

Sabbatical Applications Exemplars:

Below are several examples of successful sabbatical application representing proposals from CAS, HHS, SBL and SOE. We thank the faculty who agreed to share their documents as a resource, particularly for faculty submitting an application for the first time.

COLLEGE OF ARTS & SCIENCES

King Hereafter: *Macbeth*, Apocalypse, and the Political Uncanny in Early Modern England **Gregory Foran**

Synopsis:

I wish to convert my dissertation into a scholarly monograph tentatively entitled “King Hereafter: *Macbeth*, Apocalypse, and the Political Uncanny in Early Modern England.” To do so, I need to put the project on firmer theoretical footing by coordinating Freud’s theory of the uncanny with the doublings and repetitions within and between seventeenth-century English forms of sovereignty. I propose to spend my sabbatical researching and writing a new introductory chapter to this effect.

Introduction:

My 2010 dissertation analyzed how Shakespeare and other writers exploited the tragic potential of apocalypticism as a political theology. As my thinking has evolved over the last six years, I have become convinced that post-Reformation apocalypticism can be understood as a dimension of the “political uncanny.” I use this Freudian phrase to denote the *déjà vu* felt during eras of political upheaval, when emergent forms of sovereignty reveal their resemblance to older, repressed forms. I am most interested in how Renaissance writers represent the doubling of tyrant and messiah figures and the resemblance between monarchy and republic. To proceed with the book project, I need a better command of both political and critical theory and seventeenth-century political history.

Goal:

In broadest terms, my goal for this sabbatical is to make significant progress towards a scholarly monograph.

Objective:

My sabbatical objective is develop a theory of the “political uncanny,” which will underpin my monograph’s analysis of political theology in Shakespeare’s *Macbeth* and its literary and rhetorical afterlife.

Inputs/Resources:

I will not require any additional funds to pursue my sabbatical research: what I most need is time to read. While I am away, my department colleagues will be able to cover the courses I usually teach in the fall (e.g. first-year writing and Introduction to Literary Studies). I teach Shakespeare in the spring, so a fall sabbatical will not interfere with that. One of my colleagues will step in as interim director of the College Writing Program, which comes with a one course reassignment. This may require the department to hire a part-time instructor to cover that reassigned course.

Activities:

I will spend the bulk (i.e. about 2/3) of my sabbatical time reading primary and secondary source material in the following areas:

- The uncanny in politics and literature
 - Titles include Royle, *The Uncanny: an Introduction* (Manchester UP, 2003); Masschelein, *The Unconcept: The Freudian Uncanny in Late-Twentieth Century Theory* (SUNY Press, 2012); Marx, “The 18th Brumaire of Louis Napoleon” (1852)
- Sovereignty
 - Titles include Derrida, *The Beast and the Sovereign*, vol. 1 (U of Chicago P, 2009); Martel, *Divine Violence: Walter Benjamin and the Eschatology of Sovereignty* (2011); Arendt, *The Origins of*

Totalitarianism (1951)

- Recent Literary scholarship on the subject of early modern political theology
 - Titles include Santner, *The Royal Remains: The People's Two Bodies and the Endgames of Sovereignty* (U of Chicago P, 2011); Hamill and Lupton, eds., *Political Theology and Early Modernity* (U of Chicago P, 2012); Kahn, *The Future of Illusion: Political Theology and Early Modern Texts* (U of Chicago P, 2014);
- Primary and secondary works on seventeenth century millenarian writing
 - Titles include Brightman, *The Revelation of the Revelation* (1615); Finch, *The World's Great Restoration* (London 1621); Donne, "A Sermon Preached to the Honourable Company of the Virginia Plantation" (1622); Crome, *The Restoration of the Jews: Early Modern Hermeneutics, Eschatology, and National Identity in the Works of Thomas Brightman* (Springer, 2014)
- Political tracts and pamphlets published in reaction to King Charles I's trial and execution, Oliver Cromwell's elevation to the status of Lord Protector, and King Charles II's restoration as monarch.
 - Titles include Prynne, *A briefe memento to the present un-parliamentary junto* (1649); Prynne, *A brief necessary Vindication, of the old and new Secluded Members* (1659); Milton, *The Readie and Easie Way to Establish a Free Commonwealth* (1660)

During the remaining third of my sabbatical time, I will synthesize what I have learned into a new introductory chapter for the developing monograph.

