

# Sabbatical Panorama 2013-2014

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# Provost's Introduction

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October 2016

Dear Faculty Colleagues:

One book that I recommend to many colleagues is the collected correspondence of Shelby Foote and Walker Percy, edited by Jay Tolson. The letters provide a fascinating perspective on the writing careers of two longtime friends, one of whom took up writing as his first career, while the other took a much less direct route. I have highlighted this passage from the first letter: 'the most heart-breaking thing about it is: the better you get, the harder you'll have to work-because your standards will rise with your ability.'

Sabbaticals are one of a University's tools to equip our faculty to respond to the rising standards of their fields and their own success. The faculty whose sabbaticals are reported in the following chapters traveled to India, Kazakhstan, China and Japan, England, Cambodia and the Philippines. They investigated projects ranging from meditation to the Gospel of John and the legacy of James Joyce. As with previous reviews of sabbatical work, these contributions fill me with pride for Seton Hall and confidence in the continuing relevance and impact of the scholarship that informs our classes.

One of these entries has a particular poignancy for our community. Professor Marc Poirier, a dedicated and celebrated teacher and scholar in the Seton Hall School of Law, and a respected authority on property theory, passed away in August 2016. His sabbatical report testifies to the life of a fine colleague with a wide and expert intellectual curiosity, that ended all too quickly.

Dr. Larry A. Robinson

Provost



# Simone A. James Alexander

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*Department of English*

During my sabbatical I completed many of the major projects I set out to accomplish including completing editing fifteen chapters of my co-edited book, *Feminist and Critical Perspectives on Caribbean Mothering* that was published by *Africa World Press*. I also contributed a chapter to the book entitled “M/Otherly Guise or Guide?: Theorizing Jamaica Kincaid’s ‘Girl.’”

When I applied for the sabbatical my single-authored book, *African American Diasporic Women’s Narratives: Politics of Resistance, Survival and Citizenship* was under review with the University Press of Florida. The book was granted a contract subsequently. The sabbatical did not only allow me the time and space to revise the suggested edits but also to resubmit these revisions in a timely manner, resulting in an earlier than anticipated publication date. Published in 2014, the book has since won the 2015 College Language Association Creative Scholarship Award and to date has received four positive reviews in prestigious journals. *African American Diasporic Women’s Narratives* has also been nominated for two other notable awards, the Barbara T. Christian Literary Award and the African Literature Association Award. The winners of these awards will be announced later this year at upcoming conferences. The book has sold well and as a result will be reprinted in a paperback edition in March 2016.

[http://www.amazon.com/African-Diasporic-Womens-Narratives-Citizenship/dp/0813062055/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1453758435&sr=1-2&keywords=african+diasporic+women%27s++narrative](http://www.amazon.com/African-Diasporic-Womens-Narratives-Citizenship/dp/0813062055/ref=sr_1_2?s=books&ie=UTF8&qid=1453758435&sr=1-2&keywords=african+diasporic+women%27s++narrative)

The sabbatical afforded me the time and opportunity to return to Moscow, Russia to gather information for my fourth book project, *Black Freedom in Communist Russia: Great Expectations, Utopian Visions*. My plan to conduct sustained research was somewhat derailed by unexpected and sometimes lengthy closings of research libraries. Other setbacks included being requested exorbitant sums for some research materials.

Notwithstanding the setbacks, I was able to get a coveted copy of Claude McKay's novel, *Negrii v Ameriky* in its original language of publication, Russian. I was also able to establish contact with a librarian at the RGALI (The Russian State Archive for Literature and the Arts) archives. In furthering this project, I presented a chapter entitled "De/Radicalizing Feminist Politics, Reframing the Militant Female Subject" at a seminar at the Institute for Research on Women (IRW) at Rutgers University, New Brunswick, where I was awarded a third Global Scholar Fellowship. This chapter traces Angela Davis's involvement in the radical black feminist tradition, as it situates her (and her work/activism) within the larger framework of a transnational feminist agenda. The chapter also examines the reception of and the response to her visit to the Soviet Union in the 70s.

Encountering the minor setback with my manuscript, *Black Freedom in Communist Russia: Great Expectations, Utopian Visions* I returned to the chapter "Sex and the State: Mannishness, Fe/Male Deviance and Defiance in Shani Mootoo's *Valmiki's Daughter*" of my book *Bodies of (In)Difference: Gender, Sexuality and Nationhood in Caribbean Women's Literature*. I spent the summer of 2015 working on this chapter.

I completed the book chapter "Standing on Two Feet:" Teaching Ernest Gaines' *The Autobiography of Miss Jane Pittman* Through Racial History" that will be published in the MLA Book Series, *Approaches to Teaching Gaines's The Autobiography of Miss Jane Pittman and Other Works*, ed. John Lowe. I also completed an article "Bodies of (In)Difference: Politics of Motherhood, Citizenship and Female Agency in Edwidge Danticat's *The Farming of Bones*" that is currently under review with *Small Axe*. My encyclopedia entry on Jamaica Kincaid will be published later this month in the *Blackwell Encyclopedia of Postcolonial Studies*. A book review of *Teaching Anglophone Caribbean Literature* will be published later this month also. Other book reviews of academic books that I completed include *Witches, Goddesses, and Angry Spirits: The Politics of Spiritual Liberation in African Diaspora Women's Fiction*, *Disturbers of the Peace: Madness in Anglophone Caribbean Literature* and *Maryse Condé and the Space of Literature*.

During my sabbatical I attended conferences in Grenada, Germany, New Orleans, Toronto, Russia, South Africa, Panama, Haiti, St. Lucia, and Charleston, South Carolina where I presented papers and/or chaired panels.

In the area of academic service, I served as review editor of SAGE Open where I was invited also to serve on the Editorial Review Board. I evaluated two tenure and promotion applications and reviewed book manuscripts and articles for the *Journal of American Studies* (Cambridge University Press), *MELUS: Multi-Ethnic Literatures of the US*, and *New West Indian Guide*.

The sabbatical also afforded me the space to spend quality time with my family, and a couple of the research travels doubled as vacation trips.

## Assefaw Bariagaber

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*School of Diplomacy and International Relations*

In my Project Statement for sabbatical leave in AY 2013-2014, I had stated that I planned to undertake research in order to answer the following questions:

1. Despite Africa's remarkable economic growth, a non-declining quality of governance, and increased control of borders intended to discourage international migrants, what are the factors that drive Africans to seek international migration in increasing numbers?
2. Despite massive amount of money infused into their economies through remittances, why have African countries failed to develop policies to effectively use and maximize diaspora involvement in their economies?

I further stated that there was a possibility (nothing was finalized at the time of my sabbatical application) for me to edit a book on international migration in Africa, to be published by the Organization for Social Science Research for Eastern and Southern Africa (OSSREA), a social science research organization based in



Addis Ababa, Ethiopia. That possibility did materialize later, and I am glad to report that my work on the edited book was successfully completed in April 2014, and the book was published on August 25, 2014. The full citation of the book is:

Bariagaber, Assefaw (ed.). 2014. *International Migration and Development in Eastern and Southern Africa* (Addis Ababa: OSSREA).

Additional information on the book, as presented in Amazon.com, is:

- Paperback: 274 pages
- Publisher: OSSREA (August 25, 2014)
- Language: English
- ISBN-10: 9994455761
- ISBN-13: 978-9994455768)

I have duly acknowledged Seton Hall University's support in granting my application for sabbatical leave in order to successfully complete the project.

In addition to being the editor, I also wrote the first chapter of the book, where I discussed the theoretical foundations of the book and the economic rationale for migration. Therefore, I have addressed question #1 above. Initially, OSSREA and I had reached an understanding that I will write a second chapter that would address question #2 above. But it became apparent that the issue was beyond the scope of the book.

Therefore, to address question #2, I collected enough information to present a paper at the 57<sup>th</sup> Annual Meeting of the African Studies Association (ASA) on November 20-22, 2014 in Indianapolis, Indiana. I plan to submit a revised version(s) of the paper for publication in refereed journals, and Seton Hall's support in any possible publication will be duly acknowledged.

In addition to this and perhaps beyond what I stated in my project statement, I accomplished the following: First, I worked as consultant to the International Organization for Migration (IOM) and wrote a policy paper entitled, *Crisis and Crisis-Induced Migration in Somalia*. Given the increasing stability in Somalia and the anticipated return of about 2.5 million refugees and internally displaced persons (IDPs), the policy paper (more than 25,000 words in length) is expected to provide

some insight into the management of what may be the largest return endeavor the international community has ever faced. Second, I chaired the Third Regional Committee for Mixed Migration in the Horn of Africa, and wrote a 10-page report on the meeting, held in Nairobi, Kenya, on October 30-31, 2013. The meeting was attended by high level government officials from countries of the Horn of Africa, Yemen, Japan, and the U.S.; and officials of various international organizations, including the International Organization for Migration (IOM), the United Nations High Commissioner for Refugees (UNHCR), and others.

*Given the above, I believe that I have accomplished more than the things that I indicated in my Project Statement. I remain grateful to the Office of the Provost, Seton Hall University, for approving my application for the 2013-2014 sabbatical leave.*

Finally, my ultimate aim remains to write a book on State Responses to International Migration in Africa. Indeed, the opportunity to work on the projects above has expanded my area of research interest from the more particular refugee studies to the more general migration studies. This has an indelible and positive impact on my professional development. And since the management of international migration is now seen as part and parcel of international peace and security, it may be time to design a new course on international migration to be offered at the School of Diplomacy and International Relations. It may also be time, as I indicated in my Project Statement, to consider the establishment of a center – The Center for International Migration – at the School, although I am aware that we have established three centers only a year ago.

I hope all these will contribute in some ways to Seton Hall's quest to become one of the best Catholic universities in the nation.

# David Bénéteau

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*Department of Languages, Literatures and Cultures*

During my sabbatical year in 2013-14, I was a visiting professor of English at Wuhan University in China, one of China's top-ranked institutions and Seton Hall University's College of Arts and Sciences sister institution. In China this position was known as "Visiting Foreign Expert" ("Waijiao"). I was the "Wuhan Scholar in residence" there in 2011, and this time I returned to live with my family for the entire school year. My children attended Wuhan University's Primary School on campus and easily adapted to public school in Chinese.

In the fall semester, I taught Survey of American Literature to the seniors and a PhD seminar to the first cohort of English PhD students to take the PhD. The topic of the seminar was "Contemporary American Literature and Criticism". I also led a non-credit seminar attended by junior colleagues and graduate students on the topic "Teaching Western Civilization through Literature", a course I designed during the fall semester and taught in the spring of 2015.

Aside from teaching two sections of that course in the spring of 2015, I taught a graduate (M.A.) seminar on "Critical Approaches to Moby Dick".

While at Wuhan University, I was also involved in research activities. In November, I participated in the Third Wuhan University international Shakespeare conference as chair and respondent to the Plenary Session, attended by over two hundred people. In the Spring semester, I gave a lecture (in French) to the Graduate Student Colloquium entitled, *Pourquoi j'adore la Chanson de Roland (Why I love the Song of Roland)*, discussing medieval languedoil, oral sources of literature, the feudal structure of medieval narrative and reception theory. I also gave a public lecture to the College of Languages on the topic *Don Juan and the Myth of Masculinity*. This discussion presented the story of Don Juan in its many manifestations, ranging from Counter-Reformation Spain (Tirso de Molina) to France (Molière) to Italy (the *Commedia dell'arte*) and finally to the European opera stage (Mozart and Da Ponte's lyric opera *Don Giovanni*) and England (Lord Byron). This lecture is currently being translated into Mandarin by Yang Wen Hui and has been submitted (in Chinese) to the journal *Waiguo Wenxue Yanjiu* (Foreign Literary

Studies) for possible publication. We expect to receive an answer by early summer 2015.

During this school year, I continued my studies of the Chinese language and completed the intermediate level of language. Back at Seton Hall University, I am currently enrolled in Advanced Chinese. I also had the opportunity to travel extensively within China, familiarizing myself with the most important historical sites (Beijing, Xi'an, Jingzhou), and others of current importance (Sichuan province, the Three Gorges, Hunan Province). As a family trip, we also visited Viet Nam in a homecoming trip for our daughter, whom we adopted from that country. I hope to bring this increased knowledge of China to supplement my teaching in the Honors Program. I also hope to travel back to Wuhan, possibly to help organize a Study Abroad experience there for students in my Department of Languages, Literatures and cultures.

I wish to thank the Provost and the Dean for allowing me this exceptionally rewarding academic and personal experience.

## Alan Brill

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*Department of Religion*

My Sabbatical was extremely rich and successful, allowing me to reach beyond my initial Sabbatical goals.

- I received a Fulbright Senior Scholar Award for Research and Teaching at Banaras Hindu University in Varanasi, India. (Oct 2013 through April, 2014)
- I received a Dorset Visiting Fellowship for two extended stays at Yarnton Manor at Oxford University, Oxfordshire UK. (May 2013, and then June 2014)

- I taught two courses at Banaras Hindu University- Comparative Religion & Introduction to Judaism. I prepared special handouts and resources packages for future teaching of the courses.
- I delivered lectures on the process of interfaith work.
- I spoke in academic venues in India and England.
- I will have a manuscript of a book on Modern Orthodox Judaism ready by Fall 2015 but I already successfully presented full chapters at Oxford to many who are likely to be the outside reviewers.
- I have an outline and hundreds of pages of notes toward a monograph on the Jewish-Hindu encounters. I have a clear vision for an 80K word book I have started to write that monograph.
- I blogged my time in India in 2500 word pieces to try and develop a voice for the book.
- I wrote and edited several articles in my specialization in Jewish thought that will appear in 2015.
- I did active recruiting for the JCST MA program, especially among Catholic and Syrian Orthodox seminarians in India.
- I corrected my *Judaism and Other Religions* (Palgrave-Macmillan) for paperback and I started the process for a second updated edition as well as a Hebrew edition of my *Thinking God: The Mysticism of Rabbi Zadok*.

## **India**

I received a Fulbright lecturing/research award for an appointment at Benares Hindu University. The Fulbright covered all expenses and research costs for my time in India. I carried out the proposed research by sitting in on classes and carrying out research with local scholars. I also visited other universities and religious institutions. I received a joint appointment in the department of philosophy and religion as well as in the department of social sciences.

My research focused on starting a conceptual Jewish-Hindu encounter. I looked at the commonalities between the jnana and Torah study, karmakanda and Jewish ritual, along with meditation and the life of prayer and Kabbalah. This work leads to a focus on ritual, mediation, worship, dietary restrictions. Talmud and Kabbalah look very different when juxtaposed to Indian philosophy.

Currently, Indian works on religion typically reference Judaism based on the ancient practices of Leviticus, that is, as the animal sacrifice offering priestly religion. Many Indians know about Jews from Shakespeare, Marx and popular culture. To many non-academic Jews, Indian religions are still to be understood using the categories of Talmudic understanding of Canaanite and Greco-Roman religions. Neither side understands much about the other one.

My teaching consisted of two courses in the department of Philosophy and Religion taught from January to March on Comparative Religion and an Introduction to Judaism. I had faculty members sit in on my Judaism course to take notes and ask questions for their own knowledge. My students included monks from Thailand, and degree students from Cambodia, Tibet, and Ladakh.

In the department of Social Sciences I mainly worked with Sociology and Peace Studies. (In India, empirical studies of religion are under sociology). I delivered three lectures on method and one for an international conference. I gave two lectures explaining Western interfaith work, and one on method in research. They also had an international conference on Local Knowledge and Multiple Modernities, in which I gave the theoretical background to the topic.

I plan to write a monograph seeking to engage the encounter of Judaism and Hinduism. The volume has three purposes: 1) To advance the state of interfaith discussions; 2) To decenter the field from Christian and Buddhist questions; 3) To point out similarities in terms of ritual, textual focus and visualization practice. The methodology for comparison will be a combination of several approaches. I have an outline and hundreds of pages of notes toward a monograph on the Jewish-Hindu encounters. I have a clear vision for an 80K word book I have started to write that monograph.

I was able to meet with expert in the field of Hinduism both those in Indian Universities as well as those from the United States including, Diane Eck of Harvard University and Gavin Flood of Oxford University.

I also spoke in Chennai and Delhi – I also did research in the Indian states of Andra Pradesh, Tamil Nadu, and Uttarakhand.

## **Oxford**

For the other part of my Sabbatical, I received a Dorset Visiting Fellowship for two extended stays at Yarnton Manor at Oxford University, Oxfordshire UK. (May 2013, and then June 2014 My goal was to take part in the Oxford Seminars in Advanced Jewish Studies in which participants examined the state of contemporary Orthodox Judaism.

I am currently working on a book, which outlines the conceptual history of Modern Orthodoxy (1770-2000). My thesis aims to prove the current broad usage of the term “Modern Orthodoxy” encompasses many independently developed yet ultimately divergent ideologies and theologies. Though these philosophies are clearly distinct, there are related variations of approaches, which are classified as “Orthodox yet modern.” To demonstrate them as such, I present them as approximately twelve ideologies, which arose autonomously in different countries and are based on different historical contexts and needs.

While the term “Modern Orthodoxy” itself is a late 20<sup>th</sup> century creation, the concept of combining Orthodoxy with modernity makes its first appearance in the late 18<sup>th</sup> century. Around this time, communities in England and Italy developed qualities that were later shared by their future counterparts in other countries. The twelve groups that I focus on which fit this appellation include: Mizrahi Religious Zionists, Religious Workers Party, British United Synagogue, Italian Traditionalism, German Neo-Orthodoxy, American Modern Orthodoxy, American Centrist Orthodoxy, and Engaged Yeshivish. These specific groups are all members of a “similar concept” or ideological family within “Modern Orthodoxy;” each formulation does have particular characteristics that allow other members to find commonalities amongst themselves.

I presented and distributed copies of two chapters of my forthcoming book. I also included an outline and annotated table of contents in order to get feedback. I will have a manuscript of a book on Modern Orthodox Judaism ready by Fall 2015 but I already successfully presented full chapters at Oxford to many who are likely to be the outside reviewers.

