



Annual Institutional Profile Report  
Fall 2019

## **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, communication and media, healthcare, 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, and School of Communication and Media. The University met the Federal criteria for recognition as an Hispanic-Serving Institution, and half of its entering class each year are students of color. 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

## Contents

Data by Category.....	5
A. Accreditation Status .....	5
B. Number of Students Served.....	8
C. Characteristics of Undergraduate Students .....	9
D. Student Outcomes.....	14
E. Faculty Characteristics.....	17
F. Characteristics of the Trustees .....	19
G. A Profile of the Institution.....	20
H. Major Research and Public Service Activities.....	25
I. Major Capital Projects .....	27

### Appendix – University Authors

## **DATA BY CATEGORY**

### **A. Accreditation Status**

Montclair State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2<sup>nd</sup> 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
- CCNE – Commission on Collegiate Nursing Education (BSN in Nursing, School of Nursing)

- 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)
- CSWE - Council on Social Work Education (Master of Social Work Program, Department of Social Work and Child Advocacy, College of Humanities and Social Sciences)
- 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
- 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:

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

## B. Number of Students Served

### Fall 2018 Undergraduates

In fall 2018, 16,988 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 23.8% from fall 2008, and up 0.8% from fall 2017.

**Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2018**

	Number	Percent
<i>Full-time</i>	15,113	89.1%
<i>Part-time</i>	1,855	10.9%
<i>Total</i>	16,988	100.0%

The proportion of undergraduates studying full-time rose 4.6 percentage points over the past decade, from 84.5% in fall 2008 to 89.1% in fall 2018.

### Fall 2018 Graduate Students

Montclair State University enrolled 4,127 graduate students in fall 2018 (see Table II.B.2). This graduate student headcount was up 10.1% from fall 2008, but down -0.8% from fall 2017.

**Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2018**

	Number	Percent
<i>Full-time</i>	1,414	34.3%
<i>Part-time</i>	2,713	65.7%
<i>Total</i>	4,127	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 10.8 percentage points, from 23.5% in fall 2008 to 34.3% in fall 2018.

### FY18 (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 FY18, over 24,000 students attended MSU during one or more of its academic sessions (see Table II.B.4).

**Table II.B.4: Unduplicated Enrollment, FY18 (IPEDS 12-Month)**

	Headcount	Credit Hours	FTE
<i>Undergraduate</i>	18,798	481,513	16,050
<i>Graduate</i>	5,166	65,381	2,724
<i>Professional Practice</i>	58	1,669	70
<b>Total</b>	<b>24,022</b>	<b>548,563</b>	<b>18,844</b>



## **C. Characteristics of Undergraduate Students**

### **Fall 2018 First-time Undergraduates**

A total of 14,324 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2018, up 17.9% from fall 2008. The University admitted 70.9% of these applicants, and 3,199 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 31.5%.

Fall 2018 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 3,199 first-time undergraduates, 94.2% were Regular Admits, 3.7% were admitted through the EOF program, and 2.1% 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 1,296 (40.5%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on Math and Evidence-based Reading and Writing scores submitted by first-time undergraduates.

**TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2018**

Type	Full-Time				Part-Time			
	Number	Math	Number	ERW	Number	Math	Number	ERW
Regular	1,238	536	1,238	547	7	456	7	536
EOF	32	498	32	506	--	--	--	--
Special	19	534	19	531	--	--	--	--
All	1,289	535	1,289	545	7	456	7	536
Missing	1,879	--	1,879	--	24	--	24	--

In fall 2018, Montclair State University did not offer any remedial courses.

**Table II.C.2: Enrollment in Remedial Courses, Fall 2018**

Total Fall 2018 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
16,988	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
3,168	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 is currently being administered to first-time undergraduates admitted for fall 2019.

The profile of the fall 2018 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Among all first-time undergraduates, 15.3% identified themselves as African American, 6.6% as Asian, 33.0% as Hispanic/Latinx, and 2.7% as belonging to two or more races. Females comprised 62.4% of all first-time undergraduates.

### Fall 2018 Undergraduates

In fall 2018, a total of 21,115 students attended Montclair State University. Of this total, 16,988 (or 80.5% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 23.8% between fall 2008 and fall 2018. Eighty-nine percent of fall 2018 undergraduates attended the University full-time, up 4.6 percentage points from fall 2008. MSU's undergraduate population was diverse, with 29.1% of undergraduates identifying themselves as Hispanic/Latinx, 13.4% as African American, 6.2% as Asian, 40.1% White, and 2.8% as members of two or more races (see Table II.C.3.a).

**TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2018**

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
<b>Native Amer.</b>	14	0.1%	4	0.2%	18	0.1%
<b>African Amer.</b>	2,068	13.7%	204	11.0%	2,272	13.4%
<b>Asian*</b>	980	6.5%	114	6.1%	1,094	6.4%
<b>Hispanic/Latinx</b>	4,405	29.1%	546	29.4%	4,951	29.1%
<b>White</b>	6,090	40.2%	725	39.1%	6,815	40.1%
<b>Non-Res. Alien</b>	287	1.9%	54	2.9%	341	2.0%
<b>Unknown**</b>	1,289	8.5%	208	11.2%	1,497	8.8%
<b>Total</b>	<b>15,133</b>	<b>100.0%</b>	<b>1,855</b>	<b>100.0%</b>	<b>16,988</b>	<b>100.0%</b>

\* Includes Native Hawaiian and Other Pacific Islander.

\*\* Includes Two or More Races.

In fall 2018, 60.9% of all undergraduates were female, and the average age of the undergraduate population was 21.65 years (see Tables II.C.3.b and II.C.3.c).

**TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2018**

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
<b>Female</b>	9,321	61.6%	1,032	55.6%	10,353	60.9%
<b>Male</b>	5,812	38.4%	823	44.4%	6,635	39.1%
<b>Total</b>	<b>15,133</b>	<b>100.0%</b>	<b>1,855</b>	<b>100.0%</b>	<b>16,988</b>	<b>100.0%</b>

**TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2018**

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
<b>Less than 18</b>	34	0.2%	6	0.3%	40	0.2%
<b>18-19</b>	4,999	33.0%	86	4.6%	5,085	29.9%
<b>20-21</b>	5,802	38.3%	250	13.5%	6,052	35.6%
<b>22-24</b>	3,239	21.4%	677	36.5%	3,916	23.1%
<b>25-29</b>	753	5.0%	377	20.3%	1,130	6.7%
<b>30-34</b>	151	1.0%	162	8.7%	313	1.8%
<b>35-39</b>	68	0.4%	86	4.6%	154	0.9%
<b>40-49</b>	58	0.4%	111	6.0%	169	1.0%
<b>50-64</b>	27	0.2%	86	4.6%	113	0.7%
<b>More than 64</b>	2	0.0%	14	0.8%	16	0.1%
<b>Unknown</b>	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>15,133</b>	<b>100.0%</b>	<b>1,855</b>	<b>100.0%</b>	<b>16,988</b>	<b>100.0%</b>

During AY17-18, 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 over \$10 million during the award year. Also in AY17-18, Federal grants, loans, and work-study programs amounted to over \$125.6 million.

MSU distributed an additional \$37.0 million in state-funded financial aid during AY17-18, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 7,480 State awards were made to MSU students, including 6,392 TAG Awards, 315 NJCLASS Loans, and 671 EOF Awards.

**Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY17-18**

	<b>Recipients</b>	<b>\$ Dollars</b>	<b>\$/Recipient</b>
<u>STATE PROGRAMS</u>			
<b>TAG</b>	6,392	\$31,647,000	\$4,951
<b>EOF</b>	671	\$802,000	\$1,195
<b>Distinguished Scholars</b>	0	\$0	\$0
<b>Urban Scholars</b>	48	\$46,000	\$958
<b>NJCLASS Loans</b>	315	\$4,389,000	\$13,933
<b>NJ Stars</b>	54	\$114,000	\$2,111
<b>OSRP</b>	0	\$0	\$0
<u>FEDERAL PROGRAMS</u>			
<b>Pell Grants</b>	7,808	\$35,559,000	\$4,554
<b>College Work Study</b>	563	\$739,000	\$1,313
<b>Perkins Loans</b>	226	\$795,000	\$3,518
<b>SEOG</b>	1,495	\$1,100,000	\$736
<b>Stafford Loans (Subsidized)</b>	8,592	\$35,847,000	\$4,172
<b>Stafford Loans (Unsubsidized)</b>	8,451	\$28,722,000	\$3,399
<b>PLUS Loans</b>	1,666	\$22,837,000	\$13,708
<b>SMART &amp; ACG or other</b>	0	\$0	\$0
<u>INSTITUTIONAL PROGRAMS</u>			
<b>Grants/Scholarships</b>	3,582	\$10,145,000	\$2,832
<b>Loans</b>	0	\$0	\$0

Of MSU’s 3,199 first-time undergraduates who entered in fall 2018, 95% were New Jersey residents (see Table II.C.5). Most were from Bergen (536), Essex (519), and Passaic (432) counties.

**Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2018**

<i>State Residents</i>	<b>Non-State Residents</b>	<b>Total Students</b>	<b>% State Residents</b>
<b>3,035</b>	164	3,199	94.9%

**Fall 2018 Graduate Students**

Of the 21,115 students who attended Montclair State University in fall 2018, 4,127 (19.5%) were graduate students. Graduate student enrollment rose 10.1% between fall 2008 (3,750) and fall 2018 (4,127).

Most graduate students (65.7%) attended MSU part-time, taking fewer than nine credits per semester. Nearly 73% of fall 2018 graduate students were female, and the average age of the graduate student population was 31.03 years. Among Montclair State University’s graduate students, 10.8% of graduate students identified themselves as African American, 4.9% as Asian, 16.2% as Hispanic/Latinx, 54.4% as White, 5.8% as non-resident aliens, and 1.8% as multi-racial. Of MSU’s 4,127 graduate students, 97.3% are New Jersey residents.

**D. Student Outcomes**

Over 71% of all full-time, first-time freshmen who entered MSU in the fall of 2012 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 2012 Full-Time, First-Time Freshmen by Race/Ethnicity**

	<b>Graduated in 4 Years</b>		<b>Graduated in 5 Years</b>		<b>Graduated in 6 Years</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b><i>African Amer.</i></b>						
<b><i>Cohort=201</i></b>	84	41.8%	119	59.2%	126	62.7%
<b><i>Asian</i></b>						
<b><i>Cohort=113</i></b>	53	46.9%	83	73.5%	85	75.2%
<b><i>Latinx</i></b>						
<b><i>Cohort=487</i></b>	224	46.0%	333	68.4%	358	73.5%
<b><i>White</i></b>						
<b><i>Cohort=1,178</i></b>	581	49.3%	819	69.5%	855	72.6%
<b><i>Non-Res. Alien</i></b>						
<b><i>Cohort=21</i></b>	7	33.3%	11	52.4%	11	52.4%
<b><i>Other*</i></b>						
<b><i>Cohort=201</i></b>	89	44.3%	131	65.2%	136	67.7%
<b><i>Total</i></b>						
<b><i>Cohort=2,201</i></b>	<b>1,038</b>	<b>47.2%</b>	<b>1,496</b>	<b>68.0%</b>	<b>1,571</b>	<b>71.4%</b>

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

Over 91% of all full-time, first-time undergraduates who entered MSU in fall 2017 re-enrolled in spring 2018, and 79.5% returned in fall 2018 (see Table II.D.2).

**TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2017 to 2018**

	Original Cohort Number	Retained		Not Retained	
		Number	Percent	Number	Percent
<b>Full-time</b>	3,004	2,387	79.5%	617	20.5%
<b>Part-time</b>	13	5	38.5%	8	61.5%
<b>Total</b>	<b>3,017</b>	<b>2,392</b>	<b>79.3%</b>	<b>625</b>	<b>20.7%</b>

#### Transfer Student Outcomes

Of the 1,254 students who entered MSU as full-time transfer students in fall 2012, 62% 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 2017 was 86%.

#### Other Student Outcomes

Using data from the National Student Clearinghouse, 2,675 alumni who earned Bachelor’s degrees in 2008-09 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1,131 (42.3%) of these alumni continued their formal education, and of those who continued their education, 658 (24.6%) earned one or more graduate degrees, including 62 doctorates and 608 Master’s degrees.

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](http://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 the University’s 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](http://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 years, on a three-year cycle, CUE has 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.

Last time the CLA+ was administered to a random sample of freshmen and seniors during AY2016-17. Results show that the performance of MSU students closely matches national averages. Faculty continued to analyze the results to determine ways to improve learning in general education even further.

CUE also worked 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.

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 2018, Montclair State University employed 645 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 2018**

	Female					Male					Total				
	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
<b>Native Amer.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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
<b>African Amer.</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>21</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>18</b>	<b>12</b>	<b>17</b>	<b>6</b>	<b>4</b>	<b>39</b>
Tenured	7	7	3	0	17	5	9	0	0	14	12	16	3	0	31
Untenured	0	0	1	3	4	0	1	2	1	4	0	1	3	4	8
<b>Asian</b>	<b>10</b>	<b>23</b>	<b>3</b>	<b>1</b>	<b>37</b>	<b>17</b>	<b>17</b>	<b>5</b>	<b>3</b>	<b>42</b>	<b>27</b>	<b>40</b>	<b>8</b>	<b>4</b>	<b>79</b>
Tenured	10	22	1	0	33	17	17	0	0	34	27	39	1	0	67
Untenured	0	1	2	1	4	0	0	5	3	8	0	1	7	4	12
<b>Latinx</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>21</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>21</b>	<b>15</b>	<b>15</b>	<b>7</b>	<b>5</b>	<b>42</b>
Tenured	5	8	0	0	13	10	6	1	0	17	15	14	1	0	30
Untenured	0	0	4	4	8	0	1	2	1	4	0	1	6	5	12
<b>White</b>	<b>64</b>	<b>66</b>	<b>28</b>	<b>33</b>	<b>191</b>	<b>68</b>	<b>76</b>	<b>26</b>	<b>20</b>	<b>190</b>	<b>132</b>	<b>142</b>	<b>54</b>	<b>53</b>	<b>381</b>
Tenured	64	64	5	0	133	68	73	5	0	146	132	137	10	0	279
Untenured	0	2	23	33	58	0	3	21	20	44	0	5	44	53	102
<b>Non-Res. Alien</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>19</b>	<b>1</b>	<b>22</b>
Tenured	0	1	1	0	2	0	0	1	0	1	0	1	2	0	3
Untenured	0	0	7	0	7	0	1	10	1	12	0	1	17	1	19
<b>Missing</b>	<b>1</b>	<b>7</b>	<b>24</b>	<b>13</b>	<b>45</b>	<b>3</b>	<b>9</b>	<b>18</b>	<b>7</b>	<b>37</b>	<b>4</b>	<b>16</b>	<b>42</b>	<b>20</b>	<b>82</b>
Tenured	0	2	1	0	3	2	8	0	0	10	2	10	1	0	13
Untenured	1	5	23	13	42	1	1	18	7	27	2	6	41	20	69
<b>Total</b>	<b>87</b>	<b>112</b>	<b>71</b>	<b>54</b>	<b>324</b>	<b>103</b>	<b>120</b>	<b>65</b>	<b>33</b>	<b>321</b>	<b>190</b>	<b>232</b>	<b>136</b>	<b>87</b>	<b>645</b>
Tenured	86	104	11	0	201	102	113	7	0	222	188	217	18	0	423
Untenured	1	8	60	54	123	1	7	58	33	99	2	15	118	87	222

The number of full-time instructional staff increased 23.1% from fall 2008 (N=524) to fall 2018 (N=645). Over this 10-year period, the number of females rose 30.6% (248 to 324), while the number of males rose 16.3% (276 to 321).

The University's full-time instructional staff members were supported 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 2018**

<i>No. of Sections</i>	<b># taught by F-T Instr. Staff</b>	<b>% taught by F-T Instr. Staff</b>	<b># taught by P-T Instr. Staff</b>	<b>% taught by P-T Instr. Staff</b>	<b># taught by Others</b>	<b>% taught by Others</b>
<b>4,810</b>	2,340	48.6%	2,129	44.3%	341	7.1%

Table II.E.3 shows IPEDS headcounts of fall 2018 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (645) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

**Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2018**

<i>Total No. of Instructional Staff</i>	<b>No. Full-Time</b>	<b>Pct. Full-Time</b>	<b>No. Part-Time</b>	<b>Pct. Part-Time</b>
<b>1,892</b>	645	34.1%	1,247	65.9%

**F. Characteristics of the Trustees**

**1. Race/Ethnicity and Gender of Governing Board**

Gender	White	Black	Hispanic	Asian	American Indian	Two or more races	Other	Total
Male	9	1	0	0	0	0	0	10
Female	4		0	0	0	1	0	5
Total	13	1	0	0	0	1	0	15

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

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

## **G. A Profile of the Institution**

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2018:

<b>FALL DEGREE PROGRAMS 2018</b>	
<b>DEGREE PROGRAMS</b>	<b>CIP CODE</b>
<b>BACHELOR OF ARTS</b>	
ANTHROPOLOGY	450201
ARABIC	161101
CHILD ADVOCACY AND POLICY	440701
CLASSICS	161201
COMMUNICATION AND MEDIA ARTS	90199
COMMUNICATION STUDIES	90101
DANCE	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENDER, SEXUALITY & WOMEN STUDIES	50207
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
HUMANITIES	240103
ITALIAN	160902
JOURNALISM	90401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MEDICAL HUMANITIES	240199
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
PUBLIC RELATIONS	90902
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905

*Annual Institutional Profile of Montclair State University, 2019*

TELEVISION AND DIGITAL MEDIA	90701
THEATRE STUDIES	500501
VISUAL ARTS	500701
<b>BACHELOR OF FINE ARTS</b>	
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
<b>BACHELOR OF MUSIC</b>	
MUSIC	500903
<b>BACHELOR OF SCIENCE</b>	
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

<b>BACHELOR OF SCIENCE IN NURSING</b>	
NURSING (RN to BSN)	513801
NURSING	513801
<b>MASTER OF ARTS</b>	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
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	90101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
<b>MASTER OF ARTS IN TEACHING</b>	
TEACHING	130101
<b>MASTER OF BUSINESS ADMINISTRATION</b>	
BUSINESS ADMINISTRATION	520201
<b>MASTER OF EDUCATION</b>	
INCLUSIVE EDUCATION	131001
SPECIAL EDUCATION	131001
<b>MASTER OF FINE ARTS</b>	
DANCE	500301
STUDIO ART	500702
<b>MASTER OF MUSIC</b>	
PERFORMANCE	500903
<b>MASTER OF NURSING</b>	
NURSING	513801
<b>MASTER OF PUBLIC HEALTH</b>	
PUBLIC HEALTH	512201

**MASTER OF SCIENCE**

ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOLOGY	260101
BUSINESS ANALYTICS	521301
CHEMISTRY	400501
COMPUTER SCIENCE	110101
CLINICAL PSYCHOLOGY	422801
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
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
SUSTAINABILITY SCIENCE	303301

**MASTER OF SOCIAL WORK**

SOCIAL WORK	440701
-------------	--------

**DOCTOR OF AUDIOLOGY (Au.D.)**

AUDIOLOGY-CLINICAL	510202
--------------------	--------

**DOCTOR OF PHILOSOPHY (Ph.D.)**

CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELING	131102
COUNSELOR EDUCATION	131102
ENVIRONMENTAL MANAGEMENT	30201
FAMILY STUDIES	190701
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVELOPMENT	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  
Business Analytics, 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  
Developmental Models of Autism Intervention, graduate  
Digital Marketing, graduate  
Educational Assessment, graduate  
Entrepreneurship, graduate  
Environmental Forensics, graduate  
Family/Civil Forensic Psychology, graduate  
Forensic Accounting, graduate  
Geographic Information Science, graduate  
Homeland Security, graduate  
Human Resources Management, 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  
Project Management, 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 FY 2018, Faculty received 116 awards and \$13.6 million in funding, with most awards coming from the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, the State of New Jersey, and a number of private sponsors, to include (but not limited to) the John J. Templeton Foundation and the Spencer Foundation.

TABLE II.H.1: R&D Expenditures, FY18 [1]

Source of Funds	Amount
U.S. Federal Government	\$3,504,591
State and Local Government	\$556,000
Business and Non-Profit Organizations	\$3,871,000
Institutional Funds (incl. MSU Foundation)	\$49,000
<b>Grand Total of Academic R&amp;D Expenditures (All Disciplines and Sources)</b>	<b>\$7,980,000</b>

[1] Source: NSF Higher Education Research and Development Survey, FY18.

Expenditures on Other Sponsored Programs, FY18 [2]

Source of Funds	Amount
U.S. Federal Government	\$4,258,000
State and Local Government	\$2,334,000
Business and Non-Profit Organizations	\$108,000
Institutional Funds (incl. MSU Foundation)	\$1,179,000
<b>Total of Expenditures on Sponsored Programs Other Than Research</b>	<b>\$7,879,000</b>
<b>Grand Total of Expenditures on R&amp;D and Other Sponsored Programs</b>	<b>\$15,859,000</b>

[2] Source: FY18 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 645 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 (2018-2019), the University’s full-time instructional staff members published 105 books and book chapters, and 681 articles, reviews, and other works. They also offered 772 exhibitions and performances, and made 877 presentations ranging from papers delivered at professional conferences to talks given to community groups and organizations. Over 450 instructional staff served on national, state, and/or local boards, and 293 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.

<b>Activity</b>	<b>TOTAL</b>	<b>CART</b>	<b>CEHS</b>	<b>CHSS</b>	<b>CSAM</b>	<b>SBUS</b>
<i>Published Books &amp; Book Chapters</i>	105	12	32	47	11	3
<i>Published Works</i>	681	83	98	211	217	72
<i>Performances &amp; Exhibitions</i>	772	747	0	1	24	0
<i>Presentations</i>	877	109	102	302	287	77
<i>Boards</i>	455	17	32	243	51	112
<i>Awards &amp; Grants</i>	293	16	41	94	92	50

The publication titled University Authors, 2018-2019 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.



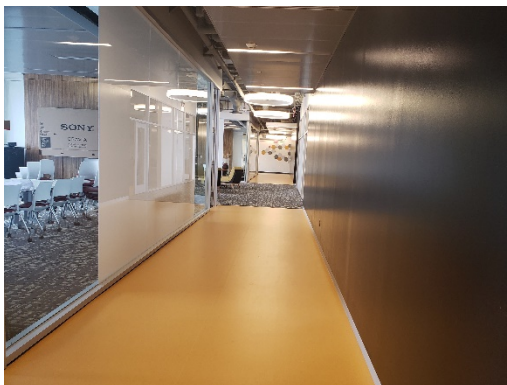
**Phase One** will be the construction of an addition on the first floor of the building.

