

MONTCLAIR STATE

UNIVERSITY

Annual Institutional Profile Report

Fall 2010

October 15, 2010

PREFACE

Now in its second century, Montclair State University has earned a national reputation for excellence and innovation. The University offers a broad array of undergraduate and graduate programs in the liberal arts and sciences, as well as in professional fields in business, the arts, and education. Recent recognition of the University's quality has come from Forbes Magazine, which again recognized Montclair State University as one of the top public post-secondary institutions in New Jersey.

Montclair State is currently in a period of significant growth and development with growing enrollments, new programs, new faculty, and expanding physical facilities. As the University enters its second century, it takes pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state.

Institutional Mission

Montclair State University is committed to serving the educational needs of New Jersey with programs characterized by academic rigor and currency in the development of knowledge and its applications. The University will offer a comprehensive range of baccalaureate, master's and certificate programs and a focused portfolio of doctoral programs that are closely aligned with the University's academic strengths and the needs of the state.

The University will recruit faculty with exceptional academic or professional credentials and a deep commitment to the pursuit of their development as teachers and scholars. The University will admit to study with this faculty, students who have demonstrated the potential for high achievement, diligence in the pursuit of their education, and high aspirations for using their education. The University will be inexorably committed to the maintenance of a learning community that is deeply and broadly reflective of the diverse population of New Jersey.

All University programs will develop in students the ability to discover, create, evaluate, apply, and share knowledge in a climate characterized by tolerance and openness in the exploration of ideas. Curricular and co-curricular programs will cultivate the ability to think critically, to act ethically, and to become informed citizen-participants prepared to assume leadership roles in a democracy. Recognizing the increasing connectedness of the world, the University will ensure that all students develop an understanding of global issues and of their responsibilities as citizens of the world.

The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge and as a center for pedagogical and artistic excellence and creativity. The University seeks to focus the professional activities of its faculty and the educational endeavors of its students on the enduring disciplines that will continue to constitute the knowledge base of an educated citizenry in the 21st century, as well as on the more specific and changing areas of study that have particular relevance to the region served by the University.

The University will play a role beyond the campus community, partnering and collaborating at the local, state, national and international levels to make positive contributions to addressing issues of importance to society, to enable students to experience their ability to use knowledge in constructive ways in the world, and to share the rich array of intellectual and cultural resources of the University with the people of New Jersey.



Dr. Susan A. Cole
President
Montclair State University

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II. DATA BY CATEGORY

A. Accreditation Status

Montclair State University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include:

- AACSB International — The Association to Advance Collegiate Schools of Business (baccalaureate and graduate degree programs in business, School of Business)
- Commission on Accreditation of Allied Health Education Programs (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) (Computer Science major, concentration in Professional Computing, BS, Department of Computer Science, College of Science and Mathematics)
- Council for the Accreditation of Counseling and Related Education Programs (CACREP) – Counseling, M.A.
- Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association (ASHA). CAA has accredited the M.A. concentration in Speech-Language Pathology; and the doctoral program in Audiology (ScD) in the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences
- National Association of Schools of Art and Design (Fine Arts major, concentrations in Art History, Fine Arts Education, Studio, BA; Fine Arts/Studio major and concentrations in Industrial Design and in Filmmaking, BFA; Fine Arts major, concentration in Studio, MA; Studio Art major, MFA, Department of Art and Design, College of the Arts)
- National Association of Schools of Dance (Dance major and concentration in Musical Theatre, BFA, Department of Theatre and Dance, College of the Arts)
- National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Musical Theatre, Performance, Theory/Composition, BMus; Music major, concentrations in Music Education, Music Therapy, Performance, and Theory/Composition, MA, John J. Cali School of Music, College of the Arts)

- National Association of Schools of Theatre (Theatre major with concentrations in Acting and in Production/Design, BFA; Theatre major with concentrations in Arts Management, Production/Stage Management, and Theatre Studies, MA, Department of Theatre and Dance, School of the Arts)

Program approvals include:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE): Health Education major, BS, initial teacher certification, P-12
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE): Physical Education major, BS, initial teacher certification, P-12
- American Bar Association: Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post-baccalaureate Certificate Program in Paralegal Studies
- American Chemical Society: Biochemistry major, BS; Chemistry major, BS. Chemistry minor; Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- American Dietetic Association: Nutrition and Food Science major, concentration in Dietetics, Bachelor of Science; Preprofessional Practice Program (AP4)
- American Music Therapy Association: Music Therapy major, BA; Music major, concentration in Music Therapy, MA
- Council for Exceptional Children: Early Childhood Special Education major, MEd; Learning Disabilities major, MEd; Learning Disabilities Teacher-Consultant, post-master's certification; Communication Sciences and Disorders major, concentration in Speech-Language Pathology, MA
- Educational Leadership Constituent Council (ELCC): Educational Leadership major, MA
- International Reading Association (IRA): Reading major, MA; Reading, post-baccalaureate initial teacher certification, P-12; Reading Specialist, post-baccalaureate educational services certification, P-12
- National Association for the Education of Young Children (NAEYC): Family and Child Studies major, concentration in Early Childhood, BA, initial teacher certification, P-3
- National Association for Music Therapy: Music Therapy major, BA
- National Council for the Social Studies (NCSS): Anthropology major, BA, initial teacher certification, 7-12; History major, BA, initial teacher certification, 7-12; Political Science major, BA, initial teacher certification, 7-12; Sociology major, BA, initial teacher certification, 7-12; Geography major, BA, initial teacher certification, 7-12; Economics major, BA, initial teacher certification, 7-12; Social Studies, MAT, initial teacher certification, 7-12; Social Studies, post-baccalaureate teacher certification, 7-12

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- National Council of Teachers of English (NCTE): English major, BA, initial teacher certification, 7-12; English, MAT, initial teacher certification, 7-12; English, post-baccalaureate teacher certification, 7-12
- National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 7-12; Mathematics, MAT, initial teacher certification, 7-12; Mathematics, post-baccalaureate teacher certification, 7-12
- Teachers of English to Speakers of Other Languages (TESOL): Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12

B. Number of Students Served

Fall 2009 Undergraduates

In fall 2009, 14,139 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 3.0% from fall 2008, and 38.8% from fall 2000.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2009

	Number	Percent
Full-time	12,113	85.7%
Part-time	2,026	14.3%
Total	14,139	100.0%

The proportion of undergraduates studying full-time also rose over the 10-year period. The percent of undergraduates enrolled full-time increased 11 percentage points, from 74.7% in fall 2000 to 85.7% in fall 2009.

Fall 2009 Graduate Students

Montclair State University enrolled 4,032 graduate students in fall 2009 (see Table II.B.2). This graduate student headcount was up 0.8% from fall 2008, and 21.7% from fall 2000.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2009

	Number	Percent
Full-time	1,079	26.8%
Part-time	2,953	73.2%
Total	4,032	100.0%

The proportion of graduate students studying full-time was higher than 10 years earlier. The percent of graduate students enrolled full-time rose more than five percentages points, from 21.6% in fall 2000 to 26.8% in fall 2009.

FY09 (12-Month) Unduplicated Enrollments

Montclair State University enrolled over 21,000 students during the course of the entire 2008-2009 year (see Table II.B.4). The 12-month full-time equivalent (FTE) enrollment was 15,207.

Table II.B.4: Unduplicated Enrollment, FY09 (IPEDS 12-Month)

	Headcount	Credit Hours	FTE
Undergraduate	16,216	391,847	13,062
Graduate	4,974	51,480	2,145
Total	21,190	443,327	15,207

C. Characteristics of Undergraduate Students

Fall 2009 Freshmen

A total of 13,469 individuals applied for admission as first-time freshmen to Montclair State University in fall 2009, up 93% from fall 2000. The University admitted 47% of these applicants, and 2,117 of those who were admitted to the University enrolled as freshmen for a yield of 33%. The fall 2009 admissions yield was approximately nine percentage points lower than in fall 2000.

Fall 2009 freshmen entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 2,101 full-time, first-time students (IPEDS cohort), 86.6% were Regular Admits, 7.5% were admitted through the EOF program, and 5.9% were Special Admits (see Table II.C.1).

MSU's fall 2009 full-time, first-time students (IPEDS cohort) had an average combined (Math and Critical Reading) SAT score of 1,001. Regularly admitted full-time entrants had a mean SAT score of 1,020, while EOF entrants and special admits had mean combined SAT's of 845 and 924, respectively. For all full-time students (IPEDS cohort), the average math SAT score (507) exceeded the average critical reading (494) and writing (499) scores (see Table II.C.1).

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time IPEDS Cohort, by Admission Status and Overall, Fall 2009

Type	Full-Time			Part-Time				
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	1,819	515	504	509	9	520	426	459
EOF	158	436	409	414	2	410	425	415
Special	124	470	453	461	5			
All	2,101	507	494	499	16	498	426	449
Missing	-	40	40	49	-	6	6	7

In fall 2009, Montclair State University used the College Board's suite of Accuplacer tests to assess college readiness in elementary algebra. College readiness in writing was initially assessed using the SAT essay and writing scores, in combination, followed by a faculty review of early writing samples.

Incoming freshmen whose SAT-Math scores were below 550, or who failed to attain at least a B-score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer. Everyone's SAT-W and SAT-essay scores were examined for possible placement into developmental writing; followed by a faculty review of writing samples.

Approximately 4% of fall 2009 undergraduates were enrolled in one or more remedial courses. Most of those enrolled in remediation were first-time freshmen.

Table II.C.2: Enrollment in Remedial Courses, Fall 2009

Total Fall 2009 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
14,139	601	4.3%
Total Number of Full-time, First-time Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Students Enrolled in One or More Remedial Course
2,101	442	21.0%
Remedial Subject Area	Number of FTFT Students Enrolled in	Percent of FTFT Students Enrolled in
Reading	76	3.6%
Writing	191	9.1%
Math Computation	0	0.0%
Elementary Algebra	236	11.2%

A survey administered to fall 2009 first-time freshmen revealed that over 89% considered MSU their first or second choice among colleges. The survey also revealed that the top three reasons freshmen chose MSU were: a) its good academic reputation (65%), b) the success of its graduates in finding good jobs (54%), and c) its affordability (54%).

The profile of the fall 2009 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 10% of full-time, first-time students identified themselves as African American, 7% as Asian, and 22% as Latino/a. Over 1% of freshmen were international students, and over 61% of entering freshmen were female.

Fall 2009 Undergraduates

In fall 2009, a total of 18,171 students attended Montclair State University. Of this total, 14,139 (or 77.8% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 16% between fall 2005 and fall 2009. Nearly 86% of fall 2009 undergraduates attended the University full-time, up over four percentage points from fall 2005. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, over 21% of undergraduates identified themselves as Latino/a, 10% as African American, 6% as Asian, 57% White, and 5% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2009

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	20	0.2%	7	0.3%	27	0.2%
African Amer.	1,060	8.8%	197	9.7%	1,257	8.9%
Asian	720	5.9%	107	5.3%	827	5.8%
Latino/a	2,321	19.2%	406	20.0%	2,727	19.3%
White	6,327	52.2%	1,010	49.9%	7,337	51.9%
Non-Res. Alien	654	5.4%	50	2.5%	704	5.0%
Missing	1,011	8.3%	249	12.3%	1,260	8.9%
Total	12,113	100.0%	2,026	100.0%	14,139	100.0%

In fall 2009, 61% of all undergraduates were female, and the average age of the undergraduate population was 22.5 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2009

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	7,401	61.1%	1,269	62.6%	8,670	61.3%
Male	4,712	38.9%	757	37.4%	5,469	38.7%
Total	12,113	100.0%	2,026	100.0%	14,139	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2009

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	14	0.1%	33	1.6%	47	0.3%
18-19	3,681	30.4%	45	2.2%	3,726	26.4%
20-21	4,717	38.9%	127	6.3%	4,844	34.3%
22-24	2,634	21.7%	627	30.9%	3,261	23.1%
25-29	668	5.5%	448	22.1%	1,116	7.9%
30-34	202	1.7%	224	11.1%	426	3.0%
35-39	69	0.6%	147	7.3%	216	1.5%
40-49	100	0.8%	238	11.7%	338	2.4%
50-64	28	0.2%	123	6.1%	151	1.1%
More than 64	0	0.0%	13	0.6%	13	0.1%
Unknown	0	0.0%	1	0.0%	1	0.0%
Total	12,113	100.0%	2,026	100.0%	14,139	100.0%

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During FY2009, MSU's undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the MSU Alumni Association and the MSU Foundation sponsored a number of scholarships, and special MSU program awards were substantial, amounting to nearly \$5 million during FY09. During the same fiscal year, Federal grants, loans, and work-study programs amounted to over \$72 million.

During FY09, MSU distributed nearly \$24 million in state-funded financial aid, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 5,039 awards were made to MSU students, including 3,076 TAG Awards, 769 NJCLASS Loans, and 667 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, FY2009

	Recipients	\$ Dollars	\$/Recipient
<u>STATE PROGRAMS</u>			
TAG	3,076	\$12,983,000	\$4,221
EOF	667	\$772,000	\$1,157
Distinguished Scholars	254	\$231,000	\$909
Urban Scholars	141	\$126,000	\$894
NJCLASS Loans	769	\$8,543,000	\$11,109
NJ Stars	95	\$830,000	\$8,737
OSRP	37	\$125,000	\$3,378
<u>FEDERAL PROGRAMS</u>			
Pell Grants	3,520	\$11,687,000	\$3,320
College Work Study	375	\$447,000	\$1,192
Perkins Loans	257	\$532,000	\$2,070
SEOG	631	\$743,000	\$1,178
Stafford Loans (Subsidized)	6,629	\$26,054,000	\$3,930
Stafford Loans (Unsubsidized)	7,686	\$26,125,000	\$3,399
PLUS Loans	663	\$6,452,000	\$9,732
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,189	\$4,676,000	\$3,933
Loans	0	\$0	\$0

Of MSU's 2,117 first-time students who entered in fall 2009, over 97% were New Jersey residents (see Table II.C.5). Most were from Bergen (19.8%), Passaic (13.6%), and Essex (12.8%) counties.

Table II.C.5: Full-Time, First-Time Student Enrollment by State of Residence, Fall 2009

State Residents	Non-State Residents	Total Students	% State Residents
2,055	62	2,117	97.1%

Fall 2009 Graduate Students

Of the 18,171 students who attended Montclair State University in fall 2009, 4,032 (22%) were graduate students. Graduate student enrollment rose nearly 4% between fall 2005 and fall 2009.

Most graduate students (73%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-three percent of fall 2009 graduate students were female, and the average age of the graduate student population was 32 years. Excluding unknowns, 9% of graduate students identified themselves as African American, 4% as Asian, 7% as Latino/a, 75% as White, and 4% as non-resident aliens. Nearly 94% of MSU's graduate students are New Jersey residents.

D. Student Outcomes

Sixty-two percent of all full-time, first-time freshmen who entered MSU in the fall of 2003 earned a degree within six years of entry (see Table II.D.1.a). Six-year graduation rates were 55% or higher for all racial/ethnic groups, with White students having the highest graduation rate of 65%.

**TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2003
Full-Time, First-Time Freshmen by Race/Ethnicity**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
African Amer.						
Cohort=178	44	24.7%	92	51.7%	102	57.3%
Asian						
Cohort=106	39	36.8%	59	55.7%	65	61.3%
Latino/a						
Cohort=267	67	25.1%	127	47.6%	147	55.1%
White						
Cohort=973	300	30.8%	566	58.2%	6354	65.2%
Non-Res. Alien						
Cohort=29	10	34.5%	14	48.3%	15	51.7%
Other*						
Cohort=42	11	26.2%	16	38.1%	21	50.0%
Total						
Cohort=1,595	471	29.5%	874	54.8%	985	61.8%

* Includes Native American and Unknown Race/Ethnicity.

Nearly 95% of all full-time, first-time undergraduates who entered MSU in fall 2008 re-enrolled in spring 2009, and 83% returned in fall 2009 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	2,257	1,872	82.9%	385	17.1%
Part-time	15	6	40.0%	9	60.0%
Total	2,272	1,878	82.7%	394	17.3%

Transfer Student Outcomes

Of the 1,007 students who entered MSU as full-time transfer students in fall 2003, 52% earned their degrees within three years, 66% earned degrees within four years, and 73% earned degrees within six years. The six-year graduation rate for fall 2003 full-time transfer students who entered as freshmen was 62%, while 72% of those who entered as sophomores, 78% of those who entered as juniors, and 86% of those who entered as seniors also earned a degree within six-years. The one-year retention rate for full-time transfer students who entered in fall 2008 was 87%.

Other Student Outcomes

A survey of recent graduates revealed that, one year after graduation, 21% of respondents were enrolled in graduate school, and 88% were gainfully employed. A majority (89%) of employed alumni said they were contributing to the State's economy by working in New Jersey, and over 70% said they held jobs that were "somewhat" to "very" related to their MSU majors.

Montclair State University participates in the Voluntary System of Accountability (VSA) that is co-sponsored by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) with support from the Lumina Foundation. As indicated on the VSA web site (www.voluntarysystem.org) "The Voluntary System of Accountability is an initiative by public 4-year universities to supply basic, comparable information on the undergraduate student experience to prospective students, families, and other higher education stakeholders through a common web report – the College Portrait." MSU is one of only six institutions in New Jersey that voluntarily share information about student outcomes to all interested parties, clearly demonstrating our commitment to both data transparency and the continuous improvement of student learning outcomes. Montclair State University's VSA College Profile can be viewed at www.collegeportraits.org by clicking on "College Profiles," and selecting New Jersey under the "Colleges by State" tab.

Local assessment efforts are led by the Taskforce on Assessment and University Effectiveness (TAUE). During the past year, TAUE assessed student learning in general education, and propagated guidelines to academic departments on procedures for assessing learning in the major. During the current year, TAUE will reach out to non-academic units to involve them in the assessment of even broader areas of institutional effectiveness.

TAUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the Noel-Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of entering freshman and exiting seniors. Faculty and staff perspectives on student outcomes are revealed through the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) survey of faculty, and the Noel-Levitz Institutional Priorities Survey. These national surveys are supplemented with a number of local surveys of alumni, entering transfer and graduate students, and University employees (both faculty and staff).

E. Faculty Characteristics

In fall 2009, Montclair State University employed 553 full-time faculty members (see Table II.E.1).

TABLE II.E.1: Full-time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2009															
	Female					Male					Total				
	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
Native Amer.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Untenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Amer.	5	6	11	0	22	6	6	2	1	15	11	12	13	1	37
Tenured	5	6	7	0	18	6	5	1	0	12	11	11	8	0	30
Untenured	0	0	4	0	4	0	1	1	1	3	0	1	5	1	7
Asian	3	13	7	0	23	19	11	7	0	37	22	24	14	0	60
Tenured	3	10	1	0	14	17	10	1	0	28	20	20	2	0	42
Untenured	0	3	6	0	9	2	1	6	0	9	2	4	12	0	18
Latino/a	3	8	6	1	18	4	10	2	0	16	7	18	8	1	34
Tenured	3	8	2	0	13	4	8	1	0	13	7	16	3	0	26
Untenured	0	0	4	1	5	0	2	1	0	3	0	2	5	1	8
White	60	55	60	11	186	79	67	46	5	197	139	122	106	16	383
Tenured	55	47	13	0	115	75	63	11	1	150	130	110	24	1	265
Untenured	5	8	47	11	71	4	4	35	4	47	9	12	82	15	118
Non-Res. Alien	0	0	12	0	12	0	0	10	1	11	0	0	22	1	23
Tenured	0	0	0	0	0	0	0	3	0	3	0	0	3	0	3
Untenured	0	0	12	0	12	0	0	7	1	8	0	0	19	1	20
Missing	0	2	4	1	7	3	3	3	0	9	3	5	7	1	16
Tenured	0	1	0	0	1	1	3	0	0	4	1	4	0	0	5
Untenured	0	1	4	1	6	2	0	3	0	5	2	1	7	1	11
Total	71	84	100	13	268	111	97	70	7	285	182	181	170	20	553
Tenured	66	72	23	0	161	103	89	17	1	210	169	161	40	1	371
Untenured	5	12	77	13	107	8	8	53	6	75	13	20	130	19	182

The number of full-time faculty in fall 2009 (553) was up approximately 17% from fall 2005 (474). Between fall 2005 and fall 2009, the number of full-time male faculty members rose 6% (268 to 285), while the number of full-time female faculty members increased 30% (206 to 268).

MSU's full-time faculty was augmented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff. In fall 2009, full-time faculty taught 53% of all course sections, while adjunct faculty taught 41%, and staff taught 6% (see Table II.F.2).

Table II.E.2: Percent of Course Sections Taught By Full-Time Faculty, Fall 2009						
No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty	# taught by Others	% taught by Others
3,757	1,987	52.9%	1,555	41.4%	215	5.7%

The total headcount of faculty who taught at MSU in fall 2009 was 1,489. Of these, 936 (63%) were part-time adjunct professors or visiting specialists (see Table II.F.3).

Table II.E.3: Headcount Ratio of Full- to Part-Time Faculty, Fall 2009				
Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,489	553	37.1%	936	62.9%

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	8	1	2					11
Female	4							4
Total	12	1	2	0	0	0	0	15

2. Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Susan L. Blount	Senior Vice President and General Counsel	Prudential Financial, Inc.
Rose C. Cali	Education Advocate	Founder, Yogi Berra Museum and Learning Center
Louis Castano	Student	Montclair State University
Francis M.C. Cuss	Senior Vice President	Bristol-Myers Squibb Company
Mitchell E. Hersh	President and CEO	Mack-Cali Realty
George J. Hiltzik	Senior Executive	N.S. Bienstock, Inc.
Douglas L. Kennedy	President, NJ Division	Capital One Bank
Ralph A. LaRossa	President and Chief Operating Officer	PSE&G
John L. McGoldrick	Senior Advisor	International AIDS Vaccine Initiative
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Carlos G. Ortiz	Vice President and General Counsel	Goya Foods
Christine L. Padilla	Owner and Consultant	BIT Solutions, LLC
Preston D. Pinkett III	Vice President, Social Investment Program	Prudential Financial, Inc.
Susan A. Cole, <i>ex officio</i>	President	Montclair State University
Jonathan Aronoff, <i>ex officio</i>	Student	Montclair State University

3. URL

If your organization has a web site that includes information on your governing board, please report the URL.

URL <http://www.montclair.edu/bot/>

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2009:

FALL 2009 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF ARTS</i>	
ANTHROPOLOGY	450201
BROADCASTING	090701
CLASSICS	161201
CHILD ADVOCACY	440701
COMMUNICATION STUDIES	090101
DANCE EDUCATION	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
HISTORY	540101
ITALIAN	160902
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
THEATRE STUDIES	500501
WOMEN'S & GENDER STUDIES	050207
<i>BACHELOR OF FINE ARTS</i>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
MUSICAL THEATRE	500901
THEATRE	500501

FALL 2009 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
AQUATIC AND COASTAL SCIENCES	309999
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
HEALTH EDUCATION	131307
INFORMATION TECHNOLOGY	110103
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
SCIENCE INFORMATICS	309999
<i>MASTER OF ARTS</i>	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY	440701
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
EDUCATIONAL PSYCHOLOGY	421801
ENGLISH	230101
ENVIRONMENTAL STUDIES	030103
EXERCISE SCIENCE & PHYSICAL EDUATTION	131314
FAMILY AND CHILD STUDIES	190101
FINE ARTS	500701
FRENCH	160901
HEALTH EDUCATION	131307
HISTORY	540101
LAW AND GOVERNANCE	229999
MUSIC	500901
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501

FALL 2009 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF SCIENCE</i>	
ACCOUNTING	520301
AQUATIC AND COASTAL SCIENCES	309999
BIOLOGY	260101
CHEMISTRY	400501
CHEMISTRY: CHEMICAL BUSINESS	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MATHEMATICS	270101
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
<i>MASTER OF ARTS IN TEACHING</i>	
TEACHING	130101
<i>MASTER OF BUSINESS ADMINISTRATION</i>	
BUSINESS ADMINISTRATION	520201
<i>MASTER OF EDUCATION</i>	
EARLY CHILDHOOD & ELEMENTARY EDUC.	139999
INCLUSIVE EARLY CHILDHOOD EDUCATION	131015
LEARNING DISABILITIES	131011
SPECIAL EDUCATION	131001
TEACHER LEADERSHIP	139999
<i>MASTER OF FINE ARTS</i>	
STUDIO ART	500702
<i>MASTER OF PUBLIC HEALTH</i>	
PUBLIC HEALTH	512201
<i>DOCTOR OF EDUCATION (Ed.D.)</i>	
EDUCATION PEDAGOGY	130101
MATHEMATICS PEDAGOGY	131399
<i>DOCTOR OF PHILOSOPHY (Ph.D.)</i>	
COUNSELOR EDUCATION	139999
ENVIRONMENTAL MANAGEMENT	030201
<i>DOCTOR OF SCIENCE (Sc.D.)</i>	
AUDIOLOGY	510202

In addition, the following certificates were offered at the undergraduate and/or graduate level:

- Accounting, graduate
- Advanced Counseling, graduate
- American Dietetic Association, graduate

Artist Diploma, graduate
Child Advocacy, graduate and undergraduate
CISCO, graduate and undergraduate
Collaborative Teaching for Inclusive Settings, graduate
Conflict Management in the Workplace, graduate
Environmental Justice, undergraduate
Finance, graduate
Food Safety Instructor, graduate
Gerontology, undergraduate
Geographic Information Science, graduate
Gifted & Talented Education, graduate
Human Sexuality Education, graduate
International Business, graduate
Makeup Artistry, undergraduate
Management, graduate
Management Information Systems, graduate
Marketing, graduate
Molecular Biology, graduate
New Literacies, Digital Technologies, and Learning, graduate
Nutrition and Exercise Science, graduate
Object Oriented Computing, graduate
Paralegal Studies, graduate
Performer's Certificate, graduate
Philosophy for Children, graduate
Physical Education, graduate
Physical Science, graduate
School Business Administrator, graduate
School Counseling, graduate
Substance Awareness Coordinator, graduate
Supervisor, graduate
Teacher of Preschool through Grade 3, graduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Translation and Interpretation in Spanish, graduate and undergraduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

Montclair State University serves the citizens of New Jersey and its local communities in numerous ways that are described more fully in Appendix 1, “2009-2010 Economic Impact Report: An Investment in New Jersey’s Future.” First and foremost, the University prepares New Jersey’s youth to lead socially responsible, professionally rewarding, and personally enriching lives. Beyond that, the University’s faculty and staff serve as a rich, human resource to both the State and the communities in which they reside, and the University’s facilities and programming, particularly in the arts, provide cultural enrichment to residents across New Jersey. Finally, expenditures and investments attributable to the University have a significant impact on both State and local economies and job markets.