Outputs:

At the end of the sabbatical, I plan to have produced a new introductory chapter for the monograph. I expect this chapter will be between 25 – 40 pages long. This work will enable me to write a persuasive book proposal for academic publishers. Such a proposal is likely secondary output of the sabbatical.

Timeline:

I plan to read and write simultaneously, so most working days will find me reading in the morning and early afternoon and writing in the later afternoon. Here is my tentative schedule of reading.

September 2017: the uncanny; sovereignty

October 2017: early modern political theology; seventeenth-century millenarianism

November 2017: millenarianism (cont'd); seventeenth century political tracts and pamphlets

December 2017: political tracts and pamphlets (cont'd)

Outcomes/impacts:

Research conducted during the sabbatical will reinvigorate my teaching in the short term. I hope that the book that emerges as a long term benefit of this sabbatical will reconnect me with the wider community of Renaissance literary scholars and cement my scholarly reputation. This in turn will raise the profiles of the English and Communication Department, the College of Arts and Sciences, and Nazareth College.

Developing a (Dancer) Wellness and Movement Education Program

Heather Roffe Witorski

The term “dancer” in the title could potentially be synonymous with athlete, actor, or mover of any kind really. My semester of sabbatical leave would be spent training myself in some of the newest trends on the science of fascia and applications for movement optimization and injury prevention. Over the 4 month period, I would also develop a series of modules and guest speakers that could be offered throughout the year at Nazareth, required for Dance majors, but also open to other students, faculty and members of the community (much like an Open Workshop or Speaker series).

Here are two of the suggested online trainings I would be completing in my Spring 2020 semester:

<https://www.ideafit.com/fitness-products/training-fascia-for-function>

<https://franklinmethod.com/prodcut/franklin-method-approach-introduction-to-fascia-training/>

Part of my sabbatical research would also include a trip to NYC to visit the Harkness Center for Dance Injuries. <https://med.nyu.edu/hjd/harkness/education>

While there, I would take part in a free Injury Prevention Assessment Screening, and a live workshop offering (TBD, as their 2019-2020 schedule of courses is not yet available). Harkness is the leading Dance Injury Prevention Institute in the world, and training through their certifications and workshops in Dance Medicine can lead to a viable career path for dance students, educators, medical practitioners, and PT's. (<https://med.nyu.edu/hjd/harkness/students/dance-medicine-science-career>)

I have already been in contact with a recent graduate of the Nazareth PT program, a dancer and former student of mine, who now works in Outpatient Physical Therapy at Thompson Health. She and I will begin discussions this fall of exploring what a Movement Wellness screening program and lectures might look like in collaboration with our PT program professor, Dr. Staffan Elgelid. This is a long-term project that I would like to build into a formal, year-long series of workshops, ongoing education, annual screening process for dancers, and a course offering for Dance Conditioning (2020-2021 academic year). Many other colleges and universities with Dance Programs are beginning to institute similar practices, and because of the fact that we have a focus on Health and Human Services at Nazareth, it is particularly imperative that we follow suit (and maybe even become a leading example) with building such a program.

In summary, this proposal combines:

- Completing research in cutting-edge methods of training and educating movers by partaking in online certification courses, screening/assessments and live workshops at an internationally regarded leader in the field of Dance Medicine and Science, as well as in-depth content analysis from the several texts on fascia, which I recently ordered through our library.
- Collaborating with our Physical Therapy department to build structure for annual Dancer Wellness screenings.
- Developing a series of ongoing education lectures and workshops via a guest speaker model (topic-based presentations such as nutrition, dance conditioning practices, and psychology of performance, for example)
- Designing a course in Dance Conditioning to be proposed for the 2020-2021 academic year

Costs incurred, (Professional Development Funding request):

Travel to NYC: hotel and transportation (estimate = \$750)

Online courses: (\$213 + \$219 = \$432, subject to change/dependent on future offerings)

Timeline:

January - February 2020: online certification/training programs, content analysis of texts

