



Annual Institutional Profile Report

Fall 2018

September, 2018

PREFACE

Founded as the New Jersey State Normal School at Montclair in 1908, Montclair State University today is a preeminent center of research, education and scholarship. The University offers a broad array of undergraduate and graduate programs in the liberal arts and sciences, as well as in the professional fields of business, the arts and education. Substantial growth in research activity and doctoral-level education has earned Montclair State designation by the State of New Jersey as a public research university, and by the Carnegie Classification of Institutions of Higher Education as a national research doctoral university.

Montclair State is currently in a period of significant growth and development with an enrollment of 21,000 students, new programs, new faculty and expanding physical facilities. Recent accomplishments include the opening of a new Center for Computing and Information Science, the founding of the new University College, the opening and expansion of the School of Nursing, and construction of state-of-the-art learning and research facilities for students in the Feliciano School of Business, College of Science and Mathematics, The Graduate School, School of Nursing, and School of Communication and Media. The University received the largest philanthropic gift in its history — \$20 million to support the Feliciano School of Business — and met the Federal criteria for recognition as an Hispanic-Serving Institution. These activities are evidence of the University's commitment to steadily adapting and evolving to serve the educational needs of New Jersey, grounded in a mission of academic excellence and service. The University's full mission statement follows.

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 Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. Programs leading to a degree or certificate (not certification) are approved by the Office of the Secretary of Higher Education of the State of New Jersey. Programs leading to NJ State 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.

Discipline-specific accreditations include:

- AACSB International — The Association to Advance Collegiate Schools of Business (Baccalaureate and Graduate degree programs in business, School of Business)
- ACEND - Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (Didactic Program in Dietetics, Baccalaureate level; Dietetic Internship, Department of Health and Nutrition Sciences)
- CAATE - Commission on Accreditation of Athletic Training Education (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)
- CAC/ABET - Computing Accreditation Commission 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)
- CACREP - Council for the Accreditation of Counseling and Related Education Programs (Counseling, Ph.D., Counseling, M.A., Department of Counseling and Educational Leadership, College of Education and Human Services)
- CAA/ASHA - Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association (ASHA). CAA has accredited the M.A. with concentration in Speech-Language Pathology; and the Doctoral program in Audiology (AuD) in the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences
- CAEP – Council for the Accreditation of Educator Preparation [Formerly NCATE] — for programs preparing elementary and secondary school teachers, as well as administrative and school service personnel
- CEPH - Council on Education for Public Health. (Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, Department of Public Health, College of Education and Human Services)

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- NASAD - National Association of Schools of Art and Design (Fashion Studies major, BA; Fine Arts major, concentrations in Art Education, Art History, Studio Art, BA; Animation/Illustration major, Filmmaking major, Fine Arts/Studio major, Graphic Design major, Industrial Design major, BFA; Studio Art major, MFA; Department of Art and Design, College of the Arts)
- NASD - National Association of Schools of Dance (Dance major, concentration Dance Education, BA; Dance major, BFA, Department of Theatre and Dance, College of the Arts)
- NASM - National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Music Education, Jazz Studies, 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)
- NAST - National Association of Schools of Theatre (Theatre Studies major, BA; Theatre major concentrations in Acting and in Production/Design, BFA; Theatre major with concentration in Arts 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 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 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, P-12; History major, BA, initial teacher certification, P-12; Political Science major, BA, initial teacher certification, P-12; Sociology major, BA, initial teacher certification, P-12; Geography major, BA, initial teacher certification, P-12; Economics major, BA, initial teacher certification, P-12; Social Studies, MAT, initial teacher certification, P-12; Social Studies, post-baccalaureate teacher certification, P-12

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- National Council of Teachers of English (NCTE): English major, BA, initial teacher certification, 6-12; English, MAT, initial teacher certification, 6-12; English, post-baccalaureate teacher certification, 6-12
- National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 6-12; Mathematics, MAT, initial teacher certification, 6-12; Mathematics, post-baccalaureate teacher certification, 6-12
- 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

Memberships include:

- The Association to Advance Collegiate Schools of Business
- American Association for Paralegal Education
- American Association for Colleges for Teacher Education
- American Association of Collegiate Registrar's and Admissions Officers
- American Association of State Colleges and Universities
- American Council on Education
- Association for Gerontology in Higher Education
- Association of American Colleges and Universities
- Council of Graduate Schools
- Middle Atlantic Association of Colleges of Business Administration
- National Association of Graduate Admissions Professionals
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Personnel Administrators
- National Network for Educational Renewal
- New Jersey Association of Colleges for Teacher Education
- New Jersey Association of State Colleges and Universities
- North American Association of Summer Sessions
- Northeastern Association of Graduate Schools

B. Number of Students Served

Fall 2017 Undergraduates

In fall 2017, 16,852 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 29.5% from fall 2007, and up 0.2% from fall 2016.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2017		
	Number	Percent
Full-time	14,944	88.7%
Part-time	1,908	11.3%
Total	16,852	100.0%

The proportion of undergraduates studying full-time rose 5.1 percentage points between 2007 and 2017, from 83.6% in fall 2007 to 88.7% in fall 2017.

Fall 2017 Graduate Students

Montclair State University enrolled 4,161 graduate students in fall 2017 (see Table II.B.2). This graduate student headcount was up 11.9% from fall 2007, but down -0.4% from fall 2016.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2017		
	Number	Percent
Full-time	1,477	35.5%
Part-time	2,684	64.5%
Total	4,161	100.0%

The proportion of graduate students studying full-time has risen over the past decade. The percent of graduate students enrolled full-time rose 15.1 percentage points, from 20.4% in fall 2007 to 35.5% in fall 2017.

FY17 (12-Month) Unduplicated Enrollments

While most students are admitted and enroll at the beginning of each academic year, thousands of additional students enroll during the University's other sessions that run in the winter, spring, and summer. During FY17, nearly 24,000 students attended MSU during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY17 (IPEDS 12-Month)			
	Headcount	Credit Hours	FTE
Undergraduate	18,785	480,999	16,033
Graduate	5,152	63,703	2,654
Professional Practice	52	1,644	69
Total	23,989	546,346	18,756

C. Characteristics of Undergraduate Students

Fall 2017 First-time Undergraduates

A total of 13,384 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2017, up 32% from fall 2007. The University admitted 70.7% of these applicants, and 3,017 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 31.9%. The fall 2017 acceptance rate was 13.7 percentage points higher than in fall 2007, admissions yield was -4.6 percentage points lower than in fall 2007.

Fall 2017 first-time undergraduates 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 3,017 first-time undergraduates, 94.5% were Regular Admits, 4.1% were admitted through the EOF program, and 1.4% were Special Admits (see Table II.C.1).

In fall 2015, Montclair State became the first public university in New Jersey to adopt an ACT/SAT test optional policy. The decision was based upon studies showing that SAT and ACT test scores were less effective predictors of college success than student performance in high school courses. Test scores are considered if students voluntarily choose to submit them, but applicants are neither hindered nor advantaged by standardized test scores alone.

Montclair State's test optional policy is designed to ensure that students selected for admission are capable of succeeding in the University's rigorous academic programs. It also supports the University's mission to serve a student body that reflects New Jersey's socio-economic and ethnic diversity.

A total of 1,205 (39.9%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on SAT scores that were submitted voluntarily by first-time undergraduates who entered the University as freshmen.

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2017

Type	Full-Time				Part-Time			
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	1,138	531	541	509	18	464	447	--
EOF	49	484	503	480	4	398	393	--
Special	10	510	527	--	1	380	400	--
All	1,197	529	539	508	23	449	435	--
Missing	1,794	--	--	--	18	--	--	--

In fall 2017, Montclair State University did not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses, Fall 2017

Total Fall 2017 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
16,852	0	0.0%
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
3,004	0	0.0%
Remedial Subject Area	Number of FTFT Students Enrolled in	Percent of FTFT Students Enrolled in
Reading	0	0.0%
Writing	0	0.0%
Math Computation	0	0.0%
Elementary Algebra	0	0.0%

A CIRP survey administered to fall 2016 first-time undergraduates revealed that over 88% considered MSU to be their first or second choice among colleges. The survey also revealed that the top four reasons freshmen chose MSU were: a) very good academic reputation (59%), b) good reputation for social and extracurricular activities (54%), c) affordability (49%), and d) a visit to the campus (49%). The Freshman Survey (CIRP) is run every three years, and will next be administered to first-time undergraduates in fall 2019.

The profile of the fall 2017 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 17.3% of first-time undergraduates identified themselves as African American, 6.8% as Asian, 30.3% as Latino/a, and 0.6% as non-resident aliens. Females comprised 64.7% of first-time undergraduates.

Fall 2017 Undergraduates

In fall 2017, a total of 21,013 students attended Montclair State University. Of this total, 16,852 (or 80.2% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 29.5% between fall 2007 and fall 2017. Eighty-nine percent of fall 2017 undergraduates attended the University full-time, up over 5 percentage points from fall 2007. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, 29.8% of undergraduates identified themselves as Latino/a, 13.8% as African American, 6.3% as Asian, 44.4% White, and 2.2% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2017

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	12	0.1%	2	0.1%	14	0.1%
African Amer.	1,931	12.9%	231	12.1%	2,162	12.8%
Asian	913	6.1%	114	6.0%	1,027	6.1%
Latino/a	4,102	27.4%	552	28.9%	4,654	27.6%
White	6,237	41.7%	699	36.6%	6,936	41.2%
Non-Res. Alien	277	1.9%	60	3.1%	337	2.0%
Unknown	1,472	9.9%	250	13.1%	1,722	10.2%
Total	14,944	100.0%	1,908	100.0%	16,852	100.0%

In fall 2017, 61.8% of all undergraduates were female, and the average age of the undergraduate population was 21.73 years (see Tables II.C.3.b and II.C.3.c).

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TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2017

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,154	61.3%	1,118	58.6%	10,272	61.0%
Male	5,790	38.7%	790	41.4%	6,580	39.0%
Total	14,944	100.0%	1,908	100.0%	16,852	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2017

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	28	0.2%	11	0.6%	39	0.2%
18-19	4,803	32.1%	62	3.2%	4,865	28.9%
20-21	5,949	39.8%	232	12.2%	6,181	36.7%
22-24	3,149	21.1%	679	35.6%	3,828	22.7%
25-29	719	4.8%	422	22.1%	1,141	6.8%
30-34	150	1.0%	167	8.8%	317	1.9%
35-39	69	0.5%	98	5.1%	167	1.0%
40-49	54	0.4%	129	6.8%	183	1.1%
50-64	21	0.1%	99	5.2%	120	0.7%
More than 64	2	0.0%	9	0.5%	11	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	14,944	100.0%	1,908	100.0%	16,852	100.0%

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During AY16-17, 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 \$9 million during the award year. Also in AY16-17, Federal grants, loans, and work-study programs amounted to over \$124.7 million.

MSU distributed an additional \$32.8 million in state-funded financial aid during AY16-17, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 6,303 State awards were made to MSU students, including 5,180 TAG Awards, 357 NJCLASS Loans, and 647 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY16-17

	Recipients	\$ Dollars	\$/Recipient
<u>STATE PROGRAMS</u>			
TAG	5,180	\$27,010,000	\$5,214
EOF	647	\$751,000	\$1,161
Distinguished Scholars	0	\$0	\$0
Urban Scholars	47	\$44,000	\$936
NJCLASS Loans	357	\$4,867,000	\$13,633
NJ Stars	72	\$146,000	\$2,028
OSRP	0	\$0	\$0
<u>FEDERAL PROGRAMS</u>			
Pell Grants	7,361	\$31,927,000	\$4,337
College Work Study	528	\$688,000	\$1,303
Perkins Loans	340	\$843,000	\$2,479
SEOG	1,234	\$880,000	\$713
Stafford Loans (Subsidized)	8,889	\$36,167,000	\$4,069
Stafford Loans (Unsubsidized)	8,897	\$30,842,000	\$3,467
PLUS Loans	1,707	\$23,359,000	\$13,684
SMART & ACG or other	0	\$0	\$0
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	2,972	\$8,965,000	\$3,016
Loans	0	\$0	\$0

Of MSU’s 3,017 first-time undergraduates who entered in fall 2017, 96% were New Jersey residents (see Table II.C.5). Most were from Bergen (512), Essex (462), and Passaic (424) counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2017			
State Residents	Non-State Residents	Total Students	% State Residents
2,907	110	3,017	96.4%

Fall 2017 Graduate Students

Of the 21,013 students who attended Montclair State University in fall 2017, 4,161 (19.8%) were graduate students. Graduate student enrollment rose 11.9% between fall 2007 (3,719) and fall 2017 (4,161).

Most graduate students (64.5%) attended MSU part-time, taking fewer than nine credits per semester. Nearly 72% of fall 2017 graduate students were female, and the average age of the graduate student population was 31.15 years. Excluding unknowns, 10.2% of graduate students identified themselves as African American, 4.8% as Asian, 17.1% as Latino/a, 58.8% as White, 7.0% as non-resident aliens, and 1.7% as multi-racial. Of MSU's 4,161 graduate students, 91.9% are New Jersey residents.

D. Student Outcomes

Over 65% of all full-time, first-time freshmen who entered MSU in the fall of 2011 earned a degree within six years of entry (see Table II.D.1.a).

TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2011 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=214	81	37.9%	127	59.3%	134	62.6%
Asian						
Cohort=113	48	42.5%	68	60.2%	70	61.9%
Latinx						
Cohort=508	202	39.8%	308	60.6%	325	64.0%
White						
Cohort=1,189	520	43.7%	751	63.2%	789	66.4%
Non-Res. Alien						
Cohort=30	17	56.7%	22	73.3%	25	83.3%
Other*						
Cohort=282	121	42.9%	172	61.0%	183	64.9%
Total						
Cohort=2,336	989	42.3%	1,448	62.0%	1,526	65.3%

* Includes Native American and Unknown Race/Ethnicity. One deceased student excluded.

Nearly 92% of all full-time, first-time undergraduates who entered MSU in fall 2016 re-enrolled in spring 2017, and 80.5% returned in fall 2017 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2016 to 2017

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	2,977	2,395	80.5%	582	19.5%
Part-time	20	6	30.0%	14	70.0%
Total	2,997	2,401	80.1%	534	19.9%

Transfer Student Outcomes

Of the 1,285 students who entered MSU as full-time transfer students in fall 2010, 55% earned their degrees within three years, 70% earned degrees within four years, and 75% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in fall 2015 was 84%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 2,631 alumni who earned Bachelor's degrees in 2007-08 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1,163 (44.2%) of these alumni continued their formal education, and of those who continued their education, 705 (26.8%) earned one or more graduate degrees, including 76 doctorates and 657 Master's degrees.

Last year, the State of New Jersey unveiled the New Jersey Education to Employment Data System (NJEEDS), which combines data from the Department of Education, the Department of Labor and Workforce Development, and the Office of the Secretary of Higher Education into a single repository for both pure and applied research. It is hoped that this system will enable New Jersey's postsecondary institutions to finally have access to valid and reliable data on employment, employment industry, and salaries of their graduates spanning a number of years and graduating classes.

In the meantime, a recent survey of alumni conducted one year from graduation revealed that 88% of Bachelor's degree recipients were gainfully employed. A majority (89%) of employed alumni said they worked in New Jersey, thus contributing to the State's economy. Over 70% said they held jobs that were related to their MSU majors.

Again this year, Montclair State University participated 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 among a small number of 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 Portraits," and selecting New Jersey under the "Colleges by State" tab.

Local assessment efforts are led by the Committee on University Effectiveness (CUE). During the past year, CUE collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major, and assessed student learning in general education using the Collegiate Learning Assessment Plus (CLA+) instrument.

