



Sabbatical Panorama 2021-2022

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Provost's Introduction

“Harvest Our Treasures,” the name of Seton Hall University’s current strategic plan, would also be an appropriate title for this issue of the Sabbatical Panorama. It is a document that memorializes the scholarly contributions of twenty-four faculty members who were awarded either a half year or full year sabbatical for academic year 2021-22. Their accomplishments most certainly contribute to and enhance the status and reputation of the university. The English word “treasure” can be used as either a noun or a verb: as a noun, it means “a quantity of precious metals, gems, or other valuable objects;” as a verb it means to “keep carefully.” Every Sabbatical Panorama represents a new set of valued contributions to the University, but each one is also a record, carefully kept, of the many valued faculty who have dedicated themselves to Seton Hall and allow us to share in and benefit from their accomplishments. This year’s Panorama is no exception; it contains overviews of scholarly attainments in the humanities, the social sciences, and the sciences that will enrich our community and those beyond our walls. I hope you find it both valuable and inspiring.

Katia Passerini, Ph.D.

Provost and Executive Vice-President

Cara B. Adams

Department of English

My sabbatical for academic year 2021-2022 was highly productive. In February 2021, my debut story collection, *You Never Get It Back*, was awarded the John Simmons Short Fiction Prize in the Iowa Short Fiction Prize Series, judged by Brandon Taylor, who calls it “a modern classic.” I have since been working with my agent and the publisher, the University of Iowa Press, home to the Iowa Short Fiction Prize Series and one of the most prestigious publishers of short fiction in the country, to publish and support the book on an accelerated schedule, moving through gathering permissions, interviewing and hiring a cover designer and freelance publicist, handling copyedits and proofreading, and supporting the book following publication by continuing to assist with marketing and promotion. The book came out on December 15, 2021.

As background, preparing a book of short stories for publication would normally take 18-24 months; the University of Iowa Press has an accelerated publication schedule, and we did it in 10 months. Beyond the normal work of publishing a book, I collaborated closely with the press to handle marketing and publicity, overseeing placement of stories from the collection in *Electric Literature* (“Charity,” a reprint with a new introduction by Kirstin Valdez Quade, assistant professor at Princeton University and winner of The Center for Fiction First Novel Prize), *Lit Hub* (“Shoulder Season”), and *Joyland* (“Vision”); giving interviews for Bookforum, *Bomb*, *Lit Hub*, *The Rumpus*, and *Craft*; appearing on multiple podcasts, including OtherPPL, Burned by Books, and I’m a Writer But; and doing over fifteen public events with marquee organizations like *Alaska Quarterly Review* (with Weike Wang), The Center for Fiction (in conversation with Marie-Helene Bertino), Greenlight Books (in conversation with Alexandra Kleeman), The Strand (in conversation with Pulitzer finalist Elif Batuman), and the University of Houston’s MFA program. I have also been invited to write and publish essays on craft for leading outlets like *Lit Hub*, which reaches a readership of 150,000 dedicated subscribers through their weekly craft newsletter, The Craft of Writing, and The Library of America’s inspiration series.

Bringing out my first book has been extraordinarily successful. It is rare for a debut collection of short stories—especially one published on a university press—to be reviewed in *The New York Times*, and extremely rare for it to be accorded a solo review, as my book was. Further, in January 2022, *You Never Get It Back* was

chosen as a New York Times Book Review Editors' Choice, considered a major honor for creative writers. In February 2022, the book was named a finalist for The Story Prize, a second major honor. The Story Prize is the best-known award for a short story collection in the country and is not restricted to first books; that means that my book was in competition with the leading fiction writers in the country. Finally, this summer, the book earned a fellowship in fiction to the Bread Loaf Writers' Conference, a third major honor. Bread Loaf is the oldest and most prominent creative writing conference in the country. Held on the campus of Middlebury College each summer, the conference is ten days long. The conference's highly competitive fellowships are earmarked for writers who have recently published a debut book and involve co-teaching a workshop. I took part in the conference in August; preparing involved roughly a week spent planning and practicing for a public reading, developing a master craft class to teach, and reading and writing comments on ten workshops manuscripts. followed by twelve days at the conference itself (faculty and fellows arrive early to work with leadership to prepare for the conference).

As a result of this attention, I have been asked to provide endorsements for forthcoming books and have read and written blurbs for four: *Open*, by Rachel Krantz (Harmony, 2022), *Reading My Mother Back*, by Timothy Baker (MIT Press, 2022), *I Meant it Once* by Kate Doyle (Algonquin, 2023), and *Glassworks* by Olivia Wolfgang-Smith (Bloomsbury, 2023). I have also been asked to be a conversation partner for authors launching their books at prominent bookstores, and have done so for two: Andrew Lipstein at Greenlight Books in Brooklyn (*Last Resort*; FSG, 2022) and Claire Stanford at Skylight Books in Los Angeles (*Happy for You*; Viking, 2022). For both events, I read the book under discussion, wrote interview questions, and acted as the author's interlocuter.

Coming up this year, I have been invited to read at a national literary conference, the Brattleboro Literary Conference, and at a number of universities, including University of Arizona, Drew University, Allegheny College, SUNY-Fredonia, and Eastern Connecticut University. I will be giving a reading at Yale for the Association of Literary Scholars, Critics, and Writers conference. I have also been asked to serve as a judge for the Center for Fiction Emerging Writer fellowship. Several publications have asked to commission fiction, too.

New publications during my sabbatical year:

Stories

“Never Gotten, Never Had,” *Epoch*, 2022

“Vision,” *Joyland*, 2021

“Shoulder Season,” *Lit Hub*, 2021

“Charity,” *Electric Literature*’s Recommended Reading, with an introduction by Kirstin Valdez

Quade (reprint of story with new introduction), 2021

Essays

“Melissa Bank Deserved More,” *Gawker*, 2022

“Unconventional Diaries,” *Bookforum*, 2022

“How to Build a Short Story Collection,” *Lit Hub*, 2021

“Denis Johnson’s ‘Lush Minimalism’ and Other Influences on *You Never Get It Back*,” Library of America’s Influences series, 2021

While publishing my first book to a strong public reception, I’ve also been doing research for and working on my second book project, a creative nonfiction book entitled *Weather*. I have completed a revision of the whole book, as planned, and will be seeking feedback from my agent.

Given the happily consuming demands of publishing and supporting *You Never Get It Back*, which had not yet been accepted for publication when I applied for sabbatical leave, I have put aside work on my third book project, a novel entitled *Removal*. My plan is to finish my second book project, *Weather*, and then to return to work on the novel. The research activities undertaken during my sabbatical have contributed to my teaching by deepening my knowledge of forms of fiction and creative nonfiction (the diary; the linked collection) and the literary editing and publishing process. They have resulted in seven new publications of stories and essays in high-profile magazines, along with a reprint with a new introduction; many interviews and public appearances; and a fiction fellowship. I have made excellent progress on a second book, too. All of this enhances my visibility and reputation as a writer and the reputations of the creative writing program and the university.

Lonnie Athens

Department of Sociology, Anthropology, Social Work, and Criminal Justice

I applied for a sabbatical for the purpose of finishing a book manuscript, tentatively titled, “Radical Interactionism: Domination, Self and Society,” on which I had been plugging away on chapter by chapter for several years. In an article that

I published in *The American Sociologist*, back in 2007, I coined the term, “radical interactionism,” to distinguish it from the conventional form of interactionism, popularly known as “symbolic interactionism.” Both forms originated from the Classical Chicago School of Pragmatism, which John Dewey led in the early years of the 20th century, despite the fact that he left the University of Chicago and later accepted a position at Columbia University. The main difference between these two interactional perspectives is that the former newer form of interactionism places far more emphasis on the impact of power and domination in human group life than the older form of it did. Since the idea of a radical interactionism had gain some traction from my publication of an anthology in 2013, *Radical Interactionism on the Rise*, that I along with seven other scholars made contributions to, as well as, from the publication in 2015 of my book, *Domination and Subjugation in Everyday Life*, I thought that I better write a second book on radical interactionism to lay the complete intellectual foundation for this new perspective while the iron was still hot and before publishers’ interest in this topic waned. My second book on radical interactionism was planned as companion volume to my first one in which I hope to extend the scope of the perspective from the collective act and its two basic forms, cooperative and conflictive action, to include the self and the social habitat, which I also divided into two forms, the community and society.

While re-reading the manuscript in anticipation of writing the conclusion, I belatedly discovered that there existed a serious disconnect between some of the early chapters that I had written some years back and the ones I had more recently written. Since I could not fix these early chapters, as I had wrongly assumed, by merely making a few minor revisions here and there across their pages, I had to completely discard them and write them over from scratch. While I was dismayed that I could not achieve my goal of finishing my book manuscript before I returned to teaching, I did take solace in the fact that my thinking on interactionism had evolved much more than I could have imagined during the three decades or more of my writing about it. Some of the old ideas that I had dismissed now appeared to contain more than a kernel of truth and some of the newer ideas that I had earlier thought were so much more superior, proved on further examination to be specious.

So, I now had the unexpected opportunity to greatly improve my manuscript before it was published, for which in hindsight, I feel fortunate to have received. Why? Today, so many people have published books that it is no longer the mark of distinction that it once was in academia. While visiting an old professor of mine, who had published fourteen books a few years before he died, he lamented that it was not the number of books that you publish that counts, but the number of them “that last,” which sadly none of his books had done, although they paved the way

for his becoming a full professor at top tier Big Ten university. His message to me was crystal clear. As far as publishing a book is concerned, it now is and has probably always been, how long your book survives the test of time, not how many you have written. By delaying the publication of my book manuscript to write over the newly discovered obsolete chapters from beginning to end, I will, at least, improve the chances, however slim, that when my manuscript is finally published that it will pass the test of time, which is the ultimate mark of distinction of any publication, whether it is a book or an article.

David Bénétéau

Department of Languages, Literatures, and Cultures

This year was very productive, I reached my goals and exceeded my own expectations.

I have made great progress on the book publication (see below). I studied about twenty-five manuscripts in about ten libraries in Europe. Two articles I wrote appeared this last fall; I will submit the complete book this fall (hopefully Oct.). I gave papers at two conferences, Bologna and Padova, invited to lecture at two seminars (Genova, Bologna), and delivered two lectures, one in Klagenfurt, Austria, another in Siena. I attended two conferences (Venice and Florence) and visited museums about one hundred times; now an ICOM member, I am considering getting a Master's in Museum Studies. Further I have begun to plan my next book, the fourth, by working on French paleography and transcribing manuscripts in Rome, at the Vatican library, and Florence.

All this was possible because I received sabbatical, won the URC award, and received further financial support from the Dean and Arts and Sciences: I lived like a nomadic scholar. Working on this book, I lived in six countries, in Europe, almost five months, first in the fall (Aug.-Nov.) and next in the spring (May-July); I fled NJ from the cold in the winter (Florida and Nevada) and from the heat in the summer (New Hampshire and Canada).

Here is a complete breakdown of my research for the working months:

2021:

Aug – Sept.: Berlin, Germany State Library: completed the transcription and final edits of the manuscript, and finalized the text.

Sept.: Research at the Univ. Statale in Milan on the article in *Carte Romanze*. Attended a conference in Venice on Brunetto Latini.

Oct.-Nov.: Research in Florence libraries working on parallel manuscripts (Bibl. Nazionale, Riccardiana and Laurenziana).

Oct.: Invited to a seminar at the Univ. of Genova.

Oct.: Invited to lecture at the Univ. of Siena.

Nov.: Invited to a seminar at the Univ. of Bologna.

Dec.: Finalized the edits of the article in *Carte Romanze* in New Jersey and Boston

2022:

Jan. – Feb.: in Tampa, Florida finished the glossary of my book (forty pages).

March-April: in Henderson, Nevada, wrote the linguistic part of my book.

May: Returned to Europe. Delivered a paper at the AAIS conference in Bologna. Research in Bologna working on parallel manuscripts and linguistic resources. Attended a conference in Florence on *Legenda aurea*, the vernacular story of medieval saints.

June: Delivered a paper at the Boccaccio Association in Padova. Worked with scholars of miniatures, and began planning speaking to a conference in France in 2023. Delivered a lecture in Austria (*The Future of the Past*) and worked on my book in Mantova. Visited a famous restoral project of the painting in Venice (Titian's *L'assunta*, completed this coming October) and am preparing a SHU invitation to the restorer, Giulio Bono.

June: Research in Rome working on parallel manuscripts, editing medieval French mss., and preparing the work for my next book (Vatican Library, Casatanense and Bibl. Nazionale).

July: visit to Edinburgh, Scotland.

July-August: in NH and Montreal, Canada, finishing up the indices and working on the maps. Here's the details of the progress on the book, the *Verace istorie romane*. The text is finished (200 pp., 500 footnotes) and typed-up by the editor. The

introduction, linguistic part, textual note, tables of correspondences, synopsis, glossary, indices (names, places, populations, geographic), bibliography, maps amount to about 120-140 pages; it's almost all done, but some parts require review.

I would like to thank the Dean of Arts and Sciences, the Provost and the URC for this support.

Cordially,

David P. Bénéteau

Dongdong Chen

Department of Languages, Literatures, and Cultures

It is with great pleasure that I submit this report in three aspects, Progress, Deviation, and Contribution.

Progress

In my 2020 application for the sabbatical, I proposed dedicating myself to a book project entitled *Digital Humanities, Computer-Assisted Language Learning and Project-Based Learning in Teaching Chinese as a Foreign Language*. To that end, I planned to write six chapters and secured a publisher. I am happy to report that I drafted three chapters. As for locating a publisher, I signed a contract with Routledge and discussed details with my book editorial assistant about the writing process. Moreover, for one of the most significant publishing procedures, I received permission from editors of two journals with respect to reprinting part of my published articles in the book.

Deviation

In the spring of 2021, I was invited to contribute a chapter on Psych Verbs for the volume *The Routledge Handbook of Second Language Acquisition, Morphosyntax and Semantics* edited by Tania Ionin, Silvina Montrul, and Roumyana Slabakova. I spent Fall 2021 doing research but did not have time to write until the winter break. It took over two months before I was able to submit the chapter in February 2022. Right after that, I started to prepare an invited lecture, "Form-based and Communication-Oriented Activities in Chinese Language Classroom," for the 2022 Beijing Foreign Language Teaching and Research Lecture Series. This two-

hour live streamed talk was held on February 25, 2022, 9:00pm – 11:00pm. While these two engagements interrupted the process of my book-writing project, I was academically enriched to a great extent.

