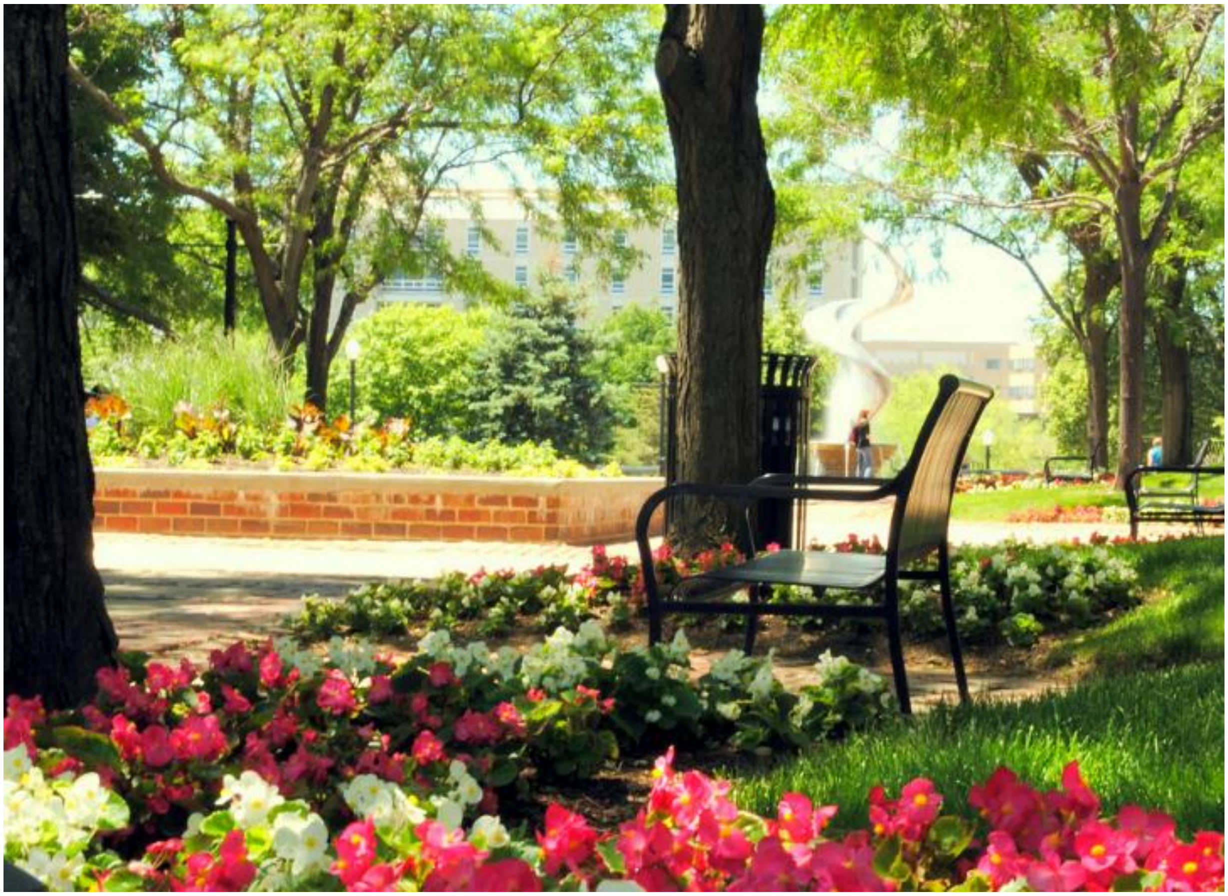


Sabbatical Panorama 2022-2023

Provost’s Introduction

Much has been written in the last few years about self-care and work-life balance, especially as a result of the pandemic. While we all have struggled with burnout and stress just as much as our counterparts in the corporate world, we have access to a benefit that not many others do: the sabbatical leave. Whether it is for a semester or for a full academic year, the sabbatical is a chance to refresh, to revive, and to renew as scholars. The faculty who took sabbatical leave in 2022-23, regardless of the duration, speak in their pieces below to the inherent value in taking time away from the day-to-day. In some cases, the sabbatical leave was taken in another country; in other cases it meant taking a Visiting Scholar position at another institution; in many cases it simply meant being able to read widely and deeply in a new research area. In all cases, the sabbatical period resulted in exciting research and very often new avenues to be explored, as well as gratitude to the university for the opportunity. We are excited to see what comes next from these colleagues.

Erik Lillquist
Interim Provost

Paula Franzese

Seton Hall University School of Law

I studied how the right to counsel in landlord-tenant proceedings is reshaping outcomes in housing court proceedings. My project yielded the scholarly article *Disrupting Dispossession: How the Right to Counsel in Landlord-Tenant Proceedings is Reshaping Outcomes* (with C. Thomas), which was published as the Lead Article in 52 Seton Hall Law Review (1). The article proceeded on the premise that housing is a human right and that a safe place to call home is intrinsic to human dignity. The loss of housing is the loss of freedom. From that perch, my work explored alternatives to eviction and pathways to preventing eviction. In the jurisdictions studied, the provision of counsel for low-income tenants named in residential eviction actions was found to be an efficient, just, and humane response to the imbalance of power that, left unchecked, turns courts into eviction factories. This research and writing contributed to the arc of my scholarly agenda, which aims to reform deficiencies in existing landlord-tenant law. The project's findings will also provide the basis for valuable exchange in the classroom. I teach Property, and this work will help to inform my students' understanding of both the doctrinal and practical dimensions of housing law. Most essentially, this work has facilitated my service as a public servant and social justice advocate. That work is anchored in giving voice to those left out of the promise of safe and affordable housing and providing systemic relief to avert the often-catastrophic consequences of eviction.

I also studied the growing body of literature that, in the past several years, has turned to the critical role to be played by lawyer-leaders in the tasks of civic reinvention and restoring public trust. Amidst the challenges of leadership for the present social and political moment, civic discourse faces the advent of "alternative facts," the delegitimization of expertise, the ubiquity of mis- and disinformation, the rise of bots and artificial intelligence sources such as ChatGPT whose neural networks present yet uncharted challenges, and what some describe as the death of truth. Whether serving as public officials, politicians, general counsel, law enforcement agents, or members of law firms or public interest organizations, lawyers have been tasked with leading amidst increasing volatility, uncertainty, complexity, and ambiguity. As the nation prepares to mark the fiftieth anniversary of Watergate, I set out to learn lessons for these turbulent times from the leadership of the reluctant lawyer-hero, Congressman Peter W. Rodino. That research produced the scholarly article *The Lawyer-Hero: Lessons in Leadership for Lawyers from Watergate to the Present-Day* (with L. Spinelli and G. Mazo), 44 University of Toledo Law Review 1 (Lead Article) (2023). This project has played an important role in the development of the leadership course that I teach at the Law School and has helped to inform my work and agenda as Director of the Law School's Leadership Fellows Program. It will also provide the basis for my contributions to the fall 2023 Symposium on *Lessons from Watergate*, sponsored by the Law School's Journal of Legislation and Policy.

My sabbatical also afforded me the opportunity to expand my scholarship-related service as an Editorial Board Member of the peer-reviewed Land Use and Environmental Law Review and as a Member of the Uniform Law Commission on Tenants' Information Laws, and to craft presentations that I delivered during my sabbatical semester. Those included:

National Housing Day Speaker Series, *"Landlord-Tenant Law at the Crossroads,"* Columbia University, NY, NY. (December 2, 2022).

The Center for Civic Engagement at Trinity Church, *"Restoring Civic Trust: The National Public Service,"* NY, NY. (November 14, 2022).

American Bar Association Webinar, *"Guideposts for Senior Faculty: Revivifying the Passion for Teaching and Scholarship."* (October 13, 2022).

"ELEC AT FIFTY: Creating a Legacy," NJN. (November 2022).

"The Color of Law: Reimagining Housing Equity," The Holder Institute, Columbia University. (October 2022).

"The State of the Judiciary," PBS State of Affairs. (October 2022).

David S. Gelb

Department of Accounting and Taxation

The purpose of my sabbatical was to enable me to become involved with, what was for me, a completely new field of research. Using the Drucker Institute rankings for firms' managerial effectiveness (ME), I, with my co-authors, explored how ME affects firm performance as well as investors' perceived quality of the firm's financial reporting.

To investigate how ME investment benefits the firm, and to address the problems arising from the causality of the relation between the various sub-measures of ME (including employee development, firm innovation) and firm performance, we identified industries (defined by 3-digit SIC) that experienced significant, unanticipated turbulence. Our study focused on both, unexpected industry downturns as well as industry growth periods. An industry is identified as being economically distressed (in a growth) period when the median sales growth for the industry is negative (positive) and when it experiences significant negative (positive) stock returns. The large stock return criterion is necessary to ensure that the downturn (growth period) was unanticipated by investors. The year for which the economic downturn or industry growth criteria are satisfied is defined to be the base year. Our study investigated if the measures of ME enhanced the firm's ability to anticipate, and more importantly, effectively respond to, the turbulence (either the unanticipated downturn or the growth) that affected its industry. We found a positive relationship between ME and firm performance in periods of industry turbulence. We found, however, that this relationship weakened in subsequent years, suggesting that ME must be continually sustained to maintain strong firm performance. We recently submitted this paper to a journal.

We are currently exploring how different sub-scores of the Drucker Institute rankings that are often classified as Corporate Socially Responsible (CSR) activities relate to firm performance. This research is especially timely given the current debate on firms' responsibilities to stakeholders other than its shareholders. Our preliminary findings suggest that that only those CSR activities that are central to the firm's mission (e.g. employee development, customer satisfaction) are associated with stronger financial performance. In contrast, other CSR activities do not seem to have an impact on firm performance. We hope to submit this paper to a journal during the Fall 2023 semester.

I am grateful for the opportunity that Seton Hall has provided me with and have returned to the classroom feeling invigorated and eager to resume the challenges and rewards of the classroom.

Williamjames Hull Hoffer

Department of History

Objective(s):

The primary purpose of the sabbatical was to complete a manuscript for the University Press of Kansas "Landmark Law Cases and American Society" series on the "sick chicken" case, Schechter Poultry v. U.S. (1935), in which the U.S. Supreme Court invalidated the National Recovery Administration – a key piece of President Franklin D. Roosevelt's New Deal. At least in part in response, Roosevelt devoted much of his first year after his landslide reelection to what became known as "court packing." This effort failed, sapping much of the New Deal in the process, but Roosevelt appointees soon shifted the Supreme Court's jurisprudence in meaningful ways. The manuscript was to serve the purposes of the series: a well-documented summary and analysis of the history of the case and its impact on the United States for classroom use as well as contribution to the scholarship.