### **Misc.**

I blogged regularly producing almost 60,000 words. I especially blogged my time in India in 2500 word pieces to try and develop a voice for the book. I wrote and edited several articles in my specialization in Jewish thought that will appear in 2015 on Eastern European thought including Maharal and Vilna Gaon. I corrected my Judaism and Other Religions for paperback and I started the process for an updated second edition as well as a Hebrew edition of my Thinking God: The Mysticism of Rabbi Zadok.

### **Future**

My research has already led to invitations to speak at various universities in 2014-2015. My Jewish-Hindu encounter project was requested at Yale, Emory, and FIU; my Modern Orthodoxy project at Penn.

In order to finish my research on Hinduism there are several funds available for follow up research in India. These include The American Institute of Indian Studies and the Guggenheim Foundation. I wish to work out a future semester or summer when I can take advantage of the follow-up.



# Janine P. Buckner

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*Department of Psychology*

Wow, what a year! My sabbatical project (Fall 2013- Spring 2014) involved two different parts of work which I will describe below.

## **Autobiographical memory**

The principal focus of my year centered upon synthesizing results from varied iterations of my narrative research paradigm into a single coherent story. Since 2008 I have directly supervised six different Masters' theses that explored the impact on autobiographical (personal) memories of an assortment of variables related to personal identity. The studies on which my students and I collaborated involved priming individuals for a number of beliefs: personality traits; the degree to which they subscribe to cultural gender roles; the amount of psychological threat they perceive from conventional stereotypes of individuals working science and mathematics fields. Sharing my passion with my students and allowing them to formulate their own versions of my research program into a thesis project was such a pleasure that I did not mind the detour away from a careful, sequential refinement of my own preferred methods and variables. Together we explored the variables, which shape narrative recall of personal memories of the past, extrapolating to the ways that social relationships can impact the content and participants of events recalled by individuals.

On the heels of serving as Director of Graduate Studies (DGS) in the Department of Psychology, my sabbatical afforded me much needed time to sort through my students' projects to find the overarching themes and patterns that fit into my theoretical paradigm. In some cases, I reconciled non-significant findings with significant patterns reported in the rest of the research literature. From there, I was able to travel to Atlanta and New York to meet with "academic cousins" in my niche of research, to pore over my data and explore several compelling models which might work to explain the significant findings we (my students and I) predicted yet did not find consistently. Several of these studies were excellent pilot projects but

were flawed in some ways that prevented them from being publishable. I've learned humbly that the fatal flaw for most of the collaborative work I tried to piece together into a manuscript is that due to a limited number of participants (less than 50 for the most part) several journals still consider my research to be "qualitative" rather than "quantitative" in nature. This is an ongoing frustration with narrative researchers that many in my sub-field face. But fortunately the conversations still go on, and of late a few articles with limited statistical power have been surfacing in mainstream journals, so perhaps I will find a home for my research narrative storyline (to borrow the phrase)!

In my sabbatical year I reconnected with a colleague and friend, Dr. Adam Brown (Sarah Lawrence College), whose collaboration has helped me design some new (feasible) avenues to explore how identity schemas directly and indirectly influence autobiographical memories. We drafted several possible empirical studies (with large participant pools). One exciting proposal could explore the application of eye-tracking methodology to memory research. This work would be informative to the professional world as well as the scientific community.

### **Scholarship on Learning**

While working on the Assessment Committee for Middle States Accreditation, I began to read literature on measuring and enhancing student learning. In particular I found inspiration in a specific model incorporating cognitive and non-cognitive aspects of learning (Knapper & Cropley, 2000) that can be translated into a method for bolstering the developmental context of learning. In 2014 I found a likeminded group of colleagues in the Society for the Teaching of Psychology (STP). I attended the National Institute for the Teaching of Psychology (NITOP) in FL in January of 2014. The mission of this conference was to examine different approaches to learning, assessment, and curricular changes in the field. While there I presented some of the work I have begun in a paper entitled, "Teaching students to value Life-Long Learning." I hope to continue to grow in this area and participate in this as a scholarly endeavor at SHU. I am learning about several grant opportunities to fund efficacy studies that I can conduct in classrooms at SHU in the coming year as a means to begin to move into this area of research. The STP

organization is the most logical place to begin; thus I will be applying for a competitive grant to fund a conference on campus to discuss research on Life Long Learning (LLL) or competencies that are valued in Psychology curricula (such as critical thinking). I will seek collaborators amongst my departmental colleagues for this proposal.

Buckner, J.P. (2014, January 4). *Teaching Students to Value Lifelong Learning*. Pearson-sponsored address at the 36th Annual National Institute on the Teaching of Psychology, St. Pete's Beach, FL.

### **Seton Hall University-South Orange Village: A neighborly partnership**

In the fall I proposed a partnership for public safety and quality of life between SHU and the South Orange-Maplewood community. I researched practical resources within NJ as well as in nearby states, from University towns and other institutions similar in context and population to Seton Hall University. I identified practices that other campuses and municipal entities surrounding institutions of higher education employ to keep students, staff, faculty, administrators, families and guests as well as residents safe from crime. My intention was to help improve the town-gown partnership and preparation for situations requiring emergency response from Police, Fire, rescue squads, medical intervention, and the like. To my chagrin, a paucity of clear, structured information exists, not just from institutional bodies themselves, but also from municipal entities. Details of “town-gown relations” can certainly be politicized for various reasons so this is not surprising in itself. Directors of security and safety are mindful of safety needs, but reporting mechanisms dictate specific guidelines for publically available information. What’s more, sentiment about “broadcasting” public safety needs is not necessarily positive, particularly from individuals concerned with property values and business enterprises.

I conducted interviews with representatives of town and institutional public safety divisions and we discussed ways that Police Departments could be visible partners for safety of the university community (one recommendation we developed

was to have South Orange Police speak at new student orientations). I also involved students in activities that would benefit safety initiatives for residents (for example graduate students working with Dr. Roseanne Mirabella wrote up surveys for Neighborhood Watch distribution and conducted analyses of archived police incident reports through the Seton Hall Experimental Learning and Leadership through Service (SHELLS) program). We made positive impressions on both sides of the SHU fence, and in fact, I gave two invited talks (one which was televised) about the measures we identified as best practices. These invited addresses highlighted Seton Hall University as a positive member of the community-at-large:

Buckner, J.P. (2014, January 23) *Building a Strong Community: Partnerships for Public Safety*. Invited address to the Public Safety Committee of the Board of Trustees of the Township of South Orange Village, South Orange, NJ.

Buckner, J.P. (2014, March 9). *Building a Strong Community: Organizing Volunteers in Service (The Case for Inter-Agency, Inter-Institutional, and Town-wide Participation in Neighborhood Watch)*. Keynote address at the South Orange Village Volunteer Summit, Seton Hall University, South Orange Village, NJ.

My conversations with individuals at SHU and other institutions and municipalities yielded a long list of practices for possible implementation. I shared this with administrators at SHU and in Village Hall. Some of these are simple, and even students and faculty could use them informally as independent projects, class applications, or service learning—not to mention opportunities for leadership skills training. One most productive outcome emerging from this is the development of a new safety zone in the SOPD patrol map and within the Neighborhood Watch organization of South Orange. A distinct patrol area for this zone has been formulated; as equipment and communications/tracking software is developed, it is highly likely that data and analysis of incidents specific to this zone close to campus (supplemental to those covered under the Jeanne Clery Act) should be available for review by Seton Hall administrators, Village safety entities, and municipal administration. This information can help the university to make important decisions and strategies as our population grows and potentially inhabits more space

in town (student residents, commuters, individuals from SHU doing business in the Village, or even working in off-campus offices).

## Martha C. Carpentier

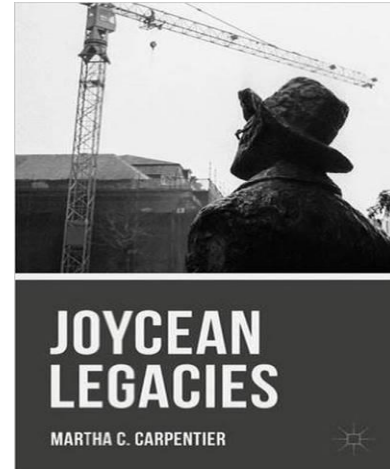
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*Department of English*

When I wrote my sabbatical proposal, I had just returned from the International James Joyce Symposium in Dublin in June of 2012, where I had conceptualized a collection of essays to be edited by me, entitled *Joycean Legacies*. I solicited papers from three panels at that conference focused on Joyce's influence on contemporary Irish, British, and American writers (including my own, discussing the influence of the Joycean *bildungsroman* or coming-of-age novel on Frank McCourt's *Angela's Ashes*). I also solicited several papers from a 2011 conference at the Institute of English Studies, University of London, entitled "Joycean Literature: Fiction and Poetry, 1910-2010," including successfully asking the eminent Joyce scholar Derek Attridge to contribute his keynote address from that conference as the preface to the book. Editing these manuscripts, preparing the book for publication, writing and submitting the proposal to publishers were the chief tasks proposed for my one-semester sabbatical.

Since then, this project has gone through many vicissitudes and transformations. Several of the original contributors dropped out, and I had to solicit three new essays, including one from our own Nathan Oates, Professor of Creative Writing in the Department of English, who wrote about the influence of Joyce on American short-story writer Raymond Carver. Some of these essays required extensive editing and recommendations for revision by me because the authors, while widely published in their own fields of literary expertise, were not primarily Joyce scholars and needed guidance through the enormous field of Joyce criticism (for instance, Derek Walcott scholar Maria McGarrity recently texted me: "You clearly did a great job as editor. I know I found your response to my Walcott piece

incredibly helpful”). However, disappointingly the proposal was rejected by two major publishers, Cambridge and University Press of Florida, which features a well-known Joyce series. At that point I asked Mary Balkun to critique my introduction, rewrote it and the proposal, and at the last moment solicited three more essays: one being presented at this June’s (2014) Joyce Symposium in Utrecht, one recommended to me by the editor of *Joyce Studies Annual*, and one author referred to me by a contributor who had dropped out. These three works added substantially to the volume, which now totals 12 essays.



James Joyce’s influence on contemporary literature has been profound, yet remains surprisingly unexplored. I found that there was no other essay collection that attempts to do what this one proposes: to examine Joyce’s complex influence biographically, textually, stylistically, and generically on an eclectic yet representative roster of Irish, British, American, and postcolonial writers from the 1940s to the twenty-first century. The cultural pervasiveness of Joyce results in a challenging inheritance for the creative writer, one that is oppressive as well as inspirational, and one that writers have handled in a multitude of ways, which these essays illuminate. Taken together, they analyze cases of direct, acknowledged Joycean influence on writers such as Kate O’Brien, Brendan Behan, J. G. Farrell, Patrick McCabe, J. R. R. Tolkien, George Orwell, Anthony Burgess, Martin Amis, Ian Sinclair, Jonathan Self, Frank McCourt, Raymond Carver, Derek Walcott and Sadeq Hedayat. Each essay in the collection first discusses the writer’s professed positioning of him or herself in relation to Joyce, and then goes on to analyze and explicate those moments in the creative work where mere mimicry, parody, or allusion becomes conjoined with original expression to create a new form.

I am happy to report that I have just received a very positive reader’s report from Palgrave Macmillan; indeed, it’s the most universally positive report I have ever seen, let alone received! After such statements as “this is a superb collection,” “the best treatment of Joyce’s afterlife and cultural influence I have ever seen” and “the Joyce scholarship is up to date and the general scholarship is innovative” and “it will have global appeal,” as well as “a lasting impact on Joyce studies,” the reader

concludes by recommending that Palgrave Macmillan “publish this book as it stands.” As one of the contributors e-mailed me, “Isn’t that what reader’s reports look like in dreams? Fantastic. And I’d like to second what Maria says about the praise for the quality of the editorial (and prefatory) work: ‘there is [indeed] no doubt about that.’” The Palgrave Macmillan editor will be recommending publication to her editorial board and hopefully I will receive a contract in the very near future. What I am most proud of is my belief in the project and tenacity even after receiving two discouraging rejections.

In addition, over my sabbatical I wrote another original article on Joycean influence entitled “‘We have been abandoned here’: Catholicism and the Priesthood in James Joyce’s ‘The Sisters’ and Graham Greene’s *The Power and the Glory*” which I presented at the “18th Miami Joyce Birthday Conference” at the University of Miami in February 2013. I have since revised and lengthened the article, which has been accepted for publication by *Joyce Studies Annual* in December 2014.

In conclusion, I would like to add how inspirational it has been for me to have my *Ulysses* seminar included in the University Core as a Signature III course. Regularly teaching Joyce’s work to students of all majors brings fresh eyes, fresh wonder and enthusiasm to my own teaching and reading of these wonderful, iconic works and keeps me up-to-date on the plethora of critical meta-texts that surround them.

## Colleen Conway

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*Department of Religion*

My sabbatical year was a productive time that took me in new directions in my research and brought some unexpected opportunities. My main research project was work on a book on the literary and artistic representations of two biblical figures from the book of Judges, Jael, and the Canaanite general she assassinates, Sisera.

The book is tentatively titled *Sex and Slaughter: Enlisting Jael in Cultural Gender Wars*. The title reflects the main theme of the book which is to show how the story of the encounter between Jael and Sisera in Judges 4-5 is transformed in the history of its reception from a memorable tale of Israelite victory to a quintessential battle between the sexes. This truly interdisciplinary project required engagement with several new areas of research which I have thoroughly enjoyed. Across the year, I have ranged from the study of ancient Hebrew poetry, to examination of medieval manuscripts, to consideration of 20<sup>th</sup> century feminist novels. At this point, I have completed five chapters of the book and drafted two more. The completed chapters are currently under review with Oxford University Press. I anticipate finishing the manuscript sometime next spring.

In addition to work on this book project, I submitted an article for the *Oxford Handbook on Theology, Sexuality and Gender*, titled “The Construction of Gender in the New Testament.” The volume is due to appear early in 2015. I also had several speaking engagements and lecture opportunities. Last November, I was invited to give a paper and be part of a panel discussion at the Annual Meeting of the Society of Biblical Literature in Baltimore. This paper, titled “Taking the Measure of Masculinity in Acts” draws on my expertise in ancient Greco-Roman masculinity. I plan on revising it for submission to the peer-reviewed journal, *Biblical Interpretation*. At this same conference, I gave a paper related to my book, titled “The Queer Body of Jael in the Bible and Beyond.” In March, I was invited to give a lecture and teach two classes at Le Moyne College, in Syracuse. The lecture built on my earlier publication, “Was Jesus a Manly Man: Jesus and Greco-Roman Masculinity.” This was a nice opportunity to meet students and faculty and a fellow Roman Catholic college.

Finally, this past summer brought two different international speaking opportunities. In June, I was invited to present a paper at a conference on genre and the Gospel of John at the University of Aarhus in Denmark. The website for this conference can be found here:

<< <http://nt.au.dk/en/the-gospel-of-john-as-genre-mosaic/>>>. My contribution to the conference was a theoretical engagement between genre and gender theory in the Gospel of John in a paper titled, “John, Genre, and Gender: Revisiting the Woman Question after Masculinity Studies.” This conference provided a wonderful context



to meet and work intensively with Johannine scholars from around the world. I have just recently submitted the final version of this paper for an edited volume of conference papers that were selected for publication. In early July, I attended and gave a paper at the International Meeting of the SBL in Vienna, Austria. This again was an important opportunity to present some of my current research to an international audience. I was happy to get positive and constructive responses to my paper, “A Victorian Jael.” Finally, in August, I allowed myself to experience the “sabbatical” part of sabbatical year, and enjoyed some precious time with my family.

I am very grateful to have had this amazing opportunity to engage full-time in the research and publication aspect of my faculty position at Seton Hall. I look forward to seeing my work from this sabbatical year coming to fruition as it makes its way through the publication process.

## Jorge López Cortina

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*Department of Languages, Literatures and Cultures*

My original plan to spend my sabbatical leave in the Philippines was first delayed by a typhoon and then cut short by a war. Given the circumstances, I had to turn my attention to other projects, and I spent most of the year in Cambodia, where I collaborated in a minority language literacy project and published a book. More importantly, a year that I had planned to spend thinking about linguistics turned into a time of deep reflection about the meaning of privilege, as I was able to easily avoid disasters and war while millions of Filipinos, some of them my friends, had no choice but to live through it all.

### **Philippines**

I visited the Philippines for the first time in the summer of 2012, with the support of the College of Arts and Sciences. At that time I was able to meet a number

of professors, journalists, politicians, and priests who had done work on the Chavacano language spoken in Zamboanga and in other areas of Mindanao, as well as in a small neighborhood near Manila. My initial plan was to spend the summer of 2013 in Manila and then move to Zamboanga to live there for the rest of the sabbatical. The weather in Manila, however, made it impossible; the city was flooded on several occasions during the summer, and was completely paralyzed by August 20. I spent August in Cambodia and made plans to travel to the Philippines in September, but the city of Zamboanga was attacked by the Moro National Liberation Front on September 9, which created an urban warfare situation that lasted for three weeks, causing hundreds of deaths and displacing over 40,000 people. Some areas of Zamboanga, particularly traditionally Muslim ones, were completely burnt down and have not recovered to this day. The situation was back to normal, according to government sources, by the end of October, but by then it was not advisable to travel to the Philippines due to weather. The typhoon season was in full swing, and Typhoon Haiyan, known in the Philippines as Yolanda, was one of the strongest ever recorded. It killed over 6,000 people and devastated the island of Leyte.

I managed to make it to Zamboanga by the end of November of 2013, where I found a broken, silent city, very different from my memories from one year earlier. I participated in a conference held at the Ateneo de Zamboanga University in December, which was originally scheduled for October but postponed due to the conflict. I talked about the advantages of creating a normalized Chavacano orthography. I am of the opinion that the normalization of minority languages in conflict areas is often a step in the direction of peace, and it was in that spirit that I decided that it was appropriate to discuss that topic. My presence in the conference was mentioned in the Zambo Times, a local online newspaper.

Back in Manila, I was honored to see my name included in the list of experts consulted for the first ever translation of the Catholic Mass into Chavacano. Its author, Fr. Edwin Castillo, S.J., added my name to the list after several hours of fascinating discussions about orthography and creoles.

I returned to Cambodia to spend the Christmas holidays there, and went back to Zamboanga in March. The Ateneo de Zamboanga University, my host institution, however, was not able to continue supporting me due to a direct threat from the

MNLF. I was advised that the risk of kidnappings was too high and I should leave the area. I was back in Cambodia by March 6.