Contribution

During the sabbatical, I continued to work for my department by supervising three Chinese adjuncts to maintain successful operation of the Chinese Program. I also helped the Asian Studies Program by analyzing the proficiency testing results obtained from the students of Chinese and writing the annual Chinese assessment report. For the University, my extensive involvement included the following activities:

- Co-organizing “Language Acquisition and Cultural Understanding: Interactive Oral Practices,” a panel discussion for 26th Annual Petersheim Academic Exposition April 25, 2022, 6:15pm – 7:30pm, TEAMS, Seton Hall University. This panel comprises 4 students taking Chinese, 1 student of German and Russian, and 3 students taking Spanish.
- Moderating Not One Less for Diversity Film Series, Seton Hall University, April 8, 2022, 2:00pm – 4:00pm, TEAMS
- Reviewing an assessment report of one program for the University’s peer-review assessment, February 11, 2022
- Participating in the monthly Faculty Graduate Studies Committee meetings
- Attending the bi-weekly DH Learning Community activities throughout Spring 2022

Apart from the work for the department and university, I was also actively engaged in several scholarly activities, ranging from reviewing one manuscript for a journal to presenting at conferences, and conducting a workshop. Some details are as follows:

- Reviewing the manuscript “The initial stages in the reassembly of aspect-related features onto new L2 forms: a bidirectional study of L2 learners of Chinese and Spanish” for the journal *Second Language Research*

- Presenting “A Lasting Legacy: John B. Tsu (1924-2005)” at The CLTA 2022 Annual Conference, Virtual, April 9-10, 2022, <https://forlang.fsa.mtsu.edu/index.php/clta2022/program>
- Presenting “CALL and DH: Why Do We Need Both?” at Emerging Realities in Language Teaching and Learning, NEALLT 2022, Virtually hosted by Columbia University, April 8-9, 2022, <http://neallt.org/neallt2022/program.html>
- Conducting a workshop “Project-Based Learning and Teaching Chinese as a Second Language,” as part of the Holistic Education Lecture Series 2022, ZOOM, May 13, 2022

Finally, my contribution includes broad services for the professional and local communities in various ways, for example,

- Serving as an external reviewer for Dr. Yonggang Huang of Brooklyn College in view of his application for promotion to Associate Professor
- Serving in the dissertation committee for Melvin Chih-Jen Lee, Ph.D. candidate of East Asian Languages & Civilizations, University of Pennsylvania with respect to his dissertation proposal, “The History and Development of Chinese Language Teaching in American Higher Education: A Study on the Period 1958-1979”
- Serving as moderator for Zhang Min’s lecture “Designing Highly Engaged Chinese Online Classrooms” for Holistic Education Lecture Series 2022
- Organizing, as a board member of CLTA-GNY, the CLTA-GNY 2022 Annual Conference & 20th New York International Conference on Teaching Chinese Language and Culture, ZOOM, May 7, 2022
- Organizing, as Chair of New Jersey Chinese Cultural Studies Foundation, the 14th NJCCSF Cultural Project Contest “TV Shows: How Do They Reflect Cultures?” Bethany Hall 106 BC, Seton Hall University, April 30, 2022

I am extremely grateful to the University for granting me this rewarding opportunity for professional enrichment. It has enabled me to concentrate on my

book project. Furthermore, the leave has enhanced my scholarly engagements and professional services. I want to thank my colleagues for all the kind and strong support.

Rong Chen

Department of Education, Leadership, Management, and Policy

During my sabbatical of 2022 spring, I worked on several projects proposed in my sabbatical application and others that had been long in preparation and volunteered my time for dissertation mentoring and service to the university and beyond. The following is a synopsis of my completed sabbatical work.

Scholarship

Project One: Existing research presents a complicated picture of student borrowing behaviors by gender, neglecting to identify potential differential predictors of debt burden for men and women. Using a national sample from the Baccalaureate & Beyond 2016-2017 survey and zero-one inflated beta regression analysis methods, this study analyzes individual and institutional factors that predict cumulative undergraduate debt burden outcomes by gender. Results indicate that women are more likely than men to have debt burden one year after college graduation. Interaction effect tests show that the relationship between gender and zero debt burden differs by race/ethnicity. Additional analyses disaggregating the debt and earnings components suggest that women's salary is significantly lower than men's. The combined results of higher probability for debt burden and lower salary for women as compared to men are concerning and demonstrate the gendered inequities within current systems.

Project Two: The underrepresentation of women in science fields is noteworthy, given that women constitute nearly half of the global workforce. Despite what is known about the importance of female students' aspirations for postsecondary studies and careers in science, relatively little is known about which factors shape females' science career choices. This study examines the internal and external determinants of female students' aspirations for science careers. Results indicated that student, school, and parent constructs were related to a female's aspiration to have a career in science. Significant factors of practical implication include science self-efficacy, enjoyment of science, prior science activities, and parental expectation for the child to take science as a career.

Project Three: Research focusing on the impact of student loans on enrollment behaviors has produced mixed results, with some studies associating loans with higher education persistence and completion outcomes and other studies revealing negative relationships or mixed results based on loan type or amount. Utilizing the marginal mean weighting through stratification method (MMW-S) to analyze data from the National Center for Education Statistics Beginning Postsecondary Students 2014-2019 (BPS:14/19) survey, this study estimates the effects of loan level on first-year college students' decisions to stay at their first institution, transfer institutions, or drop out of the higher education system. Results indicate minimal positive effects of federal student loans on transferring to other institutions, and negative effects of loans on dropout rates, but there is no obvious pattern in the direction and magnitude of the coefficients across all loan levels. We find some variation in these effects between students by race/ethnicity, with federal loans uniquely and adversely affecting Black and African American student persistence.

Project Four: This study builds upon Project Three and is a collaboration with a colleague from Boston College outside Seton Hall. To date, most studies exploring the effects of student loans on college enrollment have focused on persistence and completion, although increasing student mobility between institutions elevates the importance of considering a wider range of enrollment outcomes. Using data from three nationally representative cohorts of students entering four-year institutions in 1996, 2004, and 2012, this project examines patterns of college students' transfer, and identifies, via causal inference methods, the effects of student loans on student transfer in the last three decades. In addition, it investigates how these effects may vary by socioeconomic status and racial/ethnic background, and how the effects may change across the three cohorts. A conference proposal based on this large-scale project has been accepted by the ASHE 2022 Annual Conference program and selected as a part of the series of presidential sessions at the conference. A grant proposal to the Spencer Foundation has also been funded with a grant award.

During my sabbatical, I also completed the revision of a study on AP STEM course-taking and college STEM major selection and received the notification of acceptance by the Journal of Engineering Education, a top journal in the field of engineering education.

Below is a list of the outcomes of scholarly work based on my sabbatical projects, which have been accepted or are under review for either journal publications or conference presentations. *Research in Higher Education* and *Journal of Higher Education* are two top-ranked peer-reviewed journals in higher education research.

Jewett, E. & **Chen, R.** (2022). AP STEM Course-Taking and College STEM Major Selection: An Examination of the Relationship and How It Differs by Gender and Race/Ethnicity. *Journal of Engineering Education*.

Chen, R. & Boatman, A. Spencer Foundation Grant Program. Effects of Education Loans on College Student Transfer in the United States: Evidence from the Last Three Decades. (\$50,000), June 2022- December 2023.

Chen, R. & Smith, K. (resubmitted). Gender and Loans: Understanding Differences in Student Debt Burden. *Journal of Higher Education*

Chen, R. & Smith, K. (under review). Effects of Federal Loans on College Student Retention, Transfer, and Dropout, *Research in Higher Education*

Chen, R. & Boatman, A. (2022). Effects of Education Loans on College Student Transfer: Evidence from the Last Three Decades. Accepted as a part of the series of presidential sessions at the Association for the Study of Higher Education (ASHE) Annual Conference in November 2022.

Dissertation Mentoring

Due to the demand for helping mentor students in the program, I volunteered my time to support my students who were at their final stage of dissertations during my sabbatical. I chaired three of my doctoral students' dissertations and helped these mentees finish and graduate in Spring & Summer of 2022.

Service

I continued my service in the discipline as an editorial board member for the journal of *Research in Higher Education*. I also joined the editorial board for the *Journal of Postsecondary Student Success*.

Due to the reduced number of faculty members in the department during the pandemic, I attended regular program and department meetings, and volunteered a substantial amount of my time to support students and colleagues in my sabbatical semester in various ways as below. I have also agreed to serve as the chair of the Faculty Association of College of Education (FACE) for the upcoming 2022-2023. In my spare time during the sabbatical, I volunteered at the Interfaith Food Pantry of the Oranges and supported programs promoting Essex County's STEM education in the local school district area.

- **Speaker**, Large-Scale National and International Data in Education: Data Types and Examples of Research Application, ELMP, College of Education and Human Services. April 2022.
- **Faculty Search Committee member**, Associate Professor/Chair Position, ELMP, College of Education and Human Services. 2021-2022
- **Faculty Search Committee member**, Higher Education Assistant Professor Position, ELMP, College of Education and Human Services. 2021-2022
- **Faculty Senate Committee member**, Faculty Guide Committee, 2017–2022

With the work made possible by my sabbatical, I have published one paper, received one research grant, and made substantial progress in four more papers that I am looking forward to publishing over the incoming years. My volunteer work for the department, university, and community was a great way for me to know my students, colleagues, and people beyond the university, make my contributions, and give back to the community. I would like to express my gratitude for being granted the time needed to devote to projects to my colleagues, department, and dean, as well as the Provost.

Victoria Rivera Cordero

Department of Languages, Literatures, and Cultures

I am grateful to my department, the College of Arts and Sciences and to the university for granting me a full sabbatical year. This extended period without teaching responsibilities allowed me to conduct research both for my book project and for my courses as well as to visit cultural institutions and meet with Spanish scholars in Spain.

During this year I have expanded my work on the Spanish novelist Carmen Laforet, whose centennial was celebrated the past year. It was an interesting time to be in Madrid, the city she lived during most of her adult life since I was able to attend different exhibits around her life and work.

Carmen Laforet opened the door to generations of Spanish women novelists and her work is now considered canonical. I was first attracted to this author when I included her in my Women Spanish Novelists course and wrote a presentation on the connection between painting and literature and how Carmen Laforet borrows

techniques from painting in her first novel, *Nada* (1940), as she does in her subsequent novels.

Research

While on sabbatical, I completed a 45 page chapter on the theory of materiality and art in Carmen Laforet's work which I will include in the monograph I am at work on.

Book chapter:

“*Still Life: Objects and Nothingness in Carmen Laforet's Nada*”

In Laforet's work, contrasts between light and color give life and movement to a painterly text conferring upon the narrative dramatic tension by juxtaposing disparate elements which symbolize the emotional state of the narrator and as well as other characters. I incorporate theories of ekphrasis, painting and narratology along with theories of subjectivity and trauma in my analysis of *Nada*. I focus on the symbolism of still life paintings and in particular the *vanitas* genre as a literary technique.

Articles to be submitted in the 2022-23 year:

1. I am currently editing a 25-page article on “Rejecting the material as the foundation of feminist liberation in Carmen Laforet's *Nada* and *La isla y los demonios*” which I will submit to a peer-reviewed journal during the upcoming fall 2022 semester. This is an expanded and reworked version of the conference paper I gave for the Seville conference.
2. “Social Criticism and Paranormal Phenomena in the New Spanish Horror Film.” In this article I explore the concept of horror and its connection to social criticism as well as gender issues in recent Spanish Film.

These articles will become chapters for a book on the aesthetics of horror, pain, trauma and subjectivity in Spanish women writers such as Carmen Laforet, Adelaida García Morales and Elvira Navarro and the work of filmmakers such as Coixet, Plaza, Balagueró, Berger, Querejeta.

Conference paper delivered:

“El rechazo de lo material como fundamento de la libertad femenina en dos novelas de Carmen Laforet” XXX – CILH Congreso Internacional de Literatura y Estudios Hispánicos, Seville, Spain June 29, 2022

The symbolic value of objects is a constant element in art and literature. The material surroundings which Laforet’s characters inhabit is heavily weighed down by the past, silenced fears, anger and nostalgia for lost wealth; the recent Civil War and the familial and societal conflicts it generated is such a heavy burden that her characters can barely breathe. These elements play a key narrative role as they reveal emotional truths about the main character and push her to make vital changes as she defines herself through a search for freedom. In *Nada* (1944) and *La isla y los demonios* (1952) Laforet’s characters can only achieve a modicum of freedom, in a patriarchal fascist dictatorship, by rejecting all the material trappings of their bourgeois families and striking out on their own, often with only their writings for baggage.

I also conducted research on Laforet and Carmen Martín Gaité and on women in Spain during forties and fifties research in the following institutions:

1. Biblioteca Nacional de España (Madrid, Spain)
2. Filmoteca Española (Madrid, Spain)
3. Centro Documental de la Memoria Histórica (Salamanca, Spain)

I attended the following conference on film at the University of Salamanca: XVIII Congreso de Novela y Cine Negro: Crítica, Compromiso y Memoria en el género negro

Teaching I updated courses (on Spanish Women Writers and the Spanish Civil War) and created two new courses:

“Rural Spaces in Spain in Contemporary Literature and Film”

This course focuses on authors such as Julio Llamazares and films such as *As bestas* (The Beasts), *O que arde* (That which Burns), *El cielo gira* (The Turning Sky) which deal with issues surrounding both the ongoing abandonment of small towns in Spain and the countermovement of a return to such towns with the clash of cultures that takes place between young upwardly mobile arrivals and local

inhabitants. Themes to be explored include ecology, the ethics of urbanism, “Emptied Spain” (España vacía) and the representation of violence.

“Urgent Narratives: The Diary as a Literary Form in Spain”

During the pandemic, the already present movement toward publishing literary diaries in Spain (by authors such as Chirbes, Martín Gaité) grew to include other perspectives from authors such as Marta Sanz, Milena Busquets and Rosa Montero who have brought a new sensibility to the form. The themes of subjectivity, motherhood, the struggles around literary creation and trauma will be explored.

Service:

I reviewed articles for the following peer-reviewed journals: Hispania and Revista Hispánica Moderna.

James Daly

Department of Educational Studies

On April 19 I had submitted the required update on my sabbatical progress. This final report does not repeat all that information but builds on it. The proposed projects are identified as written in the proposal, and the work on them is described. Unanticipated lingering consequences of the covid-19 pandemic and the Russian invasion of Ukraine had significant impacts. Additional work and projects not originally planned were completed, and they are summarized at the end of this report.

1. I am a co-convener of the Perils and Promises of Diversity in Education Initiative (PPDIE) This collaboration is between the Educational Studies Department at Seton Hall and the Center for the Study of Genocide and Human Rights at Rutgers University. I plan to continue the research on practitioners and their approaches to diversity in their classrooms. To date two interviews have been completed. My plan is to present data collected during the interviews both at academic conferences and in journal publication.

STATUS: As mentioned in the April report this objective was not met. It remains a future objective.

Plans are underway for Fall 2022 projects addressing elements of this objective.

2. I am a co-PI on a PPDIE grant application for a Spencer Foundation grant. Even if the grant is not successful, I plan to work with colleagues at the Center for the Study of Genocide and Human Rights at Rutgers (CGHR); the Center for Peace, Justice, Reconciliation at Bergen County Community College, and Daniel Fernandez Fuentes, a scholar and activist with EduActors, Barcelona. Our plans are to actively work with scholars, activists, and practitioners in several countries. During my Sabbatical I plan on creating and working with small groups to develop classroom materials that address diversity from multiple perspectives.

STATUS: As mentioned in the April report this objective was not met. It remains a future objective.