Outcome(s):

Because they arrived on August 9th, I am still at work on the readers' reports' detailed suggestions from the press as of this writing. However, they were positive and recommended publication. Therefore, I achieved the objective of the sabbatical. The result was a manuscript of over 72,000 words and over two hundred pages with six chapters, a chronology, and a bibliographic essay. Because the manuscript is already under an advance contract, I fully expect final approval from the press and publication this year although later than I had hoped. The work itself is a contribution to the field as well as a detailed rendering of an extraordinarily complex history involving national politics, jurisprudence, economics, and social dynamics. As the Biden administration weaves its way through the courts on a host of issues from immigration policy to student loan forgiveness and environmental regulation, this manuscript has contemporary relevance as well as a window on a past controversy of great importance to the history of the United States.

During the sabbatical, I drafted a manuscript based upon research I had done over the previous three years on an advance contract from the press. As usual with these projects, I needed to do additional research as I wrote given the gaps that appeared in my knowledge as well as in the previous works on the topic, which I needed to fill in order to complete the narrative. A dozen more cases joined the few dozen already there, plus newspaper coverage, presidential addresses, and, interestingly, some items posted to blogs and other internet sources I had not considered. After completing the first draft, two colleagues agreed to read it and suggested editorial changes, which I made before submitting it to the press.

Besides the manuscript, I also wrote two book reviews, one for The Journal of Southern History and another for The Journal of the Early Republic. In addition, I reviewed an article submission for The Journal of Southern History and gave an interview for a historical podcast. Finally, I began researching and conceptualizing a project on the use and misuses of history, which will explore historical memory's impact on contemporary social and political movements.

On a separate note, I developed a new course, entitled "History of American Business," for the business and humanities grant. There is a syllabus, supporting documents, and an application that should be ready to reach the department by the early fall of 2023. It is related to my other courses in economic history, Economic History of the US and History of the Global Economy, but focuses on an aspect of the US economy, politics, culture, and society – the business enterprise, broadly conceived. This is a crossover course meant to be of use to business majors and humanities students alike. With the necessary approvals, I hope to offer it as a topics course in the spring of 2024.

Although my service activities were extremely limited due to my absence from New Jersey, I continued to serve as the sole moderator and editor of H-Law, a discussion email list for legal history hosted by H-Net at Michigan State University. It posts book reviews, inquiries on research topics, recent publications, and employment opportunities as well as email exchanges on the topic of legal history. It has over two thousand subscribers but has become relatively inactive in recent years. It has been my task to revive it. I have been partially successful.

Value to the Faculty Member, Department, College, and University:
The "Landmark Law Cases" series performs a public service as well as contributes to our understanding of the American legal system. Its books are meant not just for other scholars but for undergraduates. The New Deal was a time of great tumult in American life. Its law cases even more so. If this manuscript on the "sick chickens" case manages to unravel the mysteries of this important period, it will make a substantial contribution to our knowledge about that period, provide insight into the operations of American government and law, and add to the history department,

college, and university's reputation as a sponsor of scholarship. My other activities during this year-long sabbatical have also done their part to do the same in their realms.

I am grateful to my department, my dean and college, the provost, and the university for this sabbatical so essential to my continuing development as a scholar and servant leader.

Jennifer Itzkowitz

Department of Finance

I am thankful for the opportunity to take a sabbatical leave which provided me with the time and space to explore new academic and pedagogical interests and to dive deeper into the strong foundation of my past endeavors. The time I had to focus on improving myself as a finance scholar will pay dividends for years to come.

While many of the benefits of a sabbatical are somewhat intangible, I believe that several specific accomplishments highlight how I used the sabbatical to further develop myself professionally. I received acceptance of another paper in my behavioral finance stream. I explored new opportunities. I worked to improve my teaching practice.

Most importantly, I used my sabbatical time to explore and reconnect to academia after several extremely disruptive pandemic years. Additional research time was critical to the completion and acceptance of "Start Small and Stay Small: Anchoring in App-Based Investing" at *The Journal of Behavioral Finance*, a well-respected, peer-reviewed, A-rated journal. This research documents that an investor's first stock purchase irrationally influences the value of future stock purchases. One important implication of this finding is that investors who start small will continue investing small amounts, harming their efforts to save in the long run. In addition to an academic publication, this research is discussed in the popular press, including an interview in CNBC.com titled "4 Ways Anchoring Bias Can Hurt You Financially" and included in the Wikipedia entry on anchoring bias.

I also invested heavily in expanding my knowledge around a new research stream which is not only important to academia but also to me personally. Specifically, I learned more about the causes and effects of gender gaps in finance, which led to the development of a new research paper, "The Gender Gap in Stock

Market Participation: Evidence from Stock Gifts." In this work, I investigate how gender norms motivate people to encourage boys to participate in the stock market more than girls. This paper has been accepted for presentation at the Financial Management Association Annual Meeting, a premier national academic conference. I originally planned to use similar data used in this project to compare how the presence versus absence of trading fees affects investor behavior. That project did not progress as expected. I expect to publish this research in a mainstream finance journal. Like my past work, this paper has the potential to be widely cited in the academic and popular press, enhancing Seton Hall's visibility and academic reputation as a school that values all constituents.

As the sabbatical was partly an exploratory experience, it is not surprising that there were some unexpected outcomes as well. Industry experts have shown remarkable interest in research on gender gaps in finance. Based on preliminary findings, I was invited to speak at the J.P. Morgan Behavioral Science Council. Speaking with this group allowed me to consider new ways to apply research to real life business challenges. In addition, I have been invited to speak at Money 20/20, the leading global conference in the fintech industry. I am excited about the research collaborations and downstream projects motivated by these engagements.

I served as an Adjunct Associate Professor at NYU, which provided me with new professional connections and ideas from their research seminars. In addition, while research was the focus of my sabbatical, I also took time to improve my teaching practice. While at NYU, I taught Foundation of Finance in the Langone Part-time MBA program which provided me with many opportunities for growth, including learning new insights, tools, and skills.

The breadth and depth of the topics that I taught were pre-determined by the NYU faculty. At Stillman, we teach the introductory finance course from the viewpoint of a corporation. By contrast, Stern teaches from the viewpoint of an investor. I gained valuable insights from exploring other perspectives.

From individual meetings with instructional consultants, I learned how to develop teaching support materials, including deck walks and polished video content. The students review the materials asynchronously ahead of class allowing more space for higher-level in-person discussion during class time. I benefitted greatly from learning about tools which enhance students' learning experience.

I also participated in the Stern Teaching Evaluation Program (STEP) which consisted of a pre-observation meeting in which we determined my greatest areas of need, a class visit, and a post-observation in which we reflected and planned for improvement. In the process, I learned new techniques for classroom management and new teaching skills to improve myself as a communicator and teacher.

When I return to Seton Hall, I will be teaching Financial Strategy, a core course for our major that I have never taught before. While this is not a new course, I have been instructed by our department chair that this course needs significant updating. This fortuitous opportunity comes at an ideal time for me. I have already begun to develop this course incorporating the insights, tools, and skills that I learned while on sabbatical.

I continued to participate in service to the university and academic community while on sabbatical. I helped the department conduct both tenure-track and term professor faculty searches by reading through hundreds of applications, helping to develop uniform interview questions, participating in first round in-person interviews, and attending second round research seminars. I participated in service to the academic community through increased journal review activity, conference work, and friendly reviews. I wrote several journal referee reports, reviewed papers as part of the FMA conference program committee, served as conference session chair, and conference paper discussant. Additionally, I offered both solicited and unsolicited written comments to fellow researchers and colleagues on their works-in-progress. The process helped me to grow and will help me to be a stronger researcher in the future.

In short, my sabbatical provided me with highly valuable time to explore, learn, and research. I believe that the year was critical in my development as a professor, scholar, and teacher.

Cecilia H. Marzabadi

Department of Chemistry and Biochemistry

For my sabbatical, I took a one semester leave in the Fall of 2022. The major focus of this leave was the preparation and submission of journal articles. This goal was accomplished. Four manuscripts were written. Two full papers have been published in the journal *Carbohydrate Research* [1]. One full paper has been submitted to the journal *Bioorganic and Medicinal Chemistry* [2]. One article is 95%

complete and is planned for either the journal *Molecules* or *Heterocycles.* It will be submitted by the end of September.

I also worked in a lab with students during my sabbatical. This was particularly beneficial to the undergraduates in my research group as I currently only have one part-time graduate student who is not available during the day. They were able to properly learn laboratory techniques and to advance in their research projects.

One of my other goals was to revamp a medicinal chemistry course that I have not taught for several years. I made moderate progress in this regard. I attended an on-line course on teaching medicinal chemistry to undergraduate students sponsored by the American Chemical Society that was offered in October of 2022. I also reviewed the literature for updates to the prior course content.

I continued to work with others in our Green Chemistry and Sustainability Academy. The group met every week during the fall semester. Late in August 2022, we submitted a grant application to the Arthur Vining Davis Foundation for some new curricular activities in the Green Chemistry Initiative. A syllabus was also developed by the working group for a new core course in Science and Sustainability for a Healthy Planet. New, green, organic laboratory experiments were proposed and are currently being developed. My work on the DTRA grant ended.

During my sabbatical leave I attended the Fall 2022 American Chemical Society Meeting in Chicago, Illinois. I was unable to participate in any leadership training courses, as I had planned, for financial reasons. Faculty are now only reimbursed 50% for professional development activities, so unfortunately this did not work within my budget. Finally, I participated as one of the two external reviewers for the CUNY Graduate Chemistry Program. It is always rewarding to learn about the practices of other institutions. In summary, it was a productive leave, albeit too short.

[1] a) Marzabadi, C. H.; Kelty, S. P.; Altamura, A., "Inverse-electron demand Diels Alder Reactions between glycals and tetrazines," *Carbohydr. Res.* **2022**, *519*, 108623.; b) Eltayeb, S.; Marzabadi, C. H., "Synthesis of pyranobenzopyrans from D-glucal using ionic liquids," *Carbohydr. Res.* **2023**, *531,* 108873.

[2] Talisman, I. J.; Hanawa-Romero, E.; Miller, M.; Roth, B. L.; Setola, V.; Marzabadi, C. H., "Small Molecule, Carbohydrate-Derived Chemotypes with

Diverse Dopaminergic Activity," *Bioorg. Med. Chem.*, **2023**, *Submitted for publication*.

Grace M. May

Department of Educational Studies

Teaching and Learning through a Collaborative Grade Level Team

Overarching Context:
This pilot study focuses on a collaborative grade level team and their clinical interns. In-depth observation and unstructured one-on-one conversations across 11 visits provided the foundation for this work. The study location is a combined elementary/middle school over a three-and-a-half-month period. The district leadership, principal and, most importantly, the teachers and interns welcomed the study.

