Sabbatical Panorama 2011-2012

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Provost's Introduction

March 2015

According to an article in the November 2014 issue of *University Business*, the first faculty sabbatical was granted at Harvard in 1880. The same article noted that most Universities do not collect or publicize the results of these sabbaticals in any way.

Our first *Sabbatical Panorama* was produced by Al Hakim to report on the sabbaticals taken in 1995-1996. The design was to prevent this kind of oversight and celebrate sabbatical work as a strategic element of our academic enterprise. The Table of Contents in the first edition included current colleagues like Rory Murphy, Joseph Wisenblit, David Rosenthal, Fr. Larry Porter and Ken Hoffman, as well as at least one colleague whose son is currently on our faculty.

The current edition features work on topics ranging from recovery from a stroke to the forensic analysis of bloodstains, which took our faculty to locations from Romania to Saudi Arabia to Lithuania, China, and Grande Isle, Louisiana. Faculty served as advisor to the Holy See and chaired seminars at Columbia. The work supported by this important resource shows the kind of depth that will merit note twenty years from now, just as with the first edition.

Sincerely,

Larry A. Robinson,

Provost

Wagdy M. Abdallah

Department of Accounting & Taxation

The primary purpose of my sabbatical for the Academic year 2011-2012 was to conduct research leading to a book and several research manuscripts on accounting, finance and taxation of the Middle East countries. I have published several articles and books on international business involving the Middle East. However given the changes taking place in that area, I believed that it was important to revisit and to research the impact of the changes taking place. This was to be done by living, visiting, seeing, communicating, and interviewing local and American business executives and practitioners in the Middle East countries. Such explorations can enhance my publications and give them depth and practical perspectives

However the Arab Spring and its accompanying turmoil turned my sabbatical year into a risky adventure albeit an interesting learning experience. Given that the Middle East region is undergoing significant political and social changes since December 2010, my research project needed to be modified.

My project was to have covered accounting, taxation, auditing and finance practices of six selected Middle Eastern countries: Bahrain, Egypt, Kuwait, Jordan, Saudi Arabia, and the United Arab Emirates. The revolutionary Arabian spring, which started in the latter part of the year 2010, has had significant political and social impact on Egypt, Libya, Syria, Tunisia, and Yemen. Countries such as Bahrain, Jordan, Kuwait, and Saudi Arabia have experienced several political protests, at times violent, over the past two years against their rulers.

Given the turmoil, visiting the six Middle East countries to do my research and collect my research data became a mission impossible. The political unrest and the sheer costs involved made me limit my travel to just the two of the main Middle East countries: Egypt and Saudi Arabia. During my sabbatical year starting in September 2011 until June 2012, I divided my time between Egypt and Saudi Arabia.

Focusing my sabbatical on these two countries helped me to complete two-third of the new book. I was able to collect some data, develop questionnaires, and make some interviews. My target date to finish the book is November 2013. In the meantime, I have worked on two different manuscripts on the accounting and taxation of the Middle East countries titled: "An Empirical Study of Behavioral Implications of Global Transfer Pricing in the Middle East: The Case of Saudi Arabia," and "Non-Financial Performance Measures in Multinational Companies with Multi-Cultural Environment in the Middle East: An Empirical Investigation." The manuscript on transfer pricing has already been presented at the American Accounting Association regional meeting in Philadelphia in April 2012. My articles and the book-in-process will provide important guidance for American and foreign multinational companies who are willing and doing business in the Middle East countries in the new revolutionary environment.

As part of my project, I had volunteered to help in teaching an undergraduate course titled: "managerial accounting" and a graduate course titled: "Cost and management accounting" in the executive MBA program to the Saudi students; at King Abdulaziz University in the English language, The reasons for my wanting to do so were:

(a) To interact, get better understanding of the local culture, and see the impact of the culture on the local accounting standards and practices.
(b) To teach advanced techniques and technology of the U.S. in the Middle East countries,
(c) To enrich my professional career with practical experience.
(d) To share my knowledge and to understand the place of my discipline in a global context, and
(e) To meet international colleagues and establish long term professional relationships.

At King Abdulaziz University in Jeddah, Saudi Arabia, and most other universities over there, with the exception of the newly developed institution called King Abdullah University of Science and Technology, there is no mixing of genders in the classrooms. Given this Saudi tradition, all the students in the two classes I taught were male. The textbooks and the curriculum were very much the same as what we use in the U.S. Though the native language of the students is Arabic, the teaching itself and the textbooks used are in English.

Two important observations need to be mentioned here. The first one involves the first week of teaching the undergraduate class, I went to the classroom on the first day of class meetings and I didn't find any student in the classroom and I thought something must be wrong with either the schedule or the location of the classroom. Later, after asking around for the reasons; I found out that it is the prevailing culture, both teachers and students assumes that there is no need to come to the first week of class meetings. They assume nothing will occur until after the add-drop date; the students can add-drop the course by the end of the first week.

Incidentally, the Saudi students don't pay any tuition; instead they get a monthly reward of SR1000 (equivalent to $267) for just going to college. This is not the case with the graduate course, the executive MBA courses are always offered on the weekends, the students are well motivated, and they pay the tuition fees from their own pockets.

The second related issue with respect to teaching was the attendance and participation in the academic activities. The male students, especially the nationals of the Kingdom of Saudi Arabia, do not have much incentive or motivation to perform very well in their academic programs or to attain the highest possible grades for two reasons: (a) after graduation full-time jobs are guaranteed for all the Saudi nationals, either by their rich relatives or by the Saudi government, and (b) every Saudi student, male or female, gets SR1000 for just going and attending the university regardless of their final grades. The outcome of the grades was completely different than we expect of the students in the U.S. Almost one third of the undergraduate students get a grade of F but they are not upset since they would still be getting the monthly monetary reward for just going to school. The only exception is in getting a 'DN,' which means they did not maintain the minimum requirements of attendance which is 65% of the total class sessions. This was not the case for the non-Saudi students whose academic performance and attendance were outstanding.

The graduate students were completely different and they are hard workers. However, some of the graduate students asked me to prepare a list of management accounting terminology in both Arabic and English but I did not do it because the teaching language of the course was English and I don't remember the Arabic terminology of management accounting.

Another important issue related to the Saudi culture is driving cars by women which is not allowed in Saudi Arabia. They are not allowed to drive cars in Saudi Arabia even though there are no laws or regulations to prevent them from driving a car nor are there Motor vehicle Department offices where they could get a driver license. Those Saudi women and there are many, who have received their higher education outside the Kingdom of Saudi Arabia and carry foreign driver licenses from other foreign country will not drive cars since they would be arrested for doing so. Those who are visiting Saudi Arabia are not immune from such restrictions. In this regard, the Kingdom is an exception rather than the norm in the Middle East or even the Muslim world.

Carolyn Bentivegna

Department of Biology

The purpose for my sabbatical was to focus on my scholarship in order to energize my research program following six years as departmental Chair- 2005-2011. I have been able to do that; although, not necessarily in the way I had planned when completing my sabbatical application in fall 2010.

My intended sabbatical activities included 1) writing two to three peer-review articles based on existing data, 2) traveling to collect samples of chironomids from intra and interstate locations and 3) writing a research report for a 1 year grant related to the Deep Water Horizon oil spill of 2010 funded by the NJ Department of Environmental Protection (NJDEP). Other anticipated activities included working on a curriculum development grant that was submitted to the National Science Foundation (NSF) for funding from January 2011 to December 2013. The curriculum development grant was titled "Infusing *Numeracy into Anatomy and Physiology Laboratories*" and had a budget of $194,766. It was not funded. Given that it was the rejection of our second submission and I, the PI, was no longer going to be Chair, we decided not to pursue it further.

The development of a new area of research altered my sabbatical plans by fall of 2011. The funding from the NJDEP was for the grant titled "*Evaluation of PAH Accumulation in Menhaden and Potential for Trophic Transfer*"- budget $28,650. This financial support allowed us to travel to Grand Isle, LA to collect the marine fish, menhaden, in October of 2010. Collecting fish in fall 2010 was particularly important as it was the closest time point to the actual oil spill event. In part because of these activities, another grant proposal was funded, this time by the Louisiana Department of Fish and Wildlife (LDFW). The grant was directly awarded to Dr. Ralph Portier of Louisiana State University for $264,034. John Sowa of the Department of Chemistry and Biochemistry and I were Co-PIs on this grant. The work allocated to Seton Hall came through a subcontract with Dr. Sowa as the PI for the amount of $142,850. Part of these funds was subcontracted to our collaborator Dr. Keith Cooper of the Department of Biochemistry, Rutgers University in the amount of $42,240. Therefore, Seton Hall's portion of this grant was $100,610. Subsequently, the research award was renewed for an additional $177,735 through June 30, 2014. We are currently in negotiations to extend the grant activities through June 2016. These grant activities shifted the emphasis of my scholarship and thereby how I spent my time while on sabbatical.

Research on the marine fish, menhaden, was entirely new to me. The major focus of my research has been benthic aquatic insects. In addition, I had done little to no research on the crude oil contaminant polycyclic aromatic hydrocarbons (PAHs) since my PhD dissertation. Therefore, a significant proportion of my sabbatical effort was put into reviewing literature on menhaden, crude oil and PAHs. This effort prepared me to better engage in the research activities and communicate with my collaborators as well as write 1) grant reports for NJDEP and LDWF, 2) the grant renewal for LDWF, and 3) two grant proposals for additional external sources. I made a significant contribution in terms of generating data and writing grant reports and the grant renewal.

Research activities related to the menhaden grant involved mentoring several students at the graduate and undergraduate levels. The undergraduate students were Melissa Bell, Siddhi Patel, Edwin Pena, Angelo Montero and Megan Dunham; the graduate student was Rebecca Hawke, MS in Biology. The scholarship outcome resulting from these efforts in the academic year of 2011-2012 was 5 poster presentations, one platform presentation and an invite talk. The “freedom” of sabbatical made me the “go-to” person for grant activities. I made a trip to Grand Isle, LA in August of 2011 and Baton Rouge, LA in July of 2012 to collect menhaden. I drove south to the Nacote Creek Marine Laboratory several times in order to collect NJ menhaden. This laboratory is operated by the NJ Division of Fish and Wildlife and located in Port Republic, NJ. I attended a special public hearing in Lewes, DE on capping the harvest of Atlantic coast menhaden. This event was held by the Atlantic States Marine Fisheries Commission on September 26, 2011. I also made multiple fishing excursions to collect bluefish for trophic studies in summer and fall of 2011. Overall, the menhaden grant activities dominated my sabbatical activities as shown below. Subsequently, a paper was submitted to the *Bulletin of Marine Pollution* in May 2013. It is currently under revision. Two other papers are in progress.

Invited Talks

- Carolyn S. Bentivegna, Understanding the Impact of the BP Oil Spill and it Impact on the Ecology of the Gulf of Mexico, Science and Humanities Faculty Colloquium: Science and Humanity’s New Questions, Seton Hall University, South Orange, NJ, February 3-4, 2012, presented 2-4-12.

Platform Presented and Abstract Published at a Conference

- Carolyn S. Bentivegna, Keith R. Cooper, John R. Sowa, Nicholas H. Snow and Ralph Portier, Developing menhaden as a model organism for studying the DeepWater Horizon oil spill (SETAC North America 32th Annual Meeting, Boston, MA, November 2011, pg. 81) Date of presentation – 11/14/11.

Poster presented and Abstracts Published at a Conference

- Angelo Montero, Edwin Pena and Carolyn S. Bentivegna. Performing Fluorescent Spectrometric Analyses to Distinguish the Excitation Wavelengths of Common Polycyclic Aromatic Hydrocarbons from Vitamins E and A in Fish Oil. (Metropolitan Association of College and University Biologists (MACUB), 44th Annual Fall Meeting, South Orange, NJ, October 2011), Date of Presentation- 10/29/2011.