Responding to a National Science Foundation (NSF) survey of research expenditures, Montclair State University reported FY09 expenditures amounting to over \$1.7 million for separately budgeted research and development in the sciences and engineering (including indirect costs). Nearly \$1.5 million was financed by federal sources, and \$189,000 was from institutional resources. Adding FY09 research expenditures from other disciplines, total expenditures for FY09 approached \$1.9 million.

TABLE II.H.1: R&D Expenditures, FY09 [1]

	Amount
Federally Financed Academic R&D Expenditures - Science and Engineering Only (Line 1110, NSF Form #411)	\$1,488,000
Institutionally Financed Academic R&D Expenditures - All Disciplines (Line 1160, NSF Form #411)	\$189,000
Total of Academic R&D Expenditures Reported (Line 1100, NSF Form #411)	\$1,733,000 [2]
Federally Financed Academic R&D Expenditures – Non-Science and Engineering (not reported to NSF)	\$163,480
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$1,896,480 [3]

[1] Source: NSF Survey of R&D Expenditures at Universities and Colleges (Form #411).

[2] Line 1100 on NSF Form #411, “Total Academic R&D Expenditures,” **includes** \$56,000 from “all other sources” (Line 1175).

[3] This Grand Total of R&D Expenditures includes expenditures for non-science and engineering disciplines, as well as the \$56,000 mentioned above. While this grand total accurately depicts expenditures for FY09, the actual research grants portfolio for MSU for FY09 was over \$7.5 million.

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 553 full-time faculty members, and all those who support them in part-time instructional roles, represent the heart and soul of the institution. Without them, none of the excellent outcomes described above could be achieved.

During the 2009-2010 academic year, faculty members were actively engaged in research, scholarship, and other forms of artistic and creative expression, while also performing service to the University and wider communities. A sampling of these activities revealed that MSU faculty published 18 books, and over 500 journal articles, book chapters, and reviews. Faculty in the arts produced 15 films, 2 CD's, and 75 exhibitions and performances.

Appendix 2 of this report is a brochure titled "University Authors, April 2010," which describes books published by Montclair State University faculty during the past year. Compiled by the Office of the Provost and staff from the Harry A. Sprague Library, the publication highlights recent scholarly productivity of MSU faculty.

The following section of this report lists additional examples of faculty activities and accomplishments during the 2009-2010 academic year.

Selected Montclair State University Faculty Accomplishments

COLLEGE OF THE ARTS (CART)

ART & DESIGN

Assoc. Prof. **Catherine Bebout**, MFA (Printmaking), had a solo exhibition, *Mapping the Body*, at Dowling College, Anthony Giordano Gallery, Islip (Long Island), NY, and had work in *Gunjifa 2009*, a traveling print exhibition organized by Chhaap Press, Baroda, India, with venues in Sweden, Australia, England, India, and the US. Bebout also had work in the invitationals, *Art as Action*, Printmaking Council of NJ, Branchburg, NJ, and *10 Years of the Ink Shop: Prints and Books*, Ink Shop Gallery, Ithaca, NY. She was invited by half-time Prof. **Eileen Foti** to select students to participate in a mail art collaborative exhibition, *For Love, Not Money*, co-organized by Foti and Eve Kask, Director of the Tallinn Print Triennial; commissioned to work on a documentary film titled *Ahead of Time*, about the life of international foreign correspondent and photojournalist Ruth Gruber. Bebout contributed illustrated maps of Ms. Gruber's travels that were used as part of the animated sequences in the film.

Adjunct Prof. **Isaac Chung's**, MFA (Filmmaking) film *Munyurangabo* had theatrical premieres in Washington, DC, Santa Fe, Chicago, and in France. It also screened at Ebertfest 2010 (Roger Ebert Film Festival) and was released on DVD in the USA, Netherlands, and France. His film *Lucky Life* screened at the 2010 Tribeca Film Festival (Narrative Competition section).

Prof. **Denis Feigler**, PhD (Industrial Design), designed new display boards for the Kasser Theatre, which were constructed by fellow Industrial Design colleague, Prof. **Winfield Parsons**. Feigler, along with several Industrial Design students, presented the second phase of the Montclair Animal Shelter design project to the Montclair Township Council, and curated the student design exhibition

sponsored by the Industrial Design Society of America (IDSA) at the International Contemporary Furniture Fair (ICFF) at the Jacob Javits Center, NYC.

Adjunct Prof. **Janet Filomeno**, MFA (Foundations), was invited for inclusion in the upcoming edition of *100 Mid-Atlantic Artists* (Schiffer Publishing, 2011).

Half-Time Prof. **Eileen Foti**, MFA (Papermaking), co-organized an international mail art collaborative exhibition, *For Love, Not Money*, with Assoc. Prof. **Catherine Bebout** and Eve Kask, Director of the Tallinn Print Triennial; exhibition, *Off the Page*, at the Stuart County Day School of the Sacred Heart Gallery in NJ.

Assist. Prof. **Roberta Friedman**, MFA (Filmmaking), produced *Kandinsky: A Closer Look*, which was commissioned by the Guggenheim Museum and ran in conjunction with the Kandinsky retrospective at the Guggenheim from November 2009-January 2010. Friedman's video installation, *49 Waltzes for the Gated City*, was screened at the Montclair Art Museum, NJ in April 2010. The Millenium Film Workshop held a two-evening film retrospective of her work in December 2009. She was associate producer on the film, *A Kiss for Jed Wood*, produced by the Irish Film Board and now completed, and received a \$5000 grant from the Academy of Motion Pictures, a grant from Global Education to shoot a video piece in Graz, Austria, and a grant from the Essex County Arts Council for an installation show at the Montclair Art Museum.

Prof. **Nancy Goldring**, MA (Drawing), had a solo exhibition, *The End of Print Culture*, at the European Institute, Columbia University in NYC and also co-curated the show. She was in the group exhibitions, *Antidote* at Vergne Art Fair in NYC, and *Haiti Benefit* at Gallery 138 in NYC. Professor Goldring contributed the article, "In Good Hands," *The Architects' Newspaper*, NYC, and "Nancy Goldring," an interview about her work published in *La Repubblica*. Goldring continues to be a monthly correspondent for *PresST.Magazine*, a cultural critique of art and architecture based in Rome, Italy.

Assoc. Prof. **Scott Gordley**, MFA (Animation/ Illustration), had solo exhibitions at Gallery 51 in Montclair, NJ, and at Hanafin Gallery in New London, CT. He presented the paper, "The Aesthetic Moment," at the Arts in Society Conference in Venice, Italy, and the paper, "Teaching the Autistic Artist," at the International Conference on Learning in Barcelona, Spain. Professor Gordley was also commissioned by the Hanafin Corporation for the painting, "House of Diarmuid," and by Husky Trail Press for the book cover illustration to *View from the Snow Globe: A Journey Through Cancer and Chemo*.

Adjunct Prof. **Karen Guancione**, MFA (Foundations), had a group show, *Piccole Belle Cose: Small Beautiful Things*, at the Garibaldi-Meucci Museum on Staten Island, NY.

Assistant Prof. **Dorothy Heard**, PhD (Art Education), presented the paper, "The Aesthetic in Nurturing Pedagogy: Reflective Teaching as Care of Self and Caring for Others," at the NNER 2009 Annual Conference in Bellevue, WA. She was co-presenter, with Mary Ellen Finch, et. al., of the paper, "The Arts in Teaching and Teacher Education Initiative: Looking Back and Into the Future," at the same conference.

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Assist. Prof. **Anthony Inciong**, MGD (Graphic Design), presented the paper, “Gilt Letters: Design, Wonder, and Optimism,” at the 8th Hawaii International Conference on Arts and Humanities.

Half-Time Prof. **Wobbe Koning**, MFA (Animation/Illustration), chaired the annual NYC Metropolitan Area College Computer Animation Festival—MetroCAF 2009—organized by the New York City chapter of ACM SIGGRAPH.

Prof. **Pat Lay**, MFA (Ceramics), had the group shows *Essex Exposed 6* at Pierro Gallery in South Orange, NJ (where she received the Juror’s Choice Award), *It’s a Wonderful 10th* at Sideshow Gallery in Williamsburg, NY, and *Splice* at Distillery Gallery and Artspace in Jersey City, NJ. Two of her works, a sculpture and a collage, were acquired by the Montclair Art Museum for their permanent collection.

Assist. Prof. **Abby Lillethun**, PhD (Fashion Studies), co-authored the refereed proceeding, “Identification, Characterization, and Care of Mud-coated Silks from Southeast China and Southeast Asia” in *Postprints: Textile Group at the 37th Annual Meeting of the American Institute for Conservation of Historic and Artistic Works* (Los Angeles, May 19-22, 2009), and authored two encyclopedia entries, “Textiles of Central and Southwest Asia” and “Trade, Textiles, and Dress in Central and Southwest Asia” in *Central and Southwest Asia, Vol. 5, Berg Encyclopedia of World Dress and Fashion* (Oxford and New York: Berg). Lillethun delivered the conference presentation (with abstract) “Nontsikelelo Veleko’s Photography: World Fashion in South Africa,” in *Endyesthai (To Dress): Historical, Sociological and Methodological Approaches, Benaki Museum, Athens, April 9–11, 2010*, Hellenic Costume Society, Peloponnesian Folklore Foundation and the Benaki Museum: Athens, (2010): 24, and (without abstract) “Finding the Flounced Skirt,” in *KOSMOS: Jewellery, Adornment and Textiles in the Aegean Bronze Age, the 13th International Aegean Conference, University of Copenhagen, Danish National Research Foundation’s Centre for Textile Research, April 19–23, 2010*, University of Liège and University of Copenhagen: Copenhagen, (2010): 56.

Prof. **John Luttropp**, MFA (Graphic Design), was a commissioned reviewer for the book *Graphic Design History: A Critical Guide* (Prentice Hall); served on the Art Directors Club of New Jersey Education Committee

Prof. **William McCreath**, MFA (Ceramics), had a group show, *The Dinner Party*, at Fork, etc. in Philadelphia, PA.

Half-Time Prof. **Karl Nussbaum**, BS (Filmmaking), was an Artist Fellowship at the Virginia Center for the Creative Arts. He also received an Artist Fellowship at the Julia & David White Artist Colony in Costa Rica. He was a featured artist/speaker at the Freud Symposium at Clark University, MA.

Assist. Prof. **Winfield Parsons**, PhD (Industrial Design), received a faculty advisor award for his work with BFA Industrial Design senior Brenda Villegas, whose design placed 4th in the National Invitational Road Safety Design Competition hosted at the International Auto Show at the Jacob Javits Center, NYC. Professor Parsons also engineered and fabricated fourteen new display boards, based on Professor **Denis Feigler’s** initial concept design, for use in the Kasser Theatre, and researched, designed, and fabricated ten custom animation drawing stations for the department’s Animation/Illustration program.

Adjunct Prof. **Chiz Schultz**, BA (Filmmaking), films, *Ganja and Hess* and *The Angel Levine* (which he produced), and a feature he developed with Norman Jewison, *The Landlord* (directed by Hal Ashby), recently screened at BAM Cinematek in a tribute to filmmaker

Adjunct Prof. **Marina Shron**, MFA (Filmmaking), Her short film, *X-tina*, was selected and screened this year at festivals including the Cannes Short Film Corner, Festival du Cinema de Paris, New Filmmakers Series at the Anthology Film Archives, and New Fest, NY. Her feature scripts, “Buddha’s Little Finger” (co-written with Associate Professor Anthony Pemberton) and “X-tina” are currently in pre-production.

Prof. **Walter Swales**, MFA (Sculpture), had a solo exhibition, *Wallworks*, at Amos Eno Gallery in Brooklyn, NY, as well as a group show at the same venue.

Adjunct Prof. **Meryl Taradash**, MFA (Foundations), had a solo exhibition, *Light, Wind and the Art of Meryl Taradash*, at the Long Island Children’s Museum from January—May 2010. The show coincided with the permanent installation of her sculpture “Wind Dancing.”

Prof. **Elizabeth Valdez del Alamo**, PhD (Art History), published the entry “Romanesque Art” in *Oxford Bibliographies Online*, (Oxford/ New York: Oxford University Press, 2010), the article “Cristo peregrino y los discípulos de Emaús: modalidades de la fe en los relieves de Silos”, in *¡Quédate con nosotros! Peregrinos y testigos en el Camino*, Acts of the X Jornadas de Teología (Sept. 7-9, 2009), vol. 30 of *Collectanea Scientífica Compostellana*, Instituto Teológico Compostelano, Santiago de Compostela, Spain, 2010, pp. 175-90, and a review of Kirk Ambrose, *The Nave Sculpture of Vezelay: The Art of Monastic Viewing*. Studies and Texts vol. 154. Toronto: Pontifical Institute of Medieval Studies, 2006, for CAA Reviews on-line (www.caareviews.org), March 2009. She was co-editor, with Stephen Lamia, of the International Census of Dissertations in Medieval Art for the web site of The International Center of Medieval Art, 2008-2011 (www.medievalart.org/htm/resources.html). Her book, *Palace of the Mind: The Cloister of Silos and Spanish Sculpture of the Twelfth Century*, is in press at Brepols, Turnhout, Belgium, for 2010 (submitted October 2009).

Adjunct Prof. **Richard Vetere**, MA (Filmmaking), He has an original TV pilot under option by producer Jack Grossbart at Fox Studio, and was commissioned to write the stage adaptation of the classic film *Rear Window*—it was given a reading in Los Angeles at the Hayworth Theater, titled “Alone.” His original book to the musical *100 Years into the Heart* was given a production at the 4 Wall Theater in Bloomfield, NJ, and his second novel, *Baroque*, was published by Bordighera Press, CUNY. His stage play, *Caravaggio*, has been translated into Italian and will be performed on tour in Rome, Milan, and Naples in Summer 2010. Professor Vetere produced and co-wrote a short film, *You & Me*, with director Eddie Sheih, with a premiere at the Pan American Short Film Festival in NYC in May 2010. His play, *Meatball Hero*, was selected as one of the best ten-minute plays of the year and will be included in the anthology published by Smith & Kraus. His new play, *Last Day*, was giving a staged reading at the Focus Theater in Dublin and his play, *Ersatz* was given a reading at the Barrow Group Theater in NYC.

Prof. **Anne Betty Weinshenker**, PhD (Art History), published the articles, “A Mausoleum by Michel-Ange Slodtz: Visible and Invisible Components,” in *Mediterranean Studies*, 18, 2009, and “Resemblance, Reality, and Revenge: Nicola Van Houbraken’s Portrait of Francois Riviere,” in

Vendetta: Essays on Honor and Revenge, ed. Giovanna Summerfie (Cambridge Scholars Publishing, in press).

BROADCASTING

Prof. **Larry Londino**, PhD (Television Production), *Tiger Woods: A Biography*, 2d Edition, ABC-CLIO Publishing Company. May 2010.

Assist. Prof. Beverly Peterson, MA (Documentary), *2010 Global Ed award. **Patricia Piroh**, MA (Television Production), Completed approximately 15 *Carpe Diem* programs, which aired on Comcast and Cablevision. Assist. Prof. **Marc Rosenweig**, MS (Journalism Ethics) Honored with the 2010 L.J. Hortin Distinguished Alumnus Award from undergraduate alma mater, Ohio University's E.W. Scripps School of Journalism.

Assoc. Prof. **David Sanders**, PhD (Sound Design), produced National Music Council's 2010 *Leadership in Music Symposium*. Produced the National Music Council's 29th annual American Eagle Awards; Represented the National Music Council of the United States at the 2009 International Music Council "World Forum on Music" and General Assembly in Tunis, Tunisia. Received a global education grant to cover part of the expenses for this conference; Produced National Music Council's 2009 *Leadership in Music Symposium*. Produced an episode of *Carpe Diem* focusing on arts and cultural exchange as a way to promote peace and good will between peoples and nations. co-produced a second episode of *Carpe Diem* focusing on current trends in adolescent literature with Professor Erik Jacobson.

COMMUNICATION STUDIES

Assoc. Prof. **Todd Kelshaw**, PhD (Organization Communication), published three book chapters, two of them co-written with Prof. Lemesianou and with Prof. F. Lazarus.

Assoc. Prof. **Christine Lemesianou**, PhD (Global Communication), published a book chapter co-written with Prof. Kelshaw.

MUSIC

In summer 2009, Prof. **Robert Aldridge**, DMA (Theory/ Composition), was Composer in Residence at the Brevard Music Festival (NC) for the fourth consecutive year. Conductor **Keith Lockhart** led a performance of Aldridge's *Violin Concerto* which was broadcast on National Public Radio. In April 2010, his cantata received its world premiere with the Topeka Symphony.

Adjunct Prof. **Valerie Bernhardt**, MM (Voice), February, 21, 2010 Soprano soloist: *Schubert ! Mass No. 6 in E Flat* with St. Cecilia Chorus, David Randolph, conductor. May 8, 2010 title role of Aida with Coro Lirico, Jason Tramm, conductor. May 15/23, 2010 soprano soloist: *Verdi's Messa di Requiem* with Greenwich Choral Society, Paul Mueller, conductor

Adjunct Prof. **Nancy Billman**, MM (French Horn), played for the Tony-nominated production and recording of "Finian's Rainbow" on Broadway, performed with the Orchestra of St. Luke's with John Adams, Roger Norrington and Christian Zacharias, and toured with Peter Gabriel.

Assoc. Prof. **Heather Buchanan**, MM (Choral Ensemble) with University Singers: recording on ECM in November 2009 with Meredith Monk & Company Songs of Ascension due for release in early 2010-11.

Adjunct Prof. **Patrick Burns**, MM (Music Theory), completed 24th year as founding director of the Bloomfield Youth Band. Premiered commissioned works with the MSU Wind Symphony, the Ohio Northern University Symphonic Band and the Bel Air (MD) Community Band. Seven newly published pieces for symphonic band released this year, including four with his new company, Bandworks Publications (www.bandworkspublications.com). Guest conducting appearances with the Ohio Northern University Bands, and public school and adult community bands in Pennsylvania, Maryland and throughout New Jersey.

Adjunct Prof. **Robert Butts**, DMA (Introduction to Music): September—Conducted the Brahms Second Symphony with the Berlin Sinfonietta in Berlin. September—Began term as Artistic Director for Opera at Florham. October—Conducted Harry Searing in acclaimed performance of Weber's Bassoon Concerto, with the Baroque Orchestra of New Jersey. November—Conducted pianist Paul Zeigler in performance of Chopin's *Piano Concerto #2* with The Baroque Orchestra of New Jersey in a concert also featuring Zephyrs Winds performing Mozart's Sinfonia Concertante. December—Received DMA in Conducting from the American Conservatory of Music. February—Filmed segment for independent film *100 Years Too Late*, ECM Enterprises, as consulting musicologist March—Conducted The Baroque Orchestra of New Jersey Family Concert featuring premiere of his composition *Winter Moods I. March*—Directed The Pearl and Julius Young Rising Stars Music Competition. April—Premiered his composition *Five Movements for Mixed Consort* at In Mid Air Productions performance: *A Little Madness in the Spring*. April—Was named Music Director for In Mid Air Productions. April—Was named conductor for OTC New York. May—Composed incidental music for production of *Midsummer Night's Dream* production at the College of Saint Elizabeth. May—Conducted Baroque Orchestra of New Jersey performance of Beethoven's Seventh Symphony and Mahler's Ruckert Lieder, which he orchestrated for reduced orchestra.

Adjunct Prof. **Paul Cohen**, DMA (Sax), October—Performed with the Greenwich Symphony (Symphonic Dances of Rachmaninoff) Performed on 4 different saxophones (sopranino, soprano, alto, tenor) on two different works with the Plainfield Symphony (music of Ravel and Pautza). November—Presented lecture/ demonstrations on sopranino, soprano and alto saxophones at the American School in London Artist-in-residence at the Royal Welch Conservatory of Music and Theater in Cardiff Wales. December—Performance of the Double Concerto (soprano and alto saxophones) for Saxophones and Wind Ensemble by William Latham, Brooklyn Conservatory, Publication by Boosey and Hawkes of Cohen's arrangements of Copland's Piano Blues, Suite from *Our Town*, Simple Gifts. January 2010—Release of CD called Sound Paintings by the North/South Consonance Chamber Orchestra (N/S R 1052). PC is playing the saxophone solos in Reflections VII - To Music by Dinos Constantindes. May—Performance of *Concerto for Alto Saxophone* by Karl Husa, Aaron Copland School of Music, Queens, NY Solo recital May 10, 2010 Leshowitz Recital Hall - Sonata for Tenor Saxophone (2nd performance) by Steve Cohen (MSM Alum); Original version of Copland's "Quiet City" (1939 chamber suite) (3rd performance); With the New Hudson Saxophone Quartet, the premiere of Robert Sirota's *Diners* plus other works celebrating the fall 2010 release of their Naxos solo CD

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Prof. **Lisa DeLorenzo**, EdD (Music Education), October—Presentation for the National Network for Educational Renewal in Bellevue, Washington "The Chicken and the Egg: Preparing Teachers, While Simultaneously Renewing Urban School Sites." December—Presentation to orchestra students at Arts High, Newark "J.S. Bach's Brandenburg Concerto #3." January—Presentation to the music teachers in the Paramus School District "A Practical Look At the Orff Approach: Part 1." February—(1) Presentation to harp students at Cicely Tyson High School (E. Orange) "Shostakovich: The Man and His Life" (2) Presentation at the New Jersey Music Educators Association in E. Brunswick "Masterclass for Music Teachers: Teaching as an Artistic Process (3) Presentation to the MSU Collegiate Chapter of the Music Educators National Conference "Red Riding in the Hood." March—(1) Presentations to both harp students at Cicely Tyson and Arts High; "Shostakovich: Symphony #10" (2) Presentation to the music teachers in the Paramus School District "A Practical Look At the Orff Approach: Part 2." April—Sponsored an on-campus "Teacher's Day" with students from Cicely Tyson and Arts High.

Assist. Prof. Laura Dolp, PhD (Music History), published an article, "Viennese 'Moderne' and its Spatial Planes, Sounded" in the spring issue of the journal *19th-Century Music*.

Prof. **Karen Goodman**, MS (Music Therapy), Publication: Kaufman, D. L. & Goodman, K.D. (2010) "Cracking up and back again: Transformation through music and poetry." In Z. Li & T.L. Long, (Eds.) "The Meaning Management Challenge: Making Sense of Health, Illness and Disease," Oxford, UK: Inter-Disciplinary Press, pp117-129.

Adjunct Prof. **Lisa Hogan**, MA (Introduction to Music), featured in the "IUP Indiana University of Pennsylvania Ninth Festival of Women Composers."