Study Details

- 11 visits to the school across a 3-and-a-half-month period
- Average length of time per visit--3 hours (Range: 2 hours to 4.5 hours)
- Total time in school: 32.5 hours

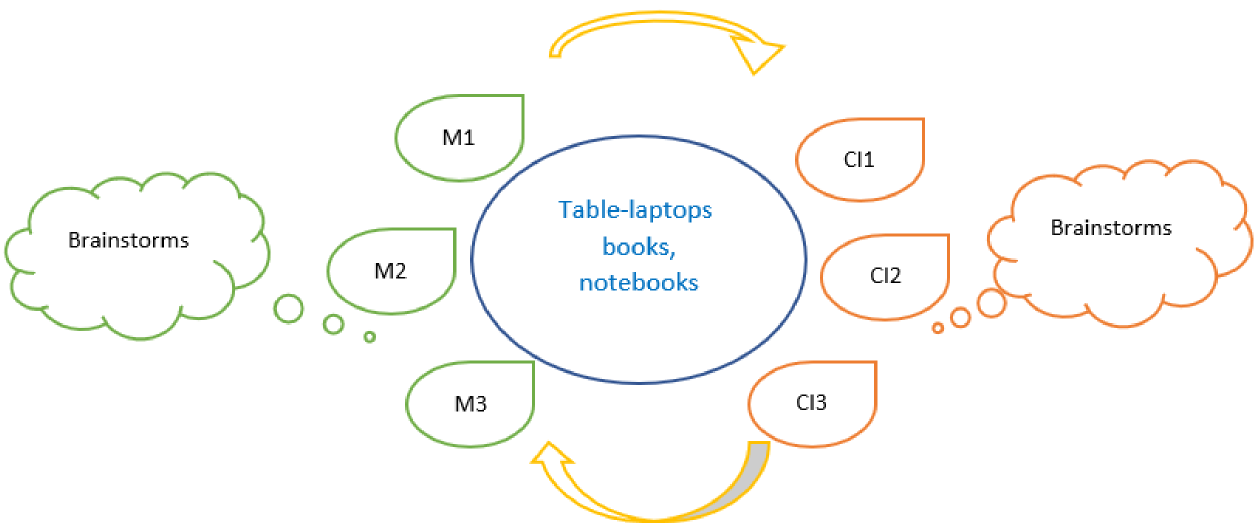
Emerging Themes:
There is *a dynamic, thriving community feel between these four classrooms and the participants*. They exist independently, but they are also part of an active and evidently shared experience. Some examples include:

- If a mentor is unexpectedly ill and misses a day of school, the remaining mentors have all the needed plans and resources to ensure that each class remains aligned with the others. Their continuous, daily engagement provides a shorthand that makes unexpected moments manageable.
- Learning and sharing is a daily practice. If a mentor teaches math first and finds the students are struggling with an example, they can alert the others and brainstorm options before their students reach that same subject. During lunch or the next planning period, they compare learning across groups.

Teaching and learning is not an isolating experience as a mentor on this team.

Observing shared planning sessions was like watching performance art. Crosstalk, individual action, and group “aha’s” pulsed throughout. Figure 1 below reflects an hour-long session at a professional development event. (M=mentor; CI=Clinical Intern)

Figure 1: Professional Development Planning Session (1 hour)



Within this context, the assignment of specific mentor/intern pairs was not relevant. Brainstorming and questions flowed between everyone. *Teaching and learning was multidirectional.*

Within individual mentor/intern pairs, sharing ideas, resources, and responsibilities is expected. What makes this team approach different? *I suggest it is the consistency, depth, and evolving nature of the individual and group understandings*.

Summary Thoughts: The purpose of this observational study was to examine patterns and interactions within a grade level mentoring team. The following points emerged and warrant potential additional study. These inform discussions in our senior seminar course (EDST 4001), our clinical advisory board, and clinical supervisor training.

- Interactions within a team of mentors/interns are both individual and multidirectional.
- A dynamic community of learners, beyond the K-12 students, is engaged through this team approach.
- There is likely no single recipe for a perfect team that guarantees success every time.
- Mentorship is a significant act on top of daily teaching responsibilities. The *shared* experience of defining expectations, reviewing challenges, and supporting growth *may* make the process more manageable for some teachers.
- Intern teams experience a real-world collaborative model that prepares them for these opportunities in the future. (As a counter, they experience a model that will likely not be available in their first year as a teacher.)
- The clinical supervisor sits in the middle of this model and may play a stronger role in communications and conveying expectations for the team.

Possible professional conference submission:

NAPDS/National Association of Professional Development Schools (March 24-26, 2023) Theme-Magical Collaborations: Making School-University Partnerships the Happiest Places on Earth

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 *resourcement* 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.

Jeffrey L. Morrow

Department of Undergraduate Theology

I am writing to provide my final update from my sabbatical for this past academic year, 2022-2023. I had initially proposed three major sabbatical activities in my sabbatical application. The **first** was a continuation of the research I had begun in the summer of 2021 funded by a URC summer stipend concerning the history of the Nineteenth Century Theology Group of the American Academy of Religion in the hope of better understanding the broader scholarship of the study of theology in the nineteenth century. I have successfully completed that research for my future book on that topic. All that remains to be done is to write the book and seek a publisher. The **second** major sabbatical activity involved reading about the broader history of Catholic biblical interpretation, including especially the areas that were lacunae in my own prior research (e.g., Origen, St. Augustine, Hugh of St. Victor, and St. Thomas Aquinas). I completed my anticipated study in this regard. This research was geared toward a future book project my colleague Scott Hahn and I are working on for a co-authored book project we will be writing over the next few years. The **third** and final major area proposed for my sabbatical activities, which was my primary project, was applying a liturgical hermeneutic to passages from the Old Testament for a book on theological biblical interpretation. This is a book I am co-authoring with Scott Hahn. I completed this project and we have submitted the book to the publisher, Emmaus Road, which has shown an interest in publishing the book. I am waiting to hear back about their final approval of the book and to receiving a contract.

There were no significant deviations from my proposed sabbatical application, but I was able to complete a number of other activities beyond what I had initially anticipated. In terms of publications and scholarly presentations, I was able to do the following additional activities during my sabbatical: **(1)** I read through Nicolò Rizzoo's *Pesher: L'interpretazione della Parola per la fine dei giorni: Studio sul genere letterario dei Pesharym*. I wrote up a review of that volume and published it in *Review of Biblical Literature* in December of 2022; **(2)** I also wrote the article, "The 'Great Love Affair' with God," submitted it for publication, revised it, and it was published in *Chesterton Review* 48, nos. 3-4 (2022): 429-438; **(3)** I also made minor revisions to the co-authored volume I wrote with my colleague John Bergsma, which was then published as *Murmuring Against Moses: The Contentious History and Contested Future of Pentateuchal Studies* (Steubenville, OH Emmaus Academic, 2023); **(4)** I also began researching for my contribution to another scholarly book dealing with Roman Catholic Modernist biblical interpretation, which I'm going to be writing with my colleague Scott Hahn; **(5)** additionally, I finished writing my paper, "Loisy and Newman: Newman's Contested Modernist Legacy," which will contribute to the co-authored book on Modernism with Hahn, which paper I presented on October 18, 2022 at the Fall 2022 Newman Symposium: Saint John Henry Newman and Catholic Modernism, at The National Institute for

Newman Studies, in Pittsburgh, PA. I then revised itas an article, "Alfred Loisy's Use of St. John Henry Newman: Newman's Contested Modernist Legacy," which I submitted to *Newman Studies Journal*, which then accepted the article for publication; it is expected to be in print in December 2023; **(6)** my co-authored *A Catholic Guide to the Old Testament* (Ascension Press, 2023), which I co-authored with Jeff Cavins, Biff Rocha, and Andrew Swafford, came in print, and we began writing together a sequel on the New Testament; **(7)** I began working on a book on an introduction to the Bible which Scepter publishers has solicited; **(8)** I also began work on an article dealing with the modernist crisis which the journal *Nova et Vetera* solicited; **(9)** I researched and began writing a book chapter for an edited volume dealing with the Old Testament; **(10)** I began a research project on the history of apologetics in the journal *New Blackfriars* up until the Second Vatican Council, which was solicited for an edited volume; **(11)** I continued to work on my review of Craig Keener's, *Christobiography: Memory, History, and the Reliability of the Gospels* for the journal *Nova et Vetera*; **(12)** I was invited by *Nova et Vetera* to review Michael Barber's *The Historical Jesus and the Temple: Memory, Methodology, and the Gospel of Matthew*, which I began to read; **(13)** finally, I served as a respondent on September 29, 2022 to Joseph K. Gordon, "(How) Does the Bible Even Exist?" the 2022 Fall Lonergan Lecture, for the Center for Catholic Studies, at Seton Hall University.

In addition to those scholarly activities regarding publications and scholarly presentations, I was able to participate in a number of other academic activities related to my field: **(1)** I served as a blind manuscript reviewer for the Catholic University of America Press for a potential book that was submitted to them for publication; **(2)** I served as a blind manuscript reviewer for the *Journal of Moral Theology* reviewing an article that was submitted to them; **(3)** I was an external reviewer for a faculty member who had submitted an application for tenure and promotion for the University of Dallas; **(4)** I continued to solicit and review manuscripts for the Catholic University of America Press for the Verbum Domini Series of which I serve as Co-Series Editor; **(5)** I served as an external reader on a Ph.D. dissertation from Tel Aviv University for Lorraine Nasser's dissertation, "Mere Persuasion: Classical and Contemporary Rhetoric in the Works of C.S. Lewis"; **(6)** I drafted lectures for the Emmaus Academy course on Jesus's resurrection, which the Emmaus Academy filmed later in the summer after my sabbatical ended; **(7)** I began drafting lectures for the Emmaus Academy course on the historical reliability of the Bible which the Emmaus Academy will film next Summer 2024; **(8)** I also was interviewed twice on Ave Maria Radio and for a podcast hosted by a professor of the Pontifical Regina Apostolorum in Rome; **(9)** my nine-course series of online lectures on a theology of work was released from the Emmaus Academy; **(10)** and I gave 10 presentations to parishes, at the IESE Business School in New York City, and for the Scholars' Forum in the Catholic Intellectual Tradition at Seton Hall University.

My sabbatical contributed to the Undergraduate Theology Department, Immaculate Conception Seminary School of Theology, and Seton Hall University by advancing their academic profiles and Catholic mission; they have enhanced my teaching because my scholarship feeds my teaching in theology and Scripture, just as my teaching feeds my scholarship; and I served the discipline through my work as reviewer and evaluator and the public through my presentations. I wish to express my gratitude for granting me this sabbatical and affording me the opportunity to work on all of these projects.