## Cambodia

My initial visit to Cambodia in August 2013 was motivated by an invitation to participate in the development of a literacy program for the Cham of Cambodia. The Cham are a relatively large minority in Cambodia, counting over 300,000 people, mostly Muslim. Their language is not included in national education plans (even as other minority languages are) and there was an effort, led by Alberto Pérez



*1. Recording Cham speakers near Kampong Chhnang, Cambodia, in early November 2013.*

Pereiro, an anthropologist I met while we were both graduate students in Georgetown, to create a spelling system that was acceptable to the community and produce teaching materials for informal classes. These materials were intended to make it possible for Cham children to have access to their own heritage in written form. Once the necessary government

permits were secured, the teaching program was welcomed by several Cham communities, and the number of schools hosting our program has been growing ever since. As of the end of 2015, we have trained over 30 teachers, expanded to 13 locations across Cambodia, and over 2,200 children have participated in the literacy program for at least one year. I have worked with the program every year after my sabbatical. As part of this collaboration, I have given lectures to the Cham Language Advisory Committee, which works on Cham orthography, and I have become the publisher of *Mukva*, a bilingual magazine in Khmer and Cham that is the first Cham language periodical publication in Cambodia (and probably in the world), and has a monthly run of 1,000 copies, distributed in Cham communities in every province where they exist. I am particularly proud that we managed to fully staff the magazine with native Cham speakers, creating not only a showcase for the Cham language, but a work environment where Cham speakers can have access to professional development in their own language.

Once it was clear to me that I would have to spend my sabbatical away from the Philippines, I looked for additional work to do in Cambodia. As I focused on studying Khmer, I collected most of the language study resources available to non-Cambodians and I found out during that process that the U.S. Peace Corps was looking for someone to write a Khmer language textbook for their volunteers. I worked with Dr. Pérez Pereiro, who has a deep knowledge of the Khmer language after twelve years in the country, and several native speakers, to put together a textbook for the Peace Corps. The result was a 240 page book containing 300 illustrations and over 1,000 dialogues, accompanied by a 125 page instructor's manual. My experience creating Spanish language textbooks for Berlitz was very helpful in producing a learner-oriented book that provided instructors with detailed lesson plans. The book is different from other Khmer language materials in that it focuses on the language as it is spoken in everyday situations, and it makes extensive use of the International Phonetic Alphabet as a pronunciation guide. This represents an improvement over ad hoc pronunciation guides, allowing the student to compare Khmer to other languages and also allowing the instructor to note where his or her pronunciation diverges from the variant represented in the textbook. The book was published in early July 2014 and has been used by the Peace Corps in Cambodia for the last two years.



*2. Making the book deposit at the National Library of Cambodia. From left to right, two representatives of the Peace Corps, myself, Dr. Pérez Pereiro, the Director of the Library, and Leb Ke, our language consultant.*

The work I did with Dr. Pérez Pereiro on adapting the International Phonetic Alphabet for Khmer pronunciation motivated us to start a research program on the phonology of Cambodian languages. We have submitted our first article, on Khmer phonology, to a refereed journal, and we are working on a second one on Cham.

### **Other activities**

I was quoted as an expert on minority language education in an article about bilingual education in New York published in *El Diario* (the largest

Spanish language newspaper in New York and the oldest in the United States) on January 28, 2014.

### **In conclusion**

This sabbatical year spent in Southeast Asia has represented a turning point in my academic career, allowing me to broaden my intellectual horizon in ways that I could not have planned. In addition to having eye-opening discussions about language with intellectuals from the opposite side of the world and collaborating with them in the Philippines, I have been able to put my training at the service of a country-wide effort in language revitalization in Cambodia where I could see every day the impact my work was having in the community. I have also enjoyed working with the US Peace Corps and started research on languages about which I knew very little prior to my sabbatical. These experiences have enabled me to work, in research as well as in teaching, with the advantage of a much broader context. I am grateful to Seton Hall for giving me this opportunity.

## **Mark Couch**

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*Department of Philosophy*

During my sabbatical in the Fall of 2013 I worked on a number of projects. The first one included writing a proposal for an edited book. The second consisted of working on several chapters for a book related to my research in philosophy.

The first part of my leave was undertaken at my home in New York City. My major project for this period was working on a proposal for an edited book. I had previously met with an editor at Oxford University Press about editing a collection of articles on my graduate advisor. After this meeting, I invited a second editor to work with me on the proposal. We submitted the proposal in the summer of 2013, inviting ten contributors and organizing the contents. This was accepted by Oxford

in November under the title *The Philosophy of Philip Kitcher*. I was pleased with this since it was our first such proposal to a publisher. We are writing an introduction to the volume and will be submitting our materials at the beginning of 2015.

During this time I also worked on some other items. In June I had an encyclopedia entry on “Natural Kind” come out in the *New Catholic Encyclopedia Supplement 2012-2013: Ethics and Philosophy*. I also completed a review of an article for the journal *Synthese*. After this I worked on an article called “Determination and Causation,” which was submitted to the journal *Nous* in November (the paper was rejected and is under review elsewhere). This paper examines certain philosophical assumptions about our talk of “causation” and “determination” relations in nature. This research contributes to my interest in understanding how certain scientific explanations work.

After this period, I prepared for the second part of my sabbatical, which involved spending a month in London during December. While there I did research and worked on a book manuscript called *Understanding Mechanistic Explanations* I had begun earlier. In the book, I am examining one of the major forms of explanation in the neurosciences, which attempts to explain such things as our psychological capacities in terms of the neurological mechanisms, which underlie them. These explanations raise philosophical issues about the relations between mind and brain, and what it means to say that neuroscience has “explained” our mental states (or not). This research is meant to help us better understand these explanations and how they should be interpreted.



In London I was able to complete the fourth chapter of the manuscript. I also took a day to visit Cambridge University, admiring King’s College grounds and the local town. Aside from this, I spent four days in Belgium at the University of Ghent. I was invited to give a lecture there in mid December to the

Department of Philosophy and Moral Sciences, and I met with several scholars who work in my area.

At the very end of my trip my wife came to London for the New Year's, and we visited with some of her family, which turned out to be pretty decent.

## Mark P. Denbeaux

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### *School of Law*

During my sabbatical, I worked on the *America's Battle Lab* report for the Center for Policy & Research at the Law School. The report has been very well received. For example, it was part of a Newsweek cover story: "To Live and Die in Guantanamo." The report reveals for the first time reason that Guantanamo Detention Facility was created in January 2002 and it reveals for the first time how American interrogation and torture techniques developed.

The stated intended purpose of the Guantanamo Bay Detention Center (GTMO) was to house the most dangerous detainees captured in the course of the Global War on Terrorism. Founded in 2002, the commander in charge of detention operations, Brigadier General (BG) Baccus, effectively operated the camp as a facility for housing Prisoners of War. These POWs were entitled to basic human rights afforded under the Geneva Conventions. Pursuant to typical military command structure, he answered to the United States' Southern Command (SOUTHCOM). Unbeknownst to BG Baccus, the Executive Branch created a second, secret chain of command straight from intelligence officials at GTOM to the President of the United States; the intelligence commander at GTMO, Major General (MG) Dunlavey, received his marching orders directly from President George W. Bush. These orders commanded MG Dunlavey to debrief Secretary of Defense Rumsfeld once per week in person on matters of intelligence to avoid placing any record of their discussions in written form. MG Dunlavey's predecessor, MG Miller, also reported daily to the Secretary of Defense once per week by telephone. This arrangement operated beyond the scope of the established military chain of command.

What was it that the Executive Branch was so eager to gain from intelligence at GTMO? Results. The continued pressure effectively created GTMO's alter-ego. It created America's Battle Lab, as MG Dunlavey and MG Miller both referred to GTMO. This Battle Lab's rats were human beings: detainees expecting POW treatment. Instead, they underwent a level of interrogation overwhelmingly condemned by federal government agencies at the time; criticized by all but intelligence officials. When the FBI expressed concern over the legality of some interrogation techniques, the agents were told by intelligence officials at GTMO to act like the guests that they were. Soon, all personnel unconnected with intelligence gathering became guests at the base, unwelcome in many areas of the camp. BG Baccus was removed from the facility when his complaints began to interfere with the intelligence mission. Soon after this, all operations were consolidated into a Joint Task Force under the direct supervision of intelligence commander, MG Miller.

The criticized torture tactics, known as Enhanced Interrogation Techniques, were not utilized for the purpose of obtaining reliable information. Instead, the "results" the Executive Branch was searching for was something more sinister. The government sought intelligence on the most effective ways to torture a human physically, information on the most damaging ways to break a man psychologically, and insight as to just how far the human body could be pushed in pain and terror before organ failure or death. Upon arrival, detainees were routinely given psychosis-inducing drugs and were held in isolation for up to 30 days without access to human contact, including the International Committee of the Red Cross. Once in GTMO, non-compliant detainees could also be subject to isolation techniques, which triggered denial of access to both doctors and Red Cross representatives.

When detainees underwent torture, medics monitored their vital signs to ensure that there was no organ failure or death. The policy implemented at the camp was that if the detainee's pulse dropped below 40 beats per minute, the interrogation had to stop until his pulse was raised to 41 beats per minute. Medics would also draw blood to determine how close each detainee was kidney failure from the interrogations. In addition, the Department of Defense encouraged the use of psychological interrogation tactics, in addition to physical abuse. These tactics, known as SERE tactics, originated in the Korean War and were specifically designed to elicit false confessions. Intelligence also toyed with detainees' health through the use of Mefloquine, an anti-malarial medication, at doses known to induce anxiety,



paranoia and other mental harm. The FBI reported numerous interrogation techniques exploiting psychological weaknesses and preying on the detainees' Muslim faith. These interrogation methods were seemingly stopped by Secretary of Defense Rumsfeld in early 2003, only to be renamed and repackaged by the Working Group and made available by the Secretary of Defense again in the spring of 2003.

GTMO existed as a place where Intel could push nearly all of the boundaries of torture without fear of liability. It placed the intelligence mission at the forefront, demoting any interests of the detention mission. In doing so, the laboratory was formed, paving the way for a multitude of psychological experiments against detainees who were admittedly not “the worst of the worst,” but were in fact merely “low-level enemy combatants.” GTMO operated as a Battle Lab, a world where experimentation on the defenseless served to generate data with which to counsel and train interrogators at military facilities across the globe. These bases utilized the insight granted by intelligence officers from GTMO, most notably Bagram and Abu Ghraib. With GTMO serving as the command center for world-wide interrogation coordination, the laboratory could utilize the results of the torture testing in training future interrogators in different theaters of war. After multiple Senate investigations and the declassification of many documents, the world can now see that GTMO was no simple POW detention center, but has instead operated as America's Battle Laboratory.

This sabbatical was very helpful for me. Without it an important and historically significant piece of scholarship might not have been completed.

## **Martin S. Edwards**

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*School of Diplomacy and International Relations*

Pursuant to Section III.E.2.b of the Policies for Promotion, Tenure, and Sabbaticals, the final report on my sabbatical appears below. As a reminder, I was

in Canada during the Fall semester. I served as the Fulbright Visiting Research Chair in Global Governance at the Balsillie School of International Affairs (BSIA) and I was cross-appointed as a Visiting Research Scholar at the Centre for International Governance Innovation (CIGI) in Waterloo, Ontario.

The purpose of the sabbatical was for me to make progress on writing a book on international economic surveillance as practiced by the International Monetary Fund and the World Trade Organization. The book is under contract with Routledge. The manuscript is due in September 2014. The rationale behind taking a sabbatical at BSIA was straightforward. BSIA is a new international relations school that was formed by collaboration between Wilfrid Laurier and the University of Waterloo. With a \$100 million endowment, a brand new building, and multiple MA and PhD programs, BSIA was a natural venue for me to better understand how other professional international relations programs work.

The report below is divided into three parts. I first detail my progress on the book manuscript and other scholarly work. I turn to discuss my Seton Hall related activities, and I close with my networking activities at BSIA.

By way of background: the book has an introduction (which is not numbered) and six chapters. Chapters One and Two are largely historical and contextual on IMF and WTO surveillance, respectively. Chapter Three is a combined theory/research design chapter, and Chapters Four and Five are the evaluative chapters on IMF and WTO surveillance, respectively. Chapter Six contains the comparison, summary, and theory and policy implications.

At the present, I have made progress on all but Chapters Two and Five, which are my focus for the coming semester. I was fortunate to make contacts at BSIA and CIGI that will prove useful in promoting the manuscript, and I gave a pair of talks at BSIA that allowed me to test drive some of the findings and policy implications. CIGI was kind enough to produce a 30 minute video interview on my research, which I've disseminated to my network as well.

As far as the rest of my scholarship, the incentives at professional schools are slightly different. I've been active in contributing op-eds (with one that ran in the Trenton Times, and a second at the multi-authored international relations blog Duck

of Minerva, and another that's currently at Al Jazeera.) I have a forthcoming paper that I co-wrote with a Diplomacy graduate student forthcoming at International Studies Perspectives. This paper is on IMF surveillance of the United States, and we were able to leverage that paper into a column that ran in the Washington Post during the debate about the debt ceiling. The web traffic through the Washington Post column, in turn, led to over a hundred views and almost two dozen downloads of the full paper. This made the paper one of the Social Science Research Network's "Top Ten downloaded." Two additional papers on active and problem based learning building on my experiences teaching last year are also under review at peer-reviewed journals.

I've been active in other channels related to my scholarship as well. I am a member of the New Rules for Global Finance Coalition, a Washington-based organization that routinely hosts Diplomacy interns and has hired one Diplomacy alumnus full time. New Rules created their first ever annual report this year, and I was active in helping them with the methodology. I was also fortunate to be asked to comment on a draft of the IMF's new guidelines on staff engagement with civil society organizations.

In terms of my Seton Hall activities, I've remained active in university and departmental life even from afar. I worked with colleagues to put together our proposed Center for UN and Global Governance Studies. This proposal is currently under review in your office. I'll be taking an active role in the governance of the Center in the Spring. During the past semester, I've written 44 letters of recommendation for students for Diplomacy students for graduate and law schools, which brings my total almost 450 letters since I've started here. I was asked by one of my deans to provide comments on a Fulbright research application that's been submitted by a Diplomacy undergrad, and I've participated in two webinars for prospective students looking to enroll in our program. I've been active in our tenure deliberations, and I've been asked to mentor our new hire Joey O'Mahoney, who is a terrific addition.

Outside of McQuaid, I've worked with colleagues in Psychology and Mathematics on their own center of excellence proposal. In that proposal, I've developed a collaboration with Manfred Minimair to develop some data visualizations using the data from my National Science Foundation grant. I've

contributed to two media advisories on the UN General Assembly and German elections, and I've been interviewed about the proposed US-EU trade agreement. Finally, I've collaborated with Mary Zedeck from TLTC on a grant to develop an online Diplomacy course. This grant application is presently under review in your office.

Finally, my activities at BSIA have been based around laying the groundwork for future programmatic collaboration. I've presented at a PhD student workshop on grant writing, I've discussed with school administrators how they could help send students to our United Nations Intensive Summer Study Program, and I've arranged talks with BSIA faculty and administrators for two Diplomacy graduate students who will be applying to BSIA for doctoral study. BSIA hosts the offices of the Academic Council on the UN System, and I've been discussing with their director how the new Center for UN and Global Governance Studies can help strengthen their New York presence. Finally, I've been active in media in Canada as well as in South Orange, contributing to media advisories on the UN General Assembly and the IMF-World Bank annual meetings, and I've been interviewed for Sun News (for good or ill, Canada's answer to Fox News) on the US debt ceiling debate.

In sum, I'm grateful for the opportunity. It was really essential for me to have a semester to focus on my scholarship, and I'm excited to be back at South Orange at a critical time for our school.

## Sheldon Epstein

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*Department of Computing and Decision Sciences*

### **RESEARCH ACTIVITIES**

My Sabbatical Application listed several projects that I intended to work on. The first involved auditing cases where Medicare/Medicaid as well as private Health Insurers aggressively demand repayment from Doctors and Medical Supply

companies for collected fees that, based on subsequent reviews they conducted, were deemed by them to be “excessive”. I had already published in this area and was working on another case that I hoped would lead to another publication. This objective was met with the publication of

“Developing Transparent Health Care Reimbursement Auditing Procedures,” *Journal of Business Case Studies*, Vol. 10, No. 1, pp 1-6, First Quarter 2014. (with A. Rotenstein, Y. Wilamowsky)

The second project I mentioned was continuing my research involving quantitative analysis of ancient manuscripts and astronomical works. This objective was also met with the publication of a paper comparing and contrasting recently discovered 800 to 900 year old Torah scrolls:

"A Quantitative and Grammatical Analysis of the Shira Design,” *Hakirah*, Vol. 17, pp 129-164, Summer 2014, (with B. Dickman, Y. Wilamowsky)

The last area mentioned in my application involved pedagogy, i.e. the developing of case studies to be used in my undergraduate and graduate courses. Upon further reflection I decided instead to create YouTube type clips of between 2 and 60 minutes in length of the Quantitative Topics covered in our undergraduate and graduate Quantitative course offerings. These clips are from classes that I had taught over the past 7 years that had been taped for our ITV program. These clips will of course help students who miss classes because of illness and work. However, more importantly they may result in a restructuring of the required MBA Quant Course. This course has been traditionally taught by classroom lectures reinforced by assigning several projects regarding this material to groups of 3 students to work outside of class and submit their final work for review. These tapes will allow the process to be reversed so that the initial knowledge is conveyed by video and the projects are done by the group in class under the guidance of the instructor. Being that many of the students in this course are not quantitatively proficient, having the teacher there to guide them during the research should be extremely beneficial. I am in the process of making these changes in the course during the current semester. Creating/spicing these short videos from tapes of three hour lectures involved hundreds of hours of review and fine tuning.

In summary, with respect to research and publications, all the objectives presented in my Sabbatical Application were successfully met.