- Edwin A. Pena, Angelo Montero, Megan E. Dunham and Carolyn S. Bentivegna. Fluorescence Analysis of PAHs Extracted from Fish Oils Obtained from Various Locations Pre- and Post-Deep Water Horizon Mississippi Canyon 252 Oil Spill using *Spectramax*® (Metropolitan Association of College and University Biologists (MACUB), 44th Annual Fall Meeting, South Orange, NJ, October 2011), Date of Presentation-10/29/2011.
- Rebecca Hawke and Carolyn S. Bentivegna. Liver PAH Determination in *Brevoortia tyrannus* and *Brevoorta patronus* following the DeepWater Horizon Oil Spill using Scanning Fluorescence Spectrophotometry (SETAC North America 32th Annual Meeting, Boston, MA, November 2011, pg. 379) Date of presentation – 11/17/11.
- Rebecca Hawke and Carolyn S. Bentivegna. PAH determination in liver of menhaden exposed to the DeepWater Horizon Oil Spill and urban and non-urban sources of PAHs (Hudson-Delaware Regional Chapter SETAC Meeting. Montclair State University, Montclair, NJ, April 26-27, 2012, pg. 7) Date of presentation – 04/26-27/12.
- Edwin A. Pena, Melissa C. Bell and Carolyn S. Bentivegna. Trophic Transfer Study of PAHs in Menhaden Fish Oil Using Silver Perch Fish (Hudson-Delaware Regional Chapter SETAC Meeting. Montclair State University, Montclair, NJ, April 26-27, 2012, pg. 8) Date of presentation – 04/26-27/12.

I had also planned to continue my work on chironomids during my sabbatical as described above. The intended outcome was publishing two or more articles related to MERI grant activities. However, after reviewing the data, it became apparent that key information was missing. In particular, we needed a better understanding of what factors were controlling the change in the chironomid hemoglobin proteins observed. Were they due to environmental factors, such as the AquaBlok, or life history traits, such as the insect's stage of development or species type? Therefore, part of my sabbatical was spent working with my doctoral student, Jun Taek Oh, in order to plan the necessary experiments. This effort culminated in successful completion of his PhD candidacy exam in December 2011 in which he presented a proposal titled "*Molecular Characterization of Hemoglobin Protein in Larvae of 4th Instar Chironomus riparius (Diptera: Chironomidae): A Promising Biomarker for Evaluating Environmental Quality*". Subsequently, Mr. Oh obtained external funding from the NJ Water Resource

Research Institute (NJWRRI) to partially fund his research. Scholarship activities during my sabbatical pertaining to chironomids included mentoring a doctoral and a Masters' thesis as well as a poster presented at the Hudson-Delaware Regional Chapter SETAC meeting that won first prize for graduate students.

Overall, my sabbatical was critical for developing my scholarship. I was able to focus on a new research direction and be the one who really got the project "rolling". The benefits of this effort has been contact renewals, multiple speaking opportunities (e.g. national SETAC fall 2012, NOAA spring 2013) and anticipated external funding through 2016. We submitted two papers in 2013 based on the work accomplished during my sabbatical and have two more papers in progress.

Dongdong Chen

Department of Languages, Literatures and Cultures

In my application for a sabbatical leave for Spring 2012, I was planning to dedicate myself to a book project, which is to design and develop communicative activities for teaching the Chinese language in the classroom. I finished outlining the book, completed the book proposal to be submitted to some potential publishers, and started the writing process. In addition to those progresses on that project, I also completed a few other research projects, and performed significant services. Given below is a summary of what I achieved during that period of time.

RESEARCH

Book in the writing process

New Ways to Teach Chinese: Activities, Activities, Activities!

Book

(Co-editor) *Linguistics* for Series on Western Research in the Humanities and Social Sciences, Renmin University Press, Beijing (forthcoming).

Book chapter

"Chinese Program at Seton Hall University, 1951-2012: A Case Study of Teaching Chinese as a Foreign Language in America", in Minglang Zhou (ed), *Modern Chinese Language Planning 100*, University of Washington Press (forthcoming).

Journal article

"Digital Storytelling in Chinese: a Technology-Assisted Project." *Journal of Chinese Language Teaching and Research in the U.S*. (2012). Vol. 5, 150-157.

Conference Presentations

1. "Telling a story in Chinese digitally", paper presented at The 10th International Conference on Chinese Language pedagogy", Zhejiang University-University of Rhode Island, June 27-29, 2012.

2. "Chinese Program at Seton Hall University: 1951-2012", paper presented at 2012 International Conference on Chinese Language Teaching, Columbia University, New York, May 25, 2012.

3. "What is the goal of teaching Chinese character", paper presented at The CLTA-GNY 2012 Annual Conference & Tenth New York International Conference on the Teaching of Chinese, Hunter College, New York, May 12, 2012.

4. "Digital Storytelling: a Project for College Beginners of Chinese", NEALLT 2012:Teacher Roles and Practices in Technology-Enhanced Instruction, Carnegie Mellon University, Pittsburgh, PA, March 30, 2012.

SERVICE
For University

1. Participated in discussions and assignments as a member of Middle-States Working Committee of Ambition in Outreach

2. Helped the acting Chinese Program Director, Dr. Maria Sibau, with the planning of the following two events: China Night on February 16, and Speech Contest on April 17
3. Worked with Dr. Jason Yin in preparing the June-in-China Program for the summer of 2012

4. Participated in the China Specialist Search Committee, which hired Dr. Scott Gregory

5. Coordinated with the Dean's Office of College of Arts and Sciences, Office of International Programs, and Wuhan University for the 2012-2013 exchanges in between the two universities (as SHU-Wuhan Scholar Program Coordinator, I assisted the Dean's Office in selecting two SHU-Wuhan scholars to visit Wuhan University during the summer of 2012; I also worked with the English Department, Office of International Programs and Dean's Office to arrange Prof. Chun Li from Wuhan University to visit the English Department for the year of 2012-2013)

6. Reviewed the 15 syllabi of the curriculum of Master of Teaching Chinese to Speakers of Other Languages from Minzu University, China for the Dean's Office of College of Arts and Sciences to enter the SHU- MINZU agreement on accepting 12 graduate credits for MINZU students enrolling in our Graduate Program

For Profession

1. Edited, as section editor, three articles for *Journal of Chinese Language Teaching and Research in the US* (2012)

2. Organized, as Chair of New Jersey Chinese Cultural Studies Foundation, the 6th NJCCSF Cultural Project Contest "Educational Systems in China and America: Similarities and Differences" on May 5, 2013 at Rutgers University

Award ceremony with winners, judges, teachers, and parents.

William Connell

Department of History

The majority of my free time was devoted to getting a new project off the ground for what has become the *Routledge History of the Italian Americans*. In November 2011, after prolonged discussions with leaders of the Italian American charitable organization, UNICO National, several of whom are Seton Hall alums and donors, about ways of promoting Italian American Studies at American universities, I agreed to lead the effort to develop a new Italian American history that will also be used as a textbook in college-level courses.

The Italian American project meant putting off for a while the research on the ideas of late medieval and Renaissance scientists concerning the "eternity of the world" that I had hoped to focus on, but I did publish one article on that topic recently, and I have been invited to speak on eternalism at two conferences to be held in Spring 2013, one at Columbia University and one in Paris, so that project continues to progress as well.

For most of Spring 2012, however, I was twisting arms to find collaborators, speaking to potential donors, and making pitches to publishers for the new Italian American history. This will be a 650 page book, with 35 chapters written by expert contributors, that will give a fresh, accurate account of the Italian experience in America from the Renaissance down to the present. Stanislao Pugliese, an expert on modern Italy at Hofstra University, agreed to be my co-editor. UNICO National agreed to support the project with a 50,000 dollar pledge, half of which has now been raised. And, after a lot of work with various publishers, Routledge came through with a contract to publish the book. The contract was signed one month ago, and I presented the plan of the book to a large audience at the annual meeting of the Italian American Studies Association meeting two weeks ago. The book remains to be written, of course, and we anticipate publication in 2017. My own contribution is likely to consist of either the chapter on the age of discovery or the chapter on Italian influences on the American Enlightenment, plus half of the Introduction.

Additionally, during the spring, there was a trip to Romania, where I am on the Boards of two academic journals, for a book signing of the Romanian translation of *Sacrilege and Redemption in Renaissance Florence*. I happened to be there for the first of a series of night rallies that led to the fall of the Romanian government. A friend took a picture of me waving a large Romanian flag, which has led to suggestions that I personally may have been involved in these developments--but I assure you I was not there as an activist!

Book signing & presentation in Bucharest, Romania.

This was followed by a research trip to Florence, where I discovered new documents concerning a castle owned by Niccolò Machiavelli that seem to shed light on his composition of *The Prince*. I presented this research in September at a Machiavelli conference held by the Russian Academy of Sciences, with a Russian version forthcoming in the conference acts, and an English version promised to the *Review of Politics* for its number to celebrate the 500th anniversary of the writing of *The Prince*.

My public radio broadcast of April 24, 2012, "Machiavelli Faces Unemployment," won the Listener Choice Award as the most popular "Academic Minute" of 2011-2012. My chapter on the *Oxford History of Historical Writing* on "Italian Renaissance Historical Narrative", and my historical commentary to Giannozzo Manetti's *Historia Pistoriensis* were also published during my spring sabbatical. These were significant publications for reasons I could explain at length, but let it suffice to say that I am delighted they came out when they did.

Still, certainly the most important aspect of the sabbatical was that it offered me the time and conceptual freedom--for which I am most grateful--to initiate the major new project in Italian American history with Routledge.

Kip Cornwell

School of Law

I was on sabbatical in fall 2011 and spring 2012. I spent the year researching and drafting an article entitled "Sexting: 21st-Century Statutory Rape." The article was published this year in the Southern Methodist University Law Review [66 SMU LAW REV. 111 (2013)].

The "cyberworld" in which we live is the foundational context of the article. Modern technology has fundamentally and irrevocably changed the nature of human interaction. For many, electronic mail, texting, and social networking sites have significantly limited traditional face-to-face interaction. While the benefits of technological progress are self-evident, the ease with which people can share personal information virtually has also produced troubling byproducts. The transmission of sexually provocative images between teenagers, known colloquially as "sexting," is one such example. As suicides and other sexting-related tragedies multiply, jurisdictions coast-to-coast are searching frantically for ways to curb the practice.

Due to the harshness of existing criminal statutes, legislators have favored the creation of a separate sexting offense to address misconduct. Because these new laws vary greatly in both content and severity of prescribed penalties, some have argued that they are unprincipled. In light of contemporary societal disinterest in prosecuting consensual sexual activity between adolescents, many critics also consider them misguided and anachronistic.

These allegations suffer from their failure to place anti-sexting initiatives in the proper historical context. I argue that these laws represent a present-day manifestation of the protectionist and paternalistic impulses that motivated statutory rape laws in the 18th, 19th, and 20th centuries. Both anti-sexting and statutory rape laws share the same fundamental goal: avoiding reputational ruin and its untoward consequences. Whereas sexual intercourse was once the necessary catalyst, electronic devices used to disseminate sexually explicit material now create the risk. In today's virtual world, sexting represents a sort of statutory rape by proxy where cell phones, laptops, and iPads provide the violative act that can ruin lives. In sum, I believe that the campaign to outlaw sexting is neither misguided nor anachronistic. It reflects a widespread belief in the need to protect adolescents from sexting-related harm, coupled with a paternalistic desire to restore some of the moral innocence that is rapidly disappearing in the teenage cyber world.

James K. Daly

Department of Educational Studies

I am grateful to the university administration and to my colleagues for approving this period of study, work and reflection. I have tried to use the time well, to focus on projects and activities that promise to provide opportunities for Seton Hall students. Much of my work was guided by the growing call for teacher education to address globalization. The need to infuse an international focus for pre-service teacher education candidates is particularly essential when so many candidates do not travel abroad to study. Teacher education must prepare candidates both able and willing to embrace the changes needed for schools to address the demands of globalization.

The work done throughout the sabbatical continued the effort to seamlessly infuse technology in the activities and projects in which our students were involved. Additionally, modeling what are referred to as Best Practice within the field of education permitted students to experience both planning and participation in events structured around such approaches. Assessment of the value of these methods took place in an international arena, often with high school students from multiple countries joining in what is referred to as a double debriefing – of both content and of process. The content of much of the work involved global controversial topics and the skill base that was a repeated focus included the conflict resolution components of active listening and clear communication.

Scholarly presentations:

I was able to prepare and present with colleagues a number of papers that focused on my work. Those conferences included:

> 56th Annual Conference of the Comparative and International Education Society (CIES). *Worldwide revolution: Preparing teacher education candidates to prepare students to learn about the world.* Puerto Rico, April, 2012
>
> NAFSA: Association of International Educators. 2012 Conference: Comprehensive Internationalization: Vision and Practice. "*Globally Aware: The Impact of Comprehensive Internationalization in Teacher Education*", Houston, Texas, June 2012.

