

Assigned Released Time
for Research (ART)
Proposal Development
Information

Workshop Materials

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Summary of Assigned Released Time for Research (ART)

Assigned Release Time for Research (ART)

The ART program assists faculty pursuing an extended project of research, scholarship, or creative expression. The program allows up to six credits per year of reassigned time over two years to research, scholarship or creative projects. Proposals are reviewed annually by a faculty committee, consisting of representatives of each of the colleges, the Library, Office of the Provost and the AFT. Proposals are due in December of each academic year; awards are made and announced in March of each academic year. An ART proposal workshop is held each fall semester preceding due date. Reassigned time is awarded for the academic year following proposal submission and is scheduled according to the needs of the department and the nature of the project. This program is open to full time Tenured and Tenure Track Faculty and Librarians. During their first two years of appointment, new full-time Tenure-Track faculty participate in a college-based ART program; in the third year and after, full-Time Tenure-Track and Tenured Faculty, apply through the University Committee. The recommendation process for awards administered through the Office of the Provost. Further information:

https://www.wpunj.edu/faculty-and-staff/teaching_research_grants.html

Contact person(s):

Sandra Hill, Associate Provost for Academic Affairs

Raubinger Hall, 100; 973-720-2565 / hills21@wpunj.edu

College Dean and or Department Chairperson;

Meg Guenthner, Administrative Assistant

Raubinger Hall; 100; 973-720-2583 / guenthnerm@wpunj.edu

Assessment Guide for Assigned Release Time (ART) Proposal Reviews

ART Committee – William Paterson University

The ART Committee's focal task is to determine the extent to which each candidate's proposal meets the conditions for receiving ART¹ and is deemed meritorious. Meritorious means that it is worthy of instructional release time for research, scholarship, and/or creative expression beyond what would be considered normal for its conduct as a full-time faculty member at William Paterson University. Informed by the ART Policy and application form, a meritorious proposal must:

1. Be clear in purpose and scope with well-defined goals and objectives
2. Have acceptable project outcome(s)²
3. Include a clear and appropriate work plan with milestone steps that would enable outcome(s) achievement
4. Have a reasonable and feasible timeline for the proposed work and that matches the requested number of semesters of release³
5. Provide sufficient and appropriate evidence for how the project is significant⁴
6. Have a clear dissemination plan that is appropriate to the project
7. Offer clear linkage(s) to prior projects and outcome(s) achievement to date if the proposed project involves continuing/extending previous ART projects

¹ Applicants with prior ART awards must have submitted a Final Report to the Associate Provost by the June 30 deadline and include a copy in their ART application. If the project has not concluded, applicants must include in the application a Progress Report indicating work completed at the end of first year of a 2-year project. This was also due no later than June 30 and can be submitted as part of the Year-End Annual Faculty Achievement Report.

² Acceptable projects are those that will utilize norms of research or creative expression assessment (e.g., peer, publisher, or jury review for acceptance, or other appropriate assessment norm of a discipline as would be expected for a faculty tenure or promotion evaluation when assessing research and scholarship). See handouts for additional insight on acceptable and not acceptable outcomes and that were shared with attendees to information sessions.

³ For project proposals deemed meritorious, but with requested semesters that the ART Committee feels is longer than needed, the committee should recommend a shorter release time than requested by the applicant.

⁴ Significant to the discipline or profession and its potential for serving the goals of the department, college, university, community, and/or the individual.

Award Rubric and Allocation Rounds for Assigned Release Time (ART) 2020-21 Academic Year

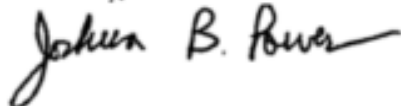
Identical to last year, in the event of fiscal constraint, ART awards will be prioritized as follows:

- Untenured faculty proposals
- Proposals delineating very specific project phases and results attached to each phase, rather than broad, general timeframes and results
- Proposals likely to enhance University reputation and visibility
- Proposals enhancing community relations
- Proposals tied to strategic goals of the University (i.e. student success and diversity)
- Proposals involving commissioned research/creative expression with a likelihood of publication
- If electing to submit multiple participant proposals, those with very specific and well-defined individual expectations
- Proposals from faculty of accredited programs for which a level of scholarship is explicitly expected.

With the exception of untenured faculty proposals, the above priorities do not imply a hierarchy of importance, and all proposals will be evaluated holistically. Faculty who apply for ART and are not awarded will be informed if the reason is fiscal or related to the quality of the proposal.

With regard to the timing of allocations, and as had been planned for last year prior to the pandemic, awards will be made in three rounds – early March, end of the Spring Semester, and on July 12. In the first round, 44%¹ of the meritorious proposals will be awarded. Should we reach our **continuing student enrollment** goal by the end of the Spring Semester, another 16% will be awarded. Should we reach, or be on track to our **new student enrollment** goal by July 12, we will award another 14% of meritorious proposals. If our **freshmen retention rate** reaches 80% by that date, we will award all remaining meritorious proposals.

Sincerely,



Joshua Powers

Provost and Senior Vice President for Academic Affairs

¹ The first round percentage of awards is linked to the freshmen retention rate. Our retention rate went up 4 percentage points this year, so whereas 40% of meritorious proposals were awarded in the first round last year, this year 44% will be awarded.

William Paterson University
Assigned Release Time for Research (ART) Guidelines

Acceptable Outcomes¹

Publications (e.g., articles, translations, text books, monographs, reference works, anthologies, poetry)
Research findings for publication or presentation
Compositions
Exhibitions
Performances
Films/Videos
Software Packages
CDs, DVDs
Published Computer Programs

Unacceptable Outcomes

Curriculum development or artifacts related
Program development or artifacts related
Lecture or Lab Manuals
Projects that carry college credit
Editing a journal
Reviewing (paper, art work, performances)
Serving as a panelist; poster session products
Audiovisual and other materials not emanating from research

¹ The list of acceptable and unacceptable outcomes is not intended to be exhaustive, but is designed to be illustrative of the range of projects that fall into the respective categories.

General Information and Deadline Dates

Who may apply: Faculty and Librarians Third Year and Beyond, who are Tenure Track or Tenured.

Applications are due to the respective **Dean of the College or Library** on **Monday, October 26, 2020**. Applications are due in the **Office of the Provost, Raubinger Hall Suite 100, by 4:30 p.m. on Monday, December 7, 2020**.

Applications can be accessed on this link:

<https://www.wpunj.edu/faculty-and-staff/assets/2020-2021-art-titles/ART%20APPLICATION2122final.pdf>

NOTE: Only 1 (one) original copy of the application needs to be submitted.

Only complete applications, submitted by the deadline, will be reviewed by the committee.

IMPORTANT DATES:

| | | |
|---|----------------------------------|---|
| Workshop: | Thursday, October 1, 2020 | Location: Zoom Link https://wpunj.zoom.us/j/97661532517 |
| Applications to Dean: | Monday, October 26, 2020 | (Due no later than this date)* |
| Dean's Comments to Candidates: | Monday, November 16, 2020 | |
| Applications with candidate's response to Dean's Comments to Provost's Office: | Monday, December 7, 2020 | (Due no later than 4:30 pm)* |

*** Late applications will not be accepted**

Sample ART Application

WILLIAM PATERSON UNIVERSITY
Application for Assigned Released Time for Research (ART) 2020
for awards beginning in the Academic Year 2021 – 2022

COVER PAGE

Deadline: All applications are due in your respective Dean's Office on Monday, October 26, 2020

Submit **1 original copy** of the application and all supporting materials.

1. Last/First Name: _____
College: _____

Banner ID #: **855** _____

Department: _____

Phone Ext.: _____

2. Number of semesters for this project (1, 2, 3, 4): _____

2a. Semester project ending: _____

3. DESCRIPTIVE TITLE OF PROJECT:

4. List all Co-Authors/Co-PI for proposed project:

5. Project abstract (brief description):

6. PROPOSAL: (Please limit narrative to a total of 3 pages)

A. STATEMENT OF THE PROJECT: Provide detailed information that would allow a generalist a full understanding of the project; what you intend to do.

a. Indicate the number of credits of released time being requested per semester (1-3)

b. Indicate the length of time needed for this project (1-4 semesters)

B. STATEMENT OF PROCEDURES: Procedures should include a detailed work plan with semester/dates for your proposed activities for each year: what will be done, when, and how it will be accomplished. Detail the actual time line or work plan, and/or sequence of work.

C. SIGNIFICANCE: Describe how the project will contribute to the discipline or the profession and its potential to serve the goals of the department, college, University, and/or professional goals of the applicant. Include plans for dissemination of results/outcomes on campus, if needed, and as required.

D. BACKGROUND: If this project was previously funded through ART, please 1) discuss the importance of continuing this project; 2) describe progress, outcomes, and results to date; 3) forecast the length of time you will need to reach your goal with this project.

E. Attach an up-to-date CV (3 pg. max) **No more than 3 pages.**

7. SUPPORTIVE MATERIALS:

A. Were you awarded ART in, or subsequent to, the 2018-2019/2019-2020 academic year? Yes _____ No _____ *

- o If no, you have completed this section of the application and may proceed to the Assurance Page. *
- o If yes, and the term of your ART award has ended, you must submit a one-page Final Report with this application.
- o If yes, and the term of your ART award has NOT ended, you must submit a Progress Report of 125 words or less with this application – the same summary that you submitted as part of your Year-End Annual Faculty Achievement Report. *

Application and materials MUST be submitted, single sided, in the order defined on the ART Application: Order of Submission page: <https://www.wpunj.edu/faculty-and-staff/art.html>

PLEASE NOTE - Conditions of Receiving ART: The Assurance Page must be completed and submitted along with proposal. During the ART award period, the faculty member agrees not to engage in overload teaching at WPU or elsewhere. Any exception must be approved by the Associate Provost for Academic Affairs and reported to the Union.

WILLIAM PATERSON UNIVERSITY
Assigned Released Time for Research Program (ART)

ART Application: Order of Submission

All ART applications **MUST BE** submitted in the following order, **single sided**, as one document:

1. Cover page
2. Completed and signed Assurance Page
3. Statement of the Project
4. Statement of Procedures
5. Significance
6. Background
7. CV (3 pg. max) *Only the first 3 pages will be scanned for Committee Review*
8. Progress or Final Report (if applicable)
9. Recommendation of the Dean form
10. Response to Dean's Comments (if applicable)

WILLIAM PATERSON UNIVERSITY
Application for Assigned Released Time for Research (ART) 2020
for awards beginning in the Academic Year 2021 – 2022

Recommendation of the Dean of the College/Library

Dean: _____

Applicant: _____

This project is:

_____ Recommended

_____ Not Recommended

_____ Award Level Requested (1, 2, 3, 4 semesters)

_____ Award Level Recommended (1, 2, 3, 4 semesters)

Comments*:

*Comments are required if the proposal is not being recommended for approval, or not recommended at the level requested.

WILLIAM PATERSON UNIVERSITY
Application for Assigned Released Time for Research (ART) 2020
for awards beginning in the Academic Year 2021 – 2022

ASSURANCE PAGE

All applications are due in the Provost's Office on Monday, December 7, 2020, no later than 4:30 pm.

The signatures below should be obtained prior to submission of the application so that this Assurance Page may be submitted along with the rest of your ART application.

1. Assurance: I understand that, should I be granted this award, I will be required to submit a written Final Report at the conclusion of the project, as well as annual progress reports for multi-term awards as part of the Faculty Achievements Report. My application demonstrates how the project serves the goals of the department, college and/or my professional goals. In addition, I may be requested to disseminate the results of my work to the University Community. By signing below, I agree to the review of my proposal by the IRB or IACUC Committee. The ART award is contingent upon recommendation by appropriate committee and final approval by the Provost/Designee.

2. My proposal involves _____ human subjects (IRB), or animal subjects (IACUC) _____
(Yes / No) (Yes / No)

Applicant Name (Print Name) Applicant Name (Signature) Date

3. Department Chairperson: Chairperson's signature indicates acknowledgement not approval of proposal:

Chairperson (Print Name) Chairperson (Signature) Date

4. Dean of College/Library: Please use the *Recommendation of the Dean of the College/Library* form to provide a recommendation for this proposal. Indicate a decision for the award level. Proposals not recommended, or recommended for a lower number of credits, should be accompanied by comments.