Assoc. Prof. **Paul Hostetter**, MM (Director of Orchestral Studies/Ensemble) completed a two week, seven city tour of China conducting orchestras in several cities including Shanghai and Nanjing over the New Year's holidays. He conducted four concerts with the Colonial Symphony featuring performances of Bernstein's *Candide* with artists of the Metropolitan Opera, new choreography to Copland's *Appalachian Spring* with the NJ Dance Theatre Ensemble, a world premiere by 2009 Pulitzer Prize Runner-up Harold Meltzer, and a collaboration with bestselling author Alison Larkin, in addition to numerous educational and therapeutic performances with partners including the Carol G. Simon Cancer Center. He conducted several premieres at Symphony Space with the acclaimed Sequitur Ensemble and a recording of the music of University of Pennsylvania faculty member Anna Weesner; conducted performances by the Big Broadway Band.

Accompanist. **Soyeon Kim**, DMA (Music Performance), February 2010—Princeton Symphony Orchestra Chamber Series. 2010 staff pianist for entrance audition for Manhattan School of Music and Mannes School. March—Water for *Haiti Benefit Concert*, Alice Tully Hall, Lincoln Center. May—Olympic Challenge Competition judge. May—Manhattan Summer Voice Festival vocal coach and pianist coordinator

Assoc. Prof. **Jeffrey Kunkel**, EdD (Music Education/Jazz, In March 2010, he hosted vocalist Jean Rohe, flutist Mark Weinstein and Brazilian percussionist Rogerio Boccato, along with MSU jazz bass instructor Bill Moring, in a program of Kunkel's originals, and classic Brazilian jazz.

Adjunct Prof. **David Lopato**, BA (Jazz), Early 2010—released a solo piano CD of all original

compositions entitled "Many Moons" on Global Coolant Records.

Adjunct Prof. **Anthony Mazzocchi**, MM (Trombone). In the Fall, Mr. Mazzocchi was a soloist with the MSU Wind Ensemble, performing Joseph Turrin's "Fandango" with Charles Bumcrot (trumpet professor).

Assoc. Prof. **Lori McCann**, DMA (Voice), Artistic Producer for the Sister Cities Concert: Montclair, NJ and Graz, Austria 60th Anniversary. Leshowitz Recital Hall. April 15, 2010, Produced VoiceNight-Recital of John J. Cali Voice Students, Leshowitz Recital Hall. McCann gave a vocal recital of Spanish and Latin American Music for the Cincode Mayo Concert sponsored by the North South Consonance Concert Series, Christand St. Stephen's Episcopal Church, Manhattan, NY.

Adjunct Prof. **Linda McKnight**, BM (Double Bass), appeared as guest double bass soloist with the Midland Park (NJ) High School Band, conducted by MSU alumnus David Marks (BA Mus. Ed., 1997), at the winter band concert on January 21, 2010.

Adjunct Prof **Darren O'Neill**, MA (Guitar), Published a featured article in the latest edition of Soundboard magazine (Vol. XXXVI (36), No. 1-2010): Darren O'Neill: A Survey of Select Nineteenth-Century Chamber Works by Guitarists of the Period Soundboard is a magazine published quarterly by the Guitar Foundation of America (GFA).

Prof. **Ruth Rendleman**, EdD (Piano/Theory), performed the Stravinsky Piano Concerto with the MSU Wind Symphony under the direction of Thomas McCauley.

Adjunct Prof. **Holli Ross** led her jazz vocal students in performance during an evening of standards at Trumpets Jazz Club in Montclair in April 2010.

Assist. Prof. **Marissa Silverman**, PhD (Music Education), Publications: "Sites of social justice: Community Music in New York City," *Research Studies in Music Education*, 31:2, 178-192, 2009. Also, "Rethinking Music 'Appreciation' Visions of Research" in *Music Education*. Vol. 13: <http://www.usr.rider.edu/%7Evrme/>.

Adjunct Prof **Gwendolyn Toth**, DMA (Harpsicord), conducted Monteverdi's Vespers of 1610 in acclaimed, standing-room only performances in January, at the Washington National Gallery of Art and at Church of St. Ignatius Loyola in New York City

Adjunct Prof **Tanya Witek**, DMA (Flute), in March, was featured in renowned flutist, Carol Wincenc's Ruby Anniversary concert celebration at the Peter Jay Sharp Theater at The Juilliard School.

Accompanist **Meg Zervoulis**, BA (Piano) was selected as one of the Musical Directors to be a part of the inaugural Musical Direction Intensive at Goodspeed Opera House.

THEATRE&DANCE

Assist. Prof Michael Allen, MFA (Stage, Production, Arts Management), has written and directed three original children's plays, with the Gifted and Talented Program here at MSU.

Assoc. Prof. **Jorge Cacheiro**, MFA (Directing and Acting), On July 10, the director, Montclair State University Jorge Cacheiro, and the playwright, Jorge Cortiñas, working with Cuba's Rita Montaner Theater Company, premiered Cortiñas' play, *Blind Mouth Singing*, at the El Sotano Theater in Havana. Founded the New Works Initiative which will bring theatre and dance artists to MSU to work with MSU theatre and dance majors.

Assoc. Prof. **Bruce Clay James II**, MFA (Musical Theatre), honored by the NHTA, a nationally recognized and award winning organization, for Outstanding Choreography in the "Professional Category" for his work on *The Producers* for the Mt. Washington Valley Theatre Company this past summer.

Prof. **Lori Katterhenry**, MFA Choreography/ Modern Dance), Artistic Director for all three dance department dance concerts and initiated dance programmatic activities for AY 2010.

Assoc. Prof. **Susan Kerner**, MFA (Directing and Acting), In addition to a full season of MSU and professional directing, Susan Kerner directed once again at the prestigious American Academy of Dramatic Arts New York City. Kerner has also created and produced the second annual Theatre Day for High School Teachers, where over 80 high school theatre teachers attended MSU Workshops and Clinics.

Half-time Prof. **Nancy Lushington**, BA (Dance/ Ballet), has been commissioned to set May O'Donnell's *Pursuit of Happiness* on NACRE Dance Company in upstate NY.

Assist. Prof. **Elizabeth McPherson**, PhD (Dance Education), Articles and Reviews 2010: "Donald McKayle and the Power of Belief" for the column "Our Teachers are the Salt of the Earth." *Attitudes: The Dancers Magazine*, Spring 2010: 8-11. Review of the book *Movable Pillars* by Katja Kolcio. *Attitudes: The Dancers Magazine*, Spring 2010: 60-61. Review of the film *40 Years of One Night Stands: The Royal Winnipeg Ballet*, *Attitudes: The Dancers Magazine*, Spring 2010: 52-53. Review of *Thunderbird American Indian Dancers*. *Attitudes: The Dancers Magazine*, Spring 2010: 28-29. "Building Bridges Through Dance in an Urban Systemic Initiative," *Journal of Dance Education*, vol. 10, Number1: 22-24. "Profile of David K. Manion," *The Martha Hill Dance Fund Newsletter*. Spring 2010, Issue 3: 2-3. "Joseph H. Pilates: The Man Behind the Method," *Dance Teacher Magazine* March 2010: 62-64. Review of "Past, Future, Now: Dance Exhibit at the 92nd Street Y," *Attitude: The Dancers' Magazine* Winter 2010: 8-9. "Growing up Nutcracker or Confessions of a Nutcracker Nut," *Attitude: The Dancers' Magazine* Winter 2010: 36-37. Articles and Reviews 2010: 2009: Review of *Celebrating the Ballets Russes in Music and Dance*," *Ballet Review*, Fall 2009:13-15. "Our Teachers are the Salt of the Earth: Alfredo Corvino's Grand Legacy," *Attitude: The Dancers' Magazine* Fall 2009, vol. 23, no. 3: 14-15. Review of 2009 Fall for "Dance Festival: Basil Twist; Monica Bill Barnes & Company; Les Ballets Trockadero de Monte Carlo; and DanceBrazil," *Attitude: The Dancers' Magazine* Fall 2009, vol. 23, no. 3: 26-27. Review of *What I Learned from Balanchine: Diary of a Choreographer* by Gloria Contreras," *Attitude: The Dancers' Magazine* Fall 2009, vol. 23, no. 3: 53. Reprint of Review of the exhibit "Diaghilev's Theatre of Marvels: The Ballets Russes and its Aftermath," *Attitude: The Dancers'*

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Magazine Fall 2009, vol. 23, no. 3: 4. Review of the exhibit *Diaghilev's Theatre of Marvels: The Ballets Russes and its Aftermath*, *Ballet-Dance Magazine* Summer 2009. http://ballet-dance.com/200908/articles/exhibition_diaghilev_20090900_mcperson.html "The Bennington School of the Dance, the Early Home of American Modern Dance," *Dance Teacher Magazine*, September 2009: 78-80. <http://www.dance-teacher.com/sections/teaching/553>.

Assist. Prof. **Debra Otte**, MFA (Costume Design), Publication through costume design of new scripts: "Against the Rising Sea" (Queen's theatre in the Pak), "Rosa Loses Her Face" (Electric Theatre Company) *Deep Water Man* (Stonington Opera). Publication through costume Design: Side Show (Montclair State University). Conferences: Presentation of "Mining the Script for Visual Metaphor" January 2010, KCACTF Region II

Assoc. Prof. **Jane Peterson**, PhD (Theatre History, Criticism, and Literature), "Plays in Performance." 30 dramaturgical essays that accompany the publication of the new NORTON ANTHOLOGY OF DRAMA. Eds. J. Ellen Gainor, et al. New York: Norton, 2009.

Prof. **Linda J. Roberts**, MA (Dance Methods), Coordinator for BFA Dance major program, and rehearsal director for Dance Repertory pieces. Attendance and performance included 92nd Street Y series in New York City.

Assist. Prof. **Erhard Rom**, MFA (Scenic Design), Created Scenic Design for the following productions: Virginia Opera, *The Daughter of the Regiment*; Wolf Trap Opera, *Così fan Tutte*; Virginia Opera, *Don Giovanni*; Vancouver Opera, *Nixon in China*, Canadian Premiere; Maryland Opera Studio, *Shadowboxer*, World Premiere; Cleveland Opera, *Lucia di Lammermoor*; Manhattan School of Music, *The Marriage of Figaro*. Publications include-*Opera News*, *Washington Post* and the *Washington Times*. Also interviewed by *Opera America* magazine.

Assist. Prof. **Debbie Savetz**, PhD (Theatre Studies/Acting), Guest Teaching: Instructor, Taller de Autodrama (Autodrama Workshop), Actuación Extrema, Compañía Interestatal de Teatro, Oaxaca, MEXICO, 2010. Instructor, Taller de Actuación (Acting Workshop), Grupo de Teatro Cuauhpanco, Ciudad de las Canteras, Oaxaca, Oaxaca, MEXICO, 2009. Professional Theatre Directing: *More Than A Number* by Sung Rno, "This Is My City" series (created in collaboration with the Center for Immigrant Families), Foundry Theatre, NYC, 2010. *Quetzalcoatl Puddle* by Irela de Villiers, Lark U.S.-Mexico Playwright Exchange, Lark Play Development Center, NYC, 2009. *I Put the Fear of Mexico in 'Em* by Matthew Paul Olmos (Sundance/Time Warner Storytelling Fellow), Lark Play Development Center/INTAR, NYC, 2009. *Phantasmatron* by Daniel Alexander Jones, Creativity Fund Workshop, New Dramatists, NYC, 2009. *Happy* by Sung Rno, New Dramatists, NYC, 2009. *A Wolf Inside the Fence* by Joseph Fisher, New Dramatists, NYC, 2009.

Half-time Prof. **Maxine Steinman**, MA (Dance/ Modern Performances culminated in a 25-minute work called *Sense of Way*, which premiered October 8, 2009. She was also invited to perform in a special program called *Women of the Y: History in the Making* at the 92nd Street Y Harkness Dance Center in December 2009.

SCHOOL OF BUSINESS (SBUS)

Peer Reviewed Journals

Learning & Pedagogical Research

Koppel, N., Berenson, M. (2009). Ask the Audience...Using Clickers to Enhance Introductory Business Statistics Courses. *Information Systems Education Journal (ISEDJ)*, 7(92).

Malaga, R. (2010). Choosing a Wiki Platform for Student Projects – Lessons Learned. *Contemporary Issues in Education Research*.

Malaga, R., Subramanian, R. (2009). Peter and Elaine Moss - Franchisees. *Journal of Business Case Studies*, 5(5), 99-106.

Subramanian, R. (2009). West Michigan Whitecaps. *Business Case Journal*, 16(2), 73-82.

Contributions to Practice

Danila, N., **Jeffers, A.** (2009). Derivatives: An Islamic Perspective. *Journal of International Finance and Economics*, 9(3), 83-90.

DiGabriele, J. (2010). Applying Forensic Skepticism to Lost Profits Valuations. *Journal of Accountancy*, 209(4), 32-39.

DiGabriele, J. (2010). Breaking Up Marital Assets: "A Balance Sheet Act". *American Journal of Family Law*, 24(1), 26-32.

Lashley, M. B., **Jeffers, A.**, Davis, D. (2009). Psycho-Social Impact of Mortgage Foreclosure. *International Journal of Business Research*, 9(6), 58-67.

Lauricella, L. (2009). 2009 New Jersey Year End Tax Planning Gets Even More Complicated. *Journal of State Taxation*, 27(6), 47-50.

Lee, Z.-H., **Lin, B., Yang, J.** (2009). Decision Model and Analysis for Investment Interest Expense Deduction and Allocation. *European Journal of Operation Research*, 200(1), 269-280.

Poon, W. (2009). Principles-Based Approach to Accounting Standard Setting. *National Accounting Journal*, 11(1), 46 - 48.

Yang, J., Jeffers, A. (2009). Overview of the New Accounting Standards of FASB Nos. 141R and 160.. *European Journal of Management*, 9(3), pages 169-174.

Yang, J. (2010). Tax Planning Strategies for Stock-Based Compensation. *Journal of Compensation and Benefits*, 26(3), 5-14.

Yang, J. (2009). Tax Issues of E-Business - Domestic Versus International. *Journal of E-Business*, IX (2009)(1, 2), 52-64.

Yang, J. (2009). The Tax Problems Arising From Bernard Madoff's Ponzi Scheme. *Tax Notes*, 125(5), pages 553-557 (November 2, 2009).

Yang, J. (2009). Amazon Tax Under Challenge. *Journal of State Taxation*, September/October 2009, pages 37-42.

Yang, J. (2009). Tax Planning Strategies for the Victims of Madoff's Ponzi Scheme. *The Journal of 21st Century Accounting*, 9(2), 1-9.

Discipline-Based Scholarship

Cantwell, J., **Zhang, Y.** (2009). The Co-Evolution of International Business Connections and Domestic Technological Capabilities: Lessons from the Japanese Catch-up Experience. *Transnational Corporations*, 18(2), 37-68.

Chatterjee, P. (2010). e-Service Brand Extensions: The Role of Perceived Fit and Category Usage Level on Adoption. *Journal of Service Science*, 3(1), 7-13.

Chakraborty, C., Nandi, B. (2009). Telecommunications Adoption and Economic Growth in Developing Countries: Do Levels of Development Matter?. *Journal of Academy of Business and Economics*, 9(2), 51-61.

Chang, C. (2009). Sourcing Considerations When Inventory Is Present. *International Journal of Business Research*, 9(4), 27-42.

Cho, J., Dansereau, F. (2010). Are Transformational Leaders Fair? A Multi-Level Study of Transformational Leadership, Justice Perceptions, and Organizational Citizenship Behaviors. *Leadership Quarterly*, 21(3), 409-421.

Cho, J., Kim, S. (2009). Procedural Justice and Organizational Citizenship Behaviors: A Social Identity Motive. *International Journal of Business Research*, 9(6), 107-113.

Cho, J., Kim, S. (2009). Procedural Justice and Organizational Citizenship Behaviors: A Social Identity Motive. *International Journal of Business Research*, 9(6), 107-113.

Chung, S., **Narasimhan, R.** (2009). Are Published Annual Reports of Public Companies Still Necessary in the Digital Age?. *Journal of Global Business Development*, 2(1), pp. 32-35.

DiGabriele, J. (2010). The Application of a Predictive S Corporation Premium Model and the Behavioral Considerations in Acquisitions of Private Companies.. *Business Journal For Entrepreneurs*, 2010(1), 1-15.

DiGabriele, J. (2009). Implications of Regulatory Prescriptions and Audit Standards on the Evolution of Forensic Accounting in the Audit Process. *Journal of Applied Accounting Research*, 10(2), 109-121.

Ekeledo, I., Jayachandran, C. (2009). Entry Mode Strategies of International Retailers: A Conceptual Framework and Research Proposition. *International Journal of Business Research/Academy of International Business and Economics (AIBE)*, 9(5).

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Ferguson, R., Leistikow, D., **Yu, S.** (2009). Arithmetic and Continuous Return Mean-Variance Efficient Frontiers. *Journal of Investing*, 18(3), 62-70.

Ferguson, R., Leistikow, D., Rentzler, J., **Yu, S.** (2009). The Effect of Value Estimation Errors On Portfolio Growth Rates. *Journal of Investing*, 18(2), 69-75.

Kessler, S., Taylor, E., Levine, E., Wiley, J., Kessler, L. (2009). Is a happy nation a productive nation? An exploration of the relationship between job satisfaction and productivity at the national level. *European Journal of International Management*, 2(3), 356-375.

Kim, D.-K., Jung, S., Bae, Y. (2009). The Demand for and Supply of International Business Knowledge. *International Journal of Business Research*, 7(1).

Limbu, Y., Torres, I. M. (2009). The Effect of Product Involvement and Ad Type on Attitudes toward Direct-to-Consumer Advertising of Prescription Drugs. *Journal of Health and Human Services Administration*, 32(1).

Malaga, R. (2009). Web 2.0 Techniques for Search Engine Optimization - Two case studies. *Review of Business Research*, 9(1), 132-139.

Malaga, R. (2009). Taxing E-Commerce Affiliates –The Potential Impact of New York State’s “Amazon Tax”. *Journal of Applied Business Research*, 25(4), 31-35.

Malaga, R., Montano, B., Porter, D., Ord, K. (2009). A New Approach to End-of-Auction Models to Curb Sniping. *Journal of the Operations Research Society*.

Maghrabi, A., **Firoz, N. M.**, Wghdy, A., Crlencic, J. (2009). Islamic Banking and the Future of Interest Free Banking. *Ethics & Critical Thinking journal*, 2009(4). Ozenbas, D., San Vicente Portes, L. (2009). Relationship between GDP Volatility, Idiosyncratic Stock Price Risk and Firms’ Capital Structure: An Explanation within the Financial Accelerator Framework. *The Business Review, Cambridge*, 14(1), 1-8.

Mukherjee, A., Pinto, M. B., Malhotra, N. (2009). Power Perceptions and Modes of Complaining in Higher Education. *The Service Industries Journal*, 29(9).

Ozenbas, D., San Vicente Portes, L. (2009). Relationship between GDP Volatility, Idiosyncratic Stock Price Risk and Firms' Capital Structure: An Explanation within the Financial Accelerator Framework. *The Business Review*, Cambridge, 14(1), 1-8.

Peterson, R. T., Xu, B., Limbu, Y. (2009). The Depiction of Female Models in Sport Television Commercials in the U.S. by Degree of Slenderness: An Appraisal. *Journal of Promotion Management*, 15(1/2), 184-203

Peterson, R. T., Limbu, Y. (2009). The Convergence of Mirroring and Empathy: Communications Training in Business-to-Business Personal Selling Persuasion Efforts. *Journal of Business to Business Marketing*, 16(3), 193-219.

Rawlins, G. (2009). Using Currency Devaluations as a Tool to improve The Trade Balance: The Experience of Central America and the Caribbean.. *Journal of American Business and Economics*, 10(4).

San Vicente Portes, L., Ozenbas, D. (2009). On Balance Sheets, Idiosyncratic Risk and Aggregate Volatility. *Berkeley Journal of Macroeconomics*, 9(1), 1-25.

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Subramanian, R. (2009). Relationship Between Market Orientation and Performance in Family-Owned Firms: a Context-Specific Investigation. *International Journal of Business Innovation and Research*, 3(5), 500-514.

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Wang, Y., Stumbo, N. J. (2009). Factors Affecting Quality of life for community-dwelling older adults with a disability: Implications for Therapeutic Recreation Practices and Research. *Annual in Therapeutic Recreation*, 17, 18-30.

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Xing, R., Yao, J., Wang, J. (2009). Broadband Challenge Facing Global Competitiveness. *International Journal of Society Systems Science (IJSSS)*, 1(3), 293-305.

Yu, S., Kim, S.-H. (2009). Analysis of Business Week Hot-Growth Stocks: Momentum and Fundamental Investment Approaches. *Journal of Asset Management*, 10(3), 192-204.

Yu, S., Webb, G., Tandon, K. (2010). Option Introduction and Secondary Equity Offerings. *Journal of Applied Finance*, 20(1), 47-63.

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Other Intellectual Contributions

Contributions to Practice

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Aquilino, F. (2009). Looking at the Flip-Side of Accounting Students. *The Newspaper of the New York State Society of Certified Public Accountants*.

DiGabriele, J., Filler, M. G. (2009). Considering the Market Approach in Matrimonial Valuations: The Application of Regression Analysis to the Direct Market Data Method. *Forensic Accounting in Matrimonial Divorce Engagements*, 1(1), 153-194.

DiGabriele, J., Simoes, G. V., Zaku, L. (2009). The Separation Anxiety of Marital Assets: Preparation of the Marital Balance Sheet. *Forensic Accounting in Matrimonial Divorce Engagements*, 1(1), 57-68.

Jeffers, A. (Presenter & Author), IABE - 2009 Annual Conference, "Psycho-Social Impact of Mortgage Foreclosure," International Academy of Business and economics, Las Vegas, Nevada. (October 2009).

Kapor, M. (2009). Rocky Road to Democracy- Comparative Study of Albania and Serbia.

Kapor, M. (2009). The Effect of International Capital Movements on Structural Imbalances in the World Economy.

Koppel, N. (2009). Book Review for "Engineering Service Oriented Systems: A Model Driven Approach", by Bill Karakostas and Yannis Zorghiou. Hershey, PA: International Journal of Information Systems in the Service Sector (IJISSS).

Lord, R. A. (2009). The Interrelationship of Carbon Dioxide Emissions with Technological and Economics Development. 11th International Conference of the Society for Global Business and Economic Development.

Maghrabi, A., Firoz, N. M., Taghy, R., Waghdy, A., Sintim, H., Gunduz, M. (2009). ABC of Interest Free Banking. Conflict Resoulation & Negotiation, 2009(4).

Maghrabi, A., Firoz, N. M., Wghdy, A., Taghy, R., Ali, O. (2009). Marketing Interest Free Islamic Banking to the Muslim World. Business Journal for Entrepreneurs, 2009(4).

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Peterson, R., Berenson, M. (2009). What is "Normal" Grading Among Faculty Teaching the Same Course?. Hackensack, New Jersey: World Scientific Publishing Co. Inc.

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Learning & Pedagogical Research

Berenson, M., Annual Meeting of the Decision Sciences Institute, "Putting a Quart into a Pint Pot," Decision Sciences Institute & MSMESB, New Orleans, LA. (November 2009).

Berenson, M., Joint Statistical Meetings, "Statistics in Business Schools: The Future?," American Statistical Association, Washington, DC. (August 2009).

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Chang, C. Instructor's Manual to accompany Fundamentals of Cost Accounting 3e (pp. 429). McGraw-Hill.

DiGabriele, J. (Presenter & Author), **Douma, I.** (Presenter & Author), CTLA, "Teaching Tips for Group Work," American Accounting Association, New York City. (August 1, 2009).

Hollister, K., Koppel, N., 2009 Annual Meeting of the Decision Sciences Institute, "Using a Knowledge Toolbox for Closing the Loop on Assessment of Student Learning," New Orleans, LA. (November 2009).

Koppel, N., 2009 Annual Meeting of the Decision Sciences Institute, "Using Clickers to Collect Real Time Data in a Business Statistics Course," New Orleans, LA. (November 2009).

Malaga, R. (2009). Choosing a Wiki Platform for Student Projects – Lessons Learned. Las Vegas, NV: Clute College Teaching and Learning Conference.

Mukherjee, A., Academy of Management Annual Meeting, "Can Internal Marketing Improve Nurse Retention in Hospitals?," Academy of Management, Chicago. (August 2009).

Mukherjee, A., AMA Summer Marketing Educators Conference, "Effects of Retail Crowding on Shopping Satisfaction and Patronage Intentions of Asian Consumers," AMA, Chicago. (August 2009).

Narasimhan, R., Annual Meeting, "Should a financial literacy course be required in the General Education Program for all college students?," American Accounting Association Mid-Atlantic Region, Philadelphia, PA. (April 23, 2010).

Narasimhan, R. (Presenter & Author), Annual Meeting, "Time to incorporate XBRL into the Accounting Curriculum," American Accounting Association, New York City, NY. (August 2009).

