

Sabbatical Panorama

2009-2010

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Provost's Introduction

April 2012

Dear Faculty,

Please enjoy this edition of *Sabbatical Panorama*, which covers sabbatical projects undertaken in the 2009-2010 academic year. Your colleagues in these pages report on scholarly visits to places ranging from Slovakia to Portugal to Turkey. They created CDs of the intermediate piano repertoire and investigated the initiation rites experienced by the iyawo.

Scholars can have a hard time understanding how anyone would want to spend time on anything besides scholarship. John Garraty, one of Woodrow Wilson's biographers, is said to have commented that Wilson sacrificed his potential to be a great historian when he decided to dabble in hobbies like being President of Princeton. No doubt serving as Governor and as President of the United States would be considered equally distracting from Wilson's true calling. While Garraty's perspective is extreme, the privilege of a sabbatical reflects our continuing respect for and expectations for the benefits of deep, concentrated scholarship. Please enjoy the examples that can be found in these pages.

Sincerely,

Larry A. Robinson,

Provost

C. Lynn Carr

Department of Sociology, Anthropology and Social Work

Sabbatical Objective:

To make significant progress on a book project, tentatively titled *Iyawo: Cultural Newcomers and the Year in White*.

Project:

In the African-diasporic religious traditions known alternately as *Lukumi*, *Lucumi*, *Santería*, and *Regla de Ocha*, new initiates into the priesthood are referred to as *iyawo* for a year and a week. During the *iyawo* year, or *yaworaje*, novitiates endure a host of prohibitions; among others, they must wear only white, cover their heads at all times, dress modestly, avoid going out at night, and, with few exceptions, forgo alcohol, parties, being photographed, and enjoying public spaces such as restaurants and movies. As a strategic site for exploring issues of identity on the margins of pluralistic society, the present project draws upon a mix of qualitative data sources to examine the *yaworaje* among cultural newcomers to the religion.

Anticipated Results (from proposal):

“During the one-semester sabbatical leave I expect to complete drafts of two chapters and a book proposal to send to publishers. ... I expect that during the course writing the book, new information and insight will alter and enrich the basic plan.”

Actual Results:

During Fall 2009 semester I completed three chapter drafts in the book project. In addition, I modified one of the chapters for submission as a paper to the 2010 annual meetings of the American Sociological Association.

In the course of writing, I was required to learn a new program for qualitative data analysis, Atlas TI, and perform initial coding of the 52 interviews (approximately 936 single-spaced pages) for content related to the three chapters. In addition, I read more than a dozen scholarly books.

Abstracts:

Below are brief abstracts of each of the three chapter drafts completed:

Chapter One – Situating the Iyawo (27 pages + references)

This chapter defines basic terms and concepts – *iyawo*, *yaworaje*, *Orisha*, etc. – and places them in sociological context. It provides a bit of background on *Orisha* religious traditions in the U.S.

It discusses *iyawo* and the *yaworaje* in terms of symbolic rebirth, socialization, and susceptibility. Following an overview of scholarship on pluralism and religious identity in late- or post-modernity, it explains the book’s focus on cultural newcomers.

Chapter Two – Cultural Newcomers Negotiating Authenticity (32 pages + references)

Common in the accounts of cultural newcomers to *Orisha* traditions are concerns with authenticity. This chapter discusses two basic types of identificatory authenticity and issues of authenticity in late- or post-modern pluralist society. Drawing on participant interviews, I focus in this chapter on the ways cultural newcomers are seen as valid or illegitimate practitioners in their new religions, and the ways they authenticate their own religious participation.

Chapter Three –Iyawo Entry: Conversion Hunger & Hurdles (38 pages + references)

This chapter explores newcomer paths of entry leading to the *yaworaje* and issues of conversion. It reviews the sociological theory and research that views conversion as an active and interactive process. It views the range of experience revealed by interview participants about entry into *Orisha* traditions. And it examines in detail participants discussions of first awareness of *Orisha* or *Orisha* religion, as well as attractions and barriers to religious participation.



Patrick Fisher

Department of Political Science and Public Affairs

First Part of Sabbatical: Fulbright Scholarship in Slovakia

For the first half of my sabbatical I was a political science instructor at Comenius University in Bratislava, Slovakia as a Fulbright Scholar. For my Fulbright Grant I taught two courses at Comenius University: 1) Political Systems of the USA and 2) American Political Culture. Political Systems of the USA was similar in content to classes that as a political scientist focusing on American politics I have taught many times in the United States. The content of American Political Culture was based to a large degree on my current “gapology” research of cultural and economic divisions in American politics. Both courses were graduate courses where students were studying for a Masters degree in political science and each class had about 20 students. As part of my Fulbright Scholarship obligations I also gave presentations in university-wide forums at Comenius University, including presentations on “U.S. Budgetary Process and Social Innovations,” and “The Politics of Taxing and Spending in the United States.”



My experience as a political science instructor in Slovakia was truly one of the most rewarding experiences of my professional career. I believe my Fulbright experience made me a significantly better political scientist. Not only did teaching political science in Slovakia give me an appreciation for another political culture, but it also gave me a new appreciation for my job as

an associate professor of political science at Seton Hall University. Comenius University, though considered to be the leading university in Slovakia, is struggling with its transition from a university in a communist regime to a university in a European Union democracy. Many things that we take for granted at universities in the United States—that students have access to textbooks, for example—were considered luxuries in Slovakia. I assigned three required texts for Political Systems of the USA (a 3 credit course) and two required texts for American Political Culture (a 2 credit course). At the beginning of the semester the procedure was to make one copy of the assigned book chapters and then a student would scan the book chapter as a PDF file and put it online. This is clearly a violation of American copyright standards but apparently accepted practice in Slovakia. The lack of textbooks clearly was a serious impediment to effective teaching and early in the semester it became clear that the student culture at Comenius University was not to do the assigned readings. Thus, for the last assigned book I purchased textbooks through the Fulbright program’s educational expense allocation and each student was given their own copy of the book. For many of my Slovak students this was the first time that they had their own copy of a textbook.



Second Part of Sabbatical: Research on *Gapology*

After the completion of my Fulbright Grant in Slovakia, the second half of my sabbatical was dedicated to researching “gapology,” the study of marked political differences between demographic groups. Ultimately, my goal is to get a book on the subject published. While working on the *Gapology* book project, I also completed three manuscripts on the subject during my sabbatical, one of which has been submitted to the journal *Youth and Society* (“The Generation Gap in American Politics: The Political Emergence of the Millennial Generation”) and the others accepted for publication at the *Social Science Journal* and *Society* (“State Political

Culture and Support for Obama in the 2008 Democratic Presidential Primaries” and “The Age Gap in the 2008 Presidential Election”).

Research on *Gapology* Book Project

The primary focus of the second half of my sabbatical was to research and write a book on *Gapology*. My book project studies the political behavior of different demographic groups in the United States. The focus is on how political cultural affects one’s political behavior. Media coverage has disproportionately focused on the red versus blue divide, leaving the impression that American political behavior is determined by place or residence. This, however, ignores the numerous other cleavages in American political behavior. A wide range of electoral gaps exist in the United States; my proposed outline includes chapters on the income gap, the religious gap, and the age gap, for example. These demographic gaps distinguish the political behavior of Americans and are extremely useful in understanding the political divides that exist within the United States today.

The goal of studying gapology is to examine American political culture in an effort to develop an understanding of how and why different demographic groups are politically distinct in the American democracy. This will facilitate coming to a better understanding of how Americans conceptualize the political universe. My ultimate object is to demonstrate how one’s demographic background influences how one behaves politically.

At the completion of my sabbatical I had completed a literature review of all the planned chapters of my manuscript. The next phase of my research will be to complete the data analysis for each the individual “gaps” that I study. After completing the data analysis, I will then work on the individual chapters of the proposed manuscript. By the end of my sabbatical I had completed approximately one-half the data analysis and had completely finished two of the chapters of the book. After completing a book manuscript proposal, I plan to submit my book prospectus and completed book chapters to political science book publishers at the American Political Science Association’s annual meeting in Washington, DC in September 2010 in the hopes of getting a book contract.

Concluding Remarks

My time spent as a Fulbright Scholar in Slovakia was a wonderful experience and the second half of my sabbatical researching gapology was equally as intellectually rewarding. I sincerely appreciate Seton Hall giving me the opportunity to pursue both my Fulbright Grant as well as my research on gapology.

Pamela Foley

Department of Professional Psychology and Family Therapy

My sabbatical leave, in the Fall of 2009, involved two primary projects. The first was to complete my application for Diplomate status from the American Board of Professional Psychology (ABPP), and the second was to work with a group of collaborators to first propose and then to write a set of articles for the journal *The Counseling Psychologist*. These two projects are described below.

Application for ABPP Diplomate Status

The American Board of Professional Psychology (ABPP) provides board certification to counseling psychologists who have met specific educational criteria and who have been licensed for at least two years (I have been licensed since 2002). The board certification process included the following elements: (1) Review of credentials to confirm eligibility; (2) Submission of a professional self-study, which is an 8-10 page document addressing the candidate's professional practice and the theoretical and scientific basis for assessment and intervention; (3) Submission of a 10-20 page work sample, which is essentially an intervention (i.e., psychotherapy) case study documenting empirical and theoretical support for the procedures followed, and (4) Successful completion of a half-day oral examination covering assessment, intervention, ethics, and professional issues in the following six professional areas related to counseling psychology: counseling/psychotherapy, career/vocational counseling, consultation, administration/management, training, and supervision. I completed the credentials review, self study, and work sample during the sabbatical period. On May 22, 2010, I passed the oral examination, and I am now proud to be Board Certified in Counseling Psychology.

Writing Project – Emerging Trends in Adult Career Development

Given the positive reception of the symposium on adult career development I chaired at APA in August, 2008, I have been working toward publishing revised and expanded versions of those papers as a package, with *The Counseling Psychologist* as the targeted journal. *The Counseling Psychologist* is a Tier I journal of which I am an editorial board member. During an editorial board meeting in August 2008, I raised this topic as a potential Major Contribution topic, and it was well received. In preparing the proposal for a Major Contribution to this journal I worked with colleagues from Boston College, the University of Florida, the University of Wisconsin – Milwaukee, Western Michigan University, and Stanford University. The proposal was submitted during my sabbatical period, although because of a lengthy review process I did not receive the results of this initial review until January, 2010. Nonetheless, I was pleased to be offered the opportunity to submit the full set of papers, and these were in fact submitted at the end of May, 2010. I am an author on four of these papers, and I was responsible for editing all of them prior to final submission.

The papers, authors, and their working titles are as follows:

Foley, P. F., & Cotter, E. W., *Introduction to the Major Contribution*

Duffy, R. D., & Jadidian, A., *Work Volition: A Critical Variable in the Study of Adult Career Development*

Cotter, E. W., Carson, A., & Foley, P. F., *Adjustment to Organizational Downsizing: Victims and Survivors*

Foley, P. F., Ford, A. C., & Castano, M. C., *The Career Impacts of Adult-Onset Disability*

Castano, M. C., Lytle, M. C., Foley, P. F., & Cotter, E. W., *Current Trends in Retirement*

Krumboltz, J. D., *Applications of the Happenstance Learning Theory to Adult Career Development*

As described in the abstract of the introduction to this set of papers, *work has been recognized as one of the core components of human identity, which meets the most basic of human needs: survival, relatedness, and self-determination. Thus, forces affecting an individual's vocational life may strongly affect her or his psychological well being, and the reverse is also true. Further, traditional approaches to career development have not adequately addressed issues of volition and the effects of unplanned career disruptions. In light of the importance of work to overall well-being, as well as fundamental shifts in the contemporary workplace that have critically impacted the working lives of many individuals, through the papers in this Major Contribution we argue that a new framework is needed to conceptualize career development; one that captures both the complexity and constraints surrounding work decisions, the ongoing need for adaptation to change, and the relationships between work and psychological health.*

We await feedback from the editorial board, which is expected by early Fall.