Susan A. Nolan

Department of Psychology

*[**Australia photos**, clockwise from upper-left: UNSW, Sydney; Australian colloquium on psychological literacy; research planning at Monash University, Melbourne; UNSW campus;*

Science Teachers Association of Victoria keynote, University of Melbourne; rural Queensland with UNSW colleague. Center: kangaroo selfie, wildlife refuge, Ballarat]

I proposed ***three primary sabbatical projects*** in addition to ongoing work.

1. Psychological literacy and global citizenship as learning outcomes: Scaling an Australian model for an international audience. Related to this project, I received a U.S. Fulbright Scholar award to spend a semester at the University of New South Wales (UNSW) in Sydney, Australia. Along with several colleagues, I also received a Small Grant for Teaching Projects from the Association for Psychological Science to defray research-related costs for this work.

In September 2022, my primary UNSW colleague, Dr. Jacky Cranney, and I founded the International Collaboration on Undergraduate Psychology Outcomes (ICUPO), an 18-member organization representing 14 countries. We have met regularly since October to develop a process for creating international competences for the undergraduate psychology curriculum. In November, Dr. Cranney and I founded the International Reference Group on Undergraduate Psychology Outcomes (IRGUPO), an advisory group which comprises more than 100 members from over 40 countries. The IRGUPO provides regular input on the work of the ICUPO.

From January through May 2023, I joined Dr. Cranney at UNSW, where I was a Visiting Professorial Fellow. There, Dr. Cranney and I regularly engaged with the ICUPO to develop a set of competences through an iterative, consensus-seeking process. We also conducted a related survey of Australian psychology students and educators. We published one paper on the ICUPO process and workshopped the "alpha draft" of the competences at nine universities in Aotearoa/New Zealand and Australia, and at a European conference (see below for details). We have submitted to or been accepted to present at five international conferences in 2023-2024 and have two manuscripts in progress. We are now finalizing a "beta draft," and recently began the development of an ICUPO website (https://blogs.shu.edu/icupo/).

The work on this project is beneficial for me, Seton Hall, and my discipline. It has become a primary direction for my <u>scholarship</u> and has led to numerous ongoing international collaborations. It directly impacts my <u>teaching</u>, as I have a deeper and more culturally informed understanding of the skills, knowledge, and values that best situate psychology majors for success at work, in their personal lives, and in their communities. And it will inform my <u>service</u>, ranging from the upcoming revision of my own department's curriculum to my role on the American

Psychological Association's Board of Educational Affairs Task Force on Psychology Major Competencies.

2. Trade Book Project: Psychological Science and Misinformation. I proposed co-authoring a trade book aimed at translating psychological science related to misinformation for a general audience. With my colleague, Michael Kimball, I drafted an expanded outline of the chapters of the book, along with descriptions of subtopics for each chapter. We also drafted a sample chapter and wrote nine articles for our ongoing *Psychology Today* blog. We retain the copyright for these articles, and therefore they will contribute to the eventual book. Due to the deadlines inherent in the first and third sabbatical projects, as well as other ongoing work, we made progress, but did not complete this project. The ongoing work on this project is beneficial for me, Seton Hall, and my discipline. It informs my scholarship, helping me address misinformation in psychological science via my textbook and other writing, and has affected my teaching in similar ways. It also impacts the curriculum-related service that I outlined earlier, most specifically by highlighting the role that psychological science can play in combating mis- and disinformation.

3. Completion of Global Leadership Diploma: United Nations University for Peace (UPEACE). I completed this diploma through the UPEACE Centre for Executive Education (https://centre.upeace.org/global-leadership-diploma/) by taking three intensive five-week online courses in fall 2022: Measuring Outcomes and Impact in August/September; Positive Leadership in September/October; and Education in Changing Times in November/December. (I had previously taken two other courses as part of this diploma.) The coursework leading to this diploma was beneficial for me, Seton Hall, and my discipline. Specifically, it helped me develop skills related to my scholarship, including the first two sabbatical projects, and related to my classroom teaching. The leadership and collaboration skills bolstered by these courses will also be beneficial in any service context, whether in my department, the College, the university, or my discipline – particularly contexts in which I take on a leadership role.

During my sabbatical year, I…

- Continued to serve on SHU's Middle States Steering Committee
- Published three articles (the second related to sabbatical project 1):
  - Haynes-Mendez, K., Nolan, S. A., Littleford, L. N., & Woolf, L. M. (2023). Diversity, equity, inclusion, and internationalization: Past, present, and future

of the Society for the Teaching of Psychology. *Teaching of Psychology, 50*(2), 198-206. https://doi.org/10.1177/00986283221126424

- o Nolan, S. A., & Cranney, J. (2023). An international collaboration on undergraduate psychology outcomes: Delineating foundational psychology competences at the undergraduate level. *Applied Psychology Around the World, 5*(1), 22-30. ISSN: 2639-6521.
- o Nolan, S. A., & Cranney, J. (in press). Changing the subject: A turn from content toward values and skills in introductory psychology. *Psychology Learning and Teaching*.

- Published nine articles in *Psychology Today* as part of my co-authored *Misinformation Desk* blog: https://www.psychologytoday.com/us/blog/misinformation-desk (related to sabbatical project 2)
- Revised my co-authored statistics textbook, *Essentials of Statistics for the Behavioral Sciences*, *6th edition*, with a 2024 publication date
- Gave twenty presentations (papers, poster, workshops, symposia, keynotes, or invited addresses), eleven of which relate to sabbatical project 1 and three of which relate to sabbatical project 2:
  - *U.S.:* Annual Conference on the Teaching of Psychology, Psi Chi International Honor Society in Psychology webinar series, Annual Convention of the American Psychological Association
  - *Australia*: Australian-American Fulbright Commission (Great Hall, Parliament House), Macquarie University (2), Monash University, Queensland University of Technology, Science Teachers Association of Victoria (at University of Melbourne), University of Newcastle (2), University of New South Wales (3), University of Southern Queensland, University of Sydney
  - *Aotearoa/New Zealand:* Auckland University of Technology, University of Auckland, Victoria University of Wellington
  - *Sweden* (virtually): European Society for Psychology Learning and Teaching conference
- Continued to co-host a podcast, PsychSessions: Beyond Teaching
- Selected service to the profession of psychology during my sabbatical year:

- *Past President* (through 12/22) of the Society for the Teaching of Psychology (STP)
- *Director of Programming at International Conferences* (as of 1/23) for STP
- *Committee Member*, American Psychological Association Board of Educational Affairs Task Force on Psychology Major Competencies
- *Consulting Editor*, *Scholarship of Teaching and Learning in Psychology* (journal)
- *Reviewer/referee* for: A new Bachelor of Psychology degree (Aotearoa/New Zealand), Curriculum Day presentations (Australia), onsite external program review (U.S.), manuscript for Cambridge Elements, Cambridge University Press; five candidates for promotion and/or tenure (3 in U.S., 1 in Australia, 1 in Canada); Fukuhara Award Selection Committee (international); and 5 journal articles
- *Guest editor*, special issue on psychological literacy, *Psychology Learning and Teaching* (2024 pub date)

I am grateful for sabbatical support from Seton Hall University to pursue these projects.

Stephen Pirog

Department of Marketing

My sabbatical proposal for Spring 2023 centered on extending my research on consumer time use data. The work went in some unpredictable directions, and also impacted my teaching.

Time Use Scholarship

Main goal of the sabbatical was to advance my research stream on time use data, much of which is in collaboration with a coauthor. The work builds on our 2020 *Journal of Macromarketing* article that uses US time use data from the Bureau of Labor Statistic's *American Time Use Study* (ATUS) extending back to 2003. That study examined the amount of time individuals spend on purchasing activities and connected it to macroeconomic data on consumer spending to create an estimate of purchasing efficiency, which was found to correlate with US gross domestic product.

The study required only an aggregate look at annual time use, so data manipulation was computationally simple compared to the intricate modeling approaches often used in time use studies on employment, housework, and leisure. These studies take advantage of ATUS granular data, reported at the individual survey participant level, together with a long list of the participant's demographic and other attributes, as well as household characteristics such as income, location, number of children, etc.

Thus, the primary research objective was to apply aspects of the 2020 “macro” level study to the “micro” or individual level. Specifically, we test the degree to which purchasing time is influenced by (1) household income, (2) other demographic and household characteristics, and (3) time, which captures the effects of improved technology such as online shopping and innovation in store formats. The first impact, that of household income, is the primary variable of interest because it ties directly to the earlier study and sets up an important hypothesis: as income rises, households will trade-off housework time for purchasing time. This essentially permits households to “buy time” in the sense that certain activities can be outsourced. This is a “buy versus make” logic that has a long tradition in the economics literature but, surprisingly has not been used in empirical studies on households. Any studies that acknowledge that money can be traded off for housework time invariably fail to recognize that purchasing uses time as an input, just as housework, employment and leisure do: this time is spent on searching, traveling to and from stores, walking the aisles, selecting items, negotiating, returns and complaints, etc. Other studies acknowledge this time requirement but fail to distinguish purchasing from housework and therefore fail to consider the “money for time” argument.

I faced a few important challenges in designing the study. Firstly, the study is targeted for a non-marketing journal because time use research at the household level has a rich tradition in economics and sociology journals. Thus, I chose to target this research where it could be impactful, particularly to academics who are not used to thinking of marketing concepts in a favorable way. Because of the emphasis on a “buy versus make” logic, we are targeting an economics journal. The conceptual scheme for the work therefore took us into a new area relative to our 2020 article; while I had been somewhat familiar with the economics literature, I discovered a great deal more during the “fuzzy front end” portion of the project than I had expected.

Secondly, while there are scores of articles that examine patterns in housework and (sometimes) shopping activities, the nomenclature varies widely and often terms are used in contradictory ways; for example, sometimes housework is defined to mean different things, and in some cases this even includes shopping (which we separate into its own category). An important contribution of the paper therefore is to reduce confusion around important terminology in the household time use literature.

Lastly, a novel modeling approach was needed for analyzing the ATUS data. I developed a structured two-step regression model to capture the effects of income and other independent variables on purchasing (buy) time and housework (make) time. The first step captures "total effects," measured by coefficients for each independent variable, while the second step captures "substitution" and "complementary" effects. Substitution effects refer to the trade-off of buy time for make time, or vice-versa; complementary effects refer to joint movement (up or down) of buy and make time arising the fact that purchasing and housework outputs are not always perfect substitutes. This two-step approach evolved from a structural equation modeling (SEM) approach. The two-step approach I developed is superior because it has the same explanatory power without requiring the use of SEM software, which I believe will make the method more accessible and easier to adopt for other studies.