March – April 2020: Organizing screenings with PT, traveling to NYC/participating in Harkness workshop/assessment, developing modules/series of workshops, and designing new course

TOXICOLOGICAL PROJECTS

STEPHANIE ZAMULE

PROPOSAL OUTLINE

Overview:

The purpose of this sabbatical project is to:

1. Draft a manuscript describing the development and instruction of BIO 220I Principles of Toxicology Seminar, a course in information literacy, primary literature analysis, and scientific communication related to the health effects of current environmental issues (to be submitted to the Journal of Toxicological Education for publication).
2. Develop a case study relating to food-drug interactions for use in BIO 331 Cellular Toxicology (to be submitted to the National Center for Case Study Teaching in Science for publication).
3. Continue work on a manuscript describing ongoing faculty-student research into the ability of select bacterial species to degrade neonicotinoid pesticides, thus providing an ecologically responsible way to remove these potentially harmful chemicals from our environment.

Introduction and Objectives:

1. Introduction:

BIO 220I Principles of Toxicology Seminar was developed in 2012 as part of the toxicology major to address gaps in life science education with respect to information literacy and oral and written communication. In this course, students research current environmental issues (selected by the group) through primary literature analysis and present their findings in both oral and written format. Upon completion of this seminar, students overwhelmingly report increases in their ability to find and use resources to address questions and in both oral and written communication skills. They also note the use of high impact teaching and learning practices, such as writing-intensiveness and collaborative projects (AA&U High Impact Practices 2017). Anecdotally, many have commented that the course has changed their opinions on many environmental issues.

Objective:

The objective of this project is to draft a manuscript detailing the development and instruction of BIO 220L Principles of Toxicology Seminar for publication in the Journal of Toxicological Education. I expect that through this work I will have the opportunity to further reflect on the pedagogical practices currently used in this seminar, contribute to teaching resources available to toxicology and other life sciences instructors, and to bring attention to the uniqueness of Nazareth's bachelor's in toxicology program (one of only about a dozen in the U.S.).

2. Introduction:

With the ever-increasing number of drugs on the market, food-drug interactions are becoming a major concern in health care. In BIO 331 Cellular Toxicology, the molecular basis for many types of food-drug interactions is introduced, but there is a dearth of resources available to illustrate this concept, particularly at the undergraduate level.

Objective:

The objective of this project is to write a case study relating to the interactions between food and drugs for publication by the National Center for Case Study Teaching in Science. I expect to use this case study to teach this concept in BIO 331 Cellular Toxicology and believe it will be of particular interest to students interested in careers in medicine or pharmacy. I expect that instructors in pharmacology, biochemistry, and public health programs will also find it a unique and engaging way to teach this concept.

3. Introduction:

Neonicotinoid pesticides have been linked to the disappearance of honey bees (known as Colony Collapse Disorder). On-going faculty-student research in our group has been assessing the ability of select bacterial species to break down neonicotinoids, thus removing these persistent chemicals from the environment in an ecologically-responsible way.

Objective:

The objective of this project is to draft the most recent findings of this research project. As this project is on-going, whether or not the manuscript will be ready for publication at this point depends on the results of experiments to be done over the next year. However, I expect to add any additional findings to the manuscript and update it accordingly. Should it be ready for publication, I will determine the appropriate journal and format and submit it for publication.

Proposed Timeline:

January 2019:

- Perform literature search and background reading (Project 1)
- Analyze data from course IDEA's (Project 1)

February 2019:

- Generate figures and legends for manuscript (Project 1)
- Draft and format manuscript (Project 1)
- Submit manuscript to Journal of Toxicological Education for publication (Project 1)

March 2019:

- Research background for case study and select specific topic (Project 2)
- Draft and format case study (Project 2)
- Submit case study to the NCCSTS for publication (Project 2)

April 2019:

- Generate additional figures and legends for manuscript (Project 3)
- Edit and update draft and format manuscript (Project 3)
- Determine journal and submit manuscript, if ready (depending on the outcome of experiments to be conducted between now and then) (Project 3)

May 2019:

- Revise manuscript and re-submit, if necessary (Project 1)
- Revise case study and re-submit, if necessary (Project 2)

BUDGET CONSIDERATIONS

Sabbatical considerations:

Sabbatical leave funding is sufficient to cover all proposed expenses; no additional funding is required.