Dean (Print Name) Dean (Signature) Date

What does the Institutional Review Board for Human Subject Research (IRB) review?

Research involving human subjects or data with identifiable personal information conducted by the faculty, staff and students of the University that is a systematic investigation designed to develop or contribute to generalizable knowledge without regard to the location or reason motivating the research. The following types of research are excluded from review by the IRB: institutional and program assessment, pedagogical research in the investigator's "classroom," oral histories, journalism, and undergraduate and master's degree student research that will not be presented or published outside "class."

Who is the IRB?

The 11-member IRB is comprised of faculty representatives from each WP College, two outside members, and two ex officio voting members. The IRB's procedures are founded on WP's IRB Policy, procedures and additional guidance documents that have been developed to assist investigators.

How does the IRB review an investigator's ART-related research?

AFTER faculty are notified of their ART Award, they will receive another communication from the IRB requesting the preparation and submission of a new protocol or, in the case of research that has already been reviewed by the IRB, updated information regarding the research through the submission of a Continuing Review form. Investigators who need to prepare a new protocol provide a cover form, a detailed description of the research plan, informed consent statements, data collection tools, and outreach/recruitment materials to submit to the IRB through the Office of Sponsored Programs.

All protocols are reviewed, negotiated and approved as they are received. The review must be completed by June 30 of the year preceding the start of an ART award. The IRB has processes in place to enable faculty investigators who are early in the process of designing survey or interview questions, or other aspects of the project, to complete their review with conditions to provide missing items before contact with subjects begins. This will be handled on a case-by-case basis.

Does the IRB have a training requirement?

The IRB requires that Certification of Training in the Ethics of using Human Subjects be on file for faculty, staff and doctoral students conducting research or instructing students in the use of human subjects. The IRB provides training through the CITI Program <https://about.citiprogram.org/en/homepage/>. Two CITI courses are offered – Social and Behavioral Research; Biomedical Research – that investigators self-select.

Where are resources and forms?

The IRB's webpage -- www.wpunj.edu/osp/irb -- has the IRB Policy, Guidance on the Safe Storage and Management of Research Data, forms, sample consent statements, information on the certification requirement, and other resources.

What is the IRB's contact information?

The IRB is administered through the Office of Sponsored Programs. Questions can be directed to either Martin Williams, IRB Administrator/OSP Director (williamsm@wpunj.edu), or Maureen Peters, OSP Program Assistant (petersm@wpunj.edu) by email or phone (973-720-2852).

Information regarding the OSP's support for proposals and awards can be found at www.wpunj.edu/osp.

All ART Applications must be submitted in this order.

**William Paterson University
Assigned Released Time for Research Program (ART)**

ART Application: Order of Submission

All ART applications **MUST BE** submitted in the following order, **single sided**, as one document:

1. Cover page
2. Completed and signed Assurance Page
3. Statement of the Project
4. Statement of Procedures
5. Significance
6. Background
7. CV (3 pg. max) ***Only the first 3 pages will be scanned for Committee Review***
8. Progress or Final Report (if applicable)
9. Recommendation of the Dean form
10. Response to Dean's Comments (if applicable)

PROPOSAL WRITING GUIDE

ASSIGNED RELEASE TIME (ART) FOR RESEARCH AND RELATED CREATIVE ACTIVITIES

A. What ART Is:

Assigned Release Time for Research (ART) is designed to provide faculty with time by reducing teaching load to pursue an academic or artistic research project related to a discipline and/or teaching. The project ideally supports the professional goals and objectives of the applicant as well as those of the Departments and/or College. Faculty are urged to become involved in scholarly activity through the ART program that includes but is not limited to engaging in:

1. Theoretical development and original research that results in publication in refereed journals, publication of a book or translation, or other creative research and writing products.
2. Applied research that results in research reports sponsored by an agency or client outside of William Paterson University, publication of a book, or other creative products.
3. Scholarly projects that result in artists or dramatist exhibitions, musicians compositions and performances, poetic works, faculty recitals, and film, television or radio programs.

The Products and impacts of such research or creative activity might be:

1. Presentation of a refereed paper at a professional conference.
2. Publication through a juried process of an article, monograph, anthology, or textbook that has or is anticipated to impact on the theory of knowledge or school (s) of thought related to a discipline or creative area.
3. Presentation of the outcomes of a creative activity such as a composition being performed, an opera being sung, a play being conducted, poetry being published and/or recited to a professional group, art exhibit being prepared, arranged and reviewed by external professionals, computer animation being prepared and demonstrated, or a broadcast script being written, produced and reviewed as to impact.
4. Development of a software package, audiotape, videotape or video disk related to the discipline that results in publication, or generates some evidence of professional acceptance.
5. Full length book projects.

B. What ART Is Not:

Although they may be considered as scholarly for professional development in that they can form vital parts of ones overall professional development plan, activities listed below usually are not considered appropriate for ART. Thus, they should not be proposed as viable ART projects:

1. Serving as a referee for scholarly or other journals.
2. Writing INVITED book review or article reviews.
3. Reviewing a manuscript or creative product when invited by publishers or officials of professional organizations.
4. Participation on evaluation panels for an organization that funds research.
5. Being selected among colleagues to participate in a workshop, panel, roundtable, or other such grouping to update professional skills.
6. Any activity primarily related to producing college credit.
7. Speeches or public presentations unless they result in refereed publications or proceedings of conferences and symposiums.
8. Research proposals external to one's academic discipline and that occur through membership or leadership roles in service clubs, churches or other community organizations related or unrelated to the professional assignment at the college.
9. Collating, editing, reorganizing or expanding upon one's lecture notes and/or laboratory procedures and techniques to produce manuals, or other forms of publications.
10. Compiling and/or producing audiovisual and/or materials for improving teaching and learning that do not emanate from research.

C. Writing Your ART Proposal:

1. Proposals must be carefully thought out and written. They must specifically address the project at hand, the procedures to accomplish the project, and the significance of the project to the discipline or profession. Proposals should also delineate plans for dissemination of results through presentations, publications, exhibits, performances and compositions that are to be peer reviewed and make a demonstrated contribution to the field. In this regard, it is helpful to reviewers to write about where the proposal fits within one's overall research plans.

2. Discussion of the significance of the proposal enables reviewers from other disciplines to understand contextually the contributions of the project to the field.
3. Relevance of Previous Accomplishments: The fact that proposers have extensive publications, presentations, exhibits, performances, compositions, and other creative activities is by itself not sufficient basis for granting an award. Previous publications and other documents should be integrated into the narrative if they are pertinent to the proposal rather than attached in total. Attachments are strongly discouraged unless they help to support the purpose, objectives, activities, dissemination, and impact of the proposal being prepared and are discussed in the narrative. For example, the curriculum vitae should be tailored to increase the effect of the proposal and so should any other attachment.
4. Proposers must remember that the ART Committee Reviewers represent the five colleges and the library, and therefore proposals must be written for lay readers. Formulas and terms, for example, must be explained for the lay reader rather than the specialist. For this reason, it is a good idea to have someone from an unrelated discipline review the proposal before submission.
5. If you have questions about the application form or the ART Application: Order of Submission, please contact the Office of the Provost at extension 2583 before finalizing the proposal. Once the proposal is submitted modifications cannot be made.
6. Joint proposals: are acceptable if they are specific in terms of the size of the projects, originality of the contributions of each faculty member to the project and if each can be rated on its own merits. Identical proposals will not be considered. Each proposal must clearly demonstrate how it is an integral part of the entire project.

D. How Is the ART Review Committee Selected?

The members of the ART Review Committee are faculty who are elected through a Faculty Senate election process.

The Committee forwards its recommendations to the Provost. ART awards for the following academic year are made after the beginning of the Spring Semester.

William Paterson University
Assigned Released Time for Research (ART)
XXXX, for awards beginning in the Academic Year XXXX-XXXX

ART Committee Assessment Sheet

Name of Applicant: «Name»

Department: «Department»

Meets Criteria: Yes _____ No _____

Recommendation for (#of semesters): 1 2 3 4

Comments: _____

Research Plan must include:

1. Overall description of the project
2. Specific intended Outcome(s)
3. Methodology/work plan outline with specific timelines
4. Project feasibility

Overall Assessment:

5. Value of the project to the discipline/profession
6. Relationship of the project to the applicant's expertise
(leads to feasibility)
7. Additional/positive aspects
8. Limitations of the project

Comments: _____

ART Agreement Article #2
ASSIGNED RELEASED TIME FOR RESEARCH (ART)
Final Report Guidelines

THE FINAL ART REPORT:

For single-year awards and for multi-year awards that have ended, The Final Report should be submitted at the conclusion of the semester in which the final ART award was used, **but no later than the end of the fiscal year (June 30).***

The Final Report should be a concise, one-page summary addressing the items covered in the Final Report Checklist. The Final Report should be submitted in typed form or may be sent via e-mail to the Associate Provost for Academic Affairs.

Final Reports address the objectives of the approved proposal in terms of the outline provided and the known or anticipated outcomes and impacts of the project.

The Final Report Cover Sheet must be completed and returned with the report. All reports are compared to the approved proposals to determine accuracy and to assist with preparing letters of acknowledgment. The Final Reports are especially important in maintaining and evaluating the ART program and for integrating your work into the Year-End Annual Faculty Achievement Report.

An ART award recommended for the upcoming year can be made use of only after it is determined that the Final Report of the previous ART award has been received.* Faculty members who fail to submit Final Reports by the deadline (June 30th of that fiscal year) may delay or forfeit the use of future ART awards.

INTEGRITY OF THE APPROVED ART PROPOSAL:

You may not deviate from the approved project without written permission from the Associate Provost for Academic Affairs.

FINAL REPORT CHECKLIST:

1. COVER SHEET is completed, including Abstract, Signature, and date.
2. Report covers each of the following categories:
 1. SIGNIFICANCE OF THE PROJECT: How has the project contributed to the field? To research? To pedagogy?
 2. NATURE OF THE PROJECT: How would you describe the kind of research, project or activities in which you are engaged?
 3. OUTCOMES: What were the results of this project, i.e., presentation, performance, study completed, book chapter, article?
 4. ASSESSMENT OF THE PROJECT AND PROGRESS TO DATE: Did you accomplish what you set out to do? Why or why not? Did this time contribute to teaching improvement? How much progress did you make?

* For multi-year awards that have not ended, a Progress Report of 125 words or less must be submitted at the conclusion of the semester in which the ART award was used, **but no later than the end of the fiscal year (June 30)** as part of the Year-End Annual Faculty Achievement Report. **ONLY Final Reports are submitted to the Office of the Provost.**

ASSIGNED RELEASED TIME FOR RESEARCH (ART)

Final Report Cover Sheet

Name: _____

Department: _____

Year(s) and Semester(s) of ART: _____

Released Time Hours Awarded: _____ #Used: _____

Project Title:

Brief Summary of Project/Abstract:

Signature: _____

Date: _____

The Agreement between William Paterson University and the AFT Local 1796 should be reviewed to better understand the expectations of your proposal and the program.

AGREEMENT

Between the William Paterson University of New Jersey and

AFT Local 1796

Regarding Assigned Release Time Program (ART)

Preamble

In order to promote amicable employer-employee relations and provide for mutual understanding among faculty, librarians and administrators; and to ensure equity in providing enhanced support for faculty research, scholarship and creative expression; the William Paterson University after consultation with the AFT Local 1796 will promulgate the following University Assigned Release Time Program (ART) for the period beginning with the consideration of awards to become effective September 2010 hence:

Purpose

All tenured and tenure-track faculty members shall have the right to participate in research and creative activities, and to apply for release time to support these activities through an Assigned Release Time Program (ART). The purpose of these awards is to encourage the highest standards of research, scholarship and creative expression and the continual professional growth and development of faculty members and librarians.