The CLA+ was administered to a random sample of freshmen and seniors during AY2016-17, and an initial analysis of results has been completed. Results show that the performance of MSU students closely matches national averages. Faculty will continue to analyze the results during the coming academic year to determine ways to improve learning in general education even further.

CUE also works closely with Administrative Divisions (Budget and Planning, Finance and Treasury, Human Resources, Information Technology, Student Development and Campus Life, University Advancement, and University Facilities) to involve them in the assessment of even broader areas of institutional effectiveness. The current focus of this effort is on summarizing what was achieved under the current University Strategic Plan approved in October 2011. This will be accomplished by utilizing assessment data stored in the Nuventive Improve, cloud-based database.

Work has begun on a new, University Strategic Plan that will again engage faculty and staff from both the Academic and Administrative areas. This effort will be led by the Provost and Vice President for Academic Affairs.

CUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the Ruffalo 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 Ruffalo Noel Levitz Institutional Priorities Survey.

E. Faculty Characteristics

In fall 2017, Montclair State University employed 636 full-time instructional staff (see Table II.E.1).

TABLE II.E.1: Full-time Instructional Staff by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2017															
	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.	7	6	4	2	19	5	11	1	1	18	12	17	5	3	37
Tenured	7	6	3	0	16	5	10	0	0	15	12	16	3	0	31
Untenured	0	0	1	2	3	0	1	1	1	3	0	1	2	3	6
Asian	11	22	3	1	37	15	19	5	2	41	26	41	8	3	78
Tenured	11	20	1	0	32	15	19	0	0	34	26	39	1	0	66
Untenured	0	2	2	1	5	0	0	5	2	7	0	2	7	3	12
Latinx	5	9	1	4	19	10	8	2	1	21	15	17	3	5	40
Tenured	5	9	0	0	14	10	7	1	0	18	15	16	1	0	32
Untenured	0	0	1	4	5	0	1	1	1	3	0	1	2	5	8
White	61	66	31	34	192	67	73	27	22	189	128	139	58	56	381
Tenured	61	64	5	0	130	67	72	6	0	145	128	136	11	0	275
Untenured	0	2	26	34	62	0	1	21	22	44	0	3	47	56	106
Non-Res. Alien	0	0	7	0	7	0	1	11	0	12	0	1	18	0	19
Tenured	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1
Untenured	0	0	7	0	7	0	1	10	0	11	0	1	17	0	18
Missing	1	4	24	14	43	3	9	16	10	38	4	13	40	24	81
Tenured	0	3	1	0	4	3	8	0	0	11	3	11	1	0	15
Untenured	1	1	23	14	39	0	1	16	10	27	1	2	39	24	66
Total	85	107	70	55	317	100	121	62	36	319	185	228	132	91	636
Tenured	84	102	10	0	196	100	116	8	0	224	184	218	18	0	420
Untenured	1	5	60	55	121	0	5	54	36	95	1	10	114	91	216

The number of full-time instructional staff increased 25.0% from fall 2007 (N=509) to fall 2017 (N=636). From fall 2007 to fall 2017, the number of full-time male faculty members rose 16.0% (275 to 319), while the number of full-time female faculty members increased 35.5% (234 to 317).

MSU's full-time faculty was augmented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff (see Table II.F.2).

Table II.E.2: Percent of Course Sections Taught By Full-Time Instructional Staff, Fall 2017

No. of Sections	# taught by F-T Instr. Staff	% taught by F-T Instr. Staff	# taught by P-T Instr Staff	% taught by P-T Instr. Staff	# taught by Others	% taught by Others
4,739	2,299	48.5%	2,079	43.9%	361	7.6%

Table II.E.3 shows IPEDS headcounts of fall 2017 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (636) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves (i.e., not all of these 636 taught in the fall).

Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2017

Total No. of Instructional Staff	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,855	636	34.3%	1,219	65.7%

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

Gender	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	10	1	0	0	0	0	0	11
Female	4	1	0	0	0	0	0	5
Total	14	2	0	0	0	0	0	16

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

Name	Title	Affiliation
Rose C. Cali	Education Advocate	
Mary A. Comito	Financial Advisor	State Farm Insurance
Francis M.C. Cuss	Retired Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb	
Jean Marc de Grandpre	General Manager	New York Red Bulls
George J. Hiltzik	Senior Executive	Hiltzik Strategies
Lawrence R. Inserra, Jr.	President	Inserra Supermarkets, Inc.
Douglas L. Kennedy	Chief Operating Officer	Peapack Gladstone Bank
Ralph A. LaRossa	President and Chief Operating Officer	PSE&G
Thomas Maguire	Retired Senior Vice President	
John L. McGoldrick	Past Chairman of the Board	Zimmer Holdings
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Preston D. Pinkett III	Chief Executive Officer	City National Bank of New Jersey
Kent Sluyter	Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Cierra Watts	Student	Montclair State University
Susan A. Cole, <i>ex officio</i>	President	Montclair State University
Nikita Williams, <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/board-of-trustees>

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2017:

FALL 2017 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF ARTS</i>	
ANTHROPOLOGY	450201
ARABIC	161101
CHILD ADVOCACY AND POLICY	440701
CLASSICS	161201
COMMUNICATION AND MEDIA ARTS	090199
COMMUNICATION STUDIES	090101
DANCE	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENDER, SEXUALITY & WOMEN STUDIES	050207
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
HUMANITIES	240103
ITALIAN	160902
JOURNALISM	090401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
PUBLIC RELATIONS	090902
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
TELEVISION AND DIGITAL MEDIA	090701
THEATRE STUDIES	500501
VISUAL ARTS	500701

FALL 2017 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF FINE ARTS</i>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
PRODUCT DESIGN	500404
THEATRE	500501
VISUAL COMMUNICATION DESIGN	500409
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE	310505
INFORMATION TECHNOLOGY	110103
MARINE BIOLOGY & COASTAL SCIENCES	261302
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
PUBLIC HEALTH	512201
SCIENCE INFORMATICS	309999
SUSTAINABILITY SCIENCE	303301
<i>BACHELOR OF SCIENCE IN NURSING</i>	
NURSING (RN to BSN)	513801
NURSING	513801
<i>MASTER OF ARTS</i>	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101

FALL 2017 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF ARTS (cont.)</i>	
EDUCATIONAL LEADERSHIP	130401
ENGLISH	230101
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
FAMILY AND CHILD STUDIES	190101
FRENCH	160901
INDUSTRIAL ORGANIZATIONAL PSYCH	422804
LAW AND GOVERNANCE	229999
MUSIC	500901
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
<i>MASTER OF ARTS IN TEACHING</i>	
TEACHING	130101
<i>MASTER OF BUSINESS ADMINISTRATION</i>	
BUSINESS ADMINISTRATION	520201
<i>MASTER OF EDUCATION</i>	
INCLUSIVE EDUCATION	131001
SPECIAL EDUCATION	131001
<i>MASTER OF FINE ARTS</i>	
DANCE	500301
STUDIO ART	500702
<i>MASTER OF MUSIC</i>	
PERFORMANCE	500903
<i>MASTER OF PUBLIC HEALTH</i>	
PUBLIC HEALTH	512201
<i>MASTER OF SCIENCE</i>	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOLOGY	260101
BUSINESS ANALYTICS	521301
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
INFORMATION TECHNOLOGY	110103
MARINE BIOLOGY	261302
MATHEMATICS	270101
MATHEMATICAL & COMPUT'L MODELING	270304
MOLECULAR BIOLOGY	260204

FALL 2017 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF SCIENCE (cont.)</i>	
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
SUSTAINABILITY SCIENCE	303301
<i>DOCTOR OF AUDIOLOGY (Au.D.)</i>	
AUDIOLOGY-CLINICAL	510202
<i>DOCTOR OF PHILOSOPHY (Ph.D.)</i>	
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELING	131102
ENVIRONMENTAL MANAGEMENT	030201
<i>DOCTOR OF PHILOSOPHY (Ph.D.)</i>	
FAMILY STUDIES	190701
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVEL.	131299

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

Academy of Nutrition and Dietetics graduate
 Accounting, graduate
 Adolescent Advocacy, graduate
 Advanced Counseling, graduate
 Artist Diploma, graduate
 Arts and Health, graduate
 Certified Alcohol and Drug Counselor, graduate
 Child Advocacy, graduate and undergraduate
 CISCO, graduate and undergraduate
 Computational Linguistics, graduate
 Conflict Management in the Workplace, graduate
 Criminal Forensic Psychology, graduate
 Data Collection and Management, graduate
 Developmental Models of Autism Intervention, graduate
 Educational Assessment, graduate
 Entrepreneurship, graduate
 Environmental Forensics, graduate
 Family/Civil Forensic Psychology, graduate
 Food Safety Instructor, graduate
 Forensic Accounting, graduate
 Geographic Information Science, graduate

Annual Institutional Profile of Montclair State University, 2018

Homeland Security, graduate
Infant and Early Childhood Mental Health, graduate
International Artist Diploma: Studio Art, graduate
International Artist Diploma: Music, graduate
Makeup Artistry, undergraduate
Molecular Biology, graduate
Music Therapy, graduate
New Literacies, Digital Technologies, and Learning, graduate
Nutrition and Exercise Science, graduate
Paralegal Studies, graduate
Performer's Certificate, graduate
Program Evaluation, graduate
Spanish Translation, undergraduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Translation and Interpreting in Spanish, graduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

In FY17, faculty received 72 research awards and \$12.5 million in funding, with most awards coming from the State of New Jersey (12), National Science Foundation (18), the U.S. Department of Education (4), and the Department of Health and Human Services (6). FY17 research expenditures approached \$5.8 million.

TABLE II.H.1: R&D Expenditures, FY17 [1]

Source of Funds	Amount
U.S. Federal Government	\$2,163,000
State and Local Government	\$823,000
Business and Non-Profit Organizations	\$1,835,000
Institutional Funds (incl. MSU Foundation)	\$975,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$5,796,000

[1] Source: NSF Higher Education Research and Development Survey, FY17.

Expenditures on Other Sponsored Programs, FY17 [2]

Source of Funds	Amount
U.S. Federal Government	\$2,580,000
State and Local Government	\$3,384,000
Business and Non-Profit Organizations	\$340,000
Institutional Funds (incl. MSU Foundation)	\$1,926,000
Total of Expenditures on Sponsored Programs Other Than Research	\$8,230,000
Grand Total of Expenditures on R&D and Other Sponsored Programs	\$14,026,000

[2] Source: FY16 Audit schedule.

Selected Montclair State University Faculty Accomplishments

Faculty members at the University enhance their teaching by actively engaging in research, scholarship, and other forms of creative expression. These activities also serve to improve their local communities and the wider society.

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 636 full-time instructional staff members, along with those who serve in part-time instructional roles, have repeatedly demonstrated their excellence through their professional activities and their engagement with their communities.

During the past academic year (2017-2018), MSU faculty published 175 books and book chapters, and 579 articles, reviews, and other works. Faculty offered 797 exhibitions and performances, and made over 797 presentations, ranging from papers delivered at professional conferences, to talks given to community groups and organizations. A total of 199 members of the faculty served on national, state, and/or local boards, and 193 received grants or other awards for their contributions to their professions or the wider community.

The following table summarizes the accomplishments of MSU faculty teaching in the College of the Arts, the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, and The Feliciano School of Business.

Activity	TOTAL	CART	CEHS	CHSS	CSAM	SBUS
Published Books & Book Chapters	175	24	41	78	20	12
Published Works	579	27	79	110	218	145
Performances & Exhibitions	797	738	0	0	59	0
Presentations	797	91	108	200	268	130
Boards	199	32	21	33	33	80
Awards & Grants	193	21	24	35	69	44

The publication titled University Authors, 2017-2018 is included as Appendix 1 of this report.

I. Major Capital Projects

Mallory Hall Renovation (2018)

The Mallory Hall Renovation project converted a 52-year old building from a 34,400 GSF building, into a state-of-the-art 43,800 GSF instructional and research facility for the Computer Sciences. The project added a fourth floor to the existing building, which houses classrooms, faculty offices, meeting rooms, student study and project spaces, and specialized research/instructional spaces. The facility also houses several specialized Biology research laboratories. The building was also life cycle renovated to include a new heating and cooling system, plumbing and electrical upgrades, life safety systems replacement, environmental systems remediation, new flooring, ceilings, and walls, and a new exterior façade and roof system.



School of Communication and Media (2017)

The School of Communication and Media building is a 105,000-square-foot facility that joined together Morehead and Life Halls into a single, multi-functional communications and multimedia facility. The building is equipped with a leading-edge, multi-platform “newsroom of the future,” along with a 150-seat presentation hall, broadcast studios, integrated media lab, film screening room, and acting and dance studios



Partridge Hall Renovation (2017)

Partridge Hall is the home of The Graduate School and the School of Nursing. Construction on this 50,000 square foot renovation was completed in 2017. The Nursing portion of Partridge Hall includes mediated classrooms and specialized spaces, such as a nursing skills lab, an anatomy lab, high-fidelity simulation labs outfitted with state-of-the-art computer interfaced mannequins, a home care lab, a mock quarantine room and computer labs, as well as faculty offices and student and faculty/staff gathering and meeting spaces. Much of the ground floor of Partridge is designed as a gathering and study space for graduate and nursing students



Center for Environmental and Life Sciences (2015)



The Center for Environmental and Life Sciences (CELS) includes approximately 100,000 gross square feet of academic and research space. The facility consolidates and fosters a new identity and hub of activity for the University's science programs.

Key components of the CELS building include: seven trans-disciplinary research lab group suites, six core research labs, a large lecture hall, five office suites, and lounge/study areas for students.

The Feliciano School of Business (2015)



The Feliciano School of Business is a six-story, 143,000 square foot structure located adjacent to University Hall. The facility houses instructional spaces, administrative offices, conference and seminar rooms, departmental suites, group study rooms, large common lobby and lounge spaces, a café, and an open (surface) parking lot.

The design of the building complements and draws from the Spanish Mission architectural design vocabulary used in University Hall. The building exemplifies the University's commitment to sustainable design and its intent to achieve a Silver LEED rating. Audio/Visual and technology systems shall be designed as an integral part of the building's infrastructure to help support the teaching curriculum.

Current Campus Projects

College Hall Renovation

This project consists of a phased renovation of the University's original building to facilitate centralizing the academic support services of: Admissions; Financial Aid; Advising; EOF; CADA; Adult Services Center; ASRP; Career Services; Cooperative Education; DRC; Registrar; Student Account Services; Enrollment Management; and the Office of the VP Student Development and Campus Life. Along with the aforementioned functional changes, this project will life cycle renovate this 105 year old building.



Phase One will be the construction of an addition on the first floor of the building.

Phase Two will complete the second and third floors of the addition and the renovation of the original building. The addition will be located on the northern side of the building, where the bridge exists today, and will be oriented towards the center of campus.

Within the addition on the first floor will be a new Utilities Infrastructure Vault that will house critical services such as steam, chilled water and electrical distribution systems, a telecommunications equipment room, and network operations center. The second floor will be a two-story atrium and home to Red Hawk Central, the campus hub for all admissions and academic support services

Current Technology Investments

Digital Communications and Accessibility – Web Sites and Course Materials

Montclair State continues to roll out an extensive redesign of the Montclair.edu web site, enhancing communication, search and navigation capabilities across all of Montclair State's educational and research resources and services. This redesign includes optimizing the accessibility of the site to assure that all web content is perceivable, operable, understandable and robust for all audiences, including those with disabilities.

Additionally, Montclair State has launched a program to increase the accessibility of all online courses, programs, and services offered by Montclair State University through website pages or applications. New tools are being made available to faculty to assist them in ensuring their course materials are accessible. For example, the Ally application automatically checks for accessibility issues with files uploaded to Canvas, the University's Learning Management System, and provides guidance to instructors to improve the accessibility of their course content. Training is available to faculty and staff to assist them in their efforts to improve accessibility.