Narasimhan, R. (Presenter & Author), Annual Meeting, "Using the Case Study Method in Lieu of Lecturing in Teaching the Principles of Financial Accounting Course," American Accounting Association, New York City, NY. (August 2009).

Narasimhan, R., 2009 International Fraud and Forensic Accounting Education Conference, "Integrating ACL into Courses for Forensic Accounting or Fraud," West Virginia University, Las Vegas, Nevada. (July 2009).

Peterson, R. (Presenter & Author), **Berenson, M.** (Presenter & Author), **Misra, R.** (Presenter & Author), Annual Meeting of the Decision Sciences Institute, "An Evaluation of Factors Regarding Students' Assessment of Faculty in a Business School," Decision Sciences Institute, New Orleans, LA. (November 2009).

Romero, S. (Presenter & Author), ICERI 2009 The international conference of education, research and innovation, "Question order effect of student quizzes in introductory Financial Accounting courses," Madrid, Spain. (November 18, 2009).

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Zamanian, Z. (Presenter & Author), International Academy of business and public administration disciplines (IABPAD), "Foreign Investment in US real estate," Dallas, TX. (April 22, 2010).

Discipline-Based Scholarship

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Chakraborty, C., Info CPRSouth4, "telecommunications Infrastructure, Development Stages and Economic Growth: Evidence from a Panel of Developing Countries," InfoCPR, Negombo, Sri Lanka. (December 2009).

Chatterjee, P. (Presenter & Author), 2009 Academy of Marketing Science Retailing Conference, "Differential Consumer Response to Bundled and Partitioned Prices – The Role of Shipping Charges," Academy of Marketing Science, New Orleans, USA. (September 30, 2009).

Chatterjee, P. (Presenter & Author), Academy of Marketing Science Retailing Conference, "Multiple-Channel and Cross-Channel Shopping Behavior," Academy of Marketing Science, New Orleans, LA. (September 30, 2009).

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Cho, J., Kim, S., International Academy of Business and Economics (IABE), "Procedural Justice and Organizational Citizenship Behaviors: A Social Identity Motive," Las Vegas. (October 2009).

Colucci, W. (Presenter & Author), New Jersey Communication Association, "From the Tower of Babel to CSI: What are the modern stories about technology telling us? –A look at TV science fiction and detectives shows," Madison, NJ. (April 2010).

Colucci, W. (Presenter & Author), International Business and Economics Research, "Impact of face to face meetings in a hybrid distance education course," Clute Institute, Las Vegas, NV. (October 2009).

Colucci, W., Koppel, N. (2009). Impact of the Placement and Quality of Face-to-Face Meetings in a Hybrid Distance Learning Course. Las Vegas, NV: Clute Institute International Business & Economics Research (IBER) Conference.

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Jensen, R. (Presenter & Author), Bowman, N. (Author Only), Wang, Y. (Author Only), Larson, B. (Author Only), the Fourth Summit on Communication and Sport, "Does the Public Support Ads on Professional Sports Uniforms in the USA? Preliminary Results of," Cleveland, OH. (March 19, 2010).

Jeffers, A., 11th Annual Business & Economics Society (NBES) 2010 Conference, "Analyzing Financial Statements Under International Financial Reporting Standards (IFRS): Opportunities and Challenges," National Business & Economics Society (NBES), Kauai, Hawaii. (March 2010).

Jeffers, A., IABE-2009 Annual Conference, "Derivatives: An Islamic Perspective," International Academy of Business & Economics, Las Vegas, Nevada. (October 2009).

Jeffers, A., IABE-2009 Annual Conference, "The SEC's Failure & Investors Relief in the Madoff Ponzi Scheme," International Academy of Business and Economics, Las Vegas, Nevada. (October 2009).

Jeffers, A., American Accounting Association Annual Meeting, "Development of a Regulatory & Supervisory Framework to Protect Investors & Circumvent Financial Scams," American Accounting Association (AAA), New York City, New York. (August 4, 2009).

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Kessler, S. (Presenter & Author), **Cho, J.** (Author Only), **Xia, J.** (Author Only), Hunt, J. (Author Only), Stelluto, G. (Author Only), Ropo, A. (Author Only), The 3rd Research Symposium of the Society for Global Business and Economic Development (SGBED), "Playing a New Tune: Lessons from Examining Leadership in Orchestras," Barcelona, Spain. (June 2010).

Kessler, S., Nord, W. (Author Only), Nixon, A. (Author Only), James, J., Acker, S., Academy of Management, "What do we know about organic/mechanistic structures? Not as much as we'd like!," Academy of Management, Chicago, Illinois. (August 2009).

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Malaga, R. (2010). Search Engine Optimization – Black and White Hat Approaches (vol. 78, pp. Chapter 1). *Advances in Computers*.

McDowall, S. (Author Only), **Lin, L.-C.** (Presenter & Author), The Annual Council on Hotel, Restaurant, and Institutional Education Conference, "Importance-Performance Analysis of Bangkok as a City," San Francisco, CA. (August 2009).

Meziani, A. Seddik (Presenter & Author), Annual London Conference on "Money, Economy and Management", "Assessing international small-caps within a core-satellite investment strategy", Imperial College, London, UK. (July 9, 2009).

Misra, R. (2009). *The Use of Outsourcing As a Business Strategy: a case study* (vol. 1). Hersey, PA: Business Science Reference.

Ozenbas, D., San Vicente Portes, L., Midwest Finance Association, "Idiosyncratic Volatility and Capital Structure: Firms' Response to Larger Risk." (February 2010).

Ozenbas, D., San Vicente Portes, L., Economics & International Business Research Conference, "KEYNOTE ADDRESS: Relationship between GDP Volatility, Idiosyncratic Stock Price Risk and Firms' Capital Structure: An Explanation within the Financial Accelerator Framework." (December 2009).

Ozenbas, D., Montclair State University Brown Bag research series, "Using the Wharton Research Database (WRDS), CRSP and Compustat databases." (December 2009).

Romero, S., AAA Annual Meeting, "Technology adoption in auditing," American Accounting Association, New York. (August 2009).

Sintim, H. (Presenter & Author), **Lord, R. A.,** 9th Global Conference on Business and Economics, "Firm Size and Industry Effects on Market Reaction to Changes in the Price of Federal Funds Futures.," *International Journal of Business and Economics*, Cambridge University, UK.. (October 17, 2009).

Sintim, H. (Presenter & Author), **Lord, R. A.,** 9th Global Conference on Business and Economics, "Firm Size and Industry Effects on Market Reaction to Changes in the Price of Federal Funds Futures.," *International Journal of Business and Economics*, Cambridge University, UK.. (October 17, 2009).

Treadway, D. (Presenter & Author), Breland, J. (Author Only), **Cho, J.** (Presenter & Author), Duke, A. (Author Only), **Yang, J.** (Presenter & Author), Academy of Management (AOM), "When Performance on the Job is Just Not Enough: Role of Political Skill in the Longitudinal Performance – Power Relationship," Chicago. (August 2009).

Usmen, N. (Author Only), Markowitz, H. M. (Presenter & Author), Tessitore, A. (Author Only), Fred Arditti Innovation Award Ceremony, "Models for Stock Return Distributions," CME Group Center for Innovation, Chicago. (November 14, 2009).

Wang, J., Hu, X., **Hollister, K.,** Dan, Z. (2009). A Specialized Evaluation and Comparison of Sample Data Mining Software. Ubiquitous Developments in Knowledge Management: Integrations and Trends (Advances in Knowledge Management Series).

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Wang, Y. (Author Only), **Weston, S.** (Presenter Only), 2010 Northeastern Recreation Research Symposium, "Day-Trippers and Weekend Travelers: An Exploration of Travel Behavior Differences," Bolton Landing, NY. (April 12, 2010).

Wang, Y. (Author Only), McDonald, J. M. (Presenter Only), the 19th IAGG World Congress of Gerontology and Geriatrics, "The influence of race and income on health-related quality of life among older diabetics and non-diabetics," Paris, France. (July 7, 2009).

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Wang, Z., **Wang, Y.** Service Science for Socio-Economical and Information Systems Advancement: Holistic Methodologies (2nd ed., vol. 2). Hershey, PA: International Journal of Information Systems in the Service Sector.

Wang, Y. Ageing Travel Market and Accessibility Requirements. Accessible Tourism: Concepts and Issues.

Wang, Y. (Author Only), **Weston, S.** (Presenter Only), 2010 Northeastern Recreation Research Symposium, "Day-Trippers and Weekend Travelers: An Exploration of Travel Behavior Differences," Bolton Landing, NY. (April 12, 2010).

Xing, R. (Presenter & Author), **Peterson, R.** (Author Only), **Wang, J.** (Author Only), 2nd General Business Conference, "IT Does Matter," Sam Houston University, Houston, TX. (April 9, 2010).

Xing, R. (Presenter & Author), **Peterson, R.** (Presenter & Author), Brownbag, "Redefining Information Technology in 21st century (II)," MSU-SBUS, MSU. (November 11, 2009).

Xing, R. (Presenter & Author), **Peterson, R.** (Presenter Only), Brownbag, "Redefining IT in the 21st Century (I)," MSU-SBUS, MSU. (September 23, 2009).

Xing, R. (Presenter & Author), **Peterson, R.** (Author Only), Wang, J. (Author Only), 2nd General Business Conference, "IT Does Matter," Sam Houston University, Houston, TX. (April 9, 2010).

Xing, R. (Presenter & Author), 3rd Research Symposium of the Society of Global Business and Economic Development, "Innovation sin Broadband Technology & US Competitiveness," MSU, Barcelona, Spain. (June 18, 2010).

Xing, R. (Presenter & Author), **Peterson, R.** (Author Only), Wang, J. (Author Only), 2nd General Business Conference, "IT Does Matter," Sam Houston University, Houston, TX. (April 9, 2010).

Xing, R. (Presenter & Author), **Peterson, R.** (Presenter & Author), Brownbag, "Redefining Information Technology in 21st century (II)," MSU-SBUS, MSU. (November 11, 2009).

Yang, J. (Author Only), **Jeffers, A.** (Presenter & Author), Annual Conference of International Academy of Business and Economics, "Overview of the New Accounting Standards of FASB Nos. 141R and 160.," International Academy of Business and Economics, Plaza Hotel, Las Vegas, Nevada. (October 18, 2009).

Yao, J., Xing, R., Wang, J. (2010). Instructional technology applications in corporate world (ed., vol. II, pp. In press - TBD). China People's University Press, Beijing: Educational Technology.

Yu, S., Lord, R. A., Webb, G. (2010). The Hot-Growth Companies: How Well Do Analysts Predict Their Performance. *Journal of Economics and Business*, 62(3), 195-219.

Yu, S., Lord, R. A. (2010). Selected Papers from the Annual Meeting of the Southwestern Finance Association in 2009 (ed., vol. 36(8)). *Managerial Finance*, Emerald Group Publishing Limited.

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Yu, S., South-Western Finance Association, "Is the Gold-to-Silver Price Ratio a Valid Indicator for Investment Strategies based on Sector, Style, or Size?," Dallas, Texas. (March 2010).

Yu, S., Leistikow, D., Southern Finance Association, "Abnormal Stock Returns, for the Event Firm and its Rivals, Following the Event Firm's Large One-day Stock Price Drop," Captiva Island, Florida. (November 2009).

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHSS)

Books

Afzal-Khan, F. *Labore with Love: Growing Up with Girlfriends Pakistani Style* (Syracuse University Press, 2010).

Besen-Cassino, Y. (with D. Cassino). *Consuming Politics: Jon Stewart. Branding and the Youth Vote in America* (Farleigh Dickinson Press, 2009).

Eller, C. *Gentlemen and Amazons: The Myth of Matriarchal Prehistory, 1861-1900* (University of California Press, 2010).

Feldman, A. and J. Hana. *A Resource-light Approach to Morphosyntactic Tagging* (Rodopi Press, 2010).

Freed, A. (Ed. with S. Ehrlich). "*Why Do You Ask?*" *The Function of Questions in Institutional Discourse* (Oxford University Press, 2010).

Pole, A. (with E. Schneier and J. Murtaugh) *New York Politics: A Tale of Two States*, 2nd edition. (ME Sharpe, 2009).

Pole, A. *Blogging the Political: Politics and Participation in a Networked Society* (Routledge, 2010).

Ragin, D. *Health Psychology: an Interdisciplinary Approach* (Pearson/Prentice Hall, 2010).

Trubiano, M. *Ennio Flaiano and His Italy: Postcards from a Changing World* (Farleigh Dickinson University Press, 2010).

Zilney, L. *Drugs: Policy, Social Costs, Crime & justice* (Prentice Hall, 2010).

Selected Academic Honors and Awards

Carnevale, N. National Endowment for the Humanities Fellowship, Awarded Spring 2010

Galef, M. Columnist for *Inside Higher Education*

McCaffrey, K. Addressed President's Task Force on Puerto Rico's Status at invitation of the Task Force, May, 2010

Morrissey, M. Fulbright Sociology Review Board, Appointed Summer 2010

Oppenheim, L. NJ Governor's Council on Mental Health Stigma Ambassador Award (March, 2010)

Somers-Willett, S. Winner of 2010 Gracie Award from Alliance for Women in Media, for poems and radio pieces on working poor women aired on WNYC's Studio 360.

Taylor, M. 2010 NACADA Outstanding Advising Certificate of Merit in the Faculty Advising category

Waters, G. Chairman, New Jersey Council for the Humanities.

Woodard, J. Fulbright Scholar Grant, Brazil, Spring 2010.

COLLEGE OF EDUCATION AND HUMAN SERVICES (CEHS)

BOOKS PUBLISHED

Feldman, C. (2009). *Ancient Roman Dining*. Saarbrücken, Germany: Vdm-Verlag.

Gregory, M. (Ed). (2009). *Filosofiaa Lapsille & Nuorille: Kaytannon Kasikirja Ajattelutaidot, Niin & Nain [Philosophy for Children & Young People: Practical Handbook for Thinking Skills, Etc.]*, Finnish translation by Jarkko S. Tuusvuori. Tampere, Finland: European Philosophy Society.

McDonald, J., **Klein, E. J.**, & Riordan, M. (2009). *Going to scale with new school designs: Reinventing high school*. NY: Teachers College Press.

Knobel, M. and Lankshear, C. (Eds.). (2010). *DIY Media: Sharing, creating and learning with new media*. New York: Peter Lang.

Price, S.J., **Price, C.A.**, & McKenry, P.C. (Eds.). (2010). *Families and Change: Coping with Stressful Events and Transitions* (4th Ed). Thousand Oaks, CA: Sage Publications.

OTHER PUBLICATIONS

Bai, Y., Middlestadt, S. E., Peng, C.-Y. J., & Fly, A. D. (2010). Predictors of continuation of exclusive breastfeeding for the first six months of life. *Journal of Human Lactation*, 26(1), 26-34.

Bai, Y., Wunderlich, S., Piemonte, J. (2010). Is prevention cost effective for controlling long term care costs? *Clinical Geriatrics*, 18 (6), 46-47.

Bauer, K. (2010). Gaining Cultural Competence in Community Nutrition. In Boyle, M. and Holben, D. (Eds.) *Community Nutrition in Action: An Entrepreneurial Approach*. Belmont, CA: Wadsworth/Thomson Learning.

Evenson, K.R., Murray, D., **Birnbaum, A.S.**, Cohen D.A. (2010). Examination of perceived neighborhood characteristics and transportation on changes in physical activity and sedentary behavior: The trial of activity in adolescent girls. *Health and Place*, 16(5):977- 985.

Nichols T.R., **Birnbaum, A.S.**, Bryant K., Botvin G.J. (2009). Lunchtime practices and problem behaviors among multi-ethnic urban youth. *Health Education and Behavior*, 36(3):570-582.

Bulkley, K.E., Olah, L.N. & Blanc, S. (Eds.) (2010). Benchmarks for success? Interim assessments as a strategy for educational improvement. *Peabody Journal of Education*, 85(2).

Bulkley, K.E., Christman, J.B., Goertz, M. & Lawrence, N. (2010). Building with benchmarks: The role of the district in Philadelphia's benchmark assessment system. *Peabody Journal of Education*, 85(2), 186-204.

Blanc, S., Christman, J.B., Liu, R., Mitchell, C., Travers, E. & **Bulkley, K. E.** (2010). Learning to learn from data: Benchmarks and instructional communities. *Peabody Journal of Education*, 85(2), 205-225.

Bulkley, K.E., Olah, L.N. & Blanc, S. (2010). Benchmarks for success? Why study interim assessments as a strategy for educational improvement? *Peabody Journal of Education*, 85(2), 115-124.

Erwin, E. J., Brotherson, M. J., Palmer, S., Cook, C., Weigel, C. & Summers, J. A. (2009). Promoting self-determination for young children with disabilities: Evidenced-based strategies for practitioners and families. *Young Exceptional Children*. 12/(2), 27-37.

Erwin, E. J. (2010). Growing up happy and independent: What parents can do to promote self-determination in the early years. <http://www.pbs.org/parents/specialneeds/>.

Erwin, E.J. & Lederer, S. H. (2010). Let's practice yoga: The promise and practice of yoga for kids with disabilities. <http://www.pbs.org/parents/specialneeds/>.

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Fives, H. & Buehl, M. M. (2010). Examining the Factor Structure of the Teacher Sense of Efficacy Scale. *The Journal of Experimental Education*, 78, 118-134.

Fives, H. & Looney, L. (2009). College Instructors Sense of Teaching and Collective Efficacy. *International Journal of Teaching and Learning in Higher Education*, 20(2), 182-191. <http://www.isetl.org/ijtlhe/pdf/IJTLHE330.pdf>

Fives, H., & Buehl, M. M. (2010). Teachers' Articulation of Pedagogical Knowledge Beliefs: Conceptualizing a Belief Framework. In L. D. Bendixen & F. C. Haerle (Eds.) *Personal Epistemology in the Classroom: Theory, Research, and Implications for Practice*. Cambridge University Press.

Gager, C. T. & Yabiku, S. T. (2010). Who has the time?: The relationship between household labor time and sexual frequency. *Journal of Family Issues*, 31, 135-63.

Yabiku, S. T. & **Gager, C. T.** (2009). Sexual frequency and the stability of marital and cohabiting unions. *Journal of Marriage and Family*, 7, 983-1000.

Gager, C. T., Sanchez, L. A., & DeMaris, A. (2009). Whose time is it?: The effect of gender, employment, and work/family stress on adolescent's housework. *Journal of Family Issues*, 30, 1459-1485.

Goldstein, S. E., & Tisak, M. S. (2010). Early adolescents' social reasoning about relational aggression. *Journal of Child and Family Studies*, 471-482.

Gregory, M. and Laverty, M., guest editors. (2010). Special Issue on Philosophy, Education and the Care of the Self. *Thinking: The Journal of Philosophy for Children*, 19(4).

Gregory, M. (2009). A Framework for Facilitating Classroom Dialogue. In Marsal, E., Dobashi, T. and Weber, B. (Eds.), *Children Philosophize Worldwide: Theoretical and Practical Concepts*. Frankfurt & New York: Peter Lang Verlag.

Gregory, M. (2009). Normative Dialogue Types in Philosophy for Children. In Marsal, E., Dobashi, T. and Weber, B. (Eds.), *Children Philosophize Worldwide: Theoretical and Practical Concepts*. Frankfurt & New York: Peter Lang Verlag.

Gregory, M. (2009). Ethics Education and the Practice of Wisdom. *Teaching Ethics* 9(2), 105-30, with Commentary by Karen Mizell.

Gregory, M. (2009). Making the Break: The Ethics of Disassociation and Exclusion in a Value-Oriented Educational Association. *Theory in Action*, 2(3) 75-86.

Gregory, M. (2009). Haroutunian-Gordon, S.: *Learning to Teach Through Discussion: The Art of Turning the Soul*. New Haven: Yale University Press. Reviewed in *Teachers College Record*, June 07, 2010 (<http://www.tcrecord.org>, ID Number: 16007, accessed 6/8/2010).

Gregory, M., Sharp, A.M. (2009). Towards a Feminist Philosophy of Education. *Thinking: The Journal of Philosophy for Children*, 19 (2-3), 87-96.

Juniu, S., Salazar, C.G. (2010). Significados de la palabra “esparcimiento” para estudiantes de la Universidad de Costa Ricay de Montclair State University. The meaning of the word “leisure” for students from the University of Costa Rica and Montclair State University. *Actualidades Investigativas en Educación*, 10(1), 1 – 28.

Juniu, S. (2009). Computer mediated parent-teacher communication. La comunicación entre padre-maestro mediada por computadoras. *Actualidades Investigativas en Educación*, 9(3), 1 - 19.

Juniu, S. (2009). The Transformation of Leisure. *Leisure/Loisir*, 33(2), 1 - 16.

Kennedy, D., Kennedy, N.S. (2010). Between Chaos and Entropy: Community of Inquiry from a Systems Perspective. *Complicity: An International Journal of Complexity and Education*, 7(2).

Kennedy, D. (2010). Review of M. Lipman, *A Life Teaching Thinking*. *Thinking* 20, 1-2.

Kennedy, D. (2010). Review of Kellner, D. Lewis, T., Peirce, C. & Cho, D., *Marcuse's Challenge to Education*, in *Teachers College Record*.

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Klein, E. J. & Riordan, M. (2009). Putting professional development into practice: A framework for how teachers in Expeditionary Learning Schools implement professional development. *Teacher Education Quarterly*. 36 (4), 61-80.

Klein, E. J., Riordan, M., Sotirhos, S., Schwartz, A. (2009). Caring and community: Analyzing a dissertation support group as a community of practice using Noddings' ethic of care. In A. Samaras, C. Beck, A. Freese, & C. Kosnik (Eds), *Learning communities in practice*. Dordrecht, The Netherlands: Springer Press.

Lee, S., Meszaros, P. S., & Colvin, J. (2009). Cutting the wireless cord: effects of college student cell phone use and attachment to family and peers. *Journal of Marriage and Family Review*, 45(6), 717-739.

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Levitt, D.H. (2009). Helping students with eating disorders and body image concerns. In B.J. Erford (Ed.), *The Professional School Counselor's Handbook (2nd ed.)*. Austin, TX: Pro-Ed, Inc.

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Lankshear, C. and **Knobel, M.** (2010). Remix digital: La nueva escritura global como hibridación sin limites [Trans: Digital remix: the new global writing and endless hybridization]. In E. Lucio-Villegas and A. Guardas (eds), *El Valor de la Palabra: Alfabetizaciones, Liberaciones y Ciudadanías Planetarias* [Trans: The Value of the Word: Literacies, Freedoms and Global Citizens]. Valencia, Spain: Ediciones de Centre de Recursos I Educació Continuada.

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Lankshear, C. and **Knobel, M.** (2010). Foreword (or, Beyond 'Reify, Measure and Treat'). In S. Shariff and A. Churchill (Eds.), *Truths and Myths about Cyber-Bullying: International Perspectives on Stakeholder Responsibility and Children's Safety*. New York: Peter Lang. xi-xvii.

Lankshear, C. and **Knobel, M.** (2009). More than words: Chris Searle's approach to critical literacy as cultural action. *Race and Class* 51(2): 59-78.

Nesteruk, O. (2010). Heritage language maintenance and loss among the children of Eastern European immigrants in the United States. *Journal of Multilingual and Multicultural Development*, 31(3), 271-286.

Price, C. A., & Nesteruk, O. (2010). Creating retirement paths: Examples from the lives of women. *Journal of Women and Aging*, 22(2), 136-149.

Marks, L. D., Hopkins-Williams, K., Chaney, C., **Nesteruk, O.**, & Sasser, D. (2010). "My kids and wife have been my life": Married African American fathers staying the course. In R. L. Coles & C. Green (Eds.), *The myth of the missing Black father*. New York: Columbia University Press.

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Nesteruk, O., Marks, L. D., & Garrison, M. E. (2009). Immigrant parents' concerns regarding their children's education in the United States. *Family and Consumer Sciences Research Journal*, 37(4), 422-441.

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Price, S.J., & **Price, C.A.** (2010). Families coping with change: A conceptual overview. In S.J. Price, C.A. Price, & P.C. McKenry (Eds.), *Families and Change: Coping with Stressful Events and Transitions* (4th Ed) (pp.1-23). Thousand Oaks, CA: Sage Publications.

Sheely-Moore, A. & Bratton, S. (2010). A strengths based parenting intervention with low- income African American families. *Professional School Counseling*, 13(3), 175-183.

Sheely-Moore, A. (2010). Child Parent Relationship Therapy with African American parents. In J. Baggerly, D. Ray, & S. Bratton, (Eds.), *Child-centered play therapy research: The Evidence Base for Effective Practice*. Hoboken, NJ: John Wiley & Sons, Inc.

Lee, Y. J., & **Shin, M.** (2009). Rethinking reflective practices in teacher education through looking at in-service teachers' experiences. *Asia-Pacific Journal of Research in Early Childhood Education*, 3(2), 3-21.