**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.

## **Richardson Hall**

This project consists of a three-phase, multi-year renovation to the 75,000 gross square foot science and mathematics building. Built in 1972, Richardson Hall has had dozens of interior renovations to a variety of teaching spaces, office suites, and research/computer labs. Now, 46 years later, the original mechanical equipment has reached the end of its useful life, making this renovation a necessity.



**Phase One** Complete renovation of the offices, classrooms, and labs on the second floor. This includes vertical ductwork leading to and from the air handling units in the upper floor and will facilitate the future renovations to the first and third floors. This renovation also includes improvements and preparatory work within ceiling of the first floor to accommodate piping and utility corridors for mechanical and laboratory piping leading to and from the second floor.

### First Floor:

- Major improvements to three classrooms including heating, ventilation, and air conditioning, audio visual equipment, painting, ceiling, flooring and furniture.
- Minor improvements to four classrooms including painting, ceiling, flooring, and furniture

### Second Floor:

- Major improvements to 30+ renovated offices including heating, ventilation, and air conditioning, painting, ceiling, flooring, and furniture.
- A new chemistry teaching lab, new chemistry instrumentation, two new chemistry research labs, a new physics teaching and storage lab, a new conference room, a new lounge, and three new offices with a reception/waiting area.

**Phase Two** – the roof replacement, façade repair and exterior window replacement – is underway. The façade repair and new roof will be completed by early fall 2019.

## **Campus Microgrid**



Montclair State is the first university in New Jersey with an innovative Microgrid that can function independently and generate its own power, basically guaranteeing that the lights will never go off, essentially, allowing MSU to operate as an energy producing “island.”

The first step was completion, in 2013, of a new, modern co-generation facility, replacing a power plant that was at the point of failure at the end of its useful life. Our co-generation facility harvests that heat through a Heat Recovery Steam Generator and uses that steam to power chillers and boilers to provide campus-wide cooling and heating in addition to generating electricity. The result is an increase in efficiency to upwards of 80%, dramatically reducing our carbon footprint.

The next step was the addition of a campus-wide Microgrid that would be local, independent and automated – able to isolate itself from the regional electric grid. The automation features of the Microgrid allow it to input electrical load data, respond to off-campus power disturbances in milliseconds, and determine how much, when and where the Microgrid supplies power or needs to take additional power from the local utility. It is protected by a layered set of cybersecurity measures, further helping ensure no power interruptions. The Microgrid became fully operational in January 2019.

The University’s new power plant combined with its Microgrid saves the University in excess of \$4 million annually by lowering total energy costs and managing and controlling on-campus energy use.



## **Current Technology Investments**

### **Student Success Strategies**

Montclair State University continues to invest in processes, staff and technology to monitor and facilitate student success, as measured for example by timely and cost-effective completion of degrees that lead to fulfilling post-graduate lives. Technologies rolling out in 2019 to further enable student success include:

- **EAB Navigate**, a new system that will facilitate more effective advising of students through the sharing of data and notes needed by advisors and other support functions to informatively assist students.
- **CampusLogic**, a new financial aid platform that will assist student submission of materials supporting their financial aid applications and that will streamline evaluation of applications and award of aid by the Financial Aid Office
- **ServiceNow** ticketing system for the Red Hawk Central Office, our one-stop service center for students, facilitating more responsive and effective resolution of student requests for administrative support

### **Teaching and Learning Technologies**

Montclair State University is committed to continually investing in and supporting technology enabling lead-edge pedagogy. 2019 investments include:

- Continued upgrade of the **technologies in classrooms** across campus on a 5-year refresh schedule
- Opening of the **Mallory Computer Science building** with new classrooms equipped with the best technologies
- Continued growth of **online programs and courses** – particularly for Nursing, MBA, and Applied IT
- Strengthened University commitment to making all of our systems, websites and electronic course materials **broadly accessible** to individuals with disabilities of any kind

### **Campus Administrative Systems**

Montclair State University continues to enhance core administrative systems resulting in better support and greater efficiencies for our faculty, staff and students. In 2019 we are launching:

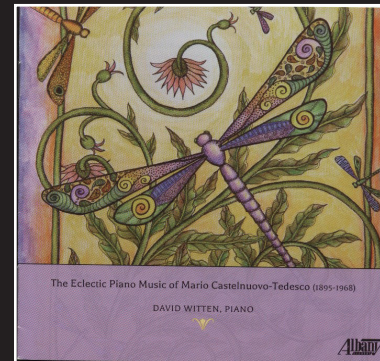
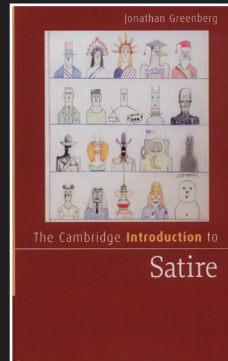
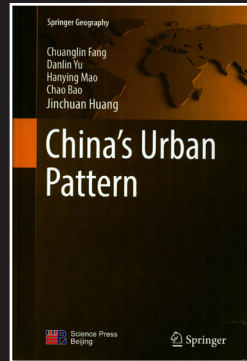
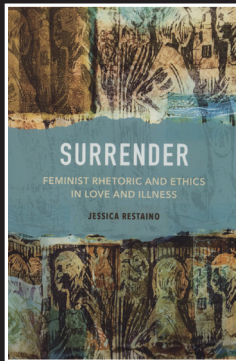
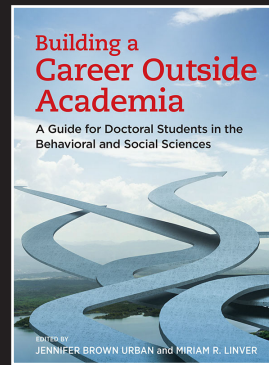
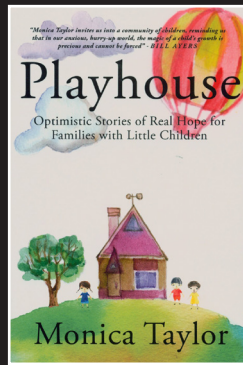
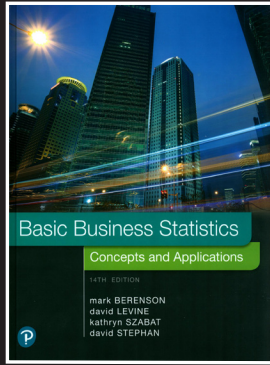
- **New Identity and Access Management system** modernizing the software that underlies our NetIDs and optimizing the processes that manage access to our systems and data
- Support for use of **“preferred” names** in place of legal names in administrative systems where legal names are not required, facilitating greater privacy particularly for transgender students and employees

- **New Workday Employee Recruiting system** improving effectiveness and efficiency of defining and filling open positions
- Enhanced **employee performance management processes and supporting Workday system** to enable more effective (going live January 2020)
- Enhanced **Finance processes and supporting Workday system** to enable more effective procurement, accounting, grants financial management, capital projects management, budgeting, and expense management (going live January 2020)
- Continued rollout of **Interfolio** to streamline the administrative demands associated with faculty promotion and tenure decisions.
- **Annual online cybersecurity awareness training** for all full-time employees

### **Campus Network, Processing and Storage Infrastructure**

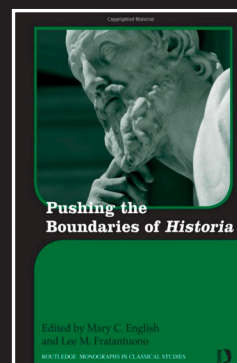
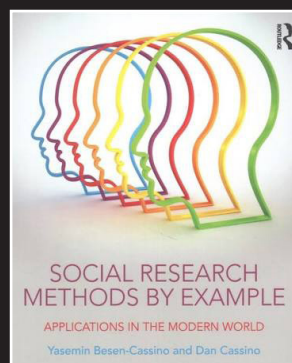
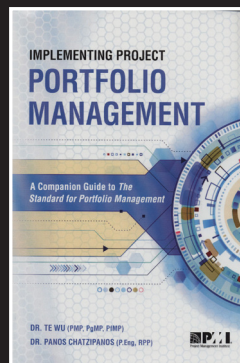
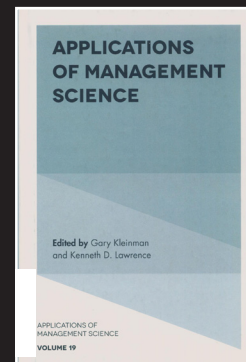
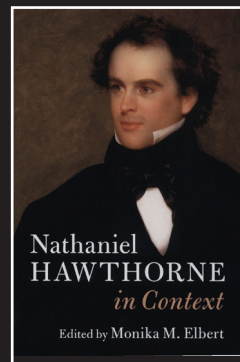
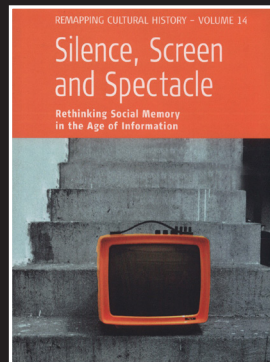
Montclair State also continues to expand and strengthen the capacity, performance and reliability of our campus technology infrastructure. In 2019 we:

- Opened a new **data center** (one of two on campus)
- Added a new **core network operations center**
- Expanded the **backbone fiber** of the campus network
- Enhanced the **disaster recovery capabilities** of the campus infrastructure



# UNIVERSITY AUTHORS

APRIL 2019



## 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 11th celebration of Montclair State University's authors and artists. This year we have a record number of novels, poetry and nonfiction books, textbooks and a music CD – more than 40 – with all colleges, schools, and Sprague Library 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.

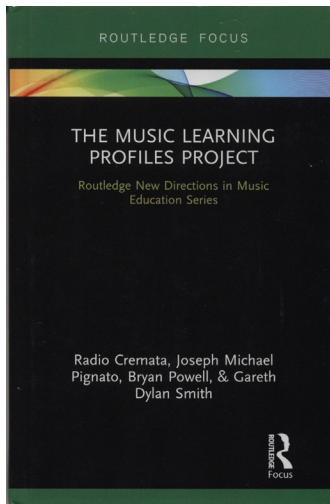
The accumulated record of publications from Montclair State University authors and editors since we began these celebrations is now up to more than 430 publications, an impressive output by any measure and a continuing testimony to the commitment and professional dedication of our faculty and staff to 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 national recognition as an R2 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.



Provost and Vice President  
for Academic Affairs



Radio Cremata, Joseph Michael Pignato, **Bryan Powell** and Gareth Dylan Smith  
***The Music Learning Profiles Project: Let's Take This Outside***

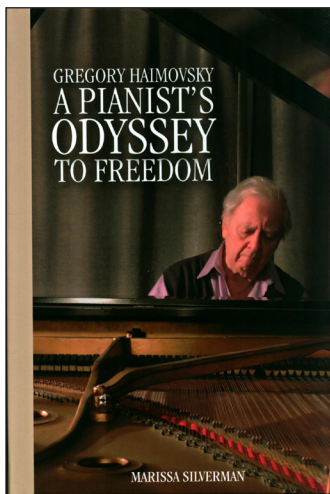
Routledge; Taylor & Francis Group, 2018

MT 1 .M98723 2018

*Professor Powell is in the John J. Cali School of Music.*

This book uses ethnographic techniques and modified case studies to profile musicians active in a wide range of musical contexts not typically found in traditional music education settings. It illuminates diverse music learning practices in order to impact music education in classrooms. It goes on to describe the Music Learning Profiles Project, a group of scholars dedicated to developing techniques to explore music learning, which they call “flash study analysis.” Twenty musicians were interviewed, invited to talk about what they do, how they learned to do it and were prompted to: identify key learning experiences; discuss their involvement in formal learning environments; and predict how they see musicking practices passing to a future generation. The book offers a nuanced understanding of the myriad approaches to music learning that have emerged in the early part of the 21st century.

