



Sabbatical Panorama 2023-2024

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Provost's Introduction

Each of the faculty members contributing to this year's Sabbatical Panorama recounts experiences of growth and discovery, of achievements and even some challenges. Even more importantly, however, what the narratives below reveal is that a sabbatical—whether it is for a semester or for a year—is ideally a journey of discovery. The time away from teaching and service responsibilities provides a space for becoming re-attuned to the life of the mind, the thing that drew many of us to academia in the first place. Hopefully, it is a voyage of reclamation and of renewal. And continuing with this analogy of the sabbatical as a journey, each of last year's "travelers" along the sabbatical path points us to keepsakes, even treasures, they acquired along the way. It may have been a new research partnership, a serendipitous discovery, a new area of scholarly endeavor, even the gratification of a completed project. (There's nothing quite like holding that published book or article in one's hands.) We welcome them back from their adventures and look forward to learning even more about what they saw and did along the way.

Katia Passerini
Executive Senior Vice-President and Provost

Dawn Apgar

Department of Social Work

During my one semester sabbatical (Spring 2024), I worked on new editions to my nationally known and used licensure test preparation books, *Social work licensing Masters Exam Guide: Comprehensive ASWB LMSW review*, Fourth Edition, Springer Publishing Company (502 pages, ISBN-10: 0826192793; ISBN-13: 978-0826192790, published January 5, 2024) and *Social work licensing Clinical Exam Guide: Comprehensive ASWB LCSW review*, Fourth Edition, Springer Publishing Company (541 pages, ISBN-10: 0826192874; ISBN-13: 978-0826192875, published March 1, 2024). Additionally, I launched Exam Prep Connect apps and web-based courses for both of these exams. I also completed the online course and print book entitled *Bachelors Exam Guide: Comprehensive ASWB LBSW review*, Fourth Edition, Springer Publishing Company (to be published June 25, 2024). Additionally, an online appendix for the *Advanced Generalist Exam* was written for the social workers taking this fourth exam administered by the Association of Social Work Boards which focuses on mezzo and macro practice. These editions are greatly expanded and reflect the blueprint for the exams, to be used until January 2, 2026, with three response choices, rather than four. These books are widely adopted by universities, professional associations, practitioners, and others with more than 70,000 books purchased annually.

Editor-in-Chief: Journal of Baccalaureate Social Work

In Fall 2023, I was appointed Editor-in-Chief of the *Journal of Baccalaureate Social Work (JBSW)* that had not published an article or issue in two years. This appointment is significant as I oversee the undergraduate social work program at Seton Hall University and JBSW is the only academic journal focused on research related to baccalaureate social work education and practice. I was selected by the Association of Baccalaureate Program Directors after the editor-in-chief for decades (a Social Work Pioneer and past president of the association) resigned. I used my sabbatical to appoint editorial board members and recruit reviewers. I have successfully compiled peer reviewed articles that will be published in July 2024 which represents Volumes 27 and 28. These issues include an editorial that I wrote entitled, *Change Brings Opportunity: A Look to the Future of the Journal of Baccalaureate Social Work*. There are two additional invited editorials/papers, 12 research articles, 2 administrative notes, and 5 teaching notes in these two volumes (208 pages). Additionally, the cover has been redesigned and I had a publication meeting at the Social Work Baccalaureate Program Directors' conference in New Orleans in March 2024.

Work has already begun for Volume 29 which will be finalized in Fall 2024. Approximately 25 articles are currently in blind peer review with me overseeing the process. A new automated review system has been launched using Scholar One which increases ease of use for authors, reviewers, and production personnel.

Media Interviews

As the former Deputy Commissioner for the New Jersey Department of Human Services, I am regularly consulted by lawmakers and the press about human service policies and issues. Given the urgency of the requests, they require immediate attention, which is not always possible

during a regular semester given my teaching and service responsibilities. I used my sabbatical to enhance my media presence, becoming a regular contributor to *NJ Spotlight*. The following media interviews were completed during my sabbatical:

“State Lawmakers Weigh Change in How Mental Health Workers Get Raises,” *NJ Spotlight*. (June 13, 2024). <https://www.njspotlightnews.org/2024/06/nj-mental-health-workers-riase-state-lawmakers-reimbursement-fee-for-service/>

“Report Details State Employees’ Professional Life in COVID Pressure Cooker,” *NJ Spotlight*. (March 19, 2024). <https://www.njspotlightnews.org/2024/03/report-details-state-employees-professional-life-in-covid-pressure-cooker/>

“Expand Social Worker Licensing and Improve Access to Behavioral Health Services?” *NJ Spotlight*. (March 11, 2024). <https://www.njspotlightnews.org/2024/03/nj-lawmakers-advance-bill-expand-social-worker-licensing-compact-aim-improve-behavioral-health-services-access/>

“Bill Would Get Help to Clients Faster Thanks to Temporary Social Service Licensing,” *NJ Spotlight*. (January 4, 2024). <https://www.njspotlightnews.org/2024/01/social-services-mental-health-licensing-licensure-rutgers-university-board-of-social-work-examiners-department-of-social-work-at-seton-hall-university-state-department-of-human-services-division-of-co/>

This media visibility resulted in me being profiled by the National Association of Social Workers as a social work expert who makes news in the media.

Presentations

The sabbatical included many university, state, and national presentations focused on my research interests, including those central to the mission of Seton Hall University. I also chaired the National Association of Social Workers – New Jersey Chapter’s Annual Conference in April 2024 in Atlantic City, NJ which was attended by nearly 1,500 social workers.

Apgar, D., Petersheim Academic Exposition, “Finding God Through the Poor: Examining Poverty through a Catholic Social Thought Lens” Presenter, Seton Hall University, South Orange, NJ, United States. (April 22, 2024).

Apgar, D., Annual Meeting of the Profession, “Student Leadership Program” National Association of Social Workers - New Jersey Chapter (NASW-NJ), Atlantic City, NJ, United States. (April 15, 2024).

Apgar, D., University of Alabama Career Conversations Webinar, “MSW Licensure” Presenter, Virtual. (April 1, 2024).

Apgar, D., NASW-NJ Webinar, “Social Work Practice Portability: Ethically Meeting the Needs of Clients” Presenter, Virtual. (March 18, 2024).

Apgar, D., Baccalaureate Program Directors Conference, “Video Narratives as a Trauma-informed Pedagogical Tool in Remote Social Work Education” Presenter, Association of Baccalaureate Program Directors, New Orleans, LA. (March 7, 2024).

Apgar, D., NASW-WI Webinar, “Social Work Licensure Portability: A Necessity in a Post-COVID-19 World” Presenter, Virtual. (February 16, 2024).

Journal Publications

I committed to authoring one journal article during my sabbatical but was highly productive and instead authored 3 articles which have been published. All of these articles are co-authored with former undergraduate social work students who went on to receive their Masters degrees in social work from an Ivy League institution (Columbia University). I have made conducting research with students a priority and both co-authors are interested in doctoral education in the future. One of these students was selected as the plenary speaker at the closing ceremony of the 2024 Petersheim Academic Exposition. These articles appear in the top social work journals which reach national and international audiences.

Apgar, D., & Zerrusen, L. (2024). Never spoken: Caregiving for those who are abusive or cause harm. *Clinical Social Work Journal*, 1–11. <https://doi.org/10.1007/s10615-024-00945-y>

Apgar, D., & Zerrusen, L. (2024). Integrating the Grand Challenges for social work into an undergraduate capstone course. *Social Work Education*, 1–11. <https://doi.org/10.1080/02615479.2024.2340700>

Apgar, D., & Dolan, K. (2023). Post-master’s career progression of social workers: A developmental perspective. *Advances in Social Work*, 23(2), 482–504. <https://doi.org/10.18060/27233>

Kathleen M. Boozang

Seton Hall University School of Law

Sabbaticals are a tremendous gift of our profession, and I am grateful to Seton Hall that I was afforded this opportunity.

I spent my Spring 2023 sabbatical as a visiting scholar at the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics at Harvard Law School. I dedicated the Spring to research and scholarship, a project with Sickle Cell providers and community-based organizations, and class preparation. My presence in Boston enabled me to attend health law conferences at Harvard, BU and Northeastern, and to meet with colleagues from Harvard, BC, Northeastern, and BU law schools.

Scholarship

I worked on an article tentatively entitled *NIL Necessitates Empowering College Athletes in Medical Clearance Decisions* for which the following is a draft abstract:

The opportunity created by the recent enactment of state laws and the suspension of NCAA rules to enable intercollegiate athletes’ to be compensated for their name, image, and likeness (NIL) -- potentially realigns the conflicts of interest that pervade medical treatment decisions by coaches, players, and team physicians without necessarily mitigating those conflicts. The enhanced power

of boosters through their funding of collectives as well as the potentially heightened interest of athletes to enhance their NIL market value could make more fraught the decision-making around whether an athlete at risk of exacerbating an injury or medical condition should play. This Article proposes policy changes whereby athletes are urged to waive their FERPA and HIPAA rights to allow a guardian/agent/parent to participate in medical decision-making, amending state laws governing college athletics to improve the processes around medical decision-making including that universities and colleges should educate athletes about how to manage their wellness and injury recovery, adopt a model of shared health care decision-making, and ensure transparency to athletes of team physicians' conflicts of interest. Pending federal legislation related to the NCAA and college athletics should include a provision requiring independent research necessary to improve injury management and decision-making.

I presented this paper at the Law School's June 21 Faculty Brown Bag and am revising it to incorporate the feedback I received. My sabbatical research will yield a second project as well, for which the following is a draft abstract:

The recent opportunity for athletes to benefit financially from their NIL may increase instances in which athletes, together with their private physicians, challenge team physicians' denial of medical clearance. The legal avenues to reverse such decisions are the disability anti-discrimination laws, specifically, the Rehabilitation Act and the Americans with Disabilities Act. This Article revisits disability law as applied to intercollegiate athletes, suggesting that a more careful application of the statutes and regulations could increase athletes' success in challenging denials of medical clearances.

Carolina Academic Press has invited me to assemble health law scholars to create a Health Law Treatise. Whether I accept this opportunity will impact my research agenda going forward. Subject to that caveat, I plan to explore issues arising from the intersection of legal compliance, ethics, and Environmental, Social and Corporate Governance (ESG):

The Ethics of Ethics and Compliance

Evolution to values-based programs. While the life sciences industry has for many years titled their compliance departments "Ethics and Compliance," the reality is that the focus has been creating and enforcing rules that reflect the various laws that govern the healthcare sector. Some might attribute this rules-based approach to U.S. enforcement agencies' decades-long focus on policies, metrics, audits and monitoring. Additionally, compliance is a new discipline, which necessarily started with a focus on rules. Behavioral psychology, experience and the market realities created by the pandemic accelerated the evolution from a rules-based regime to a system grounded in values that demands more accountability and affords more discretion to actors. This transition to values-based programs raises several research questions. Emerging Focus on Ethics. While the life sciences industry has been engaged with issues that arise out of business activities that have become the focus of legal enforcement, until recently it has been unclear the extent to which ethical analysis has more pervasively permeated companies' operations. Access issues as reflected in product pricing, patent exclusivity, and similar issues continue to present challenges, as evidenced by the global experience with the COVID pandemic. Interestingly, Ethics and Compliance units seem to have had little input in these conversations. However, their emerging involvement in Environmental Social and Corporate Governance issues as well as the ethical issues presented by AI seem to be expanding the role of Ethics and Compliance professionals to

embrace emerging ethical dilemmas. One problem is that the ethical framework that many healthcare companies use reflects principles geared to analyzing clinical quandaries. The Life Sciences Industry needs an ethical framework appropriate to its non-clinical challenges. The development of such a framework should be undertaken with an expectation that it will impact the evolution of the law in this space as well. This enterprise requires collaboration among legal and ethical academics as well as subject matter experts.

ESG

Some complex questions to be explored include: If Ethics and Compliance units assume responsibility for achieving companies' ESG goals, does this support the US SCCE and European ETHICS best practice guidance that ethics and compliance officers owe their duty to the public, rather than their employer? How does this square with corporate law regarding officers' fiduciary duties? If the ethics and compliance professional is also an attorney, how does this duty comport with the Professional Rules of Conduct when the Ethics and Compliance professional discloses confidential information for which there is no exception under Rule 1.6?

Will ESG goals be enforced by any government entity? Will self-reporting of violations be expected of corporate entities? Will transparency requirements by themselves change behaviors to achieve ESG goals? What kind of social terms should life science companies include in their contracts with third party intermediaries (TPI's), and how will companies train, monitor, audit and measure vendor compliance? Should/will companies share risks with their TPI's? What is the remedy for breach of ESG terms, especially if the harm is experienced by workers or the community?

Internal Investigations, Government Self-Reporting and Attorney-Client Privilege

Multiple government agencies, including HHS and DOJ, have promulgated policies either requiring or incentivizing companies to self-report illegal behavior. Of course, self-reporting and the impact on preserving the Attorney-Client privilege is familiar to every lawyer who has read *Upjohn Co. v. United States*, in which the Supreme Court refused to allow the government to discover Upjohn's investigation materials, holding that they were privileged and work product. But *Upjohn* was not a case of self-reporting, which has since become much more prevalent.

Growing controversy surrounds the Department of Justice's expectations regarding what constitutes corporate cooperation with respect to self-reporting. Specifically, to be eligible for cooperation credit, companies must provide to DOJ "all relevant, non-privileged facts and evidence about individual misconduct" with the goal of enabling the government to prosecute such individuals. Monaco Memo 3 (9/15/22). Such evidence must include "information and communications associated with relevant individuals during the period of misconduct." *Id.* While the government's position is that facts are not privileged and that this directive therefore does not compel waiver of the attorney-client privilege or work product, many disagree; they argue that the mere fact that the corporate entity is self-disclosing implicates privileged information since the self-disclosure reveals the company's analysis behind its conclusion that it has violated the law. Further, the form and content of the company's report may include references to employee interviews, legal conclusions, analysis that goes beyond facts, and other material that waives the privilege. Such waiver of privilege exposes the company in suits subsequently filed by shareholders, a False Claims Act relator, employees seeking the materials for their own criminal

defense, or former employees who claim to have been wrongfully terminated as part of the investigation.

Project with Sickle Cell Providers

A significant goal of my sabbatical was to determine the focus of my second half of life. As lawyers, we have an obligation to serve the community outside of our employment, which I have always done through board service, most recently with NJLEEP and St. Joseph's Health. I am determining how I should satisfy this obligation going forward. As such, I sought to experiment in new endeavors during my sabbatical and supported a colleague in a project with regional community-based organizations as well as providers of Sickle Cell Disease care across multiple states. The project aimed to create a formal structure and organization to accomplish a number of goals: to aggregate data from a sufficiently large pool of individuals with SCD to identify evidence-based practices that will standardize and improve patient care; to identify and train physicians to treat adults with SCD; to strengthen relationships between pediatric and adult providers of SC care to facilitate seamless patient transitions; to identify and eradicate the structural racism that pervades the research, payment and delivery systems that serve individuals with SCD; to eliminate the racial bias that patients with SCD encounter in the clinical setting, particularly when seeking appropriate pain management; to formulate and execute an advocacy plan particularly with respect to funding Sickle Cell research and schools' failure to accommodate the educational needs of children whose illness requires periodic absence from in-person education. The project concluded today, June 30, and we have begun a conversation about a next project supporting a pilot at the intersection of healthcare and housing in New York.

