devised health inventory questionnaire to determine gaps in school health education program. Conducted an outcome survey.

- Montclair Write Group Showcase Presentations of Rhymes: This Flag is for You; Santa’s Workshop, The School Bus and Us; The Story of Dustinee Rose; Fitness for the Mostest; Engaging in Aging, et.al.
- Taught 6 lessons: My Food Plate (grade 3) and Organ Annie’s Visit (grade 1), Berkeley Elementary School Whole Child Health Fair.
- “Bugs and Fleas: a Rhyming Puppet Presentation to Promote Positive Self-esteem, (by invitation), Grades K-3 and special education, Fairview School, Bloomfield, May, 2015
- “The Health of the Whole Child”, Berkeley Home and School Association and Students, June 3, 2015.