I was invited to present a paper at the plenary session of a conference in Vilnius, Lithuania. SOCIALINĖS INOVACIJOS IR PARTNERYSTĖ SOCIALINĖS SANGLAUDOS PLĖTRAI. Social innovations and partnership for strengthening social cohesion. *Structured Academic Controversy as a Tool for Civic Empowering of Students at University*. Vilnius, Lithuania, November 2012

> College and University Faculty Assembly of the National Council for the Social Studies 2012 Conference *What pre-service teachers know about religion: Surveys across three schools,* and also *"Oh, It's you again…": Looping in the Social Studies Teacher Education program at Small Colleges and Universities*. Seattle, Washington. November 2012.

Follow-up from conference presentations:

Following my session at NAFSA one of the Executive Directors of NAFSA invited me to work with university professors on a NAFSA project. This group was given the task of designing and piloting a rubric for assessing Globally Competent Pedagogy. Based on the work of a NAFSA 2012 Colloquium on Internationalizing Teacher Education: *Toward the Development of Globally Competent Pedagogy: What should globally competent teachers know and be able to do?* the group of worked throughout the summer. The group remains active through establishment of a LinkedIn group "Preparing Globally Competent Teachers". The rubric is completed and ready to be used.

During my time in Vilnius I was invited to join students, faculty and administrators at the Lithuanian University of Educational Sciences. I addressed classes, and discussed collaborations with the Dean of Elementary Education and the Director of the Social Communication Institute. Both asked if the College of education and Human Services at Seton Hall would be willing to sign a memorandum of agreement to work together. They indicated that such an agreement would permit them to seek European funding for collaborative work, which they indicated could include faculty and student exchanges. The request has been forwarded to Dean May, and at her suggestion I have recently requested more specifics from them. They will be sending details as well as copies of other such agreements. I was also invited to the American Embassy and met with the assistant ambassador and several staff. Among other topics discussed were ways to seek funding to support Seton Hall students travelling to and studying in Vilnius. These conversations were shared with dean May. Faculty members from other colleges and universities attending the conference indicated an interest in working together on the project we initiated here at Seton Hall. Committed to do so in the spring is a professor from the Department of Social Sciences, Hedmark University College, Hamar, Norway.

Following the College and University Faculty Assembly presentations I was voted Chair-elect of the Small College and University Faculty Forum at their annual meeting. I serve in that role until I assume position of Chair next year.

Strengthening existing partnerships:

The sabbatical also gave me time to devote to continuing the work we've done with Ukraine and Lithuania (also Republic of Georgia). University faculty and students make use of the Discussion Board in the Center for Global Education website (http://www.centerforglobaled.org/). While the rest of the site has been dormant since the end of the DID funding, the Discussion Board hosts the work of university students from the Borys Grinchenko Kyiv University, the Lithuanian University of Educational Sciences and Seton Hall. The work in which our students here at Seton Hall are engaged includes not only classwork with international partners, but an opportunity to discuss that work through both skype and video conferencing. My sabbatical permitted me to gain the cooperation of partners on topics and dates. Each conference included preparation of research on topics to be addressed (some done by students), readings, a scripted agenda and pre-conference meetings to organize the event. Each session was moderated, and followed by focus group de-briefings. With international partners plans were devised for improvement on future sessions.

Anticipated Publications:

Manuscript submitted to the Institute for Social Communication, Vilnius, Lithuania

Manuscript waiting to be submitted to the International Educator, NAFSA journal pending review and additions from colleagues

Finishing manuscript to be sent to Social Education focused on Common Core and implications for social studies education.

Future plans:

IRB approval to be submitted to continue and expand work to be done in Spring 2013 classes.

Plan to follow-up on possible agreements between universities in Ukraine and Lithuania to provide both travel and study opportunities to Seton Hall Students.

Plan to expand the current work done by students and faculty in our current partnership, and include additional universities.

Elizabeth F. Defeis

School of Law

During the Academic Year 2011-2012 I was on Sabbatical.

I had proposed to spend several months of my sabbatical in residence in Rome at the John Cabot University in Rome. My plan was to research Equality and the European Union as required by the implementation of the Lisbon Treaty and the adoption of the Charter of Fundamental Rights of the European Union. However, I accepted the invitation of Archbishop Francis Chullikatt, Papal Nuncio of the Holy See to the United Nations, to serve as an Advisor to the Mission of the Holy See to the United Nations. My primary focus is on Peacekeeping, Human Trafficking and Protection of Religious Liberty. Since this assignment requires a substantial time commitment, particularly when the General Assembly is in session, I decided to defer, at this time my research in Italy and so informed the Provost and the Dean.

The Holy See Mission participates in all specialized agencies of the United Nations and actively participates in the sessions of the General Assembly, Committees, United Nations Conferences and International Agreements. In my capacity as an Advisor, I attend meetings of the General Assembly, prepare reports on all meetings for forwarding to the Vatican and suggest interventions for the Holy See at various meetings. In addition, I have been asked to represent the Papal Nuncio at special meetings called by the Secretary General of the U.N.

I have also had the opportunity to attend and monitor other meetings of special interest to me in connection with my areas of academic and professional interest such as the negotiations on the Arms Control Treaty meetings of the Committee on the Elimination of All Forms of Discrimination Against Women and meetings of ECOSOC. Although this position is extremely time consuming, I am enthusiastic about this challenge and have found the work to be rewarding and congruent with my academic interests and responsibilities. I have adjusted my future teaching responsibilities so that I might continue this work next year.

My involvement at the UN with the Holy See Mission has now been expanded. I have been asked to represent the Holy See at the Security Council in all matters pertaining to the Middle East. I very much look forward to this new assignment that I am sure will be exceptionally interesting and challenging as well.

Presentations and Panels

Among the panels and conferences that I participated in are the following:

Peace building, R2P and Negotiation- Panel organized by the Mission of the Holy See at the United Nations, October 2011

Crises, Currency and the European Union - Organized and participated in a Panel for International Law Weekend for American Branch of the International Law Association at Fordham University School of Law-October 2011

International Human Rights at the Inception of the European Union- New York University School of Law at the invitation of Prof Eleanor Fox, November 2011

Conflict Resolution and Peace-building—Center for Catholic Studies at Seton Hall University, School of Theology, May 2012

Rule of Law and Prevention of Electoral Violence- Heller School for Social Policy and management, Brandeis University, May 2012

Foreign and Comparative Law in United States Courts- Marino CLE, New York City, May 2012

Publications

The Treaty of Lisbon and Accession of the EU to the European Convention on Human Rights, ILSA Journal of International & Comparative Law at Nova Southeastern University, 2012 International Practitioner's Notebook (forthcoming Fall 2012).

Human Rights, The European Union, and the Treaty Route: From Maastricht to Lisbon, 35 Fordham International Law Journal 1207 (June 2012).

Women in Legal Education Section, 80 UMKC Law Review, Law Stories-Reflections of Women in Legal Education: Stories From Four Decades of Section Chairs 679 (Spring 2012).

Book Review-Diritto Dell'Unione Europea by Professor Luigi Daniele, 19 The Digest-National Italian American Bar Association Law Journal 47 (2011).

Service

I continue to serve on various boards and professional committees including the following:

- ***Council on International Affairs: Association of the Bar of the City of New York***
- ***United Nations Committee: American Branch of the International Law Association***
- ***Advisory Council of the Women Dean's Data Bank of the AALS***
- ***Foreign and Comparative Law Committee: Association of the Bar of the City of New York***
- ***Sunsglow-Board of Advisors: A private corporation devoted to judicial and legal training,*** This organization is primarily engaged in Rule of Law training throughout the Middle East.

- ***International Association of Jurists-Italy-USA-Vice Secretary General*** This organization furthers high level legal exchanges between Italy and the U.S. through conferences and reports.
- ***Albert Einstein Institution, Boston Massachusetts – Center devoted to non-violent alternatives in International Affairs,*** I have been on the Board of the Institution since 1990 and served as Chair for five years.

Additional Activities

I continue to be involved as an informal advisor to various Non-Governmental Organizations concerned with Human Rights activities These include the Movement to End Child Soldiers and The Institute for Justice and Democracy in Haiti. This latter organization has been addressing the situation of the cholera epidemic in Haiti as a result of contamination by United Nations Peacekeepers.

On a lighter note, I was invited to be the guest of the City of Buccino in Italy for the Festa della Maddona, a four day celebration to honor the Patron of the Region in July 2012. Thus, I was the Grand Marshal for the annual Procession. (Buccino is the birth place of my mother and continues to be home to some relatives)

Compensation

This will confirm that I have received books in lieu of compensation for peer review of proposals for law reviews and publishers and have agreed to serve as an advisor to the Mission of the Holy See without monetary compensation.

Richard Dool

Department of Communication and the Arts

I was granted sabbatical for the Fall semester of 2011. My sabbatical project was to complete research into the competencies needed by leaders in the "21st

Century" with specific focus on leadership communication and cross cultural leadership. I was invited to participate in a significant research project on "21st Century" leadership being conducted by a US-based Fortune 20 company. This research project actually started in 2010, and I have been involved from then. My sabbatical time was used to further the field research which required extensive travel. Interviews were conducted with operating leaders of more than 50 companies from the United States, Europe, China and India. This was combined with an extensive literature review from a variety of sources, exploring both the macro environmental factors occurring today and likely for the next decade, along with contemporary thoughts on the skills and competencies needed by leaders to effectively lead given these conditions.

Emerging from the research was a concept I have developed which I have labeled - Leaderocity™. Leaderocity™ combines leadership and velocity in an exploration of the competencies needed by leaders to lead effectively in this chaotic environment.

The field work I have done since 2010, and specifically the extensive work in my sabbatical period as well as the literature review identified and explored the drivers of the current and foreseen environment including: the emergence of chaotics, systemic impatience, turbulence as the "new normal," the impact of globalization and the compression of time and space, nomadic workforce trends, the rise of the "she-economy," the increase in multi-culturalism, the digital workplace, the "just in time" workforce, the need to "superstruct" and the culture of connectivity.

From this research, I was able to expand and identify a set of competencies for effective 21st Century leadership. The Leaderocity™ competencies include: the Leader as Visionary & Strategist, the Leader as Executor & Simplicist, the Leader as Communicator, the Leader as Collaborist & Connector, the Leader as Talent Agent, the Leader as Multiculturalist, the Leader as Exemplar, the Leader as Coach, Teacher & Mentor and the Leader as Learner. Each of these competencies has been explored and supported through the literature research and field research.

The Leaderocity™ concept is not meant to suggest that the listed competencies are the definitive list of leadership competencies needed for success in the 21st Century nor it is suggested that leaders must be equally competent in all of them. Leaderocity™ captures the thinking of many current organizational leaders and contemporary researchers in an attempt to create dialogue about what is needed in 21st century leaders and to suggest a core set of competencies that leaders should consider as they evolve their leadership brand and values.

Several works will result from my research and my sabbatical:

- I have had a paper accepted for presentation in April at the 12th International Academy of Management and Business (IAMB) Conference in Warsaw, Poland.
- I have recruited a panel of Seton Hall faculty to collaborate on a book entitled: "Leaderocity™: Communicating at the Speed of Now," which I will edit. This book is currently in development and is targeted for release in the Fall 2012.
- I am in the midst of writing a book about the research entitled "Leaderocity™: Leading at the Speed of Now," which I expect to release by the end of 2012.
- I am launching a new "Leaderocity™ Blog in March, 2012.

I am very grateful to the Department of Communication and the Arts, the College of Arts & Sciences and the Provost for allowing me this opportunity. I have been deeply involved in this research since 2010, and likely will continue for some time because it is clearly a "living" process. The sabbatical gave me the opportunity to do intense travel, which significantly advanced my research.

Kelly Goedert

Department of Psychology

For my sabbatical, I proposed two primary activities:
1. aggressive seeking of external funding
2. developing regional and international collaborations investigating the neural mechanisms of spatial cognition

Below, I summarize my progress on these and additional activities over the sabbatical period (July 2011 - June 2012):

AGGRESSIVE SEEKING OF EXTERNAL FUNDING

I spent a significant portion of my sabbatical in grant-writing and grant-seeking activities, leading to the following products:

1) Co-PI on National Institutes of Health competing renewal R01 application entitled, "Building a Science for Treatment of Spatial Neglect," with Dr. Anna Barrett of Kessler Foundation Research Center. Seton Hall sub-award of $188,266.