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Urban, J.B., & Trochim, W.M. (2009). The role of evaluation in research-practice integration: Working toward the "golden spike." *American Journal of Evaluation*, 30(4), 538-553.

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Weinstein, M. (2009). A Metamathematical Model of Emerging Truth. In J.-Y. Béziau & A.Costa-Leite (Eds.), *Dimensions of Logical Concepts*, Coleção CLE Vol.55. Campinas, Brazil.

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Wunderlich, S.M., McKinnon, C., Piemonte, J., and Ahmad, Z.N. (2009). Measuring the impact of nutrition education and physical activity on older adults participating in government sponsored programs: examining the assessment tools. *J Nutrition for the Elderly*, 28 (3), 255- 271.

Wunderlich, S., Feldman, C., Briceno-Pinar, E., Konas, D., Ruskin, M., Toney, J. (2009). A laboratory analysis of total fat content and an examination of portion size of foods served in four New Jersey public middle school foodservice operations. *Journal of Foodservice* 20(6)6: 264–274.

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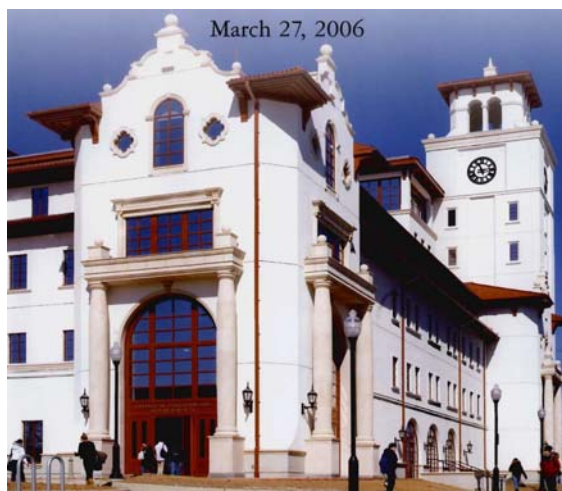
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I. Major Capital Projects

Recently Completed Projects

University Hall, a major new academic building (\$80 million), was officially opened in March 2006. Opened for classes in spring 2006, this 270,000 square foot facility houses the College of Education and Human Services; office and instructional space, including a dean's suite; 125 faculty offices; eight specialized learning labs; six department offices; 28 adjunct faculty work stations; the ADP Center for Teacher Preparation and Learning Technology; the Center of Pedagogy; a Literacy Enrichment Center; and the Institute for the Advancement of Philosophy for Children. Classroom space includes eight 100-seat lecture halls and 29 classrooms with 30 to 40 seats. A Conference Center on the 7th floor of the building, providing panoramic views of the Manhattan skyline, accommodates groups of up to 500 persons. Also, all network operations and the University's data center as well as training classrooms, offices and workstations for the Office of Information Technology are housed in the facility.



In April 2006, Montclair State University hosted the grand opening celebration for **The George Segal Gallery**. Located adjacent to the Alexander Kasser Theater Complex, the 7,200-square-foot Gallery is the only gallery space named for Segal in the world. George Segal's sculpture, *Street Crossing*, was installed on The Alexander Kasser Theater plaza in anticipation of the opening.



Construction of a new 77,000 square foot student recreation center (\$23 million) was completed in March 2008. **The Recreation Center** features a six-lane swimming pool, locker rooms, two-court gymnasium with elevated running track, two racquetball courts, strength and cardio training areas, offices and a snack bar. The new facility is located at the Northern end of the campus between Blanton Hall and the Yogi Berra Museum. Modern state of the art exercise equipment has been installed in the exercise areas which are located on the first and second floor. The second floor treadmills provide the user with a breathtaking view of the New York City skyline



The **John J. Cali School of Music** is an adaptive re-use project that transforms a former dormitory and classroom building into a state-of-the-art teaching, practice and performance facility. Opened for classes in fall 2009, the School of Music creates a new “gateway” building for the campus.

Built in 1928 in the Spanish Mission Style, the building originally known as Chapin Hall served as a dormitory until a later renovation transformed it into a classroom and departmental office facility. In 2005, the University commissioned Hillier Architecture to renovate and expand the original structure to establish a new home for the John J. Cali School of Music.

The facility includes a 250-seat recital hall; teaching studios; music practice and rehearsal rooms; and faculty offices. Another goal of the project is to achieve a rating under the U.S. Green Building Council’s Leadership in Energy & Environmental Design (LEED) Sustainable Design Rating System.



Reopened in fall 2009 following extensive renovation, **Panzer Gymnasium** (approximately 70,000 gross square feet) received upgrades to the competition gym, a new building entrance (façade) on College Avenue, interior upgrades, a new electrical system, and extensive upgrades to the present HVAC system.

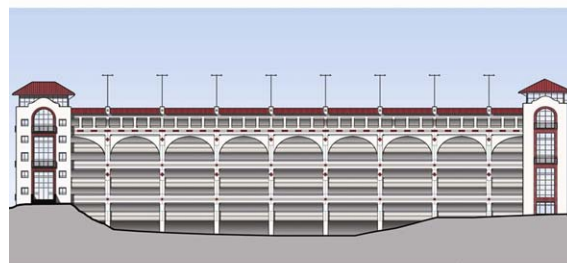


Montclair State University - Panzer Athletic Center
January, 2008

Chicko Green White
Architect
Panzer
Landscape Architects

CarParc Diem

A 5-1/2 story parking structure opened in fall 2010. Located adjacent to Floyd Arena, the structure utilizes existing site conditions to provide approximately 1,100 parking spaces with a net gain of approximately 850 parking spaces. Design queues are consistent with the University's Spanish Mission Style. Advanced design elements allow for future sustainable actions to occur paralleling the activities with University Hall and the United States Green Building Council.



MSU - Parking Garage - East Elevation
April 20, 2009

Chicko Green White
Architect
Panzer
Landscape Architects

Frank Sinatra Hall

Opened for occupancy in fall 2010, Frank Sinatra Hall is a 309 bed, 88,655 sq. ft., residence hall designed to meet the needs of the modern higher education student. The upper floors of the six story building each house between 45-50 sophomores in six to eight bed suites, and provide a lounge that promotes social activity among residents. The first floor includes an entry foyer, community resident director suite, three additional bedroom suites, building storage and mechanical, and a multipurpose room to hold both social and academic events. Interior space planning is designed to meet the needs of students who might be physically challenged. The design calls for

minimum energy consumption and maximum maintenance efficiency, while blending with the Spanish Mission architectural style inherent to the campus.



Current Projects

The Heights

Pursuant to the New Jersey Economic Stimulus Act, the new student housing and dining project will provide living space for 2,000 additional resident students and approximately 25,000 gross square feet of dining space on the northern portion of campus in what were formerly parking lots 22 and 23. The developer of this project is Capstone Development of Birmingham, Alabama.



College Avenue Promenade Project

In May 2010, contractors began the process of restoring the historic grandeur to College Avenue as specified in the project's planning and design phase. The scope of work includes new landscaping, lighting, road curbing, sidewalks and site utilities in the area between Normal Avenue and the Red

Hawk Deck. Also included within the parameters of the project is the reconstruction of the historic quad area between Chapin, Freeman and Russ Halls.



Finley Hall Renovation

The project consist of complete renovation of 37,000 S.F.(\$15 million estimated) of an existing two story building down to existing structural elements and new construction to build new classrooms on the first floor and faculty offices on the second floor. The project includes construction of new entrance tower, a new elevator on the south side of the building and a new exterior wall system. This building is designated to be used by the Collage of Humanities and Social Sciences at Montclair State University



Wireless Local Area Network

The University continues to improve upon the technology infrastructure and resources available to the University community to ensure they are able to effectively carry out the University’s teaching, learning and research mission.

The University is upgrading its wireless network infrastructure to the high speed, backbone class 802.11n protocol and expanding the coverage to ensure pervasive access to the University’s information resources throughout the campus. This \$5 million project will ensure that members of the University community have wireless service in every residence hall, academic space, and administrative building. Coverage will extend to all outdoor areas, including parking lots and garages.

Replacement of the University's Business Systems

Work is well underway on a project to replace the University's legacy business systems with the Oracle/PeopleSoft suite of applications. The program plan for this nearly \$30 million project, known as the Bell Tower Initiative, calls for replacement of all of our major business systems for finance and accounting, human resources and student information and services as well as the addition of a community portal and data warehouse and business intelligence services. The entire project is slated for completion by fall 2012.



MONTCLAIR STATE
UNIVERSITY

2009-2010 Economic Impact Report

An Investment in
New Jersey's Future



MONTCLAIR STATE
UNIVERSITY

President's Message



Montclair State University takes great pride in the caliber and commitment of its students and the quality of the education it provides to them. Montclair State's many thousands of graduates have gone on to lead purposeful and productive lives and have contributed to society in innumerable ways.

While the University exists for this educational purpose, it is also, itself, a positive contributor to the economy and quality of life of the state and the region. Montclair State employs thousands of people, makes voluminous purchases from state vendors, and attracts tens of millions of dollars in out-of-state funding.

Over recent years, the University has experienced significant growth in enrollments, expansion of academic programs, and the addition of new and renovated facilities. In short, we are running a bigger and better university than we were just a few short years ago, and these advances have enabled us to contribute even more to New Jersey.

We are determined to ensure that the University continues to be an outstanding educational resource and engine of growth for New Jersey and the nation.

A handwritten signature in black ink that reads "Susan A. Cole". The signature is fluid and cursive.

Dr. Susan A. Cole



2009-2010 Economic Impact Report

Montclair State University can take pride in its rich history of bold educational innovation and vital service to the state.

Although the University's core mission lies in higher education, it is also an integral part of the New Jersey economy and a steady driver of its growth. In fact, its impact extends well beyond its students and employees to create income and employment for thousands of people throughout the state, many of whom have no direct connection to the University. Now more than ever, when our state and nation are undergoing a serious economic crisis, this tangible economic benefit makes Montclair State an exceptional investment for New Jersey.

2009-2010 Highlights

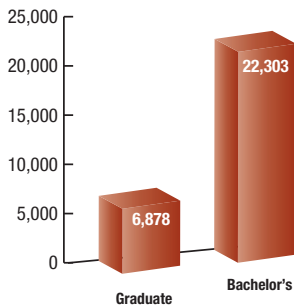


***Almost 8,000
New Jersey jobs
were attributable
to Montclair State
in 2009.***

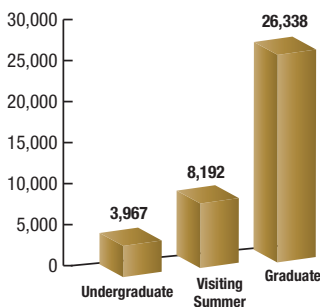
- **The economic activity traceable to Montclair State (\$353.1 million) was more than four and a half times its state appropriation (\$78.3 million) in 2009.***
- **Montclair State accounts for a large and growing number of jobs.** Including both jobs at the University and jobs that result from its in-state expenditures, almost 8,000 New Jersey jobs were attributable to Montclair State in 2009. To meet expanding student enrollments, the number of full-time faculty and staff positions rose by more than a third between 2000 and 2009.
- **Montclair State supports New Jersey vendors,** making almost 86% of its \$106.8 million in purchases from in-state vendors.
- **Montclair State serves as a major source of funds available for investment,** about \$238 million.
- **Montclair State brings significant amounts of money into New Jersey,** more than \$29 million from out-of-state sources in 2009.
- **Montclair State has rapidly increased seats available to New Jersey students,** boosting undergraduate enrollments by nearly 39% and graduate enrollments by almost 22% since fall 2000.
- **The skills Montclair State provides its students stay in New Jersey.** About 92% of students who have earned degrees since 2000 still live in New Jersey.
- **Montclair State achieved all these positive outcomes as New Jersey's share of the University's total revenue declined** from 55.2% of its operating budget in 1995 to 26.7% in 2009. Just between FY00 and FY09, the University's state allocation per student sank by almost a quarter from \$3,366 to only \$2,576.

*Unless otherwise noted, all references are to *fiscal* years.

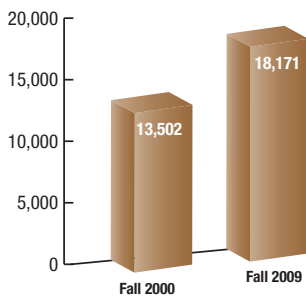
**Total Degrees Conferred
AY2000-09**



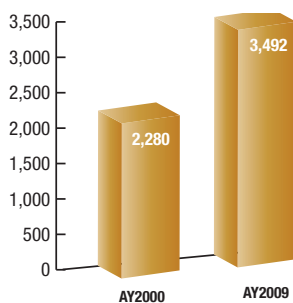
**Non-Degree Enrollments
AY2000-09**



Growth in Degree Enrollments



Growth in Degrees Conferred



Training a Work Force

New Jersey cannot compete economically without a sophisticated work force, but it ranks a disappointing 50th in the nation in seats for students in public, four-year institutions of higher education per high school graduate. As a result, New Jersey is far and away the largest net exporter of students in the United States. In the fall of 2006, nearly 30,000 students, or 60% of high school graduates who began attending four-year colleges, left the state. Only about 3,600 out-of-state students began attending four-year colleges in New Jersey that year.

Many of these expatriates never return to live or work in New Jersey, thereby denying the state the benefits of their intelligence, energy, and ambition. That prospect grows even more threatening given that over the next decade New Jersey ranks among the states whose high school graduates will increase most. This population spike will further restrict access to public higher education. Those students who are left out will be forced to attend college elsewhere or, worse, forgo college altogether. With its knowledge-driven economy, New Jersey has no choice but to increase capacity in its historically under-built system of higher education.

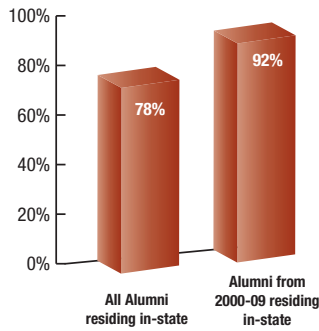
The second largest university in New Jersey, Montclair State has been doing its part to address this grave problem. From 2000 through 2009, it conferred 22,303 baccalaureate and 6,878 graduate degrees. The University has served comparable numbers of non-degree students: During those same years, non-degree undergraduate enrollments in the fall and spring totaled 3,967, visiting summer enrollments amounted to 8,192, and non-degree, post-baccalaureate enrollments in the fall and spring numbered 26,338.

More to the point, Montclair State has been growing quickly. Between fall 2000 and fall 2009, it boosted undergraduate enrollments by 38.8% and graduate enrollments by 21.7%. Now enrolling 18,171 students, the University granted 53% more degrees in 2009 than it did in 2000. In the fall of 2009, Montclair State offered 55 distinct bachelor's degrees, 41 master's degrees, and 6 doctoral degrees. If concentrations are included, the count rises to 143 different bachelor's and 72 master's degrees.

Montclair State is a true opportunity university. In the fall of 2009, 40% of freshmen were minority students, and 36% of freshmen estimated that their family income was below \$50,000. Only about 38% of their fathers and 42% of their mothers had earned a college degree, so many students were the first member of their family to attend college.

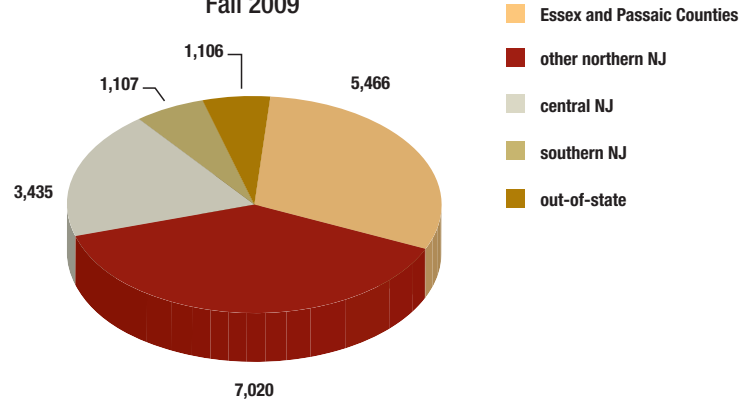
Montclair State draws students from an ever-widening geographic base. In the fall of 2009, although 30% of all students hailed from the University's home in Essex and Passaic Counties, 39% came from the rest of northern New Jersey (Bergen, Hudson, Morris, and Sussex Counties), 19% from central New Jersey, and 6% from the south of the state. Every one of New Jersey's 21 counties was represented. The 6% of students who came from elsewhere were particularly diverse: 34 states and the District of Columbia and 78 foreign countries were represented, with the largest international contingents coming from China (413), the Republic of Korea (60), and India (51).

Montclair State Graduates Remain in New Jersey



Although it attracts growing numbers of out-of-state applicants, Montclair State's primary contribution is to the human capital of New Jersey, amply repaying the state for its investment in their education. Of students who earned degrees between 2000 and 2009 whose whereabouts are known to the University, 92% live in New Jersey. Of the 93,293 living graduates whose whereabouts are known, almost 78% still reside in New Jersey. The skills of many of these graduates would have been lost to New Jersey if they had attended out-of-state universities.

Sources of Montclair State Students Fall 2009



Getting beyond the numbers, outside observers have repeatedly called attention to the quality of the education offered by Montclair State:

- In 2010, the Education Trust recognized Montclair State as one of the most successful institutions in the country in reducing the gap between the graduation rates of minority and non-minority students.
- In 2010, *The Princeton Review* named Montclair State “A Best Business School.”
- In 2009, the *Forbes* list of America’s Best Public Colleges ranked Montclair State as #1 in New Jersey and #54 in the nation. A separate listing of Best Buys jointly compiled by *Forbes* and the non-profit Center for College Affordability and Productivity ranked Montclair State as #2 in New Jersey and #15 in the Northeast.
- In 2009, *U.S. News and World Report* ranked Montclair State in the top tier of master’s universities in the North.
- In 2007, the Middle States Association of Colleges and Schools gave Montclair State kudos for its dedicated faculty, whom students praise for the quality of their teaching and accessibility. The Association’s official report identified a variety of institutional strengths — and no weaknesses.
- In 2007, the George Lucas Foundation named Montclair State’s teacher preparation programs among the top ten in the nation.
- In 2005, the American Association of State Colleges and Universities, the National Association of System Heads, and The Education Trust honored Montclair State as one of 12 institutions in the nation whose graduation rates are significantly higher than those of similar institutions.
- *Hispanic Outlook* has repeatedly named Montclair State one of the top 100 four-year colleges and universities in the United States that confer the most degrees on Hispanic students.
- Montclair State has earned accreditation from 12 different accreditation agencies, including the most prestigious agencies in the fields of business, the arts, teacher education, and audiology.

MONTCLAIR STATE UNIVERSITY

Everyone's talking.

- *Forbes* ranked Montclair State as the best public university in New Jersey.
- *U.S. News and World Report* ranked Montclair State University among the top tier of Northern Regional Universities.
- *The Princeton Review* named Montclair State “A Best Business School.”
- *EduTopia* named Montclair State one of the ten leading schools of education in the nation.
- *Hispanic Outlook* named Montclair State as one of the top 100 colleges for Hispanics.
- Montclair State was named a Military Friendly School —in the top 15% of schools in the nation—by *G.I. Jobs Magazine*.
- The Middle States Association of Colleges and Schools gave Montclair State kudos for its dedicated faculty whom the students praise for the quality of their teaching and accessibility.
- Three national organizations—the **American Association of State Colleges and Universities**, the **National Association of System Heads**, and **The Education Trust**—honored Montclair as one of twelve institutions in the nation with significantly higher graduation rates than similar institutions.
- Montclair State University has earned accreditation from twelve different accreditation agencies, including the most prestigious in the fields of business, the arts, audiology, and teacher education.

MONTCLAIR STATE UNIVERSITY

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Collaboration with the Corporate Community

Companies need employees who can communicate, solve problems, and continue to learn in response to evolving economic and social conditions. Montclair State's **Center for Career Services and Cooperative Education** runs programs designed to produce just such graduates. Between June 2005 and December 2009, 1,911 students worked an average of 31 hours per week for more than 1,000 organizations. While students gained hands-on experience, they provided their labor and ideas to such well-known (as well as numerous smaller) institutions as:

A.G. Edwards & Sons	Hearst Magazines	PGA Tour
ABC News	Horizon Blue Cross Blue Shield	Polo Ralph Lauren
Albert Einstein College of Medicine	of New Jersey	PriceWaterhouse Coopers
American Cancer Society	Houlihan's	Prudential Financial
Ameriprise Financial Services	John Wiley & Sons	Rasmussen Reports
Applebee's	Johnson & Johnson	Rite Aid Pharmacy
Atlantic Health System	KPMG	Roche
Atlantic Records	La Quinta Inns & Suites	Saint Barnabas Medical Center
Avis Budget Group	LabCorp of America	Shop Rite Supermarkets
Bally Total Fitness	Liberty Science Center	Showtime Networks
BASF Corporation	Lifetime Television	Siemens Corporation
BBDO	Liz Claiborne	SIRIUS XM Radio
Best Buy/Geek Squad	Madison Square Garden	Six Flags Great Adventure
BET Networks	Network	Sodexo
<i>Billboard</i> Magazine	Major League Baseball	Sony BMG Music Entertainment
Bloomingdale's	Marvel Comics	Sony Pictures
Cablevision	Mellon Financial	Sports Authority
Capitol Records	Mercedes-Benz USA	Standard & Poor's
Cardinal Health	Merck & Co.	Target
Catholic Charities	Metropolitan Opera Guild	TGI Friday's
CBS News	Miramax	The Colbert Report
CBS Sports	Moody's Corporation	The Daily Show with Jon Stewart
Cesna Group	MSNBC	The Estee Lauder Companies
Chubb Group of Insurance Companies	MTV Networks	The Martha Stewart Show
Citigroup	NBA	<i>The New York Times</i>
CNBC	NBC Universal	The Salvation Army
Colgate-Palmolive Company	Neiman Marcus	The View
<i>Cosmopolitan</i> Magazine	New Jersey Performing Arts Center	The Weinstein Company
Costco Wholesale	New Jersey State Police	UBS Financial Services
Courtyard by Marriott	New Jersey Sports & Exposition	United Airlines
Crowne Plaza	New Line Cinema	United Health Group
CVS Pharmacy	New York Football Giants	United Nations
Deloitte & Touche	New York Life	United Parcel Service
Donna Karan International	Newark Liberty International Airport	Uno Chicago Grill
EMI Music Marketing	Newark Public Schools	<i>USA Today</i>
Enterprise Rent-A-Car	New Jersey Department of Corrections	Verizon Wireless
Ernst & Young, LLP	New Jersey Nets Basketball	Wachovia Securities
Esprit	Northwest Airlines	Walgreens Pharmacy
Fair Isaac Corporation	Norwegian Cruise Line America	Walmart
<i>Family Circle</i>	Novartis	Walt Disney World Resort
Fox News Channel	NYU Medical Center	Wegmans
GNC	Outback Steakhouse	Wells Fargo
Gold's Gym	<i>People</i> Magazine	Western Union
Hampton Inn & Suites	Pfizer	Whole Foods Market
Harrah's Entertainment		Wyeth



As Montclair State's Mission Statement declares, "The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge." Given Montclair State's growing collaboration with industry, its experience sponsoring highly regarded conferences focusing on issues related to business and the environment, and the breadth of expertise represented by its faculty, the University is a major resource supporting the New Jersey business community. Not only do businesses consult faculty members on topics ranging from economic forecasting to forensic accounting, but students themselves advise local companies in areas like marketing.

In 1989, Montclair State's School of Business established the **International Trade Counseling Center** with the objective of developing and delivering international trade-focused education and outreach services to small and medium-sized enterprises in northern New Jersey. The Center offers a range of educational and outreach services in cooperation with a number of public and private organizations, including the U.S. Department of Commerce Export Assistance Center, the New Jersey District Export Council, the District Office of the Small Business Administration, the New Jersey Division of International Trade, and local chambers of commerce.

Montclair State has established a new **Business Institute and Center for Executive Development**. Its first program is an Advanced Legal Management Program, an executive education program aimed at managers in law firms and corporate legal counsels.

Montclair State has concluded a **memorandum of understanding with the New Jersey Meadowlands Commission Business Accelerator** (NJMCBA). Established in 2008, the NJMCBA provides early-stage entrepreneurial companies that are developing innovative sustainability and energy-related businesses with support services, guidance, corporate headquarters, and networking opportunities. Montclair State provides participation by multidisciplinary faculty and students in the development and commercialization of technologies and business services, access to laboratory facilities and faculty expertise, undergraduate student interns and grant-supported graduate students to work directly with the business accelerators, and access to the faculty and resources of the University's various research institutes.