Gregory Yuri Glazov

School of Theology

I applied for sabbatical leave to secure time to complete as many as possible of the following five manuscripts at mature stages of preparation:

1. *Judaism as a Saving Covenant* (alternatively: *Brothers in Hope*): *Models of Judaism in Catholic Perspective*. 170 pp.; contracted with NDU Press.

2. *The Lord's Prayer, the Hail Mary, the Glory Be and the Sign of the Cross: A Resource for prayer and study*. 100 pp. contracted with Paulist Press.

3. *The Strange Woman, Deceitful Bread, and the Filling of the Mouth with Gravel in Prov 20:16-17: Determining the Meaning of Proverbs by Literary Context*. 40K words, needing one more chapter of 10K words for submission for contract to *Concilium*.

4. *Vladimir Solovyov's Writings on Judaism*. 250 pp. Requiring the translation of Solovyov's letters on Jewish themes before submission to NDU Press.

5. *The Opening of the Mouth of Job: Animal Imagery and the Resolution of the Book of Job* (100 pp.). An unpublished chapter of my D. Phil. research at Oxford. I regularly use it in my introductory course to Old Testament Wisdom and the Psalms. I proposed to turn it into an introduction to the book of Job and envision publishing it with Eerdmans.

I spent most days of the sabbatical in the Princeton Theological Seminary library and decided to start with what I thought would be the easiest project, the book on prayer (#2 above). Paulist Press requested me to develop it for textbook use and to remove Greek, Latin and Syriac words from the text to make it widely accessible as possible. I envisioned revising it chiefly by moving the foreign words into endnotes, by supplementing the individual chapters with study questions and developing the text slightly with the help of fresh secondary literature on the issues arising. I expected to do this in less than a month but my interest in: a) how the two versions of the Lord's Prayer in the Gospel of Matthew and Luke relate structurally and thematically to the immediate contexts and global message of each Gospel, in: b) how St. Luke uses the Old Testament to portray Mary as the Ark of the Covenant-made-flesh, and my growing fascination with c) the role which the scriptural sources of these prayers ascribe to the Holy Spirit occupied me until the middle of October. At that point I sent a manuscript of 200 double spaced pages entitled *The Lord's Prayer and the Hail Mary: A Resource for Prayer and Study* to Paulist Press with the proposal to either publish the work as two separate books, to be supplemented by those on *The Glory Be* and *The Sign of the Cross* or to publish the work as entitled and publish a supplementary volume on *The Glory Be and the Sign of the Cross* later. Paulist informed me in January that they would be reviewing my manuscript soon.

Being invited to participate in a morning Symposium on Oct. 10th on the "Journey to the Holy Icon," at the Walsh Gallery, University Library, organized by Fr. Joseph Bertha PhD., SUNY-Binghamton and the University Libraries, Seton Hall University, I spent a few days of the first week of October revising a section of a set of scholarly papers I have delivered over the last two years at Regional Society of Biblical Literature meetings and local settings in Princeton on the role of prayer before icons of Our Lady in Dostoyevsky's works, and particularly of "Dunya's Prayer before the Icon of Our Lady of Kazan' in Dostoyevsky's *Crime and Punishment*. In consequence of this event, I am currently finalizing an article of 14 pp. with that title for the journal *Religion and Literature* at NDU.

After Oct. 10th, I returned for one week to the book on Prayer, to expand the research base for the chapters on *The Glory Be* and *The Sign of the Cross* so as to bring the revision of these chapters into thematic and theological harmony with the work completed on the Lord's Prayer and the Hail Mary. Researching human conceptions of glory, I settled on beginning with the

definition of glory in Voltaire's *Philosophical Dictionary* which posits such a wide chasm between the deity and humanity as to deny the coherence of any human attempt to give glory to God. This secular viewpoint provided the foil for the focal point of my interest in the scriptural sources of *The Glory Be* since these are connected with Israel's experience of divine condescension "to be" present with human beings and with the Christian experience of the Incarnation. It is quite wonderful therefore to have, with Voltaire's help, identified the distinctive Jewish and Christian understandings of Glory. Having grasped this, however, and revised the chapter significantly, I decided to set it aside for completion in term time, and to concentrate on completing some of the other projects scheduled for the sabbatical.

In the last week of October, therefore, I turned to #5 above, the *Book of Job*. My goal was to integrate the focus given in my D. Phil. chapter to the speech-organ and animal imagery in the book and the symbolization of the relationship between forms of silence and speech to anguish and understanding to the argument between Job, his friends, Elihu and God as the coherence of that argument has been clarified over the past fifteen years via the catchwords linking their speeches. I made good progress, having revised the commentary on chapters 1-23 and expanded the first 50 pages of the chapter into 100 and read the more recently published works on Job which would help me revise the remaining 50 pages. One of the highlights in my research was the discovery of the lack of scholarly consensus on the significance of Job 22:1-3 in which Job is mocked by one of his friends for believing that his innocent suffering implies that God is somehow involved in it as if God should care about his welfare. The argument is ironically self-defeating. Curiously it resonates and is in fact, one of a piece, with Voltaire's position on glory. Having progressed thus far, I understood that I would not finish the manuscript before the sabbatical's end, and wishing to complete at least one more manuscript, turned to #4 above, but not before the interruption of having to fulfill some of my responsibilities on the board of *Old Testament Abstracts* by abstracting 18 articles on issues 88-90 (2006-2007) of *Revue de Qumran* to be published in the Spring issue.

With one and a half months remaining before the commencement of Spring term, I thus turned to complete the book on *Vladimir Solovyov's Writings on Judaism* and revised in the first week for the final time my earlier translations and annotations of the works I had translated earlier, including "The Israel of the New-Covenant" [1885, 23 pp.], and "The Talmud and Recent Polemical Literature about it in Austria and Germany" [1886, 43 pp.], among others. This left the remaining three weeks of December for translating Solovyov's letters on Jewish themes, chiefly the correspondence with Rabbi Faivel Getz, which included the Protest and two major essays that Solovyov wrote in defense of Jewish civil rights in Czarist Russia, signed by 60 leading intellectuals [75 pp.], his correspondence with Baron David Gintsburg and foreword to the latter's article on the Kabbalah in a philosophical journal [1896, 3 pp.]. As Leo Tolstoy was the first to add his name to Solovyov's Protest, I also translated their correspondence [13 pp.] and discovered in the process a translation of Solovyov's letter in the London *Times* [1890], next to a

letter by Cardinal Manning, in preparation to the Guildhall assembly where the citizens of London, led by the Archbishop of Canterbury and Cardinal Manning, petitioned the Czar to grant the Jews of Russia political and social equality with the rest of his subjects. I also annotated the letters, documenting all the biblical and talmudic citations, and identifying the personages involved. In consequence of this work, there emerges a picture not only of what Solovyov wrote on the Jewish Question but of what he did in their defense, explaining thereby why he was posthumously accorded the Jewish accolade of a “righteous gentile.” In the final two weeks of the Sabbatical, I wrote an introduction to this book. As a result, the work is nearly complete, cumulates to 430 pp. with a 160 pp. intro, and makes an original contribution to the understanding of Solovyov’s words and deeds on “Judaism and the Christian Problem.” I plan to send it to NDU, CUP or Eerdmans following a review by Paul Valliere and Boris Yakim. I plan to start making headway with projects #1 and #3 in the summer.

Being pleased therefore to report completion of at least 2 books during this time, I wish to express my gratitude to my colleagues and deans at Immaculate Conception Seminary School of Theology, and to the Provost of Seton Hall University, for supporting my sabbatical leave to accomplish this work, thanks to which, I return to teaching with renewed vigor and insight.

Amy Silvestri Hunter

Department of Psychology

The work completed during my sabbatical encompassed two laboratory research studies as well as the development of a new course.

In my sabbatical application, I proposed two studies stemming from my earlier work on fear conditioning and REM sleep deprivation in rats; specifically, I wished to manipulate two neurotransmitter systems in an attempt to determine the neurochemical basis for my previously observed impairment in learning that follows REM sleep deprivation. However, during the 3 semester interval between submission of the application and the start of the sabbatical I realized that those experiments might not be as productive as I initially thought. Therefore, I changed the focus of my laboratory work to two studies designed to investigate the effects of exposing rats to an enriched environment on learning and memory processes.

Standard rearing conditions consist of placing 2 rats in a relatively small Plexiglas cage with no extra stimuli. In the enriched environment (EE) paradigm, rats are reared in a larger cage with more cagemates and assorted novel stimuli (toys). Previous research has demonstrated that rearing rats in an EE produces a number of neurobiological changes, including enhanced synaptic connections and increased growth of new neurons. I designed two studies to investigate

the effects of exposure to an EE on learning and memory. The first study was an investigation of the effects of EE on the acquisition and extinction of fear conditioning. During acquisition of fear conditioning, an organism learns that two environmental stimuli are related; specifically, that a previously neutral stimulus (e.g. a tone) predicts the occurrence of a biologically significant event (e.g. a footshock). In extinction learning, the organism learns that the two stimuli are no longer related (e.g. the tone no longer predicts the footshock). My results demonstrated that rearing rats in an EE had no effect on the acquisition of fear conditioning. However, EE-reared rats showed impaired extinction of the association, presumably due to enhanced learning of the initial association. These data have been presented in preliminary form at a conference and I am currently writing up this study for submission to a journal.

In the second study, rats reared in an EE were trained in a non-visual spatial memory task. Although prior work with EE-reared rats demonstrated a facilitation of spatial learning, these rats also have enhanced visual acuity. Therefore, the enhancement of spatial learning in previous experiments could be due to enhanced visual processing and not enhanced spatial memory. My results demonstrated that EE-reared rats were no different than control rats in the acquisition or retention of a non-visual spatial memory task. This supports the theory that enhanced visual processing is responsible for the previously observed enhancement in spatial memory seen in EE-reared rats. I am currently writing up this study for submission to a journal.

In addition to enhancing my own program of research, completion of these studies also provided a number of undergraduate and graduate students with experience in experimental data collection and analysis as well as presentation of research findings at a conference.

The second major goal of my sabbatical project was the development of a new course, *Orientation to the Psychology Major*. This is a 1 credit course which was recently approved by the Psychology department as part of our newly redesigned major. The purpose of this course is to introduce both the field of Psychology and also the specifics of the Psychology major at Seton Hall to our undergraduate majors. Topics covered include (but are not limited to) an overview of the field of Psychology including specialty areas, career options with a degree in Psychology, and requirements of the Psychology major at SHU. During the sabbatical period I developed the course syllabus and other related materials required for submission to the EPC. I also compiled electronic and printed resources and created many of the course materials (e.g. lectures, quizzes, in-class activities). The course has been approved by the EPC and will be offered in fall 2011.