- Original submission July 2011 -- un-scored, and not funded
- Revised and resubmitted March 2012 -- scored, but not funded

2) Co-PI on National Institutes of Health R03 application entitled, "Combining Symptom-Specific Targeted Treatments for Spatial Neglect." Funds requested: $147,152.

- Original submission October 2011 -- un-scored and not funded

3) PI on National Science Foundation application to the Perception, Action, and Cognition program entitled, "Spatial Biases in Information Sampling During Contingency Learning and Causal Inference." Funds requested: $289,537.

- Original submission: February 2012 -- scored/discussed, but not funded
- I received very constructive reviews of this grant and I am currently preparing a resubmission for the October 2012 deadline.

4) Foundation funding

- I worked with Stephanie Hauge, Director of Corporate and Foundation Relations, to produce an application for funding to purchase eye-tracking equipment for my laboratory. We directed our request to the Hyde and Watson Foundation. This request has recently been submitted and will be reviewed at the next meeting of the Foundation's Board of Directors, to be held in November/December 2012.

DEVELOPING COLLABORATIONS INVESTIGATING THE NEURAL MECHANISMS OF SPATIAL COGNITION

Regional Collaborations

1) ***Prism Treatment of Spatial Neglect.*** I maintained my grant-funded collaboration with Dr. Anna Barrett and the Stroke Laboratory at Kessler Foundation Research Center. We are in our final year of funding for investigating the use of prism adaptation in the treatment of a post-stroke spatial neglect, which is a spatial-cognitive disorder in which patents ignore or fail to attend to the left side of space (e.g., may not groom or dress the left side of the body, may not eat food on the left side of a plate). Our data suggest that prism adaptation may only be effective in patients with damage to spatial-motor systems and that it may not be effective in patients with isolated damage to spatial-sensory systems.

Publications/Manuscripts

- Fortis, P., Chen, P., **Goedert, K.M.,** & Barrett, A.M. (2011). Effects of prism adaptation on motor-intentional spatial bias in neglect. *Neuroreport, 22,* 700-705.
- **Goedert, K.M.,** Chen, P., Botticello, A., Adler, U., Masmela, J., & Barrett, A.M. (2012). Psychometric evaluation of neglect assessment in an acute post-stroke sample reveals novel predictor of functional outcomes. *Archives of Physical Medicine & Rehabilitation, 93,* 137-142.
- Chen, P., Hreha, K., Fortis, P., **Goedert, K.M.**, & Barrett, A.M. (*in press*). Functional assessment of spatial neglect: A review of the Catherine Bergego Scale and an introduction of the Kessler Foundation-Neglect Assessment Process. *Topics in Stroke Rehabilitation*.
- Barrett, A.M., **Goedert, K.M.,** & Basso, J.C. (*in press*). Prism adaptation therapy for spatial neglect: translational practice gaps. *Nature Reviews Neurology*
- **Goedert, K.M.,** Chen, P., Boston, R.C., Foundas, A., & Barrett, A.M. (*under revision for resubmission*). Classifying patients by their spatial deficit predicts neglect recovery trajectory after prism adaptation.
- Chen, P., **Goedert, K.M,** Shah, P., Foundas, A., & Barrett, A. (*under review*). Integrity of medial visuomotor pathway predicts better recovery in neglect patients receiving prism adaptation treatment.

2) ***Right Hemisphere Function and Attention.*** I developed a collaboration with Dr. Peggy Chen of the Stroke Laboratory at Kessler Foundation Research Center in which we are investigating right hemisphere involvement in mechanisms of spatial attention in both healthy individuals and individuals with right hemisphere brain damage following stroke. This work resulted in the publications and conference proceeding listed below. We are continuing this work, looking at how the aperture of spatial attention changes in patients undergoing prism adaptation treatment.

- Chen, P., **Goedert, K.M.,** Murray, E., Kelly, K., Ahmeti, S., & Barrett, A.M. (2011). Line bisection and right hemisphere function: sex-specific changes with aging. *Journal of the International Neuropsychological Society, 17*, 455-462.
- Chen, P., & **Goedert, K.M.** (2012, Epub ahead of print). Clock drawing in spatial neglect: A comprehensive analysis of clock perimeter, placement, and accuracy. *Journal of Neuropsychology.*

Proceedings Abstract

- Chen, P. & **Goedert, K.M.** (2012). Small clock drawings may reflect neglect patients' limited ability to enlarge the attentional aperture. *Journal of the International Neuropsychological Society, 18(S1),* 283.

3) ***Brain Stimulation.*** Establishing active research lines using transcranial direct current stimulation (tDCS) or transcranial magnetic stimulation (TMS) at Kessler has proved slow. I participate in the Center's Brain Stimulation Interest Group. As part of the group, we are establishing research protocols for the use of tDCS in collaboration with engineers at the City University of New York. I am waiting for the initial studies in tDCS to be carried out by internal researchers at Kessler before moving forward.

International Collaboration

I was unable to obtain the necessary funding to travel and work in Italy. However, I am maintaining ties with the group in Italy for the possibility of future collaborations. During my sabbatical period, I also worked with a former visiting pre-doctoral student, Paola Fortis of the University Bioccoca, Milan, Italy, to revise and publish work based on data we had collected together when she was at Seton Hall in 2009. This effort resulted in the following publication:

- Fortis, P., **Goedert, K.M.,** & Barrett, A.M. (2011). Prism adaptation differently affects motor-intentional and perceptual-attentional biases in healthy individuals. *Neuropsychologia, 49,* 2718– 2727.

ADDITIONAL SABBATICAL ACTIVITIES

In addition to the above *proposed* activities, during my sabbatical I maintained an active research lab on the Seton Hall campus: I supervised undergraduate research assistants (Brianna Jozwiack, Rob Rementeria, Klaudia Kosiak, Deepak Gera) and one master's student (Danieal Sacchetti). I completed data collection for two separate manuscripts in my line of research on contingency learning and causal reasoning. One of these lines of research represents an ongoing collaboration with Dr. Lisa Grimm of The College of New Jersey and the other an ongoing collaboration with Dr. Michelle Ellefson of Cambridge University. These lines of work have resulted in the following conference presentations and manuscripts currently in preparation:

<u>Manuscripts in Preparation</u>

- **Goedert, K.M**. & Ellefson, M.R. (*in preparation*). Consideration of alternative causes moderates the effects of belief on the selection and weighting of evidence.
- **Goedert, K.M.,** Grimm, L.R., Markman, A.B. & Spellman, B.A. (*in preparation*). Self-construal and the use of confirming evidence in contingency judgment and hypothesis testing.

Space does not allow a complete listing, but the sabbatical afforded me the opportunity to present this work at a wide variety of conferences, symposia, and invited talks. Finally, during my sabbatical I also completed the course that I was working on as part of the Curriculum Development Initiative grant (awarded to Manfred Minimair, Susan Nolan and me) for launching the new certificate programs in Data Visualization and Analysis (DAVA).

Larry A. Greene

Department of History

My sabbatical semester was productive. My original sabbatical proposal called for continued research and a draft of the first four chapters of a book on the history of Harlem, tentatively entitled, *A Century in the Life of Harlem: 1905-2005*. Harlem throughout this period represented not simply a historic African American community, but also the center of African American national intellectual and cultural life through most of the twentieth century. I resumed research on the book by looking at new primary and secondary sources. However, I changed my research focus when the opportunity presented itself to complete research on another project of mine that would result in a publication in 2012. The new opportunity involved resuming my research of many years on the Civil War and Reconstruction Era in New Jersey. This took precedent and I completed a chapter entitled, "The Civil War and Reconstruction in New Jersey," for a book co-edited my Maxine Lurie and Richard Veit published by Rutgers University Press in 2012 entitled *A History of the Garden State*. A paper based on my New Jersey Civil War research was presented at a Rutgers University program entitled, "New Jersey African Americans in the Civil War," in January of 2013. A version of that paper will be published this fall in the *Journal of Rutgers Libraries.* The *Journal* is devoted to those historical projects utilizing the manuscripts and archival resources of the state libraries and archives.

During my sabbatical semester, I also assumed co-chairing the "350th Anniversary Committee" of which I was entreated to take by the Director of the New Jersey State Historical Commission. I was asked to take on this responsibility due to my previous role as the vice-chair and later chairman of the Board of the Historical Commission. The co-chairmanship of the 350th Anniversary Committee is a non-compensated position of a state-wide committee established to celebrate the 350th anniversary of the founding of New Jersey. I did this temporarily only to help this worthwhile organization get off the ground. After helping to establish the requisite sub-committees, I resigned from co-chairing to devote to the rest of my sabbatical leave to research.

Meanwhile during my sabbatical semester and the summer, I took the opportunity to begin work on another research project which will culminate in a book length monograph on *The History of New Jersey During the Second World War*. My research interests over the years have focused on Harlem during the Great Depression and World War II period (1929-1945) and New Jersey during the Ante-bellum, Civil War, and Reconstruction Era (1850-1880). These two distinct time periods and geographic locals have attracted some scholarship, but remain fertile fields for historical research. However, research on the history of New Jersey during the Second World War is even more limited to the point of being virtually non-existent. Therefore, I used part of my sabbatical to begin research on New Jersey during World War II realizing the great publishing opportunities that are emerging with the 350th anniversary of the state. I am preparing a book proposal, tentatively entitled, *On the Home front: New Jersey during World War II*, based on my preliminary research. I hope to complete the research and writing on New Jersey's experience in WW II over the next two years. After the completion of the New Jersey project, I plan to resume my historical research and writing on Harlem.

Nathan Kahl

Department of Mathematics and Computer Science

Writing this report of my sabbatical activities presents me with something of a quandary. On the one hand, the typical sabbatical report seems to give a reasonably detailed description of the projects attempted, completed, or underway. On the other hand, as a mathematician I've found that describing my projects when politely asked—by people sitting next to me on a plane for instance—typically leads to glazed eyes, the emergence of iPod headphones and, on at least one occasion, the sudden departure for a seat a few rows back. (To be fair, it was an aisle seat.) Luckily the projects I completed involved significant "real-world" implications; this makes them fairly accessible compared to the usual mathematical theorem-work. I'll do my best to be user-friendly.

My sabbatical occurred over Fall 2011, and I entered the semester with the goal of finishing and submitting two papers which had been long in preparation. The papers' titles are:

> *Testing the Bloodstain Pattern Analysis Proficiency Test*, with M. Denbeaux
>
> *Toughness and Binding Number,* with D. Bauer, E. Schmeichel, and M. Yatauro

And I'll describe the projects in that order.

For a number of years now the Center for Policy and Research at Seton Hall Law School has been purchasing, and having students complete, the proficiency tests for many of the forensic science disciplines, including BPA (bloodstain pattern analysis), handwriting, friction ridge analysis (fingerprinting), toolmark impressions, shoe impressions, and ballistics. Prior to getting my mathematics doctorate I worked for an educational research company that, among other things, helped analyze and develop proficiency tests for K-12 reading and mathematics. Law Prof. Mark Denbeaux, aware of this, asked me to take a look at the proficiency tests and our first paper examines the most recent BPA tests, for the years 2008-2011. What Prof. Denbeaux especially needed guidance on was in (1) looking at how the tests were graded, as the agency's methodology involved some statistical concepts, and (2) analyzing the data on how the BPA experts had done, which had all been posted online.

To my surprise I found that the tests really essentially weren't graded at all. In the first section of the test the BPA experts' answers were angles (of blood drops hitting a surface). To determine whether an expert's answer was "flagged" as wrong, the following process was used: all experts' angles were aggregated, the average and standard deviation of those answers calculated, and any angle more than 3 standard deviations away from the mean was marked wrong. First thing to notice: the answer key is not made up until all the experts' answers are collected and examined. Second thing: the actual angle the blood drop hit at plays no role in determining what is considered correct. Third thing: by applying some theorems about averages and standard deviations, it can be shown that this process guarantees that at minimum 90% of experts will pass—even if they all wrote down random numbers! If the experts' answers are at all normal (i.e. bell-shaped curve appears) then that figure rises to 99%. In the second section of the test the experts examine a bloodstain "scene" and then are asked to select applicable descriptive terms off a checklist which is provided. (To make things more straightforward, a handy glossary of the checklist terms is supplied with the test.) The answer key here consists of a list of the most popular replies by the experts, and a disclaimer stating that "due to the subjectivity involved" in describing bloodstains other terms not appearing on the list may also be acceptable. No list of what terms should be listed appears. The test only has those two sections.