[routledge.com](http://routledge.com) and [taylorandfrancis.com](http://taylorandfrancis.com)



**Marissa Silverman**

***Gregory Haimovsky: A Pianist's Odyssey to Freedom***

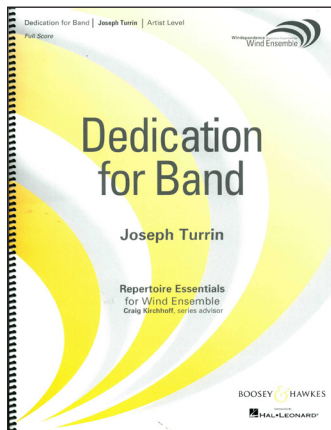
University of Rochester Press, 2018

ML 417 .H18 S55 2018

*Professor Silverman is in the John J. Cali School of Music.*

Interlacing material from previously unknown Russian archives, original recordings, photographs, and essays, this work is the story of an extraordinary Russian concert pianist who, fighting the cultural prohibitions of the USSR, eventually succeeded in performing and recording major works by the prominent French composer Olivier Messiaen. Told partly in Haimovsky's own words and supplemented by interviews with several performers who worked with him between 1960 and 1972 as well as stories from his correspondence with major Russian artists, writers and musicians of the time, the author's narrative sheds new light on relationships between 20th-century Russian music, Soviet politics and the culture wars that raged during and after Stalin's barbaric rule.

[boydellandbrewer.com](http://boydellandbrewer.com)



## Joseph Turrin

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

### ***Dedication for Band***

Boosey & Hawkes, 2017

M 1245 .T87 D43 2017

This work is a full score for a wind band. The composer reflects contemporary musical life and also is an orchestrator, conductor, pianist and teacher.

boosey.com



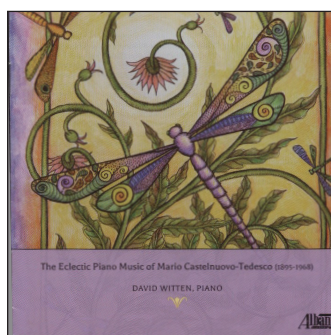
### ***Music in Film: Settling the Score***

Cognella Academic Publishing, 2019

ML 2075 .T872 2019

This book introduces students to the dynamic world of film and, more specifically, the art of film music. The text explores the various reasons for including music in film, the essentials of sound, the origins of film, scoring techniques, the business of film and more. It emphasizes the early development of music in the silent film era, which helped shape the way we understand film music today. The book guides students through the development of film music by examining the composers of yesterday and today as well as the musical genres that have helped shape this vital industry. Students learn about what music accomplishes in film, early recording techniques, Hollywood's influence on film music, the reemergence of romantic scoring and more. The book provides students with the essential tools they need to understand some of the most important aspects of music for the cinema without necessarily having any musical training. The text is well suited for courses in film music, film, history of the cinema and film appreciation. It is also an ideal text for novice film composers who are trying to break into the business.

cognella.com



## David Witten

### ***The Eclectic Piano Music of Mario Castelnuovo-Tedesco***

Albany Records, 2018

COMPACT DISCS NO. 5811

*Professor Witten is in the John J. Cali School of Music.*

The composer was born in Florence, Italy, but his ancestry traces directly back to a Sephardic Jewish family who escaped the Spanish Inquisition of 1492. The musical style is filled with colorful harmonies and a penchant for modal melodies. In the 1920s and 1930s, his career was flourishing, with numerous performances and commissions throughout Europe. The family immigrated to California in the mid-1930s to escape Fascist Italy. In California, he was a film composer but also composed in several genres of music including vocal music (songs and operas), overtures, music on Jewish liturgical and Biblical themes, guitar music, chamber music and solo piano music. The present recording features both early and late piano works of Castelnuovo-Tedesco: two concert suites from 1924 and works from his later years in California.

albanyrecords.com



**Ellie Abdi** and Redha Taiar  
***From Leadership in School Organization to Pragmatic Research in Physical Education Professional Development***

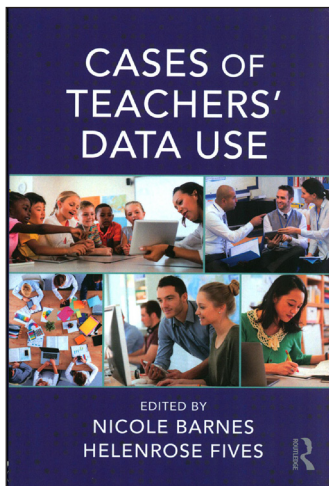
Author House, 2018

LB 1707 .A23 2018

*Professor Abdi is a research coordinator and clinical faculty member in the Center of Pedagogy.*

Professional development equips teachers with policies, procedure knowledge, behaviors and skills that teachers require to perform effectively in the classroom and school. This research sets out to evaluate the effectiveness of a teacher-trainer position at an urban district in the department of physical education, health and dance. The study tried to determine if such a position would improve the quality in teachers and programs and if students would develop a better understanding of these subjects. The researcher will also likely want to describe the success rate and explain why this position would be applicable or not applicable for other districts of the same size. The study will have exploratory aspects as the researcher explores possible relevancy and its effects. Methods such as personal experience, surveys and interviews would best expand the authenticity of the research.

[authorhouse.com](http://authorhouse.com)



**Nicole Barnes** and **Helenrose Fives** (Eds.)

***Cases of Teachers' Data Use***

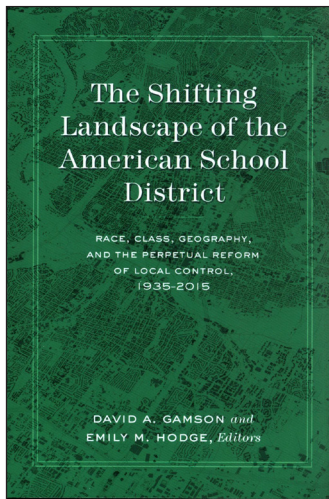
Routledge; Taylor & Francis Group, 2018

LB 2846 .C344 2018

*Professors Barnes and Fives are in the Educational Foundations Department.*

This work addresses applications of student data beyond theoretical school- and district-level examinations by presenting case studies of teachers' data use in practice. Within the context of data-driven education reform policies, the authors examine the effective and ineffective ways that teachers make use of student data in instruction, evaluation and planning. Promising practices, based on the empirical research presented, offer strategies and routines for sound data use that can be applied in schools. Chapters written by scholars from diverse methodological perspectives offer readers multiple lenses to use in considering issues of data use such that current theoretical assumptions may be challenged and the field advanced. This focused, yet comprehensive work, is an indispensable resource for researchers and students interested in classroom assessment and for professionals looking to support teachers' use of student performance data for adaptive instruction.

[routledge.com](http://routledge.com) and [taylorandfrancis.com](http://taylorandfrancis.com)



David Gamson and **Emily Hodge**  
***The Shifting Landscape of the American School District***  
*History of Schools and Schooling Series*

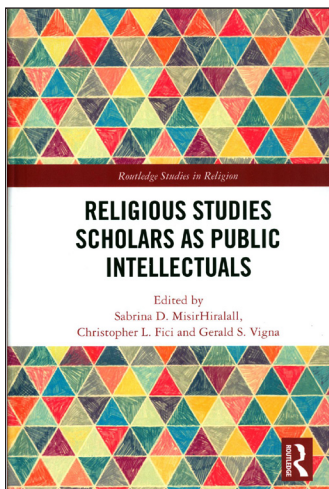
Peter Lang, 2018

LB 2817.3 .S56 2018

*Professor Hodge is in the Counseling and Educational Leadership Department.*

This book offers a new perspective on the American school district. The educational system of the United States has long been characterized by its tradition of local control and the district has symbolized community involvement in education. Scholars have written insightful studies on individual city systems and school districts, but rarely has the district – as an organizational form itself – been the subject of scrutiny and Americans have continued to take the district for granted as the primary unit of local schooling. In recent years, reformers have also built many of their innovations upon the belief that it is the traditional, bureaucratic, hierarchical district that requires overhaul. The authors seek to challenge that perception. The editors argue that the pervasive view of district history – the notion that the school district is a holdover from the progressive reforms of the early 20th century – has shrouded a fascinating story of the ways in which districts have evolved, innovated and reacted in response to state and federal mandates, national reform movements, demographic shifts, desegregation, structural/organizational changes and a shifting political climate. The chapters in this volume offer compelling evidence of the many ways that districts have expanded, contracted, integrated, consolidated, reorganized and been torn apart over the past century. By covering a wide range of time periods, the authors are able to draw fascinating parallels between the past and present.

[peterlang.com](http://peterlang.com)



**Sabrina D. MisirHiralall**, Christopher L. Fici and Gerald S. Vigna (Eds.)  
***Religious Studies Scholars as Public Intellectuals***

Routledge, 2018

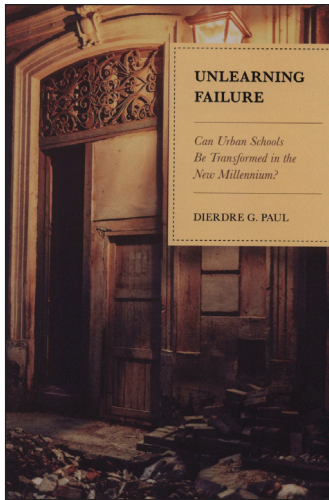
BL 41 .R46 2018

*Professor MisirHiralall is in the Educational Foundations Department.*

The prominence of religion in recent debates around politics, identity formation and international terrorism has led to an increased demand on those studying religion to help clarify and contextualize religious belief and practice in the public sphere. While many texts focus on the theoretical development of the subject, this book outlines a wider application of these studies by exploring the role of religious studies scholars and theologians as public intellectuals. This collection of essays first seeks to define exactly what makes an intellectual “public.” It then goes on to deal with a few questions of concern: How do public intellectuals construct knowledge in religious and theological scholarship? What is the link between public intellectuals of higher education and their role in society? Do higher education institutions have a responsibility to endorse public intellectualism?