Scope of Awards

The Assigned Release Time Program (ART) will provide all tenure-track faculty members with the opportunity to receive allocations of three (3) credit hours per semester based on established criteria to ensure the legitimacy and equity of the award recommendations and awards. Proposals will be considered annually to begin the subsequent Academic year following the parameters set below, distinguishing between (a) first and second year tenure-track faculty, and (b) third year and beyond tenure-track and tenured faculty. All proposals that are recommended by the University ART Committee as meeting the criteria for award level and receiving final approval by the Provost shall be funded.

(a) First and Second Year, Tenure-Track

All new tenure track faculty members will be allocated three (3) credit hours of Assigned Release Time for research per semester during their first two academic years. At the beginning of each academic year, each new faculty member will

submit a research agenda describing research activities and goals for dissemination of results. The research agenda will be reviewed by the Department Chair and be subject to the approval of the college Dean. This provision assumes successful reappointment of a faculty member to their second year; however, such assumption does not entail a guarantee of such reappointment.

(b) Third Year and Beyond, Tenure-Track and Tenured

Assigned release time for research for faculty members will be awarded for three (3) credit hours of Assigned Release Time per semester subject to review by the Department Chair and review and recommendation by the College Dean. Applications will then be forwarded to the University ART Committee for review and recommendations. The recommendations of the University ART Committee will be forwarded to the Provost for review and final recommendation. The award of ART does not imply the reappointment of faculty members and librarians still untenured.

Awards are based on the evaluation of the amount of time reasonably necessary for a faculty member pursuing the project to complete the project or portion of the project for which release time is requested above and beyond the usual and reasonable amount of faculty time devoted to research and creative expression as part of his or her practice of a discipline. Considerations of the merit and value of the research and/or creative expression is based on the academic judgment of those reviewing and recommending the award, and may result in a positive or negative recommendation.

Recommendations regarding the length of the award involve a number of factors:

Awards of one semester may be made for relatively short and self-contained projects that could reasonably be completed in that period of time. Awards over multiple semesters may be made based on the degree of complexity of the project, timeline of research and production, and other factors represented in the Proposal submitted as part of the ART Application (Article #1, attached), as well as the academic judgment of individuals and/or committees reviewing the applications. No specific kinds or categories of research and/or creative activity in themselves provide definitive examples on which to base a formula or formulas for the scope of awards; hence, the project-specific "Proposal" is critical to consideration of the amount and length of the award.

University ART Committee: Composition

The Faculty Senate Elections Council will be responsible for conducting the election for members of the University ART Committee. Such election shall be completed by November 30. Faculty members eligible for nomination are restricted to those who are

not seeking an ART award for the award period under consideration. The Union shall be entitled to appoint an observer to the Committee, pursuant to Article IX D of the Collective Bargaining Agreement.

Specifically, the ART Committee will be comprised of one (1) faculty member elected by and from full-time tenured and tenure-track faculty from each College, two (2) at-large faculty elected by and from full-time tenured and tenure-track faculty, and one (1) librarian elected by the library faculty; one (1) Union observer, *ex officio* (non-voting), and the Dean of the Graduate Studies and Research, *ex officio* (non-voting), who will serve as Committee Chair. Elected members shall serve for one year and be eligible for re-election in any succeeding year, providing that they are not applying for ART in that year.

Application Process

The ART calendar will be negotiated between the Administration and the Union.

The candidate will submit an ART Application which includes a Proposal and the number of semesters of release time requested, to be reviewed by the respective Department Chair and forwarded to the appropriate College Dean for review and recommendation (for a faculty member, to the Dean of the College in which a faculty is a voting member or, for a librarian, to the Director of the Library).

No more than one application in a given year may be made by a candidate. No more than one project per application will be accepted. Applicants may not be awarded and may not accept an ART award that overlaps with any other award. Additionally, ART awards may not be banked.

The Dean may provide comment on the proposals intended to be recommended at the award level as requested by the candidate, but must provide comments on proposals for which the award level was modified or not recommended. Any proposal with the Dean's comments, non-recommendation for approval, or recommendation at a different level of award other than that for which the candidate applied shall be provided to the candidate prior to being forwarded to the next level of review. The applicant may comment in writing regarding the Dean's comments or recommendation within one week from the negotiated calendar date by which the Dean must notify candidates not recommended or recommended for a different level of award than that for which he/she applied. All materials, unless voluntarily withdrawn by the applicant, shall proceed for review and discussion by the University ART Committee. (A candidate may withdraw his/her application at any point in the process without compromising future eligibility for an award.)

Only complete applications submitted by the deadline, including a signed "Assurance Page" and the Dean's or Director's recommendation and comments and the candidate's response, shall be considered by the ART Committee. Each applicant is responsible for ensuring that his or her application is complete on submission. Incomplete applications will not be considered.

The University ART Committee shall review and discuss all proposals and make recommendations to the Provost no later than March 1 for final review and recommendation. The Provost will review the recommendations and may request a meeting with the Committee regarding the rationale for the recommendations. If the award outcome differs from the award requested, the Provost shall provide reasons to the applicant for the difference.

There shall be no appeal of the final ART award other than in the case of a violation of process in the conduct of review and deliberation.

The ART Application was developed by the Administration in consultation with the Union. Any changes to the process will be negotiated with the Union before being published, and will be disseminated at least thirty (30) days prior to the deadline for the submission of applications.

Reporting Requirements and Proposal Modifications

Faculty members receiving ART in or subsequent to the 2008 – 2009 academic year must submit with their application either: a one-page (maximum) Final Report on their most recent award if the term of the ART award has ended (please see ART Final Report guidelines, Article #2, attached), OR a one page (maximum) Progress Report if the term of the ART award has not ended. A Progress Report or Final Report on ART awards must be included in each recipient's Individual Faculty Achievement Report.

Please note that, if a candidate is applying for ART for the first time since the 2008 – 2009 academic year, inclusion of a Final Report or a Progress Report is not a criterion for consideration for an ART award, and the ART Committee shall not consider it as such.

For multi-year awards, the Progress Report submitted after the first year may include modifications to the project during the second year, which requires that the faculty member notify the Department Chair, the College Dean and the Dean of the Graduate Studies and Research (Chair of the University ART Committee).

Relinquishment

If a faculty member determines that he/she cannot complete the research activity, he/she must notify the Department Chair and College Dean in a timely manner so that

the ART award can be suspended and a full teaching schedule can be restored for the remaining period of the award. Failure to report relinquishment may include consequences up to suspension of the right to apply for the next subsequent award.

Subsequent ART Funding

Subsequent applications for ART will be subject to receipt of Final Reports or Progress Reports, whichever is applicable, for faculty members who have received previous ART awards, as well as the evaluation of the results or progress achieved during the previous award(s).

Restriction of Overload

Faculty members will not be permitted to engage in overload activities during the ART award period, except where fractional credits are given for initiatives promoting student success (specifically, First-Year Seminar, Independent Study, Thesis Supervision and Academic Advisement). Additional exceptions under extraordinary and emergency circumstances must be approved by the College Dean and the Provost. In such circumstances, the Union shall be provided with a list of the names of the candidates awarded and the reason(s) for the "extraordinary and emergency circumstances."

This agreement sets no precedent for the negotiation of any future agreements.



For the University

4/1/10

Date



For the University

4.1.10

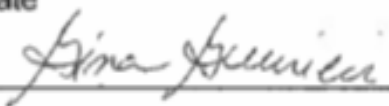
Date



For AFT Local 1796

3/31/10

Date



For AFT Local 1796

3/31/10

Date

WILLIAM PATERSON UNIVERSITY

ASSIGNED RELEASED TIME FOR RESEARCH (ART) APPLICATION 2015, 
for awards beginning in the Academic Year 2016 – 2017

COVER PAGE

1. Last/First Name: _____
College: _____Phone Extension: 601
Department: _____2. Number of semesters for this project (1, 2, 3, 4): 22a. Semester project ending: July 1, 2017

3. DESCRIPTIVE TITLE OF PROJECT:

A Study of The Role of Bookshare in New Jersey Colleges and Universities

4. List all Co-Authors/Co-PI for proposed project: None5. Project abstract: The purpose of my research is to determine the impact of Bookshare for students in New Jersey Colleges and Universities. Bookshare (www.bookshare.org) is an organization committed to providing an avenue for reading for people with print disabilities. Through a quality process, they maintain an archive of the benefits of Bookshare. Specifically, this study will identify the textbooks and reserve books required in these New Jersey schools and determine the availability of these titles in Bookshare. These findings will reveal if in New Jersey's academic institutions and lay the foundation for a dialogue that focuses on the promotion, understanding and utilization of Bookshare for those with disabilities.

6. PROPOSAL: (Please limit narrative to a total of 3 pages)

(- SEE REVERSE) →

A. **STATEMENT OF THE PROJECT:** Provide detailed information that would allow a generalist a full understanding of the project; what you intend to do.

- Indicate the number of credits of released time being requested per semester (1-3)
- Indicate the length of time needed for this project (1-4 semesters)

B. **STATEMENT OF PROCEDURES:** Procedures should include a detailed work plan with semester/dates for your proposed activities for each year: what will be done, when, and how it will be accomplished. Detail the actual time line or work plan, and/or sequence of work.C. **SIGNIFICANCE:** Describe how the project will contribute to the discipline or the profession and its potential to serve the goals of the department, college, University, and/or professional goals of the applicant. Include plans for dissemination of results/outcomes on campus, if needed, and as required.D. **BACKGROUND:** If this project was previously funded through ART, please 1) discuss the importance of continuing this project; 2) describe progress, outcomes, and results to date; 3) forecast the length of time you will need to reach your goal with this project.

7. SUPPORTIVE MATERIALS:

A. Submit 9 copies of the application and all materials, except the Assurance Page (1 original and 8 copies).
SUBMIT ORIGINAL ASSURANCE PAGE WITH YOUR ORIGINAL APPLICATION ONLY.

B. All material must be submitted at the same time of application.

C. Attach an up-to-date CV of no more than 3 pages.

D. Were you awarded ART in, or subsequent to, the 2014-2015 academic year? Yes No

- o If no, you have completed this section of the application and may proceed to the Assurance Page.
- o If yes, and the term of your ART award has ended, you must submit a one-page Final Report with this application.
- o If yes, and the term of your ART award has NOT ended, you must submit a Progress Report of 125 words or less with this application – the same summary that you submitted as part of your Year-End Annual Faculty Achievement Report.

Please note that inclusion of a Final Report or a Progress Report, if it is not applicable to you, is not a criterion for consideration in this award process and the ART committee shall not consider it as such.

PLEASE NOTE - Conditions of Receiving ART: The Assurance Page must be completed and submitted along with proposal. During the ART award period, the faculty member agrees not to engage in overload teaching at WPU or elsewhere. Any exception must be approved by the Associate Provost for Academic Affairs and reported to the Union.

ABSTRACT for ART Cover Page

The purpose of my research is to determine the impact of Bookshare for students in New Jersey College and universities. Bookshare (www.bookshare.org) is an organization committed to providing an avenue for reading for people for print disabilities. Although a quality database, many in academia are not aware of the benefits of Bookshare. Specifically, this study will identify the textbooks and reserve books required in these schools and determine the availability of these titles in Bookshare. These findings will reveal the role of Bookshare in New Jersey's academic institutions and lay the foundation for a dialogue that focuses on the promotion, understanding, and the utilization of Bookshare for those with disabilities.

WILLIAM PATERSON UNIVERSITY

APPLICATION FOR ASSIGNED RELEASED TIME FOR RESEARCH (ART) 2015,
for awards beginning in the Academic Year 2016 - 2017

ASSURANCE PAGE

All applications are due in the Provost's Office on Monday, December 7, 2015, no later than 4:30 pm.

The signatures below should be obtained prior to submission of the application so that this Assurance Page may be submitted along with the rest of your ART application.

1. Assurance: I understand that, should I be granted this award, I will be required to submit a written Final Report at the conclusion of the project, as well as annual progress reports for multi-term awards as part of the Faculty Achievements Report. My application demonstrates how the project serves the goals of the department, college and/or my professional goals. In addition, I may be requested to disseminate the results of my work to the University Community. By signing below, I agree to the review of my proposal by the IRB or IACUC Committee. The ART award is contingent upon recommendation by appropriate committee and final approval by the Provost/Designee.