Not surprisingly the BPA experts seemed to do very well on the first section, with a pass rate around 99%. If one adapts the 'flagging' process to include the actual hit angle in the calculations, however, the pass rate goes down markedly (to 4% on one problem). And the second section is something of a Rorschach test it seems, as BPA experts will ascribe anywhere from 2 to 12 different features to a given stain, with almost every stain garnering more than 30 descriptive terms all told from the aggregated expert opinions. Interestingly, even though in the second section experts were not tasked with guessing how stains were created—in bold face they are only asked to describe the appearance of the given bloodstains—a number of them insisted on writing in guesses anyway. Analysis shows that many do so erroneously. For example, on one problem all 34 experts venturing a guess were wrong as to the weapon used in the given stain's creation. To compound matters, when students take the tests they perform at least as well as the BPA experts. The paper detailing these and other findings was completed and submitted to a forensic science journal, and similar work on the other proficiency tests is currently underway.

The second project involved networks. Many people are surprised to learn that mathematics is not the study of numbers. Numbers are indeed one object of mathematical study but once you get past calculus you find in fact that lots of different abstract structures—just about anything that can generate patterns—can be studied. My primary research area, graph theory, provides an example of 'non-number mathematics'. An alternate and more suggestive name for the area is network theory and in fact the objects I look at, when they can be pictured, can be thought of as various dots with various lines connecting them in various ways. Different networks have different features, and determining which kinds of networks have the kinds of features you want is one of the broad questions I look at.

For the paper at hand the feature in question was how tightly-knit different networks are. Numbers do enter the picture here when we try to devise ways of measuring "tightly-knit-ness", and two of the most prominent ways of measuring this are called binding number and toughness. Both measures have been widely studied: at the moment binding number is kind of a "known quantity" if you will, and its questions largely settled, while toughness is a topic fraught with open questions and tantalizing conjectures. Our idea for the paper was to try to determine what relationships, if any, there are between the two measures, build a bridge between them in essence, and see what implications there may be for questions involving toughness.

To cut to the chase we were able to build a number of bridges between the two parameters. As expected—given that toughness was involved—the results ended up being complicated both in statement and execution. I'll state a sample theorem below.

Theorem. Suppose $1 < \text{bind}(G) < 2$ and let $\text{bind}(G) = 1 + \alpha/\beta$ in lowest terms. Then $\tau(G) \geq 2\alpha/\beta$ if either β is odd or $1 < \text{bind}(G) < \varphi$, where φ is the golden ratio.

The proof of the theorem above is every bit as technical, involved, and difficult as you might think, and I know better than to bore you with details. Suffice it to say it was one of those papers that really make you earn every inch, and it was very nice to be able to complete and submit it. (It was also quite pleasantly surprising—a little miracle it seemed—to find the golden ratio pop up in this completely unexpected way.)

In addition to the paper work I was invited to spend some time in Fall 2011 working with colleagues at the University of Colorado at Denver, and while there gave a talk on some previous graph theory work. Another invited talk, at the

CUNY Graduate Center, occurred shortly after my return. Both of those visits have resulted in additional invitations to give talks at American Mathematical Society meetings coming up in Fall 2012.

For the time needed to devote to these projects I'd like to express my gratitude toward my department, my dean and college, as well as the Provost and University. Thank you again.

Chander Kant

Department of Economics and Legal Studies

"Are There Collateral Benefits from Financial Liberalization?"

I believe I have met the goals of my sabbatical. I decided soon after I started on the project that it was more efficient to complete the econometric analysis **and** writing on different aspects of the above project sequentially. Financial Liberalization/globalization may refer to FDI or portfolio equity flows or long-term or short-term commercial bank lending or trade credits or bank-deposits and money market flows or FDI in banking, insurance, or securities industries, etc. I decided to start with portfolio equity and bond flows. I have completed my analysis and writing of this part; and have found that when portfolio inflow to GDP ratio rises by one standard deviation, a country's rank in ease of doing business increases by ten percentiles, and its rank in protecting investors and enforcing contracts rises by nine percentiles. I had sent the said research to the *Journal of International Money and Finance* ("JIMF") for publication. I have received referee's comments on it, and I am revising it in view of the comments.

I next worked on the effects of inflows of foreign direct investment (FDI) on quality of institutions. Carefully collected data on many institutional indicators for almost all countries in the world has only recently become available in World Bank's Doing Business database. I am perhaps one of the first authors who is seeking to endogenize these indicators by contemporary economic variables; i.e., who is examining how malleable institutions are. I have completed both the analysis of the effects of FDI inflows on institutional quality, and writing of the paper. It is entitled “Foreign Direct Investment’s Effect on Institutions.” It uses three alternative control variables; and four year, three year, and two year moving averages and yearly FDI data (normalized by GDP) for 2005-2010 and a sample of 169 countries consisting of 125 developing and 44 developed countries. It finds that net FDI inflows improve the quality of institutions in developing countries. Yet, there is no statistically significant effect on the same institutional variables in developed countries. Law of diminishing returns applies to endogeniety of institutions also. Soon after typing of eight Tables for this paper is complete, it will be sent for publication to the either *Journal of Political Economy* or *Quarterly Journal of Economics* or a similar journal.

Other than similarly examining whether commercial bank lending, bank-deposits and money market flows and trade credits, etc. have positive institutional effects, this project has given me many other ideas for research. These are i) whether a country must reach a minimum level of institutional development before financial flows have the above positive effects; ii) institutional effects of trade openness; iii) do institutions in developing countries weaken due to emigration of tertiary-educated labor; iv) do they strengthen due to immigration of professionally educated labor from developed countries in the form of technical assistance/NGO personnel?

By sending, or getting them ready to send, two long papers, 35 and 43 pages, respectively, for publication to very highly ranked journals; and revising one of them in response to the referee’s comments, I believe I have met the goals of my sabbatical. More importantly, I have found a research area in which I am deeply interested and in which I believe I can make valuable contributions. I believe this area will keep me occupied for many years.

James J. Kimble, PhD

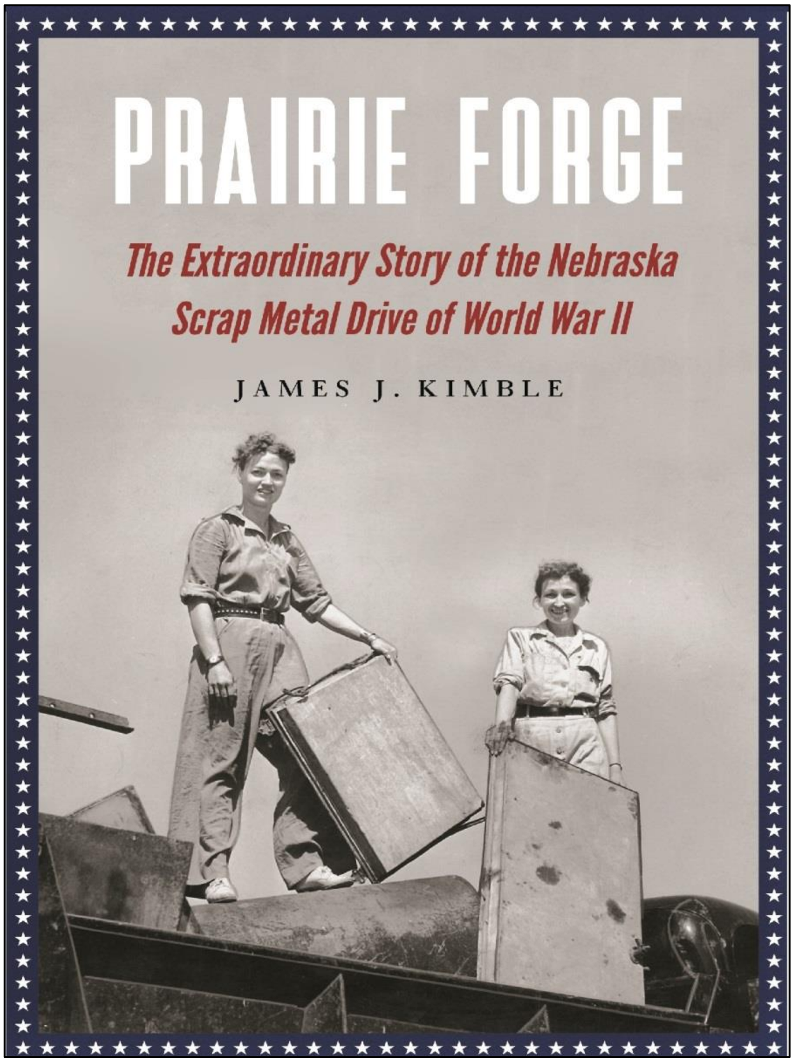
Department of Communication and the Arts

I am profoundly grateful to my colleagues in the department, the college, and the university for the opportunity afforded by the first sabbatical of my academic career. Upon reflection, I believe that the past year has been more productive in terms of scholarly work than any other period in my life.

My sabbatical application focused on one major goal, but I had two additional goals that I did not list in my proposal. I will review each of my goals here, provide a status update on them, and then list additional accomplishments.

Goal 1: My formal goal for the sabbatical was to finish drafting the chapters of a book project involving the War Advertising Council (now known as the Ad Council) and its role in producing home front propaganda during World War II. This goal involved an application for a fellowship at the Hagley Museum and Library, as well as additional archival research.

Status: I was awarded the Hagley fellowship, which allowed me to conduct primary research last August at its archives in Delaware. My time at the facility allowed me to make connections with several other scholars with parallel interests, and I was invited back for a formal presentation in October. The research and additional work at other archival facilities (please see below) enabled me to complete drafts of the content chapters for my project. A concluding chapter remains undrafted, in part because I have two additional archival trips scheduled for later this summer (one to Illinois, one to California). During the fall term, I anticipate continuing to revise the project for submission to a university press. The project has undergone two minor changes since I discussed it in my sabbatical proposal: I have combined two chapters to streamline the argument; and I have discovered a new books series for which the manuscript would be a good fit, and will likely select this outlet as my first choice for publication.



Goal 2: My primary informal goal was to complete a book manuscript investigating the scrap metal drives of 1942 as a regionalized social movement.

Status: During my sabbatical, I completed and revised this book manuscript, and it is currently being reviewed by readers at the University of Nebraska Press.

Goal 3: My second informal goal was to finish co-editing a book project involving the role of comic books as domestic propaganda in World War II.

Status: My co-editor and I have done initial editing on all twelve chapters and copy-editing on all but two chapters. We anticipate submitting the project later this summer to a university press, which has already expressed interest in reviewing it for publication.

Additional accomplishments during the sabbatical:

1. conducted research at nine archival repositories, not including the Hagley Library (with two more archival trips to come later this summer);

2. wrote and published two book reviews for scholarly journals;

3. wrote, submitted and revised an article to the peer-reviewed journal *Speaker & Gavel*, which has been accepted for publication;

4. served as a reviewer for the National Endowment for the Humanities Summer Stipend competition, which involved my assessment and critique of 37 proposals;

5. presented three papers at two separate academic conferences (one paper at a conference in Virginia and two papers at a conference in Louisiana);

6. presented research in two public presentations; and

7. continued my service as a Book Review Editor for the journal *Presidential Studies Quarterly*.

To summarize, among other accomplishments, I anticipate publishing three scholarly books over the next couple of years, all based on work made possible by my sabbatical. I remain grateful to my colleagues for allowing me this time to concentrate on my research, and I look forward to returning to campus in two months with renewed energy, enthusiasm, and insight.

Susan K. Leshnoff

Department of Communication and the Arts

Progress since beginning Year Sabbatical, July 1, 2011

Holocaust Research

Having had the opportunity to visit Prague for my Holocaust research as a stop after presenting a paper at the International Society for Education through Art conference in Budapest June 28, 2011, I am happy to report the following:

Michaela Sidenberg, Curator of Visual Arts at the State Jewish Museum of the Czech Republic, met with me to discuss my research and current writings on the almost 6000 drawings completed by children interred in Theresienstadt, the Nazi ghetto camp, while learning from their art teacher, Friedl Dicker-Brandeis, during World War II. Ms. Sidenberg has requested that my research and writings form the basis of the new educational materials for this major permanent exhibit at the museum. This request is based upon my planned completion of a manual/book for the general public entitled "Art Lessons from the Holocaust," sections of which she has already reviewed. She will need my completed project by summer 2012.