## Martin J. Finkelstein

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*Department of Education Leadership, Management and Policy*

My 2013-14 sabbatical began inauspiciously enough. I had applied for a Fulbright at the Chinese University of Hong Kong in which I would follow up on an earlier Fulbright (2007-08) in which I had examined preparations for the transition of Hong Kong's universities from a three-year British to a four-year American baccalaureate degree. I had informally negotiated those arrangements with the Chair of the Hong Kong Fulbright committee and figured it was a "done deal." I had not anticipated that he (the chair of the HK Fulbright committee) would take a sabbatical and that the U.S. state department liaison for East Asia Fulbrights would retire. As it turned out, the new Fulbright staff in both Hong Kong and Washington weren't as enamored of my project, and said "maybe" rather than "yes." Fortunately, I got the news while I was working with a colleague, Jack Schuster, at Claremont Graduate University on a new book on the latest declining fortunes of the American academic profession – which was, actually, the other central focus of my sabbatical. Seeing my abject disappointment, the Education Dean at Claremont immediately offered me a Visiting Scholar appointment for the year, including the opportunity to teach a seminar on the American Academic Profession. We arranged to restructure the seminar that I had taught a dozen times before at SHU over 15 weeks into a four-weekend course. That would allow me to experiment with an alternative format that our own doctoral students at SHU might find attractive – if it worked at Claremont. [Indeed, In Spring, 2016, I will be offering EMP9994 Faculty Personnel Policies as a weekend course at SHU using the structure and format of the four weekends at Claremont in Fall, 2013]. When word came from Fulbright a few days later that they

had re-considered and the proposed work at Chinese U of Hong Kong was now a “go,” I, after consultation with my Dean, decided to turn it down.

As part of the book project, I encouraged research contributions from my doctoral students at Claremont (and am currently serving on one dissertation committee at CGU). I also took the opportunity when I was not in Claremont of organizing a team of a half-dozen doctoral students at SHU to work with me on procuring and preparing a set of restricted data files of the National Study of Postsecondary Faculty 2004 (U.S. Department of Education) and the Survey of Doctoral Recipients, 1993-2013 (National Science Foundation). This group of SHU doctoral students evolved as an informal, year-long research and data analysis team that contributed mightily to the data analyses, and constructed under my supervision the 150+ tables and figures for what evolved into a six hundred page manuscript – finally completed and delivered to the Johns Hopkins University Press in November 2015 – more than a year after my return. Indeed, two of our SHU doctoral students are listed on the title page as “collaborators” in the volume which will be out in October, 2016.

Beyond the work on the JHU Press book and as a Visiting Scholar at Claremont, early on during my sabbatical, in mid-June, 2013, I accepted a two-week stint as a Visiting Foreign Professor at the Eurasian National University in Astana, Kazakhstan. During that visit, I gave a number of public lectures and worked with doctoral students in higher education at the University. I also was an invited speaker at the Eurasian Higher Education Leaders Forum at Nazarbayev University –one of two English-only universities in Kazakhstan. At the end of my stint in Kazakhstan, I spent a week as a Visiting Scholar at the School of Higher Economics in Moscow where I gave several lectures on comparative higher education. Toward the end of my sabbatical, I was invited to serve as a Fellow of the TIAA-CREF Research Institute – which I was pleased to accept.

During the 2013-14 academic year, I also participated in two international conferences as an invited speaker in the area of scientific mobility and productivity: In November 14-16, 2013, I spoke at the *Academica Europa*'s conference on “Migration and Mobility in European Science” in Rome; in mid-January, 2014, I was an invited speaker at the Catalan Association of Public Universities forum on

“Mobility of Scientists between Universities and Industry” in Barcelona at the national university.

I had several publications appear during the 2013-14 academic year, including:

“Faculty Careers in Rapid Transition: The Salience of the Redistribution of Faculty Appointments” *TIAA-CREF Research Dialogues* 108 (June 2013): 1-21.(with Jack Schuster and Kevin Iglesias)

“How Does National Context Shape Academic Work and Careers: The Prospects for Some Empirical Answers” In: Maldonado-Maldonado, Alma and Roberta M Bassett (eds). (Spring 2014) *The Forefront of International Higher Education: A Festschrift in Honor of Philip G. Altbach*. Dordrecht, NL. 49-60.

The Internationalization of the Academy: Changes, Realities, and Prospects (ed) (2014). Dordrecht,NL: Springer (with Futao Huang and Michele Rostan), including “Patterns of faculty Internationalization: A Predictive Model” (Chapter 11, pp. 237-258) (with Wendiann Sethi) and two other chapters

“The American Faculty in an Age of Globalization: Predictors of the Internationalization of Research Content and Networks.” *Higher Education* 66 (September 2013): 325-340.

Finally, during the Spring, 2014 semester, I worked with Glen Jones, Ontario Institute for Studies in Education, University of Toronto to plan a new, co-edited book project focusing on *How National Context Shapes Academic Work and Careers*, an ambitious attempt to develop taxonomic frameworks for comparing national context factors as well as a set of common metrics to describe academic work and careers across national settings. That planning work resulted in a Panel Presentation at the Consortium of Higher Education Researchers in Europe [CHER] in September, 2014, just after my return from sabbatical, a small working conference in Sao Paulo, Brazil a year later in October, 2015 and a book proposal currently in preparation with colleagues in ten countries.



# Paula Franzese

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*School of Law*

## Scholarship

My article, *Law Teaching for the Conceptual Age*, (44 Seton Hall L. Rev. 1) formed the basis for remarks at the Seton Hall Law Review's October Symposium on *Legal Education Moving Forward*. I led a panel discussion at the Symposium and worked with West Academic to successfully enlist their sponsorship of the event. I authored two new books, *A Short and Happy Guide to Being a College Student* (West, 2014) and *A Short and Happy Guide to Being a Law Student* (West, 2014). Both have been featured on news media outlets, in student magazines (including **College Express** and the **Daily Collegian**) and in pre-law publications (including the pre-law issue of the **National Jurist**). I presented talks at colleges and law schools about the books' essential themes, the promise of the law and the call to service. I served as *Creator and Editor* of the *Short and Happy Guide* series (West). The series continues to expand and added four new titles this year. I developed the template for *Experiencing Property* (West) (casebook and Teacher's Manual). This casebook in progress aims to present the subject matter by fusing elements of the traditional case method with experiential/practice-based exercises that help students experience Property and understand its relevance by contextualizing its doctrinal precepts, drafting documents, negotiating terms, conducting a title search, preparing a closing and more. I wrote *Property Taxonomy: A Guide to the Subject Matter* for Wolters Kluwer. Shorter essays include *Experiential Teaching/Experiential Learning: Using Empathy to Enhance Meaning*, *The Law Teacher* (2014) and I served on the *Editorial Board* for the *Land Use and Environmental Law Review* to review and rank scholarly submissions for that peer-reviewed journal. I have been at work researching, fact-finding and drafting the *Report of the New Jersey Supreme Court Special Task Force on Attorney Ethics*. That project began this year and will conclude in April, 2016. It focuses on how technology and globalization have transformed the practice of law and will make specific recommendations to the New Jersey Supreme Court for reform of the NJ Rules of Professional Conduct. I was appointed by NJ Supreme

Court Chief Justice Rabner to serve as Vice-Chair of the Task Force. Retired NJ Supreme Court Chief Justice James Zazzali serves as Chair.

## **Service**

I served as **Chair of the Law School's Strategic Planning Subcommittee on Faculty**. The subcommittee carefully took up three important areas: faculty composition, faculty performance and review and faculty and the curricular model. Our efforts resulted in a substantial report to the faculty. I worked on establishment of the **Seton Hall Law Real Estate Institute** and began work on the establishment of a **Leadership Fellows Program** at the Law School. I served on the **Dean's Budget Working Group** and as **Faculty Advisor** to a host of student organizations including the **Rodino Society**, the **Women's Law Forum** and the **Real Estate Society**. At the Association of American Law Schools' Annual Meeting I presented *Suburbs in Flux: Mt. Laurel and the Future of Inclusionary Zoning*. For that meeting I also worked with Prof. Shelby Green to develop materials for a **Bridge Program on The Government, the Arbitrator and the Ombudsman**. I presented numerous **Continuing Legal Education ethics programs** to the bar and provided **media commentary for MSNBC, CBS, NPR** and several other media outlets on eminent domain and the TransCanada pipeline, government ethics and the *Harvey Cedars* coastal redevelopment case.

I served as a member of the **Community Health Law Project Board of Directors** and assisted with the implementation of the organization's strategic plan and with placing our students and graduates with the organization as summer interns and staff attorneys. I served as a liaison to several bar, educational and community outreach organizations, including the **American College of Real Estate Lawyers (ACREL)**, the **AALS Section on Teaching Methods**, the **NJ Women Lawyers Association**, the **NJ League of Women Voters**, the **NJ Federation of Women's Clubs**, **West Academic**, the **Council on Government Ethics Laws (COGEL)**, **Partners for Women and Justice** and the **Community Health Law Project**. I am a **Fellow of the American College of Real Estate Lawyers** and a **Fellow of the American Bar Foundation**.

## **Teaching**

I devoted considerable time and attention to the task of developing pedagogical responses to the changing landscape of legal education. My work on law-teaching and innovation in the classroom received national attention and has been featured in the *Wall Street Journal*, *The Law Teacher*, at the *Institute for Law Teaching* and the *AALS Section on Teaching Methods*. I was featured in the Harvard University Press book, *What the Best Law Teachers Do*, and contributed essays and materials to the book. I demonstrated and deconstructed my teaching at the June, 2014 national conference, *What the Best Law Teachers Do*, at Northwestern Law School and wrote several pieces for the conference's published materials. I continued to teaching *Civics and Character* to middle school students in the Archdiocese of Newark.

### **Conferences and Presentations**

*What the Best Law Teachers Do*, Northwestern University School of Law, June 24-27, 2014. This three-day international conference showcased the work of fourteen of the law professors (myself included) featured in the recently released book *What the Best Law Teachers Do* (Hess, Sparrow, Schwartz, Harvard University Press). I presented various pedagogical approaches and “*Assessing Empathic Pathways to Learning in the Core Curriculum.*” I wrote supporting materials for the conference's on-line component. Other conference presentations include *Open Public Hearing on Preliminary Findings of New Jersey Supreme Court Special Task Force on Attorney Ethics*, *Judicial Independence at a Crossroads*, *Leading with Integrity in Challenging Times*, *Restoring Trust in Government*, *Suburbs in Flux: Mt. Laurel and the Future of Inclusionary Zoning*, *Know Your Worth: The Challenges of Our Time for Girls and Women*, *Engaging Whole-Mind Aptitudes in the Classroom* and *How Teachers Affect Eternity*.

# David P. Gelb

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*Department of Accounting and Taxation*

## **Fall 2013 Sabbatical Leave**

The University granted me sabbatical leave for the Fall 2013 semester. My research has, in the past, focused mostly on financial reporting issues, such as voluntary disclosure and the effectiveness of accounting information. This sabbatical leave provided me with the opportunity to develop my research skills in Auditing, a subject that I teach. I decided to research if, and how, the complexity and sophistication of a company's Information Technology (IT) affects the nature and the results of the audit of its financial statements and internal controls.

I presented the preliminary results of our research at the AIS Educator Association Conference on July 2013, "Making a Statement: What do Audit Fees Tell Us About the Audits of Companies with Innovative Information Systems?", and received many useful comments. Our paper was well received and received the *Best Paper Award* at the conference.

Some of the results of our research have been published in "Fee Assessment: the Audit Price Tag of Innovative IT Solutions," *Accounting Information Systems Educator Journal*, in June 2014. Another paper that resulted from this research project, "Innovative IT Firms and the Internal Control Environment," has been accepted to the special issue on "*Big Data Analytics and Business Innovation*" in the *International Journal of Technology, Policy and Management*.

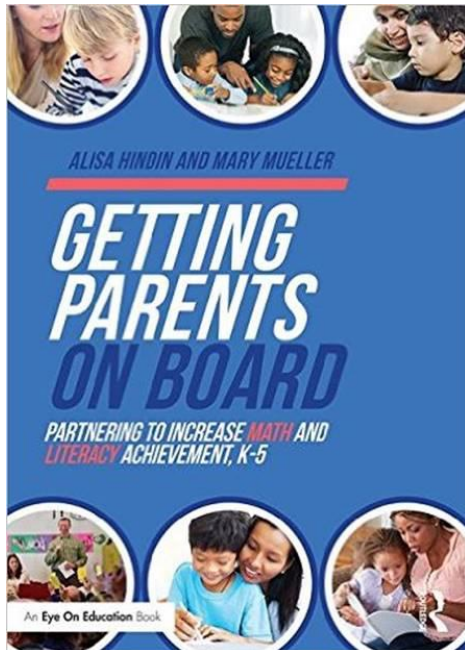
I am grateful to the University for providing me with this opportunity.

# Alisa Hindin

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## *Department of Educational Studies*

I was on sabbatical spring of 2014. During that time I worked primarily on two interrelated books on parent involvement in children's learning of mathematics and literacy. The target audience of one book is pre-service and in-service teachers as well as teacher educators and administrators. This book focuses on assisting teachers in partnering with families to foster parent involvement in mathematics and literacy. The target audience for the second book is parents and family members.



This book focuses on strategies parents can use with their children to maximize learning in mathematics and literacy. I am working on these book collaboratively with Dr. Mary Mueller.

We have written drafts of eight chapters in the teacher book and six chapters in the parent book and we are working to secure a publisher for both books. Our preference is to have one publisher for both books.

In addition to the work on these books, I worked on several other publications during my sabbatical. I published the following article:

Hindin, A. & Paratore, J. R. (2014). Supporting Parents as Valuable Partners in Their Children's Literacy Learning [IRA E-ssentials series]. Newark, DE: International Reading Association.

I submitted three other articles for publication. I worked with Dr. Mueller to revise and resubmit the following article:

Hindin, A. & Mueller, M. F. (submitted). Preparing future teachers to create home-school partnerships with diverse families. *The Teacher Educator*.

I recently received revise and resubmit responses for the following two articles:

Hindin, A. & Mueller, M. F. (submitted). Creating home-school partnerships: Examining urban and suburban teachers' practices, Challenges, and Educational Needs. *Teaching Education*.

Hindin, A., Steiner, L. M., & Dougherty, S. (submitted). Building our capacity to forge successful home-school partnerships: Programs that support and honor the contributions of families. *Childhood Education*.

I am still awaiting a response for the following publication:

Steiner, L.M. & Hindin, A. (submitted). Developing children's literacy learning through skillful parent-child shared book readings. *Journal of Literacy Research*.

Thank you for this opportunity to work on my research and publications.

## Jeffrey C Levy

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*Department of Psychology*

Again, I wish to thank the President and Provost for the support and encouragement you provided me six years ago in granting me a full-year sabbatical with pay to engage in soul-searching regarding life after chair. That sabbatical provided me the opportunity to try my hand at textbook writing and resulted in a 2013 book with

Pearson, the largest educational publisher in the world. I wanted to bring you up to date with the results of my recent sabbatical spent drafting an Introduction to Psychology textbook.

I worked with Susan Hartman, then Executive Editor of Psychology for Pearson, on my advanced textbook entitled *Adaptive Learning and the Human Condition*. After it was published, she indicated she really enjoyed working with me and asked if I were interested in working on another advanced book. I told her I was applying for an early sabbatical and was interested in working on an Introduction to Psychology textbook. Pearson has gobbled up several prestigious academic publishers including Prentice-Hall and Allyn & Bacon and is an enormous operation with a whole division dedicated to Intro texts; they currently offer more than 15 titles! Susan referred me to Amber Chow, the well-known and respected editor of this separate division. I submitted a proposal to Amber (an updated version is attached) describing my complaints about the current market of intro textbooks and attempting to justify the addition of one more. Amber agreed with my criticisms, liked my approach, and supported the proposal.

Last September began an upheaval within Pearson. Amber was switched to another position within psychology and I was referred to Erin Mitchell. She requested several chapters and continued to be encouraging. She later left for maternity leave and our correspondence was interrupted for a few months. I contacted Susan Hartman who informed me that Erin was expected to return in June and I tried to arrange a phone call. At the end of June, Erin informed me that Pearson decided to reduce its Introduction to Psychology textbook offerings and concentrate on non-print media. She and Susan, since shifted out of psychology, expressed their disappointment and provided me with contact information for other publishers.

The other large textbook publishers (e.g., Cengage, McGraw-Hill, and Wiley) are also reducing their intro offerings and not currently interested in adding another one. Susan Hartman referred me to Sage and I have been communicating with Reid Hester, their Senior Psychology Editor, since the end of July. I sent him the proposal and three chapters and we spoke at the beginning of this month. Reid indicated that Sage has never published an intro to psych textbook, being a smaller publisher with concerns regarding the competition and current saturation of the market. However,

Sage is currently considering the possibility of offering an intro book and expanding their staff of book reps to promote it. This is an exciting prospect for me. I would much prefer that a book rep be promoting my book exclusively as opposed to 15 or so from a mega-publisher. Reid indicated that conversations are currently being held within the company and he anticipates a decision being made by the end of December. Keep your fingers crossed!

I knew I was taking on an ambitious and risky task by dedicating my sabbatical year to a single-authored intro text. I am pleased to report that it was a very productive year. Whereas my Learning textbook was about 250 pages of text and 50 of references, these totals are 375 and 65 for my current draft. I am about  $\frac{3}{4}$  finished with the twelfth chapter and uncertain as to how to conclude the book. Possibilities include extending Chapter 12, adding a prologue, or tacking on one or more idiosyncratic chapters. I would prefer to receive input from editors and reviewers before making the decision but will continue writing if Sage does not decide in my favor. It will come as no surprise to you that the title of my proposed textbook is *Psychology: The Science of Human Potential*. I believe the Introduction to Psychology course can provide more than a survey of different content areas (e.g., biological psychology, cognition, developmental, social, etc.). Attached is my draft of the first chapter. I suspect both of you will appreciate my attempt to help students place psychology within the context of a broad-based college education and apply its principles in an effective way to achieve their personal goals. I hope my book is published and reaches as wide an audience as possible. No matter what, my two sabbatical experiences enabled me to consider and strive to achieve my own goals and potential. Thanks again!