3. My colleagues in PPDIE are anticipating a Memorandum of Understanding between Rutgers University and Seton Hall University. I would like to use the Spring 22 semester to host events recognizing that collaboration which would include: roundtable of scholars and practitioners to address identifying challenges that diversity can create and responses for successfully addressing them. These sessions would be taped and made available to the public on the CGR and Center for Global Education (CGE) websites.

STATUS: As mentioned in the April report this objective was not met. It remains a current objective. On August 16 I received a newly revised draft MOU proposal from Dr. Nela Navarro, Associate Director, Director of EducationCenter for the Study of Genocide and Human Rights (CGHR)@RU-Global. I submitted this to Dr. Martinelli, Dr. Connors and Dr. Arocho. Dr. Connors responded that the proposal has been sent to legal, and I am hopeful that it can be examined, modified if needed, and approved. We have been working with CGHR for many years, and this MOU would give institutional

recognition of that work and help to build sustainability for future efforts. The benefits to our students, and faculty are significant. Past events include Holocaust Remembrance sessions with survivors (both in person and virtual during the pandemic), scholarly writing (a special issue of the Humanist featured several CEHS students), guest speakers in our classrooms (virtual and in-person), participation in conferences and more. Global Roundtables have been a feature for years, with scholars, teachers, and activists from several countries exploring ways to work together. School visitations for CEHS students have been arranged through this collaboration and we envision moving forward with some of the same projects as well as anticipated new ventures.

4. The Center for Global Education at Seton Hall has been relatively inactive since a Deliberating in a Democracy Grant ended. I plan to work to: update and revise the Center's website; move work done with the Borys Grinchenko Kyiv University (BGKU) to the site (including the web based Visualizing the Ukrainian Diaspora); and housing student papers and work (with a focus on an new e-zine that the Ukrainian History department is hosting - in collaboration with Educational Studies Department at Seton Hall);housing videos prepared by collaborators with the center (PPDIE, invited scholars and educators, students -university and high school)

STATUS: My co-director and I met with Tom McGee, TLTC, to discuss proposed revisions. Based on that conversation we have begun identifying how we plan to revise and revive the website and the Center. Discussions have included the Associate Director of CGHR, and colleagues in Ukraine and Israel. This remains a future objective. With the success of the MOU proposal, and with anticipated work with Ukrainian students and teachers, the website will become a valuable resource for supporting student voice across multiple countries. All the proposed opportunities in the original project description remain objectives.

5. I've been working with colleagues at the Borys Grinchenko Kyiv University, Kyiv, Ukraine, for over thirteen years. I plan on writing about the activities and experiences of collaborative work done with students and faculty at both institutions, and with secondary schools in both countries. Emerging from the

work funded by a Deliberating in a Democracy grant, a colleague and I found the process and the consequential assessment of the program to be so strong as to merit building on it in our respective teacher education programs. That work has included student research, skype conferences focused on that research; use of CGE website for housing discussions, a Digital Humanities grant work which resulted in a website prepared by students from both universities: Visualizing the Ukrainian Diaspora. The website has been expanded from its initial completion and now houses Oral Histories from Ukrainian Americans. Additionally I plan on researching Ukrainian perspectives of the topic.

STATUS: As mentioned in the April report this objective was not met. It remains a future objective.

6. **Other work** not in my Sabbatical proposal:

Scholarly writing: I submitted two manuscripts for publication. One has been accepted, the second is under review.

The accepted article will be published in Teaching the Social Studies. It is titled: *Are American Teachers Free? Should They Be?* In 1936 Howard Beale asked if American teachers were free. That question is still relevant today. Additionally, it is worth asking, should they be? What are the expectations, limitations, and requirements for such freedom? The current educational context is fraught with challenges and opportunities for teachers, and for their students. Practitioners and administrators report a climate of fear about dealing with any controversial topics (exacerbated by the pandemic and the 2020 election and its aftermath).

The second article has been submitted to Action in Teacher Education. It is titled “*A Meeting of the Minds: A Needed Transformation in Teacher Education*”. The transformation of teacher education programs is needed. To be authentic and sustainable, efforts at transformation need to be grounded in shifting power and policy making away from just the university to shared decision making among stakeholders. This paper examines what are seen as first steps towards this objective. This paper focuses on a project to support the voices of those who are being taught (referred to as scholars), and those

planning to teacher (referred to as candidates). Both groups frame conversation around James Baldwin's 'A Talk to Teachers' and explore what has changed, what has not changed, and what needs to change.

Electronic journal: co-edited two more editions

I continue to co-edit a journal prepared by faculty and students at BGKU and at Seton Hall University. The third edition was published in January and can be accessed here:

(<https://www.shu.edu/education/news/cross-culturalcollaboration.cfm>).

The Russian invasion of Ukraine slowed but did not stop the publishing of the fourth edition in July, found at:

<https://ysgsij.kubg.edu.ua/index.php/journal/issue/current> .

In addition to university students, for this edition high school students who attended a virtual seminar on the war in Ukraine were invited to write about their reactions to the session.

Curriculum work: statewide

Gov. Phil Murphy signed P.L. 2021, c.185 into law July 23, 2021, mandating a new civics curriculum. I was invited to join the planning for the curriculum that was prepared by the New Jersey Center for Civic Education at Rutgers University. I also reviewed and critiqued the draft proposal. I joined sessions for educators focused on the curriculum on July 27 at Drew University and a session of the New Jersey Social Studies Supervisors Association on May 20 at Rutgers University for supervisors throughout the state.

As a member of the Education Committee of the New Jersey Coalition Against Human Trafficking (NJCAHT) I worked on preparing ways to assist teachers in addressing the new state mandate on Human Trafficking: <https://pub.njleg.gov/bills/2018/PL19/189 .PDF>.

We've prepared an interview instrument that will be used for videotaping prominent experts. Currently the offices of Representative Christopher Smith and Assemblywoman Angela McKnight are reviewing the interview format. Lessons will be built around these videos.

Curriculum work: university

I have been working with former Dean Gillette to revise the syllabus EDST 3003 Teaching Social Studies in the Diverse Classroom. Revisions provide information and opportunities for students to deeply explore how diversity impacts young children, and how to build success for all students.

International and global work: university

Since the invasion of Ukraine, I've provided information to alumni and students who have worked with our Ukrainian partner BGKU. I attended Dr. Balmaceda's seminar on Russia and got permission to share the link to the video tape. I worked with Drs. Knight and Matusevich on preparing and presenting a session for SHU alumni and their students with faculty and students at BGKU. Held on April 5 over 100 participants joined the session. The Ukrainian students attended from over 27 countries to which they had fled.

Service: to university and college

I prepared a PRAXIS review and outline notes for secondary social studies majors. I conducted a review session on TEAMS Sat. 1/29 (over two hours).

Mentoring – I met on TEAMS with students to discuss upcoming Clinical placements; to review individual progress; to discuss graduate school options; to explore career options outside of teaching; I prepared several letters of recommendation.

With no social studies methods course I prepared an outline of essential Social Studies websites, books and other resources for social studies majors in the general Methods course.

Working with CEHS students and colleagues in East Orange, submitted a proposal that was accepted for the New Jersey Council for the Social Studies Fall 2022 Conference. Four Secondary education students will join scholars from East Orange to describe their work over two semesters. This link provides a description of the project, which will be the focus of the conference session:

<https://www.shu.edu/education/news/james-baldwin-inspires-aparadigm-shift-in-education.cfm>

Service: to the profession

Much of the work described in other sections also provided service to the profession Served (as I do every year) as judge for the New Jersey Project Citizen State Finals, sponsored by the New Jersey Center for Civic Education. Reviewed and scored student submitted portfolios.

Attended May 20 meeting of the New Jersey Social Studies Supervisors Association at the Rutgers University Inn and Conference Center, New Brunswick, NJ. Met with supervisors in discussions of new civics curriculum, AAPI and LGTBQ mandates. Discussions with university faculty explored role of higher education institutions in preparing future teachers to address these. I also presented a session on concerns and issues facing social studies supervisors in the State. Conversation addressed candidate content knowledge, concerns about lesson plans, interest in providing better understanding of diverse students and communities, and ways to work in the future.

Service: to the community

I remain an active volunteer with the Great Swamp Watershed Association. I attended May 24th training for Stream Assessment volunteer work and conducted water monitoring assessments at two sites.

I am also active with the Raritan Headwaters Association. I was team leader for macro-invertebrate water monitoring at two sites for the group. I have volunteered to be part of the Raritan Headwaters Sentinel Climate Stations Project.

Based on my work with civics and civic education over the years, I was interviewed about NJ's new civics law "Wootens Law", by Jordan Akers. He was an intern with Civic Story (a non-profit news site focusing on sustainability and civics in New Jersey). This link brings you to the story published in June: <https://www.civicstory.org/civicstory-blog/2022/6/20/civics-education-in-new-jersey-whats-at-stake>

Sheldon Epstein

Department of Computing and Decision Sciences

Introductory Remarks

I had high hopes for my 2021/2022 Sabbatical but, unfortunately, I became ill early in the Sabbatical and my Mobility and Concentration Time Span deteriorated as the year wore on to the point that I have been on Disability since the beginning of July 2022. The current Disability runs through September and is in the process of being extended until the end of December. In the subsequent paragraphs I will describe what I had intended to do and what I have been able to do in the areas of Teaching, Research and Service

PEDAGOGY

Over the last 10 years (pre-Covid) I have frequently taught: on-line synchronous, on-line asynchronous and Hybrid courses. Because business problems and available technology are constantly changing, I had intended to update many of my Videos using current problems and up-to-date Software. Because of my health situation, I have unfortunately been unable to do any of this.

RESEARCH ACTIVITIES

One of my major area of research in past years has been the application of Quantitative Analysis to ancient Biblical and Talmudic problems. A 400 page book of my Published Journal Articles from Scholarly and Academic Journals on the subject, is in its 3rd Edition. My intentions were to do research leading to new publications in this area. I was able this year to gather and analyze material that I feel will lead to an innovative new publication. Unfortunately as my health has declined I have been unable as yet to put my findings into print. I am hopeful that in the not too distant future I will be able to write these articles and give Seton Hall the deserved recognition and attribution.

SERVICE

During my Sabbatical I continued on a limited basis my regular professional service for the University as well as the academic community at large. These included:

- Recruiting and mentoring students in the Seton Hall-Yeshiva ITV program.
- On-Line Training and Administrative work for AARTS (A Federally recognized college level Accreditation body),
- Co-Editing, Hakirah (a refereed Scholarly Journal)

Matthew Escobar

Department of Languages, Literatures, and Cultures

I spent the 2021-22 academic year in Madrid, Spain doing research for a book-length study of Latinos at Paramount's multilingual Joinville studios (active between 1930 and 1932). As a Fulbright Senior Scholar in Madrid, I gave an hour and a half long talk, met with cinema historians as well as graduate students at Carlos III University with which I was affiliated, as well as attending Fulbright seminars in Spain (in Madrid and Córdoba). Through my contacts at this university, I was able to meet with several other prominent Spanish cinema historians to discuss my project.

This sabbatical was crucial for my research as I was able to visit archives and return to others that had recently obtained documents I had never consulted. Archives visited:

1. Filmoteca de Catalunya (Barcelona, Spain)
2. Filmoteca Española (Madrid, Spain)
3. Cinémathèque Française (Paris, France)
4. Archives départementales du Val de Marne (Créteil, France)
5. Archives de la Préfecture de Police de Paris (Le Pré-Saint-Gervais, France)
6. Archives de la Ville de Saint Maurice (Saint Maurice, France)
7. Archives nationales. (Pierrefitte-sur-Seine, France) Fonds de Moscou (Sûreté Nationale files)

8. Biblioteca Nacional de España (Madrid, Spain) – rare collections

I also received historical documents from archives I am in contact with in the Canary Islands (Casa Museo Pérez Galdós), Venezuela (U Central de Venezuela), the US National Archives, the Margaret Herrick Film Library (Academy of Motion Picture Arts and Sciences) as well as rare images (that no public archive holds) belonging to private collections in Argentina and France.

Papers given:

“Investigación histórica e identidad personal en el campo de las imágenes: entender y narrar” Carlos III University, Getafe, Madrid, November 11, 2021. 90 min

“La angustia del límite: el meta-cuerpo *neo-noir*” XVIII Congreso de Novela y Cine Negro: Crítica, Compromiso y Memoria en el género negro, May 13, 2022. 20 min

“Defendiendo el honor de Zalacaín: los hermanos Baroja y la identidad española al inicio de la época del cine sonoro” XXX CILH – Congreso Internacional de Literatura y Estudios Hispánicos, June 29, 2022, Seville, Spain. 20 min

Future publications:

I made significant progress on a book-length manuscript on Latinos at the Paramount Joinville studios. As part of that project, I have a 10,000 word article which will become a chapter in my book that I will soon send out to a peer-reviewed cinema history journal.

My two conference papers on early Spanish sound cinema and film noir will also become articles in the 2022-23 academic year.

Though my energies were focused mainly on the Paramount Joinville studios, I also began research (at the Biblioteca de Catalunya and the Biblioteca Nacional) on my second project on the Stelton School and will continue to work with the documentary director Floreal Peleato.

(a) teaching

While on sabbatical, I began to develop two entirely new courses. Both center on issues that stem directly from my research this past year, including insights on little known aspects of early sound cinema in Europe that I culled from archival work.

Course development

1. For the Modern Languages program (possibly to be cross-listed with other programs): “Early Sound Cinema in Spain and France: Identity politics, soft power and the struggle against Hollywood”.

This advanced course concentrates on the political, economic and cultural issues surrounding the question of the tremendous soft power that cinema already wielded in the late 1920’s and early 1930’s during Europe’s transition to sound cinema. Students will examine first-hand accounts by actors, directors and producers from France, Spain and the US as well as other countries (such as Brazil) who participated in this transition. The course includes contemporary films, novels, memoirs and newspaper articles.

2. For the Spanish program: “The Baroja brothers. Authenticity, pessimism and the search for radical autonomy”

This advanced course, to be conducted in Spanish, concentrates on Spanish culture and politics in the 1930’s through the work of two very influential brothers: Pío Baroja, one of Spain’s most respected novelists at the time and his older brother Ricardo, an engraver, painter and writer. Their approach to Basque as well as Spanish national identity, their attitudes toward outside influence in Spain, radical anarchist politics and their particular brand of pessimism – one which did not preclude action – will be examined and contrasted with that of other highly influential contemporaries such as Unamuno.

(b) research/creative activity

In addition to the extensive archival work and three conference papers I gave (as detailed above), I translated into English a feature film script as well as the first chapter of a Spanish writer's novel for a US publisher.

(c) service

Throughout my sabbatical, I continued to serve as Prestigious Fellowships Director (assisted by two wonderful colleagues: Dr. Youssef Yacoubi and Dr. Ben Goldfrank). The number of candidates rose significantly in the 2021-22 year as compared with the preceding years and the website was updated and corrected in an ongoing effort to improve it. The Fulbright seminars I attended in Spain put me in contact with other senior American scholars as well as undergraduates who were Fulbright English Teaching Assistants in Morocco and Spain. At one Fulbright seminar (in Córdoba) I also had the privilege to meet Julissa Reynoso, the new US Ambassador to Spain, with whom I discussed Seton Hall's programs in foreign language study and diplomacy. Participation in the Fulbright program not only greatly furthered my knowledge of the subject I am researching but also better informed me on the Fulbright experience from the undergraduate's point of view.