Richard Hunter

Department of Legal Studies- Stillman School of Business

PAPERS PRESENTED

The Environment and Trade [Part I]

(With Mark Blodgett, Suffolk University)

Mid-Atlantic Academy of Legal Studies in Business, Philadelphia, Pa. (March 20, 2010)

WTO: The Confluence of Global Trade and Environmental Protection [Part II]

(With Mark Blodgett, Suffolk University)

Midwest Business Administration Association (March 27, 2010)

Foreign Trade, Products Liability, and China

(With Aaron Gordon and Hector Lozada)

Rutgers University-Newark, School of Law, International Law Society Academic Symposium, Newark, N.J. (April 2, 2010)

A Nomination of a Supreme Court Justice: The Incorporation Doctrine Revisited

(With Hector Lozada)

North Atlantic Regional Business Law Association, Suffolk University, Boston, Mass. (April 10, 2010)

PRESENTATION

Slavic Club of Seton Hall University, April 2010, “An Update on Polish Privatization.”

Presentation on “Polish Privatization” (with company information) for the Annual Meeting of the *Polish Institute of Arts and Sciences* (Milwaukee, June 2010) and completed paper to be presented at the *Warsaw University East-West Conference* (Warsaw, Poland, July 2010)

BOOKS

Completed *revision* of Business Law Text as series editor: *The Legal Environment of Business: A Managerial and Regulatory Perspective*, sent to Publisher (Cengage) on May 5, 2010

Completed *editing* of a **Reader on International Trade** (seven chapters) (to be submitted to the publisher in June 2010)

RESEARCH COMPLETED

Visited, with special permission, the *Truman Winter White House* and examined the Truman Library Logs on the creation of the Marshall Plan, Key West, Fla. (Spring 2010)

Article, *A Primer on International Trade*, submitted to the **International Research Journal of Finance and Economics** (accepted and awaiting publication)

Article, *The Incorporation Doctrine Revisited*, submitted to the **Oklahoma City University Law Review** (accepted and awaiting publication)

CURRENT RESEARCH IN PROGRESS

Research on “Video Game Industry and Censorship” (possible law review article)

Research on “Regulation and the Regulatory Environment” (possible law review article, draft accepted for presentation at the August meeting of the *Academy of Legal Studies in Business*, Richmond, Va.)

Article, “Incorporation Legal issues into the International Perspectives Course” being prepared for 2010 presentation

TEACHING RELATED ACTIVITIES

Revised the course materials for *Sports Law*, *Legal Foundations of Business*, *Introduction to Economics*, and *International Perspectives* (all classroom notes revised and supporting materials updated).

John Jacobi

School of Law

Presidential search. During my sabbatical, I served on the University’s Presidential Search Committee. The process was intensive at times. The committee process worked well under the circumstances, and was well chaired and well staffed. My University colleagues were rigorous and collegial.

Public activities. This was a very busy year in health law and health care. I worked in New Jersey and nationally with several groups commenting on and advocating for aspects of health reform, before and after the passage of the ACA (the health reform laws). I have also **been** working pretty intensively with several groups that are attempting to provide services, within the ACA, to vulnerable urban populations. They can be briefly summarized as follows:

- *Greater Newark Healthcare Coalition.* This group comprises the CEOs of Newark's hospitals, a deputy commissioner of the NJ Department of Health, the head of Newark's department of health, primary care doctors, community groups, and academics like me. It developed to address the failure of Newark's delivery system to provide care for its most vulnerable residents. It is involved in several pilot programs, some of which will receive grant funding. I worked with the school's grants people to get research/evaluation grants to fund my work. Our Law School's Center on Health & Pharmaceutical Law & Policy hosted a meeting on one of the pilots this summer, and Research Fellow Kate Greenwood is working on the project, as are some health law students. I was elected the first chair of the board of this nonprofit, although I have been promised that I can step down after one year.
- *Health e-cITi-NJ, Inc.* This nonprofit is a newly created Health Information Exchange which will permit the clinical sharing of information for patients and health care providers in Essex, Union, Hudson, Passaic, and probably other counties. It is one of four HIEs that received federal funding in 2010, and is in its data testing stage. I serve on the board of directors, and have tried to get students involved when possible.
- *Urban ACO Working Group.* The ACA encourages reorganization of health finance and delivery, and one primary vehicle for this shift is the creation of Accountable Care Organizations. I've been working with a group of lawyers, physicians, and advocates to gain funding for a version of an ACO that would serve vulnerable urban populations. I have been working with students to provide legal and public policy analysis, and I've worked with the Governor's office as well as the heads of several state agencies to further that effort.
- *New Jersey Consumer Voices for Coverage.* This coalition of advocacy organizations has pushed for implementation of the ACA in New Jersey and elsewhere in a manner that covers the most vulnerable. I've worked with the staffs of our federal congressional delegations, state officials, and community groups on efforts such as the High Risk Pool, insurance rate setting reform, and Medicaid expansion. The work is occasional and occasionally intensive.

I continue to work with other groups. I continue to serve on the board of a Newark HIV service organization that does great work. I also try to participate in enough community symposiums on health and disability issues to stay in touch with people involved in these issues. For example, I presented to a conference of psychiatric rehabilitation professionals, nurses and primary care physicians, and Leadership Newark. I occasionally respond to requests for analysis from health and disability lawyers, legislators, and others.

Guest teaching. I guest lectured at the law school and at the Robert Wood Johnson School of Public Health. I also participated in a couple of forums at the Law School on health reform. I continued the supervision of some LL.M theses. I continued to participate in Health Law matters at the law school, and I attended several student, alumni, and University functions.

Scholarship. I presented at Marquette Law School at a conference on elder law and health reform. My paper, *Chronic Care and Prevention: Evolution in Practice and Finance*,

addressed the problems and promises of the ACA for improving primary and chronic care. The resulting paper is due out soon in the Marquette Elder Advisor's Journal.

I presented at the American Society of Law, Medicine and Ethics Health Professor's Conference on *Mental Health Courts: Accommodation and Subordination*. I argued that Mental Health Courts are sometimes given a pass in terms of disparate treatment on the basis of disability, and that the conditions for participation, the informed consent/voluntariness issues associated with waivers of rights, and the fast-track incarcerations that can follow from "failures" of participants need to be examined as these courts move from misdemeanor to felony caseloads. I am working on a short article based on that paper.

I presented at the annual meeting of the American Health Lawyers Association on *The Mental Health Conundrum: The demographics and competing public policy, laws and regulations*. The presentation was an effort of the AHLA's *pro bono* group.

I engaged in research and reading on next steps in health insurance reform, including health finance, disability rights, and health services scholarship. I worked to advance the argument that recent developments in these three areas all point to similar faults in the law governing insurance coverage design, in that the design favors high-cost, institutionally-based care and disfavors low-tech, dispersed care. In addition, this skewing fails to accommodate changes in health care needs, as service demand has followed the trend from acute illness to chronic conditions. I will present on this issue at future symposia and add these issues to future scholarship.

I did peer review for the *Journal of Law, Medicine & Ethics* and the *American Journal of Law & Medicine*. I was asked to do an outside review of a health scholar's work for promotion to full professor. I reviewed draft articles for in health and disability law.

Gary Kritz

Department of Marketing

The marketing literature has many models to explain how consumers process advertising and how effective these ads actually are. But in today's world of media technology advancement, many people are no longer paying attention to ads. This is particularly true with regards to television. A remote control switch allows consumers to change the channel when the program they are watching goes to break. But marketers are still spending the billions on advertising. The managerial relevance of developing a product trial model and the investigation of variables and processes that affect product trial has practical applications to marketers. Marketers spend millions of dollars on point-of-purchase taste tests, mail-outs of free samples, and hands-on

demonstrations of products and services. Are these marketers spending their money wisely? Billions of dollars are spent on advertising. It is amazing that very little research exists on product trial in the marketing literature. This is an opportunity as well as a necessity for an academic researcher. The research in the social psychology area has already shown that attitudes from direct experience with an object or product can be stronger, more confidently held, and are better predictors of behavior than those formed via indirect means such as advertising (Fazio and Zanna 1978, 1981; Marks and Kamins 1988; Smith and Swinyard 1983; 1988; 1993), then market researchers should be looking more closely at the “product trial” phenomenon and developing models to see when product trial works best to get consumers to buy more product. The results could show that marketers need to be spending more of their promotional dollars on campaigns to induce product trial and less on advertising. This is not to say that product trial could always be a better promotional tool than advertising. But for many product or services, it could be. A model and its consequences need to be developed and investigated. Once this model is developed, it will act as a starting point for testing the context and circumstances for what variables and conditions affect different trial scenarios that could lead to higher purchase intentions through attitude formation. This will help to begin to explore and expand the knowledge of marketers within this underexamined research domain.

A trial model has been developed and needs to be tested. Specifically, this sabbatical research project investigated how certain trial variables affect attitude formation and purchase intention through the disconfirmation of trial expectations, mood, and brand expectations. The disconfirmation of trial expectations introduces a new concept (variable) into the literature that focuses on trial characteristics. Mood and brand expectation manipulations have been studied in the consumer behavior realm in advertising model contexts, but not for trial models. Additional data was collected regarding personality traits of the MBTI scale to see if personality can affect trial expectations and subsequent attitude formation and purchase intentions. Personality has also been understudied in marketing because personality constructs cannot be manipulated. Yet, every marketing textbook from consumer behavior to strategy still recognizes and defines psychographic segmentation as a way to divide up the market. Psychographics are defined to be values, beliefs, lifestyles, and personality traits.

Several experiments were conducted: (1) a 2 x 2 between-subjects design of brand expectations and disconfirmation of trial expectations; (2) a 2 x 2 x 2 between subjects design of brand expectations, disconfirmation of trial expectations, and mood; and (3) a 2 x 2 x 2 between subjects design of brand expectations, disconfirmation of trial expectations, and personality trait (extroversion/introversion). The designs were counterbalanced in terms of subjects' gender, and the manipulation of the independent variables where applicable (personality cannot be manipulated, just measured) were pretested with Cronbach alpha reliability measures greater than .91 on all measured scale items. The dependent variables that were measured are positive cognitions about the brand (+ C_B), negative cognitions about the brand (- C_B), positive cognitions about the trial (+ C_T), negative cognitions about the trial (- C_T), satisfaction with the brand

(SAT_B), satisfaction with the trial (SAT_T), attitude toward the brand (A_B), attitude toward the trial (A_T), and purchase intentions (PI). These dependent variables have been utilized in the consumer behavior literature extensively regarding advertising studies, but not in the product trial realm.

Although trial expectations were not manipulated themselves, the disconfirmation of them was. It is important to reiterate what trial expectations are. The idea of expectations is based on the work of Oliver (1980a, 1980b). Oliver tested a model of consumer satisfaction that expresses satisfaction as a function of brand expectation and disconfirmation. The model was examined in the context of comparing people's expectations about a flu shot with their perceived benefits and problems after they had received the shot. The results indicated that disconfirmation was not significantly related to any pre-exposure measure, but had the greatest impact on satisfaction of the variables studied.

One hundred subjects from the same sample pool were asked what they expected when they tried a new product for the first time as in a product trial scenario. Not one subject had any response. When the subjects were primed with suggestions from the experimenter such as: (1) Do you expect the trial to be fair and not rigged? (trial characteristics); (2) Do you expect to have enough time to try and evaluate the product performance? (trial characteristics: short or long duration); and so on, the unanimous answer to each question was "yes." The fact that no one was able to generate any specific trial characteristics has been taken into account in the hypotheses. That is, if people feel rushed or do not get to use the product and see all of its benefits, or suspect something has been rigged, they may "blame the product's performance" and take it into account in their attitude toward the brand. The end result may then either be a negative purchase intention or, if it was purchased and sampled, a non-repeat purchase. Environmental factors such as inappropriate temperature, noise, smells, or unhelpful, unknowledgeable salespeople may contribute to a negative A_T and A_B even though they are related directly to the trial itself, not the product.