Institutional Repository Housing Faculty Research and Other Institutional Scholarship

In 2018 Montclair State launched an Institutional Repository, hosted by the Digital Commons repository service, which will ultimately bring all of Montclair State's research and creative works into one platform, with an aim to preserve and provide access to that research. Examples of content that will be made more widely accessible are faculty research; student research, theses and dissertations; annual reports; arts and cultural programming media; newsletters; and conference-symposium materials.

Customer Service Technologies

A variety of new technologies and applications will enhance applicant, student and faculty experiences across a wide range of University services. Student recruitment and admissions services are benefiting from the fall 2018 implementation of Slate for Admissions. New Call Center technologies are improving customer service in the Undergraduate and Graduate Admissions areas,

as well as in Red Hawk Central (the University's new one-stop solution center for enrolled students). Implementation of Interfolio will streamline the administrative demands associated with faculty promotion and tenure decisions.

Evolving Classroom Technologies

The University continues to upgrade the quality and integration of audio-visual, broadcasting, and learning management technologies supporting our traditional and virtual classrooms. Our campus includes more than 350 mediated spaces that support teaching and learning. A multi-year classroom technology refresh is assuring that all these spaces provide current, relevant, innovative technologies supporting the education of our students and accommodating specialized needs. Concurrently, our offerings of online and hybrid courses and programs continue to rise, complementing traditional classroom formats.

Enhancements to Core Enterprise Administrative Systems

Continued enhancement to University Administrative Systems will achieve efficiencies and enable better use of information for administrative effectiveness and for student success. Over the coming 18 months all Finance functions, including core financials, grants, capital projects, procurement, and expenses (travel and expense) will be implemented in WorkDay. Additional Human Resources functions such as Affordable Care Act processing, applicant tracking, automated hiring workflow, and employee performance management will be enabled by WorkDay enhancements.

Identity/Security Management Improvements

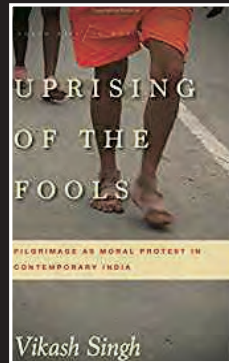
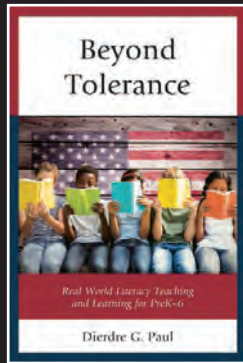
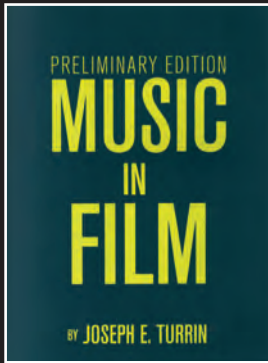
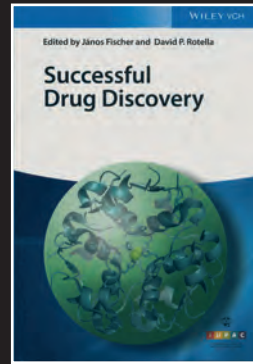
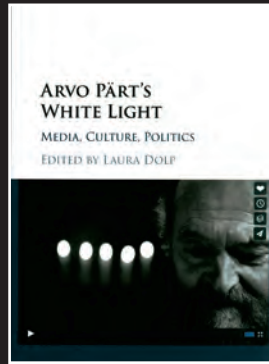
The University will be implementing the new Red Hawk ID System to ensure faster and more accurate provisioning of ID's to students, new employees, and affiliates. The new system will allow for role-based access control, simpler password resets, multi-factor authentication, and better security event auditing and alerting.

Montclair State University will also be implementing the use of "preferred" first names across all administrative systems. Only administrative functions with a "need to know" will be permitted to see gender, legal first name, or prior first names.

The University is also launching mandatory annual employee security awareness training over the coming year.

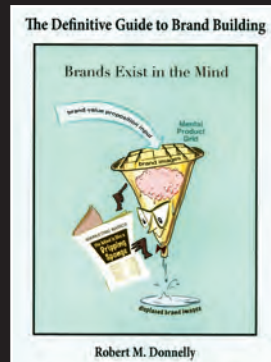
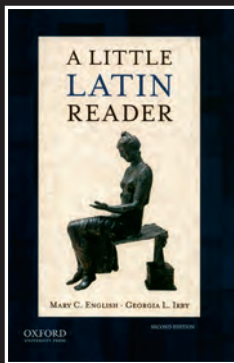
University Analytics

The University is investing in technologies and processes to improve how we leverage data for increased institutional effectiveness and student success. Program goals over the coming year focus on four work streams: a).Student Success Analytics, b) Compliance and Institutional Research Analytics, c) Institutional Measures and Academic Performance Predictive Analytics, and d) Enabling Functions (Administrative) Operational Analytics.



UNIVERSITY **AUTHORS**

APRIL 2018



MONTCLAIR STATE
UNIVERSITY



Dear Colleagues,

Once again, on behalf of Judith Lin Hunt, Dean of Library Services, and myself, I am pleased to welcome you to this 10th celebration of Montclair State University's authors and artists. This year we have a record number of novels, poetry and nonfiction books, textbooks, music CDs and Segal Gallery exhibit catalogues – more than 60 – with all colleges, schools and the Segal Gallery represented. Once again, they make an impressive and extraordinary display of which all of Montclair State University faculty and staff may be proud since they reflect our collective community of scholarship and artistic production.

The accumulated record of publications from Montclair State University authors and editors since we began these celebrations is now up to more than 390 publications, an impressive output by any measure and a continuing testimony to the commitment and professional dedication of our faculty and staff to the serious conversations of their disciplines. And, of course, that production builds on the years of prior publication and performance by colleagues no longer with Montclair State University but whose legacies we continue to honor in this scholarly tradition.

It matters that we acknowledge and affirm one another's scholarly and creative achievements since the reputation of the University is a collective reputation to which we each contribute and each lay claim. Now that we claim the national ranking of a research university, the audience for our work will only grow and our contributions to the marketplace of our disciplines will become even more visible and reviewed.

To our current authors and artists, congratulations, and to all our colleagues, we look forward to honoring you next year or some year soon. As before, we have included this year any works published in previous years.

A handwritten signature in black ink, reading "Willard P. Gingerich".

Willard P. Gingerich
Provost and Vice President
for Academic Affairs



Joe Coco

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

Blue Pearl

Performance Records, 2018
 COMPACT DISCS NO. 4400

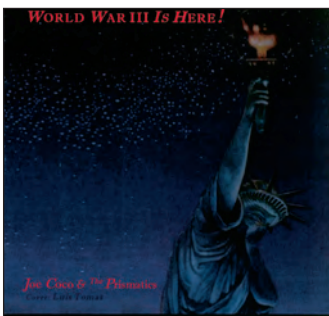
Joseph Coco produced and arranged the CD featuring bassist Justin Lee and drummer Ron Glick. The music is a meditation on the mysteries. Coco’s songs are tempered snapshots about time, aging, stress, being in the now and letting go of control. He finds an elegant voice confronting “the existential.” His themes combine sensual, elemental grit with elegance.



Triple Threat

Performance Records, 2017
 COMPACT DISCS NO. 4401

Roger Wyane Parr is a drummer and guitarist and the CD features Joe Coco as the vocalist with harmony by The Choral Prismatics. The CD addresses three essential themes: finding and keeping a job; the cost of education; and the endangered environment. Strong questions about life abound as it relates to the themes.



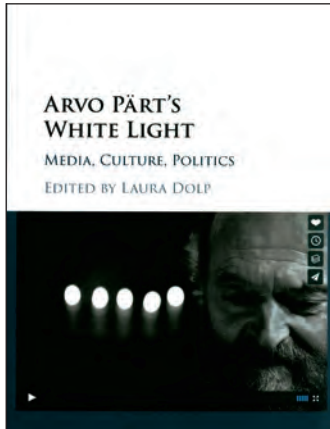
World War III is Here!

Performance Records, 2018
 COMPACT DISCS NO. 4399

Joe Coco co-produced and co-arranged the CD with Jim Roney. Coco was the guitarist, pianist and percussionist. Roney was also the guitarist, the synthesist, organist, as well as playing other instruments. In January 2018 the CD entered the Rock and Roll Hall of Fame Special Collections of protest music. It is a companion CD to Triple Threat. The lead tract expresses the CD’s theme: It ain’t just the bombs, it ain’t just the tanks, it ain’t just the fallout from the big nuke blast; it’s a war of words, in a world of fear, a nervous word too deaf to hear; the cold war has heated up the year, *World War III is Here!* It is an expression of a relentless visionary, defining these disillusioned times.

Coco’s collaboration with Roger Wayne Parr’s first album, *Hindsight*, was included in the Rock and Roll Hall of Fame in 2013, “as an album that best illustrates the life of musicians, from perils of the road to fleeting fame.”

tiscalinet.it/kbtime/joebio.html rogerwayneparr.com jimnerostudio.com



Laura Dolp (Ed.)

Arvo Pärt's White Light: Media, Culture, Politics

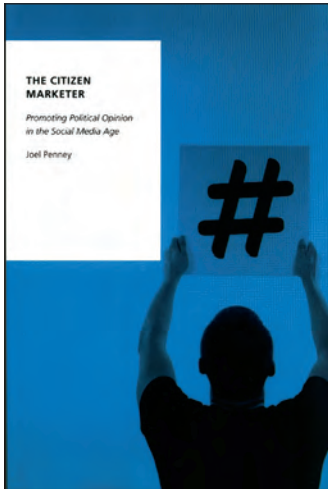
Cambridge University Press, 2017

ML 410.P1755 A8 2017

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

One of the most frequently performed contemporary composers, Arvo Pärt has become a phenomenon whose unusual reach is felt well beyond the concert hall. This ground-breaking collection of essays investigates both the causes and the effects of this success. Beyond the rhetoric of “holy minimalism” that has accompanied the composer’s reception since the mid-1980s, each chapter takes a fresh approach toward understanding how Pärt’s music has occupied social landscapes. The result is a dynamic conversation among filmgoers (who explore issues of empathy and resemblance), concertgoers (commerce and art), listeners (embodiment, healing and the role of technology), activists (legacies of resistance) and performers (performance practice). Collectively, these studies offer a bold and thoughtful engagement with Pärt as a major cultural figure and reflect on the unprecedented impact of his music. Dolp contributed a chapter, “Ethos and the Industry of Culture.” This book provides a wide range of in-depth perspectives on the reception and influence of one of the world’s most popular contemporary composers. It is accessible to a wide range of scholars across the humanities as well as to music specialists, with a minimum of technical musical analysis; and offers groundbreaking explorations of Pärt’s impact on numerous areas of the cultural landscape, from film and performance to new media and politics.

cup.org



Joel Penney

Citizen Marketer: Promoting Political Opinion in the Social Media Age
Oxford Studies in Digital Politics

Oxford University Press, 2017

JF 799.5 .P46 2017

Professor Penney is in the School of Communication and Media.

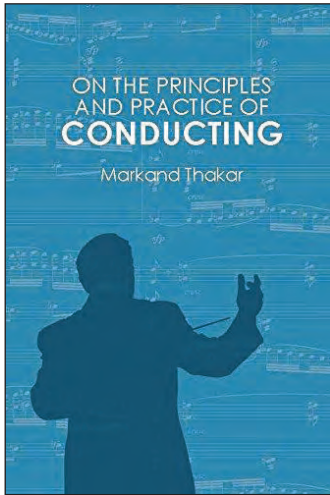
From hashtag activism to the flood of political memes on social media, the landscape of political communication is being transformed by the grassroots circulation of opinion on digital platforms and beyond. By exploring how everyday people assist in the promotion of political media messages to persuade their peers and shape the public mind, the author offers a new framework for understanding the phenomenon of viral political communication: the citizen marketer.

Like the citizen consumer, the citizen marketer is guided by the logics of marketing practice, but, rather than being passive, actively circulates persuasive media to advance political interests. Such practices include using protest symbols in social media profile pictures, strategically tweeting links to news articles to raise awareness about select issues, sharing politically-charged internet memes and viral videos, and displaying mass-produced T-shirts, buttons, and bumper stickers that promote a favored electoral candidate or cause. Citizens view their participation in such activities not only in terms of how it may shape or influence outcomes, but as a statement of their own identity.

As the book argues, these practices signal an important shift in how political participation is conceptualized and performed in advanced capitalist democratic societies, as they casually inject political ideas into the everyday spaces and places of popular culture. While marketing is considered a dirty word in certain critical circles—particularly among segments of the left that have identified neoliberal market logics and consumer capitalist structures as a major focus of political struggle—some of these very critics have determined that the most effective way to push back against the forces of neoliberal capitalism is to co-opt its own marketing and advertising techniques to spread counter-hegemonic ideas to the public. Accordingly, this book argues that the citizen marketer approach to political action is much broader than any one ideological constituency or bloc. Rather, it is a means of promoting a wide range of political ideas, including those that are broadly critical of elite uses of marketing in consumer capitalist societies.

The book includes an extensive historical treatment of citizen-level political promotion in modern democratic societies, connecting contemporary digital practices to both the 19th-century tradition of mass political spectacle as well as more informal, culturally situated forms of political expression that emerge from postwar countercultures. By investigating the logics and motivations behind the citizen marketer approach, as well as how it has developed in response to key social, cultural, and technological changes, the author charts the evolution of activism in an age of mediatized politics, promotional culture and viral circulation.

oup.com



Markand Thakar

On the Principles and Practice of Conducting

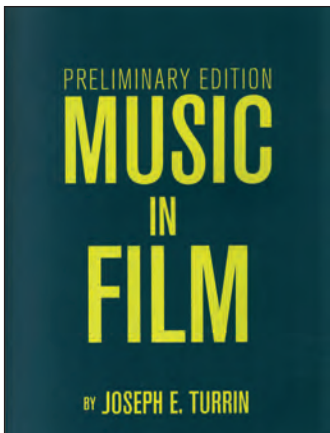
University of Rochester Press, 2016

MT 85 .T43 2016

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

This book is a practical manual for anyone who stands on a podium helping an ensemble make music. The four main chapters address the major obligations of the conductor: (1) bringing the musical tones to life in the most beautiful, most moving way possible; (2) freeing the mind to fully absorb all the tones; (3) freeing the body of unnecessary tension; and (4) effectively using the freed mind and body to influence the sounds. Each chapter begins with a summary of the underlying principles, presents real-life applications, and offers exercises for developing skills. Video demonstrations of the exercises as well as downloadable scores and parts are available on a companion website. The parts, in multiple transpositions, allow for hands-on experience where standard instrumental complements are unavailable. Make beautiful music: involving singularity of tones in succession and of tones sounding simultaneously – Free the mind, hear everything: connecting the open consciousness to all the sounds, all the time – Free the body: involving the necessity of freeing the body from unnecessary muscle tensions – Be the music: applying the free body in the service of a maximally beautiful performance.

urpress.com and boydelladbrewer.com



Joseph E. Turrin

Music in Film

Cognella Academic Publishing, 2018

ML 2075 .T87 2018

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

In the prelude, the author states that one interesting aspect of film music that separates it from all the other music in our lives is that it is made apparent to use through a series of music cues that start and stop throughout the playing of the movie. We experience film music in bits and pieces, unlike our usual experience of listening to music, which usually comes to us in a more continuous flow, allowing our listening experience to feel complete. In film music, this kind of continuity is not possible, although film composers can achieve something comparable.

cognella.com



Ellie Abdi

Diversity in American Schools and Current Research Issues in Educational Leadership

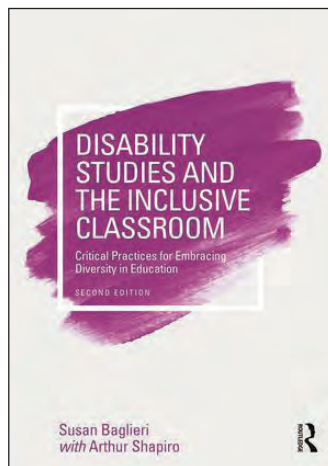
AuthorHouse, 2016

LB 2806 .A2 2016

Professor Abdi is a clinical faculty member affiliated with the MSUNER.