[routledge.com](http://routledge.com)





**Dierdre Paul**

***Unlearning Failure***

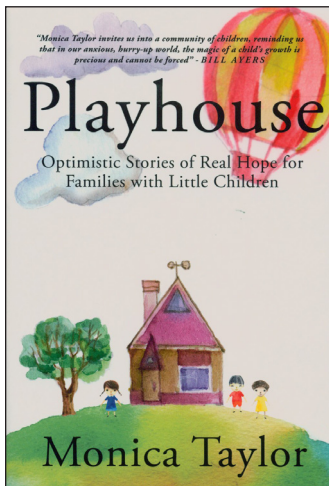
Rowman & Littlefield, 2019

LC 5131 .P38 2019

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

This book seeks to leave the reader feeling optimistic and forward-thinking about our collective ability to provide a better educational future for all of our children. Rather than simply recite problems, the book seeks to explore credible solutions. If we are to fix the current urban schooling mess that we find ourselves in, we might well need to reignite our collective outside-the-box thinking as well as revisit measures previously labeled controversial.

rowman.com



**Monica Taylor**

***Playhouse: Optimistic Stories of Real Hope for Families with Little Children***

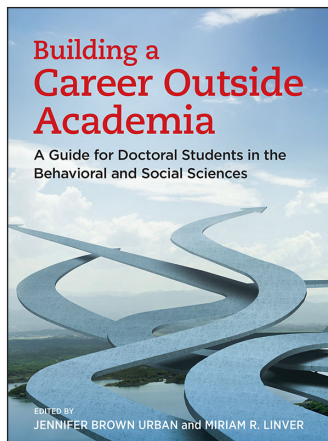
Garn Press, 2017

LB 1139.35 .A37 T45 2017

*Professor Taylor is in the Secondary and Special Education Department.*

The author tells the story of her family's experiences at Playhouse, a cooperative preschool founded in 1951. More than just a school for children, Playhouse is a learning community for parents, where they can learn and embrace progressive models of education. This optimistic telling serves as a reminder that even in this tumultuous storm of standards and testing, progressive preschools with deep commitments to social justice exist, are thriving and are available. Parents and early childhood teachers need to educate themselves about the tenets of democratic and progressive schooling and there is very little written for them. Early childhood teachers often graduate with certification but are unsure of how to implement this progressive pedagogy in their classrooms or how even to find schools where these types of practices are encouraged. This optimistic telling serves as a reminder for us all that even in this tumultuous storm of standards and testing, progressive preschools with deep commitments to social justice exist, are thriving and are available.

garnpress.com



**Jennifer Brown Urban** and **Miriam R. Linver** (Eds.)

***Building a Career Outside Academia: A Guide for Doctoral Students in the Behavioral and Social Sciences***

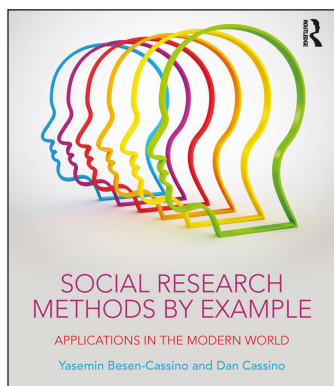
American Psychological Association, 2019

BF 76 .B85 2019

*Professors Urban and Linver are in the Family Science and Human Development Department.*

After years of hard work and many long hours, you've finally finished your dissertation and earned your doctorate. You've persevered through many challenges, but one dilemma still lies before you: What will you do with your degree? Many graduates go on to pursue academic careers – but academia isn't for everyone. This career guide examines the rewarding opportunities that await social and behavioral science doctorates in nonacademic sectors, including government, consulting, think tanks, for-profit corporations and nonprofit associations. Chapters offer tips for leveraging support from mentors, conducting job searches, marketing your degree and skill set, networking and preparing for interviews.

[apa.org](http://apa.org)



**Yasemin Besen-Cassino** and Dan Cassino

***Social Research Methods by Example: Applications in the Modern World***

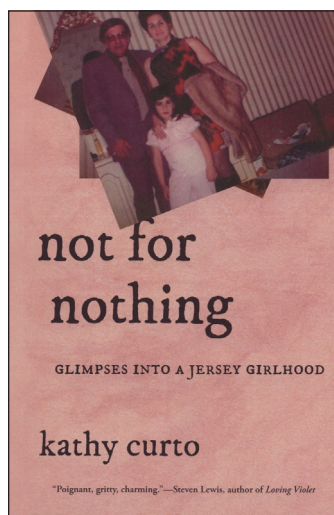
Routledge; Taylor & Francis, 2018

H 61 .B47335 2018

*Professor Besen-Cassino is in the Sociology Department.*

The authors show students how researchers carry out work on the cutting edge of social science. The authors illustrate every point through engaging, thought-provoking examples from real research. The language is jargon-free, making research methods less intimidating and more relatable. The text is divided into three major sections, the first of which introduces students to the principles of research through examples from various fields. The second section walks students through the major types of social science research, with each chapter focusing on a different technique. The third section shows students how to carry out basic quantitative data analysis in SPSS. The final chapter shows how technological advances have changed the way researchers are working and looks at the direction of social science research in the future. The book not only introduces students to the principles of social science research, but gives them a toolbox to carry out their own. By the time they are finished with the book, students will understand not only how to conduct research, but also how the field has evolved over time.

[routledge.com](http://routledge.com) and [taylorandfrancis.com](http://taylorandfrancis.com)



**Kathy Curto**

***Not for Nothing: Glimpses into a Jersey Girlhood***

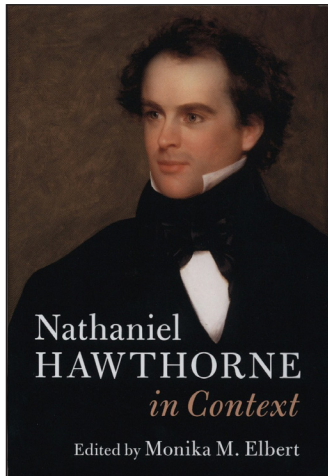
Bordighera Press, 2018

PS 3603 .U787 N68 2018

*Professor Curto is in the Writing Studies Department.*

In her tender and evocative debut memoir, the author presents “glimpses of time, reimagined.” These anecdotes, strung together to recreate her New Jersey childhood and adolescence in the 1970s and 1980s, draw the reader into the world of a hardworking Italian-American family. The youngest of four children, the author is often silenced by her parents. Her father, who runs a Texaco gas station, is moody and sometimes volatile; her mother argues with him and for a time they separate and she works at a Laundromat; her older brother, meanwhile, becomes addicted to an assortment of drugs, causing turmoil in the family. The author beautifully recreates the sensations of childhood: touching the soft skin on her mother’s upper arm, catching the scent of her father’s cologne mixed with gasoline and grease and experiencing her first kiss. As she gets older, she becomes increasingly aware of her family’s failings: the outside office at the gas station is neat and clean, she observes, but the inside office, like her family, is stained with ashes, sauce, coffee and, ‘if you look closer: blood, sweat and tears.’ This book is a slim, quiet story of girlhood and it creates a vivid picture of the confusion and magic of childhood.

[bordigherapress.org](http://bordigherapress.org)



**Monika Elbert** (Ed.)

***Nathaniel Hawthorne in Context***

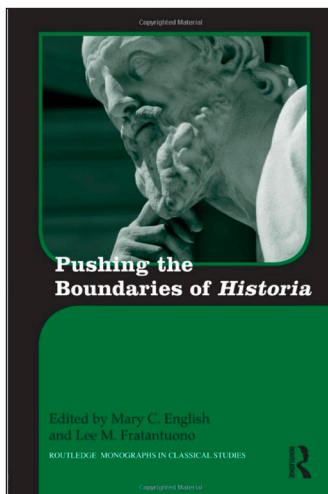
Cambridge University Press, 2018

PS 1888 .N2974 2018

*Professor Elbert is in the English Department.*

This volume provides a comprehensive overview of Nathaniel Hawthorne and demonstrates why he continues to be a critically significant figure in American literature. The first section focuses on Hawthorne's interest in and knowledge of past (Puritan and colonial) and contemporary 19th-century history (women's, African American, Native American) as the inspiration for his writings and the source of his literary success. The second section explores his fascination with social history and popular culture by examining topics as mesmerism, utopian life styles, theatrical performances and artistic innovations. The third section looks at how Hawthorne succeeded and excelled in the literary marketplace, as an author of children's literature, literary sketches and historical romances. In the fourth section, Hawthorne's literary precursors, peers, colleagues and successors are analyzed. In the final section, Hawthorne's attachment to family, nature and home is examined as the source of creative inspiration and philosophical questing.

cambridge.org



**Mary C. English** and Lee M. Fratantuono (Eds.)

***Pushing the Boundaries of Historia***

Routledge Monographs in Classical Studies

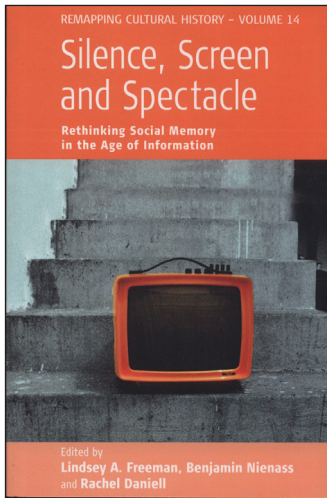
Routledge; Taylor & Frances Group, 2019

DE 60 .P87 2019

*Professor English is in the Classics and General Humanities Department.*

The editors have collected 20 chapters, whose coverage extends from the prehistory of Greece through early Christianity in the Roman Empire to the reception of classical texts by contemporary playwrights and poets. The essays range beyond Greece and Rome to the ancient realms of Persia and China and explore a vast array of ancient authors: Homer, Herodotus, Thucydides, Euripides, Vergil, Ovid, Livy and Tacitus. Written by philologists, historians, epigraphers, paleographers, archaeologists and art historians, the book brings together the best of old and new traditions of classical study, from senior emeritus faculty with established records of scholarly productivity, to the newest generation of classics and archaeology professors. What draws together the disparate strands of academic inquiry found in these pages is a passion for understanding how the lessons of the world of the ancient Greeks, Romans and their still lamentably understudied neighbors can offer commentary on the contemporary world.

routledge.com and taylorandfrancis.com



Lindsey A. Freeman, **Benjamin Nienass** and Rachel Daniell (Eds.)  
***Silence, Screen and Spectacle: Rethinking Social Memory in the Age of Information***  
*Remapping Cultural History, Volume 14*

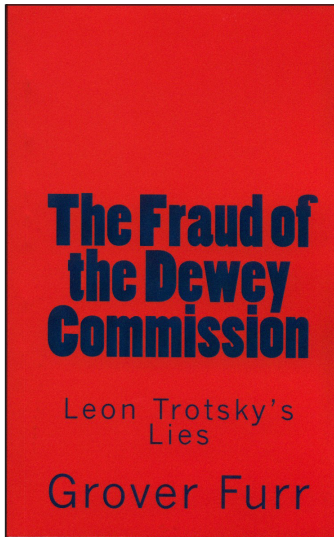
Berghahn Books, 2017

P 96 .H55 S55 2017

*Professor Nienass is in the Political Science and Law Department.*

In an age of information and new media, the relationships between remembering and forgetting have changed. This volume addresses the tension between loud and often spectacular histories and those forgotten pasts we strain to hear. Employing social and cultural analysis, the essays within examine mnemonic technologies both new and old and cover subjects as diverse as U.S. internment camps for Japanese Americans in WWII, the Canadian Indian Residential School system, Israeli memorial videos and the desaparecidos in Argentina. Through these cases, the contributors argue for a reinterpretation of Guy Debord's notion of the spectacle as a conceptual apparatus through which to examine the contemporary landscape of social memory, arguing that the concept of spectacle might be developed in an age seen as dissatisfied with the present, nervous about the future and obsessed with the past. Perhaps now "spectacle" can be thought of not as a tool of distraction employed solely by hegemonic powers, but instead as a device used to answer Walter Benjamin's plea to "explode the continuum of history" and bring our attention to now-time.