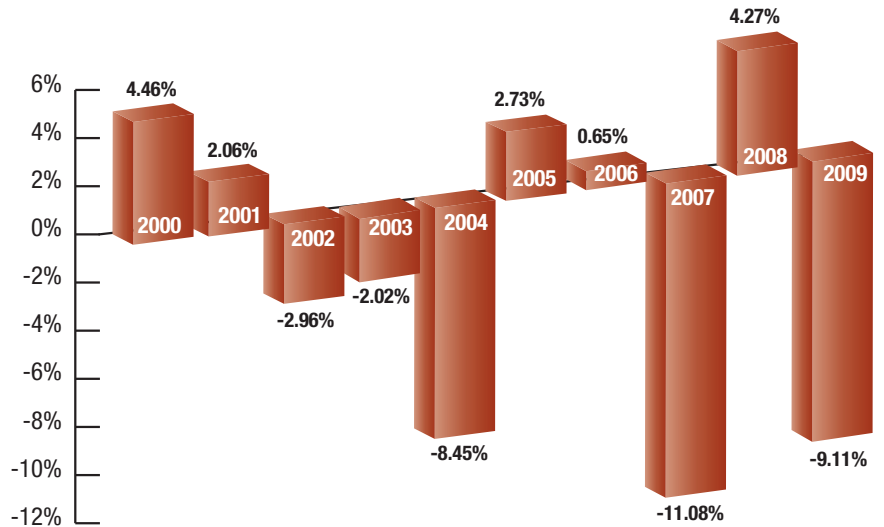
**University revenue
in 2009 was
\$300.6 million.**



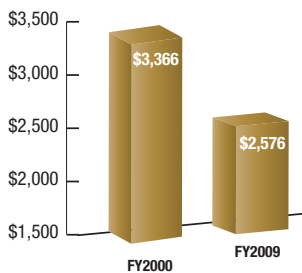
Revenue — An Increasingly Self-Reliant Institution

University revenue in 2009 was \$300.6 million. Between 2000 and 2009, New Jersey's appropriations for higher education fell from 8.2% of all state appropriations to less than 6.4%. In fact, New Jersey has cut inflation-adjusted direct appropriations for its public colleges and universities five times in the last eight years. Between 2007 and 2009, appropriations for all higher education dropped 0.1% versus a rise of 7.9% in the national average; New Jersey was one of only three states to cut its appropriations for higher education over those two years. The state's share of the University's total revenue declined from 55.1% of its operating budget in 1995 to 26.7% in 2009. As a result of declining state support for higher education and Montclair State's decision to expand in order to meet growing demand by New Jersey's high school graduates, the University's state allocation per student plummeted by almost a quarter — from \$3,366 to \$2,576 — between 2000 and 2009.

**Change in Inflation-Adjusted Direct State Appropriations for
New Jersey's Public Colleges and Universities, FY2008-09**



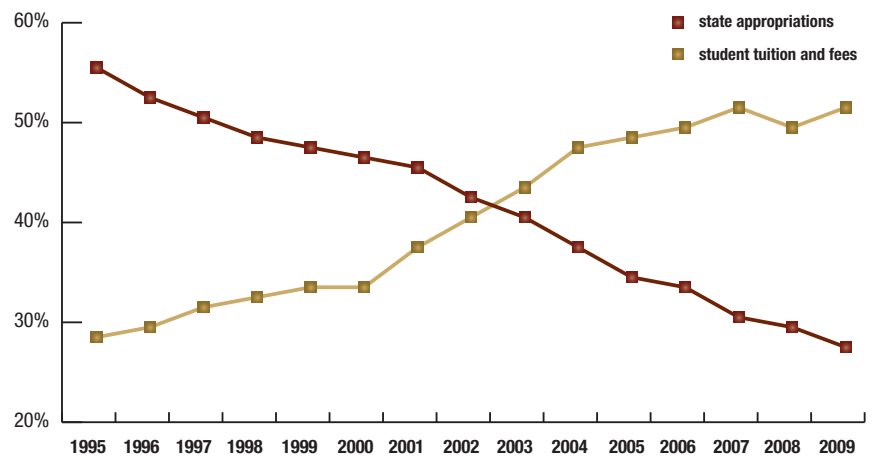
**Montclair State's Declining
Per-Student State Allocation**



Montclair State has necessarily become more dependent on other sources of revenue. Student tuition and fees in particular rose from one third of revenue in 2000 to about one half in 2009. Even so, the University's 2010 annual, full-time, undergraduate, in-state tuition of \$7,042 is among the lowest of the senior New Jersey public institutions of higher education.

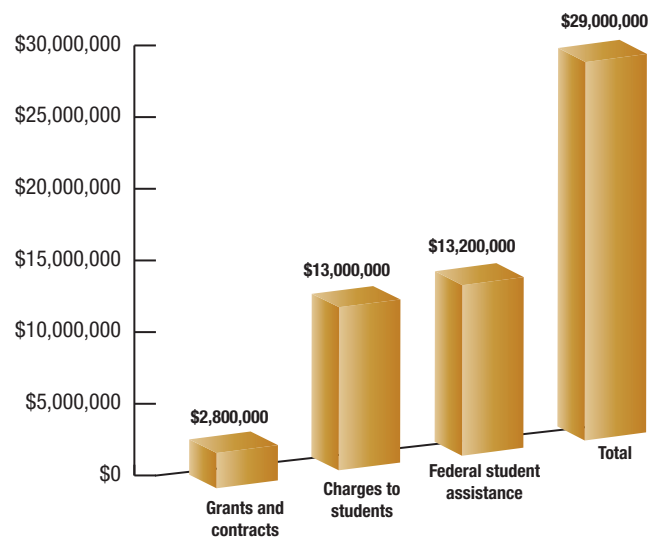


Major Sources of Revenue, 1995-2009



The University has redoubled its efforts to attract private money. To mark its centennial, Montclair State succeeded in raising \$60.3 million — 20% above its target — from over 23,000 donors during its “Campaign for a Second Century,” which ran from July 2001 through September 2008. Since that campaign ended, the University has received an additional \$10.9 million. Montclair State brought more than \$29 million into New Jersey from all out-of-state sources in 2009. Federal student assistance and charges to out-of-state students each amounted to \$13 million.

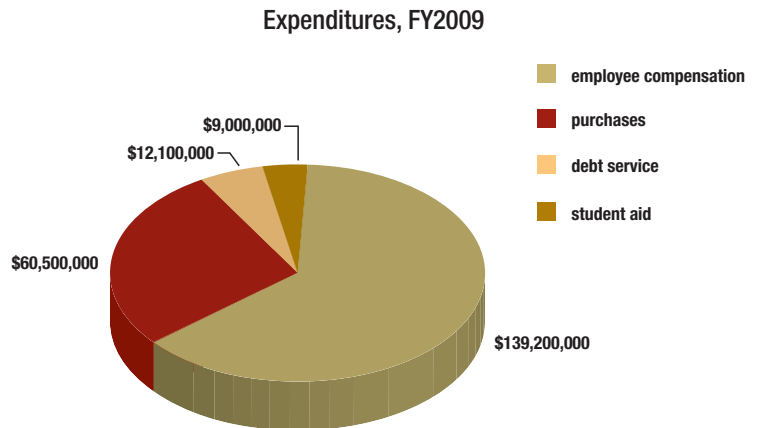
Revenue from Out of State Sources, FY2009



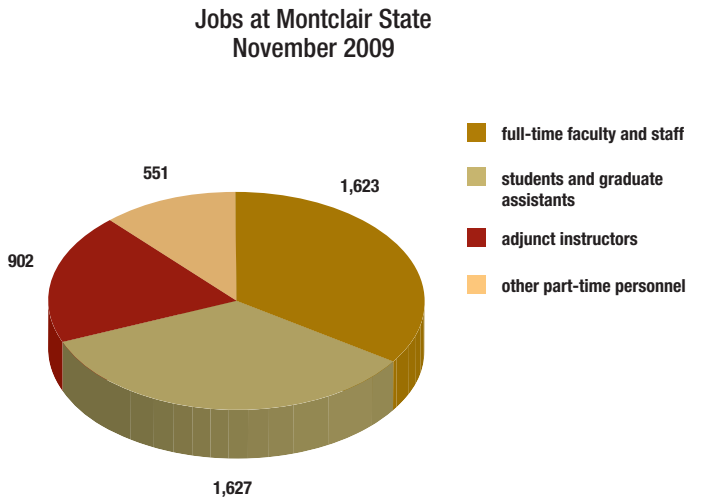


Expenditures — A Major New Jersey Employer

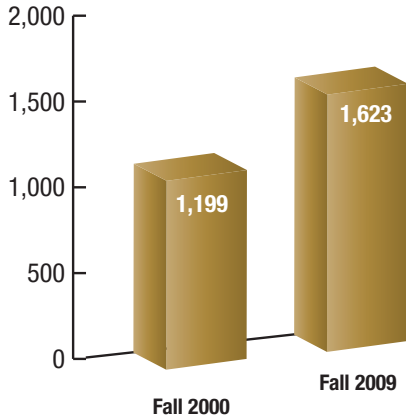
Montclair State spent \$220.8 million on operating expenditures and another \$46.4 million on capital expenditures in 2009. Gross employee compensation accounted for 63% of the operating budget, followed by purchases from vendors (27.4%), debt service (5.5%), and student aid (4.1%).



Montclair State University has a strong, direct impact on the state economy by means of the jobs it provides. In November 2009, the University employed 4,703 people. To meet expanding student enrollments, the number of full-time faculty and staff positions rose more than 35% between 2000 and 2009.



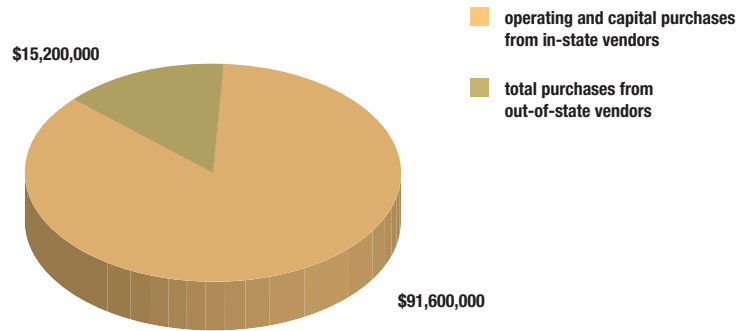
Full-Time Faculty and Staff Positions



About 91% of Montclair State’s employees live in-state, paying New Jersey property, income, and sales taxes. And the University draws its employees from across New Jersey. Many employees live in Essex and Passaic Counties, but more than 47% live elsewhere in the state, including about 969 employees from central and southern New Jersey.

Of the \$106.8 million of purchases from vendors for both operating and capital expenditures, almost 86% went to New Jersey vendors.

Supporting New Jersey Vendors, FY2009



About 91% of Montclair State’s employees live in-state, paying New Jersey property, income, and sales taxes.

Disinterested outside observers have repeatedly praised the financial management of Montclair State. Moody’s Investor Services and Fitch Ratings have assigned the University credit ratings of A2 and A respectively, and in a debt capacity review, Barclays Capital cited such factors as:

- strong student demand;
- consistently positive financial operations despite a tight state funding environment, reflecting diligent financial management;
- demonstrated growth in financial resources and liquidity; and
- a strategically focused management team.



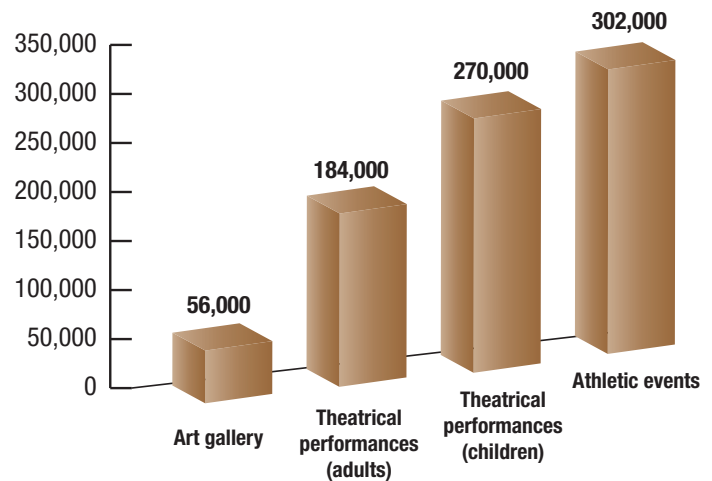


Stimulating New Jersey's Economy

To calculate their short-term economic impact, many universities rely on the Ryan-New Jersey Model, a modified form of the classic Caffrey and Isaacs Model developed for the American Council on Education. These models estimate an institution's economic impact by means of the direct and indirect contributions it makes to cash flow in its host economy. Montclair State's direct, in-state expenditures (including capital expenditures) totaled \$91.9 million in 2009. University employees and students accounted for another \$49.7 million and \$34.9 million respectively, making for total direct expenditures within New Jersey of \$176.5 million.*

This figure underestimates the University's true impact. It does not attempt to include the effects of hosting visitors at athletic, artistic, and other events. From 2000 through 2009, athletic events at Montclair State enjoyed attendance of over 302,000 spectators. Theatrical performances drew almost 184,000 guests to the campus during the same period and, in addition, about 270,000 children enjoyed shows on campus. Attendance at the University's art gallery between 2000 and 2009 added another 56,000 visitors.

Attendance of Events

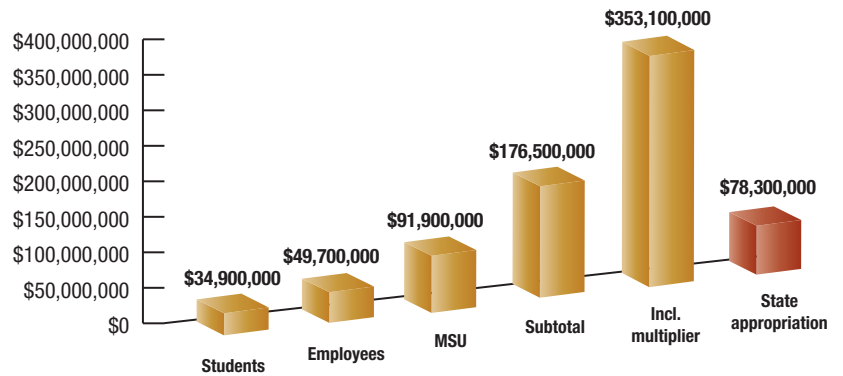


* This report relies on data from the U.S. Census Bureau, the U.S. Department of Labor's Bureau of Labor Statistics, and the U.S. Department of Commerce's Bureau of Economic Analysis to derive conservative estimates of consumer spending.



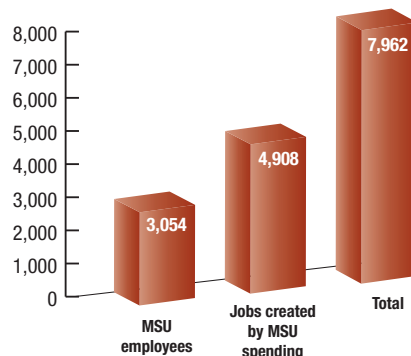
In addition, to measure short-term economic impact accurately, it is necessary to apply a multiplier to direct spending to capture the indirect, “ripple effect” of an institution’s expenditures. The individuals and businesses whose incomes are directly affected by an institution’s spending themselves spend or invest some of those dollars locally, creating additional income and employment for thousands of people, many of whom have no direct connection to the institution. Economic impact studies produced by other universities in the region conservatively estimate that every dollar spent generates another dollar’s worth of in-state economic activity. If this multiplier of 2 is applied to estimate the combined effect of direct and indirect spending, Montclair State’s total short-term economic impact on New Jersey in 2009 becomes \$353.1 million — more than four and a half times the state’s \$78.3 million appropriation to the University.

In-State Expenditures Attributable to Montclair State, FY2009



Spending naturally translates into jobs. Applying a conservative coefficient to expenditures of \$176.5 million yields an estimate of 4,908 jobs attributable to direct spending by the University, its employees, and its students. Even without counting graduate assistants and student workers, when its own employees are included, a total of 7,962 New Jersey jobs were attributable to Montclair State in 2009. Montclair State not only drives job growth, but also heightens wages and salaries throughout the state. Because the University both stimulates demand for local businesses and directly competes with them for employees, average compensation in the area is higher than would be the case without it. As a result, Montclair State’s presence benefits all workers in New Jersey.

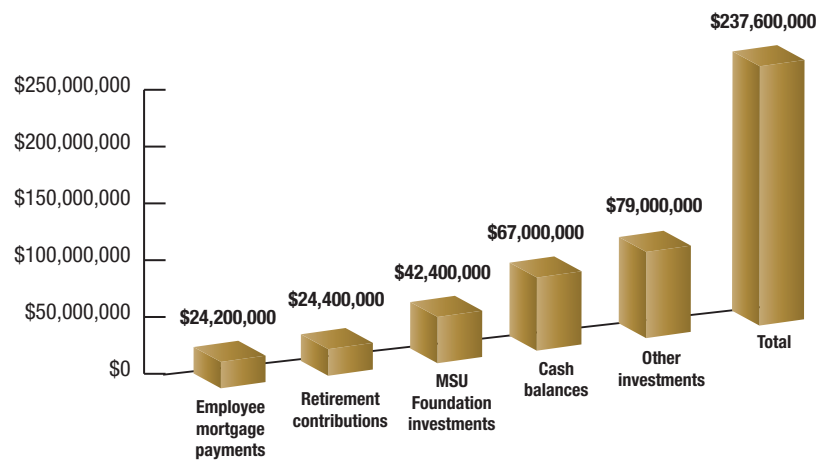
New Jersey Jobs Attributable to Montclair State, FY2009





The University also makes a sizeable contribution to New Jersey's credit base. At the end of fiscal year 2009, Montclair State's cash balance in banks totaled \$67 million, and the market value of Montclair State University Foundation investments and other University investments amounted to \$42.4 million and \$79.6 million respectively. Employee mortgage payments and University and employee contributions to retirement systems added another \$24.2 million and \$24.4 million. All told, the University was thus a source of more than \$237 million in investment funds.

Montclair State as a Source of Investments Funds, FY2009



The Long-Term Economic Impact of Higher Education

The facts and figures cited above speak only to Montclair State's short-term impact. The University's long-term impact is measured by its contribution to students' earnings. There is a powerful relationship between education and economic success. The U.S. Census Bureau estimated in 2003 that, compared to the lifetime earnings of a high school graduate, holders of a bachelor's degree earn an additional \$900,000 and holders of a master's degree earn an additional \$1.3 million. University graduates are thus likely to spend, save, and invest more, and pay more in taxes than peers who lack university degrees, and close to 73,000 Montclair State alumni are spending, saving, and investing their money and paying taxes here in New Jersey.

There is a powerful relationship between education and economic success.



Conclusion

Montclair State University is committed to serving the educational needs of New Jersey. The University has also had a significant impact on New Jersey by serving as an engine of economic growth for the entire state. And because Montclair State's impact has only grown over time, with enrollments and investments steadily increasing, the University has continued to make a positive and stabilizing contribution to New Jersey's economy even as other sectors have experienced downturns. Although this contribution comes as a by-product of the University's core mission of teaching and scholarship, it represents a tangible economic impact that materially benefits the citizens of New Jersey and returns their investment many times over.



Montclair State People in the 21 Counties of New Jersey

county	employees	students	alumni
Atlantic	30	128	444
Bergen	554	3,674	13,416
Burlington	35	207	794
Camden	42	146	462
Cape May	6	42	180
Cumberland	11	38	133
Essex	1,481	3,059	12,697
Gloucester	22	115	214
Hudson	253	1,208	2,780
Hunterdon	29	111	1,025
Mercer	55	150	794
Middlesex	216	1,015	3,625
Monmouth	129	822	4,002
Morris	349	1,619	9,235
Ocean	74	405	3,104
Passaic	575	2,407	8,701
Salem	5	26	47
Somerset	64	311	2,159
Sussex	102	519	2,630
Union	221	876	3,755
Warren	30	150	981

Appendix: A Note on Methodology

The methodology used to calculate short-term economic impact is commonly referred to as the Ryan/New Jersey model. It represents a modified form of the classic economic impact model developed by John Caffrey and Herbert Isaacs for the American Council on Education.* A number of institutions have relied on the Ryan/New Jersey model over the past two decades, and it has undergone several modifications.†

The major difference between the Caffrey and Isaacs and Ryan/New Jersey models is that the latter substitutes estimated values derived from available data for information collected from surveys of faculty, staff, and students. Many institutions found that they needed to make this substitution because survey response rates were often very low due to the sensitive nature of the information being requested. The calculation variables substituted for survey data are:

1. an estimate of non-housing expenditures for an average middle-income family in New Jersey;
2. an estimate of in-state expenditures for employees and students;
3. an estimate of the percentage of New Jersey residents who rent;
4. an estimate of the median rent in New Jersey;
5. an estimate of in-state spending on non-housing items by non-local, full-time employees;
6. an estimate of average annual college-related expenditures by full-time students;
7. an estimate of average annual college-related expenditures by part-time students;
8. the coefficient for estimating jobs attributable to University expenditures; and
9. a multiplier.

* John Caffrey and Herbert H. Isaacs, 1971, *Estimating the Impact of a College or University on the Local Economy*, Washington, D.C.: American Council on Education.

† Research and Planning Committee, 1983, *Handbook for Conducting a Study of the Economic Impact of a Community College*, Lincroft, NJ: Council of County Colleges of New Jersey. G. Jeremiah Ryan, 1985, "A Shortcut to Estimating Economic Impact," *Community/Junior College Quarterly* 9:197-214. College Outcomes Evaluation Program, 1989, *Procedures Manual for the Assessment of Community/Society Impact at New Jersey Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. College Outcomes Evaluation Program, 1990, *Handbook for Calculating Short-Term Economic Impact at New Jersey's Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. G. Jeremiah Ryan and Patricia Malgieri, 1992, *Economic Impact Studies in Community Colleges: The Short Cut Method, Second Edition*, Resource Paper No. 48, National Council for Resource Development.