Since there was a main effect of disconfirmation of trial expectations on SAT_T, SAT_B, A_T, A_B, and PI in all three experiments, the importance of manipulating a product trial characteristic variable is viable and worth investigating. From a managerial perspective, this finding is very important for providing incentives to get consumers to try products and for providing proper training for salespeople to give consumers the help they expect when in a retail setting. In Experiment two both SAT_T and SAT_B were higher for subjects in positive or negative moods when their trial expectations were positively disconfirmed regardless of their brand expectations. In addition, A_T and A_B were higher in a similar fashion. Since overall attitudes were enhanced in these trial scenarios, it appears that subjects who are satisfied in their product trial could have better attitudes about products. Subjects were given the added bonus of extra raffle tickets in the positively disconfirmed trial expectation conditions. Conversely, subjects in the negatively disconfirmed conditions were told they would have enough time to try the product and subsequently did not. They were told they had to return to another 2-hour session. In

addition, these subjects were given no added help or encouragement when trying the product. Subjects in the positively disconfirmed conditions were given plenty of help and encouragement. These situations mirror real life scenarios that consumers could be exposed to in a retail setting. It is important for marketers and manufacturers to properly “promote” added benefits to consumers for coming in and trying a product and for providing adequate training for the salespeople who are expected to help them in their product trial, when the product trial is in-store!

This research also shows that positive mood states appear to enhance satisfaction with the trial and brand and overall attitudes about the trial and the brand in Experiments one and two. In addition, in Experiment two, positive mood state subjects had a greater number of +C_B's and +C_T's than negative mood state subjects while negative mood state subjects had a greater number of -C_B's and -C_T's than positive mood state subjects. This is consistent with the literature (Isen, Shalcker, Clark, and Karp 1978; Miniard, Bhatla, and Sirdeshmukh 1992).

These experiments and their write-ups will be targeted to top-tier Marketing journals. The first one, “Disconfirmation of Trial Expectations: What Can Marketers Learn about Product Trial?” is about to be submitted to the *Journal of Consumer Research*. I thank Interim President Esteban and former Dean of the Stillman School of Business, Dr. Karen Boroff, for giving me this opportunity to conduct this research.

Dena Levine

Department of Communication and the Arts

My sabbatical leave for the recently completed academic year was devoted to the research for a book on intermediate piano repertoire. An ancillary component of this project, subject to funding and time availability, was the execution of included works on a professionally engineered compact disc. I was granted the funding for the recording process through a 2009 Research Grant from the University Research Council, and thus this became an integral part of the sabbatical work.

The entire project—a compendium of annotated and recorded repertoire for piano at the intermediate level, selected from lesser-known works for the instrument and organized according to operating theoretical mechanisms—is quite massive and required numerous hours at the Lincoln Center Library, with various other sources, and at the piano researching potential repertoire for selection. It was the recording of the CD, however, that was the galvanizing element in the process. The sabbatical leave was granted for the major research only, with the

understanding that a CD for inclusion in the book was an eventual goal for the project dependent upon available time and financial resources. However, the recording process which I underwent as a result of being a grant recipient proved a tremendous incentive toward moving the project beyond the research stage. It was the task of executing these works at the piano with artistic mastery that spurred the final organization of the chapters as well as the descriptive writing process. While there is still work to be done in the final formatting and writing details of the book, the repertoire selection is complete, the first draft of the book is written, and all of the pieces have been recorded. A chapter outline with the repertoire recorded on the CD is included below.

In keeping with the primary goal of this project—that students on an intermediate level be inspired toward forming their own interpretations of the music they play—the pieces selected are sophisticated and inventive in their musical language and thus representative of the highest level of compositional artistry found in compositions on an intermediate level. Many of the works are relatively unknown and come from cultures other than Germany, which is considered the principal source for the main canon of piano repertoire. Featured composers are from Italy, Russia, Hungary, and Scandinavia, and many are contemporary American. Works in the list below are grouped under their general chapter headings. Each chapter has many subheadings, but these are excluded in this report for the sake of simplicity.

I would like to say in closing that I am tremendously grateful to have had the support of the Seton Hall College of Arts and Sciences and the University Research Council in this project, and that I am heartened by the inherent acknowledgement of the scholarly aspect of the arts.

LIST OF RECORDED MATERIAL ORGANIZED BY CHAPTER

Chapter 1: The Spoken Phrase

Minuet II	Franz Joseph Haydn
Sonata in d minor, K. 34, L.S. 7	Domenico Scarlatti
Prelude No. 4 in e minor	Alexander Scriabin
Adagio from Drei Klavierstücke	Béla Bartók
Kleine Stücke, No. 1	Franz Joseph Haydn
Pastorale, Op. 8, No. 3	Samuel Maykapar
Miniature, Op. 8, No. 2	Alexander Goedicke
Ecosaise	Franz Schubert
Album Leaf to Emile Gaillard	Frédéric Chopin
Minuet in Bb Major	Franz Josef Haydn
Polka	Peter Ilyitch Tchaikovsky
Wiegenlied	Robert Schumann
Arabeske	Johann Friedrich Burgmuller

Chapter 2: The Punctuation of Cadences

Chanson Triste, Op. 6, No. 2	Konstantin Eiges
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Ave Maria	Franz Burgmuller
Un leger malentendu	N. Ladoukh
Sarabande	Georg Freidrich Handel
Armes Waisenkind, Op. 68, No. 6	Robert Schumann
from Album for the Young	
Prelude in a minor	Anton André
Waltz from Albumblätter	Robert Schumann
Menuet 1	Alexander Tansman
Giga	Domenico Zipoli
Prelude in c minor	Frédéric Chopin
March funèbre del Signor Maestro	Wolfgang Amadeus Mozart
Contrpunto	
Lied ohne Worte, A Major, Op. 19, No. 4	Felix Mendelssohn

Chapter 3: Chromaticism and Harmonic Inflection

Folk Song Number 1 from Five Folk Songs	Béla Bartók
Round Dance	Béla Bartók
Lok from Opus 66	Edvard Grieg
Danse Villageoise, Op. 173, No. 3	Alexander Gretchaninov
The Clown, Op. 39, No. 20	Dmitri Kabalevsky
Scherzo	Johann Friedrich Reichart
Enchantment	Howard Hanson
Cantabile	Dmitri Kabalevsky
Mazurka	Ole Olsen
Winter Lullaby from “Piano Pastels”	George Antheil
Lento from “The Five Fingers”	Igor Stravinsky
Black and White	Robert Starer

Chapter 4: Rhythm and Meter

Carnival	François Couperin
Autumn Sketch	William Gillock
Duettino	C.P.E. Bach
Hungarian Folk Dance No. 1	Nagy Zoltan
Bright Orange from Sketches in Color	Robert Starer
Drunkard’s Song	Béla Bartók
Minuet	Henry Purcell
Prelude in d minor, Schmeider-Verz. 924	J. S. Bach
The Shepherd	Gian-Carlo Menotti
Scherzo	Dmitri Kabelevsky
May Night	Selim Palmgren
Dance No. 7 from organ tablature	Jean de Lubin
Little Prelude, Opus 109, No. 1	Alexander Gretchaninov
Le Soir, Opus 43, No. 5	Reinhold Glière

Chapter 5: Bass Line

Arioso	Arcangelo Corelli
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Aria	Alessandro Scarlatti
Ivan is Seriously Ill from Pictures of Childhood	Aram Khachaturian
The Shadowy Canyon	Maxwell Eckstein
La Lutine	Johann Philipp Kirnberger
Prelude in d minor	Theodore Kirchner
Bourée from Five Pieces	W. F. Bach
Menuett	Johann Philipp Kirnberger
Night Ride	Cornelius Gurlitt
Prelude in b minor, Op. 28, No. 6	Frédéric Chopin
Hornpipe in e minor from The Old Bachelor	Henry Purcell
Legend from Lyric Preludes in Romantic Style For Children, Volume 1, No. 32	William Gillock Béla Bartók

Chapter 6: Pedal Points, Ostinatos, and Canons

Promenade	Alexander Gretchaninov
Country Dance in d minor	Ludwig van Beethoven
Bådnåt from Opus 66	Edvard Grieg
Allegretto	César Franck
It's Cold Today, Op. 9, No. #3a	Roman Ledentsov
Spleen	Alexander Tansman
The Spinner	Gian-Carlo Menotti
Painful Struggle	Béla Bartók
Sarabande en Canon	Louis Couperin
Canon (on the black keys)	Robert Starer

Stephen J. Lubben

School of Law

During the Spring 2010 semester I was on sabbatical. This was my first sabbatical at Seton Hall.

My sabbatical project was designed to further my pursuit of a Ph.D. from the Department of Law and Economics in the Faculty of Law, at the University of Groningen (the Netherlands). The semester was spent writing my dissertation, which is an empirical study of professional fees incurred in large chapter 11 corporate bankruptcy cases. The dissertation builds on my prior studies of the direct costs of chapter 11 cases.

As of the date of this memorandum, I have completed the dissertation, my promoter has approved it, and it has been distributed to my reading committee. I will defend the dissertation in Groningen this fall.

Thank you again for providing me with this opportunity.

Robert Massey

Professional Psychology and Family Therapy

I was pleased to be granted a sabbatical for the spring of 2010. This was my first sabbatical at Seton Hall University. This enabled me to work on two projects I had thought about for some time. The first involved examining cultural dynamics in relation to the theory and practice of transactional analysis, an approach to therapy, counseling, education, and organizational development originated by Eric Berne. The second was focused on considering the overlaps, distinctions, and possible integrations of family psychology and family therapy.

For the first project, on culture and transactional analysis, I had surveyed the transactional analytic literature. I discovered that, though transactional analysis is embedded in an international organization and implemented in many parts of the world, with few exceptions, the impacts of cultural dynamics have been underplayed or ignored. This approach accords with Berne's premise that culture is of little import in his theory of social psychiatry. This position contrasts with a number of Berne's significant predecessors and contemporaries, who viewed cultural processes as important in psychodynamics and psychotherapy. I observed that generally analyses of cultural processes in the transactional literature occurred on the psychological level. This is consonant with Berne's explanations. I proposed that interpersonal and social-structural analyses are also essential to understand how persons live in and are influenced by contexts, both interpersonal and social-structural, including cultures. This more comprehensive viewpoint allows for better explaining how multidimensional persons develop since we are both unique and foundationally social. Thus social psychology, rather than social psychiatry, as defined by Berne, offers more comprehensive clarification of the breadth of human development. This is necessary to understand that culture intrinsically impacts ongoing human living and professional processes such as psychotherapy.

I reviewed several areas of psychology and human development to explore their relevance for examining and expanding the relationships of culture and transactional analysis. The areas encompassed development of self, self-concept, interconnecting self and culture, interactions, groups, comparisons between individualistic and collectivist cultures, social-identity theory. I surveyed the literature on training for social competence. I incorporated questions for clinicians

and clients to advance awareness of cultural processes in human development and psychotherapy.

In the second project, “Inter-phasing of family psychology and family therapy: conceptual bases,” I explored how to bridge family psychology and family therapy. The two areas evolved in distinct and, at times, competitive organizations. Their licensing and accreditation requirements differ. Yet they both involve lessening stress and fostering competence in families. And they interconnect conceptually. I examined the histories of both fields. The founders of family treatment showed cognizance of the interconnecting of systemic and personal processes. Later contributors emphasized social organization and structures in families. Yet, on further analyses, the models imply individual psychological underpinnings. Some family therapists, who earlier differentiated the psychological, interpersonal, and systemic dimensions, discovered the importance of incorporating all of them into a fuller model.