Departmental considerations:

The following are courses/administrative duties that will likely need to be covered in my absence:

- BIO 331 Cellular Toxicology (3 TCH) will require the hiring of an adjunct
- BIO 318 Clinical Microbiology (3 TCH) may be taught by either of two other faculty members within the biology department or an adjunct
- BIO 318 Clinical Microbiology Laboratory (2 TCH) may be taught by either of two other faculty members within the biology department or an adjunct
- SCI 250/450 Scientific Research (3 TCH) may be taught by most other faculty members in the biology or chemistry and biochemistry departments
- Toxicology Program Director (1TCH) may be covered by other faculty members within the biology department
- Advising- advisees may be divided up among the biology faculty

SCHOOL OF HEALTH & HUMAN SERVICES

Human Behavior and the Social Environment

Leanne Charlesworth

Proposal Overview

The 2015 Council on Social Work Education Educational (CSWE) Policy and Accreditation Standards identify the nine critical competencies providing the organizational structure for an accredited social work curriculum. These competencies require social work students to understand *theories of human behavior and the social environment*, and critically evaluate and apply this knowledge to engagement, assessment, intervention, and evaluation of outcomes with clients and constituencies, including individuals, families, groups, organizations, and communities. In accredited social work education programs, required Human Behavior and the Social Environment courses address this required curriculum content, and textbooks facilitating student comprehension and ability to apply relevant *theories of human behavior* are particularly critical. The purpose of this sabbatical project is to expand scholarship and leadership in this area of social work education (including delivery of a Faculty Development Institute at the CSWE Annual Program Meeting and completion of the revised edition of a popular Human Behavior and the Social Environment textbook). This activity positively impacts my teaching quality (I teach our Human Behavior and the Social Environment courses) and contributes knowledge to the social work profession.

Proposal Introduction

In 2013, I completed revision of my (sole author) textbook chapter entitled "Middle Childhood" and (joint author) revision of the textbook chapter "Theoretical Perspectives." These chapters appear in the popular Dimensions of Human Behavior and Essentials of Human Behavior textbooks edited by Elizabeth Hutchison. I have contributed chapters to each edition of these textbooks throughout their ongoing revision and re-release processes during the last 15 years. During the 2017-2018 academic year, the texts will be revised and released as sixth (Dimensions of Human Behavior) and third (Essentials of Human Behavior) editions. I will revise the Middle Childhood chapter as directed by text consultants and Elizabeth Hutchison and I am already collaborating regarding significant changes to the "Theoretical Perspectives" chapter.

It should be noted that I currently provide leadership in the Human Behavior and the Social Environment social work education curriculum area but my goal is to focus this sabbatical upon scholarship in order to expand my leadership role at the national level. For several years, I have served as Co-Chairperson of the CSWE APM's Human Behavior and the Social Environment Proposal Track. Two years ago, I assumed sole responsibility as Chairperson of this Proposal Track. Recently, I asked Nazareth College alumnus Cory Cummings (now in the final months of completing his PhD in social work) to join me as co-chair.

Goals, Objectives, and Expected Outcomes

Please see attached logic model.

Costs

Other than ordinary travel funds during the 2017-2018 academic year, no other costs are anticipated.

Coverage

Ordinarily in the spring semester, courses taught include SWK 304 (Human Behavior and the Social Environment I), SWK 352 (Social Work Research Methods), SWK 305 (Human Behavior and the Social Environment II) and SWK 452/484 (Senior Seminar and Senior Field Practicum). Because I am the only faculty member who teaches SWK 352, the course will not be offered in the spring 2018 semester and appropriate planning will take place. Students in need of SWK 352 to graduate in the spring of 2018 will be advised to register for the Fall 2017 SWK 352. The BSW program will then anticipate a larger than usual section, or possibly two sections, of SWK 352 in the fall of 2018 for students able to shift the course to a later semester in their plan of study. Professor Mark Primus regularly teaches SWK 305 and SWK 304 and will teach the needed sections, and Professors Jed Metzger and Shirley Sharp will teach SWK 452 in the spring semester of 2018.