I was able to demonstrate that higher household income is in fact associated with trade-offs of housework time for purchasing time (less make, more buy), subject to diminishing marginal returns, while reducing total amount of time spent on both. Our data show that this time savings was reallocated to leisure time. Other demographic and household characteristics were found to have some surprising impacts on the "buy versus make time" dynamic, which validated our approach's contribution to interpreting some existing literature on housework. Finally, the impact of time, which captures the effects of technological innovation in the commercial environment, is to reduce buy time by about a half minute per day year, or about three hours per year. This total effect is overwhelmingly due to the substitution effect, meaning it allows households to free up total time on unpaid household work which, again, we show tends to be reallocated to leisure. The paper is complete and under review.

A secondary objective pertaining to my time use research pertains to leveraging time spent in the trenches of the time use database to explore other issues.

I had anticipated taking a deep dive into ATUS data for the pandemic years (2020-2022) to see what kinds of patterns emerged that fit the context of our other studies. This line of inquiry is promising but presents many challenges including data quality for the variables of interest to us. I continue to work on this as a side project and believe that having a few more years of "post-pandemic" data will be extremely valuable. From an initial view it appears 2020 represents more of a discontinuous break from the past than an informative episode on purchasing time.

On the other hand, I discovered immediate potential in the *Multinational Time Use Study* (MTUS) database, which is curated by the University of Minnesota. The MTUS database provides data for many of the key variables in our primary study, harmonized across six countries. Data relevant to my needs are available for only a limited number of years. When dealing with harmonized data, a good deal is "lost in translation" and sensitivity of some of the scales is greatly reduced. For example, "household income" is not reported in currency values but rather in quintiles. Nevertheless, it is possible to make meaningful comparisons across six countries (Finland, France, Hungary, South Africa, South Korea, US) countries in 2009 and/or 2010. Using the two-step method discussed above the same effects (total, substitution and complementary) can be estimated. The primary finding that income increases substitutions of "buy time" for "make time," subject to diminishing marginal returns, holds across all the countries.

A partial manuscript has been developed that lays out the conceptual scheme and the method section and technical findings. This manuscript will draw on, and extensively cite, the article under review, so the plan is to use feedback from the current review process to help validate aspects of the conceptual scheme as well as the method before submitting the new manuscript for review at a journal.

Between the ATUS study and the (partially completed) MTUS study, I now have a platform to support numerous studies on household time use. Creating the platform required many decisions about how to transform raw data into variables germane to my research; for example, many continuous variables were converted into categorical (dummy) variables; in many cases, raw categorical variables needed to be reduced to two or three levels. A time-consuming "trial and error" process has exhausted most of the possibilities to arrive at a data scheme for dozens of independent variables that can readily be applied to a variety of questions/ variables. For example, ATUS data breaks out purchasing time into several subcategories, including travel to the store, shopping, and making returns; each and all of these can be analyzed through the same platform. I am also interested in evaluating households' time spent on other important activities that impact quality of life, where marketing (purchasing) makes an important but overlooked contribution.

Teaching

Finally, as with my previous sabbaticals, periodic breaks from research applied to improving my teaching. I focused most of this "off time" on my BMKT 4633: Product Management and Development course and (indirectly) an MBA version of that course. Each version is designed to be a research methods-intensive course to support the Marketing Department's Certificate in Market Research. In the past I have increased the substitution of my own monographs for standard textbook readings which are not suitably updated. The new teaching notes, totaling just under 35 pages, are designed around key elements of the *Product Development and Management Association's* (PDMA) core body of knowledge requirements, and prepare students for certification by that international organization.

A substantial undertaking was the set of teaching notes pertaining to market research (three notes), which apply the scientific method to both decision-making and to market research. The monograph also highlights word cloud generation and survey methods. A very detailed "how to" teaching on creating a questionnaire is included, including best practice ideas to prepare students for the second half of the course, which involves conducting survey research to construct perceptual maps and test product concepts using a variety of industry-standard scales. My experience over the years has been that student groups struggle with designing questionnaires that capture valid data for decision-making, so this set of notes will allow me to focus class time on these critical skills (according to feedback from members of the Stillman Market Research Center Advisory Board). Finally, the note explains the different statistics methods for interpreting results, including confidence intervals and comparison of means, without treading needlessly into advanced inferential statistics.

I developed for the same course a new ethics- and social-responsibility-based component centering on "planned obsolescence." The material incorporates critical commentary on the practice, as well as articles pertaining to the Hegelian Dialect, which provides a theoretical framework for critically evaluating business practices in cutting edge technology sectors, fashion, and pharmaceuticals. The importance of consumers' informed consent is highlighted through a Socratic treatment of the material. This is a more esoteric (but highly relevant) line of inquiry for marketing thought in which I indulged during the unstructured schedule that the sabbatical provided. I am particularly interested in phasing this work into future research opportunities.

Conclusion

In all, the time since I graded Fall final exams has been a very rewarding period for my research and teaching. The December prelude was spent finalizing the data analysis and formatting (for which I was responsible) for my coauthored manuscript published in February in *Young Consumers*. In January I was a regular on-campus participant in the Department's interviews of four tenure-track candidates. In June I taught an on-line undergraduate course, as I do every summer. Through it all I have enjoyed an eventful and intellectually rewarding experience that will pay dividends in scholarship and teaching.

Peter Savastano

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

Sabbaticals are unpredictable, analogous to the way conducting ethnographic research is unpredictable. Just as with anthropological fieldwork, with sabbaticals (or at least mine) the map (or in this case, the Sabbatical Proposal) and the actual, are not exactly the same. This was not only true for my first sabbatical but also for this my second sabbatical, granted to me for the Fall 2022 semester.

Despite the unpredictable elements, I can positively report that my sabbatical was productive and fruitful in ways I did not envision when I applied to be granted one. I was able to read approximately 14-18 books over the 14-week semester, at a rate of one and a half books per week. The primary focus of my sabbatical was to explore in what ways the anthropological concept of cultural relativism can be used to address issues of religious pluralism, most especially in relation to the Abrahamic religious traditions—Judaism, Christianity, and Islam— and their claim to exclusive religious truth by virtue of being "revealed" religions, and what I refer to as the "compulsion to convert" that goes along with the assurance that that they possess the truth. This compulsion to convert is more pronounced for Christianity and Islam than it is for Judaism, primarily as a result of the Christian and Islamic hegemony according to which Judaism has subaltern status in relation to these other two.

As one part of this sabbatical project, I proposed to do a literature search, followed by background reading, based on what I gleaned useful from the literature search. My intention in doing this background reading is to do some writing in the near future. The focus of the research I proposed to do was on the use of the anthropological concept of “cultural relativism,” for eventually writing a series of essays (not proposed as part of the sabbatical application) that combine the concept of cultural relativism, as understood anthropologically, and its use for promoting religious pluralism as a foundation of a multi-racial, multi-ethnic, and religiously diverse, democracy, such as the United States purports to be, taking into consideration the role that the subjectivity of the anthropologist (in this case me) plays in conducting ethnographic research, as well as my own personal religious journey.

I am, of course, not the first anthropologist to do this, or to address these issues. There is, in fact, quite a corpus of ethnographic literature which addresses these issues, written by anthropologists, religious studies scholars, and historians. Among them are Karen McCarthy Brown (my mentor and dissertation committee chair), Paul Stoller, Ruth Behar, Michael Jackson, Dimitris Xygalatas, Victor and Edith Turner, Robert Orsi, Jim Wafer, and G. William Barnard, just to name of a few of the luminaries in this particular genre of autoethnography. Toward that end, I found a number of books that addressed all of these facets of my sabbatical project, far better than the few journal articles I encountered along the way. Therefore, the majority of my reading was of full-length books in three areas: 1) the history and development of anthropology in the twentieth century; 2) various memoirs written by anthropologists, journalists, theologians, contemporary and prior, which served as models for what I intend to do when it comes down to actually writing. Most of these memoirs are written around a specific subject, such as “limerence,” a psychological term or concept used to explore the human experience of “falling in love”; 3) theology, specifically drawing on Jewish, Christian and Islamic sources, mostly mystical in nature; 4) Jewish history, since one of the areas I wished to delve into more deeply as the possible subject of one of my essays is the large number of Jews that were members of my father’s family. Among all of the memoirs I read, there is one that stands out more than any of the others, because it encapsulates and approximates what I propose to do in terms of eventually writing these series of essays to a remarkable degree. It is entitled *Liquid Light: Ayahuasca Spirituality and the Santo Daime Tradition* by G. William Barnard (New York: Columbia University Press, 2022).

One of the finest books I discovered with respect to the history and development anthropology is entitled *God's of the Upper Air, How a Circle of Renegade Anthropologists Reinvented, Race, Sex and Gender in the Twentieth Century* by Charles King (New York: Doubleday, 2019). Reading King's incredibly enlightening book led me, via the snowball method, to re-read a classic in the field on "cultural relativism," Ruth Benedict's *Patterns of Culture* (Boston: Houghton Mifflin Company, 1934). Another very informative book I read on the issue of comparative religion (thus "cultural relativism") in anthropology is *The Savage in Judaism, An Anthropology of Israelite Religion and Ancient Judaism* written by the anthropologist and rabbi Howard Eilberg-Schwartz (Bloomington & Indianapolis: Indiana University Press, 1990). Eilberg-Schwartz's book was, at the time of publication, groundbreaking in that its primary focus is on creating an equal ground upon which different religions can be compared to each other without presuming (as is often the case) that somehow monotheism— and thus Judaism, Christianity, and Islam—is an evolutionary leap from and, therefore, immune to comparison with other religious traditions labeled "primitive" by the earliest generations of anthropologists during the mid-to-late nineteenth and early twentieth centuries. Two other books I read, which were also incredibly useful though very difficult to understand, are written by the Brazilian anthropologist Eduardo Viveiros de Castro, entitled *Cannibal Metaphysics* (Minneapolis: Univocal Press, 2014), and *The Relative Native, Essays on Indigenous Conceptual Worlds* (Chicago: Hau Books, 2015).

Employing the snowball method also led me to Stanley Diamond's *In Search of the Primitive, a Critique of Civilization* (New Brunswick, New Jersey: Transaction Press, 2007) and *The Beauty of the Primitive, Shamanism and the Western Imagination* by Andrei A. Znamenski (Oxford and New York: Oxford University Press, 2007). Additionally, I found Dimitris Xyagalatas' *Ritual: How Seemingly Senseless Acts Make Life Worth Living* (New York: Litle Brown Spark, 2022) extremely enlightening and useful for my sabbatical project.

I will not bore my readers with a long list of memoirs I read, but those I did were never memoirs only, but rather what I would name topical books about an important idea or cultural, historical, technological advancement in a "memoir" genre) on subjects such as "the body and neuroplasticity"; "limerence" (the prolonged trance state of being "in love"); the death process, and its impact upon those left behind; the role that religious ritual and devotional practices play in inducting an adherent of a particular tradition into an Altered (or heightened) State of Consciousness (ASC), which plays a role in the production of ecstatic trance or mystical states of consciousness in an individual or a group of people.