Regarding scholarly research on Friedl Dicker-Brandeis and the children's drawings, I recently submitted the first draft of a chapter on this subject for the forthcoming National Art Education Association (NAEA) publication, *Creativity and Art Education*, E.Zimmerman and F. Bastos, Eds., having been invited to submit this chapter based upon a juried review process. This publication will mark the first time that the NAEA will include a chapter on this subject in book format.

My analysis of the drawings, with a particular focus upon the artwork of several incarcerated children, was recently accepted as a paper presentation at the forthcoming National Art Education Association Annual Conference in New York City March 1-4, 2012.

Painting

I am in the throes of devoting a major portion of my sabbatical time to the completion of a series of large paintings dealing with a spiritual interpretation of sky and earth.

I am happy to report that the Pleiades Gallery in New York City (530 W. 25 St, Chelsea) has invited me to exhibit two of my large paintings at their 16th Invitational Exhibit December 29, 2011 through January 21, 2012.

Since my last sabbatical report (October 17, 2012), the following progress has been made in both painting and research:

Painting

Two of my large paintings were exhibited in at the Pleiades Gallery (New York City) as part of their 16th Invitational Friends of Pleiades Show (December 29-January 21, 2012).

I am one of two painters along with two sculptors (installation artists) who will exhibit in a group show during the month of June, 2012 at the Da Vinci Art Alliance, Philadelphia. The large paintings focusing on sky (spiritual scapes) that I outlined as an objective of my sabbatical year will be exhibited at this venue.

I will have two works exhibited at the collaborative show of the Philadelphia Sketch Club and the Willingboro Art Alliance, "City Meets Country 2012", March 2-17, 2012.

Research

I have just completed a manuscript, "Viktor Lowenfeld: Portrait of a Young Art Teacher in Vienna in the 1930's", and have started the submission process of peer review for possible publication in *Studies in Art Education*, the research journal of the National Art Education Association. This manuscript is based on my presentation of the same subject at the International Society of Education through Art (INSEA) World Conference in Budapest on June 29, 2011, just before the official start of my sabbatical.

I have submitted the second draft of the chapter, "Friedl Dicker-Brandeis and Creative Teaching Strategies in a Nazi Ghetto Camp", for the forthcoming book, *Creativity and Art Education,* to be published by the National Art Education Association.

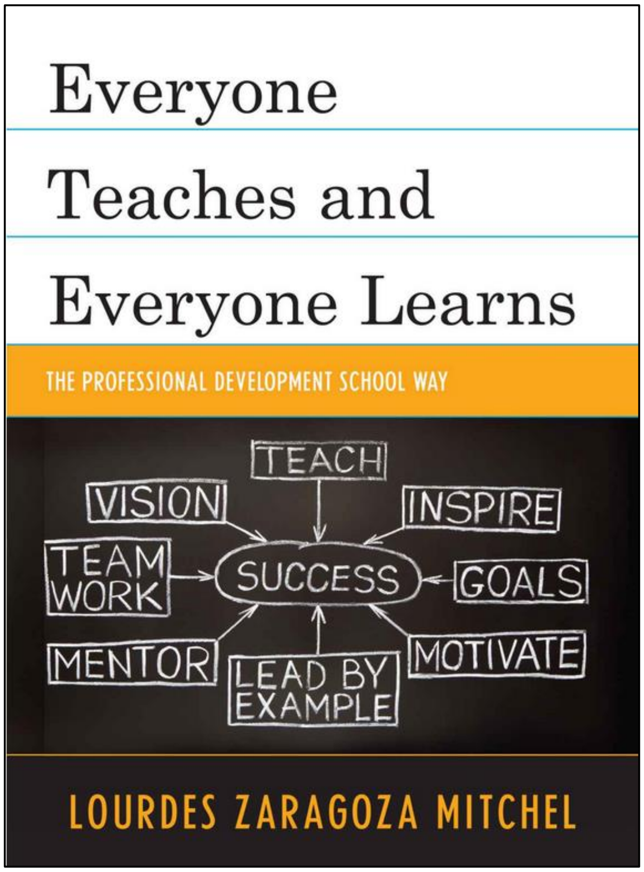
I am preparing my presentation, "Educational Strategies of a Model Art Teacher from the Holocaust," for the National Art Education Association Annual Conference on March 1, 2012, in New York City. This is on my primary research on Friedl Dicker-Brandeis, the Bauhaus trained Jewish artist who taught children in the Nazi ghetto camp, Theresienstadt.

During the next months of my sabbatical, I will be completing the pedagogical extension of my research in book format, entitled "Art Lessons from the Holocaust," a collection of curricular lessons for todays' populations introduced and described in a narrative based upon Dicker-Brandeis´ teaching philosophy and example.

Lourdes Zaragoza Mitchel

Department of Educational Studies

Everyone Teaches and Everyone Learns: The Professional School Way



I took a one year sabbatical, 2011-2012 with the goal of researching, writing and publishing a manuscript, that documented my work at Seton Hall University as Associate Professor responsible for the coordination of the Professional Development School (PDS) partnership. The literature on preparing and sustaining quality teachers has suggested that to be successful, teacher preparation and development requires a mutual collaboration and a synergy of effort among partners, most typically a school district and a university teacher preparation program. Together, the partners are responsible for creating environments in schools and in university classrooms that can be transformed into *clinical sites* dedicated to best practices and professional growth for all. One response from policy stakeholders has been to try to draw university and school districts closer together in true partnerships through Professional Development Schools (PDS). In these partnerships, all educators—novice and experienced—whether in schools or in universities can work in environments dedicated to best practices while learning from each other. The current literature on PDSs offers insights on developing the conceptual framework for a PDS (Teitel, 2005), including vision, goals, and guidelines for evaluating the PDS but is limited in offering **practical applications** on how partners can work together to achieve the mission and goals of the PDS that will result in quality teachers for the nation's children. For the SHU teacher candidates, PDSs are viewed as potentially optimal learning environments where candidates can observe more of the application of what was learned in their university courses and can experience a stronger link between theory and practice.

Improving student learning in K-12 schools has not always been the primary goal of the university partner. The emphasis nationally on accountability, however, has given the university's mandate to educate teachers a new dimension. Teacher preparation programs and K-12 educators are now jointly held accountable for producing highly qualified and effective teachers who, in turn, will develop students who can pass state-mandated tests and eventually succeed in college and career workplace. My work led me to answer these questions:

1. How can partners be brought together to meet each partner's goals successfully?
2. What strategies can partners use to work together?
3. What new roles need to be developed?
4. What works?
5. How do partners know if they have created a successful PDS?

During this year I reflected on these questions and my life's work as a practitioner , researched and examine the best practices associated with teacher development, interviewed novice and experienced teachers and teacher educators, and wrote a manuscript, for publication, that documented this work. I am pleased to announce that the manuscript, ***Everyone Teaches and Everyone Learns: The Professional Development School Way*** has been completed and is under contract with Rowman & Littlefield, **R & L Education, A Division of the Rowman & Littlefield Publishers, Inc., Carlie Wall, editor.**

Ann Marie Murphy

School of Diplomacy

My sabbatical during the 2011-2012 academic year was an intellectually stimulating and productive one. The sabbatical enabled me to focus on my research on the international politics of Asia. I made significant progress on my book project, published a number of peer-reviewed book chapters and articles, wrote opinion pieces, presented my work at academic conferences, and gave an invited lecture at Australian National University, the leading center of research in my field. In addition, I organized a conference and participated in a number of initiatives that will lay the groundwork for future scholarly collaboration.

Seton Hall's guidelines state that a sabbatical should be undertaken with one's academic peers. The release from teaching and service responsibilities enabled me to spend a significant amount of time at Columbia University's Weatherhead East Asian Institute (WEAI) where I hold an appointment as an adjunct research scholar. At Columbia, I chair a Faculty seminar on Southeast Asia which brings policy-makers and scholars to the university to discuss issues of critical importance to contemporary Southeast Asia. This opportunity to engage with some of the country's top Asia scholars and policy-makers not only provided me with new insights and intellectual stimulation, but also benefitted the School. As a result of my research activities, I established a relationship with Catharin Dalpino, former Deputy Assistant Secretary of Democracy and Human Rights, U.S. Department of State, and recruited her to Seton Hall as a Sharkey Scholar. She is teaching a graduate class in the spring 2013 semester on Human Rights U.S. Foreign Policy. In addition, she is also giving a lecture on the Obama administration's Pivot to Asia, a talk on working in Washington, and teaching a policy-memo drafting workshop with me. These professional development initiatives will assist our graduate students in making the transition into their post-college careers.

At Columbia, I actively participated in a series of organizational meetings to lay the groundwork for a new research partnership between WEAI and Australia National University (ANU) to leverage WEAI's extensive expertise in Northeast Asian issues and ANU's strengths in Southeast Asia. I participated in two day organizational meeting between ANU and Columbia scholars which led to an invitation for me to speak at ANU in August 2012. Since then, I have been actively involved in planning the first major conference between ANU and WEAI which will be held in Jakarta in June 2013. My research on contemporary international politics in Asia requires travel to the region, which is extremely expensive. Given Seton Hall's limited support for faculty travel, the ability to tap into other sources of research travel funding is critical. I also used the sabbatical to organize a conference on the interaction great power transitions and domestic politics in Southeast Asia. Entitled, *Great Power Transitions and Domestic Politics in Southeast Asia*, the conference was held at the Weatherhead East Asian Institute, Columbia University on September27, 2012.

I had originally hoped to spend three months of my sabbatical in Indonesia as a Fulbright Research Scholar. However, although I made it through the U.S.-based Fulbright competition, the local Indonesian selection committee ultimately designated me an alternate. I subsequently learned the local committee had made a strategic decision to make awards to scholars who had little or no experience in Indonesia, rather than scholars like me with longstanding expertise. While this was disappointing, I also understand the desire to enhance the pool of scholars working on Indonesia. Ultimately, I spent almost three weeks in January 2012 in Jakarta, gathering data and conducting interviews for my book project.

Anne Marie Murphy with Indonesia's Foreign Minister Marty Natalegawa at Centre for Strategic and International Studies

During my sabbatical, I made significant project on my main research project, a book entitled *Democratization and Indonesian Foreign policy*. I hope to finish the book within the next year. An article based upon research conducted for the book, was published in *Asia Policy,* a peer reviewed journal during my sabbatical. During the year, I was also invited to participate in a book project on how middle powers are responding to the rise of China, an important scholarly questions that has significant policy implications. The project organizers held a very productive conference at Griffith University in Brisbane Australia. I also presented my research at the annual Association of Asian Studies conference in

Toronto Canada. In addition to my scholarly writings, the sabbatical gave me the time to write a number of opinion pieces, which help enhance the reputation of the School and Seton Hall University. My opinion pieces were published by the National Bureau of Asian Research and the Asia Society. I was also commissioned to write a "Strategic Posture Review: Indonesia" for *World Politics Review*, a leading foreign policy publication.

In conclusion, my sabbatical was a rewarding and productive one. The research conducted during the sabbatical fed directly into the graduate class I offered on Southeast Asian International Politics in the fall of 2012. I am extremely grateful to Seton Hall University for my sabbatical which provided an opportunity for me to renew key research interests and embark on new ones.

PUBLICATIONS & PRESENTATIONS MADE DURING SABBATICAL

"Strategic Posture Review: Indonesia" *World Politics Review*, September 20, 2011.

"U.S. Joins the East Asian Summit: Implications for Regional Cooperation" National Bureau of Asian Research, November 17, 2011.

"Democratization and Indonesian Foreign Policy: Implications for the United States" *Asia Policy*, No. 13, January 2012.

"Indonesia Confronts the Challenge of Climate Change: Technical Difficulties, Coordination Problems and Politics," paper presented at the Association of Asian Studies Annual Meeting, Toronto, Canada, March 15-18, 2012.