Preparing to Return to the Classroom

I have not taught a full load in many years, but I am scheduled to teach a full load of health law courses this year, only some of which I have recently taught. My return to the classroom requires significant updating – essentially starting from scratch, including identifying research topics for students pursuing health law concentrations. I am teaching at University of California San Francisco (formerly Hastings Law) in the Fall and Seton Hall Law in the Spring.

Healthcare Compliance Programs

Even while on sabbatical, I continued to provide faculty coverage for some of the Law School's healthcare compliance programs. I was the faculty moderator for the entirety of the Middle East program, which was in person. Together with the administrative director, I met with the members of the Middle-East advisory board to discuss frequency and mode of offerings, as well tactics for increasing enrollment and geographic diversity of attendees. I submitted a report to the faculty director of the program on these conversations. I also prepared the panelists for and moderated the Ethics and Compliance Officer panels for the remote APAC program in February and the remote EU program in June.

Margaret Brady-Amoon

Department of Psychology and Family Therapy

I am happy to submit this progress report for my sabbatical. I proposed three goals and made significant progress in all three areas. Those goals were to: 1) Expand scholarly expertise with a focus on midlife career transitions; 2) Grant exploration and applications; and 3) Professional development - Application for Board Certification in Counseling Psychology through the American Board of Professional Psychology (ABPP). Additional details are provided below.

I Expanding scholarly expertise:

Midlife career transitions (this was the primary focus of this area in my proposal) Reviewed assembled literature to date & did deep reading. Learned about new methodologies (for me), specifically scoping and systematic reviews, and current as well as emerging meta-analytic software. I have developed a plan to be implemented this year with colleagues and student volunteers. Middle School Study and Ten Years Later, quantitative and qualitative follow-ups. Presented results of the Ten Years Later follow up with students at the Greater New York Behavioral Research Conference (GNYBRC) in November. 2023 and the 2023 and 2024 American Psychological Association Conventions in August 2023 and 2024 respectively. Submitted and received IRB approval in Fall 2023 for a qualitative follow-up to the first (quantitative) phase of the Ten Years Later study. With that approval, I led participant recruitment, trained student researchers on culturally respectful interviewing, coding, and analysis, facilitated interviews with student researchers, held regular meetings with student researchers to code and analyze interview transcripts and prepared presentations. Continued recruitment for the Ten Years Later survey (quantitative) study Submitted and received approval from the IRB application to expand the participant pool in January 2024. Requested and received an extension to use a licensed survey instrument for this same study. Recruitment of the expanded pool continues after a brief hiatus this summer during which I submitted and received IRB approval to continue recruitment. Qualtrics updated to reflect approved amendment; recruitment emails to generate more survey participants sent to school partners Manuscripts in progress. Using a historical case study to teach psychology. Co-authored article published in *Teaching of Psychology* on this long-term project. Power and Hope in Evaluative Relationships in Graduate Psychology – mentoring ongoing study led by George Perron, a third-year doctoral student, with BluJean Casey and Jayda Yizer. This team presented at APA 2023 and the GNYBRC. Study paused this Spring during which George requested and received IRB permission to recruit participants for another year. Recruitment to resume this academic year with an option for additional student volunteers to join this project. Mentoring multiple dissertation and research projects (see list below). Carla Mastroianni Yuan Hao Jessica (BluJean) Casey (Research Competence Project; Dissertation George Perron

II Grant exploration and applications:

Participated in multiple workshops and meetings sponsored by SHU, APA, NIH, NSF, and Hanover. Met with Jacquie Quigley and developed a timeline for submitting a research grant application on reducing inequality to the WT Grant Foundation, which has since been extended. This application would build, in part, on the middle school study & follow-up, described above.

III Professional development:

Application for Board Certification in Counseling Psychology through the American Board of Professional Psychology (ABPP):

Reviewed application requirements and, as suggested in those materials, contacted the Board to request a mentor to assist with this process. I met twice with the President of the American Board of Counseling Psychology, who volunteered to serve as my mentor in this process. I have started the process and will reconnect with my mentor this Fall.

In addition to progress on the three main areas listed above, I continued to serve during my sabbatical as a member of the APA Board of Educational Affairs (BEA), BEA liaison the Commission on Accreditation and the Association for Graduate Students, President of the Alliance for Professional Counselors, and Board member for both Albertus Magnus HS and San Miguel Programs of Newburgh, NY.

I am grateful for this sabbatical; to have had the opportunity to more fully engage in scholarship, some of which is related to teaching, and related service as described above. In addition to the publications and presentations that currently contribute to the department, college, and university, this sabbatical offered me an opportunity to more fully immerse myself in several key areas. As a result, my trajectory for scholarship and service to the University, profession, and community have been enhanced, consistent with the mission of Seton Hall University that calls us to be leaders and multiple aspects of the Strategic Plan.

Patrick I. Fisher

Department of Political Science and Public Affairs

My 2023-2024 academic year sabbatical has allowed me to concentrate on my research on generational politics in the United States. Ultimately, the goal of my research is to produce a book manuscript for publication. An important component of my sabbatical was my nomination by Seton Hall for the Andrew Carnegie Fellowship. I very much appreciate the university nominating me for this prestigious fellowship. Though I ultimately was not a recipient of one of the Carnegie Foundation's awards, after the nomination the fellowship project on generational polarization became the primary focus of my sabbatical and is now the primary focus of my manuscript. In work related to my generational research I had two journal articles published, one in *Society* and another in *Politics & Policy*. In other research, I utilized part of my sabbatical in the pursuit of completing the 4th edition of the textbook *Public Budgeting*.

Journal Articles

"The Contemporary Generations in American Politics." *Society* 60 (4): 492-500.

DOI:10.1007/s12115-023-00849-6. "A Generation Divided: The Politics of Generation X."

"A Generation Divided: The Politics of Generation X." *Politics & Policy*, published online July 15, 2024. DOI: 10.1111/polp.12620.

Public Budgeting, 4th edition

In April 2024 I received a contract from Birkdale Publishers to contribute to a 4th edition of the textbook *Public Budgeting* and utilized part of my sabbatical after this date in the pursuit of this endeavor. I coauthored the 3rd edition of the book with David Nice and for the 4th edition we

have added the coauthor Michael Taylor.

Andrew Carnegie Fellowship Nomination

After Seton Hall nominated me for the Andrew Carnegie Fellowship in September 2023, my research focused on the fellowship project to a considerable degree. The proposed goal of my fellowship with the Andrew Carnegie Foundation was to examine the remarkable contemporary polarization of American politics along generational lines and what this portends for the future. Due to my fellowship nomination, therefore, the primary emphasis of my research during my sabbatical became generational polarization. Ultimately, I was not a recipient of the fellowship (fellowship rewards were announced in April 2024), but generational polarization continued to my primary research emphasis throughout my sabbatical with the ultimate objective being the completion of a book on generational polarization.

Generational Polarization and the Shaping of the American Political Landscape

The sabbatical for the 2023-2024 academic year was instrumental in allowing me to dedicate time to complete the first draft of the manuscript *Generational Polarization and the Shaping of the American Political Landscape*. This book applies cohort analysis to compare differences in generational political behavior over time to show the degree by which contemporary generational polarization is unprecedented. This political polarization on generational lines, I argue, has weakened the forces of cohesion in American society. Critically, however, this polarization is not a permanent feature of American politics. As new generations of Americans enter the political realm, generational replacement will mitigate the worst of the petty polarization plaguing the United States.

Generational polarization in American politics today is unprecedented.

Demographically, politically, economically, socially, and technologically the generations are more different from each other now than at any time in living memory. To a significant degree, this polarization of the generations helps to define American politics. The entrance of Millennials, followed by Gen Zers, into the electorate has completely changed the generational dynamics of American politics.

I have written books examining both the demographics of American political behavior and the demographics of Congress. My expertise in both American political behavior as well as congressional representation is rare in the field of political science and makes me an ideal author to look at American politics from a generational perspective. The research for this book project will make important contributions to the field of generational polarization. Generational politics research in general has been remarkably understudied and generational divisions are an underappreciated component of contemporary American political polarization. Though there is a considerable amount of literature on the polarization of American politics among other demographic groups, relatively little of it focuses on the age or generational dynamics of polarization. This project, therefore, represents an original approach to the study of political polarization. The originality of a book on generational polarization, supplemented with a strong social media presence to communicate the findings will, I believe, provoke much interest, and have a broad audience.

Lawrence Frizzell

Jewish-Christian Studies Program

The privilege of an academic year without teaching obligations is much appreciated! As a professor in a small graduate program my last sabbatical was in 2004-2005, with a focus on Biblical studies in relation to contemporary Christian-Jewish relations. This time the research was on the contribution that John M. Oesterreicher (JMO) has made to this field, from 1933 (beginning in Vienna), Austria, to 1993 when he died at the age of 89. He was an active member of the Seton Hall University community from 1953. The record of his activities is preserved in the archives of Seton Hall's Walsh Library in 148 boxes.

As a junior associate with some international experience in Christian-Jewish relations, I joined Msgr. Oesterreicher in 1975 to teach in the MA program that he founded. My intention is to use this research opportunity to write a biography of this man who fought against the National Socialist (Nazi) intrusion into the German-speaking lands in Europe. After the *Anschluss* (annexation) of Austria into the Third Reich in March 1938, he was forced to flee to France, where he continued to combat the Nazi ideology evident in publication of a book *Racism, Antisemitism, Antichristianism* (in French translation in 1939) and through radio broadcasts (in German) which have been published.

The first stage of my research has been focused on the situation in Germany, Austria and France from 1918 (end of World War I) until the end of World War II. This tragic period of European history has been an interest of a professor of Biblical Studies in Seton Hall's School of Theology; Dr. Gregory Glazov has done research on the use of Biblical texts in the publications of Jewish and Christian scholars and activists as they confront the Nazi ideology. The Catholic University of America Press has made a commitment to publish this work. Dr. Glazov has asked that I contribute two introductory chapters on Msgr. Oesterreicher's work for this CUA volume. This will supplement the attention that I plan to give to the early years of Oesterreicher's career.

Since 1994 the Institute has sponsored an annual Oesterreicher Memorial Lecture, several of which focused on his contemporaries. Recently, I have edited these essays under the title "European Pioneers in Jewish-Christian Relations." This volume should be available soon as a publication of the Institute of Judaeo-Christian Studies.

I will continue to do research on the contribution made by Oesterreicher to the preparation for the Second Vatican Council (1962 – 1965) and its aftermath. The sabbatical has been a context for a major stride my plan for an intellectual biography of a man who has contributed in a significant way to the vision of Seton Hall University.

Thomas J. Healy

Seton Hall University School of Law

In my sabbatical application, I proposed to begin work on my next book project. At the time, I was doing preliminary research on the Highlander Folk School, a leadership training center in Tennessee that played an important role in the Civil Rights Movement. Although I am still

interested in Highlander and may return to it at some point in the future, I have decided to change book topics. I am now working on a book about the Lowry War, a long and bloody conflict in North Carolina after the Civil War that pitted a band of Native Americans and Freedmen against erstwhile confederates attempting to reestablish a system of racial hierarchy and economic enslavement. The Lowry War was one of the most significant rebellions against white supremacy in the decades after the Civil War. It demonstrated just how difficult it would be to reconstruct the South. And it was a precursor to the Wilmington coup of 1898, which was the subject of the recent Pulitzer-prize winning book *Wilmington's Lie*.

Although my topic has changed, my work schedule remains the same. I am already deep in my research on the Lowry War. I have visited archival collections at Duke and UNC and have spent two days touring sites associated with the conflict. Next week, I will be visiting the National Archives in Washington D.C., which contains records from the Freedman's Bureau that help shed light on the origins and progress of the Lowry War. By the end of my sabbatical, I will have produced two documents: a formal proposal that provides an overview of the project and a chapter-by-chapter outline of the book. I will submit these documents to my publisher, Henry Holt, which published *The Great Dissent* and *Soul City* and has the right of first refusal on my next project.

In addition to working on my book about the Lowry War, I have taken on several other writing projects since submitting my sabbatical application. First, I agreed to co-organize a symposium celebrating the 100th anniversary of the Supreme Court's decision in *Gitlow v. New York*, a landmark First Amendment ruling. This is the third in a series of symposia I have helped to organize marking the centenaries of important free speech cases. The symposium will be held at Arizona State Law School in early November and published in *The Journal of Free Speech Law*. I am participating as a panelist and am currently working on my paper for the event. Second, I accepted an invitation to participate in a symposium at *San Diego Law School* titled *Free Speech Beyond the Constitution*. This symposium, scheduled for late September, will explore non-governmental restraints on free speech and the debate around so-called cancel culture. I have written about this subject in the past and am currently working on a new paper for the symposium that will be published in the *Journal of Contemporary Legal Issues*. Finally, I agreed to write an entry on Oliver Wendell Holmes for the *Elgar Encyclopedia of Legal Theory and Philosophy*. I have finished the entry and have submitted it for publication.

Fanli Jia

Department of Psychology

During my sabbatical from September 1, 2023, to June 30, 2024, I focused on four primary aims: 1. publishing two research articles based on my previously collected datasets, 2. developing one

grant proposal, 3. finalizing my CORE III service-learning class, and 4. collaborating on an international project. Overall, I surpassed my initial goals, demonstrating exceptional productivity and commitment to scholarship. I published 8 peer-reviewed articles and 1 book chapter, with 4 additional manuscripts currently under review. I presented my work 6 times at 3 international conferences and twice at the Petersheim Exposition. Despite being on leave from teaching, I supervised or co-supervised 7 students on their research projects. I also engaged in additional research initiatives and academic service. My specific aims and outcomes during my sabbatical are outlined below.

Aim 1 – Publications

1.1 – Main Peer-Review Publications:

Based on my previously collected datasets, I have published four peer-reviewed journal articles and one book chapter. I serve as either the first author or/and the corresponding author (s). The names of students and research trainees are underlined; * indicates corresponding authorship.

*Jia, F., & Wan, W. (2024). City-level sustainable development impacts on environmental literacy: feelings toward nature, environmental knowledge, and pro-environmental behavior. *Environmental Education Research*, <https://doi.org/10.1080/13504622.2024.2315573>

Pathak, P., & *Jia, F. (2024). Exploring the influence of human values on perceptions of immigration: an experimental approach. *Discover Psychology*, 4, 50. <https://doi.org/10.1007/s44202-024-00166-x>

Tang, J., Wang, T., *Cottrell, J., & *Jia, F. (2023). Navigating Uncertainty: Experiences of Older Adults in Wuhan during the 76-Day COVID-19 Lockdown. *Healthcare*, 11(22):2970. <https://doi.org/10.3390/healthcare11222970>

Wu, Q & *Jia, F. (2023). Empowering Students against Ethnic Bullying: Review and Recommendations of Innovative School Programs. *Children*, 10, 1632. <https://doi.org/10.3390/children10101632>

Matsuba, M.K., Mah, A., & Jia, F. (2024). Generativity, environmentalism, and the political divide. in Villar, F., Lawford, H.L., and Pratt, M.W., (eds), *The Development of Generativity across Adulthood*. Oxford Academic. <https://doi.org/10.1093/9780191966309.003.0018>

1.2– Collaborative Peer-Review Publications:

In addition to my individual scholarly work, I have been actively involved in four collaborative research projects during my sabbatical. These projects have resulted in manuscripts that have been accepted or published within my sabbatical year.