With each of the topical memoirs I read, I did so not only for the content but perhaps even more so as a search for models by which I might write my own memoir-like essays on the life of an anthropologist of religion, consciousness, sexuality, gender and race, and how each of these categories of identity intersect or clash with "religion" as a broad concept. However, for this sabbatical project, I was primarily interested in the anthropology of consciousness and how individual religious devotional practices and collective rituals create what the sociologist Emile Durkheim facilitate the emergence of "collective effervescence" and "collective consciousness."

One of the things I sought to accomplish over the course of my one semester sabbatical was to utilize contemplative pedagogical techniques (specifically silent meditation and/or mindfulness meditation) in absorbing what I had read and as a way of generating ideas for eventually writing some of the essays mentioned above. One aspect of using "meditation" that fascinated me was to observe the way an idea or insight would come bubbling to the surface when I entered into meditation immediately after a period of extended reading. While this approach is very rewarding for a plethora of ideas for writing and for future teaching, it is not conducive to a swift outcome. It takes a willingness to sit and watch one's thoughts and emotions while at the same time being alert and attentive enough to the working of my thought processes so that I could recognize an important idea in the midst of the everyday swirling thoughts, feelings, and even the boredom of ordinary consciousness. This process of contemplative pedagogy is best explicated in *Bored and Brilliant: How Spacing Out Can Unlock Your Most Productive and Creative Self* by Manoush Zomorodi (New York and London: Picador, 2017), a book I assign in the Senior Seminar in Anthropology and Sociology that I teach every spring semester.

For many years I have thought of religion as being very much like a language. This model worked because it destabilized a deeply ingrained idea I think I inherited from growing up Christian and attending religious schools, i.e., the idea that only

one religion is true (in this case Christianity) and, therefore, since only one religion is true, that religion must be the religion of all of humanity, because all the others are completely wrong or hold only partial truths. While this may appear to be very naïve thinking on my part in light of the historical facts and my many years of education and teaching, such tacit bias proves that I am not immune to the cultural conditioning of my religious heritage (nor is any anthropologist, frankly), or to being influenced unconsciously by the religious worldview I inherited from being born into a Christian family, despite the fact that most of my paternal relatives were Jews. Thus, that religion is like a language model always seemed to me a way by which I could dislodge that kind of implicit bias from my worldview. Following this language model or metaphor—
after all, French is no truer or right than Spanish, or English—each language (or religion) offers different ways of talking about the same world all humans experience with a particular grammar, vocabulary, syntax, and kinesthetics experienced and organized through the specific linguistic lens of a particular religious tradition. Applying the language model to religion proposes the idea that if religion is like language, then the differences between each religion are not about one religious tradition having an exclusive claim to the truth, but rather that each religion attempts to convey truth (or the Divine, Sacred, or God), beauty, and meaning via the symbols, theological ideas, doctrines, dogmas, sacred narratives, and ritual practices of that religion, analogous to the way that vocabulary, grammar, syntax, and sentence structure work in regard to language.

My readings in this area, mostly in comparative theology, the theology without walls school, and conducting fieldwork among people who claim multiple religious allegiances and who practice more than one religion simultaneously, is exemplified in the work of Catherine Cornille, *Many Mansions, Multiple Religious Belonging and Christian Identity* (Maryknoll, New York: Orbis, 2002) and *Meaning Method in Comparative Theology* (Hoboken, New Jersey: Wiley Blackwell, 2020), both of which I discovered as a result of my literature search, along with *New Paths for Interreligious Theology: Perry Schmidt-Leukel's Fractal Interpretation of Religious Diversity* (Maryknoll, New York: Orbis, 2019) edited by Alan Race and Paul Knitter.

Taking all of the above into consideration, the most important benefit of my one semester sabbatical was the discovery of a useful heuristic and corrective to thinking of religions as functioning like language, rooted as well in many of the writings of the process theologians. It is that, while religion is like language, that does not necessarily mean, therefore, that one can penetrate into the inner workings of any religious tradition by merely learning the language of that tradition. More than learning the grammar, syntax, vocabulary, and sentence structure of a religious tradition other than your own is required. Rather, a religious tradition and its language must also correlate with one's own personal, firsthand, experience of life.

Lastly, in my sabbatical proposal, I indicated that toward the end of my sabbatical (early December 2022) I would attempt to do some writing on my themes, even if in a rudimentary way. I am happy to report that I did begin writing an essay on my father's family, trying my best to map out how three Italian, Roman Catholic men (my father, his brother, and their father, my paternal grandfather) became a family that included Italian and Ashkenazi Jews (my paternal grandmother, three uncles, and two aunts), as a result of what anthropologists refer to in the kinship literature as a "blended" family. It is my hope to return to writing this essay, and perhaps one other essay, during the summer break of 2023.

Russell Sbriglia

Department of English

While on sabbatical for the 2022-23 academic year, I was able to write two book reviews, five articles and/or book chapters, and two chapters of my monograph in progress on the American novelist Herman Melville and French psychoanalyst Jacques Lacan.

To begin with the articles and book chapters, I wrote a full draft of an article on Edgar Allan Poe's "The Raven" and the Freudian death drive, which will appear in a forthcoming special issue of the journal *Cultural Critique* (published by the University of Minnesota Press) titled "Is Sex Passé?" that I coedited with Professor Christopher Breu of Illinois State University. During this time, Breu and I also completed two full drafts of our coauthored introduction for the issue, as well as carefully read, reviewed, and provided detailed feedback on various drafts of articles by the issue's other contributors. I also completed a full draft of a chapter on the "sartorial superego" and the ethics of the death drive, which will appear in an edited collection (currently under review with MIT Press) in honor of the thirtieth anniversary of the publication of psychoanalytic theorist Joan Copjec's book *Read My Desire: Lacan against the Historicists*. Prior to finishing a full draft of the chapter, I presented a twenty-minute, work-in-progress version of it at a seminar devoted to Copjec's book, titled "*Read My Desire* Again," at the annual convention of the American Comparative Literature Association in Chicago this past March.

Among the other scholarship I was able to complete while on sabbatical were two short chapters (1,500 words each) for a forthcoming book of international scope titled *The Žižek Handbook*, edited by German philosopher and theologian Dominik Finkelde. My contributions to the book—which will be published both in German, by Metzler-Verlag, and in English, by Bloomsbury—are on French poststructuralist philosopher Louis Althusser's theory of "ideological interpellation" and the psychoanalytic concept of "ideological fantasy," respectively. I was also able to complete a full draft of a chapter on Melville's novel *Pierre; or, The Ambiguities* for a forthcoming edited collection titled *Death and Love: Psychoanalysis and Existentialism*, which will be published by Routledge.

Most significant for my long-term research and scholarship agenda, I was able to complete drafts of two chapters for my aforementioned monograph on Melville and Lacan, *A Gainful Loss: Melville avec Lacan*, which is under advance contract with MIT Press. Before going on sabbatical, I had full drafts of only two of the book's projected six chapters. I now have full drafts of four chapters: two on Melville's best-known work, the magisterial *Moby-Dick* (which were finished prior to going on sabbatical), and two on his disastrous follow-up to *Moby-Dick* (at least as regards his authorial career), *Pierre; or, The Ambiguities*. (Note: my brief chapter on *Pierre* for the aforementioned *Death and Love* collection is comprised of material that did not make it into the monograph chapters on the novel.) The reading and research required to write these two *Pierre* chapters was more involved than that required for any other chapters in the book, so to have finished full drafts of both chapters while on sabbatical puts me in an excellent position to have a full draft of the manuscript ready for the press by its contracted due date of June 2024.

Because book reviews—regardless of their length or breadth—typically do not count toward a faculty member's tenure and/or promotion case (book reviews are generally not subject to peer review, of course), most tenure track faculty members tend to focus their energies on articles, book chapters, and monographs instead. Having been granted tenure last year, this sabbatical afforded me the time to read and review two recently published books in my primary field of study, “literature and philosophy”: philosopher Robert Pippin’s *Philosophy by Other Means: The Arts in Philosophy and Philosophy in the Arts* (University of Chicago Press, 2021), and literary critic Jennifer Fleissner’s *Maladies of the Will: The American Novel and the Modernity Problem* (University of Chicago Press, 2022). My review of Pippin’s book was published earlier this summer in *American Literary History* (vol. 35, no. 2, pp. 1068–70). My review of Fleissner’s book, which I submitted earlier this summer, is slated to be published later this year in a forthcoming issue of *Transatlantica*.

One last thing to note is that being on sabbatical also enabled me to serve as an outside evaluator of the scholarship of an assistant professor of critical theory and media studies who is currently up for tenure and promotion at Pomona College. As noted above, I was just awarded tenure and promotion this past year, so this was the first such request I have received to serve as an outside evaluator for a tenure and promotion case, which is of course one of the more important—and time consuming—forms of service that a tenured professor can perform, not just for the individual coming up for tenure, but for the profession more generally. Given the various research projects I am currently juggling, were I not on sabbatical, I more than likely would not have had the time to take on such a role, which proved to be a very rewarding experience, both personally and professionally.

I would like to express my sincerest gratitude to Seton Hall for the time this sabbatical has afforded me to work on all of these scholarly projects.

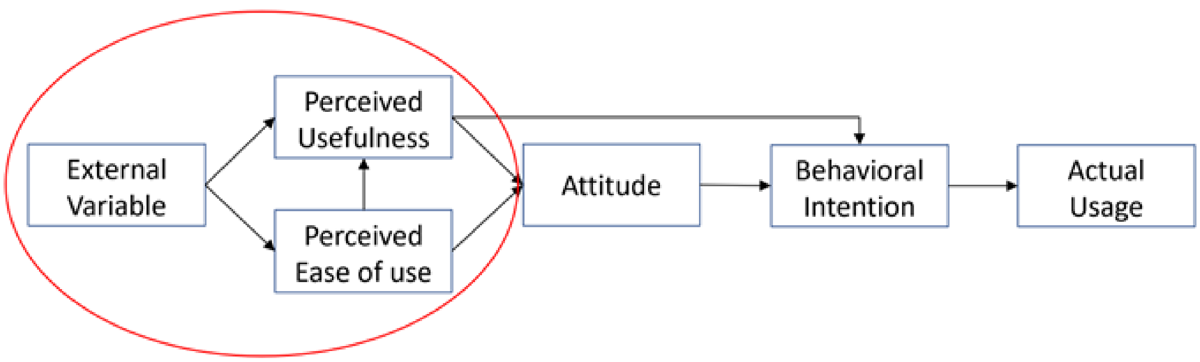
Sung J. Shim

Department of Computing and Decision Sciences

During my sabbatical period I conducted a field study to examine the factors of user interaction with ERPsim games and the extent to which users are satisfied with the user interaction factors. ERPsim games are simulation games and learning tools designed by ERPsim Lab to help users understand and experience enterprise resource planning (ERP) systems and business processes in a hands-on and interactive manner. I am an ERPsim Certified Trainer (Level 2), authorized by

ERPsim Lab to offer training seminars and certify faculty members as capable of using ERPsim games. Since Fall 2014, I have been using ERPsim games in a course, “BITM3732/7732 Enterprise Resource Planning Systems,” that I developed.