I am grateful to the Department of Languages, Literatures and Cultures, the College of Arts and Sciences, and the university as well as to the Fulbright Commission for the opportunities that I was afforded this past academic year.

Jonathan Farina

Department of English

As planned, I enjoyed much of my sabbatical year revising existing talks into longer scholarly articles, which will become chapters in a book project, tentatively titled *Aformalism: Critical Moods and Literary Knowledge in Nineteenth-Century Britain*. One of the articles, "Cool Reading: Bagehot, the Book Review, and the Fiction of Literary Knowledge," is forthcoming in a special issue of *Victorian Periodicals Review* on "The Book Review in the Long Nineteenth Century," edited by Laurel Brake, Fionnuala Dillane, and Mark Turner (Winter 2022). A condensed version of another draft chapter, "Awkward Moments, Knowing English," is under peer review for journal publication. I also expanded "Restating the Obvious" and

“Victorian Theory” into a full-length, draft chapters for the book. Alas, they still require heavy revision, but I look forward to doing that now that the research and drafting is complete. First, I will draft a proposal for the book project, now that it is mature. But not as mature as I had planned: I feel a chapter is missing, and I am torn between a few ideas for what that missing chapter ought to be. And that indecision, I fear, might make it two chapters.

My work on the book proposal was pleasantly interrupted by an invitation to write an omnibus essay on the last decade or so of scholarship on W. M. Thackeray, about 50 essays, chapters, and books. I learned a great deal more about Thackeray, which was a real sabbatical luxury: most of Thackeray’s best fiction is too voluminous to fit comfortably into an ordinary syllabus, but it is delicious reading, replete with steamy dinners, smoky clubs, nostalgic sketches of English life, and cynical doubt about its sordid underpinnings. My review essay, “Recent Thackeray Studies: 2009-2022,” is forthcoming in *Dickens Studies Annual*, which happens to be published biannually, in fall 2022. I also had time to write “Dialogue,” an unrelated 8,000-word chapter in the forthcoming *Oxford Handbook to George Eliot*, edited by Elisha Cohn and Juliette Atkinson (Oxford, UK: Oxford University Press, forthcoming September 2023). This project allowed me to indulge in rereading Eliot’s novels and to elaborate some ideas that did not fit into my first book.

As it happens, however, most of my sabbatical was spent learning from and working with the Office of the Provost as Special Advisor to the Provost for Strategy Implementation. I was able to help launch the Academies initiative, which enabled ten interdisciplinary faculty teams to advance some exciting new projects, including already about a half a million dollars in grants, several planned conferences, a podcast series, several new program proposals, and more. Together with the Academic Affairs team, I launched some promising new proposals and committees advancing the Core, experiential learning, liberal arts, new faculty lines, and some exciting new undergraduate opportunities, but mostly I learned about all our academic programs and administrative operations. Many of my campus friends mocked me for being terrible at sabbaticals, but I strangely enjoyed the real-world hours, office life, the pace. And that perversity confirmed that I am a Victorianist after all: Trollope readers relish administration; Dickensians love tarrying with the bureaucratic.

All the same, one of my favorite parts of sabbatical was rediscovering contemporary fiction. I tore through many great recent novels, including Anthony Doerr’s *All the Light We Cannot See* and *Cloud Cuckoo Land*; many adaptations of Homer, including Madeleine Miller’s *Song of Achilles* and Chigozie Obioma’s *An*

Orchestra of Minorities; Lars Mytting's beautiful *Sixteen Trees of the Somme* and all sorts of novels I had purchased but not yet read by Poetry in-the-Round speakers and colleague's syllabi – Ben Lerner, Jennifer Egan, Haruki Murakami; even a few straggling twentieth-century classics that I had missed, like Daphne Du Maurier's *Rebecca*. I look forward to going back to teaching old fiction after catching up with many of these great newer novels, which remind me what Victorian writers made possible.

Maureen Gillette

Department of Educational Studies

I began my sabbatical year with a primary and a secondary goal. After a sixteen-year career in administration where my teaching was limited, my primary goal was to ensure that my return to the classroom would be successful. It was overwhelming to consider the changes that have occurred in university teaching over the past sixteen years, especially as it relates to technology. Taking the TLTC courses On-Line Teaching I and II was extremely helpful in providing me with the impetus to design my syllabus, assignments, weekly activities, and assessments in a student-centered, interactive, and flexible manner given that the pandemic reinforced the importance of technology as a teaching-learning necessity. I entered university administration with twelve years of elementary and middle school teaching experience and nine full-time years of college teaching. I considered myself an effective teacher (e.g., alignment of course objectives to activities, readings, assignments, assessments). Much of the On-Line I and II content on effective instruction was familiar to me with two course-altering exceptions. I learned about and created ADA-compliant course materials and I was introduced to the Transparency in Teaching and Learning (TILT) studies (Winkelmes, Boye, & Tapp, 2019). The TILT sessions and readings altered my thinking about way that I designed and explained assignments. I received my fall 2022 course assignments in February of 2022. Once I reviewed and selected textbooks and other readings for my assigned courses, much of the spring 2022 semester was spent creating my syllabi and importantly, creating TILT assignment sheets for nine assignments as well as assessments for eight of the assignments. I sent each TILT assignment and assessment to two colleagues who have been teaching similar courses at other universities (different colleagues depending on the course and the assignment). The feedback they provided was invaluable in finalizing assignments to address my course objectives. During my sabbatical, I complete the following:

- Took the 5-session ACLU on-line course entitled, Racism in Policing, to incorporate material on the school-to-prison pipeline into my courses.
- Took a workshop with Dr. Carla Shalaby entitled, Rewriting Classroom Management as an Intentional Curriculum of Justice and Care. This proved to be invaluable in providing me with resources and an updated lens on teaching about classroom management.
- Took SHU 5-week TLTC course, On-Line Teaching I (fall 2021). Earned the certificate.
- Part of my course load will be advising doctoral students in the Educational Leadership, Management, and Policy Department (ELMP). I viewed Dr. Reid's doctoral advisor training, familiarized myself with the ELMP Doctoral Handbook as well as their policies and procedures, and met with one doctoral student whose advisor left the university to begin the mentoring process. • Met virtually with Dr. James Daly with whom I will be collaborating on EDST 3003 and communicated with Dr. Grace May who also teaches EDST 2001.
- Reviewed and selected textbooks for my assigned courses. Additionally, I read *Small Teaching Online* by Flower Darby (New York: Jossey Bass) and *Upgrade Your Teaching: Understanding by Design Meets Neuroscience* by Jay McTighe and Judy Willis (ASCD Publications).
- Took SHU 5-week TLTC course, On-Line Teaching II (spring, 2022). Earned the certificate.
- Set up Blackboard sites for each course with all course materials available to students.

The secondary goal of my sabbatical was to restart a research agenda. My scholarly work has been on recruiting, preparing, and supporting community-based teachers for urban schools. From 1999-2005, I directed the Paterson Teachers for Tomorrow (PT4T) program at William Paterson University, and from 2005-2016, I directed the Grow Your Own Teachers@ NEIU (GYO) program at Northeastern Illinois University. Both programs recruited teacher candidates (in Paterson, traditional-aged, in Chicago, older, returning adults) who were committed to returning to teach in their home (urban) communities, typically communities characterized by poverty-related issues (e.g., food insecurity, safety/violence, under-resourced schools). My goal for the year was to begin tracking where the graduates of these two programs are now to determine how many are still in the classroom. I spent the year creating a database of publicly available data on the graduates. I was successful in completing this task for PT4T because of the limited number of graduates ($n = 55$). The number of graduates from NEIU over a ten-year period is significantly greater ($n = 90+$) and I have not been as successful in that endeavor. I will

continue this work in 2022-23. I also worked with colleagues (former NEIU faculty members and GYO graduates) to revise and resubmit a paper on the program.

- Submitted a manuscript: Madda, C., Gillette, M., Schultz, B., Bravo-Gonzalez, M., Davis, D., & Martinez, J.L. (in review). *Teacher preparation in solidarity with communities: Is there any other way?* Submitted to *Educational Studies* (July 2022).
- Took the workshop, Building Surveys in Qualtrics, offered by University Libraries.
- Designed the first two rounds of surveys for PT4T graduates who are teachers and those who are not.
- Began meeting with the current or former executive directors of several foundations and organizations to solicit their feedback on my research idea and to get advice on seeking funding. I met with the following people:
 1. Ms. Anne Hallett retired Executive Director of Cross-City Campaign for Urban Schools and Grow Your Own Teachers Illinois.
 2. Mr. Jawanza Malone, Executive Director of the Wieboldt Foundation.
 3. Ms. Hina Mahmood, former Interim President, and Lead Program Officer for the Woods Foundation.
 4. Mr. Jeff Bartow, Executive Director, Southwest Organizing Project
 5. Mr. Brian Brady, former Executive Director, The Mikva Challenge
- Began drafting a proposal that describes my research project (theoretical frame, purpose, methodology, and budget) that could be used to solicit funding.

At this point, I feel as if I can contribute to the department in multiple ways:

- Design undergraduate courses for on-line teaching if EDST were to approve such a transition (we currently have no on-line undergraduate courses).
- Bring the latest research on culturally responsive classroom management to the department.
- Begin conducting research on the effectiveness of the TILT process for post-pandemic undergraduates.
- I agreed to serve on the College of Education and Human Services Rank and Tenure Committee as we have an acute shortage of faculty at the rank of Professor.

References 1. Winkelmas, M-A., Boye, A., & Tapp, S. (2019). *A guide to implementing the transparency framework institution-wide to improve learning and retention*. Sterling, VA: Stylus Publishing.

Timothy Glynn

Seton Hall University School of Law

During my one-semester sabbatical in the spring of 2022, I focused primarily on two projects: a new law review article and a new edition of my employment law casebook. I also worked on a couple of smaller projects and continued my service to the Law School in a variety of different ways.

Law Review Article

A key objective of my sabbatical was to re-engage in scholarship addressing the law’s failure to protect workers, with a continued emphasis on the coverage limitations and enforcement hurdles that prevent workers from vindicating workplace rights. The decline in worker welfare in the United States in the last fifty years is due to a host of political and economic forces, but inadequacies in workplace law also have played an important role. One central problem is the threshold issue of coverage: because they are beyond the practical reach of employment law, tens of millions of workers have virtually no protection at all. This is the result of high-value “enduser” firms outsourcing more and more tasks over time through independent contracting and third-party arrangements, made possible by coverage doctrines—i.e., the definition of “employee” and “employer”—that invite avoidance. Such enterprise disaggregation or “fissuring” produces widespread violations of basic standards, reduces job stability and access to benefits, and contributes to growing inequality (with a disparate impact on historically underrepresented groups). It therefore remains among the most vexing topics in the field, exemplified by ongoing debates over how to classify “gig economy” and other workers.

Building on my prior work and drawing on new literature, I am writing a series of articles exploring where these trends are likely to lead and proposing how the law should respond. During my sabbatical, I conducted research and then focused on the first of these pieces, entitled *From Employment to “Apployment” and the Fall of Work Law*. In this article, I predict the rise of many visible, high-value firms that will operate almost entirely without employer-like control over most of what formerly would have been considered their core activities in producing goods and

services. Such enterprises already have emerged in the sharing economy. This business model is exemplified not by Uber and other rideshare companies (the typical targets of employment-related critiques), but rather by Airbnb: an online platform that connects customers with short-term rentals offered by independent hosts, and promotes quality, value, and customer satisfaction without exercising employer-like control over the hosts or the workers who manage, maintain, and clean the units. None of these workers—in contrast to rideshare drivers—has a realistic chance of holding Airbnb accountable for workplace violations to which they might be subjected. This is true despite the fact that Airbnb reaps enormous benefits from this structure; indeed, its market capitalization now exceeds that of Marriott International, the world’s largest hotel chain.

I argue this model will be replicated across the economy because, from a labor cost- and risk-avoidance perspective, the ideal structure is one in which the firm profits from the delivery of goods and services (while maintaining quality and proprietary interests) *without employing any of the workers* who contribute labor to the enterprise. Using illustrative examples from different sectors, I then demonstrate how other types of firms that derive their value from brand recognition, reputation, networking, and coordination, are able to use web applications, algorithms, and other innovations to remove themselves from production and distribution of underlying goods and services, leaving these functions to smaller, less accountable firms, or to individual workers. It is a strategy that avoids employment in favor of what I call “aployment.” I conclude that current law is ill-equipped to respond to the proliferation of such structures and, thus, provide the framework for a fundamental rethinking of how to protect worker welfare. I plan to develop responsive legal reforms in more detail in later pieces.

I have completed a substantial draft of the article, which I will be presenting to and sharing with other labor and employment scholars this fall. I will submit the manuscript for publication to law reviews in the early 2023 “spring submission” window.

Casebook

My other primary sabbatical project was drafting the Fifth Edition of my Employment Law casebook, EMPLOYMENT LAW: PRIVATE ORDERING AND ITS LIMITATIONS (WITH CHARLES SULLIVAN AND CHARLOTTE ALEXANDER). This has turned out to be a significant reworking of the earlier edition for a number of reasons. First, there have been important legal developments in areas such as antidiscrimination, workplace privacy, and protections for whistleblowers. In addition, technological innovations, as well as societal and

political forces including polarization have increased the stakes and therefore litigation and controversy with regard to matters such as employee speech and privacy rights in both the public and private sectors. Finally, the pandemic has altered—perhaps permanently—work and work arrangements, with widespread implications for employment regulation, from outsourcing to monitoring to accommodations to workplace safety and health.

My co-authors and I have completed the bulk of this project. Most of the chapters have been submitted to the publisher and the new edition will be in print and available to adopters by March 1, 2023.

Smaller Projects

My co-author and I published COX, BOK, AND GORMAN’S LABOR LAW: CASES AND MATERIALS, 2022 STATUTORY APPENDIX AND SUPPLEMENT (WITH MATTHEW W. FINKIN) (Foundation Press, 17th ed., 2022). This supplement highlights important developments in labor law since the publication of our last edition of the casebook. It captures the current transition in labor law, given the accelerated pace of National Labor Relations Board activity under President Biden, largely in response to the push in the other direction by the Board under President Trump. In addition, as frequently highlighted in the news, there has been a spike in union organizing and other concerted activity in this unique labor market.

I also began working on an updated Teachers’ Manual for our casebook adopters. This offers perspectives on themes and approaches to teaching the material in the casebook and in the new supplement.

Continued Law School Service

Although I was on sabbatical, I continued to serve the Law School in a number of ways. These include, among other things:

- Consulting with and supporting the faculty and administrative directors of our global Healthcare Compliance Certificate Programs and our Gaming Law, Compliance, and Integrity Bootcamp
- Assisting the Law School Administration on a number of strategic budget, admissions, and programmatic matters
- Continuing to advise law students on their journal notes and offer Compliance Concentration and curricular advice
- Continuing to participate, where appropriate, in faculty governance matters, including assisting some committees with their work.