The first part of this book, on educating children in a diverse America, is for teachers, college students, parents and the general public who are interested in understanding the social and cultural matrix of American education. It provides and reminds readers about certain reasoning and considerations for delivering educational aspirations. Readers are introduced to sound research grounded in various issues with reflection on critically important concerns such as multiculturalism, language, immigration, class, ethnicity and race, homosexuality, exceptionality and religion in today's diverse society. It highlights why teachers should evaluate the classroom and social environment to bring all children under the umbrella of knowledge. The second part of the book is geared toward teachers in leadership roles, college students in supervisory majors, supervisors and principals or any person who might be interested in acquiring more knowledge about educational leadership. This part of the book concentrates on theories of educational leadership, practical application and research to real-life situations, ethics and research.

authorhouse.com



Susan Baglieri and Arthur Shapiro

Disability Studies and the Inclusive Classroom:

Critical Practices for Embracing Diversity in Education

Routledge, Taylor & Francis Group, 2017

LC 4019 .B275 2017

Professor Baglieri is in the Secondary and Special Education Department.

This work is a core textbook that integrates knowledge and practice from the fields of disability studies and special education. The second edition has been fully revised and updated throughout to include stronger connections between race, class, sexual orientation, gender and disability to emphasize intersecting identities and experiences; stronger emphasis on curriculum and teaching rather than on attitudes toward disability; and updates to current events, cultural references, resources, research literature, laws and policies.

routledge.com and taylorandfrancis.com



Scott W. Browning and **Bradley Van Eeden-Moorefield** (Eds.)

Contemporary Families at the Nexus of Research and Practice

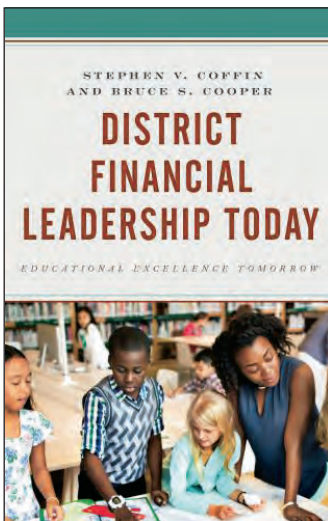
Routledge, Taylor & Francis Group, 2017

HQ 519 .C68 2017

Professor Van Eeden-Moorefield is in the Family Science and Human Development Department.

This book integrates current research with clinical theory to establish the most up-to-date, evidence-supported treatment options for contemporary families. Each chapter begins with a case study and genogram. A research section that explains family experiences outlined in the case study follows. Finally, a treatment section presents clinical theory and provides an evidence-supported practice. Together, each chapter demonstrates how theory gets translated into practice. Family forms discussed include families of divorce, stepfamilies, families of addiction, impoverished families, families of incarceration, families of cyberbullying and families of murder victims. Whether you're a professional or a student, this book will provide both relevant research findings and explicit instruction and case material to augment your practice.

routledge.com and taylorandfrancis.com



Stephen Coffin and Bruce S. Cooper

District Financial Leadership Today: Educational Excellence Tomorrow

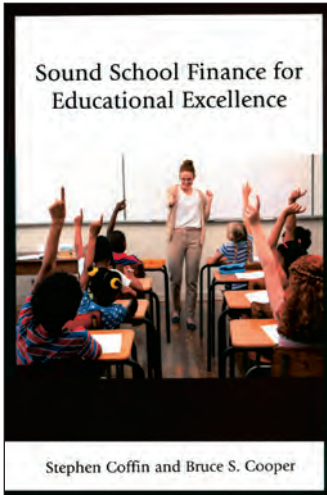
Rowman & Littlefield, 2018

LB 2830 .C63 2018

Professor Coffin is in the Counseling and Educational Leadership Department.

Sound district finance is increasingly challenging in an era of scarce resources and increasing pressure on schools and districts to improve. Therefore, this book provides an in-depth understanding of fundamental practices and processes. Lessons learned will benefit all school administrators, personnel, parents, students and other stakeholders. The focus is on the key building blocks essential for the provision of an excellent education. The value proposition inherent in this book should work well for all schools, districts, students and school stakeholders, regardless of location, type and demographic mix. The components of sound district finance and management, that are increasingly important in an era of scarce financial, material and human resources, are provided in this book, along with some clear and related recommendations.

rowman.com



Stephen Coffin and Bruce S. Cooper
Sound School Finance for Educational Excellence

Rowman & Littlefield, 2017

LB 2824 .C54 2017

Professor Coffin is in the Counseling and Educational Leadership Department.

Sound school finance is integral to the provision of a quality education. Indeed, a school district's budget is the financial representation of its educational plan. Thus, a clarion alert for all teachers: "If it's not in your budget, it won't be in your classroom." However, sound school finance is increasingly challenging in an era of scarce resources. This book provides an in-depth understanding of fundamental practices and processes. Lessons learned will benefit not only all school administrators, personnel, parents, students and other stakeholders, but also undergird the provision of an excellent education. The focus is on the key building blocks essential for the provision of an excellent education. The value proposition inherent in this book works well for all schools, districts, students, and school stakeholders regardless of location, type, and demographic mix. The components of sound school finance that are increasingly important in an era of scarce financial, material and human resources are provided in this book.

rowman.com



Bruce S. Cooper, Carlos R. McCray and **Stephen Coffin**
Why School Leaders Need Vision: Managing Scarcity, Mandates, and Conflicting Goals for Educational Quality

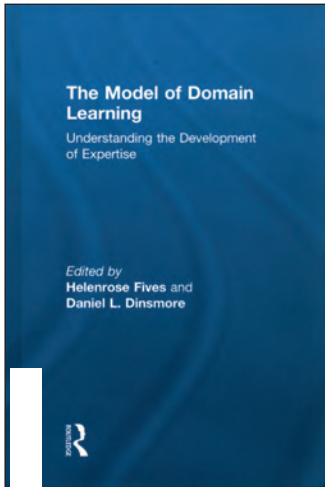
Rowman & Littlefield, 2017

LB 2805 .W483 2017

Professor Coffin is in the Counseling and Educational Leadership Department.

The concept of "visionary" leadership is defined and applied in this book, as "supervision in schools" requires a level of "SUPER VISION" that can be best developed through quality leadership and mentoring – and mutual ideas and support – for adding more value to the school. This book shows how vision is important and useful in all schools and districts. Time has thus come to find, build and use high-quality visionary school leadership in its many dimensions. The book takes at least 10 different views (in the chapters) of the visionary roles and functions of education leadership in K-12 – building on the roles, theories and visionary actions of key players in the schools. No single perspective is enough, as all views must work in concert to the benefit of teachers and students today. School leaders, moreover, need to have their own vision about the following: (a) what their work entails; (b) what their school should be and look like; and (c) what their staff and students (and schools) can achieve.

rowman.com



Helenrose Fives and Daniel L. Dinsmore (Eds.)

The Model of Domain Learning: Understanding the Development of Expertise

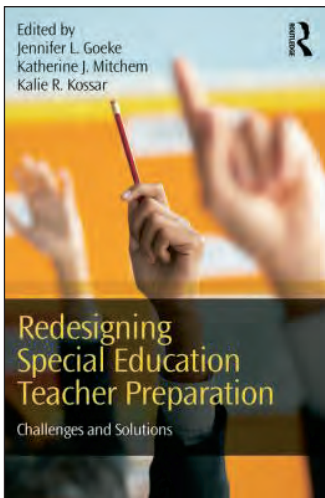
Routledge, Taylor & Francis Group, 2018

LC 1031 .M63 2018

Professor Fives is in the Educational Foundations Department.

This book is the first edited volume to provide a comprehensive overview of the Model of Domain Learning (MDL). Unique in its emphasis on development, this model examines both the cognitive and motivational forces behind expertise in academic domains. Chapters written by a variety of scholars, including those responsible for the model's evolution, are tied together by commentaries that synthesize these varied perspectives. With dedicated sections focused on the foundations, current applications and future potential of the MDL, this book is indispensable as an introduction to the theory and research associated with this topic and as a cutting-edge resource for established scholars.

routledge.com and taylorandfrancis.com



Jennifer L. Goeke, Katherine J. Mitchem and Kalie R. Kossar (Eds.)

Redesigning Special Education Teacher Preparation: Challenges and Solutions

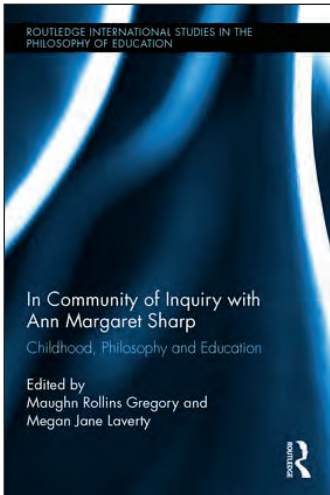
Routledge, Taylor & Francis Group, 2018

LC 3981 .R384 2018

Professor Goeke is in the Secondary and Special Education Department.

This book describes both challenges and possible solutions to redesigning and restructuring high-incidence teacher preparation programs so graduates will meet the Highly Qualified Teacher requirements and be prepared to teach students with high-incidence disabilities. This powerful new text discusses many possible reforms, including field-based teacher preparation, a focus on evidence-based core practices and teacher moves, collaboration with K-12 school-based partners as teacher educators, interdisciplinary collaboration across university faculty and a grounding in current expectations for high-stakes accountability and program evaluation.

routledge.com and taylorandfrancis.com



Maughn Rollins Gregory and Megan Jane Lavery (Eds.)

In Community of Inquiry with Ann Margaret Sharp: Childhood, Philosophy and Education
Routledge International Studies of the Philosophy of Education

Routledge, Taylor & Francis Group, 2018

LB 885 .S537 2018

Professor Gregory is in the Educational Foundations Department.

In close collaboration with the late Matthew Lipman, Ann Margaret Sharp pioneered the theory and practice of “the community of philosophical inquiry” (CPI) as a way of practicing “Philosophy for Children” and prepared thousands of philosophers and teachers throughout the world in this practice. This book represents a long-awaited and much-needed anthology of Sharp’s insightful and influential scholarship, bringing her enduring legacy to new generations of academics, postgraduate students and researchers in the fields of education, philosophy, philosophy of education, Philosophy for Children and philosophy of childhood. Sharp developed a unique perspective on the interdependence of education, philosophy, personhood and community that remains influential in many parts of the world. This perspective was shaped not only by Sharp’s work in philosophy and education, but also by her avid studies in literature, feminism, aesthetic theory and ecumenical spirituality. Containing valuable contributions from senior figures in the fields in which Sharp produced her most focused scholarship, the chapters in this book present a critical overview of how Sharp’s ideas relate to education, philosophy of education and the Philosophy for Children movement as a whole. The historical and philosophical nature of this collection means that it will be a vital resource for philosophers and educators. It should also be of great interest to teacher educators and those involved in the study of pragmatism and feminism, as well as the history of education across the globe, particularly in the U.S.

routledge.com and taylorandfrancis.com



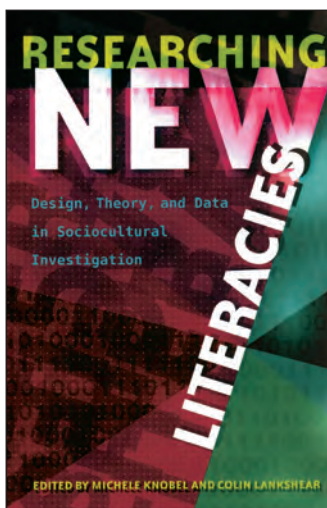
Ruth D. Handel
Momentary Stays

Dos Madres Press, 2017
PS 3608 .A6993 M65 2017

Professor Handel is professor emerita; she taught literature and literacy and integrated poetry into the teacher education curriculum.

This book is a remarkable hybrid of lyric, documentary poetics and inspiration for teachers. Drawing on seven years of poetry workshops with women in a psychiatric hospital, Handel assembles a rich and moving account of the growing recognition, from both teacher and participants, that “We need these proxies, / more fluent than ourselves.” Poems that record the patients’ impressions appear alongside masterpieces by Blake, Keats and Dickinson, as well as references to poems by Maya Angelou, Stanley Kunitz and others. Dynamic and polyphonic, the book presents layers of listening and response with careful fidelity to the difficulty and complexity of the tasks at hand: how to “voice an old pain,” how to abide “terrible knowledge,” how to access and reclaim “the life spark of humor, / which can shine out anywhere, for anyone.” Handel acknowledges the tenuous line between illness and health, the constant flux of light and dark – Blake’s “lamb and beast” – behind what appears to be a stable self. In her heartfelt journal, Handel demonstrates the healing and “re-creation” of self that is possible through the sensitive art of leading poetry workshops on a psychiatric women’s unit. She creates an eloquent conversation through poetry that enabled these women to transcend boundaries of class, race, age, education and culture, and to speak their innermost truths. She portrays diverse characters among the patients – a rap singer, the woman new to poetry workshops, the writer who won an unclaimed award and the one who finally shared her secret. Their responses, often moving or funny, enable the reader to see how poetry provides them a window into clarity and integration. Handel’s book is a moving testimony to the vulnerability and bravery of women on their uncertain journeys of recovery from acute psychiatric illness.

dosmadres.com



Michele Knobel and Colin Lankshear (Eds.)

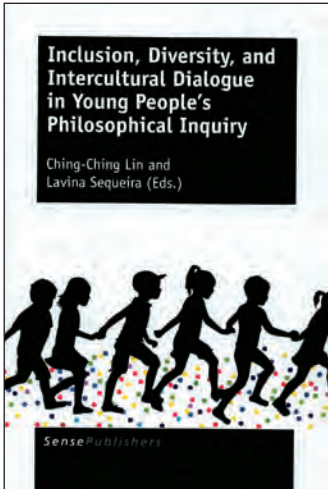
Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation

Peter Lang, 2017
TK 5105.875 .I57 R419 2017

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

This book provides an expansive guide for designing and conducting robust qualitative research across a diverse range of purposes concerned with understanding new literacies in theory and in practice. It is based on the idea that one of the best ways of learning how to do good research is by closely following the approaches taken by excellent researchers. This volume brings together a group of internationally reputed qualitative researchers who have investigated new literacies from a sociocultural perspective. These contributors offer “under the hood” accounts of how they have adapted existing research approaches and, where appropriate, developed new ones to frame their research theoretically and conceptually, collected and analyzed their data, and discussed their analytic results in order to achieve their research purposes. Each chapter, based on a substantial and successful study undertaken by the researchers, addresses the research process from one or more of the following emphases: theory and design, data collection, and data analysis and interpretation. Core elements discussed in each chapter include research purposes and questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; and limitations, glitches and difficulties experienced in the research process.

peterlang.com



Ching-Ching Lin and **Lavina Sequeira** (Eds.)