High Stakes in War over Indonesia's Gas Prices" Asia Society, March 29, 2012, available at http://asiasociety.org/blog/asia/stakes-high-war-over-indonesias-gas-prices.

"Thai Foreign Policy in Crisis" in Michael J. Montesano, Pavin Chachavalpongpun, Aekapol Chongvilaivan, editors, in *Bangkok May 2010: Perspectives on a Divided Thailand* (Singapore: Institute of Southeast Asian Studies, 2012).

"Indonesia and the China Challenge" paper presented at the workshop entitled "Middle Power Responses to the Rise of the Middle Kingdom," Griffith University, Brisbane, Australia, July 23-24, 2012.

“Indonesia Responds to China’s Rise: Bilateral Engagement Multilateral Hedging” invited lecture, The Australian National University, Canberra, Australia, July 26, 2012.

Gabriella Romani

Department of Languages, Literatures and Cultures

On my sabbatical leave during the academic year of 2011-12, I was involved in several projects. First of all, I spent the months leading up to December 2011, completing a manuscript for a book, coming out in 2013 with the University of Toronto Press, titled *Postal Culture: Writing and Reading Letters in Post-Unification Italy*. This book analyzes the nationalization of the postal service in Italy after the political unification of the country in 1861 and its influence on the process of circulation of ideas and the national production of culture. After a brief summary of the history of the postal service I look at epistolary manuals and letters published in newspapers during that time, from which it is possible to infer a cultural discourse promoting a national identity for the still predominantly regionally-defined Italians. The last two chapters are devoted to two major late nineteenth-century Italian authors, Giovanni Verga and Matilde Serao, and illustrate how their epistolary fiction was intertwined with the practice of writing letters that had by then become common among the public of readers.

During these first few months of sabbatical leave, I was also able to participate to several conferences, two of which were connected to Italy’s 150th anniversary of its political unification. I was invited to speak at Rutgers University and Georgetown University on the role of women in the Risorgimento movement. In September, I participated to a conference on European writers traveling to South America at the Pontifícia Universidade Católica do Rio Grande do Sul in Porto Alegre, Brazil. An article from this last conference will appear shortly in Portuguese translation in a volume edited by Nuncia Maria de Costantino, Chair of the History Department at PUCRS and a specialist on Italian migration.

In February of 2012, I had the honor to be a Visiting Fellow for two weeks at the Institute of Advanced Studies at the University of Warwick in the United Kingdom. I participated to a symposium, gave a lecture and worked with Ph.D. students in Italian. Finally I worked with colleagues in the Italian department for the organization of an International Conference, titled "Readers and Spectators: The Birth of a Modern Audience in Italy (1750-1914)," which will take place in Venice on May 17th-18th 2013. This conference is the culmination of a group research begun in 2008 when we organized a conference at Seton Hall on the Printed Media which resulted in a volume The Printed Media in fin-de-siècle Italy, published in England in 2011. We expect a volume to come out of the 2013 conference in Venice as well.

The remaining part of Spring 2012 was devoted to writing two articles (one on Longfellow's visit to Italy in 1868, and the other on the notion of Love in late nineteenth-century Italian fiction, both forthcoming in 2013).

I am thankful to the Chair of my department, Dr. Mullen-Hohl, to the former interim Dean of the College of Arts and Sciences, Dr. Guetti, and to the Provost, Dr. Robinson, for supporting my application for sabbatical leave and allowing me to pursue several research projects that would otherwise have been difficult, if not impossible, to pursue while teaching and directing the Alberto Italian Studies Institute.

John H. Shannon

Department of Economics & Legal Studies

My sabbatical leave during the spring 2012 semester was wonderfully productive. I identified three major goals in my application for sabbatical. Two of my goals were related to ongoing scholarly projects and the third involved the intersection of information technology and learning environments. My work in each of these was successful.

Many thanks to Dean Strawser and Dr. Robinson for their support of my sabbatical.

Legal Environment Text

Progress on the development of the second volume our text proceeded well. In fact, my co-authors and I decided to expand our work to include a reorganization of the material presented in the first volume, thus allowing for a different approach to the second volume. This work also sets the stage for the development a third volume in the future.

The legal environment in which business operates has changed substantially in the last several years. These changes demand that we undertake a thorough evaluation of the material presented and its organization in our courses. During my sabbatical, the legal studies faculty continued our discussions with our faculty colleagues in other disciplines. Those discussions involved the reorganization of the three-course legal studies sequence that supports the different majors offered by the Stillman School.

I look forward to the completion of the revisions to our legal studies curriculum and the subsequent publication of the texts that will support those courses.

Research and Publications

Products Liability

Professors Hunter, Amoroso and myself completed our work on a series of articles published in the International Journal of Learning and Development. The full citations are:

- Hunter, Jr., Richard J.; Amoroso, Henry J., and Shannon, John H., "A Managerial Guide to Products Liability: A Primer on the Law in the United States," International Journal of Learning and Development, Volume 2, No. 3, pp. 34-56 (2012)
- Hunter, Jr., Richard J.; Amoroso, Henry J., and Shannon, John H., "A Managerial Guide to Products Liability: A Primer on the Law in the United

States – Part II: A Focus on Theories of Recovery," International Journal of Learning and Development, Volume 2, No. 3, pp. 99-122 (2012)

- Hunter, Jr., Richard J.; Amoroso, Henry J., and Shannon, John H., "A Managerial Guide to Products Liability: A Primer on the Law in the United States – Part III: Scope of Liability in Products Liability Cases," International Journal of Learning and Development, Volume 2, No. 4, pp. 1-16 (2012)

SPORT LAW

Professors Hunter, Mayo and myself completed our work on labor-management issues in professional sports resulting in an article published in the Journal of Sport. The full citation is:

- Hunter, Jr., Richard J.; Shannon, John H. and Mayo, Ann, "Employee Weapons in Labor-Management Relations: Are They Relevant (and Practical) in the Case of Labor-Management Disputes in Professional Sports?", The Journal of Sport, 2012, Vol. 1, pp. 2-35

NEW MEDIA PROJECTS

Professor O'Sullivan-Gavin and I carried on with our work on the impact of new media in business. Our first article in the series, "Employment Privacy and the Impact of New Media" was published in the Journal of Business, Entrepreneurship and the Law in Spring 2011. We continued work on the next article in the series, "Employment Privacy and The Development of Corporate New Media Policies".

IT & LEARNING

During my sabbatical, I focused on technology and learning in several areas including the evaluation of mobile platforms, the development of hybrid and online courses, and the concept of flipping the classroom. My thanks to Paul Fisher, Director of the TLTC & Associate CIO, for including the Leadership Development team in these pilots, as well as Renee Cicchino, Corey Howell and Chris Petruzzi of TLTC for their contributions.~~.~~

Mobile Technologies

I continued to work with the students in Stillman's Leadership Development Honors Program evaluating different mobile hardware platforms, including both tablet and handheld form factors, and operating systems.

We evaluated an Android-based, Lenovo tablet during the spring 2012 semester. It was clear, after this pilot concluded, that a significant challenge facing our students when using this particular form factor and operating system was its lack of Compatibility with a Windows-based environment.

A new opportunity arose later in the spring semester when a Windows 8-based tablet became available for our evaluation. The TLTC asked us to evaluate the Samsung Series 7 Slate equipped with a beta version of the new Windows 8 operating system. Twenty students in the leadership development honors program were provided with these devices and asked to thoroughly test both the hardware and software in anticipation of the distribution of similar devices to our incoming freshman class.

Hybrid and Online Course Development

My work on hybrid and online course development, in collaboration with Professor Susan O'Sullivan-Gavin of Rider University, has resulted in the continued refinement of the courses we offer at our respective universities. I have focused on the improvement on these versions of the Uniform Commercial Code course offered to our graduate students. The lessons learned have been incorporated into both the traditional and hybrid/online versions of other courses that I regularly teach.

Presentations on the experience have been offered to the TLTC 2012 Summer Series and the LeBow Teaching Summit at Drexel University during my sabbatical.

Flipping the Classroom

During my sabbatical, I decided to examine the technologies that support the idea of "flipping the classroom". "Flipping" is a form of hybrid or blended learning that uses technology to support classroom learning by shifting the time and place of delivery of certain materials. This approach permits teachers to focus on more active learning during in-class sessions.

I investigated the work of others who have immersed themselves in this delivery approach, including Khan Academy and Andrew Douch. We are all familiar with the innovative work of Salman Khan. The Khan Academy is a leader in the development of video-based learning. Andrew Douch is a high school biology teacher based in Australia who was named Worldwide Innovative Teacher of the Year by Microsoft in 2008. Mr. Douch's work integrating audio, video and text based materials for use in web-based learning environments and the response from students is inspiring.

I tested Screenflow, an app that supports flipping the classroom through the integration of screen capture video recording, editing and sharing in one platform. It's a very powerful application that allows you to record content displayed on your monitor while integrating video and audio capture. The edit function then allows you to edit the resulting video, adding images, text and music to produce a final video. The software will produce a final version of the video in MPEG-4, QuickTime or Windows Media formats. It also supports publishing video to a variety of web-based platforms.

Michael Taylor

Department of Political Science and Public Affairs

In my sabbatical proposal, I outlined three broad areas of interest: (i) pursue funding and partnerships to support the Center for Mobile Research for Social Change; (ii) work with Nokia on development of the Nokia Data Gathering platform; and (iii) explore the potential for using wireless environmental sensor networks for disperse monitoring of environmental quality. Some of my goals and objectives were modified in order to take advantage of new opportunities that arose, but the sabbatical proved to be even more productive than anticipated and will provide benefits towards my own professional development, that of my department, as well as the prominence of my Center, and University as a whole. I would like to thank my colleagues in the Department of Political Science and Public Affairs, the Dean of Arts & Sciences, and the Provost for providing me the opportunity to pursue this sabbatical leave.

Center for Mobile Research & Innovation: Early in the sabbatical, I began to work with David Middleton, AVP for Administration on identifying corporate partners that might be interested in supporting the Center for Mobile Research for Social Change. This partnership led to discussions with executives at AT&T, Microsoft, and Nokia. It was quickly determined that there was interest from all three organizations in developing a relationship that was broader and larger in scope than the mission of the Center for Mobile Research for Social Change. The transition into the Center for Mobile Research & Innovation allowed us to leverage resources and opportunities to support previous sabbatical goals as well as new ones.

Nokia Data Gathering (NDG): Nokia Data Gathering is a software application that enables the creation and distribution of surveys to cellular phones. The software has been in use for years on Nokia phones, but has been limited in its application on low-end devices. By porting the software to the Windows Phone operating system, it can become a more useful and accessible tool for research, teaching, and learning in higher education. We collaborated with Nokia to create a roadmap for adding additional smartphone features and functionality, exploring the use of external sensors (environmental quality measures, health indicators, etc.) within NDG, and managing the creation of a Windows Phone version of the current application including improving its user interface.

Outcomes and Benefits:

- Received two Nokia University Agreements to pursue this project in collaboration with Nokia Corporate Social Investment, the Instituto Nokia de Tecnologia, and the Microsoft development evangelist team. NDG was published to the Windows Phone Marketplace in April 2012

- Hosted the public launch event and the road mapping session for the next round of development at Seton Hall University on April 17, 2012

- Environmental sensors have been purchased and are being tested for usability and scalability. I will be exploring granting opportunities to raise the necessary funds for a full study.

Metrics for mLearning: The use of mobile technology in teaching and learning, mLearning, is increasingly prevalent throughout higher education. Many mobile initiatives purport to provide diverse benefits such as improved teaching, learning, and campus life. Measuring the accuracy of these claims is complicated by a lack of consensus, clarity, and a common understanding of basic mLearning goals and objectives, and tools for their effective assessment. CMRI is conducting research to develop a universal set of m-learning assessment metrics and tools

Outcomes and Benefits:

- The Mobile Research Consortium (MRC) was established in March of 2012. It is an online community of researchers, educators, and practitioners; it is an international group that is comprised of over 30 members drawn from over 25 institutions.

- Early MRC discussions have highlighted the need for more assessment of educational technology, and mobile technology in particular, on the basis of accessibility to students of all learning styles and abilities. This will be a future research area of CMRI.

Young Developers Program (YDP): Targeting high school sophomores and juniors in underserved communities, YDP is a year-long hybrid afterschool program that teaches mobile programming skills and provides students with both professional and academic mentoring. Students create a mobile app that promotes social good in their own community.