Joan Guetti

Department of Mathematics and Computer Science

Provide an account of the progress made on each of the sabbatical activities and projects proposed in your application; include a citation for any publication(s).

I was appointed interim dean in the College of Arts and Sciences in Summer 2010. During the 2011 academic year I taught an online math course. At that time, I had not expected that assignment would be my last effort at teaching for almost ten years. While the College transitioned to a new dean in 2012, I migrated to the position of Senior Associate Provost, where I remained until summer 2021. The years spent in academic administration provided countless opportunities to exercise critical thinking and leadership skills, and I greatly valued those opportunities to serve Seton Hall University, but I did not teach students in a classroom. I announced my intentions to resume a faculty appointment in Spring 2021, and while it would be familiar territory, I knew the pandemically induced changes to the landscape of teaching would require some time for reflection and retooling. My sabbatical request was to use the fall 2021 semester to retool my technology skillset, to revise my syllabus and to enhance ways to engage students in the process of learning statistics.

A chief concern for me in returning to faculty was the ability to teach in a format that would be most effective for the students I would encounter. As the academic liaison in the Office of the Provost to the Teaching, Learning and Technology Center, I often found myself in the position of promoting innovative teaching with technology. The realization that I might need to “practice what I preached” weighed on my mind. How would I have fared in addressing the challenges of pivoting suddenly from an on- campus course to online, to manage virtual office hours or address accessibility issues? My deliberate sabbatical focus became the pedagogical questions regarding student attitudes and needs, engaging Gen Z students in statistical subject matter, and adopting a more universal design to the format of the course.

In short, my plan was to - Retool and Refresh.

In terms of the retool, starting last July I attended the TLTC training workshop series on “Tools and Tips to Increase Productivity” and continued attending various sessions to refresh my Blackboard skills and Teams work. I joined a cohort to earn my Online Teaching Certificate (I) last fall. I completed the second Certificate this

spring. I used these training sessions to explore the best way to enrich my classes and to familiarize myself with new apps for teaching.

In terms of the refresh, I made it my habit to work on problems sets in advanced mathematics each day. To my delight, I found an online class given at Harvard by Professor Joseph Blitzstein, *Statistics 110: Probability*. I thoroughly enjoyed his exposition of various topics and the inclusion of historical framework he provided his students. These sessions presented some background material that I included in my spring classes. For example, one excellent topic was the Prosecutor's Dilemma. Blitzstein mentioned a famous case concerning SID syndrome. I found a marvelous TED talk on this topic to share with my class, asking them to reflect on the implications of what they had seen on the video. I also spent time researching some potential topics for student talks. The Mathematical Association of America also provides resources for best practice in curriculum and engagement of mathematics students. These resources provided ideas on collaboration and inclusion of all students regardless of mathematical proficiency.

Explain any deviations from the proposed activities in your sabbatical application:

Many activities that I had intended to do with my classes had to be omitted. Due to the volume of material that was to be covered in the courses and the varied backgrounds of my students, I had to revise my expectations for what we would absolutely need to cover and what would be a beneficial detour to explore. This was at times a frustration for me and for the students.

Describe how your sabbatical has contributed to department/school/university and personal/professional enhancement in terms of (a) teaching, (b) research/creative activity and (c) service (to your discipline, to the university, and/or to the public).

In terms of results, I do think the time I spent preparing slides and documents with the insights provided by the instructional design team made me more confident in my ability to offer a valuable educational experience to this generation of students. The time to hunt through various TED talks and attend seminar sessions (CHE, D2L workshops) confirmed much of what I anticipated in terms of student preparation and expectation.

As a result of my former work on the Strategic Plan initiative, I decided to include some work in developing the 21st century skillsets of students. I asked students to choose a topic related to statistics and use LinkedIn Learning to enrich what they were using in class. To demonstrate they completed the assignment, they

needed to upload the certificate of completion and describe why the selected LinkedIn course would benefit their learning. Many students chose to do an excel course or a data science course. One chose to do a course in R. Other popular choices were presentation skills, time management, and leadership. One student indicated that he had received a job offer as a result of posting his review online of the LinkedIn Learning course he took. I will continue to offer this as an enrichment activity to my students in the fall semester.

I wish to express my gratitude to those who recommended that a sabbatical to retool after almost ten years in administrative assignments would be beneficial both to me and to my students. I thank Dr. Passerini for agreeing to this option in my return to faculty in the Department of Mathematics and Computer Science. I also wish to thank the instructional designers in the Teaching, Learning, and Technology Center who were gracious in their guidance over the past few months with the goal of designing courses that would incorporate the current technological climate on campus and the demands of teaching during this post pandemic phase. Members of the library faculty were helpful in offering redesign suggestions and identifying databases of potential interest.

Jonathan Hafetz

Seton Hall University School of Law

During my sabbatical in AY 2021-22, I was a Fulbright Scholar in Tokyo, Japan. As a Fulbright Scholar, I conducted research and taught classes at Rikkyo University (my host institution) and at the University of Tokyo. As described below, my sabbatical was an incredibly enriching experience, both professionally and personally. I achieved all the research, teaching, service, and other goals detailed in my sabbatical proposal.

Research

My main sabbatical research focused on comparing the use of emergency powers under the constitutions of Japan and the United States. For this research, I examined primary and secondary sources in Japan (with translation assistance provided through my host institution) and met frequently with Japanese scholars and other experts in the field. My research explored how both countries respond to crises under their respective constitutions and considered such issues as the COVID-19 pandemic, natural disasters, and terrorism and other security threats. During my sabbatical, I drafted two articles that have been accepted for publication:

Constitutional Issues on the Japanese Method Responding to COVID-19 and Comparison to the United States, 37 KEIO L. REV. No. 2 (forthcoming 2022) (co-authored with Keigo Obayashi & Tezuka Takatoshi); and *Constitutions during Emergencies: Comparing Japan and the United States*, AMERICAN LAW vol. 2022-1 (Journal of the Japanese American Society for Legal Studies) (forthcoming 2022). I also completed a book chapter, *State Interventions during the COVID-19 Pandemic: The Case for Mask Mandates under Human Rights Law*, which will appear in MEDICAL RESEARCH ETHICS: CHALLENGES IN THE 21ST CENTURY (David Weisstub ed.) (Springer Press, 2022). I completed and published another article addressing emergency powers at the U.S. border: *The Suspension Clause after Dep't of Homeland Security v. Thuraissigiam*, 95 ST. JOHN'S L. REV. 379 (2022). In addition, I published an op-ed in a leading English language newspaper in Japan: *Japan's Constitution Does Not Need an Emergency Clause*, NIKKEI ASIA (June 20, 2022). Based on research conducted during my sabbatical, I am pursuing further scholarly work regarding how states can and should respond to future crises without sacrificing basic democratic principles. I also gave numerous presentations based on my sabbatical research as well as on my broader work in the areas of constitutional and international law. Most significantly, I coorganized an international conference on emergency powers sponsored by the Japanese American Society for Legal Studies and presented a paper at the conference. Other public lectures/presentations during included: "Review of Key Cases from the Supreme Court's 2021- 22 Term," University of Tokyo (July 8, 2022); "Responding to the COVID-19 Pandemic: A Comparison between Japan and the United States," International Society of Public Law (ICONs), Lisbon, Portugal (July 6, 2022) (virtual) (panelist); "Constitutions in Time of Emergency: 2 Comparing Japan and the United States' Responses to the COVID-19 Pandemic," Rikkyo University, Tokyo (June 28, 2022) (lecture); "Becoming a Lawyer: Legal Education and Practice in the United States," Rikkyo University, Tokyo (May 26, 2022) (lecture); "Constitutions and Emergencies," Keio University, Tokyo (lecture) (May 18, 2022); "The ICC's Afghanistan Investigation and the Enduring Challenges of International Criminal Justice," University of Tokyo (Apr. 9, 2022) (International Law Faculty Colloquium); "Guantanamo Turns 20: The Legacy for Civil Liberties in the United States," Japan Civil Liberties Union, Tokyo (Nov. 24, 2021) (lecture).

Teaching

As part of my Fulbright grant, I taught seminars at Rikkyo University and at the University of Tokyo. During the Fall, I co-taught a seminar on the American jury system with a Japanese law professor at Rikkyo University and taught a seminar on International Criminal Law and Human Rights at Rikkyo. During the Spring, I taught a seminar on the U.S. Constitution at Rikkyo and taught a seminar on International

Criminal Law and Human Rights at the University of Tokyo. These seminars were well-attended and highly praised by faculty and students. They offered me an opportunity to learn about pedagogy in Japan and to deepen my connection with Japanese professors, students, and my host institutions. They also provided me with insights about my field that will enrich my pedagogy at Seton Hall.

Other Activities and Service

During my sabbatical, I also established the basis for an ongoing partnership between Rikkyo University and Seton Hall. Specifically, I helped lay the groundwork for a student exchange program and for future faculty collaboration between both institutions. I anticipate this partnership will be formalized in the coming academic and will enrich Seton Hall's international programs.

In addition to my research, teaching, and service, I developed important professional personal relationships with Japanese scholars and lawyers that will provide the basis for scholarly and other professional collaborations in the years to come. I immersed myself in Japanese life, culture, and society, and gained some Japanese language skills, which I will continue to develop. I further provided service to the Fulbright program, including by interviewing Japanese Fulbright candidates and providing guidance to future U.S. Fulbright scholars in Japan. I plan to deepen my involvement with the Fulbright program in the coming years. Additionally, I provided media commentary on numerous occasions in my areas of expertise, including on human rights violations and war crimes in Ukraine. I also continued participating in pro bono cases in the United States, including serving as co-counsel with the ACLU in the U.S. Court of Appeals for the Third Circuit on behalf of a Chinese American physics professor who was falsely arrested by the U.S. government in violation of the Constitution.

Anthony Haynor

Department of Sociology, Anthropology, Social Work, and Criminal Justice

My sabbatical in the Fall of 2021 was overall a productive one, but not without detours and unexpected events. The sabbatical project proposed focusing on a book, *Communitarianism Reenvisioned*, a prospectus of sorts for which was provided in the sabbatical proposal. The basic thesis advanced was that the forging of communal bonds (at various social levels) by fostering social trust maximizes human flourishing. Making a persuasive case was to require sketching a brief history of “communitarianism” as a social philosophy and as a human scientific

perspective, identifying the key dimensions of “community”, analyzing the state of “community” today in our highly polarized environment, drawing on pivotal insights provided by evolutionary science, and developing a preferable communitarian model for a twenty-first century world given the formidable challenges confronting it.

I had done considerable research on these issues and was planning to hit the ground running beginning in the Summer of 2021. My goal was to have drafts of the first few chapters by the time of my return to teaching in Spring, 2022. However, in the summer of 2021 a request for proposals was sent out for the “Mission Mentors Summer Award,” an initiative that involved a collaborative relationship between faculty on a topic that directly engaged the Catholic Intellectual Tradition. A conversation with Dr. Lisa Rose-Wiles led to our settling on the topic of “Civilizational Analysis.” In my SOCI 2701 (Social Change) and SOBS 5002 (Senior Seminar in SOBS) courses I had placed a strong emphasis on our civilizational trajectory. Dr. Rose-Wiles was keenly interested, given her extensive formal training in biological anthropology, in the question of the role of cooperation in civilizational development. We then reached out to our colleague and friend, Dr. Youssef Yacoubi, to provide a much needed global, cross-national, and cross-cultural perspective on civilizational issues. We generated a proposal, and it was accepted. We received a grant to develop a special topics course on what we eventually called “Civilizational Prospects.” The course was put on the Spring 2022 schedule, with me as the professor of record and Professors Rose-Wiles and Yacoubi collaborating on the syllabus and on the delivery of the course.

An invitation was then sent in the late summer from the Provost’s Office for “Academy” proposals. Professors Rose-Wiles, Yacoubi, and I decided to draw up a proposal for an academy on “Civilizational Prospects.” We submitted the proposal in October 2021 and were informed later in Fall 2021 that we were to be awarded seed money (\$5000) to sponsor a conference at Seton Hall in Spring, 2023 and to develop a future studies program. Our academy proposal called for the integration and cross-fertilization of four intellectual streams, as it were: (1) Evolutionary perspectives (biological, psychological, and socio-cultural); (2) Theological perspectives, with particular emphasis given to the Catholic Intellectual Tradition and the work of Bernard Lonergan; (3) Global perspectives, with particular

emphasis on the cross-national, crosscultural and (post)colonialist literatures; and (4) Future studies/futurology. During the sabbatical period, to sum up, the Mission Mentors and Academy proposals were developed and submitted as well as the syllabus for the Special Topics in Sociology (SOCI 3885) course that ran in Spring 2022.

In June, 2021 I presented a paper—“Social Theory, Moral Vision, and the Liberal Social Order”—to the International Social Theory Consortium Conference. Subsequently, I took notice of a Call for Papers for a Conference, “Freedom, Subsidiarity, and the Spirit of Gift”, sponsored by the John A. Ryan Institute, Center for Catholic Studies, University of St. Thomas, to be held in June 2022 in Budapest. I realized that this would provide an excellent opportunity for me to expand on my work on the liberal social order, engaging Catholic Social Teaching in a central way. I worked on my proposal in the late summer and fall. I received notification early in 2022 that my paper had been accepted.

There was one other “detour” during the sabbatical period. My colleague and friend, Dr. Mark Horowitz, and I embarked on a study of faculty attitudes on higher education, with particular attention given to those forces that may be undermining or compromising commitment to academic rigor. A survey instrument was developed and distributed to faculty at middle-level public institutions. We are now analyzing and interpreting the data. While Dr. Horowitz is the lead investigator, I did contribute to the construction of the survey instrument and to its distribution during the sabbatical period.

To conclude, I am currently involved in three projects pursuant to my sabbatical activities. The first is an essay on “communitarian activism,” in which an argument is made that fostering transformative and generative dialogue as a method of discourse and community-building is a kind of activism, perhaps the most important kind of activism in a polarized society and world. I have done extensive work on this essay and expect to submit it for publication (to *The Hedgehog Review*) by the end of 2022. The second project is the essay on the liberal social order for the Budapest conference—the deadline being June 2022. The essay would then be submitted for publication to the *Business and Society Review*. Third, the higher education study will be completed in 2022 and submitted

for publication. I am very much committed to returning to the *Communitarianism Reenvisioned* project in earnest after these three projects are completed in 2022.

Chander Kant

Department of Economics and Legal Studies

My Fall 2021 Sabbatical Report

My sabbatical project was to get some of my recent papers published in highly ranked economics journals. I had drawn attention in my application to Stillman School's merit salary guidelines that recognize that an "A+" journal requires approximately twice the effort . . . of an "A" journal . . . [and] an "A" journal requires twice the effort of a "B" journal," and a "B" journal requires twice the effort of a "C" journal. I had stated that I had recently shifted the focus of my research to the central problems facing economists (and, generally, society) of long-term growth and income inequalities. In spite of this new focus, I was hopeful of publishing in highly ranked economics journals since during 2014-19, after adjusting for the number of co-authors, my publications (total 12.74) in peer-reviewed quality journals were slightly more than 31% of our department's – that consisted of seven-members - publications in quality journals.