Inclusion, Diversity, and Intercultural Dialogue in Young People's Philosophical Inquiry

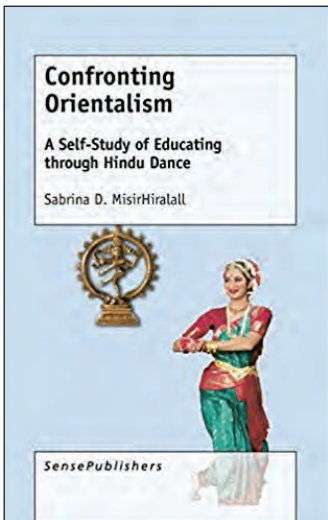
Sense Publishers, 2017

B 52 .I52 2017

Professor Sequeira is in the Educational Foundations Department.

The ever-shifting cultural and linguistic landscapes in contemporary societies create new urgency for an intersectional thematic study of diversity, philosophy, and education. As educators, how do we transform the vision of cultural and linguistic diversity into a wealth of resources for learning? How do we actively engage cultural and linguistic diversities in philosophical inquiry with young people? How do we translate the philosophical notion of cultural and linguistic diversity into pedagogical practices? The chapters in this book respond to the task of teaching philosophy in the context of increased mobility in the new global reality. By complicating the situated and fluid nature of contemporary classrooms, this book challenges the normalizing tendency often associated with philosophy education. Each chapter offers an understanding of the profound embeddedness of philosophy education in broader sociocultural contexts and prioritizes diversity in the classroom community of inquiry. By carefully incorporating a broad range of theoretical perspectives and empirical research, this book provides a rich resource for school teachers and educators who wish to engage diverse learners in philosophical inquiry. In doing so, it reaffirms the value of philosophy education as a proactive approach to democratic education.

sensepublishers.com



Sabrina D. MisirHiralall

Confronting Orientalism: A Self-Study of Educating through Hindu Dance

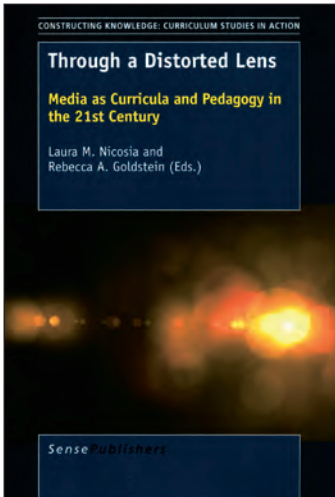
Sense Publishers, 2017

BL 1108.2 .M57 2017

Professor MisirHiralall is in the Educational Foundations Department.

The author aims to use Kuchipudi Indian classical Hindu dance to educate non-Hindus about Hinduism with postcolonialism in mind. This goal arises from her dance experiences and the historical era of imperialism. Colonization occurs when those in power believe there is a need to dominate in a manner that subjugates people. Colonizers created colonies as they moved into territory because they felt there was a need to "civilize" the so-called savages of the land. Postcolonialism is an intellectual discourse that confronts the legacy of colonialism and attempts to de-colonize. With the legacy of colonialism and a postcolonial lens in mind, some research questions arise. How does she, as a Kuchipudi dancer, use Hindu dance to educate non-Hindus about the Eastern literature of Hinduism? For non-Hindus, she feels the power of the exoticizing gaze when she dances, which might very well block the educational intention of the dance. This exoticizing gaze prevents the understanding of the traditional nature of the dance and the introduction to Hinduism as a world religion. The author's problem is moving the exotic gaze of non-Hindus to an educational gaze that seeks to learn about the ethics of Hinduism in a manner that takes into consideration the multiple perspectives of the complex society we live in today.

sensepublishers.com



Laura M. Nicosia and **Rebecca A. Goldstein** (Eds.)

Through a Distorted Lens: Media as Curricula and Pedagogy in the 21st Century

Sense Publishers, 2017

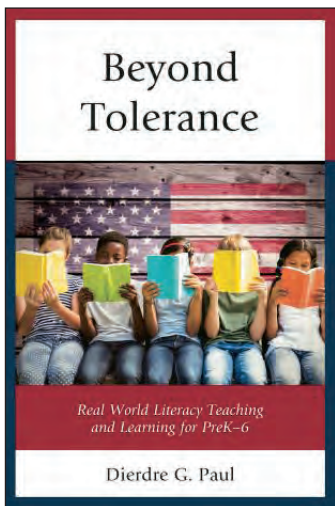
LB 1043 .T57 2017

Professor Nicosia is in the English Department.

Professor Goldstein is in the Secondary and Special Education Department.

This volume examines what and how the media teach, to and by whom, and for what purpose, in a rapidly shifting milieu of media content, platforms, and relations. While intimately concerned with education, authors move the discussion beyond the setting of formal schooling to uncover the ways in which the media contribute to individual and collective understandings of self and other, and their relations to society and communities in which they move. In doing so, the text encourages readers to transcend exclusionary discussions of citizenship to consider participation in local and global geographies against a neoliberal backdrop that marginalizes those unable to, unwilling to, and excluded from competing in the free market. Contributors extend their deliberations back to formal school settings to reaffirm pedagogies that rediscover the reading of texts—broadly defined—in the world through multimodalities. In this sense, the text strives to be transdisciplinary, and is appropriate for use in multiple disciplines and fields of study.

sensepublishers.com



Dierdre Paul

Beyond Tolerance: Real World Literacy Teaching & Learning for PreK-6

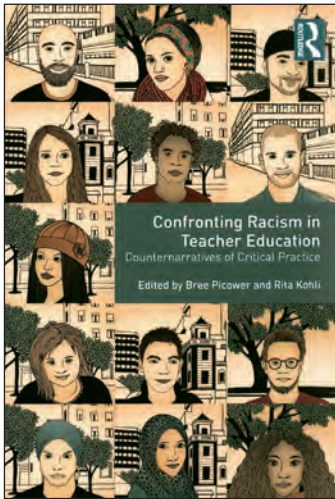
Rowman & Littlefield, 2017

LB 1573 .P38 2017

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

This book is a hopeful, optimistic work focused on creating positive and sustained social change through engagement with beautiful, sometimes complex, and consistently interesting multiethnic children's literature. It presents a fresh perspective on race and ethnicity. Additionally, it features an innovative approach to literacy teaching and learning through the use of multiethnic children's literature in our preschools and throughout the elementary school grades.

rowman.com



Bree Picower and Rita Kohli (Eds.)

Confronting Racism in Teacher Education: Counternarratives of Critical Practice

Routledge, Taylor & Francis Group, 2017

LB 1715 .C66 20177

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

This book aims to transform systematic and persistent racism through in-depth analyses of racial justice struggles and strategies in teacher education. By bringing together counternarratives critical teacher educators, the editors present key insights from both individual and collective experiences of advancing racial justice. Written for teacher educators, higher education administrators, policy makers, and others concerned with issues of race, the book is comprised of four parts that each represent a distinct perspective on the struggle for racial justice. Contributors reflect on their experiences working as educators of color to transform the culture of predominately white institutions, navigating the challenges of whiteness within teacher education, building transformational bridges within classrooms, and training current and inservice teachers through concrete models of racial justice.

routledge.com and taylorandfrancis.com



Yasemin Besen-Cassino

The Cost of Being a Girl: Working Teens and the Origins of the Gender Wage Gap

Temple University Press, 2018

HD 6061.2 .U6 B47 2018

Professor Besen-Cassino is in the Sociology Department.

The gender wage gap is one of the most persistent problems of labor markets and women's lives. Most approaches to explaining the gap focus on adult employment despite the fact that many Americans begin working well before their education is completed. The author examines the origins of the gender wage gap by looking at the teenage labor force, where comparisons between boys and girls ought to show no difference, but do. The findings are disturbing. Because of discrimination in the market, most teenage girls who start part-time work as babysitters and in other freelance jobs fail to make the same wages as teenage boys who move into employee-type jobs. The "cost" of being a girl is also psychological; when teenage girls work retail jobs in the apparel industry, they have lower wages and body image issues. Through in-depth interviews and surveys with workers and employees, the book puts this alarming social problem — which extends to race and class inequality — in bold relief. The author emphasizes that early inequalities in the workplace ultimately translate into greater inequalities in the overall labor force. This book focuses on how early work experiences lead to later gender inequalities in the market. In this research, supported by the W.E. Upjohn Foundation, the author explores the inequalities in the youth labor force with an intersectional perspective and traces the origins of the wage gap to part-time teenage work.

temple.edu/tempress



Aimée Boutin and **Elizabeth Emery** (Guest Eds.)

L'Esprit Créateur: Cultural Exchange and Creative Identity: France/Asia in the Nineteenth and Early Twentieth Centuries

Volume 56 No. 3 Fall 2016

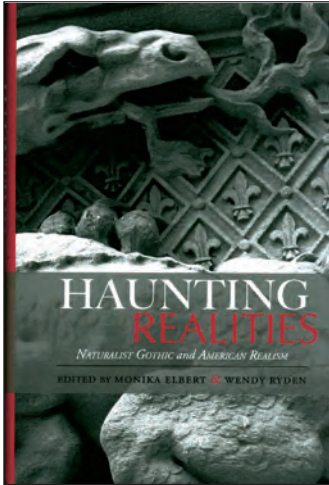
Johns Hopkins University Press, 2016

PQ 1 .E78 2016

Professor Emery is in the Modern Languages and Literatures Department.

The journal is devoted to the study of French and Francophone literature, film and culture. Covering all periodicals from the medieval to the contemporary, the journal represents the major fields of the discipline of French and Francophone Studies, including literature and literary history, postcolonial studies, gender studies, film and visual studies, ecocriticism, critical theory and cultural studies. Featuring articles in English and in French, it publishes work from a broad diversity of critical approaches. For more than 50 years, the scholarship appearing in the journal's pages has shaped the field of French and Francophone Studies. As well as guest co-editing, Emery contributed the article "La Maison Langweil and Women's Exchange of Asian Art in Fin-de-siècle Paris." Women such as Florine Ebstein Langweil and Clémence d'Ennery were largely excluded from the networks of professional activities that came to distinguish "collectors" of Asian art in late 19th-century France, yet their acquisitions and exchange of information profoundly influenced contemporary engagement with the cultures of China, Japan and Korea.

press.jhu.edu/journals/l'esprit-createur



Monika Elbert and Wendy Ryden (Eds.)
Haunting Realities: Naturalist Gothic and American Realism
Studies in American Literary Realism and Naturalism Series

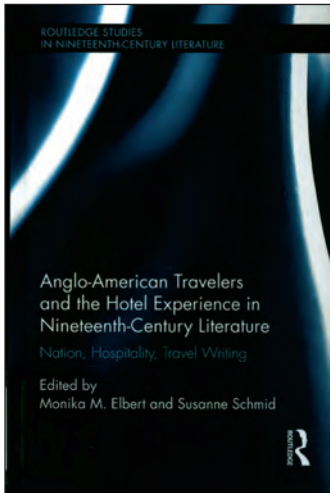
The University of Alabama Press, 2017

PS 374 .G68 H38 2017

Professor Elbert is in the English Department.

This book is a collection of essays examining the sometimes paradoxical alignment of Realism and Naturalism with the Gothic in American literature to highlight their shared qualities. Following the golden age of British Gothic in the late 18th century, the American Gothic's pinnacle is often recognized as having taken place during the decades of American Romanticism. However, it explores the period of American Realism — the end of the 19th century — to discover evidence of fertile ground for another age of Gothic proliferation. At first glance, "Naturalist Gothic" seems to be a contradiction in terms. While the Gothic is known for its sensational effects, with its emphasis on horror and the supernatural, the doctrines of late 19th-century Naturalism attempted to move away from the aesthetics of sentimentality and stressed sobering, mechanistic views of reality steeped in scientific thought and the determinism of market values and biology. Nonetheless, what binds Gothicism and Naturalism together is a vision of shared pessimism and the perception of a fearful, lingering presence that ominously haunts an impending modernity. Indeed, it seems that in many Naturalist works reality is so horrific that it can only be depicted through Gothic tropes that prefigure the alienation and despair of modernism. In recent years, research on the Gothic has flourished, yet there has been no extensive study of the links between the Gothic and Naturalism, particularly those which stem from the early American Realist tradition. This is a timely volume that addresses this gap and is an important addition to scholarly work on both the Gothic and Naturalism in the American literary tradition.

uapress.ua.edu



Monika Elbert and Susanne Schmid (Eds.)

Anglo-American Travelers and the Hotel Experience in Nineteenth-Century Literature: Nation, Hospitality, Travel Writing

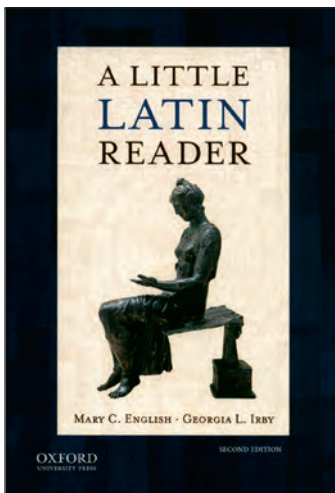
Routledge, Taylor & Francis Group, 2018

PR 778 .T72 A54 2018

Professor Elbert is in the English Department.

This volume examines the hotel experience of Anglo-American travelers in the 19th century from the viewpoint of literary and cultural studies as well as spatiality theory. Focusing on the social and imaginary space of the hotel in fiction, periodicals, diaries and travel accounts, the essays shed new light on 19th-century notions of travel writing. Analyzing the liminal space of the hotel affords a new way of understanding the freedoms and restrictions felt by travelers from different social classes and nations. As an environment that forced travelers to reimagine themselves or their cultural backgrounds, the hotel could provide exhilarating moments of self-discovery or dangerous feelings of alienation. It could prove liberating to the tourist seeking an escape from prescribed gender roles or social class constructs. The book addresses changing notions of nationality, social class and gender in a variety of expansive or oppressive hotel milieu: in the private space of the hotel room and in the public spaces (foyers, parlors, dining areas). Sections address topics including nationalism and imperialism; the mundane vs. the supernatural; comfort and capitalist excess; assignations, trysts, and memorable encounters in hotels; and women's travels. The book also offers a brief history of inns and hotels of the time period, emphasizing how hotels played a large role in literary texts, where they frequently reflected order and disorder in a personal and/or national context. This collection will appeal to scholars in literature, travel writing, history, cultural studies and transnational studies, and to those with interest in travel and tourism, hospitality and domesticity.

routledge.com and taylorandfrancis.com



Mary English

A Little Latin Reader

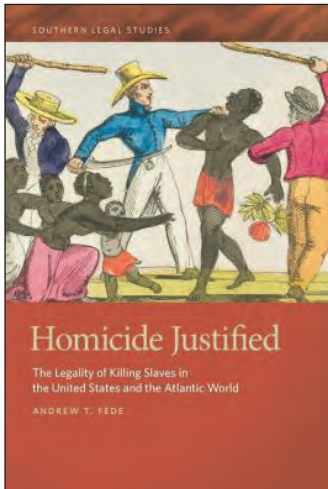
Oxford University Press, 2018

PA 2095 .E54 2018

Professor English is in the Classics and General Humanities Department.