Vlasceanu, M., et al. (2024). Addressing climate change with behavioral science: A global intervention tournament in 63 countries. *Science Advances*, 10, eadj5778. <https://www.science.org/doi/10.1126/sciadv.adj5778>

Rogers, M., et al. (2024). Understanding family dynamics in a cross-cultural sample: A multi-national study. *Psi Chi Journal of Psychological Research*, 2, 140-149. <https://doi.org/10.24839/2325-7342.JN29.2.140>

Szkody, E., Spence, A., Özdoğru, A. et al. (2024). Social support and help-seeking worldwide. *Current Psychology*. 43, 20165-2018. <https://doi.org/10.1007/s12144-024-05764-5>

Wang, L.; Li, J.; Jia, F.; Lian, L.; Li, L. (2024). The Development of Response and Interference Inhibition in Children: Evidence from Serious Game Training. *Children* 2024, 11, 138. <https://doi.org/10.3390/children11020138>

1.3 – Academic Conference Presentations:

Julia, W., Moore, A., Russell, K., Denovellis, N., Joh, A. S., Jia, F., Eastern Psychological Association, "Culture, ethnicity, race, and developmental periods across the lifespan," Eastern Psychological Association, Marriott Philadelphia, Philadelphia, PA, United States. (March 2, 2024).

Liu, H., Jia, F., Eastern Psychological Association, "Long term impact of parental involvement on well-being from adolescent to adulthood." (March 2, 2024).

Jia, F., Eastern Psychological Association, "Navigating the path to funding to graduate school: Expert panel and round table." (March 2, 2024).

Jia, F., Eastern Psychological Association, "Understanding sarcasm and acculturation ESL learners." (March 1, 2024).

Jia, F., The Society for Personality and Social Psychology (SPSP) Annual Convention, "Understanding Environmental Motives of Activists vs. Nonactivists in a Mixed-Method Study," San Diego, CA, United States. (February 2024).

Cranney, J. (presenter), Nolan, S. A. (presenter), de Souza, L. K. (presenter), Goedeke, S. (presenter), Gullifer, J. (presenter), Hulme, J. A. (presenter), Jia, F. (presenter), Job, R. (presenter), Kumar, A. (presenter), Machin, T. (presenter), Narciss, S. (presenter), Waitoki, M. (presenter), Lui, C. (presenter), 2024 Annual Conference on Teaching: Online, "The International Collaboration on Undergraduate Psychology Outcomes (ICUPO): Competences in context.," Society for the Teaching of Psychology, Online. (February 15, 2024).

Aim 2: Grant Proposal(s) Development

2.1 – Individual Grant

Prior to my sabbatical, I (Co-PI) collaborated with Dr. Kendal Soucie (PI) from Windsor University on a grant proposal, seeking \$75,000 in funding. Although the initial proposal was not successful, we remained committed to the project. During my sabbatical, we regularly met as a team to revise and improve the proposal. Our plan is to resubmit this revised proposal to the National Endowment for the Humanities (NEH), exemplifying our dedication to advancing this research through perseverance and collaboration. In this proposal, we aim to (1) synthesize past research on cultural differences related to the adoption of environmental sustainability practices; (2) evaluate the strength of the evidence linking these cultural factors to individual sustainability behaviors, via a meta-analytic approach; (3) develop policy recommendations and messaging that are consistent with cultural value systems thus increasing the global consensus needed to address the critical issue of environmental sustainability. This research project will contribute to a more refined and explicit model of the connection between culture and environmentalism resolving the conflicting findings in the literature. This research will promote a culturally attuned conversation about viable solutions that can achieve a consensus.

2.2 – Institutional Grant

I was asked to serve as a Co-PI in collaboration with Dr. Denise Vigani (as PI) in an institutional impact grant – “The Educating Character Initiative” (Max \$1,000,000). We had several meetings in discussion of the proposed projects with Jacqueline Quigley and Kelly Messina from Corporate and Foundation Relations and Dr. Jose Lopez, Director, Office of Grants and Research. We have developed a specific timeline and a tentative budget. I will continue working on this institutional grant proposal after my sabbatical.

This proposal seeks to enhance University's CORE I Journey of Transformation course by integrating intentional instruction on virtue and positive character traits, and focusing on assessing student character development throughout their academic journey. Drawing on our expertise in empirical and evaluation research, our project will involve a comprehensive re-design of the course curriculum, including relevant texts and reflective assignments, and establishing a robust assessment plan. We will pilot the revised course in select sections during the Spring 2026 semester, allowing for refinement and preliminary data collection. The goal is to create a more holistic and impactful liberal arts education that supports our students' personal, ethical, and academic growth, with measurable outcomes on character development.

2.3 – Internal Grant (AI Academy at SHU)

I am a part of the “AI Academy” proposal (Dr. Hongfei Tang as a PI). The AI Academy intends to establish an AI hub to foster cross-disciplinary and global collaboration in research, teaching, and application in artificial intelligence (AI). The proposal was submitted on December 15th 2023, and was awarded on April 9th 2024 (\$19,000). This proposal aims to create a vibrant and dynamic center of AI excellence within the university, positioning Seton Hall as a leading institution in the field. I proposed a research project entitled “Transmitting the Power of Conversational AI to Advancing Public Mental Health”. The aim of this research is to investigate the use of digital health technologies in advancing public mental health and enhancing the effectiveness of psychotherapy. Despite the continuous rise in mental health disorders, access to treatment resources remains limited due to various factors such as stigma, costs, and a shortage of psychology professionals. However, the development of digital health, driven by modern informational technology, holds great potential in addressing these challenges. Currently, I am writing a review article about AI and mental health.

Aim 3 – CORE III on Service Learning

The CORE III class has already received university CORE committee approval and is ready for implementation. However, given my existing teaching responsibilities and the Psychology department's capacity, I will be teaching a 1-credit overload in 2024-2025. Unfortunately, this leaves me unavailable to teach a CORE III class during this time. Although I will not be teaching this class 2024-2025, I have actively sought opportunities to expand and enrich my CORE III class during my sabbatical. I am thrilled to have been selected for the 2024-2025 Experiential Learning Fellows program, sponsored by the Office of the Provost and the Center for Faculty Development. This program aims to promote outstanding experiential learning at Seton Hall University, and I am committed to leveraging this opportunity to continue developing a service-learning component for my CORE III class. My participation in this fellowship will enable me to create innovative, impactful learning experiences that align with the university's mission. I will attend in-person sessions and meet monthly with the Director of Experiential Learning to discuss progress.

Aim 4 – Collaborative Projects: International Collaboration on Undergraduate Psychology Outcomes

I am honored to serve on the central committee of the International Collaboration on Undergraduate Psychology Outcomes (ICUPO), comprising 18 members across 14 nations with Drs. Susan Nolan (Seton Hall University) and Jacquelyn Cranney (The University of New South Wales) as the co-leaders. ICUPO brings together 140 psychology educators from

around the world to develop foundational competencies for undergraduate psychology education. During my sabbatical, I have been actively involved in the development of the "International Undergraduate Foundational Psychology Competences" (IUFPC) document as a member of the ICUPO central committee (see <https://doi.org/10.17605/OSF.IO/6Y38X>). This work has entailed drafting, revising, and finalizing the IUFPC document, which outlines essential competencies for undergraduate psychology education worldwide. In addition to contributing to the IUFPC document, I have collaborated on several manuscripts for publication, further disseminating our work to the academic community. My involvement has required extensive collaboration, with over 16 meetings with the full board and many subgroup meetings. Through this intensive effort, we aim to establish a global framework for undergraduate psychology education, ensuring that programs equip students with the knowledge, skills, and attitudes necessary to succeed in an increasingly interconnected world.

Manuscripts Under Review:

Going Global: Intersections of the American Psychological Association's Guidelines 3.0 With International Foundational Competence Framework
International Competences for Undergraduate Psychology: Relevance to the UN Sustainable Development Goals
Infusing Cultural Responsiveness in the Creation of the International Competences for Undergraduate Psychology (ICUP) Model: What can the Discipline of Psychology Learn?
Collaborative Processes in the Development of the International Competences for Undergraduate Psychology (ICUP) Model.

Other Activities

Review Grant

American Psychological Foundation Lorraine D. Eyde Fund Grant

American Psychological Foundation Dr. Diana Slaughter Kotzin and Mr. Joseph Kotzin Fund Grant

Co-Supervising Research Students (with Dr. Amy Joh):

Naomi DeNovellis; Emily Majowicz; Angel Moore; Kaitlynn Russell; Donald Wagner; Julia Wszolek; Michail Savtchouk

Supervising Research Students

Michail Savtchouk

Newly Joined Editorial Board

PLOS ONE

Faculty Mentor

Mission Mentor Research Program Sponsored by Seton Hall University

Petersheim Expo Presentation (Virtually)

Faculty Research Showcase Mission Mentor Program

Doctoral Student's Dissertation Committee

Dr. Yuan Hao, Department of Professional Psychology and Family Therapy, successfully defended her doctoral dissertation on May 17th, 2024.

Ad-Hoc Reviewer and Associate/Handling Editor

Reviewed over 20 manuscripts for publication across 14 journals

Handled over 50 manuscripts for Emerging Adulthood; BMC Psychology, Sustainability, PLOS ONE, PLOS Climate; Scientific Reports, Humanities and Social Sciences Communications

Eric M. Johnston

Department of Undergraduate Theology

I proposed “to write a book on the Second Vatican Council’s continuity with three previous modern ecumenical councils.” I had a good organizational plan going into the sabbatical, and I was able to follow it. The sabbatical plan followed a proposal I made to the Catholic University of America Press, and which they accepted.

My goal was to read the Second Vatican Council (1962-65) has “reform in continuity,” according to a phrase coined by Pope Benedict XVI. Plenty has been written on the theological continuity of Vatican II with previous Church councils. But reform is a question also of historical contingencies. What reforms does the Council consider necessary, and why? What is going on in the world that demands reform? My goal was to show not only that Vatican II used the same theological abstractions but that it understood its history and the need for reforms in continuity with how previous councils understood their history and need for reforms. It is a question of joining the theology to the history, and reading each council’s reform proposals as a reading of their times. It is a question, too, of finding the continuity between a reading of history in one century and another reading of history in a different century.

To each council, I gave three chapters. (A couple chapters ended up as two.) The first reads the text of the council itself. The text comes before the history, because rather than interpreting the council’s text through my interpretation of history, a standard method, I wanted to examine how the council itself was interpreting the history. After a chapter on the text of the council came a text on “before” the council: that is, a text on how the council seems to be reading the history of its time. That meant reading the history myself, but then interpreting it according to the teaching of the council. Third came a chapter on “after” the council, in which I try to read that council’s reading of history forward up to Vatican II and today.

Vatican I (1870), for example, proposes a return to Scripture and the need of worldwide communion through the Pope. So I tried to read those reform proposals as an interpretation of the time leading up to 1870. It explains the return to Scripture, for example, as an issue of putting faith and reason in dialogue. At the time, it was widely believed that faith and reason spoke to radically different universes. Reason, moreover, was a central theme of the centuries leading up to Vatican I. So this is Vatican I’s interpretation of the century. Then I read how that ferment, that way of trying to understand faith and reason, led to Vatican II, a century later.

Similarly, Trent (1545-63) speaks about “sacramental justification.” I read that as a concern about how religious practices (sacraments) pertain to transformation of a person’s secular life (justification). Florence (1439-45) is about union between the Latin Church and the Churches of the East, the Greeks and also the Egyptians, Chaldeans, and others. I read that as a

concern that Christianity was being reduced to European culture, and evangelization to European colonialism.

Finally, I read Vatican II as a response to all of these themes: an understanding of modernity and the twentieth century in terms of the breach between faith and reason, the religious and the secular, and the reduction of Christianity to Western European culture. It is an ambitious book with a big thesis. I think it will be a fun read and an important contribution to the scholarship of the Church in the twentieth and twenty-first centuries.

Anthony D. Koutsoftas

Department of Speech-Language Pathology

I am so thankful to the University, School of Health and Medical Sciences, and Department of Speech-Language Pathology for granting me a yearlong sabbatical. This dedicated thinking time allowed me to engage in scholarly work in support of my research agenda. The mission of my research agenda is to development and implement language and literacy interventions that are equitable for diverse populations of learners, including those with language-based learning disabilities who struggle with literacy in school settings. The sabbatical year offered me the opportunity to disseminate findings from completed research projects as well as pursue new funding opportunities. Indeed, it was a fruitful and productive year for me as demonstrated by the achievement of the three goals proposed in my sabbatical plan. Below I provide a summary of progress toward each goal.

Goal 1. To disseminate findings from completed studies in peer reviewed journals that can serve as a citable source of preliminary data for subsequent grant proposals associated with goals 2 and 3 of this proposal, as measured by 4 to 6 peer reviewed publications that are accepted, in press, or published by July 2024.

My sabbatical year overlapped with the final year of a four year federally funded U.S.

Department of Education, Institute of Education Sciences (IES) grant titled, Writing in students with Language-based Learning Disabilities (Project WILLD). The aim of this project was to develop and test an intervention that can be used by speech language pathologists and special educators to improve written language in elementary students with language-based learning disabilities. During the sabbatical year I worked on closing out the data collection phase of the project, preparing the data for dissemination, and identifying next steps for this line of research. I am happy to report that during my sabbatical the first study from this work was published¹ in addition to conference presentations^{2,3} where the work was well received and I gained insights from colleagues on how to scale up this work^{4,5}. In pursuit of new lines of research, I developed or published preliminary studies for supporting struggling writers through remote instruction or telepractice^{6,7} and interprofessional collaboration and practice^{8,9,10}.

Goal 2. To develop and submit a grant proposal for NIH-NIDCD Research Career Enhancement Award for Established Investigators.

I deviated from this goal opting instead to develop a proposal for the William T Grant Foundation. With support from the Office of Corporate and Foundation Relations (Thanks Jacqueline Quigley), I was able to submit a proposal that was an extended letter of inquiry (LOI) to the William T Grant Foundation on May 1, 2024 in response to their invitation for Major Research Grants (MG-204899). The LOI will be reviewed with the potential outcomes of reject or request for a full application. The total amount requested was \$597,591.00 for a three-year project titled, Modular interventions for struggling writers from high needs communities.

Goal 3. To develop and submit a grant proposal that is a direct extension of my currently funded IES project, titled Project WILLD, for the 2024 funding cycle.

The Institute of Education Sciences (IES) is the independent research arm of the U.S. Department of Education, it is like the NIH for education except their request for applications occurs but once a year. My plan was to submit a proposal to scale up Project WILLD; however, for this funding cycle IES limited the scope of applications to one topic area, Educational Systems. Thus, I had to deviate from this goal by developing a new proposal that meets the criteria in the request for applications and aligns with my research agenda. I am happy to report that I was able to develop a proposal for the 2024 cycle titled, Systems for Helping IEP-teams Facilitate Teamwork & Collaboration (Project SHIFT+C). The aim of Project SHIFT+C is to develop and test a professional development protocol to improve teamwork and collaboration by educational teams supporting elementary students with language-based learning disabilities. The total amount requested was \$2 million for a four-year development and innovation project.