2. My proposal involves No human subjects (IRB), or animal subjects (IACUC) NO
(Yes / No) (Yes / No)

Applicant Name (Print Name) Applicant Name (Signature) Date 11/11/2015

3. Department Chairperson: Chairperson's signature indicates acknowledgment not approval of proposal

Chairperson (Print Name) Chairperson (Signature) Date 11/2/2015

4. Dean of College: Please use the following page to provide a recommendation for this proposal including a recommendation for award level. Proposals not recommended or recommended for a lower number of credits should be accompanied by comments.

Dean (Print Name) Dean (Signature) Date 11-4-15

Note: This page does NOT need to be copied, and should accompany the original application only.

Statement of the Project

Bookshare (www.bookshare.org) is a nonprofit initiative committed to providing reading accessibility to those with print disabilities. Bookshare ensures college students facing the obstacles posed by visual impairment, dyslexia, and other learning disabilities have the opportunity to realize their full academic potential by offering a variety of digital tools for reading printed publications. These tools, ranging from digital braille and enlarged font to hearing and seeing highlighted words, remain available to print disabled students as they begin their professional careers. Although founded in 1989, the advantages of Bookshare are not well known in academia. The purpose of my research is to explore the impact of Bookshare in New Jersey's colleges and universities and to share my findings with these institutions and to the world of higher education. Specifically, this study will identify textbooks and reserve books used by these New Jersey schools and determine if these titles are contained in Bookshare's digital collection. These findings will reveal the role of Bookshare in New Jersey's academic institutions and lay the foundation for a dialogue that focuses on the promotion, understanding, and the utilization of Bookshare for those with disabilities.

Bookshare (www.bookshare.com) is an organization committed to providing an avenue for reading for people with print disabilities. Specifically,

Bookshare® is the world's largest accessible online library for people with print disabilities. More than 360,000 people in nearly 50 countries have access to Bookshare's collection of over 350,000 titles. More than 500 U.S. and international publishers contribute to our social mission by donating their digital files, making it possible for Bookshare to serve users around the world and ensuring that content is available to people with print disabilities at the same time as their peers. Bookshare operates in the U.S. under a copyright exemption – the Chafee Amendment – which grants nonprofit organizations the ability to make books available to people with print disabilities without publisher permission. Bookshare receives publisher permission to provide books to members outside the U.S. and receives significant publisher cooperation in building its collection. Thanks to funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), Bookshare is free for all qualified U.S. students. Qualified individuals who are not students pay a nominal annual fee for their membership. Our membership partners may also cover part or all of the membership fees. <https://www.bookshare.org/cms/about>

I oversee the Adaptive Technology Lab in the Cheng Library and I keep abreast of changes and developments within this field. When I first learned about Bookshare in 2009, the availability of college textbooks immediately came to mind. I learned that Bookshare included a selection of textbooks from K-12 but no postsecondary texts. However, as the Bookshare Library grew, the collection was enlarged to include textbooks frequently used by universities, such as William Paterson. For instance, one of my goals for the 2014/2015 academic year was to identify the titles of textbooks and reserve books found at both William Paterson and Bookshare. The results revealed that 48.8 % of the required textbooks and 34% of reserve books at William Paterson are accessible on Bookshare. This opens up new avenues of accessibility for our students and this data is now shared with the University's Office of Disabilities.

This study will research required textbooks and reserve titles at New Jersey community colleges and universities. The data will be analyzed to reveal the percentage of these books that are contained in the Bookshare online database. The results will be shared with the State's

community colleges and universities in an effort to ensure that more of the titles required at these institutions are accessible on Bookshare as a benefit to learning disabled students.

I estimate that the 2016/2017 academic year will be needed to complete this study. Librarian ART time cannot be calculated in terms of the number of credits, but the equivalent has traditionally been calculated to be 15 days used during two academic semesters. However, in order to complete this study before my retirement date of September 1, 2017, I propose that I be awarded 1.5 days per week during the 2016/2017 academic year. This equates to 25.5 days per semester. This allocation of time will enable me to give presentations of my research.

Statement of Procedures

Since my project must be completed within two semesters, it is essential that I carefully plan the timeline for my work. As with all professional research, it is essential that I conduct a thorough review of the available professional literature of Bookshare. Such literature will help me lay the foundation for my work. This literature review will be completed January 1, 2016. As I review the literature, I will begin to retrieve the textbooks and reserve books among the colleges and universities of New Jersey. With over fifty colleges and universities, this process it will be time consuming. In some cases, campus bookstores and/or the online catalogs of schools will contain the information. Alternatively, telephone calls, online communication and other follow through procedures may be necessary. By April 2017 these figures will be added to a master spreadsheet and a rough draft will be completed. This preliminary draft will be revised and incorporated into a journal article and a conference presentation.

Significance

I first learned of Bookshare while attending the *Accessing Ground in Higher Education* Symposium in Denver, Colorado. Despite being in their formative years, I was impressed with Bookshare's mission. Specifically, there was one element of their mission that resonated with me. The phrase, *Technology Serving Humanity*, (<https://www.bookshare.org/cms/about>) was noble, inspiring and a catalyst for all those who want to improve humanity by making education equitable for all. It is with this in mind that I developed my research proposal. As noted in my abstract, these findings will reveal the role of Bookshare in New Jersey's academic institutions and lay the foundation for a dialogue that focuses on the promotion, understanding, and the utilization of Bookshare for those with learning disabilities. Therefore, the dissemination of my findings is critical to enhancing the educational opportunities of all New Jersey College students.

There are a number of avenues that can be used to share the results of my research. These include peer reviewed journal articles, conference presentations, symposia, blogs and professional networking events. Bookshare can be discussed within an interdisciplinary framework and this affords more opportunity for publishing. Specifically, I will focus on peer reviewed higher education journals with selected studies on adaptive technology and learning

disabilities. A quick review of the literature reveals a selection of quality journals for the publication of my research and a search in *Ulrich's Periodical Database* will retrieve additional journals by discipline that may also offer publication possibilities. Since the Cheng Library has undertaken a pilot program to encourage publication in open access journals, I will investigate avenues for publishing in this new arena as well.

In regards to conferences and symposia, there are opportunities for presentations within the venue of large organizations such as the American Library Association or in smaller organizations such as the New Jersey Library Association. Within these groups there are divisions for college and research libraries and Adaptive Technology. More specialized opportunities are annual conferences such as Accessing Higher Ground sponsored by AHEAD, Association of Higher Education and Disability <https://www.ahead.org/>, the Learning Disabilities Association of American <http://daamerica.org/events/annual-conference/> and other prominent organizations.

My study will bring the awareness and respect that Bookshare deserves. It is indeed satisfying to promote an organization with a mission to focus on *Technology Serving Humanity*. I look forward to being part of this endeavor for the 2016/2017 academic year.

| | |
|-------------------|--|
| Employment | William Paterson University |
| <i>Currently</i> | Reference Librarian. Database Searcher. Participates in the Library Instruction Program. Teaches First Year Seminar Class annually. Library Liaison for the Communication Disorders and Kinesiology Departments. Liaison for Adaptive Technology. |
| <i>1970-1975</i> | Cataloger <i>Performed both copy and original cataloging and classification. Distributed work and revised the output of support staff.</i> |
| <i>1975-1978</i> | Reference/New Jersey Documents <i>Provided reference services and acted as the resource person for New Jersey Documents</i> |
| <i>1986-1989</i> | Reference Librarian/part-time. Wayne Public Library Wayne, NJ 07470 |
| <i>1968-1969</i> | Library Assistant. Business Library. Scudder, Stevens & Clark. 345 Park Ave. New York. New York 10012 <i>Answered basic reference and routed materials to consultants</i> |

| | |
|------------------|---|
| Education | New York University. New York. New York 10012 M.A. Cinema Studies. |
| | Rutgers University. New Brunswick. N.J. Masters in Library Science |
| | Misericordia University. Dallas. Pennsylvania BA Social Studies |
| | Attended classes and workshops at various intervals at the <i>New School, Parsons School of Design</i> and the <i>Society of Scribes</i> in New York. From 1975 to the present. Attends Professional Calligraphy Conferences Annually |

Teaching Experience

| | |
|--------------------------------|---|
| 2006 to present | First Year Seminar assist the first-year students with their transition from High school to college. Students receive instruction in the areas of Test Taking Skills. Academic Integrity. Critical Thinking. Time Management. Study Strategies. Listening. Note Taking and Test Taking Skills. |
| 2003-2006 | Adjunct Professor School of Library and Information Science. Pratt Institute New York. New York. <i>Databases in the Humanities and Social Sciences.</i> |
| Academic Year 2001/2002 | Visiting Professor, Pratt Institute, School of Library Science Library and Information Science. New York. New York. <i>Reference Services. Online Searching</i> |
| Fall 1998 | Adjunct Professor. Pratt Institute. School of Library and Information Science. Brooklyn, New York. <i>Online searching.</i> |
| Spring 1997 | Adjunct Professor. Rutgers University. New Brunswick, New Jersey. <i>Advanced Online Searching</i> |

Selected Professional Activities

A Happy Marriage: Masters' Theses and Proquest. Poster Presentation. American Library Association Annual Conference. Chicago, Illinois. July 2013.

Theses on the increase: A New Look at Accessibility and Preservation. NJEDGE.Net Annual Conference: 9.0 Humanizing Technology. November 28-30. 2012.

Focus Group Training, Wayne, New Jersey September 27-28th and September 30 2003. Presented by Janet Mancini Billson. Based on her book, *The Power of Focus Groups: A Training Manual for Social And Policy Research*

"How do Law Librarians Rank Knowledge Management?" Presentation. *National Online Meeting, New York* May 6-8, 2003.

Lexis-Nexis Faculty Institute, Dayton, Ohio, August 15-19, 2001

Libraries and Librarianship: Past Present and Future at the University of Oxford, England, May 20 – June 2, 2001

The Old Compliments the New: An Online Vendor RANKs Library Publications the Web." Paper Delivered at the **Thirteenth Integrated Online Library Systems Meeting**: May 13, 1998

Participant in Focus Group, "Citation Searching for Undergraduates" Sponsored by the Institute for Scientific Information, New York, May 15, 1997

Presented **EPIC Workshop** to Librarians at Wayne Public Library, Wayne NJ, July 1993

Panellist reporting on "Full Text Databases" for Palinet's Document Delivery and Interlibrary Loan Seminar at Camden County College, April 30, 1998

Facilitator for session, "Sharing Resources," for the conference: "Establishing Collaborations: Toward a Gender, Multi-Cultural and Global Perspective," Brookdale Community College, April 24, 1992

Online Demonstration at Wayne Public Library for Library Services for the Business Community, September 1991

Regularly attend advanced training sessions, user meetings and seminars provided by major vendors and professional associations. Keeps abreast of new developments by reading professional journals and listserv and blogs.

Publications

WPUNJ Research and Scholarship Days, **Poster Sessions:** Edward Johnston and Contemporary Calligraphers April 2014
Make a Difference with Letters: Flourish...! April 2006 The Brilliance of manuscripts: A Look at Medieval and Contemporary Work, April 2004.

"How do Law Librarians Rank Knowledge Management?" Collected Presentations, **National OnMeeting 2003**, New York, Medford Publishing

Logo Design for Society of Scribes, Winner, Selected by the Board of Society of Scribes, NY November 2001

Dreams of the Perfect Database." **EContent**, (February 2000) (Outcome of ART Award)

"First Search: A Rookie Matures." **Searcher** (March 2000) (Outcome of ART Award)

Essay in **What OCLC Interlibrary Loan Services Means to Me: A Collection of Essays**, Dublin, Ohio, OCLC Online Computer Library 1999

"The Old Compliments the New: An Online Vendor RANKs Library Publications About the WEB" in **Proceedings of the Thirteenth Integrated Online Systems Meeting**, Medford, NJ: Information Today, 1998

"My Journey with OCLC" in **What the OCLC Online Catalog Means to Me: A Collection of Essays**, Dublin, Ohio: OCLC Online Computer Library Center, 1997

"Computers and Libraries: New Links to the Medieval World." in **Proceedings of the National Online Meeting**, Medford, NJ
"BRS: Gone but Not Forgotten." **Online** 19 (July/August 1995): 74-75

Awards

Sabbatical Leave, Academic Year 2015/2016 awarded to complete *ART: A Journey to Complete a Publication that Embraces The Importance and Reverence that the Book Deserves*.