Covering an extensive variety of grammatical constructions, the second edition is an ideal supplement for undergraduate courses in beginning and intermediate Latin. It presents vivid, unadapted passages, each two to 10 lines in length, drawn from the poetry and prose of various Classical authors and from inscriptions. The selections are arranged according to the specific points of grammar and syntax that they demonstrate. By introducing unadapted Latin at the earliest stage of language instruction, *A Little Latin Reader* helps students transition more easily from beginning and intermediate Latin textbooks to authentic Latin prose and poetry. The second edition includes 81 new passages and two new appendices – “A Basic Guide to Paleography” and “The Roman Calendar.” Selections are annotated and arranged for maximum classroom flexibility; brief introductions to each reading provide students with narrative context; extensive vocabulary notes below each selection enable students to read entire passages without consulting a dictionary; 12 extended prose and poetry passages serve as a challenge for advanced students and a preview of further Latin study; appendices contain short biographies of the authors included in the text, guides to Latin meter and epigraphy, an index organized by theme, maps of locations associated with the readings, a basic guide to paleography and The Roman Calendar; Latin texts include macrons that aid students in correct pronunciation and in the recognition of difficult forms.

global.oup.com



Andrew Fede

Homicide Justified: The Legality of Killing Slaves in the United States and the Atlantic World

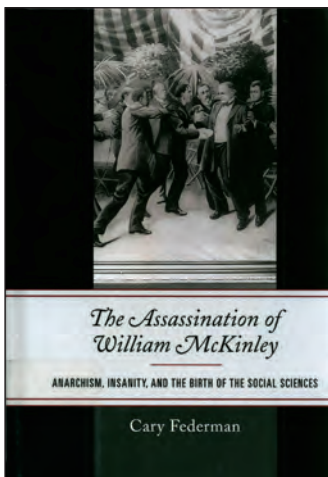
The University of Georgia Press, 2017

KF 4545 .S5 F417 2017

Professor Fede is in the Political Science and Law Department.

This comparative study looks at the laws concerning the murder of slaves by their masters and at how these laws were implemented. The author cites a wide range of cases — across time, place and circumstance — to illuminate legal, judicial and other complexities surrounding this regrettably common occurrence. These laws had evolved to limit in different ways the masters' rights to severely punish and even kill their slaves while protecting valuable enslaved people, understood as "property," from wanton destruction by hirers, overseers and poor whites who did not own slaves. To explore the conflicts of masters' rights with state and colonial laws, the author shows how slave homicide law evolved and was enforced not only in the United States but also in ancient Roman, Visigoth, Spanish, Portuguese, French and British jurisdictions. His comparative approach reveals how legal reforms regarding slave homicide in antebellum times, like past reforms dictated by emperors and kings, were the products of changing perceptions of the interests of the public; of the individual slave owners; and of the slave owners' families, heirs and creditors. Although some slave murders came to be regarded as capital offenses, the laws consistently reinforced the second-class status of slaves. This influence, the author concludes, flowed over into the application of law to free African Americans and would even make itself felt in the legal attitudes that underlay the Jim Crow era.

ugapress.org



Cary Federman

The Assassination of William McKinley: Anarchism, Insanity and the Birth of the Social Sciences

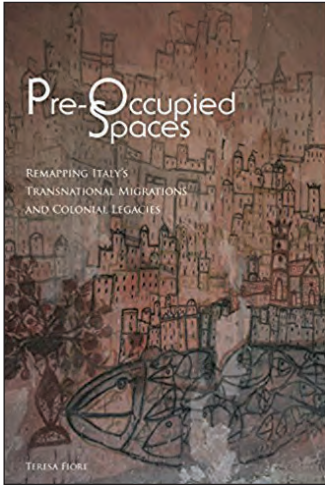
Lexington Books, Rowman & Littlefield

E711.9 .F37 2018

Professor Federman is in the Justice Studies Department.

This book is an examination of the assassination of President William McKinley by Leon Czolgosz, an American-born purported anarchist. This work offers a new and different way to approach historical crime stories. Rather than accepting the idea that Czolgosz was inherently dangerous because of his ethnic background or his obscure political statements, the author argues that political relations, historical events and the developing discourses in the natural and social sciences toward normal and pathological behaviors structured the meaning of the assassination. The author proposes there are six ways to view an assassin, each corresponding to a social science. Consequently, each chapter of this manuscript examines a social science and its relation to the assassination. Overall, there are three purposes to this work: One is to examine the rise of the social sciences at the time of the assassination. The second is to explore the historical and political understanding of political violence; and the third is to examine the meaning of legal responsibility.

rowman.com/lexingtonbooks



Teresa Fiore

Pre-occupied Spaces: Remapping Italy's Transnational Migrations and Colonial Legacies
Critical Studies in Italian America Series

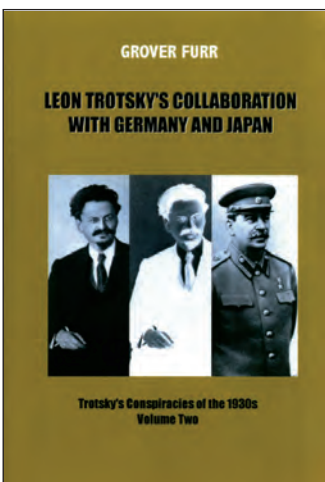
Fordham University Press

JV 8132 .F55 2017

Professor Fiore holds the Inerra Chair in Italian and Italian American Studies in the Modern Languages and Literatures Department.

By linking Italy's long history of emigration to all continents in the world, contemporary transnational migrations directed toward it, as well as the country's colonial legacies, this book poses Italy as a laboratory to rethink national belonging at large in our era of massive demographic mobility. Through an interdisciplinary cultural approach, the book finds traces of globalization in a past that may hold interesting lessons about inclusiveness for the present. This book rethinks Italy's formation and development on a transnational map through cultural analysis of travel, living and work spaces as depicted in literary, filmic and musical texts. By demonstrating how today's immigration in Italy is preoccupied by its past emigration and colonialism, the book stresses commonalities and dispels preoccupations. It includes bibliographical references and an index.

fordhampress.com



Grover Furr

Leon Trotsky's Collaboration with Germany and Japan
Trotsky's Conspiracies of the 1930s

Volume Two

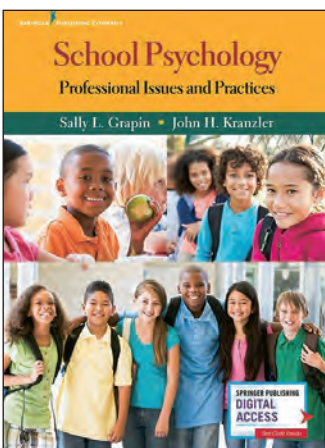
Erythros Press and Media, 2017

DK 254.T6 F872 2017

Professor Furr is in the English Department

This book provides an overview of the evidence on the topic and researches historical figures including Iakov, Tukhachevsky, Rakovsky and Trotsky by examining published documents from the former Soviet and other archives. A bibliography and primary source documents are provided.

erythros.com



Sally L. Grapin and John H. Kranzler (Eds.)

School Psychology: Professional Issues and Practices

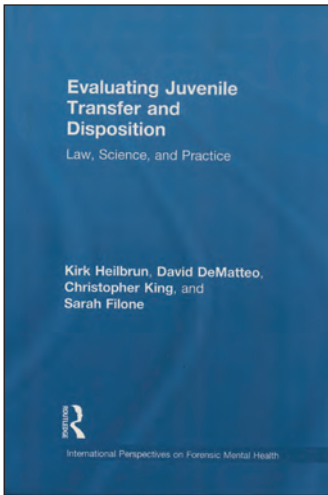
Springer Publishing Company, 2018

LB 3013.6 .S29 2018

Professor Grapin is in the Psychology Department.

This text introduces the field of school psychology, providing an overview of an essential and in-demand profession. It covers a comprehensive range of topics, including historical, cultural, professional, legal and ethical foundations as well as practices in assessment, intervention, consultation and program evaluation. Reflecting current standards and best practices, the book includes learning tools for a variety of audiences and examines the profession of school psychology through a social justice lens.

springerpub.com



Kirk Heilbrun, David DeMatteo, **Christopher King** and Sarah Filone
Evaluating Juvenile Transfer and Disposition: Law, Science, and Practice
International Perspectives on Forensic Mental Health Series

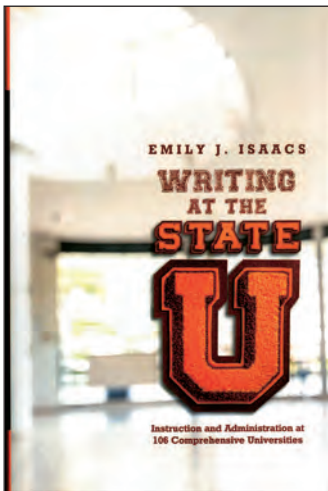
Routledge; Taylor & Francis Group, 2017

K 5575 .H45 2017

Professor King is in the Psychology Department.

Focusing on juvenile transfer and disposition evaluations, this volume provides an up-to-date integration of current law, science and practice with respect to juvenile risk assessment, treatment needs/amenability and sophistication-maturity. Included are perspectives relating to international practices, use of specialized assessment tools, and a separate chapter on resentencing following U.S. Supreme Court decisions on juveniles sentenced to mandatory life without parole. This text will be a useful and comprehensive reference for forensic psychologists and other mental health professionals engaged in juvenile evaluation, as well as legal professionals, juvenile and criminal justice professionals, and others involved with juvenile assessment, decision-making and rehabilitation.

routledge.com and taylorandfrancis.com



Emily J. Isaacs

Writing at the State U: Instruction and Administration at 106 Comprehensive Universities

Utah State University Press, 2018

P 301.5 .A27 I83 2018

Professor Isaacs is an Associate Dean in the College of Humanities and Social Sciences.

This book presents a comprehensive, empirical examination of writing programs at 106 universities. Rather than using open survey calls and self-reporting, the author uses statistical analysis to show the extent to which established principles of writing instruction and administration have been implemented at state comprehensive universities, the ways in which writing at those institutions has differed from writing at other institutions over time, and how state institutions have responded to major scholarly debates concerning first-year composition and writing program administration. The author's findings are surprising: state university writing programs give lip service to important principles of writing research, but many still emphasize grammar instruction and a skills-based approach, classes continue to be outsized, faculty development is optional, and orientation toward basic writing is generally remedial. As such, she considers where a closer match between writing research and writing instruction might help to expose and remedy these difficulties and identifies strategies and areas where faculty or writing program administrators are empowered to enact change. Unique in its wide scope and methodology, the book sheds much-needed light on the true state of the writing discipline at state universities and demonstrates the advantages of more frequent and rigorous quantitative studies of the field.

upcolorado.com/utah-state-university-press



Rhona Richman Kenneally and **Lucy McDiarmid** (Eds.)

The Vibrant House: Irish Writing and Domestic Space

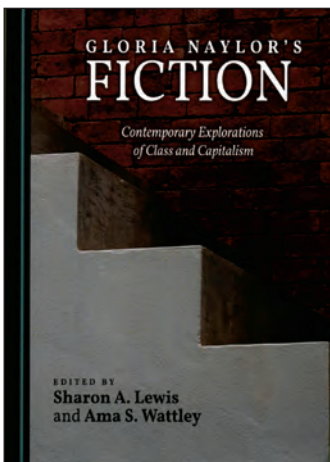
Four Courts Press, 2017

PR 8755 .V53 2017

Professor McDiarmid is in the English Department.

This collection of short memoirs and critical essays explores the relation between home as metaphor and symbol, and home as a physical, material and spatial entity. In the first section, “Our house,” Colette Bryce, Eiléan Ní Chuilleanáin, Theo Dorgan, Mary Morrissy and Macdara Woods remember houses from their childhoods and show, in Ní Chuilleanáin’s words, how the house is a “way of understanding the world, its differences and boundaries.” In the second section, titled “Their house,” Angela Bourke, Nicholas Grene, Adam Hanna, Howard Keeley, Lucy McDiarmid, Maureen O’Connor and Tony Tracy look at domestic sites as various as Maeve Brennan’s childhood home in Ranelagh and Syngé’s stage spaces. An essay by Rhona Richman Kenneally serves as a conceptual introduction to the collection, and framing poems by Vona Groarke suggest a poet’s version of “How to read a building.” A stand-alone visual essay of images and discursive captions featuring domestic spaces addressed in the contributions supports this book’s emphasis on the Irish home as a vibrant space of personal and national identity formation.

fourcourtspress.ie



Sharon A. Lewis and Ama S. Wattlely (Eds.)

Gloria Naylor’s Fiction: Contemporary Explorations of Class and Capitalism

Cambridge Scholars Publishing, 2017

PS 3564 .A895 Z675 2017

Professor Lewis is in the English Department.

This edited volume offers innovative ways of analyzing economics in Gloria Naylor’s fiction, using interpretive strategies which are applicable to the entire tradition of African American literature. The writers gathered here embody years of insightful and vigorous Naylor scholarship. Underpinning each of the essays is a celebratory validation that Naylor is one of the most provocative novelists of our time. This volume utilizes Marxist literary criticism as its primary interpretive tool. As Naylor’s works are situated within the Black American literary tradition, Marxism and Black Feminist/Womanist theories are converged toward a deepened, more meaningful analysis.

cambridgescholars.com



Deena Linett

Translucent When Fired: Poems New & Selected

Tiger Bark Press, 2017

PS 3562.I514 A6 2017

Professor Linett is Professor Emerita in the English Department.

The poems travel throughout eras and lands, from Paris to Sarajevo, Edinburgh to Dublin, Half Moon Bay to the Everglades, and they traverse territory from the mythological to the hard facts of history. The author's geographical coordinates anchor the shifting mental and emotional states that are the underlying subjects of her lyrical meditations. The poet's imagery (from paintings to kilims) and romantic attachments (and uncouplings, too) become "the clay" she commits "to fire," guiding thoughts, perception, and experiences to transformational moments where they "melt into something hard and new/long-lasting." These subtle poems "let light through."

tigerbarkpress.com



Deena Linett

What Winter Means: A Novel

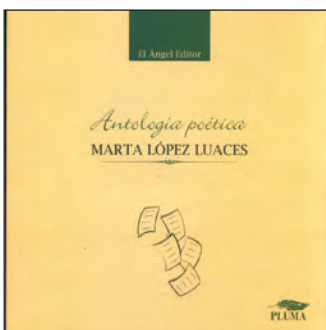
Evening Street Press, 2017

PS 3562.I514 W52 2017

Professor Linett is Professor Emerita in the English Department.

A New York painter who was born in South Africa, a proper Protestant New Englander involved with a married man, a Hawaiian philosopher, a Breton architectural historian, and a Florida novelist whose son has committed rape have won fellowships and gather to do their work at a library outside Boston. We follow the women of *What Winter Means* as they struggle with their work, men, children and aging. It is if we overhear women we know, thinking and talking to one another over a cup of tea.

eveningstreetpress.com



Marta López-Luaces

Antología Poética

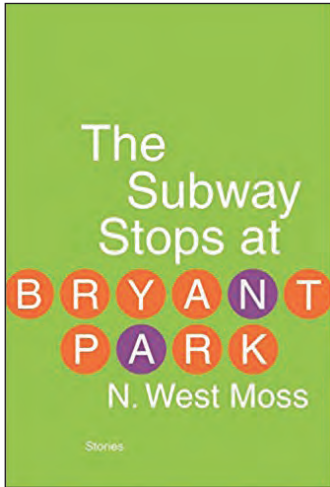
El Ángel Editor, 2017

PQ 6712 .O65736 A6 2017

Professor López-Luaces is in the Spanish and Latino Studies Department.

This poetry departs from the aesthetic patterns that are dominant today. The poetry is characterized by the marked reference to the diverse traditions of universal poetry and the connection of different resources. In this way it erases the traditional limits to privilege a poetic language as audacious as original.

elangeeditor.org



N. West Moss

The Subway Stops at Bryant Park: Stories

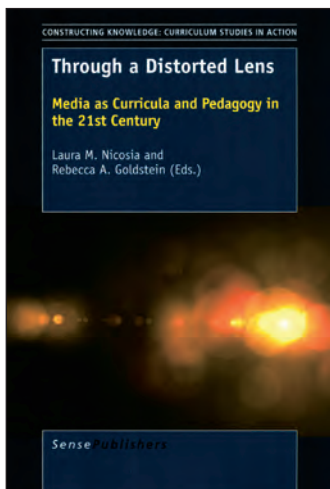
Leapfrog Press, 2017

PS 3613.O77967 A6 2017

Professor Moss is in the English Department.