- CMRI received a total of $300,000 to support the development and pilot of YDP. Microsoft and Nokia are supporting the program through hardware and software donations as well as in-kind technical expertise and public relations contributions.

- Partnerships have been established with the Newark Mayor’s office and Technology High School in Newark, NJ to pilot the program from January –

July 2013. CMRI will work with the Seton Hall Center for Community Research and Engagement to manage the program.

- YDP is designed to be a turnkey program that can be easily replicated and expanded into other cities, with the goal of eventually being national or international.

- YDP has allowed us to establish other projects and funding opportunities with each of our partners. **SHUmobile**: In March of 2012, AT&T launched the Nokia Lumia 900, running Microsoft's Windows Phone software. Each of our foundational partners expressed interest in complimenting this launch, and the associated promotion, with a device roll out to our incoming freshman class. Microsoft expressed interest in expanding this effort to include their upcoming release of Windows 8. CMRI facilitated the collaboration of Seton Hall IT and the external partners to provide the incoming freshman with unique and innovative technology package. Federal legislation limits the telecom industry's ability to modify pricing structures, however, CMRI worked directly with AT&T to establish a highly subsidized voice and data plan package in addition to marketing resources, technical resources and development resources. In addition, CMRI worked with Nokia to secure complimentary resources. Outcomes and Benefits:

- CMRI worked with IT, TLTC, and a third-party development firm, Migration.Mobi, to create the Freshman Experience component of the SHUmobile app which was available for download from the Windows Phone Marketplace in June 2012. The Freshman Experience extends orientation engagement with advisors, mentors, and fellow students through social networking and connectivity to critical information throughout the summer.

Presentations and Outreach: I have been active in representing Seton Hall at various professional conferences and meetings, which have included Nokia World 2011 (London, UK; October 26-28, 2011), EDUCAUSE Mid-Atlantic Regional Conference (Baltimore, MD; January 12, 2012), EDUCAUSE Education Leadership Institute (Austin, TX; February 15, 2012), AT&T College & University Advisory Council (Bridgewater, NJ June 27, 2012) Hall on the Hill

(Washington, DC; July 25, 2012), and TechReady15 Conference (Seattle, WA; July 25, 2012 – via Skype).

Financial Support: All activities included in this report are funded exclusively through external gifts and agreements secured during my sabbatical leave on behalf of CMRI and which total $394,600.

- University Cooperation Agreement, Nokia Research Council, 2012 "Porting Nokia Data Gathering to Windows Phone OS" ($36,000)
- Corporate Gift, AT&T, Inc., 2011 "Support of Center for Mobile Research & Development in Support of the Planning of the Young Developers Program" ($50,000)
- University Cooperation Agreement, Nokia Research Council, 2011 "Conceptualizing a Smartphone Roadmap for the Nokia Data Gathering Solution: Functionality and User Interface" ($33,600)
- Corporate Donation, Microsoft, 2012 "Mobile Application Development" ($25,000)
- Corporate Donation, Microsoft, 2012 "Campus Events" ($10,000)
- Corporate Gift, AT&T Foundation Aspire Program, 2012 "Young Developers Program" ($250,000)

Xiaoqing Eleanor Xu

Department of Finance

I have accomplished the following during my Spring 2012 Sabbatical:

1. Completed two new research papers:

   a. The first paper is titled "Leveraging the Chinese Stock Markets: Tracking Performance and Return Deviation of U.S.-Listed China LETFs" (with Hongfei Tang). This paper presents a comprehensive examination of the tracking performance and return deviation of U.S.-traded China Leveraged

Exchanged-traded Funds (LETFs). We show that China LETFs have substantial underexposure to the Chinese stock markets on a daily basis, but their tracking ability improves dramatically as the holding period lengthens. To further understand the behaviors and sources of the return deviation of China LETFs, we develop a new framework that decomposes an international LETF's return deviation into misperception-related currency deviation, discovery deviation and compounding deviation, and tracking-related NAV deviation and inefficiency deviation. Empirical results suggest that short-term investors in China LETFs should be mindful of the sizable discovery deviation that is highly driven by the U.S. market performance, and long-term investors should be vigilant to the compounding deviation that creates value destruction during highly volatile markets and the NAV deviation that increases monotonically with the length of the holding period.

b. The second paper is titled "Tracking Performance of the U.S.-Listed China Real Estate ETF" (with Hongfei Tang). This paper examines the tracking performance of the U.S.-listed Guggenheim China Real Estate Exchange-Traded Fund (NYSE ticker: TAO) relative to its underlying benchmark index (Alphashare China Real Estate Index, ACNRET) and the actual China Home Price Index (CHPI). We find that the daily return of TAO fund is mainly driven by the U.S. market return, but severely underexposed to the return on its underlying index. We examine the behaviors and sources of TAO fund's daily return deviation, and discover the dominance of market return deviation due to nonsynchronous trading and moderate level of NAV deviation due to expense ratio. The nonsynchronous trading-related tracking error does not generate significant return deviation for longer holding periods, leading to dramatically improved tracking performance. However, for investors who intend to use TAO fund to gain exposure to China's real estate market, they should also be mindful of the fact that TAO fund's market return or NAV return exposure to the actual China real estate market (as measured by CHPI) is extremely limited due to the lack of representation of the underlying index.

2. I visited the Finance Department at Sun Yat-Sen University, a premier university in China, from March to June 2012. During this period,

- I conducted extensive first-hand research and collected comprehensive transaction data for a future research project on the emerging fixed income markets in China.
- I collected comprehensive data on the performance of mutual funds in China for a future research project on the comparative performance of mutual funds between China and U.S.
- I conducted two finance research seminars on my broad-market LETF paper and China LETF paper, respectively.
- I collaborated with researchers from Sun Yat-Sen University in a study concerning the determinants of optimal interest margin for commercial banks in China.

3. I conducted a finance research seminar on LETFs at the University of International Business and Economics (UIBE) in Beijing, China.

4. During Spring 2012, I had two papers in print:

- Xiaoqing Eleanor Xu and Tao Chen, "The Effect of Monetary Policy on Real Estate Price Growth in China," *Pacific-Basin Finance Journal*, 20(1), 62-77.
- Xiaoqing Eleanor Xu, "On the Performance Drivers of U.S. Treasury Inflation- Protected Securities," *International Review of Accounting, Banking and Finance*, 3(4), 49-70.

The Spring 2012 Sabbatical gave me an excellent opportunity to execute my research projects and further advance my research productivity.

Abe Zakhem

Department of Philosophy

During my sabbatical I developed a new line of research in the area of organizational management, ethics, and workplace spirituality. In particular, I focused on claims made by self-described "spiritual pragmatists." Spiritual pragmatists tend to believe that spiritual, ethical, and business aims can and ought to be harmonious and mutually beneficial. I think that this view is morally problematic and have tried to use the work of Søren Kierkegaard to make my point.

In short, my position is that workplace spirituality initiatives ought not to culminate in a sense of individual and organizational harmony. On the contrary, spiritual development ought to prepare one for the very difficult moral task of challenging, unsettling, and changing the established social order. This spiritual/moral task at times includes, using a term out of Kierkegaard's *Fear and Trembling*, "suspending" (not necessarily rejecting) commitments to maintain corporate solvency and maximize organizational value.

I am in the process of expressing these arguments in an article entitled, "A Kierkegaardian Critique of Pragmatic Workplace Spirituality." I plan to present this article at the 20th Annual International Conference Promoting Business Ethics, DePaul University, October, 2013, and then submit it for publication consideration in the *Journal of Business Ethics* shortly thereafter. This new line of research is also providing a basis for other projects, including a broader look at the notion of oppositional spirituality and organizational ethics and exploring the normative foundations for forgiveness and guilt expiation in an organizational context.

A portion of my sabbatical was also used to write "Employee Privacy in the Age of Social Media." This article and case study was accepted for publication as a chapter in *Markets, Ethics, and Business Ethics*, ed. Steve Scalet (Pearson Publishing: NJ), with an anticipated publication date sometime in October, 2013. During my sabbatical, I also wrote "A Moral Defense of Fighting in Ice-Hockey." I am currently revising this manuscript, which was tentatively accepted for publication in the journal *Sports, Ethics, and Philosophy*.

Catherine Zizik

Department of Communication and the Arts

I would like to thank the University for providing me with a sabbatical in order to re-engage and energize my roots as a performance practitioner. Choosing between exciting alternatives was my initial challenge. Perhaps I was inspired by the words of the President of Towson University, Dr. Maravene Loeschke, when she wrote in 2009, "I am often struck by how much fine acting and leadership have in common. These two areas –acting and leadership- are places where change can be accomplished so long as truth and honesty are carrying the message." Business leaders and actors both use their mind, voice and body to communicate with their constituents and to their audiences. Leaders can learn from stage acting principles. Dr. Loeschke's words helped me solidify many of my pedagogical strategies that bridge stage performance techniques with leadership communication choices. Thus, I wanted to pursue the answers to three questions:

1) How can interdisciplinary arts training impact the productivity and motivation of young people?

2) Are businesses preparing and training their employees to meet the challenges of leadership in the 21st century?

3) How can I, as a performance practitioner, stimulate and encourage the culture of creativity in future business leaders?

My sabbatical helped me ponder these three questions as I served as Visiting Teaching Artist at the American Stage in St. Petersburg, Florida in the spring of 2012. In my position I worked with the Director of Education to develop innovative curriculum and strategies for the Acting Advantage project. I also spearheaded a city-wide arts consortium youth institute.

In October of 1977, the American Stage was founded as the Palisades Theater Company. Their initial programming consisted of a touring educational theater; ten years later in 1987 it was designated as St. Petersburg's resident professional theater ensemble. Later, in 1992 it expanded and became one of the 13 nation-wide theater companies to participate in the National Endowment for the Arts' Advancement Program. Today the American Stage is an equity professional theater company with over 3,000 subscribers housed in the Raymond James Theater in downtown St. Petersburg. Most importantly, the American Stage's vision remains rooted in education: *"…to preserve the greatest human stories from our past, while creating the most defining stories and storytelling of our time"* (American Stage website). The theater company also continues to fulfill its mission of bringing the arts to everyone. With many corporate sponsors, this theater company also houses a large educational arts division that seeks to train the next generation of artists and educators, with a focus on bringing the performing arts experience to underserved populations. I was honored and excited to have my ideas embraced by this esteemed organization.

The link between the visual arts, theater, and history has been of great interest for me. We learn when we can experience! St. Petersburg provided me with a blank canvas to build relationships between three key players: American Stage, the Museum of Fine Arts and the St. Petersburg Museum of History. There I met with archivists and museum educators to develop an arts-performance lab for teens. This original performance lab was designed to combine three interdisciplinary interests: art, acting, and history. This program was incorporated into the American Stage's educational programming in 2012. Program design included research and historic monologue writing, performance biography, art imagery inspired improvisation and theater exercises.

My second initiative as guest teaching artist at the American Stage was to assist and ignite the Acting Advantage Program at the American Stage. This program was established to reinforce an artistic theatrical approach to business and productivity. I was fascinated by this program and wanted to research and study it. Since eighty percent of my students at Seton Hall are in the Stillman School, I have been researching and developing my pedagogy by aligning corporate leadership principles with performance techniques from the stage. Many business schools across the nation including MIT- Sloan, Carnegie Mellon, and Babson have now included principles of acting and performance into their business school's curriculum. At the American Stage, I refined the curriculum of the Acting Advantage program with a more leadership-based focus to include effective interviewing, vocal power, and story-telling strategies.

It was also exciting to design and develop the "Acting for Life" seminar series developed for employed or unemployed adults looking to develop their business communication acumen and bolster their self-confidence through creative stagecraft principles. Finally, I designed "Act-to-Lead" theater games to be used at training workshops for volunteers at the American Stage orientations. Each exercise was adapted from the stage and designed to reinforce at least three leadership competencies.

I hope the work I have initiated at the American Stage will continue. I am also hopeful that my paper and workshop proposal entitled, *The Boardroom Stage: Exploring the Synergies of Theater and Contemporary Leadership Practices,* will be accepted at the 78th Annual Association for Business Communication Conference in New Orleans in October of 2013. I am exploring the establishment of a similar inter-disciplinary, leadership and acting program in the tri-state area. After all, according to William Shakespeare, “All the world is a stage and we are merely the players”.