Achieving the goals of my sabbatical plan has contributed to my research, teaching, and service in the following ways. Innovations in research and scholarship are directly stated as part of the university's seeds of innovation strategic plan as well as the department of speech language pathology's mission and vision statement. Aligned with the strategic plan, I was able to use the sabbatical time to disseminate research findings through peer-reviewed journals and international conferences as well as seek new research funding. While the focus of my sabbatical was on achieving research goals, in doing so, I have gained and contributed knowledge to my field and had to stay abreast of current theory and research which I can infuse into my teaching. During the sabbatical year, I continued my professional service as Editor-in-Chief for the journal *Seminars in Speech and Language*^{11,12,13} and completed service as a guest editor for two issues of the journal *Topics in Language Disorders*^{14,15}. While this service contributed to my profession, it has cascading effects that bolster university recognition and allow me to stay current with research that I can turnkey for my students.

Citations

1. Puranik, C. & Koutsoftas, A.D. (2024). Writing in elementary students with language-based learning disabilities: A pilot study to examine feasibility and promise. *Language, Speech, and Hearing Services in Schools*, 55(3) 959-975. https://doi.org/10.1044/2024_LSHSS-23-00187

2. **Koutsoftas, A.D.** & Puranik, C. (2024, June). *Project WILLD: An Intervention Study to improve writing in students with Language-based Learning Disabilities*. Paper presented at the Conference on Writing Research from the Special Interest Group on Writing of the European Association for Research on Learning and Instruction, Universite Paris Nanterre, Paris, France.
3. **Koutsoftas, A.D.** & Puranik, C. (2024, July). *Relationships among measures of reading, writing, and oral language in a sample of students with Language-Based Learning Disabilities*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Copenhagen, Denmark.
4. **Koutsoftas, A.D.**, Puranik, C., & Joffe, S. (in preparation). Writing in students with language-based learning disabilities: A framework for intervention.
5. **Koutsoftas, A.D.**, Puranik, C., Petcher, Y. & Joffe, S. (in preparation). Project WILLD: Randomized controlled trial of an intervention to support writing in students with language-based learning disabilities.
6. Marble-Flint, K. & **Koutsoftas, A.D.** (2023, October/December). A feasibility study in virtual assessment procedures of a sentence-writing probe for use with intermediate-grade students. *Topics in Language Disorders*, 43(4), 349-366.
<https://psycnet.apa.org/doi/10.1097/TLD.0000000000000322>
7. **Koutsoftas, A.D.** & Hoover, K. (2024, Apr/June). Implementing strategy-based instruction for struggling writers via telepractice: A clinical tutorial. *Topics in Language Disorders*, 44(2), 131-147. <https://psycnet.apa.org/doi/10.1097/TLD.0000000000000340>
8. Cardon, T., Griffith, A., **Koutsoftas, A.D.**, Jansz Rieken, C., & Eaton, A. (2024, June). What is working for practitioners: A mixed method analysis using the collaborative practice assessment tool. *Seminars in Speech and Language*, 45(3) 213-227. <https://www.thieme-connect.de/products/ejournals/abstract/10.1055/s-0044-1787098>
9. **Koutsoftas, A.D.**, Maffucci, D., & Dayalu, V. (2024, January). Three-year program evaluation of a university-public school collaborative partnership. *Language, Speech, & Hearing Services in Schools*, 55(1) 18-33. https://doi.org/10.1044/2023_LSHSS-23-00033
10. Segal, R., Dayalu, V., Hoover, K. & **Koutsoftas, A.D.** (under review). Project write to learn: An interprofessional graduate training program for occupational therapists and speech language pathologists.
11. Lansford, K. & **Koutsoftas, A.D.** (2023, November). Foreword. *Seminars in Speech and Language*, 44(5), 251-253. <https://www.thieme-connect.com/products/ejournals/abstract/10.1055/s-0043-1777085>
12. **Koutsoftas, A.D.** & Lansford, K. (2024, March). Foreword. *Seminars in Speech and Language*, 45(2) 99-100. <https://www.thieme-connect.de/products/ejournals/abstract/10.1055/s-0044-1782501>
13. **Koutsoftas, A.D.** & Lansford, K. (2024, June). Interprofessional collaboration: A guide for what's working to support coordination of care. *Seminars in Speech and Language*, 45(3) 167-168. <https://www.thieme-connect.de/products/ejournals/abstract/10.1055/s-0044-1787527>
14. **Koutsoftas, A.D.** (2023, October/December). Sentence-level writing skills in children with

and without developmental language disorders, Issue Editor Foreword. *Topics in Language Disorders*, 43(4), 281-282. <https://dx.doi.org/10.1097/TLD.0000000000000328>

15. **Koutsoftas, A.D.** (2024, April/June). Innovations in language and literacy for children and adolescents with language disorders, Issue Editor Foreword, *Topics in Language Disorders*, 44(2) 81-82. <http://dx.doi.org/10.1097/TLD.0000000000000341>

Epilogue, aka, the fun stuff: I lived out of a suitcase for most of the sabbatical year, traveling around the planet in the following order: Scotland - Nevada - San Francisco - Los Angeles - San Diego - Phoenix - (sidebar in Boston) - Tucson - Long Island City (for the holidays); and then...Italy...Switzerland...The Netherlands...London...San Francisco (again)...Japan...Thailand...back to the southwestern U.S. (i.e., Tucson, Phoenix, San Diego, Los Angeles) - followed by a 10-day layover in Long Island City; I closed out the year with two international conferences - one in Paris the other in Copenhagen. I suppose it is better to say that I zig-zagged about the earth. Whilst doing so, I visited friends, made new ones, took long walks (as I am an avid recreational walker), witnessed some of the most gorgeous sunsets I have ever seen (and a few sunrises, too!). Oh, and I performed stand-up comedy in each of these destinations totaling 83 spots/shows/gigs, including a gig of a performance at the annual conference for my professional organization, the American Speech Language Hearing Association (ASHA) – which kicked off the opening session at 8:30 in the morning for 2,000 attendees.

I am so very grateful for this opportunity: my heart is full, my mind is relaxed, and my feet ache; now back to it.

Stephen J. Lubben

Seton Hall University School of Law

My sabbatical was focused on writing a book about the history of corporate reorganization or bankruptcy. I am writing the book under a contract with Columbia University Press. The sabbatical started in the summer of 2023, when I visited achieves in London, Knoxville, Fort Worth, and Kansas City to obtain primary sources for my manuscript. Seton Hall Law School librarians worked tirelessly to obtain other similar materials through interlibrary loan.

With the start of the school year, writing commenced. It soon became clear that staying within my 120,000 word limit while still doing justice to my topic was going to be a challenge. Slowly but surely the chapters took shape.

By winter break I had provided drafts of six of the ten chapters to my editor, and they were generally well received. Work on the remaining chapters commenced after the holiday, and by the end of the academic year I had drafts of nine chapters completed.

Chapter 8 remained in limbo awaiting the Supreme Court's decision in *Harrington v. Purdue Pharma L.P.*, involving the chapter 11 case arising out of the opioid crisis. Finally in late June

the Court released its opinion – the majority was a reasonable 20 pages; the dissent an excessive 54. Work on Chapter 8 commenced immediately, and by the July 4 holiday I had a good draft of the complete manuscript.

Another round of proofing followed, and on July 8 the manuscript went to my editor. It will be sent to outsider reviewers for comment, and hopefully will be in print in 2025.

Fredline A. O. M’Cormack-Hale

School of Diplomacy and International Relations

I am thankful to the School of Diplomacy and the Provost’s Office for granting me a much-appreciated year-long sabbatical. I proposed two main areas of work during my time away. The first was to conduct research for a planned book examining the role of the international community in supporting Sierra Leone’s Ebola response compared to that of COVID to understand why Sierra Leone’s health care sector remained weak, and to speak to the broader question on the appropriateness of international assistance and development, while the second was to design a study abroad seminar to Sierra Leone.

I was able to accomplish several work streams in pursuit of the first goal, although the objective of the project changed somewhat. I was part of an international interdisciplinary research group working on “desirable health futures,” following a workshop held in Canada in the summer of 2023 at the start of my Sabbatical. During this workshop, following insightful feedback from workshop participants on my research project, I changed the project focus to include the role of the government and reflect health futures more broadly. In its present iteration, I examine how Sierra Leone’s healthcare past affected its healthcare future, using Covid-19 and Ebola as case studies, rather than focusing simply on the role of donors in the healthcare sector in Sierra Leone. The conference cohort met roughly monthly and provided collective feedback on various iterations of our research papers. This culminated in the submission of a special issue proposal to the *Journal of Critical Public Health* which has just been accepted. My article for this guest issue draws on this research comparing Sierra Leone’s handling of the COVID-19 and Ebola outbreaks, the role of government in mediating international assistance, and how this reflects Sierra Leone’s healthcare past as well as implications for the future.

Additionally, I am reworking a second article that compares citizens’ trust in the State during Covid-19 and Ebola, drawing on Afrobarometer data for Sierra Leone collected in 2022. The article argues that while many believe Sierra Leone learned from the Ebola outbreak, with positive implications on its Covid-19 response, citizens’ more favorable ratings of the state’s handling of Covid-19 arguably draw less from perceived learning and more from politically driven calculations. In short, political affiliation is a better predictor of performance calculations than learning, with citizens in regions that support the ruling party more likely to provide more positive evaluations than those in other parts of the country. While the bulk of the article is written, feedback received from an Afrobarometer workshop for which I initially wrote the paper, requires that I incorporate more sophisticated statistical analysis techniques to help strengthen the argument. I now have a co-author who teaches advanced statistical methods. We

are refining some of the statistical analyses to further buttress central arguments made in the article and are exploring the possibility of submitting the article as an Afrobarometer policy paper to maximise its policy relevance and impact in informing state responses to epidemics.

The second aspect of my Sabbatical was to design a study abroad course to Sierra Leone. During the Sabbatical, I was able to visit potential study sites, contact guest lecturers, and line up organisations willing to work with students for the service-learning component of the course. I successfully designed and submitted the course for Spring consideration. It has been approved and is set to run in the spring with both graduate and undergraduate students. I have designed the course in such a way that it responds to Goal 4 of the University's Harvest our Treasure, to "Further cultivate and nurture a trusting and collaborative Seton Hall community that educates and empowers all its members to advance equity, inclusion and social justice on campus and in the wider world." Through the experiential service-learning opportunities as well as course material, I hope students will not only develop a passion for service in underserved communities but also learn from these communities as well, lifelong lessons that they will bring back home.

In addition to the stated research goals of my Sabbatical, I was able to benefit from additional unanticipated prospects. The Sabbatical provided me multiple opportunities to continue to strengthen and deepen my work in the policy arena, which given the practical nature of our School and the research and professional interests of our students, helps to ensure that my courses incorporate real-world examples and case studies, providing students with rich material that goes beyond the theoretical. It also enabled me to engage in work that was valuable to policymakers in Sierra Leone, as well as provided me with data for new streams of research.

There were several elements of this. First, the think tank with which I am affiliated in Sierra Leone received a global South-targeted grant to work on State responsiveness to citizen input in service delivery, using a social accountability approach. This approach has been lauded as a potentially more productive one than the more combative method that usually characterizes civil society engagement with the State. I was instrumental in the project implementation and the outputs of this research will help deepen understanding of the efficacy of a social accountability approach for development and democratic consolidation, with a particular focus on the sectors of health, education, and agriculture. I will build on this along with the Covid and Ebola research to expand on the research proposed during the Sabbatical, examining how improved service delivery outcomes can have implications on state strengthening, through adding the role that local civil society actors can play, in addition to international agents.

Second, I was present in Sierra Leone during the 2023 elections. These elections were groundbreaking in several aspects, that resonated directly with my research interests. One of my long-standing research interests has been women and politics in Sierra Leone and I have several articles as well as a co-edited book that explores this topic. Specifically, I have been interested in the question of how to get more women into politics. One of the central arguments for this in the literature has been the importance of passing a gender quota law as well as moving from First-Past-the-Post (FPTP) to a Proportional Representation (PR) system. I have been involved in the push to both increase the number of women in parliament as well as the passing of a gender quota law in Sierra Leone since 2002 and 2006 respectively.

A groundbreaking Gender Equality and Women's Empowerment (GEWE) Act has finally been passed in 2023 which provides a 30% quota for women in government. At the same time, a contentious change was made to the country's electoral system, from first-past-the-post to proportional representation, also in 2023. Such a change in political systems is relatively rare, and provides a unique opportunity to test hypotheses that advocate for PR over FPTP. During my Sabbatical, I had the opportunity to witness many of these developments first hand and to participate in monitoring them. I was part of a technical committee comprised of CSOs and academics that was involved in the formulation of the GEWE Law, responsible for identifying potential gaps and loopholes and making suggestions for its improvement. When the law was passed, I gave several press interviews, participated in a podcast, and along with other CSO actors, shared concerns about its potential limitations for women's substantive participation.

Given my research and advocacy work in this area, I am well placed to write academic articles on the outcome of the law. I am currently working on an article that examines the theoretical applicability of research on quotas and proportional representation in practice, using Sierra Leone as a case study. During my Sabbatical, I was able to interview women parliamentarians about the effectiveness of the act, and the challenges they faced notwithstanding the 30% quota, that is further informing the paper. In speaking to the impact of quotas for women's political participation as well as how political systems can affect women's political participation, the paper directly responds to one of the dominant hypotheses in the literature that an increase in women's political participation requires a change in the political system. Political developments in Sierra Leone have provided a natural experiment to test these hypotheses. I am working on the article with a prominent voice in this field and we plan to submit the article to a top feminist journal in my field, later this year. My research work during the Sabbatical also points to the importance of the role of political parties; it is parties that determine which women will be on the ballot, and who citizens vote for. These processes of selection are under-studied as much of the academic focus has been on how party candidates fare in general elections. I plan to build on my Sabbatical research by applying for a research grant that will enable me to study party nomination processes in Ghana, Sierra Leone and Liberia, as both Ghana and Liberia have also tried to experiment with gender quota laws with varying levels of success. This new stream of research has emerged partly thanks to the research work I was able to conduct during my Sabbatical.

I am also currently engaged in policy work that looks at how to move beyond the GEWE Act and ensure that women play instrumental roles within the political spaces they now occupy. As part of this stream of work, I worked with the Ministry of Gender and Children's Affairs in Sierra Leone to put together a side event for the Commission on the Status of Women (CSW) held in March 2024 in New York, in which we discussed "Beyond the Gender Equality and Women's Empowerment Act in Sierra Leone." I co-chaired the planning committee that put the side event together and the School of Diplomacy was one of the Co-Sponsors. I also served as one of the panellists at the event along with other participants, including the Minister of Gender and Children's Affairs and the Deputy Minister for Foreign Affairs. The session not only focused on the law, but what civil society, academics, and other actors should do to ensure that it results in tangible changes for women across all sectors.

As president of the 50/50 Group, a women's advocacy organisation promoting women's political

participation, in Sierra Leone, I was also instrumental in bringing the contents of the international conference to domestic audiences in Sierra Leone. Along with Sierra Leonean colleagues, I organised a two-day women's conference in Sierra Leone, that provided a platform for prominent women CSO groups and academic actors that could not be present in New York, to learn about what was presented at CSW, and be involved in discussions on how to move beyond the Act as well as ensure that it is implemented successfully. With funding from International Idea through the European Union, the conference was also able to provide a regional learning component. Women activists from Liberia were able to attend the conference and share their experiences around advocating for a quota law that ultimately failed to pass, while participants from other African countries including Senegal, Kenya and Zimbabwe also shared their own stories of navigating gender quota laws within their country contexts. Panelists at the conference included government actors like the Minister of Education, and the Minister of Gender and Children's Affairs; policy gurus such as the Commissioner, National Lands Commission; and well-respected local CSO voices. Also in attendance were bilateral and multilateral donors and NGO actors including UNWomen, Irish Aid, the European Union and Action Aid.