I had applied for sabbatical for two semesters but was granted for only one – for Fall 2021. During this period (and preceding it) unnecessary obstacles were thrown in my way by people at the University to damage me professionally. But I have carried on regardless. After trying seven still higher ranked journals, including two where it was refereed, and revising per the referees' reports, one of my papers is under review at a journal ranked as "A" by ABDC. This paper shows that human capital is the most important factor for growth, not total factor productivity. Suggesting dichotomy between institutions and human capital is misleading. Skilled labor needs right institutions to create value it is capable of - institutions' effect on growth is channeled through human capital.

I have revised another paper using a 12,811 x 52 data-set that became available in June 2021. I have submitted it for publication to an A+ ABDC journal. It uses the fact that most countries' incomes do not grow uniformly over periods longer than a decade or so. It takes growth relative to a numeraire country and considers two growth regimes: periods when a country's income is catching-up (relative convergence) and when it is falling-behind (both relative and absolute divergence). The average catching-up duration is 17.8 years, average falling-behind is 27.2 years and the number of periods for the two experiences is almost the same.

Performing development accounting by panel estimation for the two sets of periods, catching-up (as opposed to falling behind) is mostly explained by human capital and for the catching-up panels, total factor productivity (TFP) is less important than human capital for the follower-countries considered.

I have no doubt I will succeed in the long run.

Angela Klaus

Department of Biological Sciences

Overview

First, I would like to thank the Department of Biological Sciences and Seton Hall University for approving my sabbatical leave for the academic year 2021-2022. The main goals set for my sabbatical work were to: (1) develop and expand my knowledge and understanding of racial disparities in health in general and Black women's reproductive health specifically, (2) develop a new course for the Department of Biological Sciences focusing on racial health disparities; the goal is to submit as a course satisfying the criteria for the A&S diversity requirement, and (3) prepare my laboratory for experimentation with the model organism *C. elegans* in order to create new research opportunities for graduate and undergraduate students. The original endpoint for Goal 1 was to produce a systematic review of the literature related to racial health disparities in low birthweight. However, as research progressed, it became clear that this focus could be expanded as a narrative review to include maternal mortality and morbidity, preterm birth, and infant mortality. In addition to expanding the original scope of Goal 1, a separate project – a review of the literature on racial disparities in the incidence and severity of uterine fibroids - was developed.

Goal 1: Racism, Health, Maternal and Birth Outcomes, and Uterine Fibroids

Serious disparities between US-born Black and white populations in almost every aspect of health in the United States have persisted for decades, even centuries. The prevalence of cardiovascular disease (CVD), the leading cause of death in the United States, is highest in Black individuals. Similarly, hypertension (a risk factor for CVD) is highest worldwide in US Blacks and more prevalent in US Blacks versus US white counterparts. Diabetes is twice as likely to be diagnosed in Blacks. Likewise, end-stage kidney disease, stroke, cancer, and obesity are all more prevalent in Blacks than whites.

Racial disparities in adverse maternal and birth outcomes were the main focus of Goal 1. Maternal mortality and morbidity, infant mortality, low birthweight and preterm birth are all more prevalent in Black women than in their white counterparts. Black women are 3 - 4 times more likely to die within the first year following giving birth and are 2 – 7.5 times more likely to suffer from severe maternal morbidity. Similarly, low birthweight, preterm birth, and infant mortality are 2 -3 times more likely to occur in Black versus white infants. These disparities were analyzed in the context of the four basic levels of racism at work in American society: intrapersonal, interpersonal, institutional, and structural.

A growing body of research points to structural racism as a deeply imbedded root cause of health disparities in the United States. Structural racism may be defined as “the totality of ways in which societies foster racial discrimination through mutually reinforcing systems of housing, education, employment, earnings, benefits, credit, media, health care, and criminal justice” (Bailey, Z., Feldman, J., Basset, M., *How Structural Racism Works: Racist Policies as a Root Cause of U.S. Racial Health Disparities*, New England Journal of Medicine, 384:768-373, 2021) Inadequate housing is one way in which Black women experience structural racism, with eviction acting as a major contributor. An example of the relationship between structural racism and adverse birth outcomes is the association of low birthweight, preterm birth, and infant mortality with eviction.

The role that racism-related stress plays in maternal and birth outcomes was also considered. All levels of racism contribute to chronic stress experienced by people of color. Chronic stress, in turn, leads to the diminishment of health through biological mechanisms including neuroendocrine, sympathetic nervous system, inflammatory, immune and/or vascular responses. A prevailing idea called the “weathering hypothesis” suggests that body systems experience premature wear and tear that leads to adverse health outcomes, including birth outcomes. A manuscript entitled “*Racism and Health: Disparities in Maternal and Infant Mortality, Low Birthweight, and Preterm Birth*” is in progress.

Uterine fibroids are found in 80% of women by the age of 50. African American women are disproportionately affected by this disease, resulting in a higher prevalence/incidence and more severe symptoms than their white counterparts. There is no data to thoroughly explain these disparities, however there are studies that identify possible contributors including various environmental exposures, vitamin D deficiency and chronic stress. A manuscript entitled “*Uterine*

Fibroids: Racial Disparities in Prevalence and Severity” is ready for submission to the Journal of Women’s Health.

Goal 2: Undergraduate course on racial/ethnic health disparities

Several authors have suggested that incorporating awareness of the factors leading to health disparities into undergraduate biomedical curriculum is a significant step in closing the gap in health outcomes. A syllabus is in development for an advanced undergraduate seminar course on racial/ethnic health disparities in the United States tentatively entitled “Racial/Ethnic Health Disparities.” The course will examine disparities in cardiovascular, nervous, renal, metabolic, cancer, and reproductive health outcomes. Levels of racism and biological mechanisms leading to disease will be discussed. Additionally, the course will use an anti-racist pedagogical approach following the steps described by the Columbia University Center for Teaching and Learning guidelines for anti-racist pedagogy (<https://ctl.columbia.edu/resourcesand-technology/resources/anti-racist-pedagogy/>)

Goal 3: Prepare laboratory for work with C. elegans

My research program focuses on spermatogenesis using species from the genus *Drosophila* (fruit flies) as model organisms. The biological research community has used fruit flies to model mammalian cell biological and developmental processes for over 100 years. The cellular processes that occur during mammalian spermatogenesis are closely mimicked in fruit flies. The roundworm *C. elegans* is another common model organism that easily lends itself to spermatogenesis research. The focus of this goal was to prepare my laboratory for work with *C. elegans* in order to expand research opportunities for undergraduate and graduate students. My lab is now equipped with the basic resources and techniques needed to begin *C. elegans* work. Undergraduates will be recruited first in order to develop protocols needed for basic spermatogenesis work.

Marina Lao

Seton Hall University School of Law

I am grateful to Seton Hall University for the opportunity to take a sabbatical leave during the 2021-2022 academic year. This time allowed me to complete work on two research projects, one of which was just published in a major law review, and the other is in the editing process. The second paper is expected to be published by a prominent NGO (non-governmental organization) that had invited the paper. During my sabbatical leave, I also made several invited presentations. Additionally,

the sabbatical leave gave me time to engage in more activities in the service of our profession.

Scholarship and Publications:

There is widespread agreement in the antitrust world that something is amiss with antitrust enforcement in the United States, but there is no consensus on the causes. Many people, both practitioners and academics (including some economists) question whether antitrust law is up to the task of controlling the exploitation of market power by dominant firms, particularly in the digital platform markets. And, if not, why not?

1. My main sabbatical project makes the argument that the interpretation of the applicable law, which itself is flexible and broadly written, has evolved into a narrow, quantitative approach that is simply unworkable given the characteristics of the digital platform markets. I proceed to develop the case that merger law should be reimagined to include the consideration of intent evidence, which presently is regarded as unreliable or insufficiently “rigorous” to be afforded a role in analysis.

I completed the paper, “*Reimagining Merger Analysis to Include Intent*,” which was recently published in the EMORY LAW JOURNAL, a major national law review. This paper was nominated for Best Academic Article (category: Mergers) in the prestigious Concurrences 2022 Antitrust Writing Awards. Alas, my paper did not win the award; nonetheless, it was a great honor to be a nominee.

2. Additionally, the [Washington Center for Equitable Growth](#), an non-governmental organization (NGO) that seeks to positively impact equitable growth through competition law advocacy, invited me to author a paper to address a related problem in monopolization analysis—antitrust law’s curious reluctance to treat intent evidence as probative in antitrust cases generally, and in monopolization cases in particular. I just recently completed edits on this paper, titled “*Reviving Intent in Sherman Act Section 2 Cases*.” The book, in which this paper will appear, has a October 2022 release date.

Presentations:

- 1) Invited Presenter, “*Reimagining Merger Analysis to Include Intent*,” ANTITRUST SCHOLARS’ ROUNDTABLE, UNIV. OF CALIFORNIA,

IRVINE, CA, Oct. 29, 2021. 2 I was one of four invited presenters to the full-day round-table.

- 2) Invited Panelist, *(In)augural Visions for Antitrust*, American Bar Assoc. Antitrust Section Fall Forum, Washington, DC, Nov. 9, 2021. This was an immensely significant panel: my co-panelists were prominent individuals -- Timothy Muris, former Chair of the U.S. Federal Trade Commission; Rebecca Slaughter, current FTC Commissioner; and Avery Gardiner, Chief Counsel to the Senate Judiciary Committee. In-person attendance was high, with virtual attendance even higher.
- 3) Invited Panelist, *Legislative Process: Role of Congress vs. Role of the FTC, RULEMAKING AUTHORITY OF THE FEDERAL TRADE COMMISSION CONFERENCE, CONCURRENCES*, Washington, DC, June 27, 2022 The panel went very well, and I was invited, immediately after the program, to speak at another antitrust conference in Washington, DC, in February 2023.
- 4) Moderator and Discussant, *Roundtable Discussion—Movements in Antitrust: The Chicago School, Post-Chicago, Neo-Brandeis, and Beyond*, BIG TECH AND ANTITRUST CONFERENCE, Seton Hall University School of Law, Feb. 16, 2022 (virtual) a. In addition to organizing, planning, moderating, and participating on this panel, I was instrumental in inviting Maureen Ohlhausen, former Chair of the FTC, to serve as the keynote speaker for the conference. I knew Chair Ohlhausen from my days serving as the Director of the Office of Policy Planning in 2015-2016.

Other Activities and Service:

1. Provided external scholarship review for:
 - a. Lateral candidate, requested by University of Michigan School of Law
 - b. Lateral candidate, requested by Fordham University School of Law
 - c. Candidate for Tenure and Promotion, requested by Wayne State University School of Law
2. Participated in two amicus briefs:
 - a. In support of the FTC in seeking reversal of the dismissal of its case against Facebook.
 - b. In support of respondents in the case of NCAA v. Alston, on appeal to the U.S. Supreme Court.
3. Participated in two advocacy letters:

- a. By former Government Antitrust Enforcers to the Department of Justice, Antitrust AAG, regarding its policy toward Standard-Essential Patents and FRAND Commitments;
 - b. By Antitrust Academics in support of Direct EV Sales and Services.
4. Continued to advise APALSA (Asian Pacific American Law Students Association) students, and to give counsel when needed. This included advising a number of students, via Zoom, on jobs, interviewing techniques, and answering general career-related questions.

Conclusion:

This was a productive and rewarding year. In addition to allowing me to focus on projects in a way that would not have been possible otherwise, the sabbatical gave me the space for scholarly reading that went beyond the boundaries of the work that I am usually immersed in. I will return to the classroom next week with tremendous energy.

Sandra Lee

Department of Professional Psychology and Family Services

I am grateful to my colleagues in the department and college for their support, and to the SHU administration for providing the opportunity for sabbatical. The sabbatical 2021-2022 was productive, renewing, and inspiring. It was broad ranging in terms of activities. The focus was on our professional work in psychology and counseling from the point of view of telemental health/telebehavioral health and its impact on our therapeutic interventions.

Progress on sabbatical activities, and citations for peer reviewed conference presentations: With the advent of the COVID pandemic in early 2020, mental health professionals were launched into the use of remote communication with clients. This occurred for most without background or training or experience in this specialized area of telebehavioral health. How do remote video and digital communications affect our relationship with clients? How is it different from working face to face? This is the very foundation of our work. What cultural and cultural competency issues impact psychologists, counselors, and their clients with remote interventions? How are marginalized and underserved populations affected? What about special groups – children, the elderly, disabled clients? How are different

symptoms and diagnostic categories impacted in telebehavioral health – clients with PTSD, autism, schizophrenia, eating disorders? How are mental health professionals affected by the transition to remote counseling/therapy? What about self-care and burnout – are there any special considerations?

The sabbatical has been productive for my development and allowed for contributions to the profession. My teaching, student advisement, and professional work are elevated by this research experience and by the contributions made to the profession.

The following peer reviewed conference presentations were presented (or accepted). All of these presentations were co-authored in conjunction with our Seton Hall graduate students. In most cases, it was the student's first experience with presenting research at a professional conference, and it is their first peer reviewed professional presentation. (Seton Hall graduate students noted by *).

*Clark, C. & Lee, S. (October, 2022). *Eating Disorders: Special concerns and considerations in using telebehavioral health interventions*. [Poster presentation]. Proceedings of the 62nd Annual Meeting of the New England Psychological Association, Worcester Polytechnic Institute, Worcester, MA.

*Green J., & Lee, S. (2022, February). *Telebehavioral health with marginalized/underserved populations: Cultural competence*. [Poster presentation]. Teacher's College Winter Roundtable Conference, Columbia University, New York, NY, virtual.

* Checo, C., & Lee, S. (2021, November). *A social justice approach: The intersection of COVID-19 traumatic stress and Collective Identity Traumatic Stress leading to social disparities for the marginalized* [Poster presentation]. Proceedings of the 61st Annual Meeting of the New England Psychological Association, virtual.

*Green J., & Lee, S. (2021, November). *Trauma, depression, and addiction: An exploration of the impact of yoga as a mental health intervention* [Poster presentation]. Proceedings of the 61st Annual Meeting of the New England Psychological Association, virtual.

*McCorkle, M., & Lee, S. (2021, August). *Social justice advocacy: Dual relationship and ethical concerns in correctional mental health* [Poster presentation]. 129th Annual Meeting of the American Psychological Association, virtual.

Another significant part of the sabbatical was continuing education and development in the area of telebehavioral health. Continuing education included courses such as APA's Telepsychology Best Practice 101 Series: "Clinical Evaluation and Care: Cultural Competencies; Documentation" – Segment 1; "About the Tech...Video, Email, Text Messaging, & Apps" – Segment 2; "Legal, Regulatory & Ethical Rules of the Road" – Segment 3; "Getting Paid: Reimbursement Strategies & Marketing Your Professional Services Online" – Segment 4.