# Msgr. Dennis Mahon

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## *Department of Communications and the Arts*

The sabbatical *opportunity*, above and beyond the research project itself, was a rewarding and refreshing chance to reacquaint with research techniques such as content analysis which I had utilized in my doctoral dissertation, especially the in-press, update of Kimberly Neuendorf's *The Content Analysis Guidebook*, Second edition. This guidebook enumerates the latest applications in Computer-Aided Text Analysis (CATA). Such content analysis tools will go a long way to resolving the main difficulty of earlier research, inter-coder reliability. Content category definitions administered by computer on digitized text will be much faster and, again, more reliable.

Of even greater benefit will be access to the Linguistic Inquiry and Word Count (LIWC2015) which the University is providing through the Digital Humanities efforts. R and R-studio also offer research and master's thesis opportunities in Communication Studies for the increasing student interest in the impact of social media in a variety of communication fields. The University's investment is timely and opportune.

### Synopsis of Sabbatical Research

#### Background

In the fall of 1998, Seton Hall University commenced two master's degree programs which were entirely online. These programs were a master's in healthcare administration and a master's in executive communication, both in departments of the College of Arts and Sciences.

At that time, online, higher education efforts were most publically associated with institutions such as the University of Phoenix which had begun as an open-enrollment, for-profit endeavor in 1976, expanding into online education by 1989. With such an association, "mainstream" colleges and universities tended to look upon online courses with skepticism.

By 2014, however, with the enduring exception of the University of Phoenix's continued unhappy reputation, online courses and online programs have been embraced by mainstream higher education to the extent that MIT, Stanford and Harvard have made available much course content online. Seton Hall has brought about an organizational change which has embraced online education throughout the curriculum with the incorporation of Blackboard.

This research examines the administrative considerations which in the latter part of the 1990s led Seton Hall to the intrepid decision to undertake online degree programs and the organizational changes such an undertaking required.

### The Research Question

John Kotter had first published his pivotal work, *Leading Change*, in 1996. In a 2001 article in the *Harvard Business Review*, Kotter distilled his understanding of successful organizational change into eight necessary steps: a sense of urgency; a guiding coalition; a created vision; communication of that vision; empowered action on that vision; creation of short term "wins"; consolidation of improvements and production of more change; and the institutionalization of new approaches. Kotter's framework provides a useful matrix by which to analyze and measure the successful effort to introduce online courses and online programs at Seton Hall which were finally offered in 1998.

In what ways, therefore, did Seton Hall implement the processes critical for organizational change as delineated by Kotter? In what ways did Seton Hall deviate from those processes while planning for and introducing online, master's programs? Interviews in 2013 and 2014, with a variety of administrators and faculty who had been involved in the decisions which resulted in Seton Hall's venture into online programs, provided answers to those questions.

### Research Results.

Seton Hall University's interest in computer technology and "ubiquitous computing" (Finkelstein, et al, 2000, p.202) led to a partnership with IBM to plan and develop a "wired" campus which would make mobile computing available throughout the academic buildings, residence halls and the student center, beginning in 1996. The 1996 appointment of a Task Force on a Virtual University by Seton Hall president

Msgr. Robert Sheeran, led to a recommendation for the establishment of SetonWorldWide. The following analysis will elaborate on Seton Hall's actions between 1996 and fall 1998 when SetonWorldWide (SWW) enrolled its first, online master's students.

Several of Kotter's eight processes coincided with Seton Hall's efforts. SetonWorldWide: "Successfully developed an academic model that proved the online 'anywhere, anytime' graduate program was as good as or better than comparable traditional classroom degree programs. Started online programs that fulfilled the Catholic mission of the university. The Online Campus was profitable by the third year of student enrollments." (Douglas, 2008, p.7)

But three of the processes differed significantly from Kotter's model. The "sense of urgency"; "guiding coalition"; "short term 'wins'"; "consolidation of improvements and production of more change"; and the "institutionalization of new approaches", are all reflected in Seton Hall's decisions and actions. But a "created vision", "communication of that vision" and "empowered action on that vision", took different tacks.

In short, Seton Hall's president had one vision for online, graduate education. The provost had a different vision. The director of SWW had a third vision and the faculty of the Communication Department, as well as the faculty of the Political Science Department, had a fourth vision.

Msgr. Sheeran was always intent on finding an opportunity for Seton Hall to improve its academic reputation, for instance, moving to the "top tier" in *US News and World Report* rankings. Online education was perceived as an opening to enhance the university's "regional, national and global presence" (Douglas, 2008, p.1). The opportunity to be successful among the pioneer universities and colleges in this new "arena" of online education-- Duke University, Athabasca University of Canada and Wake Forest were "mainstream" schools which had begun online, graduate programs-- was especially attractive, given Seton Hall's existing investment in computer technology. Msgr. Sheeran prepared for the opening meeting of the Presidential Taskforce on the Virtual University, "In regards to our Catholic identity, ...Seton Hall should seek to be a dominant provider of many types of information to many types of audiences." (Sheeran, 1996, p.2)

Provost, Dr. Bernhard Scholz, was newly responsible for academic computing and had as his first priority the creation of a comprehensive academic technology plan. Dr. Scholz had become acutely aware that Seton Hall's investment in a Teaching, Learning and Technology Center, IBM mainframe and ThinkPad laptop computers and the potential for curricular use of the internet required a comprehensive plan. (Scholz, personal communication, 2013)

Dr. Edward Goldberg came to Seton Hall directly from New Jersey's Board of Higher Education, first as the Distinguished Scholar for Information Technology, then as the Director of SetonWorldwide. His was an all-encompassing vision of Seton Hall as a "virtual university". "We were among the first to begin to think about (online learning) in a systematic, universitywide way. [We envisioned] sustained, full online degree programs—programs that flow from institutional commitment". (Moore, 1999) Dr. Goldberg saw "Seton Hall taking education beyond the brick-and-mortar campus and into the online realm" (Moore, 1999)

Dr. Donald McKenna and Dr. Philip DiSalvio had spearheaded the creation of campus-based, master's programs in their respective departments and saw corresponding graduate programs online as parallels to the on-campus programs. Dr. McKenna was both Communication Department Chairman and a member of the College of Arts and Sciences Educational Policy Committee (EPC) and engineered approval of the Masters Program in Communication in 1996. The online Masters in Executive Communication was approved in 1997. DiSalvio and McKenna viewed the online masters programs as parallels to the on campus, graduate degree programs (personal communication, 2013)

### Discussion and Conclusions

John Kotter expanded on his analysis of the eight steps in transforming an organization, "Urgency and a strong guiding team are necessary but insufficient conditions for major change. Of the remaining elements that are always found in successful transformations, none is more important than a sensible vision." (Kotter, 2012)

Seton Hall went forward not with a single vision but with a four-way vision, held separately and distinctly by the president, by the provost, by the director of SWW

and by the faculty chairs. The four visions were certainly not antithetical, but they were certainly not the same.

## Cecilia Marzabadi

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*Department of Chemistry and Biochemistry*

My 2013-2014 academic year sabbatical leave was filled with an assortment of activities that were both intellectually rewarding and professionally enriching. Good progress was made in the major activities that I had planned including dissemination efforts and scientific research. New professional contacts with potential collaborators were made and a short course/grant-enhancing workshop was attended.

The core of my sabbatical leave focused on carrying out research work as a Visiting Investigator in the laboratory of Dr. Samuel J. Danishefsky at the Sloan Kettering Institute for Cancer Research in New York City. This was quite an honor for me to receive this appointment, as I had been a follower of Dr. Danishefsky's work since early in my graduate career. He is considered one of the outstanding organic chemists of our time with more than a thousand publications and with virtually every notable award for organic chemistry.

At Memorial Sloan Kettering Cancer Center (MSKCC), I expanded my knowledge by learning the techniques utilized for the synthesis of complex polysaccharide chains (N-glycans) that are present in biologically-important glycoproteins such as Erythropoietin (Epo) and Immunoglobulin G (IgG). I was also able to simultaneously work on some of my Seton Hall research projects. I had access to a range of seminar talks related to cancer research from areas such as molecular pharmacology and chemistry, cell biology and immunology. Weekly

group meetings were held and during these I was able to discuss my research findings and those of others within a group of elite, world scholars.

During the course of my sabbatical I was also fortunate to be selected to attend the *Training in Neurotherapeutics Discovery and Development for Academic Scientists* course sponsored by NINDS/NIH in February 2014 in Bethesda, MD. The thirty course participants that were selected were Ph.D. and M.D.s from institutions such as Johns Hopkins, Harvard and Vanderbilt Universities. The course consisted of lectures on CNS drug discovery, and work on further developing a grant proposal idea for NIH with the help of grants officers and successful grant PIs in this area. It was an exciting opportunity to work with established individuals in a field that is relatively new to me. Besides helping me with my grantsmanship, this four-day course also provided the opportunity for me to learn about the existence of a national, academic, CNS drug discovery consortium that may be of use to some Seton Hall faculty. This consortium is important because much of the CNS drug discovery research that was previously being conducted by the pharmaceutical industry is no longer being carried out...though there is definitely still a need.

In the time period of my sabbatical, I was also able to attend two National American Chemical Society Meetings; one in Indianapolis, IN and the other in San Francisco, CA. At both meetings, I participated in professional society governance meetings. In the latter venue, I gave one invited talk, one submitted talk and chaired a symposium session.

The symposium session in San Francisco, CA. in August of 2014 was called “Mom the Chemistry Professor.” It consisted of speakers who were chapter contributors to a book project of the same that was published in June of 2014 by Springer. It also had a keynote lecture given by Dr. Mary Ann Mason from the UC Berkeley Law School. Dr. Mason spoke about “how motherhood matters” in issues of hiring and promotion in academe.

The book itself in its first edition, consisted of seventeen chapters contributed by women at a range of institution types (e.g. large public R1, small private predominately undergraduate, community college, etc.). As a co-editor on this book, some of my tasks during my sabbatical were to identify contributors, develop a template for writing, collect chapters, edit chapters and interact with the publisher.

It was a fun project to do. In August of 2014, after the symposium, we initiated the development of a second edition of this book that is projected for publication in spring of 2015. The second edition will be about double in size and will contain a more diverse population of mom-chemists (e.g. underrepresented minorities, disabled parents, same sex parents, job-sharing by a couple, etc.).

Chemistry projects from my laboratory also moved forward during this time. A manuscript was prepared and submitted to *Carbohydrate Research*. It appeared in print in March 2014 (Basava, Gorun and Marzabadi). Some research related to this project was also presented at the ACS Meeting in August 2014 in an invited symposium presentation (“Domino and Rearrangement Reactions in Glycoscience”). A book detailing the contents of the symposium, including my material, is in the final stages of preparation (John Wiley & Sons, projected early 2015).

Additional literature collection and preliminary manuscript drafting was done for another project developed in my Seton Hall lab. This work is based upon a graduate student doctoral dissertation that is currently being edited.

I was also fortunate to do some traveling for both professional and personal reasons during this sabbatical year. In December of 2013, I traveled to Buenos Aires and to Universidad Nacional de La Plata in Argentina. I presented a seminar in the Chemistry Department there on my Seton Hall Work. Two years prior I had hosted a visiting scholar from this department in my lab and it was nice to also get to meet the faculty there. In March of 2014, I also got to visit Rejkjavik, Iceland and to experience that beautiful country.

All in all, it was a very good year and I am grateful to Seton Hall for having had the opportunity to do the things I did.

# Robert Mayhew

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## *Department of Philosophy*

Sabbatical report for Academic Year 2013 – 2014 5 June 2014

I spent virtually all of my sabbatical leave in New Jersey, making use of the Seton Hall, Princeton, and Rutgers libraries.

In my sabbatical application (4 September 2012), I mentioned the following projects:

1. An edition of the Greek text, with translation and commentary, of Theophrastus' *On Winds*, for Project Theophrastus (Rutgers University), to be published by Brill Publishers. (Theophrastus was Aristotle's greatest student, and followed him as head of the Lyceum.)
2. Editing, and contributing an essay to, a collection of essays on the Aristotelian *Problemata* (a work attributed to Aristotle, but in fact a collection by many authors associated with his school).
3. A study of Ayn Rand's "The Little Street," a controversial novel-project she began work on in 1927 but later abandoned (and for which only notes exist).

The first two went very much as planned; the third, however, was dropped and replaced with another Rand-project (as the archival material for "Little Street" proved not to be as fruitful as I had hoped). I also began work on a brand new project in ancient philosophy.

### Theophrastus, *On Winds*

I regarded this as my major sabbatical project, and devoted a lot of time to it (usually the first three hours of every day). So I got a lot done, though it ended up progressing much more slowly than I had anticipated. By the time the sabbatical began, I had completed a preliminary Greek text (involving collation of all the manuscripts) and a draft of an English translation. The focus of my sabbatical, therefore, was on the commentary. There are 62 chapters in this treatise, and as of the date of submission of this report, I have written the commentary on chapters 1-44. I had hoped to complete the work by the end of this summer, but it will almost



certainly take me till the end of the year.

### The Aristotelian Problemata

Aside from major delays owing to some of the contributing authors having a conception of deadlines very different from my own, I managed to complete this collection of essays, titled *The Aristotelian Problemata physica: Philosophical and Scientific Investigations*. It contains twenty-two essays, by a stellar line-up of classicists and historians of philosophy and science. This week I signed a contract with Brill Publishers and will be submitting to them the final version of the typescript by the end of next week. The book should appear (I am told) in about six months.

Apart from conceiving of the project, doing all of the editorial work, and writing the preface, I also contributed a chapter: “Problemata 26 and Theophrastus’ De ventis: A Preliminary Comparison.”

### Ayn Rand’s *The Unconquered*

Sometime between when I submitted the sabbatical application (in September 2012) and when the sabbatical started (a year later), I began to work more energetically on a project I had done some preliminary work on but had never really got going with: an annotated edition of Ayn Rand’s anti- Soviet play *The Unconquered*, which has never been published and which exists in a number of different drafts and versions in the Ayn Rand Archives and in the New York Public Library, Billy Rose Theatre Division. The end product—a book titled *Ayn Rand The Unconquered: With another, earlier adaptation of We the Living*—was accepted for publication by Palgrave-Macmillan, and should appear before the end of the year. (I was told I would be receiving page proofs this week.)

### Aristotle’s lost Homeric Puzzles

Last summer, while working on a paper on Aristotle’s Poetics, I became intrigued by a lost work of his, variously titled Homeric Puzzles or Homeric Problems. So I translated the forty or so surviving ‘fragments’ of this work, and while studying them I developed what I think is an interesting hypothesis, namely, that there are traces of this lost work in Aristotle’s extant corpus. I am pursuing this hypothesis, and the first fruit is “Aristotle’s biology and his lost Homeric Puzzles,”

a long essay accepted for publication in *Classical Quarterly* (forthcoming 2015). This will I hope be one chapter in a monograph I aim to complete within the next couple of years, tentatively titled *Studies in Aristotle's Lost Homeric Puzzles*. I have written drafts, at various levels of completion, of four other chapters.

### Miscellaneous

a. The following two essays were completed early in my sabbatical, and recently accepted for publication: (1) “Περὶ ἰάμβων: A note on Riccardianus 46 and the lost second book of Aristotle’s *Poetics*” (Hermes: *Zeitschrift für klassische Philologie*). (2) “A note on [Aristotle] *Problemata* 26.61: Spider webs as weather signs” (Harvard Studies in *Classical Philology*).

b. Last July, I presented a paper (“Clearchus on the face in the Moon”) in Vancouver at a conference on the Peripatetic philosopher Clearchus of Soli. Although it was completed before my sabbatical commenced, I revised and polished the paper during my leave, and it will appear (in 2015) in David Mirhady ed., *Clearchus of Soli: Text, Translation, and Discussion* (Rutgers University Studies in Classical Humanities) New Brunswick, NJ: Transaction Publishers.

c. I reviewed the book *Aristotle: His Life and School*, by Carlo Natali (Princeton University Press, 2013) for the journal *Aestimatio* (forthcoming 2014).

d. I spent the first week of November 2013 at the University of Texas, Austin, participating in a workshop on the philosophy of Ayn Rand, organized by Tara Smith (Department of Philosophy). While there, I presented a lecture (“‘God and football, and not in that order’: Sport as a sacred value?”) in Dr. Smith’s Honors Freshman Philosophy Seminar (‘Art, Sport, and the Meaning of Life’).

e. I chaired (1) a session at the conference ‘Aristotle on Induction, Experience, etc. In Memoriam: Allan Gotthelf (1942-2013)’ (Rutgers University, Oct. 20, 2013), and (2) the Ayn Rand Society meeting ‘Rand and Nozick,’ American Philosophical Association, Eastern Division (Baltimore, Dec. 28, 2013).

f. I attended two other conferences: (1) ‘Arius Didymus’ (Rutgers University, Sept. 13-14, 2013); (2) ‘Necessity and Teleology in Aristotle’s Natural Philosophy’ (Princeton University, Dec. 7-8, 2013).

g. I served as referee for the following three journals: *Phronesis: A Journal for Ancient Philosophy*; *Classical Quarterly*; *Classical Philology*.

# Elizabeth McCrea

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## *Department of Management*

Academic Year 2013-2014

I was granted a sabbatical leave for the 2013-2014 Academic Year. It was a much-needed opportunity not only to make progress on my research, but also to reflect on my goals and objectives for the post-tenure stage of my academic career. While some aspects went according to my application plan, the sabbatical turned out to be a wonderful opportunity to explore new options and broaden my horizons.

In my plan I stated I would revise “Towards a Model of Corporate Entrepreneurship Leadership: Creating the Future in a Faith-based Healthcare Organization,” which had been presented at the Eastern Academy of Management. This was accomplished, and the paper was subsequently published as “The 'Sweet Spot' of Catholic Health Care Ministry Leadership” in *Health Progress*, a journal of the Catholic Healthcare Association. This journal publishes articles related to the Catholic health ministry and counts among its readership healthcare sponsors, executives, administrators, clinical leaders, trustees, department managers and policymakers. This aligns well with Stillman’s mission of transforming concepts into business practice.

I intended to lightly revise “Business Plan Instrumentality: Towards a Sensemaking Model” for submission to the *Journal of Small Business Management* (JSBM). JSBM is a solid entrepreneurship journal, but as I worked on the revisions, I realized that the article may have the potential to reach a wider audience. Therefore I decided to do a major revision and submit the work to the *Academy of Management Review* (AMR), the top journal in my field. While I am hopeful—the article is still under review as of this writing—the probability of acceptance is very low (less than 10%). If the article is ultimately rejected at AMR, I plan to submit it to either *Entrepreneurship Theory & Practice* or *Journal of Business Venturing*, the two top

journals in the Entrepreneurship field, and both listed on the *Financial Times* Top 45 business journals.