I also participated in a series of other policy-related engagements. This includes a two-day session convened to design GEWE Regulations, that is, the rules that will inform the translation of the GEWE Act into practice. This provided an opportunity to address some of the gaps and limitations in the law that could hinder it from many of its transformational aspirations. I was also part of the writing team for the third generation of Sierra Leone's National Action Plan for 1325 and 1820 (SILNAP). Over several sessions including a two-day writing retreat and workshops, I along with a team of colleagues including representatives from the Ministry of Gender and Children's Affairs, the Police, the Military, and CSOs, worked to update Sierra Leone's national action plan that ensures that women play principal roles in peacebuilding and politics in the country.

I also had the opportunity to serve as a mentor and provide expertise on gender-related issues. This included facilitating a workshop on Gender and Social Inclusion (GESI) for Invest Salone, a project working to connect Sierra Leone businesses to international audiences that wanted to make sure that their interventions contain a gender lens, as well as working to provide an advisory brief to the Ministry of Gender on how to expand on the financial inclusion strategy in the GEWE Act and collaborate with the private sector to realise some of its components.

During my Sabbatical, I also made about a dozen presentations. In addition to the CSW event, I made several presentations in which I helped attendees understand the GEWE Law, including at a mentorship retreat for women doctors. I also made presentations to women members of parliament, local councillors, Ministers and Deputy Ministers on a range of topics. This includes discussing my research on how women politicians can be effective and subsequently increase their chances of being re-elected; the role of women MPs and councillors in promoting service delivery in their communities; the limitations of the 30% quota for women, and the changes that need to be made to enhance its effectiveness, as well as how failure can be used as a stepping stone for growth. I also made presentations on ensuring that women's specific concerns and issues are integrated in the ongoing constitutional review process in Sierra Leone. I was also a guest speaker at a World Bank Brown Bag lunch meeting on Women's Livelihood and Voice in

West Africa's Coasts.

The Sabbatical also offered opportunities for professional growth. As a member of the Afrobarometer network, I applied for and was accepted into a competitive two-week-long Afrobarometer Summer School held in Pretoria, South Africa in November 2023. The Statistical boot camp provided me the opportunity to hone my SPSS Statistical Analysis Skills, and I am applying these skills in the research paper I am revising that reflects the research themes discussed in my Sabbatical application.

I also continued my service responsibilities, both professional and community oriented. Among them, I was selected to join the Board of Advisors for the African Women Leadership Network; invited to be a member of Eminent Women Peace Mediators, comprising of women leaders who advocate for peace during, before, and after elections and serve as mediators during periods of political contention; and became an Associate Editor for the African Studies Quarterly Journal as well as conducting peer review of a journal article. At the School, I continued my service as Director of Online Learning.

To sum, on the research front, as mentioned earlier, an article has been submitted to the Journal of Critical Public Health co-edited guest volume, building on the research mentioned in my Sabbatical proposal, while another article on the same topic is being revised as a policy piece. I also wrote a blog for the Political Determinants of Health hosted by the University of Oslo drawing on the Covid and Ebola health research, and another blog for Democracy in Africa, a well-respected website that features cross-cutting research on Africa, in which my co-editor and I discussed our 2022 book on women's post-conflict empowerment in Sierra Leone. I also co-wrote a continent-wide dispatch article for the Afrobarometer network examining Gender-Based Violence in Africa, drawing on Afrobarometer data for over 30 African countries.

Three new articles are in process based on work that I did during the Sabbatical: in addition to the co-authored comparative policy piece on citizens' assessments of government performance of Covid and Ebola, mentioned above, I am working on a co-authored piece on the impact of quotas on women's political participation in Sierra Leone; and an article building on a paper that I submitted following the November AB workshop. This latter paper examines violence against women and girls in Sierra Leone. I am incorporating feedback received from three scholars who reviewed my submission and building on the co-authored continent-wide paper I did on the same topic. The article on quotas in politics will continue some of the themes of a co-authored paper published last year looking at interventions promoting women's political participation in the previous elections.

In conclusion, while I made good progress on the primary areas indicated in my Sabbatical application, the experience was additionally rewarding in unanticipated ways, opening up new research pathways and providing me with the opportunity to deepen my policy engagement and relevance. These experiences have enriched my teaching as not only am I drawing on these experiences as case studies in the classroom, but they ensure that my teaching of theory is informed by practice. They have also helped to refine my command of the material. For example, I am able to bring in my experience at the Commission on the Status of Women in New York in my Gender, Race and Culture in International Relations Course. The Sabbatical experience has been an enriching and invaluable one, and I am grateful to the School and the University for granting me this time away.

Patrick Manning

Department of Pastoral Theology

My primary sabbatical activity was a book entitled *Be Still and Know: The Gift of Contemplative Christianity for Education Today* (title pending final publisher approval). The completed manuscript is due to the publisher, Eerdmans Publishing, by September 1, 2024, and I anticipate meeting this deadline. The book invites readers to reimagine life at their schools in which time, space, objects, activities, and people are all approached more contemplatively. It offers practical examples and suggestions grounded in research in Christian spirituality and theology, psychology, neuroscience, education, and contemplative studies. The book has a word count of approximately 75,000 and includes a prologue, introduction, epilogue, and six chapters on time in schools, teaching and learning, meetings and community, research and study, and rest and recreation, respectively.

During my sabbatical, I also completed an article entitled “Returning to the Edge: Religious Education, Affiliation, and Accompaniment,” which was accepted for publication in the *Religious Education* journal. The aim of this article is to envision approaches better suited to facilitating an encounter with God’s love for those who find themselves on the margins of church affiliation. The first part of the article involves an exercise in pastoral listening, endeavoring to understand the present concerns and realities of such people as they experience them. The second part offers principles and examples of the kind of accompaniment that is better suited to our present situation and the needs of people who do not feel at home in the Church. The article was accepted pending revisions, which I anticipate completing by September 6, 2024.

It is possible that it may take me additional time (perhaps a week or two) to finalize the book manuscript. My research and writing was impeded this year by my unanticipated appointment as the Director of the Center for Catholic Studies just as my sabbatical was beginning.

This sabbatical project has contributed to my personal and professional development in a number of ways. Because of my book’s relevance for the mental health crisis with which virtually every school has been grappling, many fellow educators and scholars had expressed great anticipation for the book’s publication. That anticipation grew throughout the past year as I spent time in numerous schools, attended conferences, and engaged in conversation with a variety of scholars and practitioners. This book will make a unique contribution to the fields of Catholic education and contemplative studies on account of its distinctively Christian approach to contemplative practices for education. The sabbatical also afforded me the opportunity to catch up on research in my primary field of religious education and to expand my familiarity with research in related fields such as contemplative studies, spirituality, psychology, and neuroscience. I return from

this sabbatical with a new level expertise and a more prominent profile in my field and in the world of Catholic education. I also return to the classroom a better teacher, having had the year to research new pedagogical practices, observe other expert teachers, and work with them to enhance their teaching.

I expect that the fruit of this project for the Department of Pastoral Theology and the Seminary School of Theology will become apparent in the coming year. The seminary's Strategic Plan and Lilly Pathways grant both call for the creation of new courses, a concentration, and events on the topic of catechesis. Publication of my book and related public presentations will help to promote these new initiatives. For example, based on my work on this project, I received a special invitation to attend a national convocation on evangelizing catechesis hosted by the U.S. Bishops' Institute on the Catechism this past June. That meeting created the opportunity for me to have conversations with several bishops and directors of catechesis in different dioceses. I have tentatively planned with the superintendent of Catholic Schools for the Archdiocese of Newark to provide the archdiocese-wide professional development in March based on my book.

I likewise expect to see this project bearing fruit for the wider Seton Hall community this year. Delving further into research on contemplative practices and the contemplative Christian tradition will enable me to bring new strategies and resources to our ongoing work in the Contemplative Community Initiative, which promotes mental health and general well-being, academic success, community building, and spiritual growth through faculty development, instructional support, public events, and student engagement. This work has involved collaborations with the Department of the Core, the Center for Academic Success, Counseling and Psychological Services, Campus Ministry, Student Affairs, and colleagues in every school at the university, and I have already begun conversations with some of these partners about how to implement the research I conducted this past year.

As Seton Hall's representative to the Lilly Network of Church-Related Universities and a founding officer of the national Catholic Studies Consortium, I have initiated conversations about replicating some of these initiatives and strategies elsewhere and received invitations to present at other institutions. Throughout the course of the past year, I was also able to render direct service to several Catholic elementary, middle school, and high schools in the form of workshops, retreats, and consultations. Time spent in these schools provided me with feedback on my project from educators in a variety of contexts while enabling me to share with them the fruits of my research. Several of these schools have implemented new practices as a result of these visits.

Douglas J. Milewski

Department of Undergraduate Theology

My initial plan was to write one book based on a number of presentations I've given over the years. Once completed, I also anticipated having enough time to make serious headway toward another book project based on a course I developed and taught several times, but for some years now has not been run. Rather than lose that research, I hoped to pull it together for publication.

The primary object was a book called "The Conversion of Saint Monica," which is some 75% completed as a draft, with the remaining two chapters already existing as talks given in the past. The book highlights and explores Augustine's presentation in the *Confessions* of his mother – and not himself – as the exemplar of what a completed/perfected Christian conversion and vocation looks like. Indeed, her story is far closer to the experience of most Christians than his, but, surprisingly, this has largely gone unnoticed. This book hopes to make her story more familiar and relatable. Its organization is as follows:

Part One: Getting to Know About Monica

Chapter 1: Monica in Augustine's Writings

Chapter 2: Conversion in Monica's and Augustine's World

Chapter 3: Vocation in Monica's and Augustine's Lives

Chapter 4: The Church Monica and Augustine Knew

Part Two: The Stages of Monica's Conversion

Chapter 5: Stage 1 – Monica's Initial Experiences of the Vocation of Wife and Mother

Chapter 6: Stage 2 – First Difficulties

Chapter 7: Stage 3 – Alienation and Desolation

Chapter 8: Stage 4 – Consolation and Reconciliation

Chapter 9: Stage 5 – Peace

The second project was not possible to be taken up directly on account of both the "deviations" the template asks about and, above all, a full-scale disruption to my plans. Nevertheless, the work on the St. Monica project did provide material related to it, which I call "The Fathers as Priests," based on my "Priesthood in the Fathers" course. It approaches these most foundational theologians and thinkers in the Church as men who, first and foremost, fulfilled the ministry and office of priest. In a time when the priesthood is preoccupied with countless distractions, reclaiming that patristic experience is life itself for priests. A working plan for it is:

Chapter 1: Christian Priesthood vis-à-vis Jewish and Pagan Priesthoods

Chapter 2: New Testament, First-Century, and Second-Century Standards

Chapter 3: Eucharist, Priesthood and Martyrdom

Chapter 4: Persecution as a Pastoral Challenge

Chapter 5: The Failures of Pastors

Chapter 6: Reasons not to be a Priest

Chapter 7: The Radical Grounding of Priestly Life: Asceticism, Celibacy, Monasticism

Chapter 8: The Daily Grounding of Priestly Life: Vigilance, Conversion,

Relationships

Chapter 9: *Venit Hora*: Priests, Death, and the Life to Come

Chapter 10: *In Persona Verbi*: Priests, Preaching and Presiding

Chapter 11: Priests and Fathers for Today: the Liturgy and Rites as Patristic

Texts

The sabbatical has allowed me to return to my area of professional specialization, which rarely happens in the teaching schedule. It has refreshed my familiarity with the texts and personalities, and in so doing follows Vatican II's fundamental methodology of *ressourcement* and *aggiornamento*. The two project topics relate directly to matters of central concern to Catholic laity and clergy. Being the Seminary School of Theology, which seeks to bring this conciliar awareness to 21st century Catholics, the contribution of these projects to both school and department should be plain.

About how this provides a service to the University, I cannot with confidence say. My projects are directly related to enriching Catholic life and mission, but Catholicism has no place in the University curriculum in any systematic, coherent fashion as do, say, English or Math. Nor does the template ask for service to the Church or any contribution to the apostolate of this diocesan Catholic university. In the face of this lacuna, it would be presumptuous for me to say if such service is an expectation or desire.

I am grateful, though, for the sabbatical year. Despite so much of what it was and contained, it did provide some needed and useful time free from the demands of the routine academic year. It afforded a chance to return to some of my intellectual "first loves," which in turn have brought me new energy to bring back to the classroom.

Manfred Minimair

Department of Mathematics and Computer Sciences

During my sabbatical in Fall 2023, I expanded on the Opportunity Meets Innovation Grant "Application of Machine Learning Models to Discrete Human Movement Data to Identify Potential Factors for Injury Risk, and Potential Factors for Improved Performance" (Opportunity Meets Innovation Grant) from the prior academic year. I conducted additional research on elucidating biomechanical performance factors with machine learning.

As the main author, I completed a peer-reviewed research paper that has been accepted for publication by IEEE. The paper is:

Minimair M, Boergers R, Ciminiello M, Giannini E, Rosa N, Sylvester Z, Viscovich A. *Machine Learning of Feature Importance for Biomechanical Efficiency of Baseball Pitching*. Proceedings of the 22nd International Conference on Machine Learning and Applications (ICMLA). Jacksonville, FL. December 15, 2023.

Abstract: Biomechanical analyses are used to reveal potential factors for injury and performance improvements in human tasks which are considered in medicine and athletics. In this study, approaches based on machine learning are described to extract feature importance for baseball

pitching from motion data. The results show that the proposed models outperform prior studies and suggest new ways for determining the importance of features.

Furthermore, I have presented a research poster on the above work at the International Conference on Machine Learning and Applications, Jacksonville, FL. Additionally, I have visited the Sports Innovation Center at University of Nevada, Las Vegas, (UNLV) and met with researchers at UNLV to discuss opportunities for future collaborations. Currently, I am working on another paper to be completed over the coming months. Based on the findings from my sabbatical, I am planning to submit a federal grant application in 2024 to continue my funded scholarship.

David W. Opderbeck

Seton Hall University School of Law

I took a half-year sabbatical for the Spring semester of the 2023-2024 academic year. My original plan was to complete my Fulbright grant in Israel. Unfortunately, the war made this impossible and I had to withdraw from the grant. Instead I worked on several research and writing projects: (1) I substantially completed my third book, tentatively titled "Faithful Exchange: The Economy as It's Meant to Be," to be published in 2025 by Fortress Press. This book is a constructive theology of economics, influenced by my training and work in law and economics; (2) I attended a conference on virtue jurisprudence and artificial intelligence at the University of Amsterdam and substantially completed a paper on legal justification in virtue jurisprudence in relation to the role of artificial agents in the legal decision-making process. That paper will be published in a venue yet to be determined along with other papers from the conference; (3) I completed an invited submission to the Journal of Law and Religion titled "AI and Creation: Some Perspectives from the Bible, Plato, Augustine, Aristotle, and Aquinas"; (4) I began continued research on a new paper in progress on Artificial Intelligence and product liability law; and (5) I completed final edits on my paper *Copyright in AI Training Data: A Human-Centered Approach*, 76 Okla. L. Rev. 951 (2024).

In addition to these research and writing projects, I completed the design and creation of a new online MSL course on Cybersecurity and Data Privacy Compliance. This included an original 15,000 word script and interactive videos I produced and recorded. I also began a new course prep for the J.D. Property Law course, which I am now teaching to weekend students. Finally, I continued my ancient language studies, which relate to my work on law and theology. This included two reading classes in Biblical Hebrew.