[berghahnbooks.com](http://berghahnbooks.com)



**Grover Furr**

***The Fraud of the Dewey Commission: Leon Trotsky's Lies***

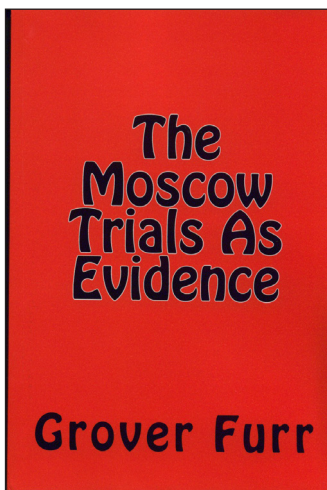
Red Star Publishers, 2018

DK 254 .T6 F868 2018

*Professor Furr is in the English Department.*

The author posits that the Dewey Commission has been almost universally to have proven that Leon Trotsky was innocent of the charges leveled against him during the two public Moscow Trials of 1936 and 1937 and to have proven that these trials were frame-ups and that this is a fraudulent claim. Documents in the Harvard archives and Soviet archives were consulted. This book is a revised version of some material in another, earlier book.

[redstarpublishers.org](http://redstarpublishers.org)



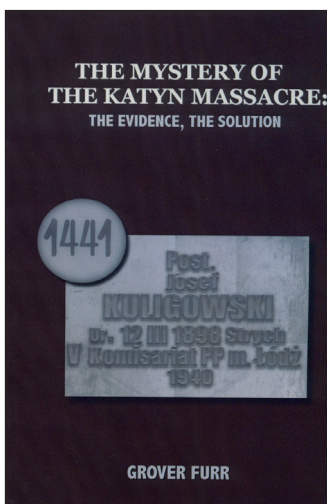
***The Moscow Trials as Evidence***

Red Star Publishers, 2018

DK 254 .T6 F868 2018

The author examines the reliability and veracity of the confessions and statements – the fact-claims – made by defendants at the three Moscow Trials of 1936, 1937 and 1938 by comparing them with other evidence including documents, statements, reports and testimonies.

[redstarpublishers.org](http://redstarpublishers.org)



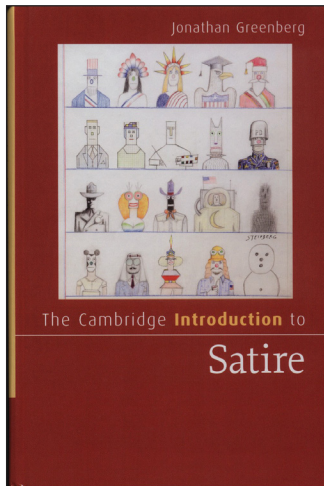
***The Mystery of the Katyn Massacre: The Evidence, The Solution***

Erythros and Media, 2018

DK 254 .T6 F868 2018

The author challenges much of the writing of the Stalinist era of the 1930s, including an event near Smolensk in the Katyn forest and nearby areas that took place in 1940. Different versions of the event are examined by consulting Russian, German and Polish primary source documents.

[erythrospress.com](http://erythrospress.com)



**Jonathan Greenberg**

***The Cambridge Introduction to Satire***

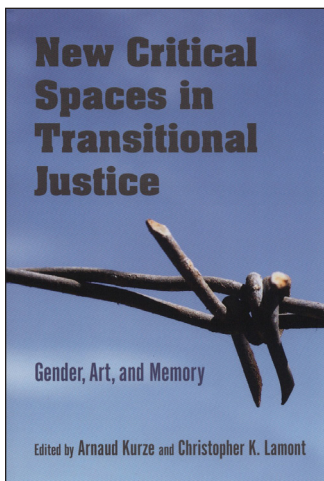
Cambridge University Press, 2019

PN 6149 .S2 G73 2019

*Professor Greenberg is in the English Department.*

In satire, evil, folly and weakness are held up to ridicule – to the delight of some and the outrage of others. Satire may claim the higher purpose of social critique or moral reform, or it may simply revel in its own transgressive laughter. It exposes frauds, debunks ideals, binds communities, starts arguments and evokes unconscious fantasies. It has been a central literary genre since ancient times and has become especially popular and provocative in recent decades. This new introduction to satire takes a historically expansive and theoretically eclectic approach, addressing a range of satirical forms from ancient, Renaissance and Enlightenment texts through contemporary literary fiction, film, television and digital media. The beginner in need of a clear, readable overview and the scholar seeking to broaden and deepen existing knowledge will both find this a lively, engaging and reliable guide to satire, its history and its continuing relevance in the world.

cambridge.org



**Arnaud Kurze** and Christopher K. Lamont (Eds.)

***New Critical Spaces in Transitional Justice: Gender, Art, and Memory***

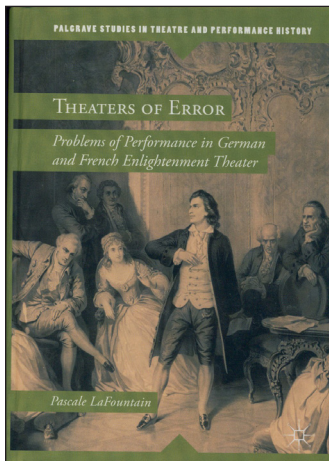
Indiana University Press, 2019

JC 571 .N463 2019

*Professor Kurze is in the Justice Studies Department.*

Since the 1980s, transitional justice mechanisms have been increasingly applied to account for mass atrocities and grave human rights violations throughout the world. Over time, post-conflict justice practices have expanded across continents and state borders and have fueled the creation of new ideas that go beyond traditional notions of amnesty, retribution and reconciliation. Gathering work from contributors in international law, political science, sociology and history, this book addresses issues of space and time in transitional justice studies. It explains new trends in responses to post-conflict and post-authoritarian nations and offers original empirical research to help define the field for the future.

iupress.indiana.edu



**Pascale LaFountain**

***Theaters of Error: Problems of Performance in German and French Enlightenment Theater***

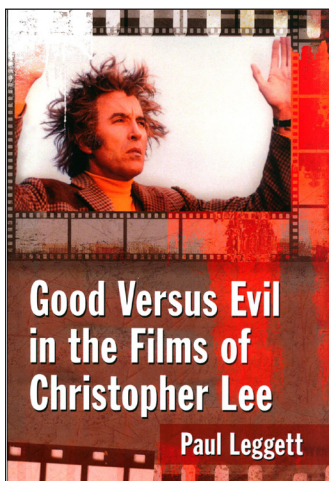
Palgrave Macmillan, 2018

PT 638 .L34 2018

*Professor LaFountain is in the Modern Languages and Literatures Department.*

This book offers provocative readings of canonical Enlightenment dramas that reflect and shape the period's changing understanding of error. With striking interdisciplinary connections to theater treatises as well as works from the philosophical, legal and medical discourses, it tracks the relocation of error from the moral to the physical realm, a movement that begins with Lessing and continues through the turn of the 19th century. Featuring detailed analyses of Lessing's *Miss Sara Sampson*, Diderot's *Le Fils naturel*, Schiller's *Die Räuber* and Kleist's *Die Familie Schrockenstein* alongside rich close readings of diverse primary sources – ranging from previously untranslated acting treatises by Sainte-Albine and Engel to texts from the German Archiv des Criminalrechts – this study introduces the reader to new Enlightenment sources and compellingly concludes that ultimately it is no longer evil, but rather bodily irregularities and mistakes in reading the body that become the driving principle of Enlightenment drama.

palgrave.com



**Paul Leggett**

***Good Versus Evil in the Films of Christopher Lee***

McFarland, 2018

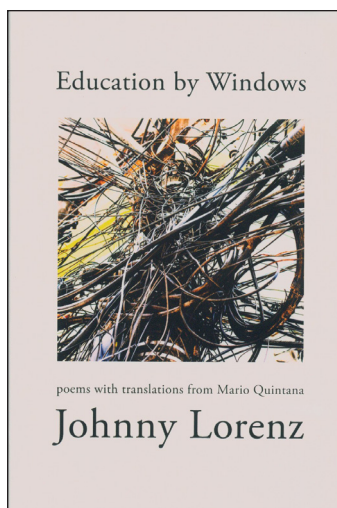
PN 2598 .L38 L44 2018

*Professor Leggett is in the Classics and General Humanities Department.*

Sir Christopher Lee (1922 – 2015) was one of the most beloved actors of the past 60 years. He appeared in more than 200 feature films – from Hammer Horror and James Bond thrillers to Star Wars and Lord of the Rings – and more than 100 made-for-television movies. A versatile performer, he played a menacing figure in *Dracula* and *The Wicker Man*, a tragic one in *The Curse of Frankenstein* and *The Mummy* and a spiritual hero in *The Devil Rides Out*. This study explores his legacy as a film actor and his diverse interpretations of the theme of good vs. evil.

mcfarlandbooks.com





**Johnny Lorenz**

***Education by Windows: Poems with Translations from Mario Quintana***

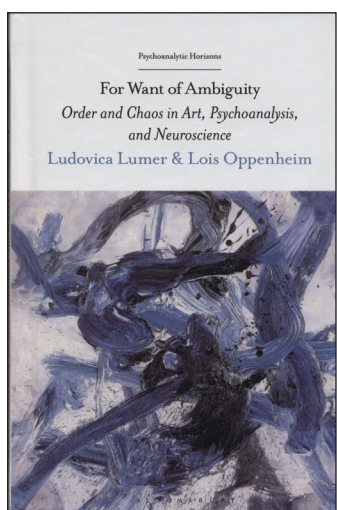
Poets and Traitors Press, 2018

PS 3612 .O76435 E48 2018

*Professor Lorenz is in the English Department.*

The author allows a fleeting world to seep in, recognizable if not quite intact. His poems are touched with an aphoristic grace and complemented by his translations, presented here in bilingual format, of the Brazilian poet Mario Quintana, who wrote that “every poem is, to me, an amplified interjection.” Meditative and urbane, the two poets together are a paean to the force of simplicity and brazen sincerity.

poets-traitors.com



Ludovica Lumer and **Lois Oppenheim**

***For Want of Ambiguity: Order and Chaos in Art, Psychoanalysis and Neuroscience***

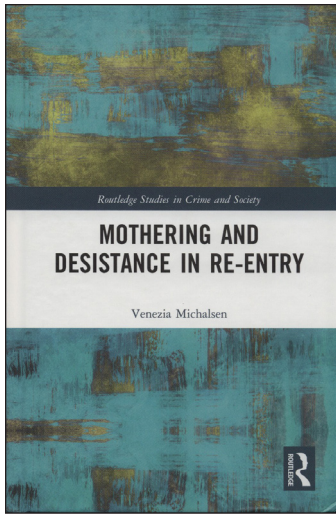
Bloomsbury, 2019

B 105 .O7 L86 2019

*Professor Oppenheim is in the Modern Languages and Literatures Department.*

The author investigates how the dialogue between psychoanalysis and neuroscience can shed light on the transformational capacity of contemporary art. Through neuroscientific and psychoanalytic exploration of the work of Diamante Faraldo, Ai Weiwei, Ida Barbarigo, Xavier Le Roy, Bill T. Jones, Cindy Sherman, Francis Bacon, Agnes Martin and others, this book offers a new perspective on how insight is achieved and on how art opens us up to new ways of being.

bloomsbury.com



**Venezia Michalsen**

***Mothering and Desistance in Re-entry***

*Routledge Studies in Crime and Society*

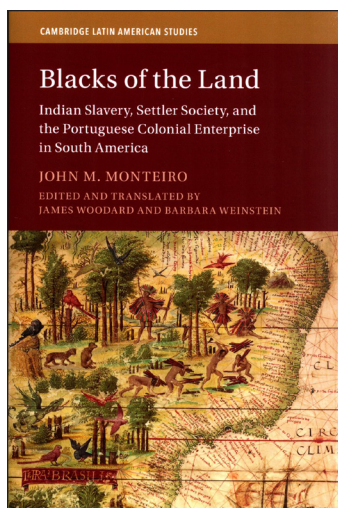
Routledge; Taylor & Francis Group, 2019

HV 6046 .M465 2019

*Professor Michalsen is in the Justice Studies Department.*

Although there is plentiful research on the impact of marriage, employment and the military on desistance from criminal behavior in the lives of men, far less is known about the factors most important to women's desistance. Imprisoned women are far more likely than their male counterparts to be the primary caretakers of children before their incarceration and are far more likely to intend to reunify with their children upon their release. This book focuses on the role of mothering in women's desistance from criminal behavior. Drawing on original research, this book explores the nature of mothering during incarceration, how mothers maintain a relationship with their children from behind bars and the ways in which mothering makes desistance more or less likely after incarceration. It outlines the ways in which race, gender, class, nationality, sexuality, gender identity and other characteristics affect mothering and desistance and explores the tensions between individual and system-level factors in the consideration of desistance. This book suggests that any discussion of desistance, particularly for women, must move beyond the traditional focus on individual characteristics and decision-making. Such a focus overlooks the role played by context and systems which undermine both women's attempts to be mothers and their attempts to desist. By contrast, in the tradition of Beth Richie's *Compelled to Crime*, this book explores both the trees and the forests and the quantum in between, in a way that aims for lasting societal and individual changes.