I adopted the technology acceptance model (TAM) as the conceptual framework of this study. TAM is a widely used theoretical framework that explains and predicts individuals’ acceptance and adoption of new information technology. TAM suggests that the intention to use a technology is influenced by two key factors: perceived usefulness (PU) and perceived ease of use (PEOU). PU refers to the degree to which a person believes that using a particular technology will enhance their performance or productivity, while PEOU relates to the extent to which an individual believes that using the technology will be effortless and free from complexity. Also, previous studies on TAM have examined various external variables associated with PU and PEOU. Numerous studies have provided empirical evidence supporting the validity and applicability of TAM in various contexts. The figure below shows the constructs of TAM and their associations.



I focused on the TAM constructs in the circle above for this sabbatical project. I examined two sets of external variables in the context of the ERPsim game: specific task-oriented user interaction factors and general user interaction factors. Specific task-oriented user interaction factors consist of transaction factors and information factors. Transaction factors of the ERPsim Distribution Game (i.e., the ERPsim game used for this study) are the transactions that the user performs during the game, including (1) change price list, (2) plan marketing expense, (3) create planned independent requirements, (4) run materials requirements planning (MRP), and (5) create purchase order. Information factors are the reports that the user use during the game, including (1) inventory report, (2) price-market report, (3) summary sales report, (4) detailed sales report, (5) financial statements, and (6) purchase order tracking.

General user interaction factors are the constructs of user interaction satisfaction adopted from the Questionnaire for User Interaction Satisfaction (QUIS). Since the QUIS was developed at the Human-Computer Interaction Laboratory of the University of Maryland at College Park in 1987, many studies have used it in assessing user perception, interaction, and usability of various computer-based systems. The QUIS measures the six areas of user interaction including (1) screen factors, (2) terminology and system information, (3) learning factors, (4) system capabilities, (5) usability and user interface, and (6) overall reactions to the system.

I collected data for this study from a survey of 231 students who took a course in ERP systems. Students filled in the survey in the last week of the semester after they practiced with SAP ERP system for various business processes including procurement, production planning and execution, fulfillment, and warehouse and inventory management and then used the ERPsim games. I analyzed data collected in three steps. First, descriptive statistics of the items of the constructs of user interaction factors were calculated. Second, the factor analysis and reliability analysis were performed on the constructs to see the appropriateness and internal consistency of the constructs. Third, regression analyses were performed to explore any effect of each of the constructs of external variables as a predictor on the construct of PU and PEOU.

I completed a study on specific task-oriented user interaction factors as external variables and their associations with PU and PEOU. The results show that the respondents are generally satisfied with PU and PEOU of the ERPsim game. The construct of transaction factors is found to be a significant predictor for the construct of PU and PEOU of the ERPsim game. The results suggest that enhancing the transaction factors can help improve the overall satisfaction with the ERPsim game. I presented these results at the Production and Operations Management Society (POMS) International Conference, Paris, France, July 18-20, 2023. Using the comments and suggestions received from referees and discussants at the conference, I am developing a manuscript for submission to a refereed journal. I am also working on another study on general user interaction factors (i.e., the QUIS constructs) and their associations with PU and PEOU of the ERPsim game. From this study, I am developing another manuscript for submission to a refereed journal.

On a practical level, the results from this sabbatical project can prove a helpful viewpoint on the use of ERPsim games for learning and training purposes and further on the use of SAP ERP system in practice. On a theoretical level, the results from this sabbatical project can help advance our understanding of user interaction with computer-based simulation games used for learning and training purposes and extend the line of studies on computer self-efficacy into the user interaction satisfaction.

I had previously published an article on the user perceptions of SAP ERP system in an SSCI journal (Shim, S. J. and Shim, M. K., "Effects of User Perceptions of SAP ERP System on User Learning and Skills," *Journal of Computing in Higher Education*, 32:1, 2020, pp. 41-56). This sabbatical project is a natural extension to this line of my research on ERP systems and ERPsim games. Scholarly products from this research will help enhance the reputation of the University and help present the departmental research activities in user interactions with computer-based simulation games and ERP systems to academic as well as professional community in a more visible manner.

Travis Timmerman

Department of Philosophy

I took my first sabbatical during the spring 2023 semester and it was exceptionally productive. Below I list the progress I made during that time. There was no deviation from the original plan, apart from completing extra research projects from new opportunities that arose during that time.

My primary aim in sabbatical was to complete a draft of the manuscript for a book I have under contract with Oxford University Press tentatively titled *Not to Be: On the Badness of Death and How to Feel About It*. I had a number of chapters started at the beginning of my sabbatical. However, during the spring semester, I completed a draft of each of the chapters that, as of yet, had not been completed. I now have a rough version of the manuscript that I will work on continuously this academic year. I have agreed to submit the manuscript to Oxford by Spring 2024. I presented one chapter of the book titled "Not Feeling Grim about the Reaper" at the Rocky Mountain Ethics Congress at the University at Boulder in August 2023. I'll be presenting another chapter titled "Comparing Infinitely Valuable Lives" at the 2024 American Philosophical Association meeting.

In addition to this, I worked extensively on a multi-authored monograph that is also coming out with Oxford University Press. I wrote one chapter and co-authored three others. The book contains nine chapters and is titled *Weighing Animal Welfare: Comparing Well-being Across Species*. That has already been accepted and the final manuscript was submitted in July 2023. It's currently in production and should be available in 2024.

On top of finishing one draft of a solo-authored monograph (for Oxford), and completing my co-authorship on another (also for Oxford), I wrote two additional articles for publication.

One is for a festschrift on the work of John Martin Fischer titled *Freedom, Responsibility, and Value*. My chapter is titled "Is Temporal Bias Key to Justifying Fischer's Asymmetry?" and concerns the so-called "Asymmetry Problem" about the badness of death. That book is already in production and will be out with Routledge in a few months. Some of the most famous philosophers in the world are contributors (e.g. Martha Nussbaum, Peter van Inwagen, Gary Watson). Here is the link.
https://www.routledge.com/Freedom-Responsibility-and-Value-Essays-in-Honor-of-John-Martin-Fischer/Cyr-Law-Tognazzini/p/book/9781032288628

I also wrote a paper tentatively titled "The Axiology of Death and Suicide" for the *Oxford Handbook of Suicide,* which is forthcoming in 2024. I have received extensive comments on the paper submitted and the revisions are due at the end of the month. I'm 99% done with the revisions. At that point, the manuscript will be sent off and I'll just be waiting for the proofs.

I began working on three other articles for publication in journals. One is co-authored with Kurt Blankschaen, titled "Acting Out," and concerns the ethics of non-marginalized performers playing marginalized characters. I was invited to present this at Marist in the fall. Another is titled "An Intermediary Deontic Solution to the Procreation Asymmetry" and is to be presented at Trinity University in Dublin later this month. A third is titled "Moral Uncertainty isn't Friendly to Longtermism" and is co-authored with Bob Fischer. I was also asked whether I would give a colloquium talk at the University of Delaware and, should we settle on a date, I will present one of the projects I completed on my sabbatical.

I teach classes on the philosophy of death, environmental ethics, and (this semester) longtermism. My work has made me (if I may say so) a leading researcher in these subfields. That unquestionably makes my classes on these topics better than they would otherwise be, as my expertise factors in at every level of pedagogy. The value to research is straightforward, but it's worth noting that I am publishing in the most prestigious outlets for my discipline. Normally, quantity like this might indicate a lack of rigor or prestige, but not in this case. My arguments should speak for themselves, but absent looking at those, the quality of the venues that publish my work serves as a reliable proxy of the quality of my work being published there. These publications will play their part in contributing to the prestige of Seton Hall University as a R2 research university and, perhaps someday, a R1.

Bert G. Wachsmuth

Department of Mathematics and Computer Science

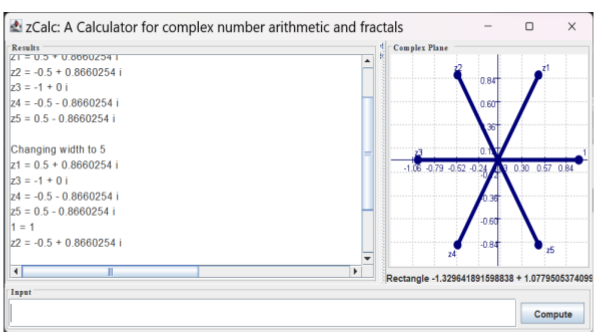
Project Description

This was my fourth sabbatical; it was only for a semester instead of the full year, like my previous sabbaticals. And I freely admit at the outset of this report: that was a mistake. A one-semester sabbatical is basically over before you even get organized. A sabbatical is such an important part of academic life and research that it makes no sense to cut it short, even if money is tight. Needless to say, I did not get everything done that I planned to. I did, however, come close enough to call this semester-long sabbatical a success.

Here are the details: I had planned to divide my sabbatical in the Fall 2022 into two projects:

- create an online text book called Interactive Complex Analysis, and
- investigate numerical solutions to the degenerate real Monge-Ampere equation in $\mathbb{R}^2$

I started with the second project: to create an interactive online text book on Complex Analysis. I quickly realized that I could use Java Webstart technology to create programs that can enhance the teaching of Complex Analysis. I reappropriated a program that I previously wrote, called zMap, used to visualize 4D graphs of complex functions, to become part of the Complex Analysis project. Then I created a new program called zCalc that students taking a complex analysis course can use to perform computations with complex numbers and visualize their results, and to explore interesting and beautiful objects called fractals, the study of which can make a course in Complex Analysis a lot more exciting for students. When zCalc was complete and working well, I started writing the textbook to go along with these two webstart applications. I was working under a deadline, since I was scheduled to teach a course in Complex Analysis in the Spring of 2023, and I wanted to use my new text book and the two applications zMap and zCalc for that course. I just made it: my spring class 2023 used the newly created textbook titled *Introduction to Complex Analysis*, as well as the two applications called zMap and zCalc. I am happy to report that students generally liked my approach: they found the new textbook interesting, helpful, and easy to read, the zMap application insightful, and the zCalc program helpful and easy to use. I did not have the time to integrate that complex dynamics portion of zCalc into the course, nor did I have the time to break up the textbook, written as a sequence of 10 PDF documents, into searchable and easy to navigate chunks of HTML files. Even without these features of zCalc, students found the project helpful to their understanding of Complex Analysis. To get a better idea of the capabilities of zCalc we will demonstrate how to use the program to explore the sum of the n n-th roots of unity:



$$\text{If } z_k = e^{\frac{2k\pi i}{n}} = (z_1)^k, \; then\ 1 + z_1 + z_2 + \cdots + z_{n-1} = ?$$

Figure 1: zCalc in action: calculations on left, visuals on right

We will explore this theorem for n=6. Start zCalc by visiting www.mathcs.org/programs/java/zCalc. Define ***z1***=*e*^(***2 Pi i***/ ***6***). Every time you complete a calculation on the left side of the window, zCalc shows a visual representation of the resulting complex number on the right side. Use the mouse to zoom into the vector shown on the right side. Right-clicking on the right window lets you zoom out again. You can also move the separator between left and right portions of the window. Note that you can use the ARROW-UP and ARROW-DOWN keys to recall and redo any of your previous computations.