Calculation Variables Used in 2010 Economic Impact Study		
	Estimate	Source
Estimate of non-housing expenditures for "complete income reporters" in the New York Metropolitan Statistical Area	0.74	2006-07 Consumer Expenditure Survey, Bureau of Labor Statistics, U.S. Dept. of Labor (Table 21)
Estimate of in-state expenditures for employees and students	0.75	2002 Economic Census, U.S. Census Bureau
Estimate of the percentage of state residents who rent	0.33	2008 American Community Survey, U.S. Census Bureau
Estimate of the state-wide median monthly rent	\$935	2008 American Community Survey, U.S. Census Bureau
Estimate of annual in-state spending on non-housing items by non-local, full-time employees	\$2,000	Based on economic impact studies conducted at CUNY and other regional universities
Estimate of average annual college-related expenditures by full-time students	\$2,352	Montclair State Financial Aid Office (as reported in the 2008-09 Common Data Set)
Estimate of average annual college-related expenditures by part-time students	\$870	Equals 37% of estimated expenditures for full time students based on FT versus PT credit loads.
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce
Multiplier	2.0	Based on economic impact studies conducted at Rutgers and other regional universities

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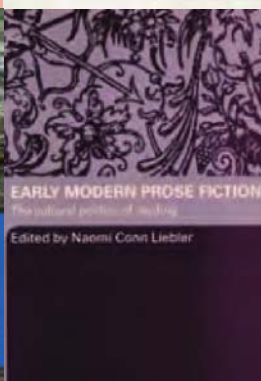
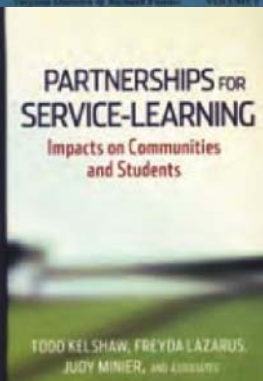
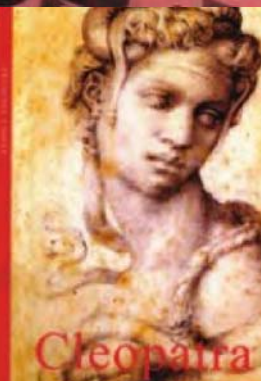
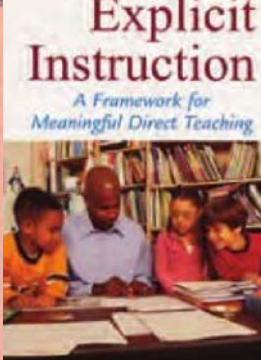
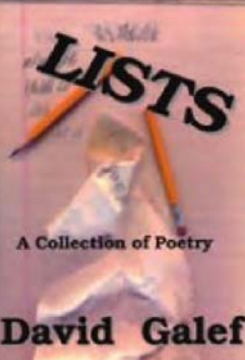
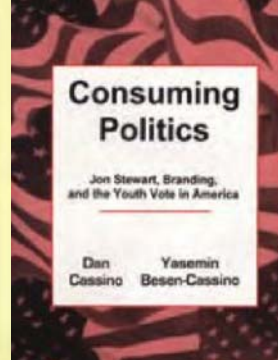
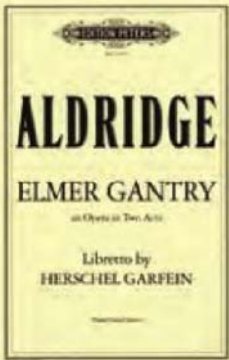
Faculty Representative
Professor Norma Connolly
Montclair State University



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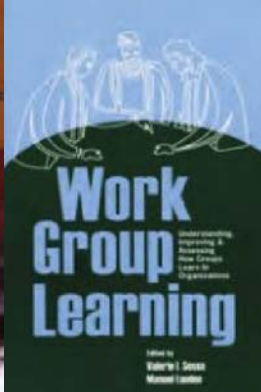
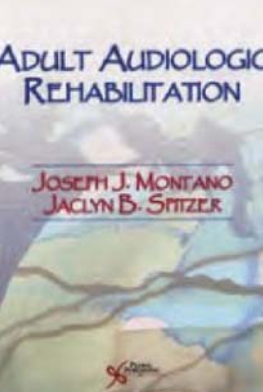
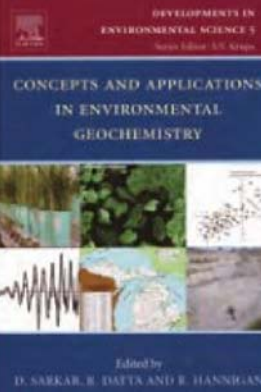
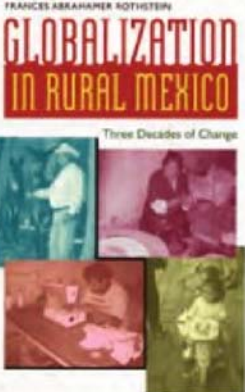
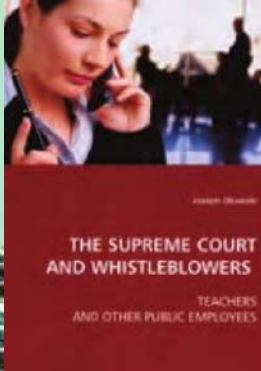
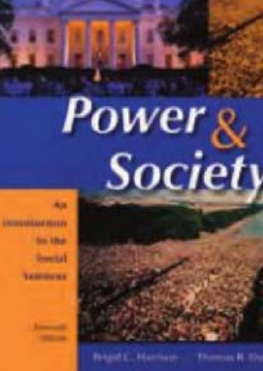
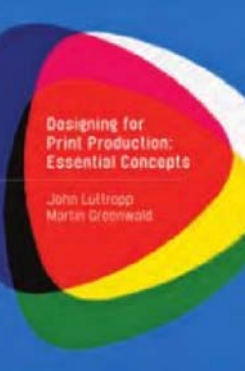
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University Authors

April 2010



MONTCLAIR STATE UNIVERSITY



MONTCLAIR STATE UNIVERSITY

April 27, 2010

Dear Colleagues:

On behalf of Judith Lin Hunt, Dean of Library Services, and myself, I am pleased to welcome you to this second celebration of Montclair State University book authors. These 70-some books, most produced in the past year but including those which were left out of last year's brochure, are the reward and evidence of our very significant academic and scholarly gifts, the permanent record of the best we have felt and thought as investigators, thinkers, novelists and poets. They make an impressive and extraordinary display, of which all MSU faculty may be truly proud since they reflect a large part of our collective community of scholarship.

It remains an axiom that the scholarly life of the faculty is the intellectual heart of the University, and in order to thrive and grow that life must be shared, tested, discussed and celebrated. Our students deserve nothing less than classes which grow naturally from our personal engagement with the subjects, data, and texts of our disciplines and with the best scholarship of our contemporaries; these books are primary tools of that engagement. We all recognize that an even more active and continuous exchange occurs in the disciplinary and trans-disciplinary conversations which faculty conduct through peer journals, some of which are edited and maintained here at Montclair State; while they are too numerous to gather for a single display such as this, we honor those scholarly engagements as well.

It matters greatly that we each have a current and informed sense of our individual intellectual accomplishments and that we remain aware of and attuned to one another as a community of scholars and as agents in the many disciplinary and interdisciplinary networks we inhabit. To that end this event is dedicated.

To each of our current authors, congratulations, and to all our colleagues, we look forward to honoring you next year or some year soon.

A handwritten signature in cursive script, reading "Willard Gingerich".

Willard Gingerich
Provost & Vice President
for Academic Affairs

COLLEGE OF THE ARTS

Robert Livingston Aldridge

Elmer Gantry: An Opera in Two Acts

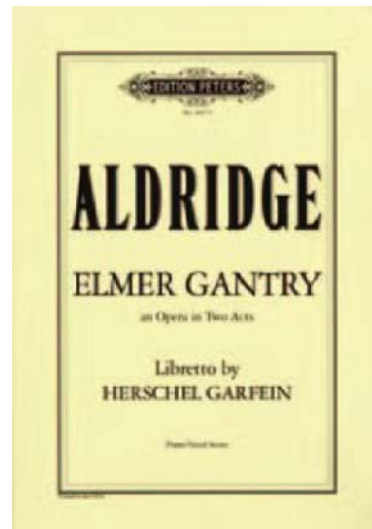
C. F. Peters, 2005

M 1503 .A42 E5 2005

Professor Aldridge is in the John J. Cali School of Music.

The world premiere of *Elmer Gantry: An Opera in Two Acts*, with music by Robert Aldridge, was staged to rave reviews at the Nashville Opera on November 16th, 2007. The opera, with a libretto by Herschel Garfein based on the novel by Sinclair Lewis, is truly grand, running an estimated 2 hours and 40 minutes with eight principal roles, full opera chorus, and full orchestra.

<http://www.edition-peters.com/>



Tatyana Dumova and Richard Fiordo (Eds.)

Handbook of Research on Social Interaction Technologies and Collaboration Software : Concepts and Trends

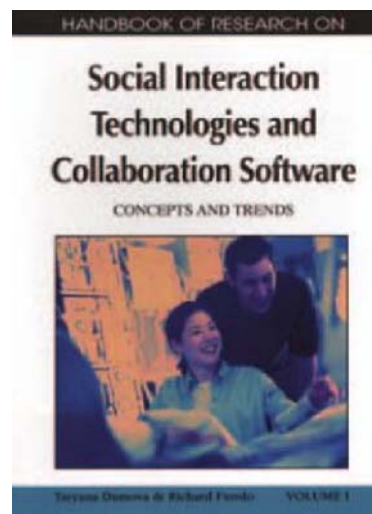
Information Science Reference, 2010

HM 851 .H3486 2010

Professor Dumova is in the Communication Studies Department.

We live in a time unparalleled in human history: a time of fundamental cultural, political, social, and economic change marked by an exponential growth in human powers to collect, process, store, retrieve and disseminate information and create new knowledge. The *Handbook* focuses on the latest explosion of Internet-based collaboration tools and platforms reaching end-users; it explores their origins, structures, purposes, and functions; and it muses over how SIT can expand human abilities and powers. This broad spectrum of applications and services includes: online social networking, blogs, wikis, podcasts, web feeds, folksonomies, social bookmarking, photo and video sharing, discussion forums, virtual worlds, and mashups intended to advance interaction, collaboration, and sharing online.

<http://www.igi-global.com/>



Karen D. Goodman

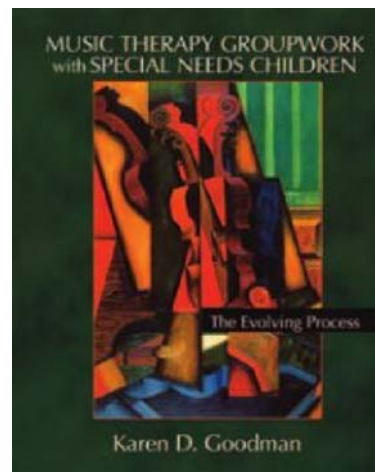
Music Therapy Groupwork with Special Needs Children:

The Evolving Process

Charles C Thomas, 2007

RJ 499 .G663 2007

Professor Goodman is in the John J. Cali School of Music.



The author, a longstanding educator and clinician, develops the therapist's sensibility to working effectively toward the formation of a cohesive group with children who have different functioning levels, different temperaments and different musical preferences, either in the school setting or the child psychiatric setting. Throughout the eight chapters, the author provides multiple clinical vignettes from her 28 years of clinical work, all of which serve to demonstrate her theoretical perspectives. The music therapy vignettes describe preschool and latency-age groups with autistic spectrum disorder, multiple disabilities, or psychiatric diagnoses. Study guide questions follow each chapter.

<http://www.ccthomas.com/>

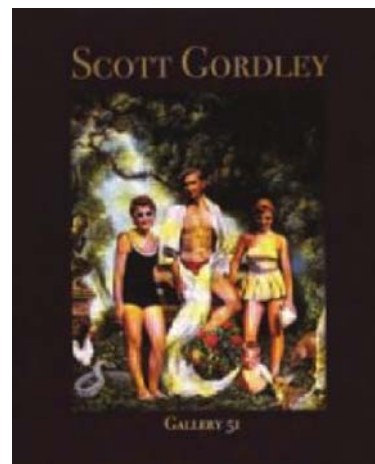
Scott Gordley

Scriptures at a Disposition

Gallery 51, 2009

ND 237 .G6126 A35 2009

Professor Gordley is in the Art and Design Department.



Referencing family photos in order to re-examine their assumed historical correctness can be an important supplement to the process of "creation through destruction." The author/artist finds that especially true in his own work. The nuance of gesture in an old family portrait: the gendered postures, feuds among siblings, glossy holiday Polaroid's where 5 frozen smiles stand-in for the lack of family sentiment in the moment, the bragging rights of a family with the best car on the block; dad snapping pictures in front of the convertible, all can be quite revealing years later. These examples are valuable references in understanding how many of us came to be whoever it is we are. In addition to portraits based on family, the *Jazz Series* of 9 portraits of many legends were exhibited at the Apollo Theatre in 2008.

<http://www.Gallery51.com/>

Todd Kelshaw, Freyda Lazarus, and Judy Minier

Partnerships for Service-Learning: Impacts on Communities and Students

Jossey-Bass, 2009

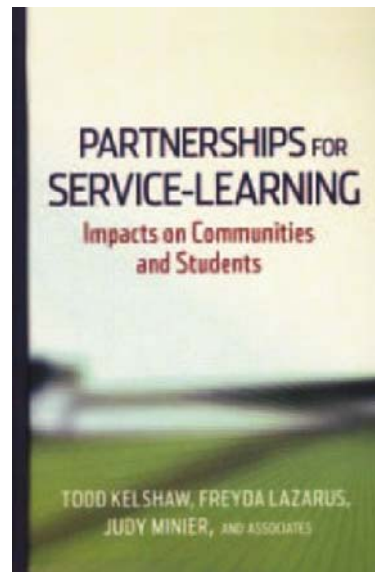
LC 221 .K45 2009

Professor Kelshaw is in the Communication Studies

Department. Ms. Lazarus was the Director of Civic

Partnership Initiatives. Dr. Minier was an Associate Vice

President for Academic Affairs.



The case studies highlight the critical importance of reciprocity in campus-community partnerships. It is through the two-way interchange of knowledge and assets that service-learning achieves its democratic potential as a pedagogy with the power to transform education, campuses, and communities. The examples offer models for community as well as academic leaders committed to deepening the partnership process. The case studies cover P-16 and include partnerships in community contexts and learning processes and outcomes. The Foreword is by Frank Alvarez, Superintendent of Schools, Montclair, New Jersey.

<http://www.josseybass.com/>

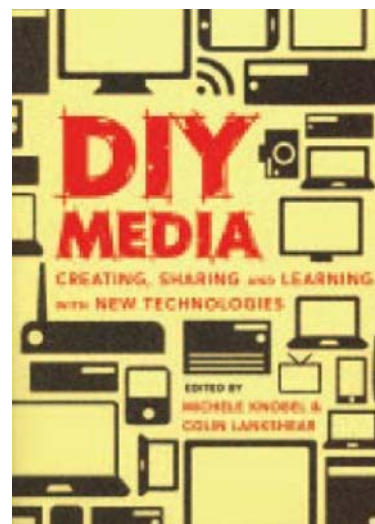
Michele Knobel and Colin Lankshear (Eds.)

DIY Media: Creating, Sharing and Learning with New Technologies

Peter Lang, 2010

LB 1028.3 .D29 2010

Professor Knobel is in the Early Childhood, Elementary Education, and Literacy Education Department.



Schools remain notorious for co-opting digital technologies to “business as usual” approaches to teaching new literacies. The book addresses this issue head-on and describes expansive and creative practices of digital literacy that are increasingly influential and popular in contexts beyond the school, and whose educational potential is not yet being tapped to any significant degrees in classrooms. It is very much concerned with engaging students in do-it-yourself digitally mediated meaning-making practices. As such, it is organized around three broad areas of digital media: moving media, still media, and audio media. Specific DIY media practices addressed in the chapters include machinima, anime music videos, digital photography, podcasting, and music remixing. Each chapter opens with an overview of specific DIY media proactive, includes a practical how-to-tutorial section, and closes with suggested applications for classroom setting. This collection will appeal not only to educators, but to anyone invested in better understanding—and perhaps participating in—the significant shift towards everyday people producing their own digital media.

<http://www.peterlang.com/>

John C. Luttrupp and Martin L. Greenwald

Designing for Print Production: Essential Concepts

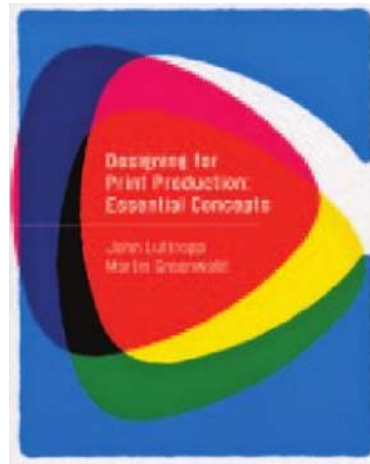
Delmar/Cengage Learning, 2009

Z 246 .L88 2009

Professors Luttrupp and Greenwald are in the Art and Design Department.

In this innovative book, print design concepts are united with graphic production technology information, providing readers with an understanding of the processes involved in both the design and print/publishing fields. While traditional books have viewed design and production as two separate fields of study, the rapidly changing technological landscape has blurred this distinction, resulting in an increasing amount of design and production activities performed by the same people.

<http://www.delmarlearning.com/>



COLLEGE OF EDUCATION AND HUMAN SERVICES

Vanessa Elaine Domine

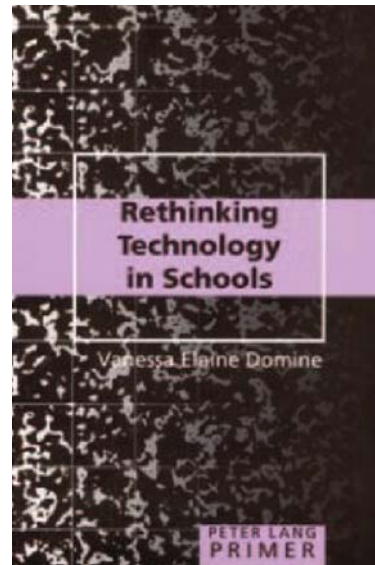
Rethinking Technology in Schools

Peter Lang, 2009.

LB 1028.3 .D646 2009

Professor Domine is in the Curriculum and Teaching Department.

Among the many challenges facing public schooling in the United States is the often irrelevant usage of technology in the classroom—in ways that support the textbook and computer industries more than student learning and achievement. This primer reframes the longstanding debate about instructional technology in school classrooms and challenges the reader to think more critically and conscientiously about the fundamental communication and technological processes that mediate learning and ultimately define education. The primer offers educators at all levels a three-dimensional map for exploring the philosophical, pedagogical, and practical uses of technology to serve rather than subvert the public purposes of education in a democracy.



<http://www.peterlang.com/>

Jennifer L. Goeke

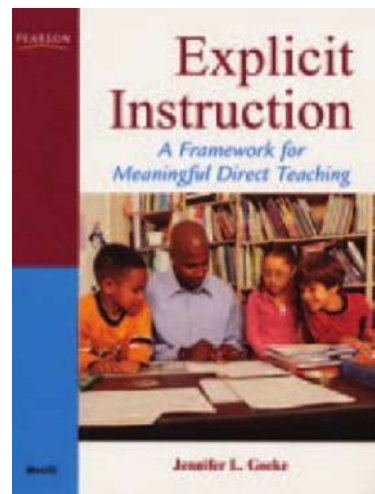
Explicit Instruction: A Framework for Meaningful Direct Teaching

Merrill, 2009

LB 1027.3 .G64 2009

Professor Goeke is in the Curriculum and Teaching Department.

Presenting theories and strategies for classrooms, this resource provides a contemporary middle ground for teachers who reject traditional direct instruction approaches, but who acknowledge that many students — particularly in today's inclusive classrooms—need instruction that is explicit and meaningful. Focusing on the “how” of becoming an effective educator, the author guides readers as they gain expertise by mastering small chunks of the explicit instruction framework, mirroring the process of teaching students how to master new skills and strategies.



<http://www.pearsonhighered.com/>

Joseph Oluwole and Preston C. Green III
School District Takeovers: Race and the Law

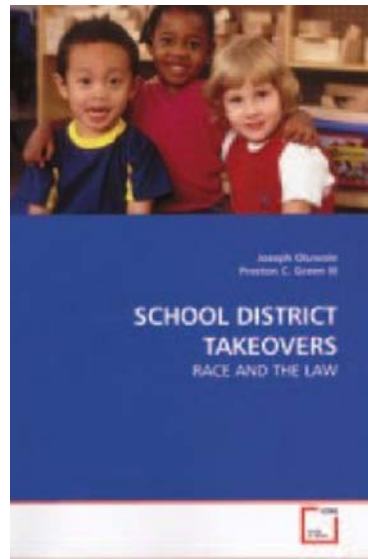
VDM, Verlag Dr. Muller, 2009

LB 2809.A2 048 2009

Professor Oluwole is in the Counseling and Educational Leadership Department.

This is the first book to provide a comprehensive examination of state takeovers of school districts. Racial bias is often raised as a possible motivation when high-minority districts are taken over. This book is designed to educate academics, educators, policy makers, students, public schools and the community about the laws in the various states that authorize school district takeovers and the legal implications when race is included in the conversation.

<http://www.vdm-publishing.com/>



Joseph Oluwole

The Supreme Court and Whistleblowers: Teachers and Other Public Employees

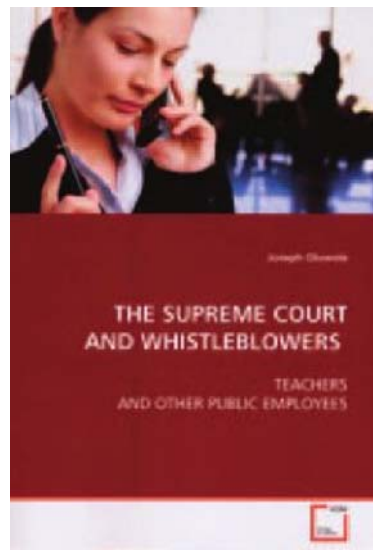
VDM, Verlag Dr. Muller, 2008

JK 468 .W54 048 2008

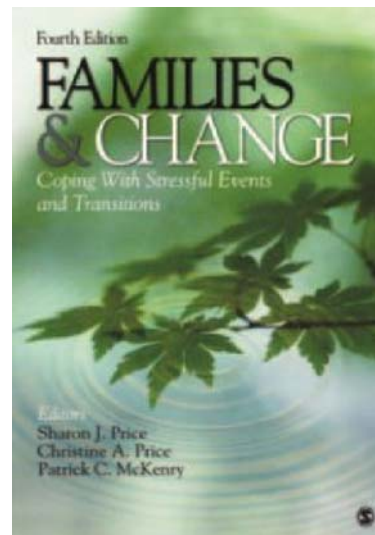
Professor Oluwole is in the Counseling and Educational Leadership Department.

Over the last roughly six decades since the United State Supreme Court first recognized a right for teachers and other public employees to blow the whistle on their employers, with some constitutional impunity, the jurisprudence has undergone significant metamorphosis. This book explores this constitutional evolution and proposes a new test for judicial review of public employee whistleblowing cases.

<http://www.vdm-publishing.com/>



Sharon J. Price, **Christine A. Price**, and Patrick C. McKenry
Families & Change: Coping with Stressful Events and Transitions 4th ed.
SAGE, 2010
HQ 536 .F332 2010
Professor Price is in the Family and Child Studies Department.



The volume integrates research, theory, and application from a variety of disciplines and offers students a deep understanding of family transitions. Each chapter presents the latest scholarship from leaders in the field on modern family changes and stressors, as well as resources for intervention and mechanisms for learning. The book is designed as a core text for upper-level courses in child and family studies, human development, and social work.

<http://www.sagepublications.com/>

Dana J. Wilber

iWrite: Using Blogs, Wikis, and Digital Stories in the English Classroom
Heinemann, 2010
LB 1631 .W392 2010
Professor Wilber is in the Early Childhood, Elementary Education, and Literacy Education Department.



Students are texting, networking, and blogging—i.e., writing and reading—all the time, everywhere, just maybe in places we aren't necessarily paying attention to. Build on their authentic interest and motivation using the technologies they are already committed to and you've won half the battle. You won't believe how engaged they are; they won't believe they're learning for school. The author shows how to guide students through the complexity of new literacies, including how to discern between media; how to account for audience and voice; how to choose the appropriate genre; and how to harness what they already know to be more successful in school.

<http://www.heinemann.com/>

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Nancy C. Carnevale

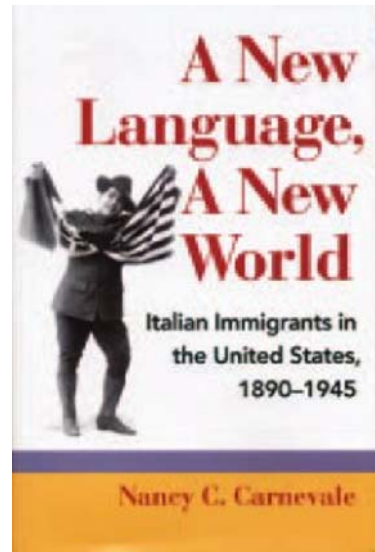
A New Language, a New World: Italian Immigrants in The United States, 1890-1945

University of Illinois Press, 2009

E 184 .I8 C29 2009

Professor Carnevale is in the History Department.

An examination of Italian immigrants and their children in the early twentieth century, the book is the first full-length historical case study of one immigrant group's experience with language in America. Incorporating the interdisciplinary literature on language within a historical framework, the author illustrates the complexity of the topic of language in American immigrant life. By looking at language from the perspectives of both immigrants and the dominant culture as well as their interaction, this book reveals the role of language in the formation of ethnic identity and the often coercive context within which immigrants must negotiate this process.



<http://www.press.uillinois.edu/>

Dan Cassino and **Yasemin Besen-Cassino**

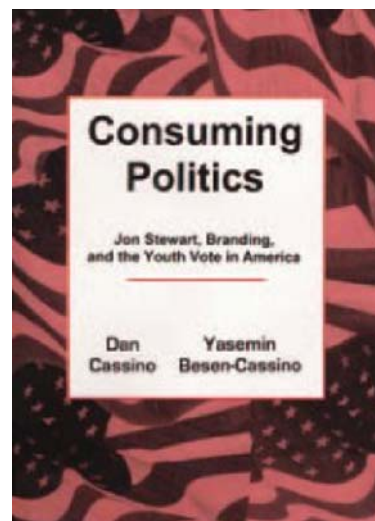
Consuming Politics: Jon Stewart, Branding, and the Youth Vote in America

Fairleigh Dickinson University, 2009

HQ 799.2 .P6 C38 2009

Professor Besen-Cassino is in the Sociology Department.

The authors use a combination of methods to understand how young people in the early twenty-first century see the political world, and why they are choosing not to be engaged in it. The authors show that forty years of political consultants and media branding of candidates, issues, and parties have taken their toll, and young people today see politics as being no different than the other products and services that are marketed to them on a hourly basis. Special attention is paid to *The Daily Show* with Jon Stewart, the one media outlet that Republican, Democrat, and independent youth groups can agree on. The authors show how and why *The Daily Show* is better at educating young people about politics than traditional media sources, and argue that it serves as a model for getting young people interested and involved. Minimizing academic jargon, and translating all of the statistical results into plain language, the book is accessible to anyone who wants to know what happened to the angry youth, and what can be done about it.