Additional training was with the Telebehavioral Health Institute, "COVID-19 Telehealth Best Practices." I did an additional 12 hours of training in Positive Neuroplasticity Training with Dr. Rick Hanson, with remote presentation of interventions. Other continuing education courses were at the amazing Compassion Summit, with notable psychologists such as Drs. Dan Siegel, Jack Kornfield, Tara Brach, Chris Germer, and Kristin Neff. Courses included "Bringing the Power of Mindfulness to Therapy;" "The Power of Healing Presence;" "Fresh Insights and Practices to Support Bringing Compassion into Therapy;" "Tender and Fierce: Self-Compassion in Therapy;" and "The Neuroscience of Compassion," among others. Interventions were presented and demonstrated remotely.

"Digital Therapeutics in Mental Health and Substance Use" was sponsored by the American Psychological Association, as were: "Social Media for Psychological Research in Ethical, Productive, and Prosocial Ways;" "APA Guidance on Psychological Tele-Assessment During COVID-19;" and "Digital Learning: Memory & Attention in a Wired World."

Also included in the research and training was the area of virtual reality in mental health. This normally involves goggles that expose the client to a virtual reality - various situations that are relevant to their symptoms. "Virtual Reality in Mental Health: Clinician Perspective" was another workshop attended (Amelie Virtual Care). Professional conferences attended included the New England Psychological Association, Columbia University Teacher's College Winter Roundtable Conference, and the American Psychological Association. I joined the Society for Digital Mental Health.

A considerable portion of time was spent in reviewing and organizing the literature, both past and current, as many reviews and studies on telebehavioral health were being published during this year. I also conducted an ongoing research group with regular meetings with Seton Hall graduate students. The literature review led to the conference presentations listed earlier, as well as to outlines for future

publications. In addition, I was interested in international colleague points of view on telebehavioral health in their settings. I consulted with the previous Visiting Scholar to our department, Ms. Jean Zhou, a counselor at Zhejiang University in China. She is a National Certified Psychological Counselor and teaching lecturer at the Center for Mental Health Education at Zhejiang University. She was a Visiting Scholar for six months in the Department of Professional Psychology and Family Therapy.

Contribution to department/school/university and personal/professional enhancement. The sabbatical has been enriching to my knowledge about telebehavioral health and has strengthened professional and clinical expertise in this area. This will enhance my teaching and course development, a contribution to the department and to our graduate students. Our graduate students' training in ethical issues, clinical issues, cultural issues, and other aspects of telebehavioral health is crucial, and this sabbatical will help to advance our students' knowledge and training. Seton Hall University, and the professions of psychology and counseling, are enhanced by the peer reviewed conference presentations, as well as by the knowledge gained about ethical, clinical, and cultural issues in telebehavioral health.

Above is a description of progress made on sabbatical activities, and the citations for peer reviewed conference presentations are listed. There were no deviations from the plan. Personal/professional enhancement for teaching, and service to the department, to our students, and to the discipline occur with the peer reviewed conference presentations, and the opportunity for in depth research on telebehavioral health with colleagues and with our students.

Robert Pallitto

Department of Political Science and Public Affairs

I was granted sabbatical leave for the fall semester of 2021 to work on a book project entitled *Whistle Stop: Kenny Dorham's American Journey*. The project is the first biography of the great trumpeter and composer Kenny Dorham, and it celebrates his creative work and artistic legacy as well as illuminating the dynamics of racial history through examining his experiences living in Texas during the Jim Crow era and New York during the civil rights movement.

The sabbatical was quite productive. I conducted multiple interviews with Dorham's fellow musicians and family members, visited Dorham's birthplace near

Fairfield, Texas, studied archival sources and recordings, and even performed some of Dorham's compositions publicly. The manuscript is three quarters written, and the project is under consideration with two university presses. Completed chapter drafts include the following:

1. The Lay of the Land (family history dating back to Reconstruction)
2. Texas Blues (covering the blues and jazz roots in the state)
3. Farming on the Halves (the family's experiences of sharecropping, land ownership, and land loss)
4. A New Trumpet Star at Anderson High School (Dorham's development as a musician from his teens through early twenties)
5. An Invitation from Charlie Parker (Dorham joined Parker's group in winter 1948 for an historic association)
6. The Uncrowned King (Dorham's career in the 1950s)
7. California (his family's relocation to California and his brother's campaign to promote his music)
8. Legacy (Musicians' reflections and tributes following Dorham's death in 1972)

I am writing the book with my son, John Melendez, a jazz pianist. We anticipate completing a draft by the start of the Fall 2022 semester.

In addition to working on Whistle Stop, I did the following during my sabbatical:

- Presented a paper and served as discussant at the American Political Science Association Annual Meeting in Seattle, WA, September 2022.
- Completed a book review of *Life After Privacy* by Firmin Debrabander, for the journal *Perspectives on Politics*
- Contributed a book chapter to Hale and Brown, eds. *Preparing Leaders of Nonprofit Organizations*, Routledge 2022.
- Performed the music of Kenny Dorham on trumpet with the John Melendez Quintet at Bierwax, Brooklyn, NY, 5 December 2021.

Cherubim Quizon

Department of Sociology, Anthropology, Social Work, and Criminal Justice

Overview of original research aims for the sabbatical year

Main research question. The questions I proposed to explore and answer as encapsulated in my original sabbatical proposal remained unchanged: using the perspectives of Four-Field Anthropology to explore how cloth may be approached as a “metaphor for society, and weaving as an analogue for social relations [that] can express ideas about basic social processes.”¹ As a cultural anthropologist trained in the US four-field tradition, I drew on archaeologist Christopher Tilley’s phrasing above to underscore longstanding collaborations in material culture studies not limited to those that regularly take place between cultural anthropologists like myself, and with those in the allied subfields of archaeology, linguistics and biological anthropology, and beyond.

Extending ethnographic insights into interdisciplinary, material culture focused inquiry. Proposing to build on decades of ethnographic and museum research on the indigenous peoples of the southern Philippines, the Bagobo of Mindanao, my target activities sought to extend this cloth-focused premise. I posited that in societies where the most valued textiles are those patterned through coloring (specifically resist techniques such as *ikat*), the act of weaving per se would not carry as much social significance as indigenous knowledge systems organized around the dyeing and patterning of thread. The existence of indigenous color hierarchies have been widely observed in other *ikat*-producing communities in Insular Southeast Asia. Thus, the work completed in the past year sought to integrate Southern Philippine ethnographic and museological information into regional models that extend not only to Southeast Asia but also to the Indo-Pacific region, and draws on new interdisciplinary literature in anthropology, history, archaeology and the history of art. Using ethnographic insights, work completed sought to integrate indigenous peoples’ “basic social processes” embedded in acts of cloth making into larger questions of long-view cultural history. Hence the two big questions posed at the start of the sabbatical year have been fruitfully explored in publications, invited lectures and current collaborations: (1) What social meanings are embedded in women’s knowledge organized around the color red and the profoundly difficult process of coloring/dyeing thread? (2) What new things may be learned about this indigenous cloth and the unique banana fiber with which it is made that allows us to ask new questions and broadly situate clothmaking across societies/culture groups?

Proposed and actual work schedule. The proposed activities for my sabbatical year were organized in two phases: the Fall 2020 term was intended to focus on the social significance of the color red in Bagobo cloth using the Indo-Pacific dyeplant (scientific name *Morinda citrifolia*) concurrent with an invited lecture on the theme

¹ Chris Tilley, *Metaphor and material culture* (Oxford, UK: Blackwell), 59.

of “Fabrication” at the Cornell University Society for the Humanities in Ithaca, NY. This phase focused on the first research question listed above. The Spring 2021 term was intended to focus on the social, technical and regional significance of the indigenous textile fiber (scientific name *Musa textilis*), from a type of inedible banana, concurrent with a Visiting Fellowship at the Bard Graduate Center in New York City. The Spring phase focused on the second question listed above. The final set of proposed activities for the sabbatical year focused on research dissemination through targeted peer-review journals as well as capacity-building through research collaborations funded by external grants.

Adjustments due to the Covid 19 pandemic

The impact of the Covid19 pandemic forced changes to this initial plan. The most important impact was on travel and the ability to obtain new data. However, the global shifts to virtual platforms have still enabled me to complete my stated objectives with modifications, as well as expand the extent and nature of research collaborations with international institutions and research partners. For purposes of brevity, this information is summarized in Table 1 “Proposed and completed sabbatical activities by semester.” Table 1 makes use of the original bullets/numbers listed in the original sabbatical proposal. In addition, the forced isolation at home shifted my activities towards reevaluating existing data and reviving longstanding projects. This led to the completion of a book proposal *Cloth Logics: Bagobo Indigenous Dress as a Knowledge System in the Philippines* (under evaluation by the University of Ohio Press-Southeast Asia series); a co-edited journal special issue on a practice-based assessment of a landmark Philippine law affecting Indigenous Peoples and the anthropological field research; and participation in a series of scholarly and public-interest lectures, webinars, symposia and podcasts organized both by overseas government and scholarly entities that have been made available on open access online platforms. This information is summarized in Table 2 “New research activities completed or initiated during sabbatical by semester.”

Table 1. Proposed and completed sabbatical activities by semester	
Proposed sabbatical activities – Fall 2020	Completed or modified sabbatical activities
1 Continue research/writing on significance of <i>Morinda</i> sp. and other reeds in the Bagobo textile hierarchy	1a Completed; see publication in press in item 5 below for Spring 2020
2 Cornell Society for the Humanities lecture	2a Cancelled due to Covid; replaced by Cornell Southeast Asia Program Gatty Lecture in Spring 2021 (see below)

3 Participate in Colloquium on Visual Culture Cornell University Southeast Asia Program (SEAP)	3a Cancelled due to Covid; replaced Podcast, Cornell Global/Southeast Asia Program Gatty Podcast in Spring 2021 (see below)
Proposed sabbatical activities -Spring 2021	Completed or modified sabbatical activities
2, 3 Replacement activities for cancelled Fall events	2a Completed; lecture “ Beyond Bloody Reds ,” Cornell University Southeast Asia Gatty Lecture Series 3a Completed; Podcast Episode 45 , Cornell Global/Southeast Asia Program (also on Spotify & Apple)
4 Participate as a Visiting Fellow at the Bard Graduate Center, New York	4a Completed; brownbag lecture “ Going bananas ” streaming on Bard Graduate Center site
5 Complete manuscript “Notes on the significance of Morinda...” and submit to flagship peer review journal such as Journal of Material Culture	5a Completed with modification; lacking ability to travel to obtain new data, a book chapter was completed in stead (in press) for an Ayala Museum volume edited by Patricia Araneta (forthcoming late 2021/early 2022) 5b New article focusing on red cloth in Philippine history during American Occupation under development
6 Initiate new material culture project on the significance and implications of unspun banana fiber (<i>Musa</i> sp.), in Southeast Asia, the Western Pacific and Japan	6a Completed; ongoing collaboration exploring isotope and other methods using textile banana with archaeologists Celine Kerfant (Institut Català de Paleocologia Humana i Evolució Social, IPHES) and Saskia Ryan (French National Centre for Scientific Research, CNRS)
7 Lay down a foundation for scholarly dissemination/collaboration for the following academic year such as a conference paper, published report or research guide, or a grant proposal to fund further research	Completed; see below 7a Dissemination/collaboration ongoing with Maria Mangahas, editor of <i>Aghamtao</i> journal and Professor of Anthropology, University of the Philippines through special issue on Indigenous Peoples Rights Act ; created and manages site with initial project info www.ipra-ph.org 7b Invited chapter (writing phase) for book <i>SAGE Research Methods: Doing Research Online Sage</i> , anticipated publication Fall 2022 7c Invited article (writing phase) <i>Bloomsbury Encyclopedia of World Textiles</i> , anticipated publication 2023 7d Potential grant proposal to fund Textile Banana pilot study; target agency Wenner Gren Foundation

Table 2. New research activities completed or initiated during sabbatical by semester
New sabbatical activities not included in proposal Fall 2020

(Interviewee), "[Podcast: "Mindanao Highland Textiles in Contemporary Times "](#)," Museo ng Kaalamang Katutubo/Museum of Indigenous Knowledge (MusKKat). (October 20, 2020). Also on Spotify.

(Panel Organizer), Mangahas, M. (Panel Co-Organizer), AAS-in-Asia (Association for Asian Studies in Asia) 2020, "The Philippine Indigenous Peoples Rights Act (IPRA) Two Decades Later: What Worked, What Failed, What Now?," International Academic Forum (IAFOR); Association for Asian Studies (AAS), The International Academic Forum (IAFOR), Kobe, Japan. (September 4, 2020).

(Steering committee member), Philippine Academic Association (PAA) Northeast, New York, NY. (November 2020 - Present).

(Webmaster/sitebuilder), www.paane.org, Philippine Academic Association (PAA) Northeast, New York, NY. (November 2020 - Present).

(Reviewer/Referee), *Anthropozoologica* (CNRS-Paris). (December 2020 - January 2021).

(Reviewer/Referee), *Philippine Quarterly for Culture and Society* (University of San Carlos). (September 2020 - October 2020).

(Reviewer/Referee), *Feminist Anthropology* (American Anthropological Association). (October 2020 - January 2021).

**New sabbatical activities not included in proposal
Spring 2020**

(Author), "Cloth Logics: Bagobo Indigenous Dress as a Knowledge System in the Philippines" (Complete). (June 1, 2020 - May 16, 2021).
Book proposal submitted to Ohio University Press/Swallow Press Southeast Asia Series.
"In *Cloth Logics*, Cherubim Quizon draws on ethnographic research among the southern Bagobo of Mindanao as well as American colonial era museum collections of Bagobo material from the early 20th century in ways that actively incorporate past and present textile practices. The book presents the knowledge system underpinning the making of *inabal*, a unique ikat cloth from abaca, an unspun banana fiber, and how the wearing, owning, borrowing and gifting of textiles and dress are embedded systems of action in the polyethnic social spaces that the modern indigenous peoples of Mindanao inhabit. Building on insights derived from multisite fieldwork and material culture approaches, the study also provides bridging data that adds to our understanding of connections as well as discontinuities with textile traditions within the Philippines on one hand, and to island Southeast Asia and the Pacific on the other."

(Lecturer/Presenter), Salinta Monon Memorial Lecture Series, "Kasodoran/Knowledge: Salinta Monon and the legacy of Bagobo women in our understanding of Mindanao textiles," National Commission for Culture and the Arts, Republic of the Philippines, Virtual presentation via Zoom and Livestreaming on Facebook, Manila, Philippines. (May 15, 2021).

(Presenter/Lecturer), Binalot Talks - Brownbag Lecture Series, "The ethnographic thingness of abaca ikat cloth from Mindanao: Notes on the tangible and the intangible," Archaeological Studies Program, University of the Philippines, Online virtual presentation; <https://upd.edu.ph/event/binalot-talks-3/>, Quezon City, Philippines. (May 5, 2021).