I elaborated on how to explicitly acknowledge personal and social-level processes in systemic thinking. A systemic orientation distinguishes both family psychology and family therapy. It is imperative to avoid both psychological reductionism and sociological reification in conceptualizing the inextricable interconnecting of personal, group, and social-structural processes in multidimensional systems. I investigated how some of the more classical psychodynamic theorists actually found social contexts essential for their descriptions. Some research supports the dynamic interrelationships between other and self, with affiliation and interdependence related to self.

Each of the fields—family therapy and family psychology--can become encapsulated. This works to the detriment of theory, research, and, most of all, relevant services to clients/patients. Family psychologists, while bringing their multiple pertinent areas of investigation to working with families, have drawn on family-therapy models in moving beyond solely individual perspectives in treatment. Family therapists, initially and with some later continuation, have included understanding of psychological processes. Theory, research, and professional practice are improved by integrating the contributions of both professional fields as well as others such as anthropology and gender studies.

For both projects I composed writing as I reflected on the implications of what I was reading. I wanted to grasp how the components fit together into more integrative explications in each of the areas. The reading, thinking, and writing expanded and enriched my learning.

Grace M. May

Department of Educational Studies

My sabbatical application for spring 2010 described two goals: (i) studying teacher and candidate expectations during the senior teaching experience and (ii) meeting essential goals associated with my role as NCATE coordinator. In late January, the journal *Educational Considerations* put out a call for papers asking how NCATE accredited institutions were addressing the standard on diversity. Since we had just completed our continuing accreditation visit in the fall semester, this appeared to be an excellent opportunity to share the good work of CEHS.

Accomplishments:

1) Submitted an article:

May, G., Hindin, A., & Caruso, A. (2010). Integrating NCATE's Standard on Diversity into the Philosophy and Practice of our Unit. *Educational Consideration*. (Submitted March 29, 2010).

Educational Considerations is a peer and blind-reviewed journal published at the College of Education, Kansas State University.

<http://coe.ksu.edu/edconsiderations/download/EdConsSP09toc.pdf>

Abstract:

American classrooms are growing increasingly diverse. Teacher preparation programs are challenged to meet the needs of these classrooms by preparing educators to serve all learners. NCATE, the National Council for Accreditation of Teacher Education, requires professional education programs to address diversity through one of their six standards. This paper outlines how our institution has addressed diversity, specifically our concept of social consciousness, within the context of our conceptual framework. We describe our integration of diversity within our coursework, field and clinical experiences, and assessments. Moreover, we share examples of how our use of multiple assessments enables us to assess our candidates' ability to meet the needs of diverse learners and clients throughout our programs.

2) The Role of Expectations in the Dynamic of the Senior Teaching Experience. This pilot study was designed to gather foundational knowledge and provide a framework for further study in the 2010-2011 academic year. The following has been completed in support of this project:

- *Literature Review* (18 sources including research articles, a book, and presentation)
- *Data Collection*:
 - Pre survey Results:
 - Cooperating Teachers: N=15 (43% return rate)
 - Senior Candidates: N=35 (100% return rate)
 - Post survey Results:
 - Cooperating Teachers: N=23 (66% return rate)
 - Senior Candidates: N=26 (74% return rate)
- *Initial Data Analysis*: What expectations (knowledge and skills) do you have for (your cooperating teacher or senior candidate) during this semester long experience?

Pre Survey Results

Respondents	Expectations for Other	Expectation for Self
Cooperating Teachers (10 Elementary/special education teachers; 5 secondary education teachers)	<ul style="list-style-type: none"> ▪ 60% improve classroom management skills ▪ 47% develop realistic lesson plans that meet student needs and time restrictions ▪ 40% content knowledge competence 	<ul style="list-style-type: none"> ▪ 44% model effective instruction for all students ▪ 27% guide and mentor seniors ▪ 27% provide constructive criticism and feedback
Senior Candidates (20 Elementary/special candidates; 15 secondary education candidates)	<ul style="list-style-type: none"> ▪ 40% provide constructive criticism and feedback ▪ 40% provide guidance through mistakes and planning ▪ 17% advise how to improve planning/teaching ▪ 17% mentor ▪ 14% help develop lesson plans ▪ 17% share knowledge from their own experiences 	<ul style="list-style-type: none"> ▪ 43% improve classroom management skills ▪ 20% increase efficiency and effectiveness of planning ▪ 20% improve lesson plans ▪ 17% improve instruction effectiveness ▪ 17% develop stronger organizational skills

The **theme of classroom management** emerged and reflects an on-going debate in teacher preparation programs (including our own): can that knowledge and skill can be taught or is it best acquired through direct experience? Note that cooperating teachers describe an expectation of increased ability in classroom management by seniors, but they do not list it as a specific “job” expectation for themselves as role models. Seniors describe classroom management as a skill they hope to improve during the semester long experience, but they do not list it as a specific “job” expectation for their teachers.

What do seniors want from a cooperating teacher? Constructive feedback, guidance, mentoring, advice and wisdom/knowledge gained from their years of experience. They specifically mention seeking these things in association with planning and instruction. Cooperating teachers describe similar expectations for themselves in support of seniors: (i) to role model effective practices; (ii) offer guidance and mentoring, and (iii) provide constructive feedback.

Senior’s classroom management skills, according to the majority of cooperating teachers (96%) improved during the semester. Eighty-seven percent of seniors noted that their cooperating teachers provided them with specific information about ways to improve classroom management. Linking to the exit survey we regularly administer to student teachers (fall and spring), specific questions associated with classroom management and environment indicate a high level of confidence in these areas.

Scale: Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree

	SA	A	NO	D	SD	Mean	SD
<i>8. I am able to positively redirect student behavior.</i>	53.1% 26	44.9% 22	2.0% 1	0.0% 0	0.0% 0	4.5102	0.5448
<i>23. I know how to structure a positive learning environment that actively includes all learners.</i>	81.6% 40	18.4% 9	0.0% 0	0.0% 0	0.0% 0	4.8163	0.3912

- *What next?* This small pilot provides direction for further study with senior candidates and their cooperating teachers. For example:
 - The literature (Edwards et al, 2003; Feiman-Nemser, 1998, 2001; Graham, 2006, Sanders, 2005, Zanting et al, 2001, 2003) describes the need for cooperating teachers to move beyond general guidance and advice to deeper explanations of what they are doing and *why*. As Zanting et al (2001) note, we need to help senior student teacher’s elicit the *practical knowledge and orientation* of their cooperating teachers. Using structured tools such as concept maps and sentence completion, Zanting et al. note seniors were able to compare and contrast their own teaching belief systems with those of their teachers.

Andrea McDowell

School of Law

I was on sabbatical last year. My plan was to write two chapters to submit to a publisher as part of a proposal, and a draft of the remainder. I changed my mind, however, and decided to finish the whole thing, or all but one chapter, before sending it in. I think I have a great topic with a strong thesis and I hope that it will be accepted by a top publisher; ideally Harvard, of course, but failing that, Cambridge University Press. Therefore, I want the manuscript to be extremely good, both with respect to content and readability: publishers are unlikely to give one a second chance.

I got a lot done, but I did not finish the book. Possibly I am far enough along so that I can submit the manuscript to the publisher in the course of this school year. Here is how things stand:

Introduction I tore up my original version and wrote a more exciting one from scratch.

Chapt. 1 “Discovery of gold” Almost complete.

Chapt. 2 “Social leveling” Almost complete

Chapt. 3 “Mining codes” This will be an adaption of my Law & Humanities article;

I did not work on it this summer.

Chapt. 4 “Inevitability” Complete. This is what I will present in Boston (see below)

Chapt. 5 “River Turning” I completed this more or less last summer

Chapt. 6 “Lynch Law” This will be an adaption of my BYU article.

Chapt. 7 “Ethnicities” This has to be written from scratch. My least favorite topic.

Chapt. 8 “Water Law” In rough draft form

The chapter on the inevitability of mining claims under circumstances similar to those in the California gold rush is actually a paper that I will be presenting in September for a conference on “The Evolution of Property Rights Related to Land and Natural Resources,” organized by Daniel Cole and Elinor Ostrom. All of my heroes and nemeses will be there.

In October, I was awarded a Senior Research Fellowship at the Rothermere American Institute in Oxford. The American Institute has a remarkably good collection of gold rush related materials. All of the books on American history and politics from other Oxford libraries, including the Bodleian and Rhodes House, have been moved to this single location, which also seems to have a generous budget for new publications. I saw John Wefing’s book on the acquisitions shelf!

I attended some of the many talks and presentations at the RAI. They included an extremely interesting talk by Senator Russ Feingold on the then proposed Health Care changes; and a strangely non-responsive question and answer session with Justice Sandra Day O'Connor. I also built what I hope will be lasting relationships with the faculty associated with the RAI. They tell me I am welcome back any time, though they may not have an office for me.

I did no teaching last year, and was not involved in any outside activities.

Denis McLaughlin

School of Law

I received a half-year sabbatical for the spring semester 2010. This sabbatical was eight years after the completion of my last sabbatical in the fall semester 2001. I did not request a sabbatical after the completion of six years of service in part because I was co-chairing the Law School's Self-Study Committee in preparation for the ABA re-accreditation in 2008.

As reflected in my October 2008 sabbatical application, I listed four main projects for my sabbatical: (1) completion of my 2010-11 Civil Procedure textbook supplement; (2) completion of my New Jersey Law Journal CLE lectures for the winter 2010 and the preparation of my 2010-11 New Jersey Civil Case Law manual; (3) completion of my BarBri bar review lectures on New Jersey Civil Procedure in February and June/July 2010 and the updating of the companion written BarBri materials; and (4) participation on the faculty at the National Institute of Trial Advocacy (NITA) deposition training in New York City.

In addition, I indicated that I would (5) serve during the spring semester on the New Jersey Supreme Court Evidence and Special Civil Part committees and (6) write an article on a civil procedure topic for the New Jersey Law Journal.

As more fully discussed below, I am happy to report that I completed all of the above projects and activities. During my sabbatical, I was also able to attend two Bar Association conferences in May and June 2010, maintained directorship of the Judicial Externship program during the spring and summer semesters 2010, and participated in several alumni and law school events, including the commencement ceremonies.

1. 2010-11 Supplement for Civil Procedure Textbook

In June 2010, my textbook co-authors, Professors Larry Teply and Ralph Whitten of Creighton University Law School, and I published the 2010-11 supplement (88 pages) for our textbook with Carolina Academic Press, *Civil Procedure - Cases, Text, Notes, and Problems*, (2nd Ed. 2008). The supplement includes all of the recent amendments of the Federal Rules of Civil Procedure, including an analysis of the proposed 2010 amendments to Rule 26 on expert witness discovery and work product protection and Rule 56, which underwent a complete revision.