In the sabbatical plan, I proposed to work with Dr. Terry Cahill, of the Graduate School of Health and Medical Sciences here at Seton Hall, to assess the efficacy of the Ministry Leadership Academy, a joint effort of the SHU Center for Catholic Studies and Catholic Health East (CHE), a \$7 billion healthcare system. We did gain IRB approval for the project and began collecting data. Six interviews with hospital CEOs and CHE system office executives were completed and transcribed. However, early on during my sabbatical year Catholic Health East merged with Trinity Health to form a new \$13.6 billion organization operating in 19 states. This has significantly delayed our assessment project, as several key participants have left the organization, others have been reassigned, and the reporting structures have been realigned. As the merger situation stabilizes, Dr. Cahill and I hope to re-start the project. In the meantime, an application to extend the IRB has been submitted.

Although not in my original plan, the pause in the Catholic Health East project gave me the opportunity to address some new areas of interest. In regards to teaching I decided to take a few MOOCs (Massive Open Online Courses) to better understand the student perspective of online technology as an education delivery platform. Along the way, some of the content also proved useful. Of particular interest was “Learning how to Learn,” a MOOC that addressed how the latest brain science could be applied to improve how students learn. I used several principles from that course to adjust my approach to teaching Principles of Management.

During my foray into the MOOCs, I realized that there was a large opportunity for Faculty Development both at Stillman and at Seton Hall. While SHU does some aspects of development quite well (e.g., sabbaticals, TLTC offerings, the Center for Catholic Studies’ Summer Seminar Series and the University Seminar on Mission), other areas receive less attention. This inspired me to research the Faculty Development field, and begin a new work-in-progress in this area. I also decided to run for Chair of the Faculty Development committee so I can help Seton Hall achieve its strategic directions by developing and implementing a more robust faculty development program.

During my sabbatical year, I continued my service to the Eastern Academy of Management, serving my final year on the Board of Directors and serving as co-Chair of the Entrepreneurship track. I also supervised a few undergraduate directed research projects.

Lastly, although it was not part of my original sabbatical plan, my co-author Dr. Gladys Torres-Baumgarten and I continued our work on “Grains for Good,” an empirical case study of the Community FoodBank’s efforts to launch a new, revenue-generating venture. We subsequently broke the project into two pieces: the first a teaching case study and the second a new theory-development project with Dr. Susan Young, a tenure-track faculty member in the Management department. The teaching case, “Grains for Good: Breaking the Gala Addiction” will be submitted to a teaching-oriented peer-reviewed journal, after the last round of revisions are completed. The second, spin-off paper, tentatively titled "Opening governance in nonprofits: The role of legitimacy in social entrepreneurship" will be submitted to the Academy of Management conference.

In all, the sabbatical was a wonderful opportunity to both achieve some planned research goals and to develop new projects and interests. I am grateful to Dean Strawser, Provost Robinson and my colleagues for supporting my sabbatical year.

## Vicente Medina

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### *Department of Philosophy*

I am grateful to Prof. Abe Zakhem (Chairperson) and to my colleagues in the Department of Philosophy, to Dean Michael Zavada, A&S, and especially to Provost Larry A. Robinson for having approved my sabbatical for the Spring 2014. I had a fruitful sabbatical. The following is what I accomplished during that time:

1. As I have proposed in my sabbatical application, I finished the final draft of my book *The Challenge of Terrorism*, and I have submitted the description of my project to some reputable publishers.
2. I was also able to complete and submit an article, *Is Terrorism a Defeater of Moral Relativism?* to the journal *Public Affairs Quarterly*.
3. In addition, José Luis Gómez-Martínez, Professor Emeritus of the Department of Romance Languages from the University of Georgia, invited me to translate my article, *The Philosophical Polemic of Havana Revisited*, which was published in the *Inter-American Journal of Philosophy*, vol. 4, (1) (June 2013), [Medina.pdf](#) into Spanish so he could post it in his website. I translated my article as *Una nueva interpretación de la polémica filosófica en La Habana*, and the article is already posted in his website:

<http://www.ensayistas.org/critica/cuba/>

<http://www.ensayistas.org/critica/cuba/medina.htm>

## Penina Orenstein

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*Department of Computing and Decision Sciences*

My primary goal for the sabbatical year of 2014-2015 was to develop an understanding of supply chain networks using an empirical approach. Rather than focusing on theoretical models of supply chain network models – I attempted to explore the evolution of a supply chain by tapping on a data source which has never been used for this purpose. By harnessing the power of Bloomberg data together with network visualization software, I explored a number of key supply networks and developed their associated maps.

Supply chain management has historically focused on linear relationships of buyers and suppliers. But while a linear approach is useful to understand mechanical aspects between buyers and suppliers, it does not capture the complexity associated with a company's strategy which is dependent on a larger network of companies

which are embedded together to form a complex network. A company's "supply network" consists of connections to its immediate suppliers and customers and subsequent connections between their suppliers and customers, which essentially represents a recursive process. This has raised the question as to what exactly is being managed in a supply chain, which has led to the creation of a new avenue in supply chain research – building a theory about supply chain structure.

To date, there have been few studies of real-life supply networks due to the difficulties in acquiring large-scale and consistent empirical data sets, which is why a more complete picture of a real-world supply network has remained remarkably elusive. But, the potential data source used in this study is endless and in addition, it also takes into account the temporal nature of the data. Financial information can also be incorporated in order to parse the data in a meaningful way. The mechanism is simple yet it leads to a vast field of data which can potentially lead to valuable insights.

In reality, any supply network is likely to include thousands of distinct firms, and the limitation with regards to the size, type, depth and breadth of the information described in the studies discussed above may result in a somewhat blinkered view of the supply networks of interest. By merging together the two threads of supply chain management with data analytics, the focus has been shifted from this limited view to construct a general understanding of the topology of a supply network which captures the dynamic nature of the network which includes the tiers involved in the network's formation.

The topology of these networks and how they evolve has been quantified (a) using key metrics from social network analysis and (b) by calculating the power law distribution of the number of nodes and links in the network. This investigation has identified a number of supply chain archetypes and has helped in understanding how these supply chains might change over time. The empirical data has been used to create a paradigm which explains the structure and topology of these supply networks. Specifically, I was able to demonstrate that a supply chain network exhibits a number of features common to scale-free networks.

A scale-free network is characterized by a power law distribution of the degree of nodes (i.e. the number of vertices that are connected to nodes), with a few nodes

in the network holding the majority of all vertices. The scale-free property has also been related to network robustness, since simulations show that scale-free networks are relatively unaffected by the failure or removal of randomly chosen nodes, but fall apart rapidly if the most connected nodes are targeted. This has implications to the vulnerability of a supply chain network.

A number of conference papers and forthcoming journal publications have resulted from this study. In May 2015, I presented my work in Washington DC (May 8th-May 11th 2015) at the POMS 2015 annual meeting entitled “Understanding the Topological Structure of a Supply Network Using an Empirical Approach”. This presentation provided a brief overview of the project as well as some preliminary results.

More recently, in October 2015, I presented a paper together with my co-author Eric Shim, a graduate assistant working on the project, entitled “Exploring the topological structure of supply networks”. The paper was presented at the 9th International Workshop on Logistics and Supply Chain Management and the proceedings of the workshop are being published in a special, dedicated Journal printed by Springer Verlag. The paper discusses the supply chain networks of Nike, Lowes and Home Depot.

A third paper will be presented at the IEEE sponsored 2nd International Symposium in Stochastic Models in Reliability Engineering, Life Sciences and Operations Management to take place Feb 15th-18th 2015 Beer Sheva, Israel. This paper will appear as part of the conference proceedings and is entitled “How does supply network evolution and its topological structure impact supply chain performance?” It deals with a detailed comparison of the retail supply chain and the food industry supply chain sectors and examines the implications of the scale-free hypothesis to these supply chains.

Aside from the aforementioned publications, I am currently working on a journal article for the *Journal of Supply Chain Management*, one of the leading journals in the field, which will carve out a theoretical understanding and help create a typology of supply chain networks based on the vast amount of empirical data being collected. In addition, I am pursuing a number of resources for obtaining external funding to further this important research.



My sabbatical year has clearly been fruitful and has enabled me to develop my expertise as a qualified researcher in the area of supply chain networks. Aside from my primary goal of creating a niche area in supply chain management network research, my sabbatical year has also afforded me the opportunity to write and submit three research papers to separate journals. One deals with the future of supply chain management in the world of big data (co-authored with Dr. Daniel Ladik and Sean Rainford), the second describes an application of game theory to bed-nets in Africa, (co-authored with Kristine Mamanta, Sara Shirer and Rebecca Townsend) and the third describes an application of pedagogy in the business school.

In addition, I am pleased to report the publication of three papers during my sabbatical year. These are

1. An effective algorithm to simulate pedestrian flow using the heuristic force-based model, with co-authors Yunchao Qua, Ziyou Gaoa, Jiancheng Long and Xingang Li published in *Transportmetrica B*, Vol. 3 pp. 1-26, January 2015.
2. Balancing Supply and Demand in a Hospital Supply Chain using a Collaborative Forecasting and Inventory Management Approach with Alyson Nardi, published in the *International Journal of Operations and Quantitative Management*, Vol. 4, No. 20, December 2014.
3. Understanding the Impact of Online Instruction and Blended Learning Methods for an Undergraduate Business Decision Making Course *Journal for Excellence in Business Education*, Vol. 3, No. 12, December 2014.

# Shigeru Osuka

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*Department of Languages, Literatures and Cultures*

Sabbatical Report (Fall 2013)

This report summarizes the activities of my sabbatical leave at the Historiographical Institute at the University of Tokyo (<http://www.hi.u-tokyo.ac.jp/>) during the fall of 2013. I was very fortunate that such an internationally renowned institute accepted me as a visiting scholar and allowed me to access their resources. Therefore, my sabbatical was an incredibly productive and academically refreshing period with my expanded access to books/articles, research materials, writing manuscripts and the opportunity to meet many wonderful people in Japan.

As I detailed in my original sabbatical request, the purpose of the trip was to pursue my latest book project, entitled the *Essential of Buddhist Terms in Japanese Language and Culture*. This book project required extensive etymological research on many words in Classical/Modern Japanese. At the Historiographical Institute, I accessed a great deal of etymological texts and written manuscripts in Japanese (Buddhist word, English meaning, Origin of word, Current meaning, and Current assuage with samples sentences). As of today, I completed approximately 200 pages of manuscript in Japanese portions (please see Appendix 1). The next phase of the project will entail translation from Japanese to English. Within the publication, I will include both Japanese and English totaling approximately 400 pages. By studying the book, Japanese language learners can finally understand Japanese Buddhist words that are frequently used in Japanese daily life, and are absent from the Japanese language textbooks published in the U.S. The book also will help to understand Japanese religious culture by reading the explanation of language roots in their original contexts. Furthermore, the book has the potential to enhance communication between native Japanese speakers and foreign language learners alike by allowing for the expanded practice and use of such ubiquitous expressions. I am expecting to complete this book project by the end of 2014.

In addition to my proposed research *Essentials of Buddhist Terms in Japanese Language and Culture*, Dean Zavada asked me to conduct an additional new research project. While staying at the Historiographical Institute, I came across materials on the interesting topic of *Samurai* (Japanese warrior) Family Ethics during the Warring State Period in 16<sup>th</sup> and 17<sup>th</sup> Century Japan. In particular, I focused on the Kuroda Samurai Family Precepts written by Kuroda Kanbei (1546 - 1604). Kuroda Kanbei was a Japanese warlord and renowned as an associate of great strategist/advisor for Toyotomi Hideyoshi (1536 -1598) who ended the prolonged war and united Japan. Kuroda kept his samurai family precepts for successor of the family. I investigated it and translated the samurai family precepts from classical Japanese to modern Japanese (Please see an appendix 2). I ultimately plan to write a book on the *Kuroda Samurai Family Precepts* within the next few years. Since there is no research on the Samurai Family Precepts in English Language, the book project will fulfill the void that has been left and will contribute significantly to the study on Asian/Japanese Ethics. I strongly believe that the publication of this study will impact greatly both the scholarly community and the general public interested in Samurai culture. Moreover, the publication will also contribute to a future understanding of Samurai ethics, and can be applied to global ethics and peace education. Modern Japanese society faces many problems regarding human relationships, such as discrimination, bullying, and suicide, amongst several others. Researching the methods which those of the past have interpreted, utilized, and practiced the Samurai Family Precepts could potentially serve as a springboard into achieving resolutions and a broader understanding of current issues in Japanese society and those affecting international society at large.

I was invited as a keynote speaker for the Tendai Buddhist Oversea Charitable Foundation's *Commemorative Special Symposium for the 40<sup>th</sup> Anniversary of Tendai Buddhism Oversea* in Kyoto, Japan on November 28, 2013. My speech was published in the proceedings (Japanese language 1-6 pages: English language 7-14 pages). (Please see Appendix 3). Tendai Buddhism was founded by Saicho (767-822) and remains today as one of the oldest extant Buddhist Schools in Japan. Tendai Buddhism is very active in ecumenical international dialogue and sponsoring the World Religious Summit at Mount Hiei every year. After a Day of Prayer for World Peace was observed at the initiative of Pope John Paul II in 1986 in Assisi, Italy, the annual religious summits have been held on Mount Hiei since 1987. They began at



the initiative of Most Ven. Etai Yamada, then 253rd head priest of the Tendai Buddhist School. The summits are held under the auspices of the Tendai Association of Religious Cooperation for International Peace and Enryakuji temple at Mount Hiei.

Finally, I am very grateful to Seton Hall University for granting me this time away from full time teaching duties so that I could complete these projects. The time

spent reading great classical books, researching primary resources, writing manuscripts, and meeting with delightful people in Japan all contributed to an intellectually invigorating experience. I am proud of the works that I was able to accomplish in the four-month periods and continue to research the aforementioned book projects that will enable me to better to live up to my professional responsibilities as a teacher-scholar, and thus, better serve the Seton Hall University students and community.

## Robert Pallitto

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*Department of Political Science*

I was on sabbatical during the Fall of 2013. It was a very productive four months, and I am grateful for having the uninterrupted time to write. During my sabbatical I wrote my third book. It is entitled *In the Shadow of the Great Charter: Common law constitutionalism and the Magna Carta*. The book will be published

in Spring 2015 by the University Press of Kansas, to coincide with the 800-year anniversary of the signing of the Magna Carta.

Here are the endorsements that will appear with the book:

"Robert Pallitto has written a superbly written, well-researched book about the historic reach and continuing influence on the Supreme Court of the magisterial Magna Carta, the bedrock of American Constitutionalism and civil liberties."

**-David Gray Adler**, Cecil D. Andrus Professor of Public Affairs, Boise State University

"The road from Runnymede runs through American constitutional history and, what is more, this country's constitutionalist tradition. On the occasion of the Great Charter's 800th anniversary, Robert Pallitto reminds us of the many interesting twists and turns that road has taken."

**-Stuart Streichler**, Affiliate Associate Professor of the Law, Societies and Justice, University of Washington

"Robert M. Pallitto thoroughly explores the historical and contemporary influence of the Magna Carta on law and courts in the United States, including in cases on the issues of slavery, the incorporation of the Bill of Rights, the writ of habeas corpus, and individual liberties during the 'war on terror.' He masterfully explains why the Magna Carta has been a key component of American jurisprudence and continues to serve as an important legal guide today, making *In the Shadow of the Great Charter* a must read for any scholar of the Constitution."

**-Eric T. Kasper**, author of *Impartial Justice: The Real Supreme Court Cases that Define the Constitutional Right to a Neutral and Detached Decisionmaker*

"Robert Pallitto has written a smart and timely book on the meaning and legacy of the Magna Carta. While the U.S. Supreme Court continues to invoke the Magna Carta in decisions having to do with habeas corpus, prisoners' rights, free speech, and individual liberty, few historians or

political scientists have considered the relationship between contemporary legal doctrines and the provisions of this remarkable early thirteenth century text. As we approach the 800th anniversary of the Magna Carta, which was sealed by representatives of King John in the summer of 1215, Pallitto's important book helps remind us of the extent to which the finest traditions of U.S. constitutional politics build on phrases that were first set down by nobles and Church leaders who sought to restrain and temper the power of the English monarchy."

**-Kent Worcester**, professor of Political Science at Marymount Manhattan College

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I also wrote an article entitled "The Law of Process and the Law of Substance in the War on Terror." My chapter will be included in *American Political Culture*, edited by Michael Shally-Jensen and published by ABC-CLIO in April of 2015.

In addition, I reviewed Anthony Gregory's book, *The Power of Habeas Corpus in America*, for the academic journal *Political Science Quarterly*.

I started work on my fourth book, which is tentatively entitled *Bargaining with the Machine: Technology, Culture and Freedom*. I wrote the Introduction and I began querying publishers.

Finally, I maintained my responsibilities as prelaw advisor during sabbatical, reviewing student application materials and conducting one-on-one advising sessions on specified days during the semester.

## Marc Poirier

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*School of Law*

This memorandum provides the end-of-sabbatical report required by University and Law School rules. It summarizes my activities during the full year sabbatical I took from July 1, 2013 – June 30, 2014.

By way of summary, I wrote two complete full-length articles, made progress on another article and an essay, and put the finishing touches on a fifth piece (see select citations, below; ed.). I also helped edit a symposium issue on Regional Ocean Governance, which took place at Seton Hall Law in April 2013, and co-authored an introduction to the symposium issue. From June 2013 through June 2014, I presented draft papers in ten external venues and two internal ones, participated as a commentator or panelist on five occasions, and attended several other scholarly and policy conferences. My sabbatical enabled me to advance my scholarly agenda and national visibility in property theory; natural resources law focusing on coastal management, disaster law, eminent domain, and regulatory takings; and LGBT law and policy.