Shigeru Osuka

Department of Languages, Literatures, and Cultures

This report summarizes the activities of my sabbatical leave at Graduate School of Humanities and Social Sciences, Faculty of Letters at the University of Tokyo in the fall of 2023. I was very fortunate that an internationally prominent institute accepted me as a visiting scholar from September 1 to December 20, 2023, and allowed me to access their library resources. Therefore, my sabbatical was an incredibly productive and renewal period for me by reading books/articles, research materials, writing manuscripts and meeting many marvelous people in Japan.

As I detailed in my original sabbatical request, I proposed pursuing my book project, entitled *Japanese for Diplomacy and International Relations*. The international community is facing common issues, such as war, nuclear, environmental, human rights issues, etc. which are emerging in various parts of the world. We can see that the current situation is far from the construction of a peaceful global society aimed at coexistence. In such a turbulent current international society, what can I do as a Japanese language educator? In this project, I used the theory of Critical Content Based Instruction (CCBI) under the theme of *Japanese for Diplomacy and International Relations* to promote language competency for diplomats and those who work in international organizations by producing intermediate-high level Japanese teaching materials (textbook). The Content Based Instruction (CBI) curriculum is based on the vocabulary, grammar, and expressions of the field of specialization and professional purpose. However, this project is little beyond the CBI and utilizes the CCBI aims to develop learner's critical thinking while mastering the Japanese language.

The content of the *Japanese for Diplomacy and International Relations* deals with its history of Japanese diplomacy, international relations in East Asia, and current international issues. In the current Japanese textbooks, there has not been any textbook for Diplomacy and International Relations. Therefore, this project is unique and expected to be the first textbook on the subject. By publication of this project, this is a great opportunity to grow the Japanese language resources further from the CCBI perspective. *The Japanese for Diplomacy and International Relations* can be used by the students at the School of Diplomacy and International Relations at Seton Hall University as well as those who are interested in studying advanced Japanese.

This book project has completed about 50% as of today and will continue to be written in the spring 2024 with grant by International and Foreign Language Education (UISFL) by the US Department of Education. Dr. Peter Shoemaker is a project director, and I am a member of the project under "From Local to Professional Success and the Common Good." I am also preparing a diplomacy major's language curriculum by providing textbook and course syllabi in the spring 2024.

In addition to my proposed research, fortunately, I was invited to two public lectures at Japan Women's University in Tokyo on October 19 and October 24, 2023. One was a one-hour lecture on *Japanese language education in the US*, and the other was two-hours lecture on *Japanese language evaluation methods in SDGs society: Focusing on Japanese writing in a diversified society*. I was invited to these lectures by recognized my recently published book, *Relay Writing: New Approach for Collaborative Learning in Japanese*. Co-edited with Kiyoshi Noguchi. Tokyo: Coco Publication, 2023. In this edited book, my two articles were published, *Study on Relay Writing in a Global Society, A Case Study from the USA* (pp.17-36), and *Objective Programming and Assessment Methods based on the 21st century Skills* (pp. 125-146). There

were many people in the audience and the room was full of students.
(Publisher website: <https://cocopb.com/books/978-4-86676-066-7/>)

Finally, I am very grateful to Seton Hall University for granting me this time away from full-time teaching duties so that I could focus on the project in Tokyo. The time was intellectually reinvigorating by researching primary resources, writing manuscripts, and meeting with delightful people in Japan. I am proud of my work that I was able to accomplish in the four months and continue to be writing the above book project in the spring 2024 that help me to better live up to my professional responsibilities as a teacher-scholar, and thus, better serve the Seton Hall University students and community.

Matthew Pressman

Department of Communication, Media, and the Arts

My goal for my one-semester sabbatical was to write the manuscript for my second book, tentatively titled *Give Us Now Our Daily News: The Rise and Fall of America's Most Popular Newspaper*. That may sound simple, but it has been the most difficult undertaking of my career. This book chronicles the history of a sprawling institution over the course of a century. It combines journalism history, business history, political history, social history, and the history of New York City into a coherent master narrative.

I began researching the book in 2018, and I amassed an enormous trove of material. There is no central repository of company records from the history of the *Daily News*, so I gathered archival documents from a dozen collections scattered throughout the country, scoured contemporaneously published reports, and conducted in-depth interviews with 57 people who worked at the *Daily News* over the years. After my years of research, I had 2,831 photos from the archives (which I organized into roughly 550 PDF files), about 2,400 pages of interview transcripts, and about 450 historical articles from newspapers, magazines, and the trade press. Adding to that nearly 100 books and dissertations I consulted, plus the actual newspaper content that the *Daily News* has published for over 100 years—about 19 million pages worth, digitized on [newspapers.com](https://www.newspapers.com/)—I find myself at a loss for words to describe the amount of research that went into this project, and that I had to corral into a book.

So I am proud that I managed to produce an almost-complete manuscript during my sabbatical. I have written roughly 100,000 words—all but the book's final chapter and introduction. I have a draft contract with Columbia University Press, which will publish this as a trade book, meaning it will be aimed at the general reader as well as academic audiences. Of course, I was not solely writing; there was a significant amount of additional research I had to do as I moved through each chapter.

Although the book manuscript was my main project during the sabbatical, I focused on professional development and service in other ways too. The most significant was to teach a course as an adjunct at Columbia University's Graduate School of Journalism—an endeavor for which I was graciously given permission by the Provost's office, with the support of my chair and dean. I taught a 50-person class called *Journalism Essentials: History*, a requirement for

students in the M.S. program at Columbia J-School (it is one of four 1-credit “essentials” courses, along with business, law, and ethics). It was an honor to be invited to teach a course in my area of expertise (journalism history) at the nation’s premier journalism school. It also provided me an opportunity to teach at the graduate level for the first time, something I am interested in doing at Seton Hall sometime down the road.

Having access to Columbia University’s library resources turned out to be an essential help to me as I worked on my book manuscript. On several of the Fridays when I taught went to Columbia, I spent 2.5 hours in the classroom and the rest of the day consulting primary sources that I would not have been able to access otherwise. The personal papers of a reporter who covered the news business from the 1990s through the 2000s, which had just become available in Columbia’s Special Collections library, provided me with much useful material. Then there was a 1925 dissertation about New York City tabloids, held in storage at Columbia and never digitized. Finally, I was able to view the *New York Post* and *Village Voice* on microfilm, which despite being major publications are not available electronically prior to the 1990s.

I also kept up my commitments of service to the profession, completing a three-year term as book review editor of *American Journalism: A Journal of Media History* and training my replacement (I also wrote a book review for the journal). I fulfilled my duties as a member of the board of the American Journalism Historians Association and a member of the Senior Scholar Award Committee for the History Division of the Association for Education in Journalism and Mass Communication (AEJMC). I also served as an external reviewer for a scholar going up for tenure at the University of Idaho.

While I stepped back from most of my service commitments at Seton Hall, I did serve on a search committee to hire an assistant professor of journalism. As we are a small program, and this was the first tenure-track hire in journalism since my own in 2016, I wanted to make sure I could help recruit and provide input on the best candidates. I am thrilled to say that we concluded a successful search and are being joined by a new colleague this fall.

In conclusion I’d like to return to my main project, the *Daily News* book. I was initially hesitant to take this on, due to how challenging and time-consuming it promised to be. But knowing that I would have the privilege of a sabbatical to focus intently on writing the manuscript gave me the confidence to attempt it. I am excited, now, to move into what I consider the most fun parts of the book process: editing, revising, and publicizing. I think the book will do much to elevate my scholarly reputation and by extension the profile of my department, college, and university.

Jon P. Radwan

Department of Communication, Media, and the Arts

I am very grateful for this past year of scholarship and happy to share an overview of work from my 2023-2024 sabbatical research. The primary project I proposed, a co-authored book, is now in production with our publisher, Bloomsbury Press. It offers a theory of communication ethics that is embodied and spiritual to counterbalance the mediated and dialogic orientation of my field. In addition to the front and back matter I wrote three new chapters.

First, “On King Midas’ Touch and Defining Terms: Centering Contact, Dancing Attitudes” outlines and illustrates a new matrix for rhetorical criticism. Second, “Conquest and Rhetorical Force: Truth, Mutuality, and Just Dancing in Relational Gravity” analyzes contact themes in two early human rights speeches (Antonio de Montesinos and Caciq Hathuey). Third, “Terrorism, Direction Action, and Holding Prisoners: Rhetorical Dimensions of Violent Contact” offers a “dilemmatic” reading of Anders Breivik’s white nationalist mass shooting alongside MLK’s “Letter from Birmingham Jail.” To develop this book in full, I lead a team of colleagues from three universities. Dr. Cyphert is a management professor *emerita* from the University of Northern Iowa, Dr. Gorsevski is associate professor of media and communication at Bowling Green State University, and Dr. Swartz is associate professor of Interdisciplinary Studies at the University of Colorado, Denver. We met regularly to refine drafts and each colleague contributed a chapter. We also co-authored a chapter entitled “‘I Am Prepared to Die:’ Mandela’s Rivonia Address and Sabotage as Rhetorical Contact.” All deadlines have been met and publication is targeted for December 2024. The citation is:

Jon Radwan, Dale Cyphert, Ellen Gorsevski, and Omar Swartz. *Ethics in Contact Rhetoric: Communication and the Dance of Bodies and Power*. [In Press]. New York: Bloomsbury Press, 2024.

The secondary project I proposed, oral history research on Seton Hall’s 14th president Msgr. Fahy, was dependent on grant funding. As previously reported, the Louisville Institute did not offer to fund our team, so I proposed and secured SHU DataLab funding to pilot the work with Walsh Libraries. Three students from Dr. Madison Krall’s Communication Research course received archives training, tested protocols, and recorded initial interviews. A journal article on this project is fully drafted and will be submitted to *Religions* in October 2024.

A number of additional projects related to the Contact Rhetoric book were also undertaken. The Rhetoric Society of America accepted my panel proposal and our team traveled to Colorado to present research on classroom ethics. The citation is:

Jon Radwan, Ellen Gorsevski, Dale Cyphert and Omar Swartz. “Just Contact, Just Rhetoric: An Interactive Collaboration Defining Ethical Classroom Engagement.” Panel presentation to the Rhetoric Society of America annual convention in Boulder CO June 2024.

Growing out of this presentation, a co-authored essay entitled “Balance in Teaching and Learning: Experiences in Just Classroom Engagement” has been drafted for submission to *Just Rhetoric: The 2024 Rhetoric Society of America Conference Anthology*, due this October. This research also informs my teaching at the content level. This Fall I plan to assign readings from our forthcoming book in my section of COMM 1610, Dynamics of Interpersonal Communication.

Several other scholarly projects also advanced in 2023-2024. Happily, a long-term collaboration with SHU Communication *alumna* Ellen Paul came to fruition. I directed her senior thesis several years ago, and following graduation joined her as a secondary author to bring the project forward. It is very exciting to report that this wonderful work of SHU undergraduate research has made it to scholarly publication! The citation is:

Ellen Paul and Jon Radwan. "Catholics and Latter-day Saints: A History and a Coming Together" *The Journal of Dialogic Ethics: Interfaith and Interhuman Perspectives* Vol. 3.1 (2024): 44–61.

In addition, I produced a volume of proceedings from the conference on Peace that the Institute for Communication and Religion co-sponsored in 2023. Dr. Pat Manning and I allocated funds from our Lilly Faculty Fellowship to stipend four faculty responses. I edited these essays along with the keynote addresses into. The citation for my specific contribution is:

Jon Radwan. "Howard Thurman on Reconciliation" in ICR 2023 Conference Proceedings – Inciting Peace From the Inside Out, Seton Hall University (2024): 41-59.
<https://scholarship.shu.edu/comm-and-religion-conferences/1>

In addition, I accepted an invitation to join the team leading the SHU Academy "Interdisciplinary Seminar on Shame." Planning and initial research are in process and I am scheduled to deliver a presentation in Spring of 2026.

For additional service, I have been the advisor to SHU's Mock Trial Team for many years now. Our team has come a long way – 5 years ago we were AMTA ranked 203rd and today we are 67th! Unfortunately, Coach Saperstein resigned early last season, so to maintain stability I kept in contact with both the team and the Provost's office. Meetings with Caryn Grabowski (Director of Experiential Learning) and Jaime Werbel (SHU Law) eventually yielded a new program Director position and Myles Einhorn, an alum I have worked with for several years, was hired along with three assistant coaches. Everything is in place for this to be a very successful year for Seton Hall Mock Trial.

In addition, in February 2024 Rabbi Brill worked with the Institute for Communication and Religion to host a special visit from Nasaruddin Umar, the Grand Imam of Istiqlal State Mosque of Indonesia. He is a widely respected spiritual leader who values interfaith cooperation, and we were very honored to serve as hosts. I travelled to campus to welcome the Imam and present an overview of the ICR's mission and recent initiatives.

In additional service, I am a musician and greatly enjoy performing pro bono for charitable

causes. For many years I have played at the SHU Faculty Talent Show. This year was the 12th annual show and it raised funds for disaster relief in Turkey and Syria through DOVE. I accompanied two performances, one song with Professors Enright and Haynor and several more with Dr. Charles Carter. Off campus, I performed as part of a multi-organization Christmas Toy Drive that culminated in a performance at the Knights of Columbus in Bayonne, NJ.

In sum, I hope my sabbatical work makes a genuine contribution to SHU and the broader community. Scholarly books are major long-term projects and this is my first one. It would not have been possible without an excellent research team and the time and support that sabbatical leaves afford. I thank all of my colleagues, and I look forward to returning to teaching with new energy and ideas.

Lisa Rose-Wiles

University Library

I am happy to report the following outcomes of my spring 2024 sabbatical:

Published paper: Rose-Wiles, Lisa M. (2024). "The framing of authority in the ACRL framework on information literacy: multidisciplinary perspectives on truth, authority, expertise and belief". *Reference Services Review*, 52(2), 202-217. <https://doi.org/10.1108/RSR-02-2024-0003> . We do not subscribe to this journal, so a copy is attached. A preprint is also available at https://scholarship.shu.edu/lib_pub/169

Published seminar proceedings: Rose-Wiles, Lisa M. and Weger, Jacob (2023). "Proceedings of the Faculty Seminar on Climate Change" *Mission Mentors*. 1. <https://scholarship.shu.edu/missionmentors/1>

Submitted paper: "Reshaping an academic library social science collection: a five-year retrospective and evaluation", submitted June 29, 2024 to *Collection Management* <https://www.tandfonline.com/journals/wcol20>. A copy of the submission is attached. This is part of my primary Sabbatical Project.

The main project described in my sabbatical application is the analysis of Walsh Library's print book use (Main and New Book collections) for 2018-2023. The manuscript is in preparation: "Will print books survive Covid? A further analysis of print book circulation and in-house use at a mid-sized academic library", Thornton, Lisa, Shea, Gerard, and Rose-Wiles, Lisa M., for submission to the *Journal of Academic Librarianship*. I have completed the analyses, prepared figures and tables, and drafted the introduction and results. My co-authors are currently writing

the literature review, discussion and conclusions. We anticipate submission by the end of summer 2024.

For a related publication, I have completed the holdings and usage analysis for our “leisure reading collection” in preparation for a “case study” article by David Frank, Jenna Leis, and Gerard Shea.