A Journey to Complete a Publication that Embraces the Importance and Reverence that the Book Deserves. ART: Assigned Research Time. Fall 2013-Spring 2015. Completed approximately half of the layouts (drafts) for the Contents of the Book.

Dick Banks Memorial Scholarship. Four Part Webinar on Learning Disabilities and Assistive Technology presented by EASL. Equal Access to Software and Information. March. 2011.

ART: Assigned Research. 2004. Completed groundwork for ART and pared down topic to the **Elusive Anglo-Saxon Female Scribe of the Middle Ages.** Consulted the Collection of New York Public, Columbia University, the Newberry Library and others. Particularly interested in Saint Lioba and Saint Edburga.

ART: Assigned Research Time. Spring 2001. The State of Adaptive Technology for Students with Learning Disabilities Academic Libraries in New Jersey.

ART: Assigned Researched Time. Spring 1999. Changes in Database Use. Spring 2000

Travel Incentive Fund. Office of the Provost. 1999. Online Educator's Forum. University of Wisconsin. Graduate School of Library & Information Science. Madison. Participated in Drafting a Position Paper on the State of Online Education in the Curriculum.

Winner, 1992 OCLC on the Front Line Award, Presented at the **Online/CD-ROM' 92 Conference** at the Palmer House Hotel, Chicago. October 14, 1992.

Calligraphy Exhibits

Letters Dance on Blue. Autumn Exhibit. September/ October 2008. National Arts Club in Gramercy Park., New York

The Illuminated Mind. April. 2006 Society of Scribes Exhibit at the Donnell Library of the New York Public Library.

Letters Equal Words. April/May 2005. Society of Scribes Exhibit at the Donnell Library of the New York Public Library.

Calligraphy Show for DRA Conference. Summer. 1996. William Paterson University. Art Gallery/Student Center.

Copperplate. April 2007. Saint Michael's Institute for Sacred Art. Enders Island. Mystic, Connecticut

Selected Conferences

Spencerian Advanced Saga. October 18-24. Geneva on the Lake. Ohio.

Watercolor and Writing. September 20-25, 2015. Madeline Island School of Arts. La Pointe. Wisconsin.

Focus on Book Arts. June 24-28, 2015. Pacific University. Forest Grove. Oregon.

Calligraphy Northwest. International California Conference. June 21-July 1, 2012. Reed College. Portland. Oregon.

Letters California Style: I, II, III IV. February 2006-2010. Kellogg Conference Center. Pomona, California.

A Calligraphic Odyssey. International Calligraphy Conference. August 2010. Stonehill College. Easton. Massachusetts.

Letters Mingle Souls, International Calligraphy Conference. July 2008. Naperville. Illinois.

Drawing Letters with Michael Harvey. March 2008. Camp Cheerio. Ashville. North Carolina.

Copperplate. April 2007. Saint Michael's Institute for Sacred Art. Enders Island, Mystic, Connecticut.

Island Magic: International Calligraphy Conference. August 2007. Vancouver Island. April 2007. Saint Michael's Institute for Sacred Art, Enders Island, Mystic, Connecticut

ART Final Report: 2013/2014 to 2014/2015

Significance of the Project: My work is a unique contribution to the world of quotations about books. I have searched *WorldCat*, (the *National Union Catalog*) a database that includes holdings from academic, public and special libraries throughout the United States, and yes, there are books that fall within this category. However, after reading some of the descriptive cataloging notes, I learned that there are very few that present these quotations in an artistic way. I reviewed selected titles and some of these works include paintings or illustrations and various type fonts. There are some that are hand- lettered, but these are not available to the public. My work is creative and a welcomed contribution to librarians, calligraphers, book arts enthusiasts and other readers as well. I would like to provide all readers with the opportunity to take some time and reflect upon the history, importance and the impact of the book in our civilization. I received encouragement from the Library of Congress and Robert Davies, of British Library Publishing, thanked me for my proposal and noted, "It would clearly make a beautiful book." As will be noted later, there were other positive responses. My project has been described as a purposeful and worthy endeavor and can be considered an artful work.

Nature of the Project: As previously mentioned, I reviewed those publications that contained quotations about books, and beyond that, examined over 4,000 online passages about books. I compiled several lists and deliberated about which sources to include. I did this a number of times, and as I did, I thought about how I could make these quotations come alive on a blank page. For each quotation, I designed a number of layouts and subsequently thought about backgrounds, colors and features that would display the value of the quotations. I strove for aesthetically pleasing layouts that would be meaningful to the readers. I chose a variety of papers, inks, and pen nibs and selected the Saunders 90lb watercolor hot press paper. Although I have been doing calligraphy for many years, this project was by far the most challenging. The letterforms, color, texture and other design elements needed to be synthesized to evoke the mood and meaning of the quote. There were many, many revisions, but every once in a while a page would ignite immediately and the thrust of the words were captivating and inspiring...!

Outcomes: As one undertakes a new project there can be second thoughts and I was no exception. I sent out a myriad of letters that included my preliminary roughs. For the most part, there was no acknowledgement of my emails, however, fortunately for me; I received encouragement from selected publishers, calligraphers and those in the book arts. For example, I received recognition and advice from Jamie Camplin, editor at the prestigious publisher, Thames & Hudson. Also, the Library of Congress Publishing Office praised my endeavors and suggested the names of publishers that specialize in artful works. This led to a response from John Whalen, the President of Cider Mill Press Book Publishers, who praised my calligraphy and my selection of quotations. Mr. Whalen provided the strongest encouragement and he will be getting back to me. One of my favorite replies was from Judith Lowry of the Argosy Book Store in New York. Ms. Lowry stated, "Thank you for sharing your work. All of us here were very admiring, and of the opinion that it should certainly be published... Do let us know when the book is published, as we'd like to order some copies!" I am ready for the final step of my project. I am close to securing a commitment from several publishers and will subsequently learn how the publisher will edit and market my book.

Assessment of the Project and Progress to date: I completed 75% of my projected layouts. Not only was I a bit naïve in calculating the time frame, I needed to discover the rhythm and setting where I could be most creative and productive. Once I discovered that the best avenue was to be away from home and the University, I experienced a progressive pace of activity. The time spent with other calligraphers was beneficial. Their critiques and encouragement were so valuable. However, the final result rested with me and the blank sheet of paper..... *This relationship continues...!* Some pages need further revision, others face withdrawal and there is always yet another quotation that should be added. Would that I could have known what I have learned through this ART Project? I am now in a better position to continue my work. I look forward to the final approval and submission of my work to a reputable publisher.

WILLIAM PATERSON UNIVERSITY
APPLICATION FOR ASSIGNED RELEASED TIME FOR RESEARCH (ART) 2015
for awards beginning in the Academic Year 2016 – 2017

Recommendation of the Dean of the College or Library

Dean: _____

Applicant: _____

This project is:

Recommended

Not Recommended

Award Level Requested (1, 2, 3, 4 semesters)

Award Level Recommended (1, 2, 3, 4 semesters)

Comments*:

*Comments are required if the proposal is not being recommended for approval, or not recommended at the level requested.

WILLIAM PATERSON UNIVERSITY

ASSIGNED RELEASE TIME FOR RESEARCH (ART) APPLICATION, 2015

for awards beginning in the academic year 2016-2017

COVER PAGE

1. Name: _____ Email: _____
Department: _____ Phone Extension: _____
2. Number of Credits requested per semester: 3 2a. Number of Semesters: 2
2b. Semester Project Ending:
Spring 2017
3. Descriptive Title of Project:
A critique of "the human" in current educational discourse:
Towards a transformational and relational theory of learning
4. List all Co-authors/Co-PIs: none
5. Project Abstract:

This research will explore and integrate current theorizations that implicitly redefine learning that are emerging across various disciplines' positive and negative critiques of "the human." The goal is to construct an account of learning that centers transformation and relationality with human and nonhuman others and to ask what educational imperatives inhere in such a formulation. This account will be used to interrogate the conceptions of "the human" implicit in current educational discourse, and to ask what possibilities exist for dialogue with educational scholarship, policy and practice. The project will be undertaken as the primary conceptual phase in a larger research project that will foreground children's understandings of learning in order to reclaim what is not measured, recognized and valued in education inside and outside of schools.

7. Supportive materials

D. Were you awarded ART in, or subsequent to, the 2014-2015 academic year? YES

(Summary reported submitted to Provost's office in June 2015 included below.)

**APPLICATION FOR ASSIGNED RELEASED TIME FOR RESEARCH (ART) 2015,
for awards beginning in the Academic Year 2016 – 2017**

ASSURANCE PAGE

The signatures below should be obtained prior to submission of the application so that this Assurance Page may be submitted along with the rest of your ART application.

1. Assurance: I understand that, should I be granted this award, I will be required to submit a written Final Report at the conclusion of the project, as well as annual progress reports for multi-term awards as part of the Faculty Achievements Report. My application demonstrates how the project serves the goals of the department, college and/or my professional goals. In addition, I may be requested to disseminate the results of my work to the University Community. By signing below, I agree to the review of my proposal by the IRB or IACUC Committee. The ART award is contingent upon recommendation by appropriate committee and final approval by the Provost/Designee.

2. My proposal involves NO human subjects (IRB) or animal subjects (IACUC) _____
(Yes / No) (Yes / No)
10/29/2015

Applicant Name (Print Name) **Applicant Name (Signature)** **Date**

3. Department Chairperson: Chairperson's signature indicates acknowledgement not approval of proposal:

Chairperson (Print Name) **Chairperson (Signature)** **Date**
10/29/2015

4. Dean of College: Please use the following page to provide a recommendation for this proposal including a recommendation for award level. Proposals not recommended or recommended for a lower number of credits should be accompanied by comments.

Dean (Print Name) **Dean (Signature)** **Date**
NOV 30 2015

Note: This page does NOT need to be copied, and should accompany the original application only.

6. PROPOSAL FOR ART 2016-2017

[Assistant Professor, Department of

A. STATEMENT OF THE PROJECT

Research Problem:

Current educational discourse and practice has become the premier site for the exercise and legitimation of the neoliberal agenda. Free market principles increasingly define and direct not only the methods but the function and purpose of education; serving the global economy for society, and economic self-maximization for the individual. Undergirding this thrust is a particular conception of "the human," personhood and subjectivity, that is the lived and embodied experience of the self, as a "rational autonomous individual human" as well as a particular conception of learning as the acquisition of a concrete and discrete domain of knowledge that is external to the individual.

Recent developments across various disciplinary and interdisciplinary fields (anthropology, philosophy, psychology, geography, feminist and Black studies) have focused increasing critique on this particular conception of the human, known in some circles as *Homo oeconomicus*, the Western conception of the person, the liberal humanist subject or simply, Man. In its stead, scholars have put forth conceptualizations that emphasize our irreducible sociality and relationality with human and nonhuman Others, our continual transformative becomings, and our affective, embodied subjectivities. All of these developments implicitly entail reconceptualizations of learning, that when viewed alongside recent developments at the interface of cognitive science and anthropology, suggest a model which is far more complex than implied in current educational discourse and practice. In fact, these conceptual shifts suggest that learning should be placed at the center of being and becoming human.

Research Questions:

This research will explore and integrate current theorizations that implicitly redefine learning that are emerging across and at the interstices of various disciplines' positive and negative critique of "the human." The goal is to construct an account of learning that centers transformation and relationality in order to ask what educational imperatives inhere in such a formulation.

How can these emerging theories reframe educational debates in which resistance to school policies all too often stay within the framework of the neoliberal agenda, its particular conception of the human and its narrow view of learning? And how can they guide us towards learning to think differently as a pedagogical and political project in which our survival as a species is at stake?