Tony MacDonald & Marc R. Poirier, *Regional Ocean Governance Symposium: Legal and Policy Solutions for the Mid-Atlantic Ocean – Introduction to the Special Issue*, 6(1) SEA GRANT LAW & POLICY JOURNAL 1 (2013), available at <http://nsglc.olemiss.edu/sglpj/archive/vol6.1>

Marc R. Poirier, *Brazilian Regularization of Title in Light of the Right of Moradia, Compared to United States Understandings of Homelessness and Homeownership*, 44 U. MIAMI INTER-AM. LAW REV. 259 (2013)

“*Whiffs of Federalism*” in *Windsor v. United States: Power, Localism, and Kulturkampf*, 85 COLO. L. REV. 935 (2014)

Throughout the year, I remained an active participant in governance matters at the Law School, as part of a Budget Working Group that negotiated how best to allocate the pain of a shortfall in revenues. I contributed to development of the Law School’s next strategic plan. I also began to lay the groundwork for a small Coastal Law, Land Use and Environmental Initiative (CLLUE), perhaps as part of a larger Real Estate Institute. And I am participating in the development of a new core first year course, Introduction to Lawyering.

Illness forced me to curtail my planned activities. I was diagnosed with a recurrence of Hodgkin’s lymphoma in late June 2013, and received treatment at The Cancer Center at St. Barnabas Hospital in Livingston from September 2013 through February 2014, with monoclonal antibodies and radiation. The treatment was at times debilitating. It appears to have succeeded.

I was disappointed to find myself steered away from my original sabbatical proposal, as approved by the faculty, to do substantial work on a book on hate crimes and territory from an LGBT perspective. I was strongly encouraged to focus instead on some aspect of environmental in order eventually to be able to secure some grant funding. There is likely grant money available both for LGBT scholarship and for scholarship on hate crimes, and it would seem my scholarly interests have been prioritized for me – perhaps out of concern for the visibility of my LGBT scholarship, although I could not get a “straight” answer to that question. In any event, I decided to pursue articles in both fields instead, as the book would likely require grant support to complete and the Law School appears to intend to refuse to help with that support.

### **Student life**

I continued to provide information and advice informally to students and to network with LGBT alumni so as to provide current students with internships, networking, and job opportunity contacts. I also advised the Environmental Law Society informally about events and internship and job opportunities, and maintained contact with some alums and adjuncts in the field for the benefit of the students. I advised the Women’s Law Forum on one diversity event; moderated a student-initiated panel on Religion and the Practice of Law; and attended several other school events sponsored by student groups.

I have been working in spring 2014 with Dean of Students Cara Foerst, Law School Chaplain Father Nicholas Gengaro, and a couple of interested faculty members to reinstitute the interfaith meditation group, which I discontinued during my sabbatical. We are also exploring creating a sequence of six to eight sessions on balance in the practice of law, modeled on Georgetown University Law Center’s Life in Balance program.

### **Service to the profession**

I am now in year three of a three-year term on the Board of the Society of American Law Teachers (SALT), a national association of progressive law teachers. During 2013-2014, I served on the Committee on Issues in Legal Education and the



Committee on LGBT Issues. In the winter, I helped to draft SALT's position opposing the ABA Standards Review Committee's proposal to eliminate the requirement that accredited law schools have a tenure policy. SALT filed its comment with the ABA in January 2014. I also submitted to the ABA my own letter concerning the importance of retaining a principle of tenure in law schools.

As part of SALT's Committee on Legal Education, I worked to articulate other positions relevant to ABA standards revisions, including the role of externships in law schools and the emerging requirement in some states of a minimum of pro bono work. I am currently planning three presentations at SALT's biennial Teaching Conference in October 2014; one will be with other Seton Hall Law faculty members and will spotlight the social justice angle of our Introduction to Lawyering course. SALT attempts to schedule Board meetings concurrently with conferences; but I traveled to Chicago in April 2014 solely to attend a SALT Board meeting in person.

During 2013-2014, I continued to coordinate a monthly Contemplative Lawyers Group, which meets at the New York City Bar Association in Manhattan. Monthly attendance is typically between ten and twenty, with an email list of about three hundred. I presented one program each semester for this group.

I attended a number of events sponsored by the LGBT Section of the New Jersey State Bar Association or by the Environmental Section of the New Jersey State Bar Association.

### **Professional advancement and possibilities**

The sabbatical year allowed me to accept a number of invitations: four paper presentations at law schools (Colorado, Marquette, Villanova, and Loyola New Orleans); another at a nationally prominent annual conference on regulatory takings, coordinated by Vermont Law School, which took place in 2013 at New York University School of Law; and three invitations to speak at AALS meetings, two of which involved paper presentations and the third a commentator role.

My position as a *progressive property theorist* has been acknowledged by repeat invitations to Progressive Property, a small invitation-only annual meeting. I've already accepted two invitations to present property-related papers at symposia in fall 2014, one at William & Mary, one at Savannah Law School.

I worked to help consolidate the interdisciplinary conversations of *law and geography* scholars. After attending a June 2013 workshop at the National Science Foundation, I put together panels for spring 2014 for the Association of Law, Property, and Society (ALPS) and Law and Society around themes from law and geography.

I put effort into laying the groundwork for a *Coastal Law, Land Use, and Environment (CLLUE) Initiative* at Seton Hall University School of Law. Monmouth University's Urban Coast Institute has agreed to partner with CLLUE on specific projects. I've received encouragement from the Director of the National Sea Grant Law Center to replicate some of the work being done in a few other states with strong legal programs. Colleagues at universities in Louisiana may be interested in eventual joint projects comparing issues in the two coastal regions.

The sabbatical permitted me to attend a three-and-a-half day workshop at the University of California Berkeley Law School on *Mindfulness in Legal Education* in June 2013. I'm working now on a co-authored book chapter expressing some of my concerns about the mindfulness movement, informed by my leading groups at Seton Hall Law and at the New York City Bar and speaking at Columbia University. The City Bar group may try to produce some Continuing Legal Education workshops.

## **Kurt W Rotthoff**

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*Department of Economics and Legal Studies*

I requested, and was granted, a one semester sabbatical for the fall 2013 semester. My sabbatical's main focus was to work on two research projects. I was able to have a productive sabbatical and was able to accomplish more than just two research projects. These research projects are summarized below:

Through late August and September I was able to complete a draft of “Price-Increasing Competition: Evidence from Higher Education” with my co-author, Angela K. Dills of Providence College, and we were able to present this paper at the University of Colorado, Denver. The comments received at this presentation were worked into the revised version of this paper. We were also invited to present this paper at Lafayette College in October. We also received good comments at this presentation, worked these comments into the paper, and submitted the paper to *Economic Inquiry* in December.

Abstract: In monopolistically competitive industries, increased competition may lead to price divergence as some firms raise prices to differentiate their higher quality products. We test for price-increasing competition in higher education using the expansion of for-profit institutions. We observe two-year nonprofits competing directly on price with for-profits. However, we find evidence of price-increasing competition among public schools. As for-profits offering four-year degrees expand, four year public schools raise their list prices and paid prices. This increase in paid price allows the public schools to capture the increased value of the quality signal as additional tuition revenues.

Early in the semester I was also able to finish edits to a paper “The Harder the Task, the Higher the Score: Findings of a Difficulty Bias” with Hillary Morgan, of Drew University and a Ph.D. student in Seton Hall’s Department of Education. This paper was submitted to *Economic Inquiry* and was accepted for publication later in the semester.

Abstract: Studies have found going first or last in a sequential order contest leads to a biased outcome; commonly called order bias (or primacy and recency). Studies have also found judges have a tendency to reward contestants they recognize with additional points, called reference bias. Controlling for known biases, we test for a new type of bias we refer to as ‘difficulty bias’, which reveals that athletes attempting more difficult routines receive higher execution scores, even when difficulty and execution are judged separately. Despite some identification challenges, we add to the literature by finding strong evidence of a difficulty bias in gymnastics. We also provide generalizations beyond athletics.

Working with a graduate of Seton Hall, I also was able to work on revisions for “Is Home Field Advantage Driven by the Fans? Evidence from Across the Ocean”. My co-author, Anne Anders, is now working on her Ph.D. at Clemson University (in Applied Economics) and our paper was later accepted for publication at *Applied Economics Letters*.

Abstract: Some have claimed that referee and home-field bias in football (American soccer) have been impacted by the fans at the match. When fans are hostile, the threat referees feel to their health and well-being influences their ability to call a fair match. We analyze two leagues with differing fan types: one ‘hostile’ league (Germany’s Bundesliga) and one league perceived as ‘peaceful’ (America’s Major League Soccer). Although there is a strong home-field bias inherent in football, we find evidence that part of the bias is due to the prospect of fan violence.

I was given the opportunity to do major revisions to my paper “(Not Finding a) Sequential Order Bias in Elite Level Gymnastics”. With the sabbatical’s research time, I was able to work through these revisions and when they are complete the paper will be sent back to the *Southern Economic Journal*.

Abstract: Sequential order bias is often used to refer to timing biases in sequential order judging. However, there are two distinct biases within this structure: overall order bias, a bias throughout the event, and a sequential order bias, a judgment biased by the immediately preceding performance. I independently test these forms of bias using uniquely suitable data from elite level gymnastics. After modeling overall order bias, I find evidence this bias exists; scores escalate throughout the competition. However, I find no evidence of a sequential order bias; scores are independent of the immediately preceding performer.

Early in the semester I was also happy to hear that my paper “Stock Analysts Efficiency in a Tournament Structure: The Impact of Analysts Picking a Winner and a Loser” in the *Journal of Applied Financial Research*.

Abstract: A financial analyst who can give accurate return predictions is highly valued. This study uses a unique data set comparing CNBC’s Fast Money’s ‘March Madness’ stock picks as a proxy for analysts’ stock return predictions. With this data, set up as a tournament, the analysts pick both a winner and a loser. With

the tournament structure, I find that these analysts have no superior ability to pick the winning stock in terms of frequency. However, I do find that taking a long/short portfolio of their picks yields an abnormal return.

My co-author, Rey Hernandez of Metropolitan State University of Denver, and I received a major revision request from the *Journal of Sports Economics* for our paper “Are Big-Time Sports a Threat to Student Achievement? Another Look at the Differences between Men and Women”. We were able to work through these revisions during the semester.

Abstract: We revisit a recent study by Lindo, Swensen and Waddell (2012), who found a negative relationship between the success of the University of Oregon football team and the academic performance of students as measured by grades. Using data from Clemson University, we also find that the football team's winning percentage is negatively related to the students' academic performance. Although Lindo, Swensen and Waddell (2012) found that male academic performance was more sensitive to wins than female academic performance, there is little evidence of this phenomenon in the Clemson data. Moreover, the negative relationship between wins and academic performance at Clemson appears to persist into the spring semester.

Late in the semester I was able to work on revisions to “Economic Growth and Obesity: Findings of an Obesity Kuznets Curve” with Anca Grecu, a colleague here at Seton Hall. This paper went through a lot of development throughout the sabbatical period and is currently under review.

Abstract: Simon Kuznets' (1955) hypothesis that as a country develops, a natural cycle develops where inequality first increases, then decreases, has become known as the Kuznets curve. This pattern has also been applied to the environment, an ‘Environmental Kuznets curve’, showing that as development occurs, pollution first increases; then decreases because people value clean air. We expand the Kuznets curve to an ‘Obesity Kuznets curve’; as incomes rise, resources become available to buy more food. As such, people consume more calories and obesity rates increase. However, as incomes continue to rise, personal health becomes a more valued asset and people decrease their obesity levels (increasing their health levels). We find

evidence of an Obesity Kuznets curve for white females. In addition we find that as income inequality increases obesity rates fall.

With my sabbatical time, I was also able to begin many new projects, which will carry my research productive into the future. The five projects I started were: “Price Discrimination in Higher Education“ (with Angela Dills), “Surveying the Literature and People: The Economic Impact of Sports Teams and Civic Pride” (with Pete Groothuis – this paper utilizes resources from the Seton Hall Sports Poll, conducted by The Sharkey Institute), “Continuing Bias in Elite Gymnastics” (with Hillary Morgan and Stephanie Dunham), “Valuing a Lake Amenity: An Upper and Lower Bound” (with Frank Tinari), and “To Wedge or To Wail: Par Five Strategy on the PGA Tour” (with Todd McFall). I also began exploring a new line of research on Utility Theory and how lifetime utility ties into the permanent income hypothesis.

I was also invited to present a lecture on the Minimum Wage and its Impacts at The College of New Jersey. This was a great experience to meet new students and faculty while discussing a hot topic in current politics.

## Peter Savastano

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*Department of Sociology, Anthropology & Social Work*

**Sabbatical Projects:** **1)** Beginning the process of editing a volume for Fons Vitae Press originally to be entitled *Thomas Merton, Indigenous World Cultures, Nature and Technology* (Fons Vitae Press); **2)** The Anthropology of Consciousness in relation to meditative states in Tibetan Bon Buddhism.

**Project 1) Editing of volume entitled *Thomas Merton, Indigenous World Cultures, Nature and Technology*:** As stipulated in my sabbatical proposal, I requested to do sufficient background reading of Merton's journals and other

related writings pertaining to the subject matter of the next volume, for which I am editor, in the "Merton And..." series, so that I will be able to edit the essays contributed to the Volume; write an Introduction to the Volume; Introductions to each of the projected essays for the Volume as well as to consult with the various contributors and to offer helpful editorial guidance when necessary or requested. More importantly, my other major task for this part of my sabbatical project was to recruit contributors for the volume.

**Subsequent Changes:** Since submitting the Sabbatical Proposal, and at the request of the General Editor of the "Merton And..." series, Jonathan Montaldo, the title of the Volume has been changed to *Merton & World Indigenous Wisdom*. The general editor of the series and the publisher felt that the original scope of the Volume (and therefore the title) was too broad and would be unwieldy. As a result, I was asked to narrow the title down to one of the three areas, "World Indigenous Cultures" or "Nature" or "Technology". The thinking for this is that each of the three areas proposed in the original title could actually be stand-alone volumes in the series. Since my interest was primarily in Merton's writings on World Indigenous spiritual and healing traditions and his writings about anthropology, with the approval of the General Editor and the publisher, I opted for the subject of *Merton & World Indigenous Wisdom*, thus the change in title.

## **STATUS**

**Recruitment of Contributors:** As with any area of scholarly inquiry, Merton scholarship has over the years become self-contained so that the same group of scholars and the same voices are read and heard over and over again. One of my objectives for *Merton & World Indigenous Wisdom* was to recruit fresh voices both from Indigenous communities and from the social sciences. I also felt it important to have contributors of different generations allowing opportunities for young scholars to be included in the Volume. Equally important was to have more women's voices included, most especially since Merton scholarship is historically male dominated. I specifically wanted contributions to the Volume to be made by those who were not Merton readers or scholars. This I thought would allow for healthy, creative and constructive critique of Merton's writings on the topic of World Indigenous Wisdom and anthropology.

## **FINAL OUTCOME FOR PROJECT 1.**

### **Editing of Volume entitled *Merton & World Indigenous Wisdom for Fons Vitae* Press Series on Thomas Merton :**

- Read and compiled the Merton primary sources drawn from his books, essays, journals, poetry and correspondence. **Completed.**
- Identified those scholars who will write the critical and/or hermeneutical essays for the volume. **Completed.**
- I am in a good position to carry on the next phase of the production of the volume which is to edit the essays submitted by the contributing scholars. **In Progress.**

### **Sabbatical Project 2: The Anthropology of Consciousness in relation to meditative states in Tibetan Bon Buddhism.**

As stated in my sabbatical proposal, a second area for which I will use my sabbatical is to study meditative states in Tibetan Bon Buddhism in relation to the Anthropology of Consciousness. Much of the literature on the Anthropology of Consciousness suggests that the consciousness of the anthropologist is a viable laboratory of experimentation as does the numerous examples published in the peer reviewed journal *Anthropology of Consciousness*. While it may seem unorthodox in terms of traditional notions of anthropological fieldwork, I intend to use my sabbatical time to conduct what is referred to in the literature as auto-ethnography thus using my own consciousness as the field site for my research into the Anthropology of Consciousness in relation to meditative states or other altered states of consciousness (ASC).

While I have been able to read some of the literature in the Anthropology of Consciousness, during my sabbatical I was able to conduct a more in depth study of the Anthropology of Consciousness and its related areas of inquiry: Consciousness Studies; Neuroscience research that has been done thus far on neuroplasticity; and Neurotheology in which, as an anthropologist of religion and consciousness, I have a need for more familiarity than I already possess.



**Subsequent Changes:** As indicated in my Sabbatical Proposal, I did attend two three-day meditation retreats with Chongtul Rinpoche, one in late January and the other in early April 2014. The meditation practices are ritual in nature and involve long periods of visualization accompanied by the recitation of various prayers (which usually describe the visualization process of oneself as the yidam, or meditation deity) and recitations of mantras (usually in Sanskrit). I faithfully practiced the sadhna (ritualized meditation) twice a day. Each session was approximately two hours long. In addition, I also practiced silent meditation for another half hour at some point during the day, usually later in the evening.

Unfortunately, Chongtul Rinpoche was out of the country for most of the time of my sabbatical. Therefore, outside of the retreat setting, I was unable to have any further conversations with him about my experiences.

**Subsequent Changes:** Originally, I proposed to look at contemplative states within the context of Tibetan Bon Dzogchen meditation and visualization techniques. Doing so was very fruitful in that what came out of the experience is the realization (yet again) that I am deeply rooted in my own Christian tradition and heritage, most especially in my Roman Catholic and Eastern Orthodox upbringings and the mystical contemplative practices that are an integral part of both traditions. Thus, my enculturation is not so easily transcended. A number of years ago, the Dali Lama said that “Westerners” should not convert to Tibetan Buddhism. Rather, he encouraged them to find in their own traditions what they think they will find in the Tibetan traditions. As a result of all of these considerations, I am no longer working with Chongtul Rinpoche but instead am now working with a Christian spiritual director and teacher.

## **FINAL OUTCOME FOR PROJECT 2.**

### **Anthropology of Consciousness in Relation to Meditative States in Tibetan Bon Buddhism**

- By the end of my sabbatical I produced a "field journal" in which I recorded my work with Chongtul Rinpoche in relation to the scholarly literature I have read in both the Anthropology of Consciousness and Tibetan Bon Buddhism. **Completed.**

### **Additional Accomplishments During Sabbatical:**

During the course of this sabbatical, I read approximately 45 books.