I have completed the outline and data analyses for a new paper: “The Green Advantage: an analysis of open access faculty publications at a mid-sized university” (Maria Barca and Lisa Rose-Wiles), for submission to *Journal of Librarianship & Scholarly Communication* (an open access journal). I have completed the analyses and drafted the introduction and results. Prof. Barca has completed the literature review and is writing the discussion. We anticipate submission by the end of summer 2024.

Brian Sheppard

Seton Hall University School of Law

For the duration of the sabbatical, my first, I was a Distinguished Scholar-in-Residence at New York University School of Law. It was an unpaid, honorary position with no teaching responsibilities that allowed me to use research resources and an office. I also joined the Brown Radiology, Psychology, and Law Lab at Brown University, which is another unpaid, honorary position without teaching responsibilities.

I am very grateful to Dean Kip Cornwell and to the Provost’s office for approving my sabbatical request. It was among the most productive and enjoyable years of my career.

As to the projects listed in my application and discussed in my mid-point progress report, the end-of-sabbatical updates are as follows:

I. Planned Sabbatical Projects

Hard Cases Article

Title: Judicial Perceptions of Legal Difficulty: An Empirical Inquiry

Authors: Me (lead), Michael Coenen (Seton Hall Law), Andrew Moshirnia (Monash University)

Abstract: Scholars have long been preoccupied with the adjudication of easy and hard cases, but few have studied judges’ capacity to distinguish between such cases. Even our laws appear to assume that judges can reliably perform difficulty-related analyses, such as determining whether a law applies “clearly” or “unambiguously” to the facts of a particular case. But do judges agree

about case difficulty? And if so, do these assessments tell us something about the way judges vote? We examined these questions empirically by presenting judges with 16 case vignettes and asking them both to resolve those cases and indicate their sense of each case's difficulty. Regarding the first question, we found that cases that did not yield unanimous outcomes revealed significant differences in difficulty assessment. In particular, judges taking a majority position tended to perceive a case as easier than did judges taking the minority position in the same case. Regarding the second question, we found that position-based aggregations of difficulty ratings are highly predictive of the percentage of votes that a given position attracts. Specifically, the harder that the cohort of voting judges perceived the case to be, the smaller that cohort's percentage of the overall vote.

Status: The manuscript is finished and will have been submitted for peer review by the time this report is being reviewed.

Misleading Law Titles Article

Title: We Give Laws a Bad Name: An Empirical Examination of How Misleading Law and PAC Names Pollute Legal Perception

Authors: Me (lead), Andrew Moshirnia (Monash University), Charles Sullivan (Seton Hall Law), Brian Christopher Jones (University of Liverpool)

Abstract: There is evidence that political operatives understand the power of names, spending considerable resources on name design. Because of their salience in election and voting scenarios, law titles and PAC names have been used tactically in an apparent effort to increase the memorability or favorability of the things they label. Often, these names fairly describe the laws with which they are associated. But a sinister practice has emerged—specifically, using misleading or inapt names.

We designed a novel experiment to fill this void by testing two common tactical naming types: acronym short titles and slogan-based PAC names in apt and inapt versions. The results of our experiment are disturbing. Our most important finding is that participants' opinions about laws were profoundly altered by the names of PACs that sponsored those laws and that the effect was most pronounced with inaptly named PACs. Misleading PAC names increased a law's favorability when those names falsely signaled compatibility with a participant's political preference and decreased favorability when they falsely signaled incompatibility with a participant's political preference. As for acronym laws, we observed, consistent with prior work, that acronym names could influence a law's favorability and in a broader array of circumstances than were observed in the prior study.

Status: We have signed a publication agreement with Texas A&M Law Review. The manuscript

is available at SSRN.

The AI Did It -- Moral & Legal Reasoning under Artificial Intelligence Article(s)

As mentioned in my mid-point progress report, this article, which aimed to test how LLMs affect moral reasoning, has evolved into two projects: (1) a study of the influence of AI decision-making in radiology on assessments of medical malpractice liability (with researchers in the Psychology Department at Brown University) and (2) a study of automated resolution of legal disputes involving reasonableness tests (with John Nay at Norm AI). Why the evolution? It turns out that the idea of using canonical moral reasoning games, like the Dictator game I planned to use, is currently very *en vogue*, with several projects of that sort getting publication pre-publication drafts posted online after I submitted my sabbatical application (e.g., [here](#), [here](#), [here](#)). I was concerned about preemption and decided to have a more distinct legal hook with my own research.

AI Decision-making in Radiology

Title: Just because you're paranoid doesn't mean they won't side with the plaintiff: Examining perceptions of liability about AI in radiology

Abstract: Artificial Intelligence (AI) will have unintended consequences for radiology. When a radiologist misses an abnormality on an image, their liability may differ according to whether or not AI also missed the abnormality.

U.S. adults viewed a vignette describing a radiologist being sued for missing a brain bleed (N=652) or cancer (N=682). Participants were randomized to one of five conditions. In four conditions, they were told an AI system was used. Either AI agreed with the radiologist, also failing to find pathology (AI agree) or did find pathology (AI disagree). In the AI agree+FOR condition, AI agreed with the radiologist and an AI false omission rate (FOR) of 1% was presented. In the AI disagree+FDR condition, AI disagreed and an AI false discovery rate (FDR) of 50% was presented. There was also a no AI control condition. Otherwise, vignettes were identical. Participants indicated whether the radiologist met their duty of care as a proxy for whether they would side with defense (radiologist) or plaintiff in trial.

Participants were more likely to side with the plaintiff in the AI disagree vs. AI agree condition (brain bleed: 72.9% vs. 50.0%, $p=0.0054$; cancer: 78.7% vs. 63.5%, $p=0.00365$) and in the AI disagree vs. no AI condition (brain bleed: 72.9% vs. 56.3%, $p=0.0054$; cancer: 78.7% vs. 65.2%, $p=0.00895$). Participants were less likely to side with the plaintiff when FDR or FOR were provided: AI disagree vs AI disagree+FDR (brain bleed: 72.9% vs. 48.8%, $p=0.00005$; cancer: 78.7% vs. 73.1%, $p=0.1507$), and AI agree vs. AI agree+FOR (brain bleed: 50.0% vs. 34.0%, $p=0.0044$; cancer: 63.5% vs. 56.4%, $p=0.1085$).

Radiologists who failed to find an abnormality are viewed as more culpable when they used an AI system that detected the abnormality. Presenting participants with AI accuracy data decreased perceived liability. These findings have relevance for courtroom proceedings.

Authors: Michael H. Bernstein (Brown University), Me (second author), Michael A. Bruno (Penn State University), Parker S. Lay (Brown University), Grayson L. Baird (Brown University)

Status: The manuscript is finished (available at MedRXiv) and is currently under peer review.

Resolving Legal Disputes with AI:

As to the latter project, it remains in an early stage, and I am awaiting an NDA from Norm AI. I hesitate to say anything about a timetable at this point.

II. Additional Projects that Emerged During Sabbatical

I was fortunate enough to be asked to join two other projects, one on how AI will impact opportunistic diagnosis and another about advanced torts.

AI Influence on Radiologist's Role Articles

First Article:

Title: The traditional role of the radiologist in the healthcare system: Risk, uncertainty, and current challenges in providing high-value diagnostic imaging

Authors: Stephen Waite, Matt Davenport (Michigan University), Mark Graber, John Banja (Emory), Me (fifth author), Michael Bruno (Penn State)

Abstract: Historically, radiologists have contributed to the diagnostic process by using imaging to test clinical hypotheses and reduce diagnostic uncertainty. In this 'traditionalist' role, the goal of imaging was to clarify, narrow, and prioritize the differential diagnosis and radiologists serve as a critical consultant. Discussions between ordering clinicians and radiologists occurred frequently enough to serve a valuable role in furthering the diagnostic evaluation. But times have changed, and an explosion of imaging requests has compromised the ability of radiologists to meet current and future demand. Several factors are contributing: the exceptional diagnostic value of imaging; the discomfort of clinicians, radiologists, and patients with uncertainty; a wide tolerance for low-value imaging; and an ever-expanding workload associated with pursuing incidental findings. Meaningful conversations between clinicians and radiologists are rarer, to the detriment of both.

Simultaneously, emerging new fields of radiomics and applied deep learning hold immense

promise for a future where automated systems are not only able to extract a wealth of new information from imaging data but even perform accurate prognostication beyond the perceptual and deductive powers of radiologists. These technologies enable medical imaging to exceed its original mandate, providing information beyond any immediate clinical need or question. These forces, both internal and external, are precipitating a new archetype of imaging which we term a ‘modernistic’ paradigm.

In this pair of papers, we explore the evolving role of radiologists in healthcare and discuss whether this changing paradigm will add value or, ironically, promulgate the very uncertainty that radiology was intended to mitigate. We also propose solutions to ensure that radiology continues to positively impact patient outcomes into the future.

Status: The manuscript is finished and under peer review.

Second Article:

Title: The modernist role of the radiologist in the era of incidental big data: Uncertainty in the pursuit of high-value imaging

Authors: Stephen Waite, Matt Davenport (Michigan University), Mark Graber, John Banja (Emory), Me (fifth author), Michael Bruno (Penn State)

Abstract: In the previous paper, we discussed the traditional role of radiologists in the diagnostic process—namely, responding to specific clinical questions and reducing uncertainty to permit treatment decisions. This charge is rapidly evolving due to forces outside radiology (e.g., ordering practices, financial pressures, cultural change) and within it (e.g., artificial intelligence [AI], big data [opportunistic imaging, imaging prognostication, radiomics], advanced diagnostic technologies, and blossoming low-value imaging). A new ‘modernistic’ paradigm is emerging whereby radiologists, in conjunction with computer algorithms, are now, and in the future increasingly will be, tasked with extracting as much information from imaging data as possible, often without a specific clinical question being posed, and independent of any stated clinical need. In addition, AI algorithms are increasingly able to predict long-term outcomes using data from seemingly normal examinations, enabling radiologists to engage in prognostication. This changing paradigm has widespread ramifications for not only radiology but the greater practice of medicine. In this paper, we discuss some challenges and opportunities presented by this modernistic paradigm, with an emphasis on promoting high-value care.

Status: We received a revise and resubmit from American Journal of Roentgenology.

Advanced Torts Book

I have agreed to serve as a coauthor on a future edition of Jake Barnes’ Advanced and Business Torts (Aspen) book. This work has not yet begun.

Christopher H. Tienken

Department of Education Leadership, Management, and Policy

I completed a two-semester sabbatical during the Fall 2023 and Spring 2024 semesters. My project had four parts. The purposes for my request for sabbatical leave were to provide opportunities for (a) new intellectual achievement through study with other experts in my field, via an appointment as an External Member of the PhD Program in International Leadership at the Università di Catania, Italy, in the Department of Education Sciences during the 2023-2024 academic year (b) scholarly writing of an article, (c) carry out and publish the 2023-2024 American Association for School Administrators (AASA) national superintendent salary and benefit study, and (d) create the foundation for a summer session study abroad program in Italy for MA and EDD students and alumni in K12 Education Leadership, Management, and Policy.

Accomplishments

The first part of the sabbatical project consisted of an appointment as an External Member of the PhD Program at the Università di Catania in, Italy, in the Department of Education Sciences. I studied with Dr. Marinella Tomarchio, learning about the progressive education approaches of Italian pedagogue Michele Crimi (1875-1963) and his work around developing and promoting hands-on outdoor education programs as part of the *scuola all'aperto* (open school) movement in the early 1900s. Scuola all'aperto was characterized by student-centered experiential learning—learning by doing, similar to that advocated by American education philosopher John Dewey in the progressivist/experimentalist tradition. I studied the parallels and differences between Crimi's educational philosophy and pedagogy to that of Dewey's progressive philosophy so that I can deepen my understanding of how progressivist principles were implemented on two different continents and their influences on society and politics at the time. I will be incorporating my findings and examples of Crimi's work into my graduate level curriculum courses.

The second part of my project consisted of publishing scholarly articles and making presentations. I wrote and published two research articles while on sabbatical (see below), and made five keynote addresses and two international presentations along with PhD class lectures.

The third part of my sabbatical project was leading and completing the American Association of School Administrators (AASA) national superintendent salary and benefit study. The study aimed to understand the current state of Superintendent salaries and benefits across the country. The American Association of School Administrators (AASA) had conducted a comprehensive and scholarly study of the salary and benefits packages of the American school superintendent on a yearly basis since 2012, although the first such study was launched in 1999. I lead the study and assembled a team of researchers and practicing superintendents to analyze and interpret findings and present conclusions and recommendations for policy and practice. The study was distributed nationally.

The final part of the project led to the development of a non-credit bearing summer study abroad experience for students and alumni in the K-12 and higher education leadership programs at the

masters and doctoral level to study in Italy for one week.

Additional Achievements

Although not part of my initial sabbatical plan, I also completed the following activities:

Wrote and submitted a grant to United States Department of State: The Italian and American Democratic Leadership Collaborative. Total: \$75,000. Unfortunately, the grant was not funded.

Reviewed three research articles for a peer-reviewed education journal: *MDPI Education Sciences*

Evaluated a New Jersey Department of Education after-school learning program grant for a school district. Conducted two national webinars on education related topics.

I would like to thank my colleagues in the Department of Education Leadership, Management, and Policy for their support during the sabbatical. I am also grateful for the support of our former Dean Dr. Joseph Martinelli, our current Dean, Dr. Bryan Crable for his support with the U.S. State Department Grant submission, my Department Chair Randy Clemens, and the Provost, Dr. Katia Passerini. I look forward to continuing my contributions to my students, professional community, department, college, and university.

Publications, Presentations, & Research Projects

Publications

Maroun, J. & Tienken, C.H. (2024). The pernicious predictability of state-mandate tests of academic achievement in the United States. *Education Sciences*, 14,(2):129.
<https://doi.org/10.3390/educsci14020129>

Tienken, C.H. (2023). To cap or not to cap. *School Administrator*, 80(8), 40-45.

International Presentations

Tienken, C.H. (2023). *Theories and perspectives on democratic leadership styles for education leaders*. Presented November 7, 2023 at the University of Catania, Department of Education Sciences, PhD in Education Leadership program.

Tienken, C.H. (2023). *The neoliberal assault on teaching in the United States*. Presented July 19, 2023 at the University of Catania, Department of Education Sciences, PhD in Education Leadership program.

Keynote Addresses

Tienken, C.H. (2024). *Navigating the pernicious predictability of standardized tests*. Presented at the Sussex County, NJ Superintendent Roundtable, Sussex County Community College. March 26, 2024, Newton, NJ.

Tienken, C.H. (2024). *AI in education. Opportunities and challenges*. Presented at the Atlantic

County, NJ Curriculum Council, Stockton University. March 19, 2024, Galloway, NJ.

Tienken, C.H. (2024). *Using artificial intelligence to increase equity in teaching and learning*. Presented at Stockton University for the Cape May-Atlantic counties Superintendent convocation roundtable. January 12, 2024, Atlantic City, NJ.

Tienken, C.H. (2023). *Artificial intelligence in the classroom: Opportunities and issues*. Presented at the Atlantic County Superintendents Roundtable, Mays Landing, NJ, November 17, 2023.

Tienken, C.H. (2023). *Educational equity and the end of academic redlining*. Keynote presentation at the annual conference of the Tri-State Consortium, Manhattanville College, NY, October 24, 2023.