- a. 3 credits requested per semester
- b. 2 semesters requested for the project

B. STATEMENT OF PROCEDURES

I am requesting Assigned Release Time for Research in order to explore the implications for a theory of learning that comes from emerging knowledge in the following fields:

- 1. childhood studies
- 2. Critical psychology
- 3. Posthuman, critical theory, feminist and Black studies
- 4. Postmodern curricular theorizing and radical educational philosophies

This will entail a focused literature review across these interdisciplinary fields that asks how they have redrawn the meaning of “the human,” personhood and subjectivity; and to sketch the implications for a theory of learning that centers relationality and transformation.

In order to place this account in dialogue with currently dominant models of learning, I will conduct a critical literature review of the key texts that construct theories of learning used in teacher training programs and subject them to a genealogical discourse analysis, with the aim of finding possible points of rupture from the current educational orthodoxy which may be fruitful spaces of intervention.

This research will be submitted to an educational journal and form the conceptual rationale for a future research project that explores children’s accounts and conceptualizations of learning.

The work plan is as follows:

| | |
|-------------------|---|
| September | Explore literature in childhood studies |
| October | Explore literature in critical psychology |
| November | Explore literature in posthuman critical theory, feminist & Black studies |
| December | Explore literature in Postmodern curricular theorizing and radical educational philosophies |
| January- February | Synthesize the above and form draft of argument |
| March | Explore key literature used in teacher training |

| | |
|-------|---|
| April | Construct a 2nd draft for submission to education journal |
| May | Prepare proposal for ethnographic research foregrounding children's conceptions of learning |

C. SIGNIFICANCE

This research aspires to make a unique critical intervention into current educational discourse, policy and practice by putting it in dialogue with recent theoretical developments concerning "the human." What kind of articulations of learning, personhood and subjectivity can help us face current political challenges? How can they guide us towards learning to think differently as not only a pedagogical but a political project in which our survival as a species is at stake? These large and abstract questions will be used to frame an exploratory ethnographic project that will foreground children's perspectives, experiences and conceptualizations of learning with the hope of reclaiming what is not measured, recognized or valued in schools.

D. BACKGROUND:

This project will allow me to begin to lay the conceptual groundwork of my second long-term research agenda. The completion of my book, *Cosmopolitan Kids: Transforming Racial Baggage in New York City*, in December 2015 (forthcoming publication with Rutgers University Press in 2016), as well as my impending tenure mark the end of my first long-term research agenda. This new project builds on this previous work, wherein I constructed a model of learning race from various interdisciplinary insights to make sense of my empirical data. The current request will allow me to expand on the unique contributions of this particular segment of my work, open it up and explore it for different purposes. My initial four years of ART have allowed me to develop and firmly establish my research agenda. The next two semesters of Assigned Release Time for Research will allow me to begin to develop the next. I anticipate I will be successful in this conceptual phase, and will be applying for the next year (2017-2018) to begin collecting data.

Curriculum Vitae

300 Pompton Road
Wayne NJ 07470
(973)720-

Academic Appointments

- 2011- present Assistant Professor
Department of
William Paterson University. Wayne NJ.
- 2010-2011 Assistant Professor & Director
Secondary Program in History and Social Studies Education
School of Education, University of Bridgeport. Bridgeport CT.

Education

- 2009 Ph.D. Columbia University.

Distinction
- 2002 Master of Arts. Teachers College, Columbia University.
and Education
- 1997 Bachelor of Arts. University of Michigan.
Biological Anthropology.

Publications

In preparation

Cosmopolitan Kids: Transforming Racial Baggage in New York City
Under contract with Rutgers University Press. Expected publication Fall 2016.

Refereed Journal Articles

- 2014 "The savage child and the nature of race: Lessons from the posthuman."
Anthropological Theory 14(4): 422-441.
- 2012 "Affiliation or appropriation? Crossing and the politics of race amongst children
in New York City" *Childhood: A journal of global child research*. 19(3): 317-
331.
- 2011 "Elementary forms of cosmopolitanism: Beyond blood, birth and bodies in
immigrant New York City" *Harvard Educational Review* 81(3) 581-605.

- 2004 "Learning war/learning race: Fourth grade students in the aftermath of September 11th in New York City." *Critique of Anthropology* 24(1):15-33.

Book chapters

- 2015 "'He's cute for her': Kids entangled pedagogies of sexuality and race in New York City" in *Children, Sexuality and 'Sexualisation': Beyond Spectacle and Sensationalism*, edited by E. Renold, J. Ringrose and D. Egan. London: Palgrave, pp. 159-173.
- 2011 "Troubling tolerance and essentialism: The critical cosmopolitanism of New York City schoolchildren" In *Politics of Interculturality*, A. Lavanchy, F. Dervin and A. Gajardo (eds.). London: Cambridge Scholars Publishing, pp. 89-114.
- 2010 "Cyberculture, multicultural and the emergent morality of critical cosmopolitanism: Kids (trans)forming difference online." In *Children Under Construction: Play as Curriculum*, D. Chappell, (ed.). New York: Peter Lang, pp. 233-258.
- 2009 "Learning war / Learning race: Fourth grade students in the aftermath of September 11th in New York City." In *Contemporary Readings in Social Problems*, A.L. Guerrero and K. Zentgraf (eds.). Thousand Oaks, CA: Pine Forge Press, pp. 324-335. (reprint).

Research Grants & Awards

- 2015 Summer Research Stipend. Research Center for the Humanities and Social Sciences, William Paterson University
- 2013 Summer Research Stipend. Research Center for the Humanities and Social Sciences, William Paterson University
- 2012 Summer Research Stipend. Research Center for the Humanities and Social Sciences, William Paterson University
- 2010 Faculty Research Assistance Award
School of Education, University of Bridgeport
- 2010 Tom Thomas Faculty Award
School of Education, University of Bridgeport
- 2009 Dissertation Distinction
Graduate School of Arts and Sciences, Columbia University

2008 Dean's Grant for Student Research
Teachers College, Columbia University

2007 Spencer Research Training Grant, Teachers College, Columbia University

Selected Juried Presentations

- 2014 "Free time all the time! Rethinking schooling through dealienation." Paper presented at the American Anthropological Association Annual Meeting, Washington DC, December 2014.
- 2013 "Boas, his babies and the bathwater: Crafting a 21st century anthropology for undergraduates at public universities". Co-authored (B. Natrajan, T. Gundling and M. Villar) paper presented at the Annual meeting of the American Anthropological Association, Chicago IL, November 2013.
- 2012 "Towards critical cosmopolitanism in education." Paper presented at the Education for Diversities Conference, University of Helsinki Finland, October 2012.
- 2011 "Multiculturalism's unruly subjects: Undermining and reimagining racialized grammar in school." Paper presented at the annual meeting of the American Anthropological Association, Montréal Canada, November 2011.
- 2011 "Re-valuing difference, devaluing white-ness and refiguring America: Cosmopolitan practices in New York City." Paper presented at the annual meeting of the Association of American Geographers, Seattle WA, April 2011.
- 2011 "Within and beyond colorblindness: Playing with ideologies of race in New York City" Paper presented at the annual meeting of the Society for Cross-Cultural Research, Charleston SC, February 2011.
- 2009 "The Child, the post-human and the critical perspective on everyday life: Lessons from the (sur)reality of race." Paper presented at the annual meeting of the American Anthropological Association, Philadelphia PA, December 2009.
- 2008 "Critical multiculturalism from below: Changing meanings of difference amongst young New Yorkers." Paper presented at the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia PA, February 2008.

Submitted to
Provost's office
Summer 15

ASSIGNED RELEASED TIME FOR RESEARCH (ART)

Final Report Cover Sheet

Name:

Department:

Years and Semesters of ART: Fall 2013, Spring 2014, Fall 2014, Spring 2015

Released Time Hours Awarded: 3 credits / semester

Project Title:

Racial Baggage, Cosmopolitan Journeys: Post-human Childhoods in New York City

Summary of Project/Abstract:

The book *Cosmopolitan Kids: Transforming Racial Baggage in New York City* explores everyday forms of recognizing, negotiating and subverting race amongst 10 and 11 year old children in a school in one of the most diverse neighborhoods in New York City. Using ethnographic research, this book locates the emergence of what I call the children's "cosmopolitan ethos," a moral, aesthetic and political perspective that cut to the core of racial ideology. This ethos organized the kids' everyday practices in which they regularly refused race's "essentialism" - its basis in the body, blood and birth and its hierarchical ordering. The book demonstrates how these practices were political, yet imperceptible as such because the forms they take are so unconventional: playful, improvised, embodied, oriented towards the now, and often surreal. Yet these playful politics transformed their lived reality of race. The kids' perspectives have the potential to nourish the scholarship and politics of race and the practice of education by enlarging our lens to include what we are *for* - more joyful subjectivities and sociabilities. Through rich and in-depth sociolinguistic analysis of ethnographic material, this book explores how the children did not just figure out a way to be with difference but a way to be against and beyond difference as well. Documenting the various elements of this emergent cosmopolitanism through children's engagement in domains such as friendship, intimacy, growing up, popular culture, the neighborhood and school, I demonstrate how this fluid and improvisational ethos contained a radical critique of race. I argue that this cosmopolitanism is instructive for activists, educators, and those interested in the possibilities for more convivial social relations.

Signature: (electronic signature via email)

Date: July 13th, 2015

Significance of the Project: This book will be useful to scholars in the growing interdisciplinary field of childhood studies, whose practitioners will value the way the book draws on scholarship within and beyond childhood studies, and how the book demonstrates how childhood is fertile ground for theorizing in the social sciences. Because it centers processes of race-making largely imperceptible to practitioners yet crucial in disrupting the reproduction of race in schools, this book is particularly relevant to undergraduate and graduate courses in education such as: Race and Ethnicity in Schools; Multicultural Education; and Urban Educational Issues. Each chapter has direct implications for reconsidering institutional and classroom practices such as discipline and pedagogy as well as teacher training, and makes explicit recommendations for doing so. Professors and their students will find the text useful in demonstrating race's contemporary complexity and how it is lived. Professors will appreciate how the analysis anticipates and challenges readers' common-sense understandings of race. Students will appreciate that the analysis is grounded, enabling connections to their own lives, as well as the optimistic open-endedness of the text.

Nature of the Project: The book, now titled *Cosmopolitan Kids in New York City: Racial Baggage, Transformative Possibilities*, is approximately 270 pages. The introduction and the five central chapters are each about 40 pages, the conclusion is about 15 pages, and notes and references are 10 pages each. Through analysis of thick descriptions of children's practices, *Cosmopolitan Kids* traces how, when and where race materialized in their interactions, how it functioned as an obstacle in their crafting of the self and their social relations, and how they navigated and subverted the dehumanizing aspects of race to create alternative modes of being. These two reciprocal processes provide the central animating tension of the text: how the kids were subjected to the heavy weight of race, and how they actively engaged and often refused this racial baggage in surprising ways. The descriptions of the kids' interactions are culled from fourteen months of participant observation in two 5th grade classrooms in a public school and the surrounding environs of Augurville (pseudonym), a vibrant and bustling urban neighborhood that represents what some scholars refer to as "superdiversity". The book also contains ethnographic data from open-ended interviews with individual and groups of kids, parents, and residents of the neighborhood in which they directed the conversational agenda. The data is used to tell a multiplicity of stories that foreground kids' perspectives on what race means in everyday life in a multi-racial milieu in the current moment.

Assessment of the Project and progress to date: The book is in the final draft stage and will be completed in August of 2015 and immediately submitted to State University of New York Press and Rutgers University Press, the editors of which have shown interest in the proposal. The four semesters of Assigned Release Time were of great assistance, and I am incredibly grateful to the committee and the University for this award.

Update October 2015: The book is under contract with Rutgers University Press.