This is a collection of short stories all set in, or around, Bryant Park in New York City. From a doorman who works near the park for 40 years to a woman obsessed with the hundreds of receipts she is given every day, the park is a microcosm of humanity in all its complexities. The old, the young, the tourists, the woman who wraps all of her things in Saran Wrap and then sits and listens to the live piano music. Life with all of its pathos and raucous beauty is captured through the glimpse into these characters' lives. The elegiac tone of the book for a city that no longer exists is countered by the delight the characters take in the world that they find in the park. It is a world full of music and laughter and celebration, even though it has lost some of its humanity over the years.

leapfrogpress.com



Laura M. Nicosia and Rebecca A. Goldstein (Eds.)

Through a Distorted Lens: Media as Curricula and Pedagogy in the 21st Century

Sense Publishers, 2017

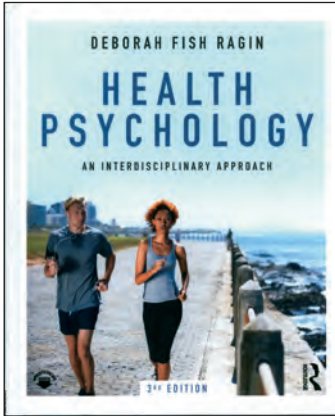
LB 1043 .T57 2017

Professor Nicosia is in the English Department.

Professor Goldstein is in the Secondary and Special Education Department.

This volume examines what and how the media teach, to and by whom, and for what purpose, in a rapidly shifting milieu of media content, platforms and relations. While intimately concerned with education, the authors move the discussion beyond the setting of formal schooling to uncover the ways in which the media contribute to individual and collective understandings of self and other, and their relations to society and communities in which they move. In doing so, the text encourages readers to transcend exclusionary discussions of citizenship to consider participation in local and global geographies against a neoliberal backdrop that marginalizes those unable to, unwilling to, and excluded from competing in the free market. Contributors extend their deliberations back to formal school settings to reaffirm pedagogies that rediscover the reading of texts — broadly defined — in the world through multimodalities. In this sense, the text strives to be transdisciplinary, and is appropriate for use in multiple disciplines and fields of study.

sensepublishers.com



Deborah Fish Ragin

Health Psychology: An Interdisciplinary Approach

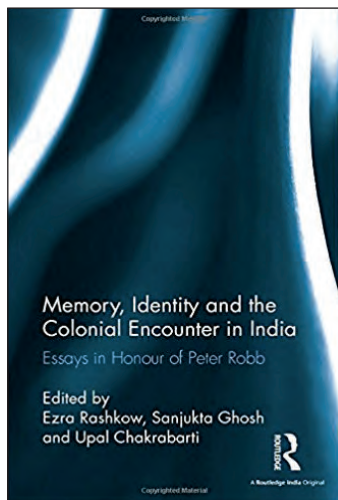
Routledge, Taylor & Francis Group, 2018

R 726.7 .R34 2018

Professor Ragin is in the Psychology Department.

This textbook takes an interdisciplinary approach to studying health psychology. It examines five systems that affect individual health outcomes: individual, family/community, social/physical environment, health care systems and health policy. While grounded in psychology, it incorporates perspectives from anthropology, biology, economics, environmental studies, medicine, public health and sociology. The social ecological perspective on health psychology creates a depth of understanding of the diverse facets of health. This text also examines health from a global perspective by exploring the impact of infectious and chronic illnesses locally, regionally and globally.

routledge.com and taylorandfrancis.com



Ezra Rashkow, Sanjukta Ghosh and Upal Chakrabarti (Eds.)

Memory, Identity and the Colonial Encounter in India: Essays in Honour of Peter Robb

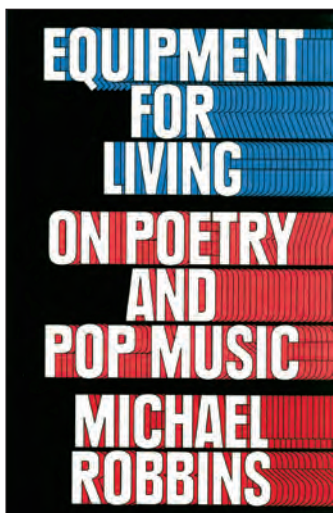
Routledge, Taylor & Francis Group, 2018

DS 463 .M36 2018

Professor Rashkow is in the History Department.

This book sheds new light on the dynamics of the colonial encounter between Britain and India. It highlights how various analytical approaches to this encounter can be creatively mobilized to rethink entanglements of memory and identity emerging from British rule in the subcontinent. This volume reevaluates central, long-standing debates about the historical impact of the British Raj by deviating from hegemonic and top-down civilizational perspectives. It focuses on interactions, relations and underlying meanings of the colonial experience. The narratives of memory, identity and the legacy of the colonial encounter are woven together in a diverse range of essays on subjects such as colonial and nationalist memorials; British, Eurasian, Dalit and Adivasi identities; regional political configurations; and state initiatives and patterns of control. By drawing on empirically rich, regional and chronological historical studies, this book will be essential reading for students and researchers of history, political science, colonial studies, cultural studies and South Asian studies.

routledge.com and taylorandfrancis.com



Michael Robbins

Equipment for Living: On Poetry and Pop Music

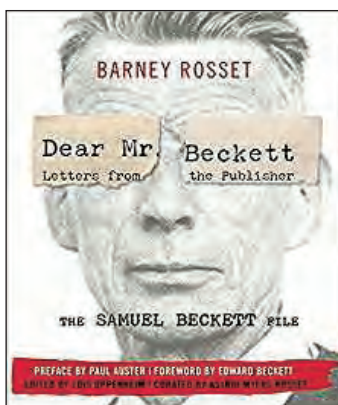
Simon & Schuster, 2017

PS 3618 .O315244 A6 2017

Professor Robbins is in the English Department.

How can art help us make sense — or nonsense — of the world? If wrong life cannot be lived rightly, as Theodor Adorno had it, what weapons and strategies for living wrongly can art provide? With the same intelligence that animates his poetry, the author addresses this weighty question while contemplating the idea of how strange it is that we need art at all.

simonandschuster.com



Barney Rosset and **Lois Oppenheim** (Eds.)

Dear Mr. Beckett: The Samuel Beckett File

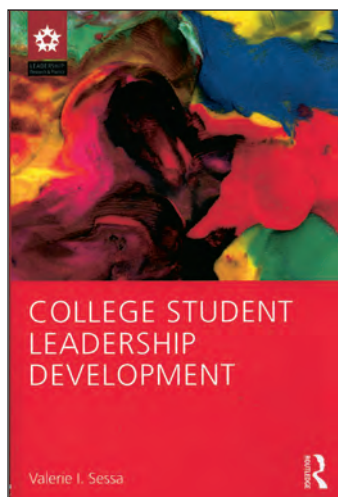
Opus, 2017

PR 6003 .E282 Z48 2017

Professor Oppenheim is in the Modern Languages and Literatures Department.

Through letters, contracts, photos, interviews, speeches, reviews and memorabilia — most of which has never before been made public — a rare personal and professional friendship unfolds between these two oddly shy daredevils; through their embrace, they shifted and turned the tide of literature in America. The foreword is written by Edward Beckett; the preface by the author Paul Auster; and the curator is Astrid Rosset.

opusbookpublishers.com



Valerie I. Sessa

College Student Leadership Development

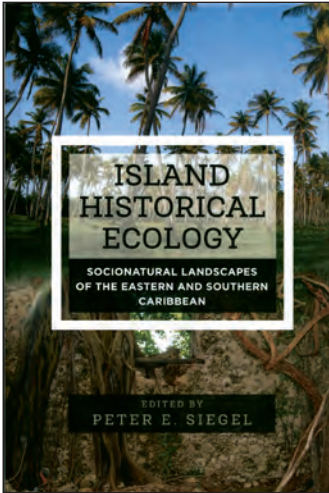
Routledge, Taylor & Francis Group, 2017

LB 2343.4 .S47 2017

Professor Sessa is in the Psychology Department.

College Student Leadership Development introduces the idea that we all play a part in producing leadership and that learning how to participate in the process of leadership is something that all college students need to learn as part of their college academic experience. Rather than approaching leadership from the traditional model emphasizing specific skill sets, this book acquaints students with how to learn leadership using the ReAChS model of leadership development (Reflection, Assessment, Challenge, Support). It then encourages students to directly engage their own experiences to hone their leader identity and understanding of leadership as well as improve their leadership knowledge and skills.

routledge.com and taylorandfrancis.com



Peter E. Siegel (Ed.)

Island Historical Ecology: Socionatural Landscapes of the Eastern and Southern Caribbean

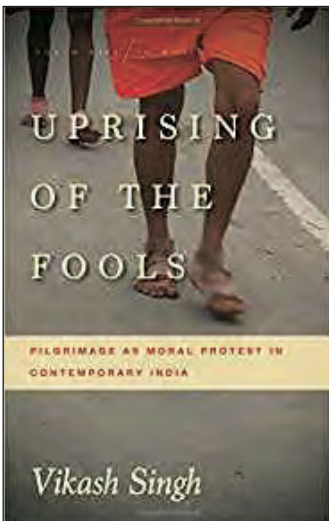
Berghahn, 2018

GF 524 .I75 2018

Professor Siegel is in the Anthropology Department.

The first book-length treatise on historical ecology of the West Indies, this volume addresses Caribbean island ecologies from the perspective of social and cultural interventions over approximately eight millennia of human occupations. Environmental coring carried out in carefully selected wetlands allowed for the reconstruction of pre-colonial and colonial landscapes on islands between Venezuela and Puerto Rico. Comparisons with well-documented patterns in the Mediterranean and Pacific islands place this case study into a larger context of island historical ecology.

berghahnbooks.com



Vikash Singh

Uprising of the Fools: Pilgrimage as Moral Protest in Contemporary India

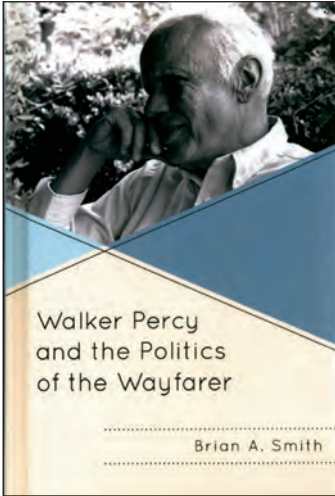
Stanford University Press, 2017

BL 1239.36 .H37 S56 2017

Professor Singh is in the Sociology Department

The Kanwar is India's largest annual religious pilgrimage. Millions of participants gather sacred water from the Ganga and carry it across hundreds of miles to dispense as offerings in Śiva shrines. These devotees — called bhola, gullible or fools, and seen as miscreants by many Indians — are mostly young, destitute men, who have been left behind in the globalizing economy. But for these young men, the ordeal of the pilgrimage is no foolish pursuit, but a means to master their anxieties and attest their good faith in unfavorable social conditions. The author walked with the pilgrims of the Kanwar procession, and with this book, he highlights how the procession offers a social space where participants can prove their talents, resolve and moral worth. Working across social theory, phenomenology, Indian metaphysics and psychoanalysis, the author shows that the pilgrimage provides a place in which participants can simultaneously recreate and prepare for the poor, informal economy and inevitable social uncertainties. In identifying with Śiva, who is both Master of the World and yet a pathetic drunkard, participants demonstrate their own sovereignty and desirability despite their stigmatized status. This book shows how religion today is not a retreat into tradition, but an alternative forum for recognition and resistance within a rampant global neoliberalism.

sup.org



Brian A. Smith

Walker Percy and the Politics of the Wayfarer

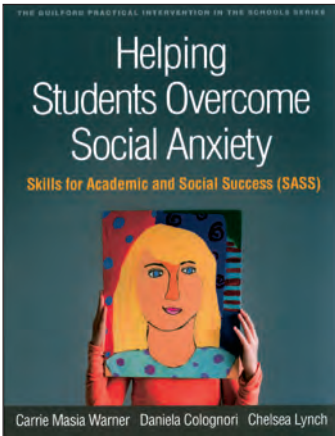
Rowman & Littlefield, 2017

PS 3566 .E6912 Z8347 2017

Professor Smith is in the Political Science and Law Department.

Walker Percy is one of America's great novelists, and he ought to be known as a political thinker as well. In this book, the author makes the case that we should understand Percy's novels and essays together as a guide to living in a complex world. Percy cultivated a philosophical and literary approach that revealed the fault lines in the modern mind. He portrayed man as a wayfarer: persistently unsatisfied and wandering in search of a perfectly complete solution to life's dilemmas. His writing captures the restlessness of the human heart and allows us to comprehend our temptation to escape our sense of alienation and longing. Drawing ideas from philosophy, psychology, linguistics and literature, Percy's multidimensional account of American political life shows the ways that today's approaches to life often fall short and leave us more unsatisfied with ourselves and others than ever. Percy hoped we would evade the temptations to escape the life of the wayfarer and accept our misplaced longings, alienation, depression and anxiety as part of the human condition. Failing to do this might lead us to accept ever more extreme political and social ideas as the basis for life. The promise of embracing Percy's political teaching is that we might then be able to accept ourselves as we really are in order to join with others in authentic community.

rowman.com



Carrie Masia Warner, Daniela Colognori and Chelsea Lynch

Helping Students Overcome Social Anxiety: Skills for Academic and Social Success (SASS)

The Guilford Practical Intervention in the Schools Series

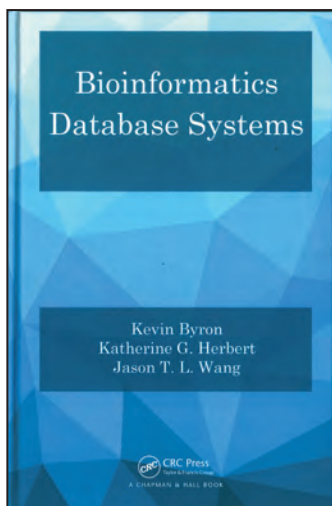
The Guilford Press, 2018

RJ 506 .S63 M37 2018

Professor Masia Warner is in the Psychology Department.

Social anxiety disorder causes significant distress and academic impairment for many adolescents. This book gives front-line school professionals innovative, easy-to-use tools for identifying and intervening with socially anxious students in grades 6–12. It presents Skills for Academic and Social Success (SASS), a school-based intervention with demonstrated effectiveness. Case examples and sample scripts demonstrate how to implement psychoeducation, cognitive strategies, social skills training, exposure, and relapse prevention with groups and individual students. In a large-size format with lay-flat binding for easy photocopying, the book includes 22 reproducible handouts. Purchasers are given access to a webpage where they can download and print the reproducible materials.

guilford.com



Kevin Byron, **Katherine G. Herbert** and Jason T. L. Wang

Bioinformatics Database Systems

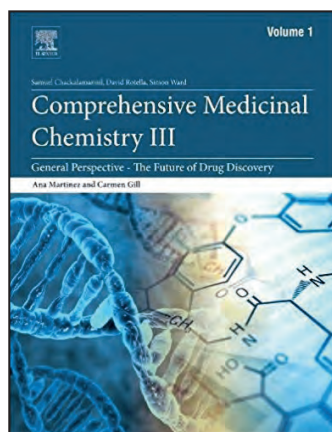
CRC Press, Taylor & Francis Group, 2017

QH324.2 .B97 2017

Professor Herbert is in the Computer Science Department.