The supplement also includes text and notes on the recent U.S. Supreme Court decisions in *Shady Grove Orthopedic Associates v. Allstate Insurance Co.* (2010), dealing with the *Erie* application of Federal Rule 23 in a diversity class action; *Hertz Corp. v. Friend* (2010), adopting the “nerve center”@ test for determining the principal place of business of a corporation under 28 U.S.C. § 1332(c)(1); *Krupski v. Costa Crociere S.p.A.* (2010), addressing the standards for relation back of an amendment changing a party under Rule 15(c)(1)(C); *Ashcroft v. Iqbal* (2009), applying the *Twombly* standard for pleading a claim for relief under the Federal Rules; *Republic of the Philippines v. Pimentel* (2009), dealing with the standards for dismissal under Rule 19 for failure to join a required party; and *Taylor v. Sturgell* (2008), dealing with the preclusive effect of judgments against nonparties, are included as note cases. **(See Attached)**

2. New Jersey Law Journal Civil Practice Lectures and Manual

Although in my 2008 sabbatical application I indicated that this was a project I performed together with Professor Paula Franzese, in 2009, I became the sole author and presenter of the New Jersey Civil Case Law Review. My 2009 manual reviewed 114 N.J. Supreme Court and Appellate Division civil cases decided from Oct. 1, 2008 to Oct. 1, 2009.

This manual was used in conjunction with my four Law Journal presentations around the state from January to March 2010. My Law Journal lectures, for which attendees receive 3.5 CLE credits, were in Cherry Hill, Morristown, Newark, and Woodbridge. In addition, I delivered my lecture, pro bono, to the New Jersey Attorney General’s Advocacy Institute in April 2010.

During the spring 2010, I also began work on my 2010 manual which reviews 131 cases decided from Oct. 1, 2009 to Oct. 1, 2010. I completed this manual in November 2010 and delivered my first lecture on December 4, 2010. I will deliver the lecture five more times to Law Journal audiences from January to March 2011, in addition to the N.J. Attorney General’s Advocacy Institute.

3. New Jersey Civil Procedure Bar Review Lectures and Manual

In February, June, and July 2010, I presented my lecture on New Jersey Civil Procedure for the PA and N.J. BarBri Bar Review courses.

During the spring, I also revised and updated my manual on New Jersey Civil Procedure for publication in the fall 2010 by the BarBri Bar Review course. My manual covers all of the topics

of Civil Procedure from subject matter jurisdiction and complaints to jury trials and appeals, but with a New Jersey focus.

4. National Institute of Trial Advocacy (NITA) Training

In my 2008 sabbatical application, I indicated that I would serve as a NITA faculty member for a spring 2010 program. As it turned out, the NITA program I served on was held in New York City on November 12-14, 2009. The program was NITA's three-day deposition skills training. This year, the NITA deposition training program that I will be serving in will be held in the spring, 2011. I have been a certified Advocacy Trainer for NITA since 2004 and serve pro bono.

5. New Jersey Supreme Court Committee on the Rules of Evidence

In 2009, I was reappointed by Chief Justice Rabner to the Supreme Court's Standing Committee on the Rules of Evidence and I served in that capacity throughout 2010. During the past year, I served on the privileges subcommittee which was charged with studying, among other issues, the possible adoption by New Jersey of Federal Rule of Evidence 502 dealing with waiver of the attorney-client privilege and work product. In November 2010, the subcommittee issued a comprehensive written report to the full Committee of which I was one of the co-authors.

In 2009, I concluded my 12-year succession of appointments as a member of the Supreme Court Committee on Special Civil Part Practice. When I submitted my 2008 sabbatical application I was still a member of the Special Civil Part Practice Committee and that is why I referenced my planned service on that Committee for my sabbatical.

6. New Jersey Law Journal Article

In addition to the above, I also noted in my 2008 sabbatical application that I would write an article for the New Jersey Law Journal in the spring 2010 on either newly amended civil procedure rules or a new case. In February 2010, the N.J. Supreme Court decided an important personal jurisdiction case, which is now before the U.S. Supreme Court, and this was the case I chose for my article. In *Nicastro v. McIntyre*, the N.J. Supreme Court adopted the broadest standard for asserting personal jurisdiction over nonresident defendants in so-called "stream-of-commerce" cases. The article is published at 201 N.J.L.J 974 (2010).

7. Judicial Externship Program

Because I was remaining in the area during my sabbatical and given my longstanding involvement in the program, I continued to serve as Director of the Judicial Externship Program in the spring and summer semesters of 2010. I have served as Director of the Judicial Externship Program since 2002.

8. Programs and Events

Throughout the spring semester, I attended various law school and alumni events, including the Alumni Dinner Dance, Barristers' Ball, Gressman Moot Court final arguments, Cap and Gown Party, Graduation Awards Ceremony, and Law School Commencement. I also attended the law school reception at the New Jersey Bar Association Convention in May 2010, the ABA Conference on Professional Responsibility in June, 2010, and the Alumni Council Meeting and Reception in July 2010.

9. Community Service

As I have for a number of years, I continued as a Lector at St. Bernard's Church in my town of Rockaway Township, N.J. From my days as a legal services attorney in Dover, N.J., I continue to maintain a relationship with Pastor Cheryl Johnson of the Trinity Lutheran Church which operates a soup kitchen, the Trinity Faith Kitchen, in Dover. In January 2010, I gave a presentation to her congregation on law and religion issues.

Mark C. Molesky

Department of History

My sabbatical leave allowed me to pursue several projects related to my recent work on the history of the Lisbon Earthquake of 1755. In October, I did research in Lisbon, Portugal at the *Biblioteca Nacional de Lisboa* (National Library of Portugal), the *Arquivo Nacional da Torre do Tombo* (National Archives), the *Arquivo Histórico da Câmara Municipal* (City Archives), and the *Biblioteca da Arte da Fundação Calouste Gulbenkian* (Gulbenkian Art Library). In November, I traveled to London where I examined the manuscripts collections at the National Archives of the UK (Public Record Office) and the British Library. The highlight of these trips was my discovery in Lisbon of Manoel Portal's "Historia da ruina da cidade..." an eighteenth-century eyewitness account of the Lisbon Earthquake which has not been seen by scholars for over ninety years.

This research has allowed me to complete two articles: "The Great Fire of Lisbon, 1755," which will be published as a chapter in the forthcoming book, *Flammable Cities*, by the University of Wisconsin Press, and "The Vicar and the Earthquake: Five Letters from Lisbon, 1755," which will soon be submitted to the peer-reviewed journal, the *Luso-Brazilian Review*. I also began work on a paper, "Braga or Bust!: José Francisco de Isla's Plan for Abandoning Lisbon after the Earthquake" (which I will deliver at the national conference of the Association of Spanish and Portuguese Historical Studies in Lisbon, Portugal in the summer of 2011) as well as an article on the Manoel Portal manuscript. In addition, I completed research on my book

project *This Gulf of Fire: The Great Lisbon Earthquake and the Forging of the Modern World*. On January 17, 2011, I submitted 7 completed chapters to my publisher, Alfred A. Knopf.

During my sabbatical, my article “A New Account of the Lisbon Earthquake: Marginalia in Joachim José Moreira de Mendonça’s *História Universal dos Terremotos*” was published by the peer-reviewed journal *Portuguese Studies*. I was also invited by Professor Thomas Harrison of the University of Liverpool’s Classics Department to write a paper for an upcoming conference on Herodotus and the nineteenth century at the University of Liverpool. Papers from the conference are expected to be published as a book.

I am grateful to my department, my dean and college, the Provost, and the university for allowing me this sabbatical which has proven so important to my growth as a historian and scholar.

David O’Connor

Department of Philosophy

My sabbatical project was to research and write a good portion of a first draft of a book on the 18th-century Scottish philosopher, David Hume. The book will be an integrated examination of his philosophical thinking about religion, giving a central role to his often-neglected book, *Natural History of Religion*. The book’s working title is “Evidence and Origin: An Examination of Hume’s Two Questions about Religious Belief.”

I project the book to have eight chapters. In my interim report (November 4, 2010), I stated that I had in hand at that time a detailed outline of Chapters 1, 2, and 6. Now, approximately three months later, I have in addition a detailed outline of Chapters 3 and 8, an early-stage draft of Chapter 2 and a late-stage draft of Chapter 6. Both are first drafts, but quite developed nonetheless. By the start of the next academic year in late August, I hope, and I think it is reasonable to project, that I will have a complete draft of both of those chapters and a partial draft of another.

At the beginning of this year, I was invited to contribute an essay to a collection now in development for the *Blackwell Companion* series, the collection to be called *The Blackwell Companion to the Problem of Evil*. My work for Chapter 6 of my sabbatical project, will, with some re-direction in its focus, provide a good basis for the essay I will contribute. When the *Companion* is published (projected for 2012), that essay will, of course, contain an acknowledgement of my sabbatical leave.

On the subject of such acknowledgements, I noted in my interim report that, early in my sabbatical, I had made the final corrections to the paper which was the pilot study for the book I am now researching and writing. That paper will be published as a chapter in *The Continuum Companion to Hume*, due out this year, and it will contain my acknowledgement of my sabbatical leave.

I am grateful to my colleagues in the department of philosophy and to the then dean of the College of Arts & Sciences, Dr. Marbach, for supporting my sabbatical application, and to the then provost, now president, Dr. Esteban, for granting it. The sabbatical enabled me to get a large research and writing project under way, something which I cannot realistically envisage having done without that period of leave.

Rev. Lawrence B. Porter

Department of Systematic Theology

I am extremely grateful to Seton Hall University for my more recent sabbatical which provided me the time to work on research and writing as well as to undertake academic-related travel.

In terms of research and writing: for five years previous to this sabbatical I had been teaching a new course offering in the School of Theology, a course called “Priesthood: Its History and Theology.” In the early 2000s, the United States Bishops’ Conference had decided that all seminarians must take a course on the history and theology of priesthood before ordination and I was asked to prepare such a course offering for SHU’s seminary/School of Theology. My experience of preparing and teaching that course led me to decide that I wanted to do further research on certain issues that had come to my attention while preparing my lectures for that course with an eye to turning my further research into a book. And that is what I did during this past sabbatical year. The results of my research and writing this past sabbatical year is a manuscript of 520 double-spaced, typed pages, consisting of an introduction and twelve chapters. Of those twelve chapters at least six are polished, that is, in final form. The other six are written but need careful editing or reworking. Nevertheless, I am about to send the table of contents, introduction and one sample completed chapter to five publishers (Oxford, Notre Dame, Crossroads, Wipf & Stock, Rowman & Littlefield) for their consideration.

The title of my manuscript, “The Assault upon Priesthood” refers to two events. First, the Protestant Reformation of the sixteenth century severely delimited the concept of priesthood in Christian thought, denying its applicability to the ministry of church leaders and confining it solely to the historic work of Christ and the spirituality of the baptized. And a similar thing

occurred at the Second Vatican Council (1962-1965) whereby the office of priesthood in the Catholic Church underwent a shift in focus from emphasis upon a cultic or sacramental ministry to that of more generalized pastoral ministry of preaching and social involvement to which even the laity could contribute. The title of John Paul II's encyclical on priesthood witnesses to this shift, *Pastores dabo vobis*, which translates as "I will give you *shepherds*" is part of this intentional shift from a supposedly all-too-exclusive conception of priesthood as cultic or sacramental ministry to a much broader conception of ministry as service to a community rather than to a cult.

In my book I attempt to show that both reform movements, both the Protestant Reformers and the Second Vatican Council, were responding not to the reality but to a caricature of both the biblical concept and institution of priesthood.

In ten of my twelve chapters I begin by presenting and analyzing a biblical portrait of an historic Israelite priest (for example, Aaron in chapter 1, and then Eli, Ahimelech, Zadok, and Ezra, Simon the Just, Mattathias, Caiaphas, Zechariah, and one rather obscure figure, Jonathan the Levite from Bethlehem) to show how the ministry of each was hardly simply that of a cultic officiant but in fact can be related to many important themes in the contemporary discussion of priestly ministry, such as the role of priests and bishop in mediating the relationship between church and state (Zadok the high priest's relationship to kings David and Solomon), the role which a learned priest can play in intellectual life of church and society (Ezra the priest-scribe), etcetera.