WILLIAM PATERSON UNIVERSITY
APPLICATION FOR ASSIGNED RELEASED TIME FOR RESEARCH (ART) 2015
for awards beginning in the Academic Year 2016– 2017

Recommendation of the Dean of the College

Dean: _____

Applicant: _____

This project is:

 Y Recommended Not Recommended

 2 Award Level Requested (1, 2, 3, 4 semesters)

 2 Award Level Recommended (1, 2, 3, 4 semesters)

Comments*:

An educational anthropologist, _____ is requesting two semesters of released time to complete a literature review of the concept of personhood in diverse theories of learning for submission to an educational journal. This work will also set the foundation for a long-term project exploring educational policy and practice as they relate to children's own conceptions of learning. _____ rings to this endeavor a strong background in effective ethnographic engagement with the classroom, including a forthcoming book on racial identities and constructions in New York City schools. The scope and significance of the project merit full support.

*Comments are required if the proposal is not being recommended for approval, or not recommended at the level requested.

12 Credit Award Application

WILLIAM PATERSON UNIVERSITY ASSIGNED RELEASED TIME FOR RESEARCH (ART) APPLICATION 2015, for awards beginning in the Academic Year 2016 – 2017

Deadline: All applications are due in your respective Dean's Office on Monday, November 2, 2015

COVER PAGE

1. Last/First Name: _____
College: _____

Phone Extension: _____
Department: _____

2. Number of semesters for this project (1, 2, 3, 4): 4

2a. Semester project ending: Spring 2018

3. DESCRIPTIVE TITLE OF PROJECT:

Analysis of the Interaction of Atmospheric Pressure Plasma with Biological Systems

4. List all Co-Authors/Co-PI for proposed project: _____

5. Project abstract: Atmospheric pressure plasma is a partially ionized gas composed of neutral and charged particles including electrons and ions, as well as reactive oxygen species (ROS). The overarching goal of the study is to develop an understanding of interaction between the plasma and biological systems. The twofold set of objectives of the study is to analyze the compositions of two distinct plasmas and the second is to evaluate the effect of plasma exposure on larval regeneration of *Drosophila melanogaster*.

6. PROPOSAL: (Please limit narrative to a total of 3 pages)

A. **STATEMENT OF THE PROJECT:** Provide detailed information that would allow a generalist a full understanding of the project; what you intend to do.

- Indicate the number of credits of released time being requested per semester (1-3)
- Indicate the length of time needed for this project (1-4 semesters)

B. **STATEMENT OF PROCEDURES:** Procedures should include a detailed work plan with semester/dates for your proposed activities for each year; what will be done, when, and how it will be accomplished. Detail the actual time line or work plan, and/or sequence of work.

C. **SIGNIFICANCE:** Describe how the project will contribute to the discipline or the profession and its potential to serve the goals of the department, college, University, and/or professional goals of the applicant. Include plans for dissemination of results/outcomes on campus, if needed, and as required.

D. **BACKGROUND:** If this project was previously funded through ART, please 1) discuss the importance of continuing this project; 2) describe progress, outcomes, and results to date; 3) forecast the length of time you will need to reach your goal with this project.

7. SUPPORTIVE MATERIALS:

A. Submit 2 copies of the application and all materials, except the Assurance Page (1 original and 8 copies).

SUBMIT ORIGINAL ASSURANCE PAGE WITH YOUR ORIGINAL APPLICATION ONLY.

B. All material must be submitted at the same time of application.

C. Attach an up-to-date CV of no more than 3 pages.

D. Were you awarded ART in, or subsequent to, the 2014-2015 academic year? Yes No

- o If no, you have completed this section of the application and may proceed to the Assurance Page.
- o If yes, and the term of your ART award has ended, you must submit a one-page Final Report with this application.
- o If yes, and the term of your ART award has NOT ended, you must submit a Progress Report of 125 words or less with this application – the same summary that you submitted as part of your Year-End Annual Faculty Achievement Report.

Please note that inclusion of a Final Report or a Progress Report, if it is not applicable to you, is not a criterion for consideration in this award process and the ART committee shall not consider it as such.

PLEASE NOTE - Conditions of Receiving ART: The Assurance Page must be completed and submitted along with proposal. During the ART award period, the faculty member agrees not to engage in overload teaching at WPU or elsewhere. Any exception must be approved by the Associate Provost for Academic Affairs and reported to the Union.

WILLIAM PATERSON UNIVERSITY
APPLICATION FOR ASSIGNED RELEASED TIME FOR RESEARCH (ART) 2015,
for awards beginning in the Academic Year 2016 – 2017

ASSURANCE PAGE

All applications are due in the Provost's Office on Monday, December 7, 2015, no later than 4:30 pm.

The signatures below should be obtained prior to submission of the application so that this Assurance Page may be submitted along with the rest of your ART application.

1. Assurance: I understand that, should I be granted this award, I will be required to submit a written Final Report at the conclusion of the project, as well as annual progress reports for multi-term awards as part of the Faculty Achievements Report. My application demonstrates how the project serves the goals of the department, college and/or my professional goals. In addition, I may be requested to disseminate the results of my work to the University Community. By signing below, I agree to the review of my proposal by the IRB or IACUC Committee. The ART award is contingent upon recommendation by appropriate committee and final approval by the Provost/Designee.

2. My proposal involves NO human subjects (IRB), or animal subjects (IACUC) NO
(Yes / No) (Yes / No)

Applicant Name (Print Name) Applicant Name (Signature) 11/2/2015
Date

3. Department Chairperson: Chairperson's signature indicates acknowledgement not approval of proposal:

Chairperson (Print Name) Chairperson (Signature) 11/2/2015
Date

4. Dean of College: Please use the following page to provide a recommendation for this proposal including a recommendation for award level. Proposals not recommended or recommended for a lower number of credits should be accompanied by comments.

Dean (Print Name) ~~Dean (Signature)~~ 11/2/2015
Date

Note: This page does NOT need to be copied, and should accompany the original application only.

Department of
ART Application
2016-2018

Statement of the Project

Atmospheric pressure plasma is a partially ionized gas that is composed of neutral and charged particles, including electrons and ions. The extended goal of this project is to glean an understanding of the interaction between the reactive plasma and biological material. Although only four semesters of release time has been requested this avenue of research is expected to last much longer as reflected by the number of publications and presentations the work has already produced (please see resume and attached documentation). Requested in this proposal are three credits of release time per semester for four semesters.

States of matter are known to exist in one of four phases, solid, liquid, vapor, and plasma. Essentially, these states are characterized by differing properties including temperatures. The solid material when heated will become a liquid, the heated liquid will become a vapor and finally the heated vapor will eventually become an ionized gas or plasma. The properties of the plasma differ dramatically from the other states of matter in that the long-range Coulomb forces between the charged particles have a spatially farther reach than any of the forces between the compositions of the other phases of matter.

The applications of plasma-based technologies extend from cutting of steel using high temperature plasma torches to the more recent field of plasma medicine that utilizes non-thermal lower temperature plasmas. The former technology incorporates completely ionized plasma, whereas, the latter technology is based on a smaller fraction 1/10,000 of the gas particles being ionized. Other examples of the general application of plasma discharges include the PDP (Plasma Display Panels) used in High Definition Televisions and the plasma sterilization of medical devices will completely obliterate harmful bacteria and viruses. The intense heating that is necessary to maintain the ionization can be done through high power lasers or electrical discharges. When the plasma is maintained using electric fields or electric potentials it is sometimes referred to as a plasma discharge or simply discharge.

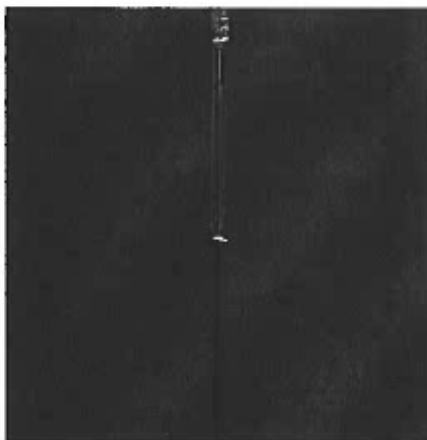


Figure 1. Discharge source.

The proposed research project entails the analysis of a discharge formed by flowing a variety of gases through a quartz tube, to which, a 1.7kV alternating current potential is applied, as illustrated in figure # 1. The project is in collaboration with Dr. J. Menon, Department of Biology, who will be analyzing the effect of plasma exposure on wound healing and tail regeneration of *Xenopus laevis* tadpoles. This is an extension of the project previously covered by an ART award whose results has been presented at numerous conferences and is being submitted to a referred journal.

In addition to analyzing the optical emissions produced by the discharge, modifications on the source to directly target the wound site will be the focus of this portion of the collaboration. Furthermore, a second

plasma source will be analyzed and if practicable applied to the wound study. The second source utilizes an electron beam to generate the plasma that results in spatially extended plasma.

Statement of Procedures

The proposed project is a study of high-pressure plasma range near one atmosphere. The work proposed, herein, is a partial collaboration with Dr. Department of . The specific timeline for the collaborative studies are quite fluid but the scope of the work includes developing a second generation source that 1) can surgically apply the plasma to the wound area and 2) eliminate charging issues that are detrimental to the samples. During the previous ART award initial analysis of the optical emissions that arise from the plasma provided the framework for the second phase of the data analysis. The analysis of the vibrational temperatures of the molecular nitrogen present indicated that their vibrational temperature was lower than previously analyzed discharges based on the limited number of populated vibrational levels. The proposed next step in the analysis of the optical emission is to ascertain the rotational temperatures of the molecular nitrogen. The optical emissions will be analyzed using a state-of-the-art spectrograph which, was acquired through a National Science Foundation grant. The optical spectrum is analyzed to extract properties of the plasma, such as the temperature of the system.

PROJECT TIMELINES

| Time | Tadpole | Electron Beam |
|------------|---|--|
| | (Collaboration with Dr.) | |
| Semester 1 | i) Sample Preparation ii) Analysis of Emissions from Current Source iii) Develop New Pencil Beam Source | i) Refine Open System ii) Initial Optical Data Acquisition |
| Semester 2 | i) Sample Preparation ii) Data Acquisition of Optical Emission Spectrum (Pencil Beam) iii) Dissemination Activities | i) Analysis Study Open System ii) Start Developing Closed System iii) Dissemination Activities |
| Semester 3 | i) Sample Preparation ii) Analysis of Optical Emission Data (Pencil Beam) iii) Initial Testing of Electron Beam Plasma on Biological System | i) Refine Closed System ii) Initial Optical Data Acquisition (Closed System) iii) Dissemination Activities |
| Semester 4 | i) Sample Preparation ii) Refinement of Electron Beam Open System for Biological Applications iii) Dissemination Activities | i) Analysis Study ii) Dissemination Activities |

The optical emissions arising from the plasma sources are to be analyzed for the following information;

- To identify species within the discharge.
- The Nitrogen emissions will be modeled to determine the rotational temperatures.
- Using a Boltzmann plot the vibrational temperature of the Nitrogen emissions will be determined.
- The OH emission feature at 305nm will be modeled.
- Additional impurities will be added to the gas flow to enhance the wound healing properties, e.g. Oxygen.
- Line profiles will be modeled to determine electron densities in the discharge.

The project entails the systematic analysis of the plasma source using optical emission spectroscopy. The analysis will include the determination of the rotational and vibrational temperatures of the source under a variety of operating conditions using a high-resolution spectrograph. It is expected that the project will encompass four semesters with release of three credits per semester. This project is an extension of the investigator's current assigned release time and previous sabbatical leave. This work is currently ongoing and there exists numerous avenues to explore with this device.

Significance

The potential benefits of the proposed activity to the scientific and medical communities are based on the various technological plasmas used in medical/biological applications (e.g., for sterilization, stopping of bleeding, tissue engineering, and diagnostics of diseases). Plasmas are gaining importance in the life sciences and in environmental, biological, and medical applications. For example, one of the most widely used areas of application of plasmas is the production of light from the visible region of the electromagnetic spectrum to the ultraviolet (UV wavelengths between 200-400nm) and the vacuum ultraviolet (VUV wavelengths less than 200nm). Furthermore, UVC radiation (230-280nm) is widely used for germicidal and water treatment applications. UVC light destroys DNA of bacteria, viruses and other pathogens. It can be used to kill viruses and bacteria in drinking water, airplanes, cars, buses, medical offices, hospitals and to kill the flu-viruses in offices and buildings. Another application of the atmospheric pressure discharges, which represent an emerging and rapidly growing field in science and technology, is utilizing plasma in the medical field. The effect of plasma on living cells lead to a new field called plasma medicine where plasmas create chemically- and biologically-active charged and neutral species, such as reactive oxygen species and reactive nitrogen species, as well as, radical and non-radical reactive species. These reactive species can play important infection control and therapeutic roles.