[routledge.com](http://routledge.com) and [taylorandfrancis.com](http://taylorandfrancis.com)



John M. Monteiro; **James Woodard** and Barbara Weinstein (Eds. and Translators)  
***Blacks of the Land: Indian Slavery, Settler Society, and the Portuguese Colonial Enterprise in South America***

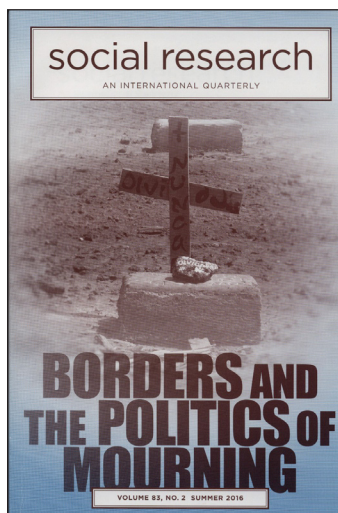
Cambridge University Press, 2018

F 2519.1 .S2 M65 2018

*Professor Woodard is in the History Department.*

Beginning in the 1490s in the Caribbean and through the slow demise of native slavery in North and South America over the 18th and 19th centuries, millions of Amerindians were subjected to enslavement, captivity and forced labor. Indian slavery was practiced across the Americas, at one point in time or another, in jurisdictions claimed by every European power that engaged in New World colonialism. Spanish, Portuguese, Dutch, English, Scottish, French and Russian colonists held Native Americans as slaves, exerting their mastery over them and dealing in them as chattel. In parts of the United States, Mexico and Brazil, native slavery survived the ending of European colonial claims and the formation of independent nation-states, lasting well into the 19th century. By that point, however, the numbers of Amerindians held as slaves in Brazil and the United States were tiny compared to the masses of African and Afro-American captives that made up the absolute majority of the populations of the two countries' plantation zones. Indian slavery thus seemed a small thing – economically, socially and demographically – when set alongside African and Afro-American slavery, on the ascent through the first half of the new century in Brazil and the southern United States alike. Until recently, scholarly attention to Indian slavery has been similarly dwarfed by the volume of care and attention paid to African and Afro-American slavery in the Americas. Over the last 15 years, however, the study of native slavery has undergone a remarkable boom among North American historians.

cambridge.org



**Benjamin Nienass**

***Borders and the Politics of Mourning***

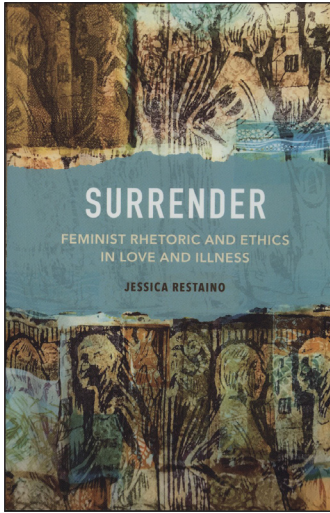
The New School by Johns Hopkins University Press, 2016

JZ 1251 .B67 2016

*Professor Nienass is in the Political Science and Law Department.*

The rise in the number of migrants and refugees arriving in Europe is the latest in a series of “crises” related to the movement of people that have captured the world’s attention. In the past two decades, hundreds of people have died every year in their attempts to cross borders, from the U.S.-Mexico border to the Mediterranean and beyond. This introduction proposes to look at the political force of public grief in the context of these border deaths and raises questions about the potential impact and limitations of a “politics of mourning.”

newschool.edu



### **Jessica Restaino**

#### ***Surrender: Feminist Rhetoric and Ethics in Love and Illness***

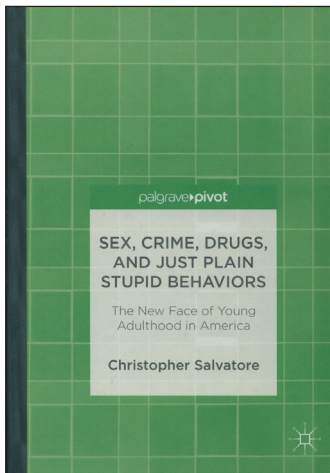
Southern Illinois University Press, 2019

P 301.5 .A27 R47 2019

*Professor Restaino is in the Writing Studies Department and is the Director of Gender, Sexuality and Women's Studies program.*

In an ethnographic study spanning the last years of research collaborator and friend Susan Lundy Maute's life with terminal breast cancer, the author argues the interpretative challenges posed by research and writing amid illness and intimacy demand a methodological break from accepted genres and established practices of knowledge making. The author searches their experiences – recorded in interviews, informal writings and correspondence – to discover a rhetoric of love and illness. She encourages a synthesis of methods and the acceptance of a reversal of roles – researcher and researched, writer and written about – and emphasizes the relevancy of methodological diversity, the necessity of the personal and the analytical richness of unpredictability and risk in being who we are in our scholarship at any given moment. Bringing together critical analysis, qualitative-style research methods and close reading, this book resists traditional ideas about academic writing and invites others to pursue collaborations that subvert accepted approaches to representation, textual production and subjectivity. The author demonstrates a way of writing – the rendering of the academic text itself – that suggests how we do our work has resonance for what we produce. The author offers framing questions for use by others interested in doing similar kinds of scholarship that may frighten, overwhelm or confound. This book deepens our understanding of subjectivity and the gains made by feminist resistance to conventional concepts of objectivity in research collaborations.

siupress.com



### **Christopher Salvatore**

#### ***Sex, Crime, Drugs and Just Plain Stupid Behaviors: The New Face of Young Adulthood in America***

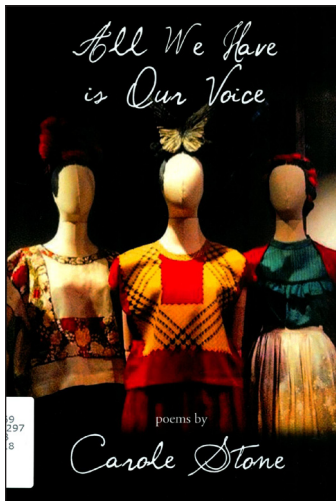
Palgrave Macmillan, 2018

HV 9069 .S35 2018

*Professor Salvatore is in the Justice Studies Department.*

This book is written for students, parents and practitioners to provide insight into how emerging adulthood impacts the lives and behaviors of young people. The author provides an insightful examination of the evolution of emerging adulthood as a distinct stage of the life course, bridging the gap between macro-level social forces and micro-level life experiences and behavior. Chapters discuss the influence of social institutions such as marriage, the family, religion and parenting on behavior during emerging adulthood. Exploration and sensation seeking are examined in relation to the behaviors and identity of emerging adults alongside issues such as criminal offending, substance use and other risky/dangerous behaviors. Finally, the book concludes with informed policy recommendations for social institutions such as educational establishments and the criminal justice system on how to work with emerging adults.

palgrave.com



**Carole Stone**

***All We Have is Our Voice***

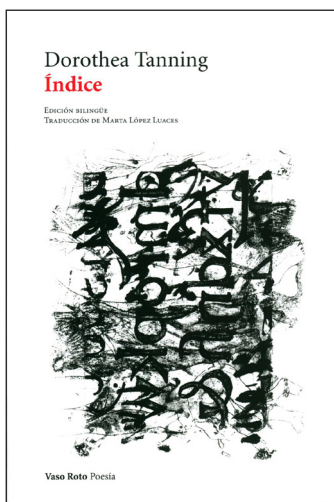
Dos Madres Press, 2018

PS 3569 .T6297 A78 2018

*Professor Emerita Stone was in the English Department.*

The poet gives voice to artists, writers and musicians, figures from myth and fairy tales. In her persona poems, Stone speaks most frequently in the voice of wives of famous husbands, such as Frau Freud, Mrs. Lincoln, Sonya Tolstoi, Mary Hemingway and women who were unrecognized for their own talents like Nina Grieg. The book also celebrates men and women who achieved success – Mary Shelley, Frida Kahlo, Cesar Vallejo, Raymond Carver – imagining them at stages of their lives. The author then speaks in her own voice to celebrate the poets and artists she loves and who have influenced her: Hart Crane, Frank O'Hara, Allen Ginsberg. Ultimately this volume is a compendium of the poet's taste throughout her years of reading and writing poems.

dosmadres.com



Dorothea Tanning (Author) and **Marta Lopez-Luaces** (Translator)

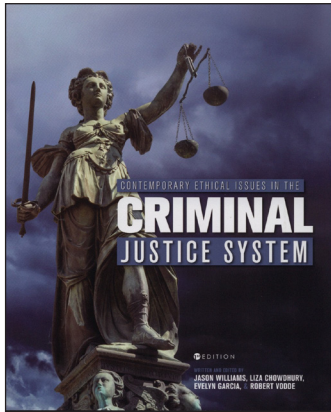
**Índice**

Vaso Roto Ediciones, 2017

PS 3620 .A695 T3318 2017

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

Dorothea Tanning was a painter, sculptor and writer who died in 2012. This book is presented as a translation of her first book of poems and is in English and Spanish. Tras una larga vida y una dilatada trayectoria artística Tanning publicó en el 2004, a los 94 años de edad, Índice, su primer libro de poemas y que muy pronto recibiría el aplauso de la crítica. A través de los poemas que componen este libro y que se estructuran alfabéticamente, Dorothea describe y desarrolla el imaginario simbólico protagonista de toda su obra pictórica. Su poesía, llena de frescura y vivacidad, pero también de lucidez y precisión visuales el feliz resultado de una prolífica vida dedicada al proceso creativo. Her second and last book of poems, *Coming to That*, was described as illuminating our understanding of creativity, the impulse to make and the longevity of art.