This sabbatical year also provided me with the time to undertake travel related to my academic work. For example, I spent two weeks in Turkey on a tour of archeological sites related to early Christian history. The tour was entitled, "The Seven Churches of the Apocalypse or The Revelation to John" and was conducted by the seminary school of theology's adjunct professor of church history, Msgr. Raymond Kupke, Ph.D. In the New Testament work called the Revelation to John, the author undergoes a mystical vision in which he is told, "Write on a scroll what you seen and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia, and Laodicea." All of these cities were early seats of Christianity. For example, Laodicea is mentioned in Paul's letter to the church at Colossae. We cannot be certain if Paul himself preached there but in Col 4:15 he sends greetings to several Christians there indicating one by name. But, I must admit, I was equally impressed when our tour guide told us of Marc Antony's grand gesture there. When he and Cleopatra met at Laodicea, Antony rented out the public baths so that the two of them could spend some time together alone enjoying the waters.

In addition to travel to biblical sites, I also spent some time in Rome where it is possible to observe first-hand the workings of the contemporary church. That trip also provided a unique and valuable opportunity for research. I was there during the church's "year of the priest," and discovered that more than one of the bookstores lining the Via della Conciliazione, the major

road leading up to the Vatican's Piazza San Pietro, had special displays of recent publications that addressed the topic of priesthood. Some were scholarly works, some of a more popular or pastoral nature, nevertheless those displays provided me a chance to survey the most recent literature at first hand both the most recent literature on the very theme of my sabbatical writing project. I was also able to make a list of books to be ordered for incorporation in the seminary library's collection back at Seton Hall University.

John T. Saccoman

Department of Mathematics & Computer Science

This has proven to be a productive sabbatical. I gave the following four talks:

April 10: Meeting of NJ chapter of the Mathematical Association of America, Middlesex County College--Gave a talk at that session entitled "Gil Hodges for the Hall of Fame." The abstract is at [1].

April 22: Math Awareness Day, New Jersey City University--Gave an invited talk as part of the Mathematics of Sport conference entitled, "Modeling runs in seasons where data is unavailable." [2]

April 29: Invited talk for Math Awareness month, William Paterson University—Gave the keynote address to coincide with student presentations; title of talk: "The Axioms of Sabermetrics." [3]

May 22: Invited talk at the special session on Graph Theory at the American Mathematical Society Spring meeting, New Jersey Institute of Technology; title of talk: "A surgery reducing the reliability of threshold graphs having a specified degree condition." [4]

In addition, I helped to organize two meetings:

April 10: Co-organizer of special session on "Mathematics of Sport" for the meeting of NJ chapter of the Mathematical Association of America, Middlesex County College

May 22: Co-organized the NJ Chapter of the Society for American baseball meeting, held at the Bears-Eagles Stadium, Newark.

Two papers have been submitted for publication; one has been accepted [4], and we are still awaiting the decision on the second [5].

During this sabbatical, I have managed to continue in my various research collaborations with the research group at Stevens Institute of Technology and others. A third paper has been submitted for publication [6]. In addition, Rev. G. Costa , Dr. Michael Huber and I have contracted with McFarland to produce our third Sabermetrics book, *Applying Sabermetrics*.

I have also reviewed a textbook, *Graph Theory* by Bondy and Murty, for the MAA's Math Reviews. I also did significant work for the MAA's Basic Library List committee regarding books in Graph Theory, Combinatorics and Discrete Mathematics. I also served as referee for the journal *Networks*.

As stated in my application for this sabbatical, in the area of Network Reliability Theory, there remains a particular unsolved problem to which most of my research has been pointed, the proof that a specific network (as represented by a graph) will serve as the lower bound on the All-Terminal Reliability (ATR) among all networks having the same number of stations and links. There are numerous references to this conjecture in the literature. This is, I believe, the template for solving the larger problem:

- the computation of ATR for a general network has been demonstrated to be intractable;
- the next best thing is to be able to find a network topology that provides a lower bound for the ATR of all networks having the same number of links and stations;
- there exists a network whose topology is conjectured to provide that bound;
- it needs to be demonstrated that any general network can be transformed to this lower bound via surgeries.

Two of my papers (one published: “A surgery reducing the number of spanning trees for certain threshold graphs” with S. Bleiler, *Congressus Numerantium*, Vol. 178 (Dec. 2006), pp. 15-31; one accepted: “A surgery reducing the number of spanning trees for threshold graphs by creating a bridge”, w/Michelle Houck, *Congressus Numerantium*) introduce previously unknown graph surgeries that lower one particular network vulnerability parameter in certain cases; these cases are two of those in which the existing network surgeries do not apply.

The stated purpose of this sabbatical was to extend at least one of these surgeries so that they work for all such vulnerability parameters. I have succeeded in doing so for one, made significant progress on another and have begun work on a third surgery that will lower ATR in situations not covered by the other two. After successfully establishing the three surgeries, my attention will turn to solving the big unsolved problem. This would not have been possible without this sabbatical leave. I am grateful to my department, my college, and Seton Hall University for their generosity in granting it.

References

[1] Gil Hodges has received more votes for the Baseball Hall of Fame than any other player. An eight-time All-Star, Hodges was voted by respected baseball statistics organization STATS Inc.

as the best defensive first baseman of the 1950s. He created a significant percentage of his team's runs in the years 1948-1959, hitting 20 or more home runs in 11 straight seasons and driving in 100 runs in the seven consecutive seasons from 1949-1955.

In this talk, Hodges' record is shown to compare favorably to a host of first basemen, contemporary and otherwise, Hall of Famers and non-Hall of Famers, using sabermetrical and non-traditional measures.



[2] Runs scored and RBI are too situation-dependent to provide an accurate measure of a player's offensive value. It would be advantageous to find a way to properly credit a player for runs produced outside of their context. Noted pioneer Bill James developed a run-modeling formula that has 24 variations, depending on the available data for a particular season. In this talk, we will present our attempts to create a model that works for seasons in which data is missing or where other factors are prevalent. Three specific instances will be discussed: joint work with former student Paul Randall on 18th century major league baseball, attempts to model

21st century Atlantic League Somerset Patriots baseball, and the challenges of modeling the 1946 Negro League Champion Newark Eagles season.

[3] A graph G is a threshold graph if, for all pairs of nodes u and v in G , the neighborhood of u excluding v is completely contained in the neighborhood of v excluding u whenever $\deg(u) \leq \deg(v)$. It is believed that threshold graphs provide the best lower bound on the number of spanning trees and All-Terminal Reliability (ATR) for graphs in a particular class.

There exist surgeries that lower these invariants for threshold graphs, but they do not work in all cases.

[4] In "A surgery reducing the number of spanning trees for certain threshold graphs" (*Congressus Numerantium* 178, pp. 15-31), the author, along with Sarah Bleiler, presents a surgery that transforms a threshold graph into one having fewer spanning trees under certain conditions. In this paper, that surgery is shown to create a threshold graph with lower ATR.

[5] Laplacian Integral Multigraphs, by Monika Heinig and John T. Saccoman, Seton Hall University, Department of Mathematics and Computer Science

Abstract

A multigraph is Laplacian Integral if the eigenvalues of its associated Laplacian matrix are all integers. We consider one type of Laplacian integral multigraph whose underlying graph is complete, as well as a proof that it maximizes the number of spanning trees among all

multigraphs having the same number of nodes and edges. We also present some examples of Laplacian integral multigraphs, including an entire class of multigraphs having an underlying graph which is proper threshold.

[6] On Weighted Component Edge Connectivity of Trees and Unicycles, by Lakshmi Iswara Chandra*, Daniel Gross**, L. William Kazmierczak*, John T. Saccoman**, Antonius Suhartomo*, Charles Suffel* Stevens Institute of Technology, **Seton Hall University

Kelly A. Shea

Department of English

I am indebted to Seton Hall University, the College of Arts and Sciences, and the Department of English for granting me a sabbatical leave in Spring 2010. A report of my sabbatical activities follows.

The Sabbatical Projects

There were two major projects that had planned to work on during my Spring 2010 sabbatical semester. They involved research that flowed directly from work that I do in the classroom at Seton Hall as well as from the writing-across-the-curriculum (WAC) work that I have done through the English Department and the Teaching, Learning, and Technology Center and more recently through the Core Curriculum Committee.

Course Management Systems Article

This article focused on my extensive work with course management systems. I have used BlackBoard quite thoroughly in my teaching, training, and committee work for the last five years. I have used it in WAC training, in faculty development training in the Department of English, and in University committees and subcommittees such as the Task Force on Alcohol and Drug Use. I was also the Secretary of the Faculty of the College of Arts and Sciences in 2002-2003, and I set up that body's BlackBoard for disseminating documents, committees, and meeting information to the faculty. That Bb Community is still in use today.

I had originally planned on revising the article, but when the chance arose to develop this research and thinking into a book chapter, I took the opportunity to write a completely new article on the topic, going in a direction that the CFP for the edited collection suggested. It still focuses on my work with course management systems, but it focused in particular on small

group collaboration, which, indeed, forms the bulk of my work with course management systems in the classroom.

So, during my sabbatical I completed the research and writing on an extensive article on using course management systems in teaching composition – and beyond. The innovations in course management systems and small group work that I’ve developed in the classroom and other venues, as well as the positive student and faculty feedback on these innovations, made the article a particularly compelling one, and it has been accepted as a book chapter in the book, *Small Group Collaborative Learning and Writing: A Practical Sourcebook*, edited by Kathleen Hunzer and to be published by McFarland Publishing, Jefferson, N.C. In particular, my chapter will be in the electronic section of the book. I am completing revisions now, but Dr. Hunzer has confirmed that my chapter will be included after I make the revisions she has suggested.

Faculty Development Research

I had also planned to undertake an ethnographic research project on the Core Curriculum faculty development process. My interest in this area is informed by the work in faculty development that I have undertaken at SHU. However, the research did not proceed as planned for several reasons.

When I conceived this project, I wanted to focus on my work with faculty development in the WAC workshops and in the Reading/Writing Core Proficiency training workshops. My work helping teachers develop ways of using reading and writing in their courses and thus improving students’ reading and writing has reached the SHU Core Curriculum, and I knew that the techniques that I and others have been developing (a combination of face-to-face and on-line training modules) would be of interest to those in the faculty development community.

However, while the core proficiency-infused courses were set to launch in Fall 2009, they did not formally launch until Fall 2010. There were several courses to study at that point, as well as a number of pilot courses that could also have been studied with interviews, analysis of syllabi and assignments, and/or on-line surveys, but I did not feel that there were enough courses to form a significant body of material to delve into.

Furthermore, in addition to the book chapter described above, I worked on two other emergent projects during the sabbatical that confirmed for me that it was best that I put off the faculty development research for a bit longer. For the record, I have just submitted a University Research Council (URC) proposal to fund the research project for the Summer 2011, so I hope to kickstart the research with a URC grant.