The dissemination of the results has two facets. The first being presentation of the results by undergraduate students at local conferences including the Research and Scholarship Day and the Research Symposium on the WPUNJ campus. In addition presentations at national conference, namely the March Meeting of the American Physical Society and the Gaseous Electronics Conference, provides a larger audience for the topic. The second facet for dissemination entails publication of the results in referred journals. Currently, results from the previous ART award are being submitted to the Journal on Cell and Tissue Research.

Background

The plasma based research project has been previously supported through ART. The plasma research represents a dramatic change in topic material and has been supported by the ART program for over ten years. The project serves the goals of the University's Student Success Plan in that it has involved undergraduate students in the collection and analysis of the data and subsequent dissemination of the results at either the Research & Scholarship Day or the Research Symposium. A number of undergraduate students have received awards for their presentation of the results based on this work at both regional and national meetings. The results of the previously awarded collaborative ART has produced numerous conference abstracts and has in a manuscript that is in the submission process to a peer reviewed journal.

ART Interim Report Submitted Summer 2015

This ART project contributed to the field of plasma physics through the analysis of the properties of high and low-pressure discharge plasmas. A total of twelve credits were awarded for the 2014/15 time period and six credits were used during the 2015/16 AY.

Discharge plasmas are ionized gases produced by electromagnetic fields and the discharges typically emit radiation. Everyday examples of discharge plasmas include the neon light used in commercial signs and the production of light in the high-resolution plasma display panels (PDP) television sets. The plasma project has included a collaboration with Dr. _____, a faculty member of the WPUNJ _____ department, and is the study of the interaction of the plasma and wounds inflicted on tadpoles. The results of these studies have been presented at local and national meetings. A manuscript is ready to be sent for publication in a peer reviewed journal "Cell and Tissue Research". Below is the abstract from the article.

Abstract:

Atmospheric pressure plasma is a partially ionized gas composed of neutral and charged particles, including electrons and ions, as well as reactive oxygen species (ROS). Recently it has been extensively studied as possible therapy in oncology, sterilization, skin diseases, wound healing and tissue regeneration. The purpose of this study was to evaluate the effect of plasma exposure on organ replacement such as tail regeneration of tadpoles, *Xenopus laevis* with special emphasis on role of ROS in morphogenetic processes.

The basic protocol was to immediately expose the amputated region of the tail to the helium plasma. The results indicate a faster rate of growth of the regenerating tail in the plasma treated tadpoles. *In situ* staining for ROS revealed elevated ROS until 24 h post amputation in plasma treated tadpoles compared to control; most of which is derived from sources other than the mitochondria. However, in 5d post blastema of experimental tadpoles, there was an increase in mitochondrial derived NO (as revealed by double immunostaining) along with increased neuronal and inducible nitric oxide synthase and vascular endothelial growth factor activity. Increased catalase (shown by western blot) in wound epithelium at 24 h post amputation and 5 d blastema of experimental tadpoles suggest adaptive response to elevated ROS. Microscopically the cells of wound and blastemic epithelium of the plasma treated tadpoles showed blebbing of the plasma membrane, increased cellular lipid droplets, hypertrophy of the cells, increased mitochondrial density, and reduced intercellular connections – characteristics of cellular hypoxia and oxidative stress. Some of the ROS produced within the cells following treatment with plasma might be involved in cell signalling whereas NO might be responsible for cell communication, morphogenesis and angiogenesis. It seems that, these tadpoles possess sophisticated mechanisms in response to the stress of plasma exposure and yet hastening the dynamics of wound healing and tail regeneration.

Department of
William Paterson University

EDUCATION

- Ph.D. - Physics, Lehigh University (1987-1991)
- M.S. - Physics, Lehigh University (1985-1987)
- B.A. - Cum Laude, Applied Mathematics, Kean College of New Jersey (1980-1985)

PROFESSIONAL AFFILIATIONS

- American Physical Society Division of Atomic, Molecular and Optical Physics
- American Association of Physics Teachers

EMPLOYMENT EXPERIENCE

William Paterson University of New Jersey, Wayne, NJ 1993 to present

Assistant Professor (93-2000) - Associate Professor (2000-05) – Professor (2005 – present):
Academic duties include instructing courses in College Physics I & II, General Physics I, II, & III, Statics, Dynamics, General Astronomy, Acoustics and Sound, Electronics, and Freshman Seminar and the development of curriculum. Research interests include the analysis of electron impact dissociation of molecules into ground state neutral fragments and plasma discharges. Collaborated with researchers at Stevens Institute of Technology, investigating electron impact interactions with Si-Organic compounds and developing, testing and analyzing the optical emissions from plasma discharge sources. Mentored numerous students in research projects, which included two graduate students from Stevens Institute of Technology, fourteen undergraduate students at WPUNJ and three high school juniors in research projects.

Jet Propulsion Laboratory, Pasadena, CA 1990 to 1993

Postdoctoral Research: Experimental work involving electron and atomic impact phenomena entailing design, construction and testing of a flight instrument that analyzes the velocity and mass of neutrals and ions in low earth orbit. Designed a time-of-flight apparatus to measure the velocity of low energy ion using a novel three-gate flight tube. Investigated surface interactions and surface catalyzed reactions involving 5eV ground state atomic oxygen. Experienced with electrostatic, magnetic and quadrupole mass analyzers. Performed extensive calculations with an electron trajectory program that incorporates space charge effects.

City College of New York and Lehigh University 1985 to 1990

Graduate Research Assistant: Worked on experiments involving electron impact phenomena entailing design and fabrication of experimental apparatus, computer programming and interfacing, optical intensity and polarization measurements from vacuum ultra violet to near-infrared, and extensive work on electron spectrometers. Thesis title: Electron-Polarized Photon Coincidence Study on the Heavy Noble Gases.

Selected Refereed Journal Publications

In preparation

1. A. Rivie, , and J. , "Atmospheric Pressure Plasma Accelerates Tail Regeneration in Tadpoles *Xenopus laevis*: The Potential Involvement of Reactive Oxygen Species", *Cell and Tissue Research* (submitted November 2015).

In Print

1. N. Masoud, and K. Becker, "Collisional and Radiative Processes in High-Pressure Ne/N₂ Mixture Discharges", *Plasma Sources Sci. Technol.* **15**, S84-S90 (2006).
2. K. Becker, N. Masoud, , and K. Schoenbach, "Electron-Driven Processes in High-Pressure Plasmas", *Eur. Phys. J. D* **35**, 279-297 (2005).
3. N. Masoud, , and K. Becker, "VUV Emissions from a Cylindrical Dielectric Barrier Discharge (C-DBD) in Ar and in Ar/N₂ and Ar/Air Mixtures", *J. Phys. D: Appl. Phys.* **38**, 1674-1683 (2005).
4. N. Masoud, , M. Figus, and K. Becker, "Rotational and Vibrational Temperature Measurements in a High-Pressure Cylindrical Dielectric Barrier Discharge (C-DBD)", *Contrib. Plasma Phys.* **45**, 32-39 (2005).
5. N. Masoud, , and K. Becker, "Vacuum Ultraviolet Emissions from a Cylindrical Dielectric Barrier Discharge in Neon and Neon-Hydrogen Mixtures", *Int. J. Mass Spectroscopy* **233**, 19-24 (2004).
6. H. Qiu, , W.Y. Lee, and K. Becker, "Hydrogen Generation in a Microhollow Cathode Discharge in High-Pressure Ammonia-Argon Gas Mixtures", *Int. J. Mass Spectroscopy* **233**, 395-403 (2004).
7. P. Kurunczi, , and K. Becker, "Neon Excimer Emission from Pulsed High-Pressure Microhollow Cathode Discharge Plasma", *Int. J. Mass Spectrometry* **223-224**, 37-43 (2003).

Invited Talks

- "Collisional and Radiative Processes in High-Pressure Non-thermal Plasmas", XXVII *International Conference on the Phenomena in Ionized Gases*, Eindhoven, The Netherlands (July 2005), , N. Masoud, and K. Becker.
- "Electron Driven Collisional and Radiative Processes in a Cylindrical Dielectric Barrier Discharge", *International Workshop on Microplasmas*, Hoboken, NJ (October 2004), , N. Masoud, and K. Becker.

Published Proceedings

- "Plasma Treatment Accelerates Tail Regeneration in Tadpole, *Xenopus laevis*", Presented at Emerging Researchers National (ERN) Conference in STEM at Washington D. C., (February 2015), A. Rivie, W. Manzo, and . (Rivie was awarded the first place award for his presentation.)
- "Plasma Treatment Accelerates Tail Regeneration in Tadpole, *Xenopus laevis*", Presented at Annual Biomedical Research Conference for Minority Students, San Antonio, Texas (November 2014), A. Rivie, W. Manzo, and (Rivie was awarded the first place award for his presentation.)
- "The Effect of Cold Atmospheric Pressure Plasma on Tail Regeneration of Tadpoles *Xenopus Laevis*", Presented at Emerging Researchers National (ERN) Conference in STEM at Washington D.C., (February 2014), A. Rivie, R. Ezudemoih, and (Rivie and Ezudemoih were awarded the second place award for their presentation.)
- "The Effect of Cold Atmospheric Pressure Plasma on Tail Regeneration of Tadpoles *Xenopus Laevis*", Emerging Researchers National (ERN) Conference in STEM, Washington, D.C., (February 2013), C. Amadi, J. June, , and . (Amadi received 1st place award for his presentation.)
- "The Effect of Plasma on Tail Regeneration of Tadpoles *Xenopus Laevis*", March Meeting of the American Physical Society, (March 2013), J. June, C. Amadi, J. Menon, and
- "Observations of Hydroxyl Radical and Molecular Nitrogen Emissions from an Atmospheric Pressure Plasma Jet", GS-LSAMP Research Conference, Rutgers University, New Brunswick, NJ, (October 2013), J. June, J. Taubner, and
- "The Effect of Cold Atmospheric Pressure Plasma on Tail Regeneration of Tadpoles *Xenopus Laevis*", GS-LSAMP Research Conference, Rutgers University, New Brunswick, NJ, (October 2013), A. Rivie, R. Ezuduemoih, and
- "The Effect of Cold Atmospheric Pressure Plasma on Tail Regeneration of Tadpoles *Xenopus Laevis*" Research and Scholarship Day, William Paterson University, Wayne, NJ, (April 2013), J. June, A. Rivie, J. Menon, and
- "Observations of Hydroxyl Radical and Molecular Nitrogen Emissions from an Atmospheric Pressure Plasma Jet", Research and Scholarship Day, William Paterson University, Wayne, NJ, (2013), J. Taubner, J. June, and
- "Analysis of Optical Emissions from a Corona Discharge", Research and Scholarship Day, William Paterson University, Wayne, NJ, (2012), T. Markey and
- "Analysis of Optical Emissions from Nitrogen Discharge Plasmas", 53rd Annual Meeting of the New Jersey Academy of Science, Kean University, Union, NJ, (2008), V. Murphy and

WILLIAM PATERSON UNIVERSITY
APPLICATION FOR ASSIGNED RELEASED TIME FOR RESEARCH (ART) 2014
for awards beginning in the Academic Year 2016-2017

Recommendation of the Dean of the College or Library

Dean: _____

Applicant: _____

This project is:

 X Recommended – 3 Credits/semester _____ Not Recommended

 4 Award Level Requested (1, 2, 3, 4 semesters)

 4 Award Level Recommended (1, 2, 3, 4 semesters)

Comments*

Co-author:

Analysis of interaction of the composition of two pressure plasmas and evaluate the effect of exposure on tadpole tail regeneration.

Continuation of ongoing research agenda

Involves students

*Comments are required if the proposal is not being recommended at the level requested.