National Webinars

Tienken, C.H., Sneed, M., & Thomas, T. (2024). AASA national superintendent salary and benefits study webinar. May 9, 2024.

Tienken, C.H. & Maroun, J. (2024). Demystifying test scores: Unveiling the pernicious predictability. BustEd Pencils Live Radio. Feb. 22, 2024. <https://www.wfhr.com/shows/busted-pencils/2024/02/22/2024-02-22-busted-pencils>

Research Projects

2023-2024 The 2023-2024 American Association of School Administrators (AASA) National Salary and Benefit Study. AASA

Jeffrey Togman

Department of Political Science and Public Affairs

I spent January and February conducting research for my new project on the political implications of secularization in Europe and the United States and preparing for a March research trip to Europe to conduct interviews and observational research.

My research trip to Europe bore considerable fruit. I interviewed His Eminence, Cardinal Willem Eijk, the Roman Catholic Prelate of the Netherlands, at his official residence in Utrecht. Cardinal Eijk shared his views on the causes of secularization in the Netherlands, and on its implications for ethics, civic life, and other aspects of Dutch society. I interviewed Robbert Bodegraven, the head of the *Humanistisch Verbond* in the Netherlands, one of the most important humanist organizations in the world. The HV places humanist chaplains in prisons, medical facilities, and the military in the Netherlands. It has a global footprint on many issues, including protecting free thinkers from political and religious persecution. The interview took place at the HV headquarters in Amsterdam, where I was able to interview staff members and observe the organization in action. I also interviewed Dr. Joke van Saane, the rector and chair of the executive board (equivalent to the president of a university in the US system) of the *Universiteit*

voor Humaniteit – the first and until last year only university that offers degrees in humanist studies. The master’s degree in humanist studies offered at the university qualifies candidates to serve as secular chaplains. I went to the headquarters of the Protestant Church in the Netherlands (*de Protestantse Kerk in Nederland* or PKN), and was able to arrange an interview with the Reverend René de Reuver, secretary of the general synod of the PKN, meaning he is the top official within the largest Protestant denomination in the country, and Cardinal Eijk’s counterpart. Due to the Reverend’s schedule, the interview did not take place until April via Zoom. In addition, I spoke to officials in the Cardinal’s office on informational matters, interviewed several students at the *Universiteit voor Humaniteit*, interviewed over a dozen Dutch citizens, and traveled to Berlin where I interviewed faculty and executive leaders of a new humanist university (only the second in the world).

In April I wrote up my finding for a paper, entitled "A Godless Nation: Preliminary Notes of the Political and Social Implications of Secularization in the United States and Europe," which I presented at the 78th Annual Conference of the New York State Political Science Association on April 27, 2024. The paper was well received, and I was grateful to get very helpful questions and comments from the panel chair and panel attendees. Since the conference, I have been revising the paper for submission to another professional conference with a wider reach and for submission to journals in the field.

I am grateful to Seton Hall University for the support it has provided for my research.

Denise M. Vigani

Department of Philosophy

The 2023-2024 academic year was my first sabbatical. I am so grateful for this time—the freedom to explore research and learning opportunities had me feeling like a kid in a candy shop!

At the start of my sabbatical, I completed a draft of “Patience and Self-Control,” which will be an invited chapter in the upcoming interdisciplinary volume on the virtue of patience in *The Virtues* series published by Oxford University Press. I presented the paper at the Australasian Association of Philosophy Centennial Conference, held at Australian Catholic University in Melbourne in July 2023.

From August 2023 through April 2024, I participated in the research group, “Testing Patience: Prelude to Interdisciplinary Study,” with Principal Investigators Anne Jeffrey (Baylor University) and Tim Pawl (University of St. Thomas, Minnesota), and funded by the Templeton Religion Trust. I participated in an initial workshop held on Long Island in August and then in monthly Zoom meetings. I was able to present a version of “Patience and Self-Control”—revised in light of feedback from the ACU conference—to the Testing Patience group and received a lot of helpful feedback, which I used for further revisions.

After another round of revisions with editors Matthew Pianalto (Eastern Kentucky University) and Sarah Schnitker (Baylor University), I submitted the final version of “Patience and Self-Control” in August 2024. The complete volume is scheduled to be submitted to Oxford by the

end of this calendar year.

In October, I was a Philosophy Panel Participant at the Patience Workshop in Snoqualmie, WA, run by psychologist Sarah Schnitker, head of the Baylor Science of Virtues Lab, and funded by the Templeton Religion Trust.

For the Fall 2023 semester, I audited Iakovos Vasiliou's graduate course on Aristotle's *De Anima* at The Graduate Center, CUNY. This was extremely helpful for my professional development, as it allowed me to gain deeper familiarity with a part of Aristotle's corpus that plays an important background role in his ethical works. For the Spring 2024 semester, I sat in on Vasiliou's graduate course on Aristotle and Neo-Aristotelian Virtue Ethics. I gave a guest lecture in that course on my 2017 article, "Is Patience a Virtue?" and the issues of enumerating and individuating virtues from within an Aristotelian framework.

I completed my two-year tenure on the Program Committee for the Eastern Division of the American Philosophical Association. The annual conference took place in NYC, January 15-18, 2024. At the conference, I chaired a session that I organized on "Virtue and Practical Reason."

I also drafted "Honesty & Practical Wisdom," which I presented as part of an invited symposium, "The Virtues and Vices of Honesty and Dishonesty," at the Central Division Meeting of the American Philosophical Association, which was held in New Orleans, LA, in February.

I applied for and was awarded a Teacher-Scholar Grant from the Educating Character Initiative at the Program for Leadership and Character at Wake Forest University and the Lilly Endowment, Inc. for my project, "Habituation and Teaching as Mutually Reinforcing Activities." The grant provides me with a course release for Spring 2025 to conduct original research and to develop a new, upper-level philosophy course, "Cultivating Character."

I refereed two journal article manuscripts: one for *Erkenntnis*, and one for the *Journal of the American Philosophical Association*.

Finally, while I did not complete a full draft as I had originally intended, I did make considerable progress on my book project on the moral psychology of Aristotelian ethical virtue. Tentatively titled *Ethical Virtue for Humans*, the central aim of the book is to provide a conceptually robust, psychologically plausible account of ethical virtue and its relationship to practical reasoning—that is, reasoning about how to act—and to action. I currently have initial drafts of approximately six of the seven proposed chapters and feel well positioned to continue the research and complete the manuscript in a timely fashion.

This sabbatical allowed me to reinforce and expand my professional network, to pursue professional development and research projects that I otherwise would not have had time to do, and to benefit from grant opportunities that will support and enrich my scholarship and teaching going forward.

Viswa Viswanathan

Department of Computing and Decision Science

My sabbatical project involved taking a fresh look at teaching quantitative skills to business students. As the project proposal laid out, students' weak grasp of quantitative skills has remained an area of concern for a long time, not just at our university. With the rise of data science, business analytics and artificial intelligence, this concern taken on even more urgency since graduates will need to routinely apply these skills at work. Specifically, the project had the following goals:

Identifying the essential analytical concepts that students need to understand and be able to apply so that they have the foundation to approach more advanced topics. Identifying pedagogical approaches and examples of teaching materials for some of the topics. Given the upcoming undergraduate concentration in Business Analytics, a realignment of coverage in the core quantitative courses in Stillman to be in tune with the concentration. The sabbatical has been extremely useful for me to make significant progress on these goals. That this came soon after I completed the ACUE course on teaching skills turned out to be particularly valuable. Furthermore, the ongoing efforts of various education scholars to embed the power of generative AI tools like ChatGPT also came as an unforeseen, but very valuable addition to the project. I have thus far been able to interview many people in the industry and to scour the literature for information related to the goals of the project. While I have gained many insights, very broadly speaking, the following items have emerged as highlights:

- a) For business graduates to function effectively in a world with an increasing emphasis on data analytics and data science, teaching the first business statistics from a perspective of “modeling” can be very effective. As opposed to just seeing data analysis as a set of objective techniques, students should see that the results they obtain depend very much on the questions they ask. Complex situations involve numerous variables and teasing apart the role of each with a modeling perspective can be very useful.
- b) Discussions with practitioners and insights from literature show that not all the topics that most current business statistics courses teach might be important. Instead of “covering the syllabus” and teaching many topics, students would be much better served by a “depth over breadth” approach which instills in them a strong intuitive grasp of a small number of core concepts. This will enable them to achieve the breadth on their own whenever needed because they have strong foundations.
- c) Generative AI tools like ChatGPT can play a very big role in enabling students to learn quantitative concepts deeply. I have been able to create prompts that could help to learn several topics.

The Stillman School currently offers an undergraduate certificate/minor in Business Analytics. We aim to create an undergraduate major in Business Analytics as well. With the data analytics landscape seriously altered by the rapid growth in data science and with the more recent emergence of AI, we need to revisit the coverage in our quantitative core courses. The learnings

in this sabbatical have given me many new ideas related to this.

Overall, I am very grateful that the University gave me the opportunity to engage in this research. I believe that what I have learned from this will help me to create new courses that serve our students better. They will also help me to influence the larger community in how they teach quantitative techniques to business students.

Based on my findings:

a) I have commenced work on an initial paper on using generative AI for teaching quantitative techniques to business students

b) I hope to write a few papers related to pedagogical aspects of courses on quantitative techniques for business students. I have taken initial steps on a remodeled version of BQUA 2811, Business Statistics that will incorporate the findings of this sabbatical project. I will be teaching that course in Spring 2025.

c) I have started writing a report on suggestions for redesigning the core course BQUA 2812 as well within the broader ambit of reviewing courses to account for the changing landscape as well as with the school's aim of establishing a Business Analytics major.

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I am pleased to report that while my sabbatical did not proceed quite as intended, it was nonetheless highly productive and not only moved my book project forward, but also resulted in several peer-reviewed articles and book chapters that were either published or are forthcoming. It additionally allowed me to take advantage of collaborative opportunities that arose, reflecting my growing international reputation as a scholar of the early Middle Ages.

First, the bad news. The British Library and affiliated institutions suffered a cyber attack in the Fall of 2023 from which it is still has not recovered. Without catalogues and manuscript descriptions online for the British Library, it is impossible to plan a research trip. Medieval manuscripts often have a wide variety of different kinds of texts bound into one volume – the only way to determine if (for example) a charter that would potentially be useful is contained within a volume is via the catalogue description of the manuscript. So while items are still available to be viewed, without being able to know what items are within a manuscript, there is no way of knowing which manuscripts to request. In addition to the British Library, many other institutions are also still crippled; there were additional cyber attacks in early 2024 that disrupted remote access to catalogues at institutions such as the universities of Cambridge and Manchester, and dissertations at some institutions (such as the University of London) not only cannot be viewed online, but the institutions themselves cannot access them to share PDFs, as I discovered to my dismay. Since my research is self-funded, and multiple trips back and forth to Europe are not feasible, the archival research I planned has had, for the moment, to be postponed.

But other parts of the project are progressing, and progressing well. I have read as much as I can and worked on my literature review for the new book, provisionally titled *Noblewomen in Tenth- and Eleventh-Century Germany: Communications, Authority, and Power*. Two peer-reviewed essays that constitute exploratory forays into my proposed book project have been published during the sabbatical period or are forthcoming in 2024: “Communications and Power: Ottonian Queens,” *Anglo-Norman Studies* 45 (2023), 120-139; and “Dynastic Legitimacy and Institutional Memory: Ottonian Women in Tenth-Century Documentary Sources,” In *Gender, Memory and Documentary Culture, 900-1300*, eds. Laura Gathagan and Charles Insley (Woodbridge, UK: Boydell and Brewer, forthcoming Dec 2024). These essays provided essential crucibles for testing some of my ideas in the notoriously ruthless arena of my peers, and introduce directions that are entirely new to the world of medieval scholarship. This has been invaluable in helping me to sharpen and clarify my thinking for the larger book project as well as helping me to stake a claim within this new area of research. No one else, to my knowledge, Anglophone or otherwise, is presenting or publishing research within the scope of my book project. I have not yet committed to a publisher for my book, but in talking to various representatives about my research was verbally offered an advance contract if I should want it by the University of Michigan Press, Boydell & Brewer, and Routledge. Other publishers that have been courting me are the University of Manchester Press and Brill. Thus, I believe that there will certainly be no difficulty publishing this monograph with a reputable and respected academic press.

Additional publications during my sabbatical period are “Divine and Secular Justice in Liudprand of Cremona’s *Antapodosis*,” in *A Global History of Crime and Punishment in the Medieval Age*, ed. Karl Shoemaker (London: Bloomsbury, 2023), 93-114; the forthcoming “Ottonian Imperial Ideology from Otto I to Henry II,” In *A Thousand Years of the Polish Monarchy*, ed. Wojciech Fałkowski (Warsaw: Arx Regia, forthcoming 2025, to be released in Polish and English editions), a volume which will commemorate the millenium of the coronation of Poland’s first king (Boleslaw the Brave) in 2025; and “Lucius Henderson’s *Tannhäuser* (1913), Richard Wagner, and Their Imagined Middle Ages,” In *Silent Medievalisms, Reimagining the Middle Ages During Film’s Foundational Era*, Eds. Tison Pugh and Angela Jane Weisl (The Ohio State University Press, forthcoming). The “Ottonian Imperial Ideology” article is a particular point of pride; the other scholars contributing to the book are highly-regarded Polish, German, Czech, and Swedish academics – to my knowledge I am the only Anglophone scholar who was asked to contribute to this volume, which in addition to its main release in Poland will enjoy broad European distribution.

As a further testament to my reputation as a scholar, I have been asked during this past year to participate in two additional international collaborations that have contributed to my busy-ness this sabbatical. The first is an essay for a volume tentatively titled *Government and Institutions in the Regnum Francorum c. 450-c.1050: Studies in Administration and Practice*, for which I am

examining the “Infrastructure of Communications in Post-Carolingian Europe,” specifically looking at epistolary networks of communications among people in power, including women. In addition to peer review by the publisher, there will be a small conference for the authors of this book in 2025 to test their ideas before their colleagues. This overlaps with the research for my book, and has been a nice ancillary project to help me think about how epistolary networks operated, what role gender played in how they were accessed and utilized, and their efficacy. It also connects me with yet another international sounding board to workshop some of the foundational ideas for my book.

The second project will provide additional research opportunities in the coming years, for my book project and beyond. I have been asked to join a small Italian committee based in Milan and Verona to help with the preservation, cataloguing, and restoration of the oldest library in the world, La Capitolare in Verona. As a medieval historian and a librarian with collection management and administrative expertise (as well as experience building and remodeling libraries), the Italian team thought I would be a natural fit. This will not only be a tremendous professional opportunity for international collaboration, but will also grant me unprecedented access to the manuscript collection at La Capitolare; there is a treasure of little-known or unknown documents in this archive that I will be able to study, many of which will have immediate relevance to my current research projects and which have been under the radar, as it were, to fellow medievalists.

My name and my research command respect from others in my field, which reflects favorably on Seton Hall University. Being asked to collaborate on international projects, publishing articles and book chapters, and participating in other activities during my sabbatical have provided positive institutional exposure for the History Department and the university. All of my current research represents a new direction for the study of power and agency, for the study of Ottonian and Salian Germany, and for the study of women in the Middle Ages. I have persevered to the extent I was able to make significant inroads into my book project, as well as produce additional articles and book chapters that have either already been or soon will be published. Thus, despite the cyberattacks on major institutions that I depend on for my research, this has been a successful sabbatical year.