Former Chairperson and BSW program director Professor Virginia David has agreed to cover the Program Director role during the spring 2018 semester. She will be supported by Professors Brownstein-Evans, Sharp and Metzger. One course release is needed for Professor David for spring 2018 for Program Director coverage.

I am currently involved with two Nazareth College grant proposals, Mental Health First Aid at Nazareth, the National Homelessness Social Work Initiative, and Rochester's Project Homeless Connect planning committee. I will continue to fulfill these responsibilities during the sabbatical.

Leanne Wood Charlesworth Sabbatical Logic Model, Developed October, 2016 Vision: Expanded scholarship and leadership in Human Behavior and the Social Environment (social work education) content area of the social work curriculum.

Inputs:	Activities:	Short-term Outcomes:	Long-term Outcomes:
<p>Appropriate resources to support literature review, such as journal articles, research reports, books and dissertations.</p> <p>Ongoing consultation with textbook editor, Elizabeth Hutchison.</p>	<p>Consultation with reference library staff, acquisition of source materials. Acquisition of desk copies of relevant textbooks [Dec 2017/Jan 2018]</p> <p>Draft review and consultation with colleagues including Holly Matto (former University of Maryland colleague and author of recently released book "Neuroscience and Social Work Practice") and Joseph Walsh (former Virginia Commonwealth University colleague and author of "Theories for Direct Social Work Practice") [Feb 2018]</p>	<p>CSWE Annual Program Meeting Faculty Development Institute proposal submitted [Jan 2018]</p> <p>Literature review completed, expanded attention throughout draft <i>Theoretical Perspectives</i> chapter to:</p> <ul style="list-style-type: none"> - recent neuroscience findings and implications for theories of human behavior. -contemporary social work practice models derived from the major theoretical perspectives covered within the chapter [March 2018] 	<p>Successful October 2018 CSWE Annual Program Meeting Faculty Development Institute focused upon teaching theoretical perspectives on human behavior and the social environment and their application to practice.</p> <p>New editions of Dimensions and Essentials of Human Behavior textbooks released, with significantly revised Theoretical Perspectives chapter.</p>

Other work to be completed during sabbatical:

- Revisions to Dimensions of Human Behavior and Essentials of Human Behavior textbook Middle Childhood Chapter (this is the chapter of which I am sole author; revisions will focus upon expanded attention to technology and recent neuroscience research findings).
- Responsibilities associated with being the Data Collection lead for the Project Homeless Connect planning committee.
- Ongoing collaboration with the National Homelessness Social Work Initiative (NY-NJ Regional Network), specifically potential collaborative development of a book chapter focused on a social work theory of homelessness, and work with the Research Group affiliated with the National Center for Excellence in Homeless Services. .
- Ongoing fulfillment of responsibilities associated with Nazareth College grants (recently submitted Grant Application "Humanities Connections, Alcohol and Drugs in the Americas: An Integrated Humanities Project; grant proposal development underway, William G. McGowan Charitable Fund).
- Ongoing support of Mental Health First Training at Nazareth College.

SCHOOL OF BUSINESS & LEADERSHIP

Introversion/Profanity in the Classroom ~ Rose Hair

My primary goal for my proposed sabbatical leave is to advance my current research streams into fully formed research projects and /or scholarly papers. I currently have four areas of ongoing interest on which I would like to focus and I plan to work towards tangible and measurable outputs which will be clearly outlined in my concluding paragraph.