(Presenter), Two-Part Roundtable Discussion on the Lumad Issue, "What's in a name? Views from Anthropologists on Lumad," UGAT-Philippine Anthropological Association, Phil. Social Science Council, and the University of San Carlos, <https://www.youtube.com/watch?v=onVGN1m-p2Y>, Quezon City and Cebu City, Philippines. (March 25, 2021).

(Author), [Going beyond "bad" terms](#), UGAT-Philippine Anthropological Association Blog

(Member), Jury/Selection Committee, Textile Society of America - R.L. Shep Ethnic Textiles Book Award. (February 2020 - Present).

(Consultant), Non-Governmental Organization (NGO), World Shibori Network/Slow Fiber Studios.
(April 1, 2021 - April 30, 2021).

(Consultant), Government Organization, Nayong Pilipino-Philippine Museum of Ethnology,
Department of Tourism, Republic of the Philippines, Manila, Philippines. (January 5, 2021 -
March 31, 2021).

Andrew Simon

Department of Psychology

I am pleased to report that I had a successful sabbatical. I am grateful to the University, College of A&S, and the Department of Psychology for their support during the 2021-2022 academic year. The following summarizes the outcome of my scholarship, course design, and service to the profession over this time period.

My colleague, David Wilder, and I were able to revise a manuscript based on a project in which all articles across two years of publications in the *Journal of Personality and Social Psychology*, the leading journal in the field, were coded based on a range of variables. We focused on the years 1982 and 2016 to examine how the field had evolved over 30+ years. We conducted the most comprehensive coding process to date by focusing on both article characteristics (number of authors, number of pages, etc.) and research methods employed in published studies (experiment with behavioral manipulation, online data collection, etc.). We are now in the final phase of a review process with the *Journal of Social Psychology*; based on feedback from the editor, we anticipate that our manuscript will soon be accepted for publication.

I also moved forward in a separate project involving a large data set from the organizational consulting firm *Mercer-Sirota*. My colleagues connected to *Mercer-Sirota* and I are approaching a completed manuscript that examines how employee engagement fluctuates over time among thousands of employees across multiple organizations and industries. During the past year, we submitted our analyses for presentation to the Annual Conference for the Society of Industrial Organizational Psychology. Although our submission was not accepted, the feedback we received allowed us to modify our manuscript, increasing the chance for publication. Additionally, we received further approval to continue working with the *Mercer-Sirota* data set to examine organizational resilience.

The past year also made it possible for me to advance my knowledge in the domain of leadership. I began serving on the Advisory Council for Seton Hall's Buccino Leadership Institute and am close to finalizing the syllabus for a new course on leadership to be offered to Seton Hall's undergraduates. This will be an experiential learning course created through consultation with the primary architect of a leadership program offered in executive education at the Wharton School of Business, University of Pennsylvania. The course for SHU's students will be made available in the spring of 2023. As part of creating and preparing for this course, I looked into the way leadership is being conceptualized in applied settings and attended a virtual course offered through the University of California, Los Angeles on "Being a Leader and the Effective Exercise of Leadership: An Ontological/Phenomenological Model."

Unfortunately, not all efforts this past year led to desired outcomes. Drs. Abe Zakhem and I submitted a grant proposal to the Robert Wood Johnson Foundation to study remote work but did not receive the funding. Although we are still moving to publish our work on the perception of business ethics among students (with Dr. Wendiann Sethi), the lack of funding slowed our plans for designing a consortium around the idea of meaningful work. Additionally, I co-authored a proposal with Dr. Kurt Rotthoff to offer an Academy at SHU on Behavior Economics; this was not approved. We are still considering the creation of a course on this topic to be co-taught.

With respect to my service to the profession, I was very active this past year as a member of the board and President-elect of the International Council of Psychologists. I led in the creation of a new five-year strategic plan for the association and set down preparations for when I begin as President in January 2023.

In total, my sabbatical accomplishments made it possible for me to further my scholarship in social-organizational psychology, thereby contributing to SHU's reputation as a research institution. I also set the groundwork for providing SHU's undergraduates with a new, experientially based course on a topic that is grounded in scholarship and has the potential to enhance the reputation of both the College of A&S and the Buccino Leadership Institute. Finally, my service to the profession has had an impact at the international level. As noted above, I am grateful to have been given the opportunity to cover so much ground over the past year.

Michael Taylor

Department of Political Science and Public Affairs

Research Project on Social Entrepreneurship (in-progress)

I started a new research project that will result in a book, tentatively titled, “Understanding Social Entrepreneurship and Enterprise from a Nonprofit Perspective.” Social entrepreneurship introduces “businesslike” practices into nonprofit organizations or “mission-focused” goals and objectives into for-profit firms. The book provides a critical analysis of the political, economic, and social forces that have led to the emergence of social entrepreneurship and social enterprises, as well as the implications for how they may shape the future of the nonprofit sector. The book will be published as part of the Sagamore-Venture Publishers Nonprofit Book Series. The primary data collection and literature reviews have been completed and I continue to work on draft chapters. Originally, I had proposed a timeline that would see submission of the manuscript by August 31, 2022; however, due to the switch from co-authorship to single authorship, the manuscript is now scheduled to be submitted to the book series editors by or before December 15, 2022.

Research Project on Nonprofit Management Education in the United Kingdom (completed)

Although this project was not part of my original proposal, I received a revise-and-resubmit offer at the start of my sabbatical. The article examines whether nonprofit management education (NME) provided through public service departments will focus more on third sector distinctiveness, while NME provided through business schools will concentrate more on general, cross-sector management skills. We found that there is more commonality than differences between these graduate NME programs in the UK. However, statistically significant differences in the provision of courses related to “advocacy, public policy, and community organizing,” “financial management,” and “social enterprise.”

- **Publication Citation:** Taylor, MA and Teo, TK. (2022) “Sector Distinctiveness v. Cross-Sector Commonalities: Are There Qualitative Differences in Graduate Nonprofit Management Education Offered Through Public Service and Business Programs in the United Kingdom?” *Journal of Nonprofit Education and Leadership*. Vol.12(1):39-52.

Research Project on the Evolution of the Journal of Nonprofit Education and Leadership (on-going)

This was another project that was not in my original proposal; however, the research team invited me to join as they were interested in adopting some of the

data scraping and text analysis methodologies that I employed in the previous article. *The Journal of Nonprofit Education and Leadership* publishes academic scholarship targeting both academic and practitioner audiences. At the milestone of its tenth year of publication, a research project analyzing the evolution of the journal was launched. The research team is using content analysis to examine changing nature and focus of research articles and case studies over its first ten years. The project will also produce a keyword index for all volumes.

- **Publication Citation:** Carpenter, H, Taylor, MA, Goodman, H, Fox, Jeannie, and Claudia Petrescu (Forthcoming) “A Content Analysis of the Journal of Nonprofit Education and Leadership: Results from Empirical and Theoretical Article Analysis” *Journal of Nonprofit Education and Leadership*.
- **Conference Presentation:** Goodman, H, Taylor, M, Carpenter, H, Dolch N, Mirabella, R, Mendel, S, Petrescu, C. “The Journal of Nonprofit Education and Leadership at 10 Years: A Content Analysis “Nonprofit Academic Center Council (NACC) Biennial Summer Conference (online), July 28, 2021.
- **Conference Presentation:** Carpenter, H., Dolch, N., Wise, H., Kim, S., Gyo, B., Okada, A., Taylor, M., Goodman, H., Petrescu, C., Fox, J. “. Reflecting on the Past and Present to inform the Future of Nonprofit and Philanthropic Studies Education “Association for Research of Nonprofit Organizations and Voluntary Associations (ARNOVA) Annual Conference (online), November 18, 2021.
 - **Conference Presentation:** Taylor, M., Carpenter, H., Goodman, H. “A Content Analysis of Journal of Nonprofit Education and Leadership Case Studies” International Society for Third Sector Research (ISTR) (online), July 15, 2022.

Interdisciplinary Project on Environment, Technology, and Justice (on-going)

Prior to my sabbatical, Roseanne Mirabella, Kelly Harris, Debra Zinicola, Jose Lopez, Timothy Hoffman, and I applied for a grant from the Arthur Vining Davis Foundation to support a project focused on addressing environmental injustice (i.e., higher rates of harmful environmental exposures among BIPOC communities) and the digital divide (i.e., reduced, and lower quality access to digital technologies). We did not receive the grant, which prevented me from developing the afterschool curriculum modules that I had proposed. However, I did use my time on sabbatical to help continue to write multiple grants to fund this project.

- **Grant Application:** Bridging the Divide: A STEAM-Powered Environmental Tutoring Program (\$300,000), Cliff Bar Foundation, Not Funded
- **Grant Application:** Creating a STEAM Identity for Students of Color (\$100,000), NY Life Aim High Grant Program, Not Funded
- **Grant Application:** Bridging the Divide: A STEAM Powered Environmental Tutoring Program (\$5,000), PSE&G, Funded
- **Grant Application:** Container Farm Project (\$3,000), Whole Foods, Funded
- **Grant Application:** Container Farm as an Environmental Systems Learning Lab (\$100,000), Lenovo, In-progress

Teaching, Learning, & Technology Roundtable and Adobe Creative Campus (on-going)

I was presented with the opportunity to serve as co-chair of the TLTR with Paul Fisher during my sabbatical year. The pandemic experience has highlighted how technology can both facilitate and frustrate the work of faculty. During my sabbatical year, we undertook a restructuring of the TLTR, shifting its focus to visioning the future of technology use across campus. We hosted speakers, workshops, and planning sessions with faculty throughout the year, and will start a strategic planning process through the TLTR subcommittees in the upcoming academic year. A large part of the TLTR work this year centered on becoming an Adobe Creative Campus. This is a program that promotes digital literacy through the provision of the entire Adobe software suite to all members of the campus community. We met with Adobe representatives, facilitated meetings with faculty, deans, administration, and students, and created a plan for deployment. The result of this effort is that as of August 2022, Seton Hall University is one of only 60 Adobe Creative Campuses and the first in New Jersey.

Research Project on Internet Privacy (on-going)

This is an existing project that relies on data collected through surveys in 2015. The analysis of the existing data revealed gaps that will need to be addressed through a follow up survey. I have begun to look for granting opportunities to support a second wave of data collection. Work on this project has been put on hold for now.

Additional Sabbatical Activities

While on sabbatical I served on the search committee for the lecturer position in Environmental Studies. The search was a success and Dr. Weger is joining the program this Fall. I also had a new Political Science course, Internet Law & Policy, approved by the College EPC. Earlier this year, I became a member of the NJ One

Health Steering Committee, which is a network of academics from across NJ promoting research on and implementation of policies that look at public health through a more interdisciplinary and holistic viewpoint of human, animal, and environmental health. I was nominated for a position on the Governor's One Health Taskforce, and I am awaiting a decision from his office.

Sabbatical Contributions

I would like to thank my colleagues in the Department of Political Science & Public Affairs for their support of my sabbatical leave. My scholarship will contribute to our department's curriculum as the book project will be incorporated into the MPA program's new course on Social Entrepreneurship. The sabbatical has allowed me to continue to pursue funding on the interdisciplinary container farm project that will benefit College of Arts and Science students in Environmental Studies, Africana Studies, Political Science, and Physics, as well as providing opportunities for connections and engagement with our neighbors in Vailsburg. My work related to Seton Hall University becoming an Adobe Creative Campus provides university-wide opportunities for all our students, regardless of major, school, or college, to develop 21st century digital literacy skills. Finally, this sabbatical has contributed to my own personal development and has allowed me to establish new research partners and to return to scholarship related to my formal training in economics.

Susan Teague

Department of Psychology

Progress on Proposed Sabbatical Activities

In my sabbatical application, I proposed to use my time away from regular duties to write papers based on results of empirical research studies conducted in the past few years. I produced two such papers: one was a collaboration with Chloe Shearer, a graduate student in our Experimental Psychology M.S. program. The other reported findings of J.P. Pedoto's honors thesis research, conducted in 2019. Both projects had been presented at regional conferences in their preliminary stages but had not been developed to completion by these students. With their approval and some collaboration, I took their short reports of these studies and expanded them to full research articles which will be submitted for publication review.

These were prior projects that I had supervised and/or conducted, but I found it necessary to start from the beginning even though foundational work had been done. The rationale for each study needed to be updated with the latest relevant research, and much additional data analysis was required before I could produce a detailed account of the projects and their findings.

It was labor- and time-intensive work, and I was very grateful to have long blocks of time to devote to this necessary work. As I teach year-round -- two courses every summer, in addition to a full load fall and spring – it is always difficult for me to find time to carry out the involved sequence of steps and stages needed to produce an empirical research manuscript. The two manuscripts to be submitted for publication review are:

Shearer, C.S. & Teague, S.E. (2022). As long as we both share: Equitable self-disclosure not essential to “Fast Friends” success.

Pedoto, J.P. & Teague, S.E. (2022). Changing views of gender: A critique of the Bem Sex Role Inventory in contemporary gender research.

Although I did most of the writing and data analyses for these papers, I listed each student as first author for their benefit. At this stage in my academic career, I am trying to be more generous with students and less self-serving. My hope is that the first authorship for each of them will further their career success.

Although each of these manuscripts essentially has been complete since last March and May, respectively, I have not yet submitted them for review. In the Psychology department, we are trying to provide our undergraduate students with practical experience in real-world domains in an effort to help them post-graduation. To that end, we have instituted several options for experiential learning, one of which is a course called Laboratory Research Experience (LRE). I am responsible for providing experience for one of the students in fall, 2022. Her work will be focus on the finalization of these manuscripts. She will help me track down elusive references, proofread and copy edit the text, and construct data and results tables for the papers. This is an important part of the research process, but not one in which students get much practical experience. And because these skills are invaluable for students who plan to attend graduate school, I am waiting to submit these papers until sometime later in fall term so that they can be used for student learning and skills development in LRE.

Deviations From Sabbatical Proposal

Providing sufficient numbers of courses with the university's required proficiencies has been an ongoing curriculum problem. Because large numbers of students across the university take Introduction to Psychology, last year our department decided to infuse Intro Psych with the Critical Thinking proficiency. I volunteered to include this as a part of my sabbatical work. Although this idea emerged later and was not a part of my sabbatical proposal, my first task in January 2022 was to complete and submit the proposal to the Core Curriculum Committee (CCC). It was officially approved by the CCC in April, 2022.

Contributions of Sabbatical Work

The approval of Introduction to Psychology as a course infused with Critical Thinking will provide approximately 700 more students per year with the opportunity to fulfill one of their ten required proficiency infused courses. It will cause me to require more from my Intro students and should enhance their understanding of course topics.

Publication of my M.S. and Honors students' research will advance their careers, as both are now working in the field. It will contribute to my record of academic achievement, as well, at all levels. Further, it is satisfying to me as a professional accomplishment to see a complex project through to completion.

During this sabbatical, I rediscovered that I love to write! I am inspired to revisit older work that never quite made to publication and revise those projects in need of finishing touches. Much of my work is not time bound and would still be relevant today. My goal is complete one project every term, and I have already begun to work on my current manuscript.

I appreciate the opportunity provided by my sabbatical to do things I otherwise find difficult to accomplish. Thank you to all who make this possible.