<http://www.fdupress.org/>

Andrea Dini

Il Premio Nazionale Riccione 1947 e Italo Calvino

Il Ponte Vecchio, 2007

PQ 4048 .R53 D56 2007

Professor Dini is in the Spanish and Italian Department.



Il libro di Andrea Dini, docente di letteratura italiana a Montclair State University del New Jersey, ricostruisce la prima edizione del Premio Riccione nel 1947, in cui venne proclamato vincitore della sezione letteraria Italo Calvino, con il romanzo *Il sentiero dei nidi di ragno*. La giuria era composta da nomi illustri: Sibilla Aleramo (presidente), Mario Luzi, Guido Piovene e Cesare Zavattini. Il libro ricostruisce la cronaca del Premio sullo sfondo di Riccione e della Riviera, combinando l'analisi letteraria e la descrizione dell'ambiente dei letterati con la rievocazione del contesto d'epoca, la ricostruzione del secondo dopoguerra e l'atmosfera di quella che voleva tornare ad essere una delle più belle spiagge d'Europa: Riccione, la Perla Verde dell'Adriatico.

<http://www.riccioneteatro.it/prt/>

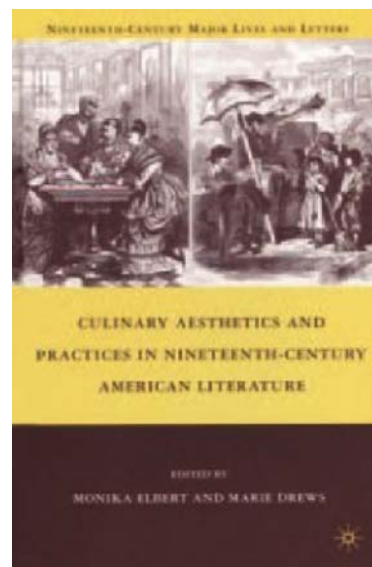
Monika Elbert and Marie Drews (Eds.)

Culinary Aesthetics and Practices in Nineteenth-Century American Literature

Palgrave, 2009

PS 201 .C85 2009

Professor Elbert is in the English Department.



This book examines the preponderance of food imagery in nineteenth-century literary texts. Contributors to this volume analyze the social, political, and cultural implications of scenes involving food and dining and illustrate how “aesthetic” notions of culinary preparation are often undercut by the actual practices of cooking and eating. As contributors interrogate the values and meanings behind culinary discourses, they complicate commonplace notions about American identity and question the power structure behind food production and consumption.

<http://www.palgrave-usa.com/>

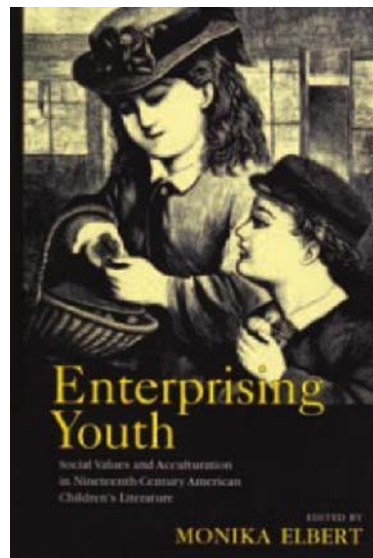
Monika Elbert (Ed.)

*Enterprising Youth: Social Values and Acculturation in
Nineteenth-Century American Children's Literature*

Routledge, 2008

PS 490 .E58 2008

Professor Elbert is in the English Department.



This book examines the agenda behind the shaping of nineteenth-century children's perceptions and world views and the transmission of civic duties and social values to children by adults. The essays reveal the contractions involved in the perceptions of children as active or passive, as representatives of a new order, or as receptacles of the transmitted values of their parents. The question, then, is whether the business of telling children's stories becomes an adult enterprise of conservative indoctrination, or whether children are enterprising enough to read what many of the contributors to the volume see as the subversive potential of these texts.

<http://www.routledge.com/>

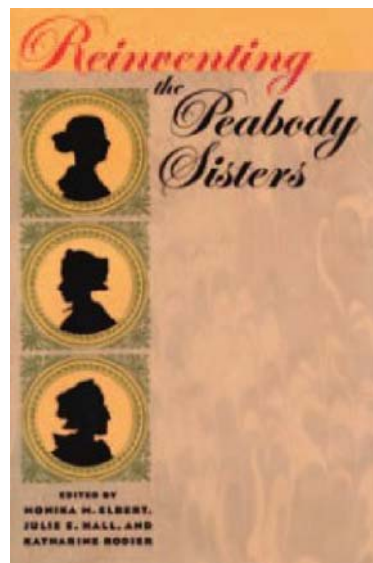
Monika Elbert, Julie E. Hall, and Katharine Rodier (Eds.)

Reinventing the Peabody Sisters

University of Iowa Press, 2006

PS 147 .R45 2006

Professor Elbert is in the English Department.



Whether in the public realm as political activists, artists, teachers, biographers, editors, and writers or in the more traditional role of domestic, nurturing women, Elizabeth Peabody, Mary Peabody Mann, and Sophia Peabody Hawthorne subverted rigid nineteenth-century definitions of women's limited realm of influence. The book seeks to redefine this dynamic trio's relationship to the literary and political movements of the mid-nineteenth century. Previous scholarship has romanticized, vilified, or altogether erased their influences and literary productions or viewed these individuals solely in light of their relationships to other nineteenth-century luminaries, particularly men — Ralph Waldo Emerson, Nathaniel Hawthorne, Horace Mann. This collection underscores that each woman was a creative force in her own right. The essays in this collection examine the sisters' confrontations with and involvement in the intellectual movements and social conflicts of the nineteenth century, including Transcendentalism, the Civil War, the role of women, international issues, slavery, Native American rights, and parenting. Among the most revealing writings that the sisters left behind, however, are those which explore the interlaced relationship that continued throughout their remarkable lives.

<http://uipress.uiowa.edu/>

Anna Feldman and Jirka Hanna

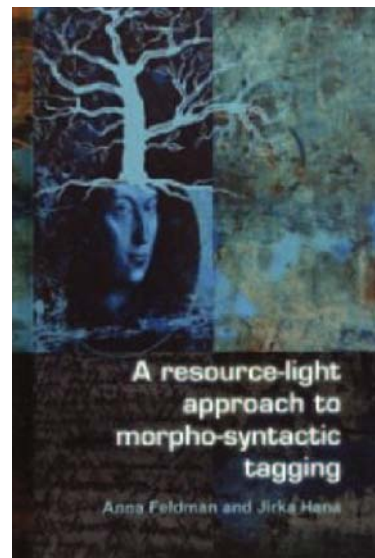
A Resource-light Approach to Morpho-syntactic Tagging

Rodopi, 2009

P 290 .F44 2010

Dr. Feldman is in the Linguistics Department.

While supervised corpus-based methods are highly accurate for different NLP tasks, including morphological tagging, they are difficult to port to other languages because they require resources that are expensive to create. As a result, many languages have no realistic prospect for morpho-syntactic annotation in the foreseeable future. The method presented in this book aims to overcome this problem by significantly limiting the necessary data and instead extrapolating the relevant information from another, related language. The approach has been tested on Catalan, Portuguese, and Russian. Although these languages are only relatively resource-poor, the same method can be in principle applied to any inflected language, as long as there is an annotated corpus of a related language available. Time needed for adjusting the system to a new language constitutes a fraction of the time needed for systems with extensive, manually created resources: days instead of years. This book touches upon a number of topics: typology, morphology, corpus linguistics, contrastive linguistics, linguistic annotation, computational linguistics and Natural Language Processing (NLP). Researchers and students who are interested in these scientific areas as well as in cross-lingual studies and applications will greatly benefit from this work. Scholars and practitioners in computer science and linguistics are the prospective readers of this book.



<http://www.rodopi.nl/>

Eileen Fitzpatrick (Ed.)

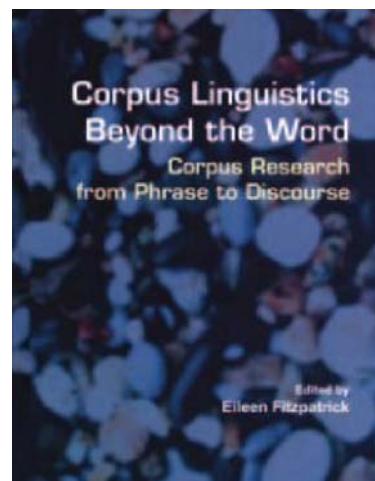
Corpus Linguistics Beyond The Word: Corpus Research from Phrase to Discourse

Rodopi, 2007

P 98.3 .N67 2004

Professor Fitzpatrick is in the Linguistics Department.

This volume will be of particular interest to readers interested in expanding the applications of corpus linguistics techniques through new tools and approaches. The text includes selected papers from the Fifth North American Symposium, hosted by the Linguistics Department at Montclair State University in May 2004. The papers represented several areas of corpus studies including language development, syntactic analysis, pragmatics and discourse, language change, register variation, corpus creation and annotation, and practical applications of corpus work, primarily in language teaching, but also in medical training and machine translation. A common thread through most of the papers was the use of corpora to study domains longer than the word.



<http://www.rodopi.nl/>

Alice Freed and Susan Ehrlich

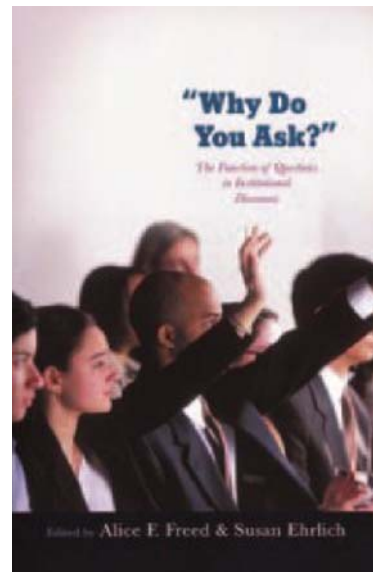
Why Do You Ask?: The Function of Questions in Institutional Discourse

Oxford University Press, 2010

P 95.52 .W58 2010

Professor Freed is in the Linguistics Department.

The act of questioning is the primary speech interaction between an institutional speaker and someone outside the institution. These roles dictate their language practices. This is the first collected volume to focus solely on the question/answer process, drawing on a range of methodological approaches like Conversational Analysis, Discourse Analysis, Discursive Psychology, and Sociolinguistics-and using as data not just medical, legal, and educational environments, but also less-studied institutions like telephone call centers, broadcast journalism (i.e. talk show interviews), academia, and telemarketing. An international roster of well-known contributors addresses such issues as: the relationship between the syntax of the question and its discourse function; the kind of institutional work that questions perform; the degree to which the questioner can control the direction of the conversation; and how questions are used to repackage responses, to construct meaning, and to serve the institutional goals of speakers. The book will appeal to linguists and others interested in institutional discourse, as well as those interested in the grammatical/pragmatic nature of questions.



<http://www.oup.com>

Grover Furr

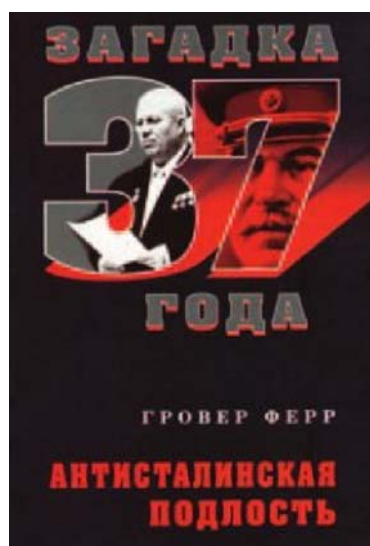
Антисталинская подлость
(*Antistalinska 'i`a podlost*)

Algoritm, 2007

DK 268.4 .F877 2007

Professor Furr is in the English Department.

Год назад отмечался 50-летний юбилей «закрытого доклада» Н. С. Хрущева, зачитанного 25 февраля 1956 года на XX съезде КПСС. Он породил легко предсказуемые отзывы и комментарии. Лондонская «Телеграф» охарактеризовала доклад как «самую влиятельную речь XX столетия». А в статье, опубликованной в тот же день в «Нью-Йорк тайме», Уильям Таубман, лауреат Пулицеровской премии 2004 года, присужденной за биографию Хрущева, назвал его выступление «подвигом», «достойным быть отмеченным» в календаре событий. Однако автору представленной ныне вниманию читателя книги удалось сделать совсем другое открытие. Из всех утверждений «закрытого доклада», напрямую «разоблачающих» Сталина или Берию, не оказалось ни одного правдивого. Как выясняется, в своей речи Хрущев не сказал про Сталина и Берию ничего такого, что оказалось бы правдой. Самая влиятельная речь XX столетия (если не всех времен!) — плод мошенничества? Сама по себе такая мысль кажется просто чудовищной. Ведь дело не только в ней самой, но и в очевидных последствиях...



David Galef

Apocalypses

Finishing Line Press, 2009.

PS 3557.A41148 A6 2009

Professor Galef is in the English Department.

The poems are profound, ironic, and viciously fun. In exquisitely turned little gems of verse, the author poet rides roughshod over our existential anxieties, showing them for what they are: terrible, and terribly funny.

www.finishinglinepress.com/



David Galef

Lists

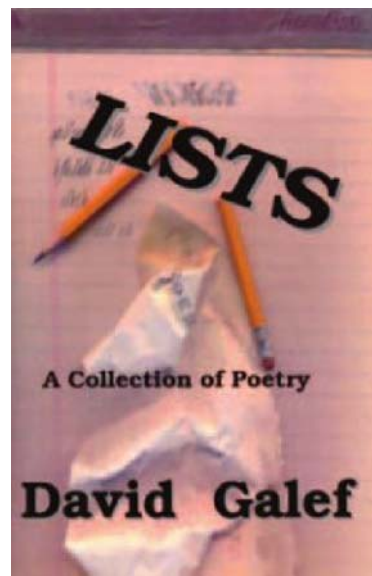
D-N Publishing, 2007

PS 3557 .A41148 .L47 2007

Professor Galef is in the English Department.

This book of poems presents a catalogue for all sorts of occasions, whether it's a list of bizarre musical instruments, Odysseus's jotting down items for when he finally gets home, or a set of indiscretions dreamed about — not to mention the list of lists by which we live our lives. In this brief collection, David Galef shows us our mad, funny, poignant obsessions.

<http://www.dnpublishing.org/>



Glenn Robert Gill

Northrop Frye and the Phenomenology of Myth

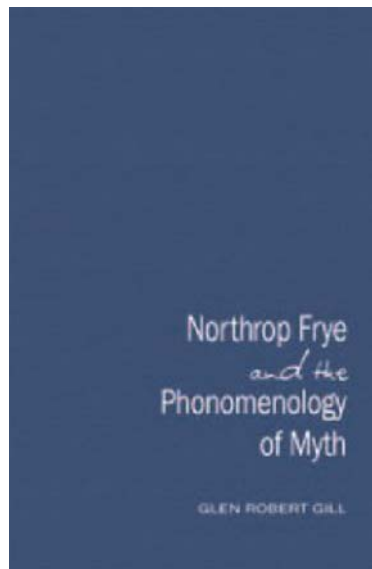
University of Toronto Press, 2006

PN 75.F7 .G55 2006

Professor Gill is in the Classics and General Humanities Department.

The author compares Frye's theories about myth to those of three other major twentieth-century mythologists: C.G. Jung, Joseph Campbell, and Mircea Eliade. Gill explores the theories of these respective thinkers as they relate to Frye's discussions of the phenomenological nature of myth, as well as its religious, literary, and psychological significance. Gill substantiates Frye's work as both more radical and more tenable than that of his three contemporaries. Eliade's writings are shown to have a metaphysical basis that abrogates an understanding of myth as truly phenomenological, while Jung's theory of the collective unconscious emerges as similarly problematic. Likewise, Gill argues, Campbell's work, while incorporating some phenomenological progressions, settles on a questionable metaphysical foundation. Gill shows how, in contrast to these other mythologists, Frye's theory of myth, first articulated in *Fearful Symmetry* (1947) and culminating in *Words with Power* (1990), is genuinely phenomenological. With excursions into fields such as literary theory, depth psychology, theology, and anthropology, this book is essential to the understanding of Frye's important mythological work.

<http://www.utpress.utoronto.ca/>



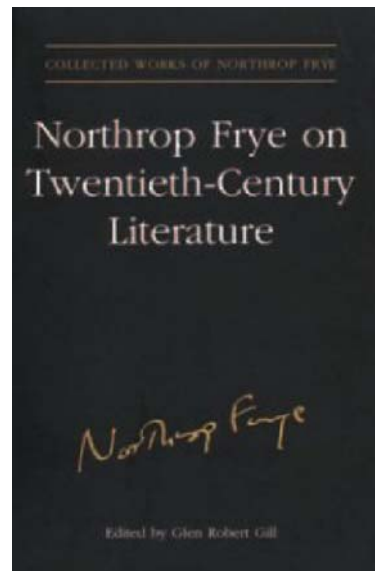
Glen Robert Gill (Ed.)

Northrop Frye on Twentieth-Century Literature

University of Toronto Press, 2009

PN 37 .F79 2010

Professor Gill is in the Classics and General Humanities Department.



This volume brings together Northrop Frye's criticism on twentieth-century literature, a body of work produced over almost sixty years. Including Frye's incisive book, *T.S. Eliot*, as well as his discussions of writers such as James Joyce, W.B. Yeats, Wallace Stevens, and George Orwell, the volume also contains a recently discovered review of C.G. Jung's book on the synchronicity principle and a previously unpublished introduction to a twentieth-century literature anthology. Frye's insightful commentaries demonstrate definitively that he was as astute a critic of the literature of his own time as he was of the literature of earlier periods. The editor's substantial introduction delineates the development of Frye's criticism on twentieth-century literature, puts it in historical and cultural context, and relates it to his overarching theory of literature. This volume in *Frye's Collected Works* is indispensable not only for readers of Frye's work but for all scholars and students of twentieth-century literature.

<http://www.utpress.utoronto.ca/>

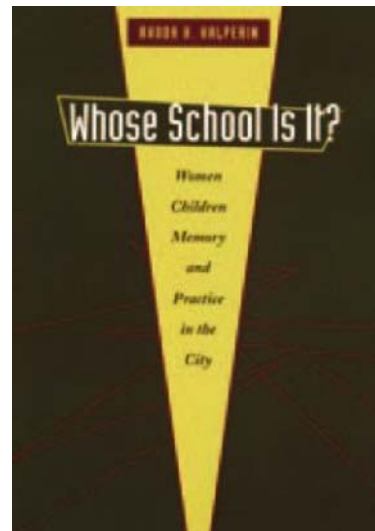
Rhoda H. Halperin

Whose School Is It?: Women, Children, Memory, and Practice in the City

University of Texas Press, 2006

LD 7501 .C523 H35 2006

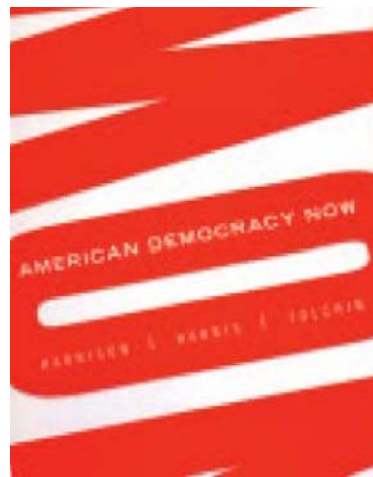
Professor Halperin, who passed away in 2009, was in the Anthropology Department.



Whose School Is It?: Women, Children, Memory, and Practice in the City is a success story with roadblocks, crashes, and detours. Rhoda Halperin uses feminist theorist and activist Gloria Anzaldúa's ideas about borderlands created by colliding cultures to deconstruct the creation and advancement of a public community charter school in a diverse, long-lived urban neighborhood on the Ohio River. Class, race, and gender mix with age, local knowledge, and place authenticity to create a page-turning story of grit, humor, and sheer stubbornness.

<http://www.utexas.edu/utpress/>

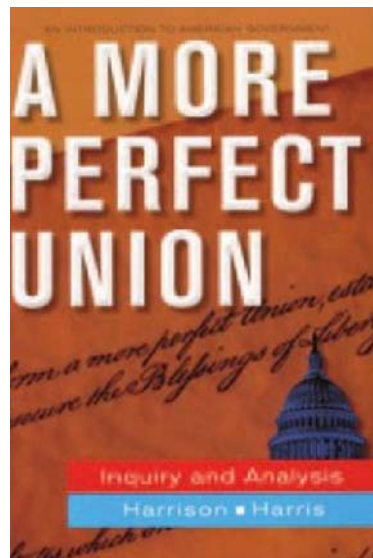
Brigid Callahan Harrison, Jean Wahl Harris,
and Susan J. Tolchin
American Democracy Now
McGraw-Hill, 2009
JK 276 .A43 2009
*Professor Harrison is in the Political Science and
Law Department.*



The authors apply a critical thinking framework to teaching American Government by asking students to Inquire, Converse, and Participate. Inquire is about students asking the right questions, and not taking what they read, hear, or see at face value. Converse is getting students to the point where they can join in the conversation of democracy constantly going on around them as informed participants. Participate is about students getting involved or making a conscious decision not to get involved, and also about participation including many new activities related to technology blogging, online polling, social networking sites, and more.

<http://www.mhhe.com>

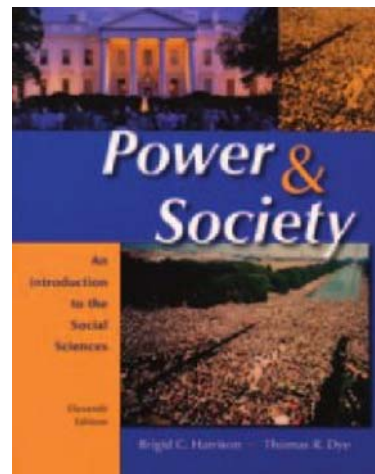
Brigid Harrison and Jean Wahl Harris
A More Perfect Union: Inquiry and Analysis
McGraw-Hill, 2010
JK 276 .H37 2010
*Professor Harrison is in the Political Science and
Law Department.*



Providing students with the tools they need to think critically about their government, this volume offers a powerful formula for inquiry and analysis. By applying the text's three-part critical thinking framework: Then, Now, and Next (How does what happened Then and what is happening Now shape what's coming Next?), students are taught to read actively and think critically about the information they are learning. As students develop the ability to apply the skills and concepts they are learning in class, they will also begin to make better-informed choices, in turn becoming the citizens who will continue to make the United States "A More Perfect Union."

<http://www.mhhe.com/>

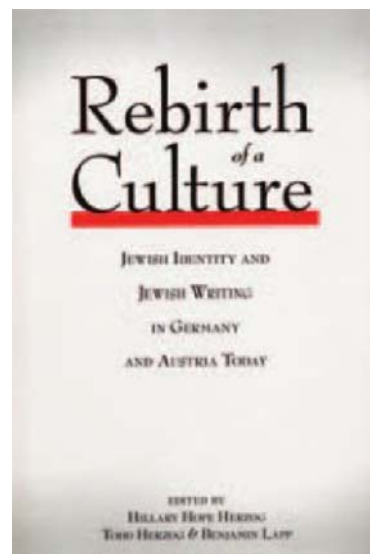
Brigid C. Harrison and Thomas R. Dye
Power and Society: An Introduction to the Social Sciences
11th ed.
Thomson/Wadsworth, 2008
H 61 .D95 2008
Professor Harrison is in the Political Science and Law Department.



This volume introduces each of the social sciences, and demonstrates how the various disciplines differ in their focus and methods, while maintaining the central integrative theme of power. The interdisciplinary viewpoint illustrates the nature and uses of power in society. It will stimulate interest in the social sciences as it explores some of the central challenges facing American society; for example, ideological conflict, racism and sexism, poverty and powerlessness, crime and violence, community problems, and international relations.

<http://www.thomsonedu.com/>

Hillary Hope Herzog, Todd Herzog and **Benjamin Lapp** (Eds.)
Rebirth of a Culture: Jewish Identity and Jewish Writing in Germany and Austria Today
Berghahn Books, 2008
PT 169 .R38 2008
Professor Lapp is in the History Department.



After 1945, Jewish writing in German was almost unimaginable — then only in reference to the Shoah. Only in the 1980s, after a period of mourning, silence, and processing of the trauma, did a new Jewish literature evolve in Germany and Austria. This volume focuses on the re-emergence of a lively Jewish cultural scene in the German-speaking countries and the various cultural forms of expression that have developed around it. Topics include current debates such as the emergence of post-Waldheim Jewish discourse in Austria and Jewish responses to German unification and the Gulf wars. Other significant themes addressed are the memorialization of the Holocaust in Berlin and Vienna, the uses of Kafka in contemporary German literature, and the German and American-Jewish dialogue as representative of both the history of exile and the globalization of postmodern civilization.

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