1. One area of interest is in the engagement of introverts in the classroom. I facilitated a workshop and discussion on this topic at OBTC in 2014 and it is a topic that interests me both for the scholarly opportunities it presents but also in designing and communicating successful classroom strategies to accommodate diverse student needs. Introversion has gained significant attention in both academia and the popular press. In the HRM professional community introversion is a topic of much discussion and debate as we consider how to engage a (perhaps increasingly) introverted workforce in the age of social media and digital interaction.
2. I am also interested in exploring the use (and misuse) of profanity in the classroom as it extends to a practitioner focus on profanity in the workplace. As language and communication evolves in our classrooms and workplaces I am keen to pursue some ideas that were generated during my OBTC presentation in 2015 into work that I hope to publish in the longer term. I am at the early stages of reaching out to potential collaborators in the communications field who would be able to offer a disciplinary perspective and level of knowledge to my ideas as they currently stand. I am interested in emotional intelligence as a possible variable in perception and use of profanity. Additionally I'd like to explore how permissiveness (or lack thereof) around language can influence or indicate organizational culture. I think that this is an area worthy of further research that complements my focus on professional communication as it relates to our students.
3. Nazareth's current focus on the student experience has ignited my thinking on research in the area of the psychological contract. The psychological contract as an exploratory framework was the focus of my PhD work and I have conducted primary research in this area in private sector organizations as well as educational environments. In its most traditional sense, the psychological contract represents the unwritten expectations that exist between employer and employee and has, over the past fifty years, been explored as a way of understanding the changing employment relationship which is a key trend in the HR field. Where I see a parallel is in the relationship between student and institution and although I have yet to pursue my ideas here in any depth, I am extremely excited about the possibility of scholarly work using the psychological contract as a framework to increase understanding of the student experience, especially as it relates to attraction and retention of students at Nazareth.
4. Finally, I have an enduring interest in communication. One of my areas of interest as an educator is technology and media policies in the classroom (and on the syllabus) and the language we use to communicate our requirements and expectations in the area of student-teacher communication. This has implications for students understanding the importance of professional communication as they enter the workplace. This is an area of interest I have identified in my preliminary meetings with the THL and something that I am keen to pursue as we welcome a new generation of digital natives to the classroom.

In each of these areas I would like to spend time examining the broader literature, identifying opportunities for collaboration with colleagues (both inside and outside Nazareth College) moving my ideas towards appropriate outputs (scholarly articles, conference presentations and other projects) and in as many ways as I can, creating the foundation for a solid research agenda for the years to come. I see the sabbatical as an opportunity to continue work already begun and to start new projects, rather than a culmination or consolidation of work, but I recognize that there is a need for solid measurable outputs. With this in mind it is my objective to have at least one journal article ready/submitted for peer-review and two conference papers (submitted or ready to submit, one pedagogy-

related and one HRM specific) by the end of the sabbatical period. I also plan to move my current associate membership of CIPD (Chartered Institute of Personnel and Development - the UK equivalent of SHRM -where I earned my professional credentials) to the appropriate academic level (likely 'Fellow') which will require that I demonstrate substantive contributions to my field in the form of academic output and thought leadership.

SCHOOL OF EDUCATION

Charter School Report Card Shawgi Tell

During sabbatical I plan on engaging in scholarship and research that will result in two high-quality and lengthy articles (20-30 pages) that will be published in separate peer-reviewed education journals. Both articles will build off my work on charter schools, particularly my new book, *Charter School Report Card*, which came out in April 2016.

I envision the first article dealing with the official narrative of the origin of charter schools and why I think an alternative narrative is needed to assist people in thinking more clearly about charter schools. I will provide an alternative narrative of charter schools that has been around for the last 25 years. This correction is critical as many supporters and critics of charter schools still cling to the officially-accepted narrative of charter schools.

The second article will address the ongoing debate over the “publicness/privateness” of charter schools and provide new insights into this debate that are not currently available in the extant literature. While literature addressing this particular feature of charter schools is growing and becoming stronger and more useful, writers and researchers in this area are still overlooking some critical content and concerns about the “publicness/privateness” of charter schools. One of these points has to do with the meaning of the word charter and the significance of contracts and contracting in a public enterprise like education.

For publication, I have several different peer-reviewed education journals in mind, including the *Journal of Critical Education Policy Studies*, the *Journal of Education Policy*, the *Journal of Educational Controversy*, and *Policy Futures in Education*. Others may be considered as well.

During the course of this work I also plan on developing the conceptualization required for my next book on charter schools. The goal is to refine my thinking to the point that I can begin to produce a preliminary book prospectus. Dr. Kenneth Saltman, author of dozens of articles and several books on education privatization, asked me recently (September 2016) to consider publishing my next book with one of the book series he edits (Palgrave Macmillan and Routledge).

Please let me know if additional information is needed. I am happy to elaborate on any of the points above. Thanks you.

Regards,
Shawgi