Modern biological databases comprise not only data, but also sophisticated query facilities and bioinformatics data analysis tools. This book provides an exploration through the world of Bioinformatics Database Systems. It summarizes the popular and innovative bioinformatics repositories currently available, including popular primary genetic and protein sequence databases, phylogenetic databases, structure and pathway databases, microarray databases and boutique databases. It also explores the data quality and information integration issues currently involved with managing bioinformatics databases, including data quality issues that have been observed, and efforts in the data cleaning field. Biological data integration issues are also covered in-depth, and the book demonstrates how data integration can create new repositories to address the needs of the biological communities. It also presents typical data integration architectures employed in current bioinformatics databases. The latter part of the book covers biological data mining and biological data processing approaches using cloud-based technologies. General data mining approaches are discussed, as well as specific data mining methodologies that have been successfully deployed in biological data mining applications.

crcpress.com



Samuel Chackalamannil, **David P. Rotella** and Simon E. Ward (Editors-In-Chief)

Comprehensive Medicinal Chemistry III

8 volumes, 3 rd ed.

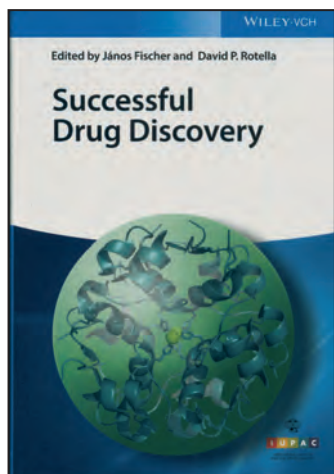
Elsevier, 2017

Personal Copy

Professor Rotella is the Margaret and Herman Sokol Professor of Chemistry in the Department of Chemistry and Biochemistry.

The volumes provide a contemporary and forward-looking critical analysis and summary of recent developments, emerging trends and recently identified new areas where medicinal chemistry is having an impact. The discipline of medicinal chemistry continues to evolve as it adapts to new opportunities and strives to solve new challenges. These include drug targeting, biomolecular therapeutics, development of chemical biology tools, data collection and analysis, in silico models as predictors for biological properties, identification and validation of new targets, approaches to quantify target engagement, new methods for synthesis of drug candidates such as green chemistry, development of novel scaffolds for drug discovery and the role of regulatory agencies in drug discovery. The volume reviews the strategies, technologies, principles and applications of modern medicinal chemistry; provides a global and current perspective of today's drug discovery process and discusses the major therapeutic classes and targets; and includes a collection of case studies and personal essays reviewing the discovery and development of key drugs. The audience is graduate and postgraduate drug discovery scientists in research organizations engaged in the discipline, primarily but not exclusively medicinal chemists; and computational chemists, therapeutic area biologists and pharmacologists; and ADME scientists as well as process chemists. In addition, for a medicinal chemist at any point in his/her career who desires an up-to-date source of information on not only the latest trends in the discipline, but also specifics on the newest information in a particular field such as biologics and specific discovery targets such as kinase inhibitors in cancer.

elsevier.com



János Fischer and **David P. Rotella** (Eds.)

Successful Drug Discovery

Wiley-VCH Verlag GmbH & Co. KGaA, 2015

RM 301.25 .S834 2015

Professor Rotella is the Margaret and Herman Sokol Professor of Chemistry in the Department of Chemistry and Biochemistry.

The first volume of the book series “Successful Drug Discovery” focuses on new drug discoveries during the last decade, from established drugs to recently introduced drugs of all kinds: small-molecule-, peptide-, and protein-based drugs. The role of serendipity is analyzed in successful drugs where the research targets of the lead molecule and the drug are different. Phenotypic and target-based drug discovery approaches are discussed from the viewpoint of pioneer drugs and analogues. This volume gives an overview of insulin analogues including a discussion of the properties of rapid-acting and long-acting formulations of this important hormone. The major part of the book is devoted to case histories of new drug discoveries described by their key inventors. Eight case histories range across therapeutic fields.

wiley.com



Barry Berman, Joel R. Evans, **Patrali Chatterjee**

Retail Management: A Strategic Approach

13th edition

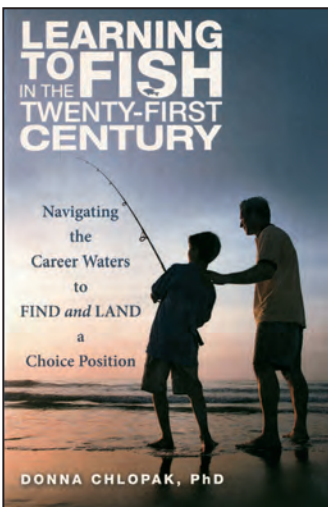
Pearson, 2018

HF 5429 .B45 2018

Professor Chatterjee is in the Marketing Department.

This book is built on the fundamental principle that retailers have to plan for and adapt to a complex, changing environment. Without a pre-defined and well-integrated strategy, retailers may flounder and be unable to cope with the environment that surrounds them. This text helps readers become good retail planners and decision makers. This edition edition incorporates updated data that reflects the current world economic climate, extensive coverage of omnichannel retailing, and many new vignettes, questions, and cases, so that students can thrive in today's retailing industry.

pearson.com



Donna Chlopak

Learning to Fish in the Twenty-First Century:

Navigating the Career Waters to Find and Land a Choice Position

iUniverse, 2016

HF 5382.7 C54 2016

Professor Chlopak is in the Information Management and Business Analytics Department.

Advice is offered to students and others who are entering the workforce: If a great tennis player challenged you to a match, what would you do? You'd study the game, learn its rules, practice, and make sure you had the right equipment to succeed—and you'd go into it knowing that winning would be tough. Landing the right job can be just as challenging. Without planning, training, practice and networking, you don't stand much of a chance to win a job that offers a bright future. In this guidebook to securing the job of your choice, you'll learn how to: determine what jobs are a good match for you; write cover letters that hiring managers notice; tailor a résumé to the position you're seeking to fill; and, make a great first impression on job interviews. If you're serious about winning the game, you need to prepare—and it starts with equipping yourself with the insights and strategies in *Learning to Fish in the Twenty-First Century*.

iuniverse.com



Robert Donnelly

The Definitive Guide to Brand Building

Kendall Hunt, 2017

HF 5415.1255 .D66 2017

Professor Donnelly is in the Marketing Department.

Marketing is the battle for the customer's mind. The goal for any brand is to own a share of customer's minds – a position in their mental product grid that has value to the customer and the company that owns the brand. In reality, brand equity in their customer's minds is any company's most valuable asset. The mind is like a dripping sponge and the only way to get in is to displace what already exists. This is the essence of establishing a value proposition, and perpetually defending against competitor's challenges—creating, growing, and protecting brand equity. This book describes the process of establishing brand equity and maintaining, and growing the value of the company's brand portfolio. It contains a plethora of examples of well-known brands and their brand equity strategies. The author quotes a marketing maxim. "If the customer gets to the future before you do, they will leave you behind". In an era of one-to-one social media driven mobile marketing, this concept has become even more relevant.

kendallhunt.com



A. Seddik Meziani

Exchange-Traded Funds: Investment Practices and Tactical Approaches

Palgrave Macmillan, 2016

HG 6043 .M48 2016

Professor Meziani is in the Accounting and Finance Department.

With Exchange Traded Fund (ETF) sponsors constantly making new types of ETFs available, there is now a variety of ETFs that provide investors with an opportunity to develop diversified investment portfolios. Their sophistication has also grown to include a breed of ETFs that do not passively track the performance of an underlying index. With this assortment of newer ETFs, and more on the way, market strategists are now capable of devising all-ETF portfolios based on a multitude of asset allocation schemes that respond to the need of their clients. This book provides a comprehensive overview of the changes brought about by ETFs. It describes and analyzes recent changes alongside their impact on investment portfolios, and discusses the continuing success of index-based ETFs and the reasons underlying their long-lasting achievements. The book offers an objective discourse on the newly minted smart beta ETFs and some of the issues surrounding them, and provides an overview of how the increasingly widespread ETF-based portfolio hedging strategies are constructed and implemented. Paying particular attention to the importance of asset allocation and the essential role it plays in portfolio construction, this book explores the role played by ETFs in changing investors' attitudes toward home bias, covering both established and emerging frontier markets. The author leverages his extensive background to integrate best professional practices and academic rigor for an increased understanding of the ever-evolving world of ETFs.

palgrave.com



Ben Wilson

From Social Realism to Abstraction

Montclair State University, George Segal Gallery, 2017

ND 237:W675 A4 2017

Professor Jason Rosenfeld of Manhattan Marymount College, curated the exhibition and authored a lengthy essay for the catalog, “The Moment of Recognition.” Ben Wilson was an artist whose formative years spanned the Great Depression and the Second World War. The curator asks “How did the WPA artist with an advanced figural style that was an amalgam of numerous variants of modernism end up developing into a geometric abstractionist with an unpredictable use of color?” Wilson (1913-2001) began his career as a WPA artist in New York City in the 1930s and 1940s with works that reflected upon the violence in Europe. His Cubist-inflected early pictures grew into a mature body of paintings that adapted Surrealist elements. Wilson’s figures convey the sense of suffering and anxiety that infused the politics of the time, a reality that the artist felt needed to be shared with a wide audience. In the 1950s these abstracted figures morphed into a more symbolic, expressive style that nevertheless retained a suggestion of figuration. Over the next decade, like many advanced American artists of the period, Wilson moved away from the figure entirely and into a layered geometric abstraction that featured energetic line and vibrant color. These paintings represent Wilson’s mature production, and in them he embraced the freedom of a fully developed personal aesthetic. Throughout his life, Wilson dedicated himself to education and to sharing his art with the community. First in New York and then in New Jersey, Wilson sought to disseminate his ideas through exhibitions and relationships with educational institutions, libraries and Jewish community groups. This gift in 2012 of both artwork and archival materials to Montclair State University furthers the artist’s wishes to connect his art to the local public. This exhibition introduces the highlights of the Ben and Evelyn Wilson Foundation’s remarkable gift of an archive and vast cache of works by the artist to Montclair State University, and aims to reveal the whole of his singular career. The exhibit dates were September 6-November 4, 2017, and was made possible in part by generous support from the McMullen Family Foundation and the New Jersey State Council on the Arts.

montclair.edu/arts/university-art-galleries-george-segal-gallery



David Antonio Cruz, Angela Dufresne, **Julie Heffernan** (*Curator*), **Doron Langberg** and Kyle Staver

Intimacies and Other Stories

Montclair State University, 2018

University Archives

Professors Cruz, Heffernan and Langberg are in the Art and Design Department.

The five artists gathered in this exhibition, unique and diverse as they are, share an intense interest in telling complex stories about intimacy through languages of figuration that nod unmistakably toward Modernism. Well-respected contemporary figures, they are all highly skilled craftspeople who employ experimental methodologies in singular and remarkable ways. Their professional distinctions are numerous and prestigious, including the Guggenheim Fellowship and Jerome Foundation Grants as well as extensive national and international exhibition records with accompanying critical recognition from prominent newspapers and magazines such as *Art in America*, *The New York Times*, *Artforum*, *The Brooklyn Rail* and *Hyperallergic*. Bringing these five artists together for the first time in the Segal Gallery constitutes a powerful statement in favor of diversity and the importance of narrative complexity in the visual arts. All five tell the sorts of stories of ethnic and gender difference that are so needed in our current political climate. Each of these artists, in their approaches to painterly materials as well as their subject matter, creates fluid and powerful narratives of difference. The McMullen Family Foundation sponsored the exhibit February 14 — March 28, 2018.

Grover Furr

Professor Furr is in the English Department.

খ্রুশ্চেভের মিথ্যাভাষণ

Khrushchēbhēra mithyābhāsana

(Bengali)

National Book Agency Pvt. Ltd.

DK 275 .K5 F87126 2017

indiamart.com/national-book-agency

ख़रुश्चेव झूठा था

Khrushchev jhootha tha

(Hindi)

Rahul Foundation, 2017

DK 275 .K5 F87156 2017

rahul.ac.in

Bengali and Hindi translations of Khrushchev Lied: The Evidence that Every “revelation” of Stalin’s (and Beria’s) “crimes” in Nikita Khrushchev’s Infamous “secret speech” to the 20th Party Congress of the Communist Party of the Soviet Union on February 25, 1956, is Provably False.

Erythorós Press and Media

DK 275 .K5 F8713 2011

erythrospress.com

ప్రజాస్వామ్యవాది స్టాలిన్

Prajaswayanawadi Stalin

Stalin Society, 2017

DK 268.S8 F86 2017

Telugu translation of “Stalin and the Struggle for Democratic Reform,” an article published in *Cultural Logic* in 2015.

stalinsocietindia.blogspot.com and clogic.eserver.org

Margarita Garcia

Before “Cuba Libre”: The Making of Cuba’s First President, Tomás Estrada Palma

Outskirts Press, 2016

F 1787 .G37 2016

Professor García is Professor Emerita in the Psychology Department.

outskirtspress.com

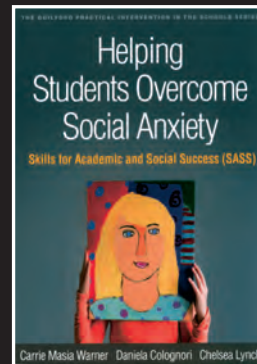
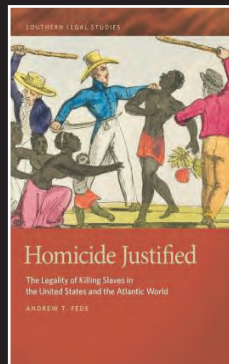
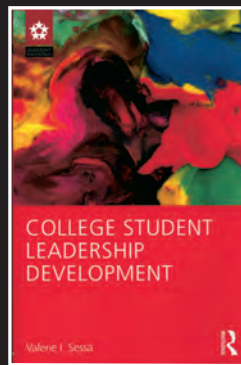
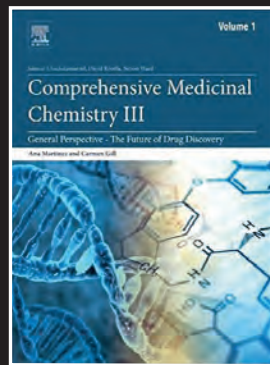
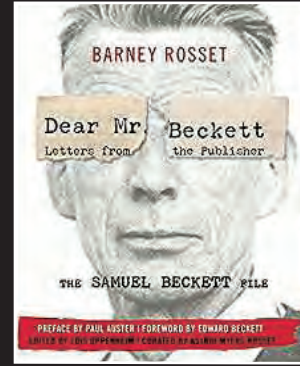
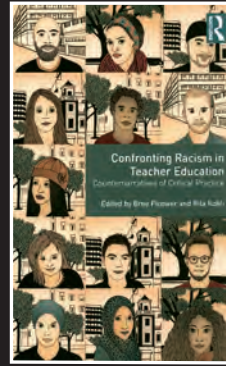
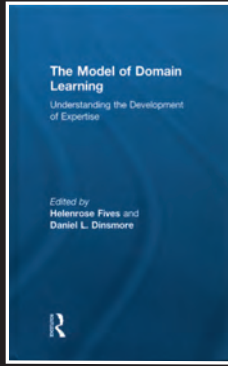
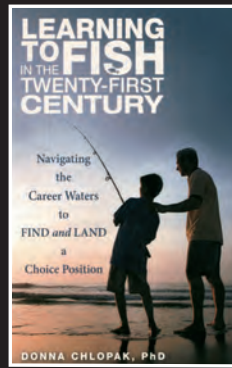
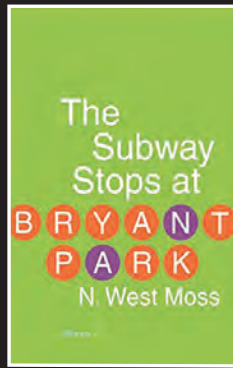
English translation of Antes de “Cuba libre”: El Surgimiento del Primer Presidente

Tomás Estrada Palma

Editorial Betania, 2015.

F1787 .G37 2015

ebetania.wordpress.com



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