On-line Writing Lab (OWL) article

For some time I have been working on an article that was the result of a URC-funded research grant on Seton Hall’s On-line Writing Lab (OWL). The article was accepted by the

Writing Lab Newsletter, one of two major journals in the Writing Center field, in late 2007, but after that there were two barriers that got in the way its article being published – one was that there was a change in editors in 2008. During the editorial change, I had some difficulty understanding what the new editors wanted from the article; it was somewhat different in content than the original editor wanted. Fortunately, we came to a meeting of the minds – and the article was approved by the new editors. When it finally became clear what the new editors wanted, it was then, of course, a matter of going back and forth on the revision. The second barrier was simply the issue of finding the time to complete the revisions in a meaningful way during the academic term. It was not until early in my sabbatical that I was finally able to focus on and complete the article to the editors’ satisfaction. Even then it was not until May that the article was finalized, and it still hasn’t been published due to its place in the queue of articles waiting to run. However, I’ve been told that this article, “Through the Eyes of the OWL: Assessing Faculty vs. Peer Tutoring in an Online Setting,” is forthcoming in the March/April 2011 edition, Vol. 35:7-8 of the *Writing Lab Newsletter*. Quite honestly, I consider it a major accomplishment of my sabbatical that I was able to put this article to rest.

Creative non-fiction essay

At the very beginning of my sabbatical, I decided to revisit a non-fiction memoir essay that I had been working on for a few years called “Ireland Forever.” I had presented the piece at a conference in 2007, and it occurred to me that it might be well-placed in a publication in March right around St. Patrick’s Day, so I decided to rework the piece, and I submitted it to *The New York Times* travel section. Perhaps not surprisingly, I have yet to hear back from this particular publication. However, now that a suitable amount of time has elapsed, I will be submitting it to another publication. It is a memoir essay in which I reflect on my Irish heritage through the lens of a trip to the mother country that I took over a long weekend several years ago.

Significance of the Sabbatical Projects

These projects are all quite important to my professional development, my department and to the University.

The **Course Management Systems** small-group collaboration chapter highlights work that I have been doing and writing that I have already published in the *Kairos* wiki. It will bring into focus pedagogy that many of us in the English department – a leading BlackBoard user across the University – and the SHU faculty at large are doing. Any additional research on the use of course management systems will aid all of us at the University. Indeed, during the current semester, I am already moving forward in this area, as I am piloting Sakai, an open-source course management system, for the Teaching, Learning, and Technology Roundtable.

The **On-line Writing Lab** article makes some rather controversial claims about who should tutor and why, especially in the on-line setting. Most writing center scholarship focuses

on and recommends the peer tutoring model. However, my OWL research found that, in our on-line setting, faculty tutors seem to be better equipped to provide such feedback than student tutors. I look forward to seeing how the article is received.

The **Creative Non-fiction** essay has helped me imagine other areas of writing that I'd like to explore. While my scholarship in composition, writing center theory and practice, faculty development, and program evaluation remain significant and compelling directions for me, I am a teacher or creative non-fiction writing and a writer of creative non-fiction. Thus, I hope to pursue more such writing and bring recognition to the University by becoming published in this area.

Sung J. Shim

Department of Computing and Decision Sciences

During my sabbatical period, I conducted a field study of implementation of the RFID system for the patient discharge process in a hospital. The hospital considered deploying the RFID system and adding a new discharge lounge to improve the patient discharge process. The RFID system is to keep track of movement of patients in the patient discharge process and the discharge lounge is for patients to stay after they are authorized to be discharged. The hospital provided data for the current patient discharge process without the RFID system and the discharge lounge. I used Arena® simulation software in modeling and analyzing the 'current' process without the RFID system and the discharge lounge and the 'reengineered' process with the RFID system and the discharge lounge.

The application of computer simulation for this field study involved several specific steps, including (1) identifying the components of the process to be modeled and the performance measures to be analyzed, (2) formulating the simulation model, (3) understanding the actual process and determining the basic requirements of the simulation model, (4) creating a flow chart of how the process operates and understanding what variables are involved and how these variables interact, (5) determining the type of data to collect and collect data, (6) translating the simulation model into Arena® simulation software, (7) running the simulation model and analyzing simulation results, (8) validating the simulation model with the hospital staff.

The results showed that the RFID system and the discharge lounge shorten patient wait times as well as staff busy times in the patient discharge process and improve the utilization of hospital beds with less staff resources. Based upon the results, I am developing a full-fledged manuscript for submission to a refereed journal.

Nicholas Snow

Department of Chemistry and Biochemistry

This serves as my sabbatical report for 2009-2010 per the procedures for sabbatical leave.

The following research articles were published.

1. **Nicholas H. Snow**, "SPME with On-fiber Derivatization" in N. Grinberg, E. Grushka (eds), *Advances in Chromatography* v. 48, Cleveland: CRC Press, 2009, 373-388.
2. **Nicholas H. Snow** and Gregory C. Slack, "Sampling Methods" In J.M. Miller and H.M. McNair, *Basic Gas Chromatography*, New York: John Wiley and Sons, 2009, 183-197.
3. **Nicholas H. Snow**, "Multidimensional Chromatography", in J.M. Miller and H.M. McNair, *Basic Gas Chromatography*, New York: John Wiley and Sons, 2009, 170-182.
4. **N.H. Snow**, M. Danser, J. Sinex, "Multiple Dimensions of Separations: SPME with GCxGC and GCxGC-ToFMS" *LCGC North America*, 2010, 28(2), 146-158.
5. **N.H. Snow** and G.P. Bullock, "Novel Techniques for Enhancing Sensitivity in Static Headspace Extraction Gas Chromatography", *Journal of Chromatography A*, 2010, 1217(16) 2726-2735.
6. P. Tavlarakis, J. Greyling, **N.H. Snow**, "Simultaneous Determination of Benzalkonium Chloride and Pramoxine HCl in wound Care Solutions by HPLC" *Analytical Methods*, 2010, 2, 722-727.
7. M. Denbeaux, N.Kahl, **N.H. Snow**, et.al., "The Untestable Drunk Driving Test", reports of the Seton Hall School of Law Center for Policy Research, April 2010.
8. **N.H. Snow**, M. Danser, J. Sinex, "Multiple Dimensions of Separations: SPME with GCxGC and GCxGC-ToFMS" *LCGC Europe*, 2010, 23(5), 260-267.

The following research articles are in preparation (substantially complete).

9. A. Apedo and **N.H. Snow**, "Effect of Stop Flow on chromatographic Performance in HPLC", in preparation.
10. A. Apedo and **N.H. Snow**, "Optimizing Gas Chromatographic Injections Using Aqueous-Organic Solvent Mixtures", in preparation
11. P. Tavlarakis, J. Greyling, **N.H. Snow**, "Determination of Oxymetazoline HCl and Degradants in Ophthalmic Solutions by HPLC", in preparation.
12. P. Tavlarakis, J. Greyling, J. Urban and **N.H. Snow**, "Quantitation of Total Povidone in Ophthalmic Solutions Using Size Exclusion Chromatography with Ultraviolet Detection", in preparation.

13. B.B. Barnes and **N.H. Snow**, “Quantitative Analysis of Cocaine in US Currency Using SPME-GCxGC-ToFMS”, in preparation.

14. B.J. Forsatz and **N.H. Snow**, “HPLC Without a Chromophore: Charged Aerosol Detection in Pharmaceutical Analysis”.

15. B.B. Barnes and **N.H. Snow**, “Sample Preparation for Explosives” Under contract for submission to Comprehensive Sample Preparation, H.K. Lee and J. Pawliszyn (eds), Elsevier, July, 2010.

16. **N.H. Snow**, “Gas Chromatography” under contract for submission to Kirk Othmer Encyclopedia of Analytical Chemistry, John Wiley and Sons, July, 2010.

New Funding Efforts

1. “Multidimensional Chromatography for Drug and Metabolomic Analysis” \$70,000, 2-years, Bristol Myers Squibb. Contract was signed in November, 2009.

2. Donations of equipment (2 gas chromatograph-mass spectrometers) from Wyeth Pharmaceuticals and Johnson and Johnson, \$50,000 value and laboratory equipment, King Pharmaceutical, \$10,000 value, 2009.

3. Supelco Ionic Liquid Evaluation program (SILEP). Test site for new ionic liquid gas chromatography columns from Supelco. Provided about \$10,000 worth of columns at no charge in exchange for evaluation and publication with them.

4. Co-PI on Prof. James Hanson’s grant “Identification of a putrefaction-derived repellent for the invasive sea lamprey (*Petromyzon marinus*).” \$250,000 Application was approved and the project is progressing. Note that this is in collaboration with both academic and industrial colleagues.

5. Gerstel, the leading developer of sampling devices for gas chromatography has agreed to upgrade one of our instruments at no charge, as the beginning of a collaboration. This would be valued at about \$10,000.

6. Application to NIH “SPME-GCxGC-ToFMS for Drug of Abuse Analysis” R15-AREA Mechanism, \$250,000, 2009. Application was not approved. I recently received review scores and am hopeful for resubmission.

7. Co-PI with Prof. John Sowa on NSF RAPID proposal \$75,000. “Early Fingerprinting of the Oil from the Deepwater Horizon Catastrophe”. Application not approved. Research is progressing.

8. Planned submissions to NIH to NSF Division of Chemistry for 2010-2011 in preparation.

9. Discussions ongoing with Perkin Elmer Instruments and International Flavors and Fragrances.

Specific Sabbatical Project Updates

1. Building the Center for Academic Industry Partnership.

Infusing pharmaceutical and industrial laboratory standard practice into Undergraduate Science Laboratory curriculum. I have shared my industrially-oriented course materials with the faculty teaching the general chemistry lab courses in my absence and have arranged to teach those courses again in 2010-2011. Following feedback from those colleagues, I will update all of those materials and prepare them for publication.

Creating an exchange program for Chemistry Ph.D. candidates ensuring comprehensive training in both academic laboratory and industrial laboratory environments through fellowships and internships. My current part time student on residency is an employee with Bristol Myers Squibb. Discussions of using his residency as a model for a program have begun with their upper management. This would then be used as template for discussion with other companies.

Providing short courses in laboratory techniques and practices for working pharmaceutical scientists. In collaboration with Professors Harold McNair (Virginia Tech) and Gregory Slack (Clarkson University), the short course “Quantitative Analysis for Chromatographers” was presented at the 2009 Eastern Analytical Symposium. Additional courses for 2010 and beyond are under discussion.

2. Write a book.

A manuscript draft “Practical Guide to Gas Chromatographic Injection Techniques” has been completed and is currently being updated. I have spoken with the Editor-in-chief of chromedia.org, which is connected with separationsnow.com (Wiley-VCH) regarding print and online publication and we will be entering specific negotiations this spring. I expect the book to publish in 2010-2011. The book topic is somewhat a departure from my original sabbatical proposal. The original topic will be delayed until I prepare to teach Analytical Chemistry again in 2011.

I have been approached by Prof. Mark Vitha (Drake University), Editor of John Wiley and Sons’ Chemical Analysis book series regarding authoring or editing a volume on preparing analytical scientists for industry and am pursuing this opportunity. The full book proposal is planned to be completed in 2010.

3. Renew my interest in forensic science.

Interest in forensic science is focusing on the analysis of alcohol and drugs. I have collaborated with the School of Law’s Center for Law and Public Policy on a critical report regarding *State v. Chun*, et.al., the case authorizing the new instrument for breath alcohol determination in the State of New Jersey. The final report, entitled “The Untestable Drunk Driving Test” was published by

the School of Law in April, 2010. We are also conducting fundamental studies of the scientific bases of breath alcohol measurement. Second, in collaboration New Jersey's Chief Forensic Toxicologist, I have reopened and am expanding research into techniques for trace analysis of drugs of abuse. Most of my research effort is now focused on drugs of abuse analysis. Finally, in light of the recent oil spill in the Gulf of Mexico, I am working with a team of researchers on developing a forensic fingerprinting method for monitoring the spread of the oil.