Add the vectors ***z*2=*z*1^2,*z*3=*z*1^3,*z*4=*z*1^4,*z*5=*z*1^5** to **zCalc**, then try to "prove" the theorem (see figure 1):

1 + z1 + z2 + z3 + z4 + z5 = 0

An Example from Complex Dynamics

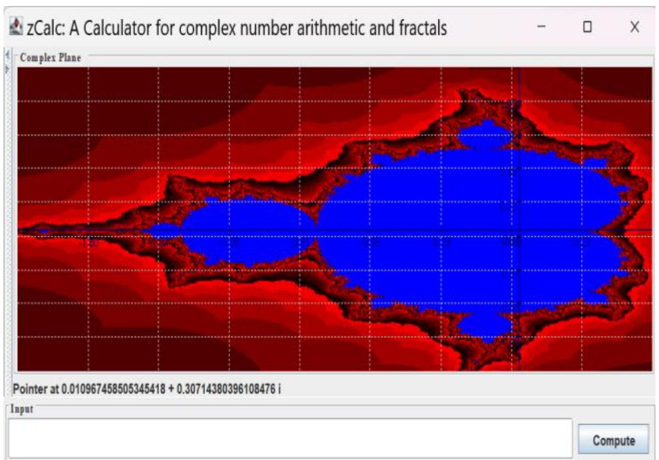
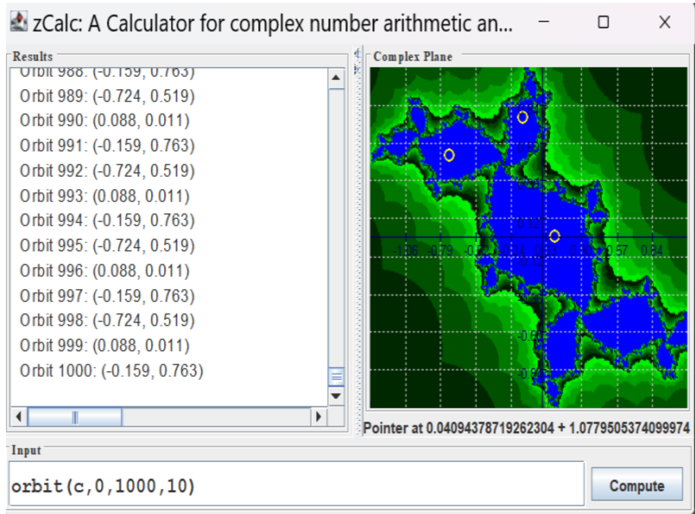


Figure 2;The famous Mandelbrot set. Zoom in for details

Complex dynamics, fractions, and the Mandelbrot set are perfect topics to increase student interest in complex analysis and, in fact, in mathematics generally. zCalc provides an easy way to introduce these concepts, to explore some of the Mathematics behind it, and to allow students to generate their own pretty pictures. Start zCalc, then type "Mandelbrot" to draw the famous Mandelbrot set (see figure 2):

$$M = \left\{ c \in \mathbb{C} : \left| f_c^{(n)}(0) \right| \leq M \;\forall\; n \right\}$$

where $f_c(z) = z^2 + c f_c^{(n)}(0) = f_c(0)^\circ \ldots {}^\circ f_c(0)^\circ$, n-time, is the ***orbit*** of the critical point 0. In other words, M is the set of all c values whose orbits of zero are bounded. M has many exciting properties, the least of which is that it looks self-similar and "intriguing". Using zCalc you can generate that set M, then zoom in to parts of the picture to discover yet more interesting pictures. Also, you can click anywhere on the image to extract the corresponding **c**-value. Defining this as c



let's you then draw the filled-in Julia set $J_c = \left\{ z \in \mathcal{C} \colon \left| f_c^{(n)}(z) \right| < M \right\}$

using the command Julia(c) (see figure 3). Finally, the command Orbit (c, seed, preiter, iter) draws iter orbits of the initial value seed, after computing preiter orbits without drawing them, using the function $f_c(z) = z^2 + c$. Figure (3) shows that the orbit of the starting seed 0 will converge to the attractive 3-cycle

$$-0.724 + i\,0.519 \rightarrow 0.088 + i\,0.011 \rightarrow -0.159 + i\,0.763$$

When you select a parameter c inside the (blue region of) the Mandelbrot set, the corresponding Julia set J(c) is connected. Figure 3 shows the Julia set J(c) for c = 0.19242724 + 0.77264799 i, together with the attractive 3-cycle that the orbit of zero (and, in fact, of most starting seeds) will converge to.

Once everything is up and running, these programs should make the teaching of Complex Analysis at the college level easier, more convenient and above all more creative and interactive. Students will be able to understand this advanced topic more easily and see how beautiful math can be.

In fact, I was so impressed by the usefulness of both programs that I submitted zCalc for a talk at the 2024 ICTCM conference in New Orleans. If accepted, it would make zCalc join the success of zMap, which I already presented at the 2020 ICTCM conference [4]. Note that ICTCM is the preeminent conference for new technologies for the teaching of college-level mathematics courses. I introduced my previous project, "Java and the Web: New Possibilities for Teaching Calculus and Abstract

Analysis Interactively," at the 1997 ICTCM conference in Phoenix, AZ[4] . If my current submission of zCalc is successful, I will submit the entire project, broken up into small HTML 'chunks', tentatively called *Interactive Complex Analysis*, to ICTCM 2025.

My second project was to investigate numerical solutions to the degenerate real Monge-Ampere equation in $\mathbb{R}^2$. However, I ran out of time; the spring semester came sooner than I hoped for, so I did not finish this second project. It means that I will have my first new project already planned out when applying for my next year-long sabbatical!

I concluded my past sabbatical reports with a list of trips I was able to complete with my family in order to "recharge my batteries". However, this semester-long sabbatical did not leave any time for traveling or other activities that I would have considered essential for a truly successful, regenerative sabbatical, another reason to go back to taking year-long sabbaticals.

I do want to thank Seton Hall for the opportunity that even a semester-long sabbatical provided, but I would recommend changing the sabbatical guidelines into a year-long sabbatical every 7 years (at full pay if possible), or a one-semester sabbatical every 3 ½ years. I, for one, would appreciate that.

Richard Winchester

Seton Hall University School of Law

This report summarizes my activities and accomplishments during my 2022-24 sabbatical year.

My Agenda

In my application for a sabbatical, I indicated that I would devote the time to a book project that would examine how the U.S. government financially profited from federal policies that not only produced racial segregation in housing but also led to the widespread theft of Black wealth.

My mid-sabbatical report indicated that my research had caused me to make an adjustment to the subject matter of the book. Instead of an abstract examination of housing policy and its impact on the Black community, the book will recount the origins of a specific segregated Black community in New Orleans called Pontchartrain Park. Unique among subdivisions built in post-World War II America, it was financed with loans insured by the Federal Housing Administration at a time when the agency effectively observed a whites-only policy. The story will serve as a vehicle to examine the FHA itself, the social and political environment in which it operated, its decision to limit its program to whites, the events that led it to make an exception to that policy, the conflicts that arose in connection with Pontchartrain Park, and the compromises that had to occur for it to become a reality. Aside from that, the book will provide an assessment of the financial transactions and business arrangements that occurred in the lead up to the construction of the community. Because of my training and expertise in business and tax law, I am uniquely positioned to offer insights on these aspects of the story that other scholars have not considered. My objective is to produce a book that will attract a general readership while filling a noteworthy gap in the scholarly literature.

My Activities

I traveled to New Orleans to conduct a preliminary round of archival research at Tulane University and the New Orleans Public Library, where the official records of the city's mayor are housed. I also interviewed certain individuals who could provide a firsthand account of certain aspects of the community during its formative years. Among other things my interviews enabled me to secure certain documents that helped identify the firms and individuals who were involved in the construction of the community. Public records that I secured based on that information helped fill in other aspects of the picture, leading to yet more lines of inquiry that merit exploration. Among other things, each batch of documents have revealed a larger circle of individuals whose participation deserves greater scrutiny. In all, my archival research and related reviews of primary sources have allowed me to develop a more complete and textured account of the principal figures in the story and the key events that occurred along the way. Understandably, each piece of new information has permitted me to identify additional lines of inquiry that merit attention. I will be traveling to New Orleans again in October to continue my archival research.

Aside from doing archival research and interviews, I spent considerable time building my bibliography and strategically reading the relevant literature. My bibliography currently consists of over 400 items. I've also written over 80 pages (single space) of draft manuscript as a result of my library research. My initial expectation was that this project would take up to five years to complete. That remains my plan.

My Accomplishments

I wrote one scholarly article based on the research I have conducted so far on my book project. This article represents the second occasion where I explore racial issues. I presented it at two scholarly conferences, and it will be published this academic year in a peer reviewed journal under the following citation:

- Richard Winchester, *A Simple Tax Case Complicated by Race*, 20 PITT. TAX REV. ___ (forthcoming).

Aside from the work in connection with my book project, I continued to stay abreast of developments in small business and employment tax policy, which have been my traditional areas of scholarly inquiry. That ongoing work enabled me to produce a 40-page (single spaced) manuscript that I am calling *A Tax Policing Paradox*. I've presented it to the Seton Hall Law faculty and at a scholarly writing workshop over the summer. I have also accepted invitations from two law schools to present the paper as a work-in-progress in the spring of 2024.

My Academic Appointment

New York University School of Law hosted me as a Tax Scholar in Residence during the spring of 2024. The appointment came with an office, access to the university's facilities and resources, and the freedom to attend scholarly events sponsored by the law school. The position provided me with a working environment that allowed me to focus on my scholarly projects and to operate at maximum productivity. It also enriched my sabbatical experience by permitting me to expand my network of relationships in the scholarly community.

I received no compensation whatsoever; nor did I have any teaching obligations at NYU.