I wrote a chapter entitled: "Thomas Merton Saved My Life" accepted to be included in an edited collection of essays marking the centennial of Thomas Merton's birth, 1915-2015. In, *We Are Already One: Thomas Merton's Message of Hope, Reflections to Honor His Centenary (1915-2015)*. Jonathan Montaldo and Gray Henry, Editors. Louisville, Fons Vitae Press.

Book Review of *Merton & The Tao, Dialogues With John Wu And The Ancient Sages* in *Parabola*, Volume 39. No. 2. Summer, 2014, pp. 118-124. For those of my colleagues who may not know this, John Wu (1899-1986) was a professor in the Department of Asian Studies at Seton Hall University.

Paper Entitled: "Thomas Merton, Anthropology, Human Sexual Variation and the Culturally Constructed Nature of Gender". Proposal submitted and accepted for the Fourteenth General Meeting of the International Thomas Merton Society to be held at Bellarmine University, Louisville, Kentucky, June 5-9, 2015. (This paper has been turned into a journal article currently in revision after receiving feedback and editorial suggestions from colleagues in the field of Merton Studies).

## **Christopher Sharrett**

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*Department of Communication and the Arts*

As per the requirements of the Faculty Guide, I am reporting on the activities of my Spring, 2014 sabbatical before the end of the current academic year.

Suffice it to say that I was busy. Overtaken by my admiration for Flemish filmmaker Bruno Dumont, I wrote a monograph on him, *Bruno Dumont and the*

*Revival of the Human*. A condensed version was published in three installments in the online version of *Film International*—(filmint.nu); an extended version has been sent to Wayne State University Press and Intellect Books, both of whom have shown interest. I attach the online version (although the online version as found on the site is much more attractive, with numerous attractive graphics). I was also pleased to be able to conduct an interview with M. Dumont (my second) at the offices of Kino Lorber during the director's appearance at the New York Film Festival early this fall; it will appear in the print version of *Film International* in 2015.

As part of my ongoing Close Readings for *Film International* (I was flattered to be asked to continue the CR project, previously undertaken by the late, distinguished critic Robin Wood), I published “*Out of the Furnace: The Question of Adversarial Cinema*” in June, and “*Bring Me the Head of Alfredo Garcia: Peckinpah the Radical*” in August. In the same journal I published the rebuttal “*Child's Pose: The Limits of the Awful Mother*” in March. I published short comments entitled “*Ida: The Woman's Path*,” “*Kill the Messenger: Necessary Politics*,” “*Night Moves: Pessimism Running Deep*,” and “*Riot in Cell Block 11: Less Than Convincing*” in the July, August, and September issues of FI respectively. In *Cineaste*, Vol. XXXIX, No. 3, I published a comment on *To Chris Marker, an Unsent Letter*. In the Vol. XXXIX, No. 4, of the same journal, I published a longer piece entitled “Nothing New” as part of the publication's “Rethinking Television: A Critical Symposium.” In the same issue, I published a review of the reissue of “All That Heaven Allows.”

My sabbatical had hardly started when I published the Close Reading entitled “*Our Children, or the Importance of Medea*,” in *Film International*, Dec. 2013. In the same month I was contacted by my colleague Harry Benshoff of Lehigh University, who invited me to contribute to a compendium on the horror film he was editing for Wiley Blackwell. It wasn't exactly an ideal time for such an invitation, but I accepted and wrote the essay (which he wanted to be broad in concept) “The Horror Film as Social Allegory (and How it Comes Undone).” The piece and the compendium has just now appeared from Blackwell, a huge, handsome volume entitled *The Companion to the Horror Film*.

Prof. Barry Keith Grant, editor of the Film and Television Series for Wayne State University Press, has been working with me in editing *Close Readings: The Collected Film Criticism of Christopher Sharrett*. A couple of annoying problems have affected the project. The first is getting copyright releases from the numerous journals and magazines with which I've worked for over forty years (some periodicals no longer extant); the second is a certain anxiety I have about publishing a book that sounds more properly issued when I am dead! But the work drags on.

I replenished myself during my time away from teaching, making full use of the sabbath aspect of sabbatical. I spent much time revisiting the novels I usually revisit: the works of Charles Dickens, George Eliot, and Thomas Hardy, with some time allowed for Henry James. Dickens still emerges as the profound genius of his epoch, even given the considerable competition from George Eliot, whose intelligence I find extraordinary (*Daniel Deronda*, her final novel, may be edging out *Middlemarch* as her supreme accomplishment: an encompassing attack on the class system, and not merely the "Zionist novel" criticized—then embraced—by Leavis). But could there be more uncompromising social criticism than Dickens's *Dombey and Son*, *Bleak House*, *Hard Times*, *Little Dorrit*, *Great Expectations*, and *Our Mutual Friend* (the last a picture of London as open sewer, its wealth an ash heap)? Thomas Hardy's unrelenting negativity may "get to me," but by his time even the consolations offered by Dickens were impossible. D.H. Lawrence might be said to offer a way forward, but his misogyny and proto-fascism make this great writer a constant struggle for me.

Every day at lunch I read the work of F.R. Leavis (and those who write about him), the preeminent literary critic of our age. His comments on literature—and the role of the university—are invaluable to me, although I disagree on a number of issues. I plan to use his *Valuation in Criticism and Other Essays* in my upcoming course on Film Criticism. Leavis saw the university as, potentially, the "creative center of civilization", an ideal he felt that Cambridge University, where he taught for almost forty years, did not meet. What would he say about today's situation? What would he say about my university?

I couldn't help but make a quick trip to London, where I sat on the steps of the Church of St. Martin-in-the-Fields, thinking of the works conducted here by

Neville Marriner as I looked out on Trafalgar Square and the National Gallery, which I once again visited, admiring its extraordinary Northern Renaissance and Italian Renaissance collections. I stood, as I usually do, transfixed in front of Van Eyck's Marvelous, mysterious *Arnolfini Couple* (1434).

I visited once again the Charles Dickens House and Museum, then decided to hire a car and drive to the Midlands, to the Town of Nuneaton, home of George Eliot in her final years. There is an admirable statue of her at the entrance to a street; she is properly remembered there. A pleasant trip despite some sketchy weather.

I returned when spring was really springing at home—back to the writing desk.

## Bonnie A. Sturm

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*College of Nursing*

### **Sabbatical Report for spring 2014 semester**

I would like to express my gratitude to Seton Hall University for granting me this one semester Sabbatical that enabled me to immerse myself in an area of study, in which I can now expect to fruitfully continue. My interests in this area began years earlier, but because of this sabbatical, I have had a chance to take on new directions and with much more clarity.

During this one semester sabbatical, I took the opportunity to immerse myself in the literature surrounding Nursing, Ethics, and Spirituality. My research interests began years earlier in exploring what ethical issues nurses face in practice and in the need to have the voices of nurses heard. Previously I had studied the ethical issues of psychiatric nurses in community health practice. Several years ago I designed a course called Ethics in Nursing and Healthcare for our new master's level CNL nursing students and taught it for several years. I began to realize an increasing desire

to learn more about the philosophical and theological viewpoints that inform applied ethics in nursing, as well as the recent development in many nursing theories that consider the ethical, psychological and spiritual aspects of health and wellness.

In the middle of the 2010-2011 academic year, I accepted a new responsibility, as director of the PhD program in nursing, and wondered if the research interests of our PhD students would interface with my own research interests and in what ways. I also found it difficult to focus on my own research interests, as I felt (and still do feel), that my first responsibility was to the needs of our students. Our PhD program is relatively new, and with only a few faculty who are able to Chair committees, extra time was/is normally required. My semester sabbatical did allow me to focus on my own research interests and also to provide support to several of our PhD students. During my sabbatical I have been able to study the work of several philosophers, as well as ethical and spiritual perspectives. Interestingly, several PhD students have become committed to research topics that address spirituality in nursing practice and ethical issues such as advocacy and dignity.

During this spring semester Sabbatical I also continued to mentor my PhD students, especially the ones for whom I serve as Chair, which was necessary for their continued progress. I spent at least 3 weeks of my Sabbatical time providing that guidance, reading their drafts and meeting with them.

As a result of this Sabbatical I have completed a major publication that has been accepted in the international journal, *Nursing Ethics*. This article is a very substantial contribution to Research in Nursing and Ethics, with 62 references and over 7,000 words. It is not only a report of research, but a critical theoretical analysis, which raises questions and directions for further research efforts. As a result of this publication, the editor has expressed an interest in my continued work in this area and future manuscript submissions. My friend and colleague Dr. Jane Dellert has put in many patient hours over the last 3-4 years in working with me on the design and measurement, as well as the data collection and analysis for this study, and additionally with the fine tuning of this manuscript. The title of this publication is: *Exploring the Nurse's Sense of Personal Dignity, Global Self-esteem and Work Satisfaction*.

Additional days and hours were spent in attending relevant and essential conferences which involved professional presentation, planned meetings with researchers in ethics and spirituality, immersion in literature and writing, a three day educational workshop in the inclusion of spirituality in medicine, as well as supporting and attending conferences with several PhD students.

**Some of these key activities included:**

- In January 2014, I traveled to the AACN doctoral education conference and engaged and networked with faculty who direct PhD programs in nursing from across the country. I explored innovative ideas and strategies including distance learning collaborative course offerings between Universities, strategies for increasing team science, working with large data sets, and including genomics in curricula. I also attended sessions and had exchanges with faculty on the need to maintain rigor in qualitative and quantitative studies for PhD students, on the value of providing research experiences to students, and on the need to keep the differentiation between the DNP and the PhD clear, while also collaborative.
- I attended the ENRS conference in Philadelphia with a group of PhD students and several faculties. I created a power-point presentation (based on the results of the study on dignity, global self-esteem and work satisfaction in nurses), and along with my colleague Dr. Jane Dellert, we provided a professional podium presentation at the conference.
- I became Co-Chair of a spirituality research interest group for the Eastern Nursing Research Society
- I attended an intensive workshop at George Washington University in Washington DC, along with a PhD student (I am on her committee), who is doing research in spiritual beliefs and practices of RNs. At this workshop we utilized actors (standardized patients), from the medical school that role played spiritual distress scenarios and we worked as a team to seek further

understandings of best action and choices. This was collaborative and involved working with many hospital chaplains, as well as doctors and social workers.

- My sabbatical culminated in my drafting a proposal for a Center at SHU, (that I am calling SENAH), The Center for Spirituality and Ethics in Nursing and Health. I have briefly discussed my ideas with Monsignor Liddy and also with several Nursing faculties who are in great support of this idea, sharing an avid interest in the research focus. Alas, my Sabbatical semester went by so quickly and the College of Nursing is faced with many current challenges since my return from that semester; however, I am still very interested in working to see if a center such as this one might serve the needs of nursing, healthcare and the University in varied ways. I plan to work further toward this goal.
- In June, my husband and I took a 2 week trip to the North of England and to Edinburgh Scotland. This was a long postponed trip (having spent 25 years raising our family and in teaching, without sabbatical for the last 15 years), which while not my Sabbatical work as such, the nurse and researcher in me did not forget to take the opportunity to explore mutual areas of interest. Seeing the ancient history of another time and another country, is truly enlarging to the viewpoint one holds of the world and so necessary for appreciating the differences in perspective, but also some of the commonalities of being human. We visited a 15th century infirmary, learned about the “plague” in Europe, stayed on the grounds of the venerated Edinburgh University Medical School and interviewed a modern day woman to better understand her experiences of socialized medicine, otherwise known in England as the national healthcare service.
- My next steps include developing the Spiritual Research group at the Eastern Nursing Research Society and involving several of our PhD students, as well as more directly addressing my proposal for a Center as I have described. Nursing is a very unusual profession, as it is both art and science. Nurses do both qualitative and quantitative research and also what we have come to call mixed methods. Nursing work is an avocation, which carries a responsibility.



From my perspective, nursing work requires sensitivity, intelligence, cheerfulness, discernment, research, evidence, collaboration, relationship, compassion and holiness. I believe that my sabbatical has helped me to grow as a researcher and writer, but also as a guide to our doctoral students.

I appreciate being granted my spring 2014 sabbatical and in conclusion, I would like to extend my thanks to the University, to the faculty of the College and especially to the members of the Graduate Dept., and to Dr. Marie Foley who managed to cover the day to day issues of the PhD program (with help from friends and colleagues), when I was on sabbatical.

## **Elaine Walker**

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*Department of Education Leadership, Management and Policy*

### **Re: Fall 2013 Sabbatical Report**

In my sabbatical application for the fall semester of 2013, I had three major goals: 1) Continue work on a program evaluation book; 2) collaborate with the Office on Women's Health on evaluation and dissemination efforts; and 3) conduct evaluation capacity building training in Chennai India, as well as gather research data for publication while in India. I used the fall 2013 semester towards the accomplishment of these goals. Since the book on evaluation relies on the research in India, I will begin with the work in India.

### **Sabbatical Work in India**

In September and October 2013, I spent part of my sabbatical leave in Chennai India. During my visit, I conducted evaluation training for staff of V-Excel, a non-sectarian organization that provides educational support to students who are classified as having a range of developmental needs. In addition to working with the staff, I also worked with researchers from Kalanjyam, a community-based

organization that is involved in conducting an evaluation of an early intervention program. This program falls under the auspices of V-Excel, and provides services to students from birth to seven who have major developmental delays.

During my stay in India, I interviewed both the staff and researchers involved in the early intervention program as part of gathering material for the book and future publications. Data from the interviews formed the basis of one upcoming publication and a conference presentation that took place in April 2014. The forthcoming article is entitled "Utilization focused evaluation: determining the effectiveness of early childhood intervention in Tamil Nadu, India" and is being published as part of Sage's Research Methods Case series. In November, I submitted an abstract for a paper presentation to the Eastern Association Evaluation Research Society annual meeting. The paper- " Building evaluation capacity in Tamil Nadu India: A case study of the V-Excel Outcome Study" was presented in April 2014.

My sabbatical in India has spawned two additional pieces of work: a manuscript that is 60% completed for the *International Journal of Special Education* (Co-Author -Dr. Tiffany Morris- a bio medical researcher); and a possible paper presentation to an invited International Conference on Women and Girls scheduled from 17<sup>th</sup>-19<sup>th</sup> of November 2014 at the Indian Institute of Sciences, Bangalore, INDIA.

Finally, while in India, I met with a journalist to frame a book on the autistic child for publication in India. Work on this book is in progress and is being authored by the journalist.

### **Progress on Evaluation Book**

The progress on the evaluation book has been slower than expected. My co-author and I have framed an outline of each of the chapters and have identified potential publishers. We are using V-Excel as the illustrative case to explain many of the principles underlying sound evaluation techniques- from that perspective we have made great strides as a function of my visit. However, none of the chapters have been completed.

## **Work with the Office on Women's Health (OWH) and United States Department of Education**

During my sabbatical leave I served in an advisory capacity on the national evaluation of the Coalition for Healthier Community (CHC) initiative. I also continued my work as Special Issue Guest Editor for the *Journal of Evaluation and Program Planning* on the evaluation findings from the CHC initiative. As Guest Editor, the fall of 2013, as well as the spring of 2014 were used to work closely with the authors to secure OWH clearance for each of the potential manuscripts.

As an outgrowth of my work on the special issue, a submitted abstract titled "Using a Gender-based Approach to Address Health Disparities in Urban Communities", was selected for a Paper presentation at the International Conference on Urban Education in Montego Bay, Jamaica under the theme *Building and Sustaining Global Partnerships for Learning and Development*.

Although not initially scheduled for my sabbatical, I also assumed the role of Guest Editor for the *Journal of Learning through the Arts*. Working in collaboration with the Office of Innovation in the US Department of Education, we have put together a special issue that will focus on the findings from one of the Office's model demonstration programs. This issue, as well as the CHC issue, should be out in the late fall of 2014 / early winter 2015.

## **Journal of Adolescent Health Publication**

I spent part of the fall sabbatical, as lead author, revising an article on the role of pre-implementation in replication studies. The article- Improving the Replication Success of Evidence-Based Interventions: Why a Pre-implementation Phase Matters- was published in March 2014 as the lead research article.

## **Conference Attendance and Presentation**

During my sabbatical I had the opportunity to attend a conference on faculty mobility in Rome; and have a presentation - Empowering at-risk youths to delay the timing of sexual debut: A multiple mediation analysis - at the American Association of Public Health annual conference, which was held in Boston.

# Heping Zhou

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## *Department of Biological Sciences*

During my sabbatical leave in Fall 2013 and Spring 2014, I worked on several projects.

I was able to complete a project that I had been working on for some time and submitted a research paper based on the findings. This project was focused on characterizing how maternal infection affects neuroinflammatory response in different brain regions of the offspring. A well-organized neuroimmune response is essential for appropriate tissue maintenance and immune surveillance of the central nervous system (CNS), to defend the CNS against pathogens, and to help it recover from stress and injury. This project helped to delineate the effects of maternal infection on the offspring's neuroimmune function and provide a better understanding of the interplay between disturbances in maternal environment and development of neuropathologies in the offspring later in life.

I also initiated a project to examine the effects of fatty acids on the CNS. Metabolic syndrome is associated with increased levels of fatty acids in the plasma as well as increased uptake and accumulation of fatty acids in the brain. This study found that different fatty acids exhibit diverse effects on the viability of and signaling in neural and glial cells, and suggested that the composition of fatty acids could have important consequence on the brain. The data generated from this study will contribute to a scientific paper and grant application.

In the meantime, I was able to spend more time helping and mentoring students in my laboratory. For example, one of my graduate students was characterizing the molecular mechanisms of endotoxin tolerance in microglial cells. Various upstream mediators and regulators of the TLR-4 signaling pathway were examined in order to better understand the regulation of inflammation in the CNS.

While I did not directly do classroom teaching during my sabbatical, I helped to run the lab portion of General Biology class during Fall 2013 by placing orders for the lab materials and advising on the lab contents. General Biology during Fall

2013 had about 300 students and many efforts were made to ensure the smooth and effective running of this course. During Spring 2014, I also spent significant amount of time updating the lecture and lab for the General Biology course.

In summary, this sabbatical period afforded me the opportunity to spend more time working on research projects and helping my students in my laboratory while facilitating General Biology class in Fall 2013 and updating General Biology materials in Spring 2014.