**Jason Williams**, Liza Chowdhury, Evelyn Garcia and Robert Vodde  
(Authors and Eds.)

***Contemporary Ethical Issues in the Criminal Justice System***

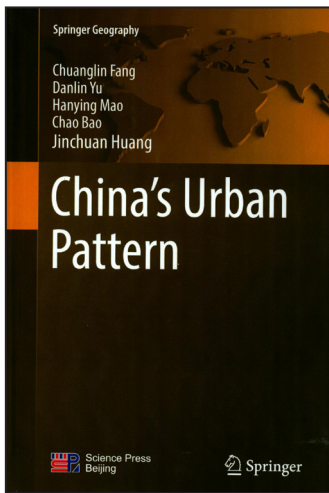
Cognella Academic Publishing, 2019

HV 7924 .W54 2019

*Professor Williams is in the Justice Studies Department.*

This book steps away from the conventional theoretical frameworks and sociohistorical foundations of criminal justice ethics to focus on the practical problems and controversies that regularly occur within the criminal justice system. Designed to be concise yet comprehensive, the book helps students understand and interpret practical realities within ethical contexts. Students will learn about topical issues such as racial disparities within the system and community-oriented justice. They will explore practices in policing and training, mass incarceration and the war on drugs. They will become familiar with the intersection of criminal justice and sociological issues through chapters on gender and family issues and mental health. All chapters begin with an overview that breaks the topic down to make it fully accessible to readers. End-of-chapter conclusions and discussion questions are designed to support retention and encourage critical thinking. Featuring high-interest, real-world examples, this book provides much-needed information and insight for students interested in careers as criminal justice professionals. The book is well suited to courses in criminal justice issues and ethics.

[cognella.com](http://cognella.com)



Chuanglin Fang, **Danlin Yu**, Hanying Mao, Chao Bao and Jinchuan Huang  
***China's Urban Pattern***

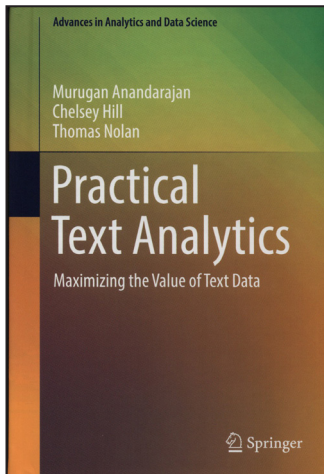
Springer and Science Press, 2018

HT 361 .F36 2018

*Professor Yu is in the Earth and Environmental Science Department.*

This book embarks on the tasks to systematically analyze the macro background of the spatial patterns of China's urban development, the theoretical foundations and framework, and its changing trajectory. From a quantitative perspective, the authors attempt to evaluate the rationale behind the spatial patterns of China's urban development and systematically simulate the various scenarios. From the simulation results, the authors propose the optimizing goals, priorities, models and strategies for the spatial patterns of China's urban development. The work in this book attempts to provide constructive suggestions and potential strategies to support the effort to optimize the spatial patterns of China's urban development. It would be a valuable reference for planning departments, development and reform committees, and science and technology administrative departments at various governmental levels. It could also be a valuable addition to graduate students of urban planning, urban development, urban geography and relevant disciplines.

[springer.com](http://springer.com)



Murugan Anandarajan, **Chelsey Hill** and Thomas Nolan  
***Practical Text Analytics: Maximizing the Value of Text Data***

*Advances in Analytics and Data Science Series*

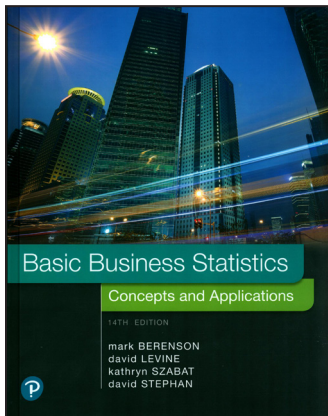
Springer, 2019

QA 76.9 .T48 A52 2019

*Professor Hill is in the Information Management and Business Analytics Department.*

This book introduces text analytics as a valuable method for deriving insights from text data. Unlike other text analytics publications, it maximizes technical concepts accessible to those without extensive experience in the field. Using text analytics, organizations can derive insights from content such as emails, documents and social media. The book is divided into five parts. The first part introduces text analytics, discusses the relationship with content analysis and provides a general overview of text mining methodology. In the second part, the authors discuss the practice of text analytics, including data preparation and the overall planning process. The third part covers text analytics techniques such as cluster analysis, topic models and machine learning. In the fourth part of the book, readers learn about techniques used to communicate insights from text analysis, including data storytelling. The final part offers examples of the application of software programs for text analytics, enabling readers to mine their own text data to uncover information.

springer.com



**Mark L. Berenson**, David M. Levine, Kathryn A. Szabat and David F. Stephan  
***Basic Business Statistics: Concepts and Applications***

Pearson, 2019. 14th Ed.

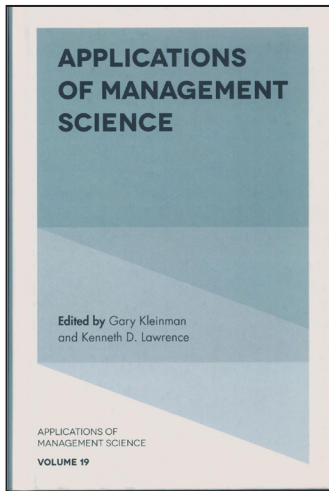
HF 1017 .B38 2019

*Professor Berenson is in the Information Management and Business Analytics Department.*

This book helps students see the essential role that statistics will play in their future careers by using examples drawn from all functional areas of real-world business. Guided by principles set forth by ASA's Guidelines for Assessment and Instruction in Statistics Education (GAISE) reports and the authors' diverse teaching experiences, the text continues to innovate and improve the way this course is taught to students. The 14th Edition includes new and updated resources and tools to enhance students' understanding, and provides the best framework for learning statistical concepts.

pearson.com





**Gary Kleinman** and Kenneth D. Lawrence (Eds.)

***Applications of Management Science***

Emerald Publishing, 2018

HD 30.23 .A66 V.19 2018

*Professor Kleinman is in the Accounting and Finance Department.*

This book is a blind refereed series that is published on an annual basis. Its objective is to present current studies in the application of management science to the solution of significant managerial decision-making problems. It significantly aids in the dissemination of the solution of managerial decision-making problems with management science methodologies. Volume 19 focuses on the application of management science methodologies, data envelopment analysis and multi-criteria decision making. The first section is focused on data envelopment analysis. The second section focuses on multi-criteria decision-making. The third section focuses on decision-making.

[emeraldinsight.com](http://emeraldinsight.com)



Christopher Priest with **Glenn Herdling**

***Deadpool Classic Volume 6***

Marvel Worldwide, 2012

JUV PN 6728 .D356 P74 2012

*Professor Herdling is in the Information Management and Business Analytics Department.*

“What happens when Deadpool crosses paths with royalty? Watch the madness unfold as the Merc with a Mouth learns what it’s like to cavort with two of Marvel’s mightiest monarchs – of the Asgardian and Wakandan varieties – and hangs with some crooked cronies more befitting his ill-mannered ilk. Guest starring Thor, Loki, the Black Panther, Constrictor, Taskmaster and more!” As a fictional character, Deadpool has appeared in various adaptations, from comic books to films and television series.

[marvel.com](http://marvel.com)



***Piper Houdini: Apprentice of Coney Island***

Balboa Press, 2016

JUV PZ7.1 .H4918 Pi 2016

This young adult novel is set in the Roaring Twenties against the hustling and bustling background of New York’s Coney Island – a time filled with silent movies, secret speakeasies and an unscrupulous Spiritualist movement that is the unwitting pawn in a plot to bring about hell on Earth. In addition to Piper, the main character, a 12-year old whose uncle is Harry Houdini, the story is populated with a cast of actual historical figures – including Sir Arthur Conan Doyle, Dion Fortune and Aleister Crowley. It is a tale for those who enjoy urban fantasy, paranormal historical fiction and action and adventure fiction.

[balboapress.com/hay-house](http://balboapress.com/hay-house)

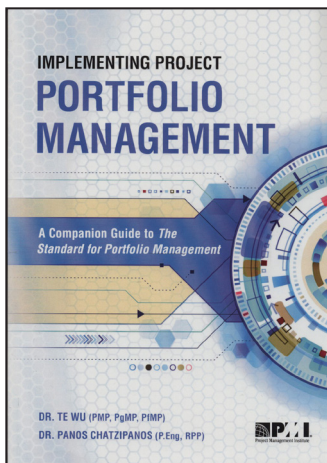


***Piper Houdini: Nightmare on Esopus Island***

Balboa Press, 2017  
JUV PZ7.1 .H4918 Pip 2017

In this sequel to *Piper Houdini: Apprentice of Coney Island*, after running away from Harry Houdini and his wife, saving wild animals from a raging inferno and a breathtaking showdown with a vampire named Flapper, Piper settles in with the performers of the Coney Island freak show only to discover that she may be the greatest freak of all. As the summer of 1926 heats up, Piper continues the quest for her dark legacy. Along the way, she will encounter a variety of real-life luminaries from the 1920s, including the erudite author H. P. Lovecraft, the occultist Aleister Crowley and a Rudolph Valentino zombie. Piper will need to use all the valuable skills she learns from her new friends to confront the lunatic who has been murdering sideshow performers.

[balboapress.com/hay-house](http://balboapress.com/hay-house)



**Te Wu** and Panos Chatzipanos (Eds.)

***Implementing Project Portfolio Management:  
A Companion Guide to The Standard for Portfolio Management***

Project Management Institute (PMI), 2018  
HD 69 .P75 I455 2018

*Professor Wu is in the Management Department.*

This book addresses the “how-tos” of portfolio management. A major contribution to the field, this guide is aligned to PMI’s *The Standard for Portfolio Management – Fourth Edition* and provides guidance for implementation. The real value of this guide are insights on how to apply the performance management domains covered in the standard that are in practice today by introducing tools and templates into their discussion. The management topics addressed include life cycle, strategy, governance, complexity, capacity and capabilities, stakeholders, value, risk and agile practices in portfolio management. The authors created an accompanying website ([www.implementppm.com](http://www.implementppm.com)), which provides a forum for continuing the conversation. This book is a principle-based standard in which the applicability has achieved greater universality; the breadth of the new standard is broader, encompassing a portfolio life cycle, aligning with complexity and system theories, portfolio stakeholder management and portfolio value management; and the depth has also been increased to include a section on capability and capacity, a major rework on governance management and significant insights in value management and stakeholder management.

[pmi.org](http://pmi.org)

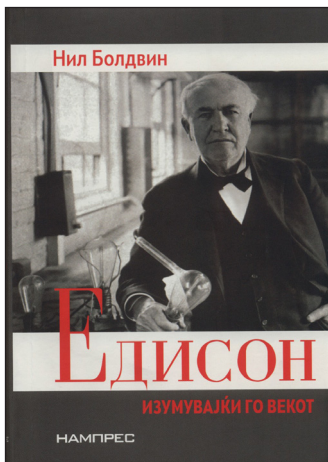


Ming Hy, **Suxiao Hu** and Xian Zhou  
**Xiao shuo xiu ci xue**  
 PN 3355 .B597127 2017  
 Beijing United Publishing 2017

Chinese translation of **The Rhetoric of Fiction** by Wayne C. Booth  
 University of Chicago Press, 1983  
 PN 3355 .B597 1983

*Suxiao Hu is head of the Collection Management Department, Harry A. Sprague Library.*

TRANSLATION

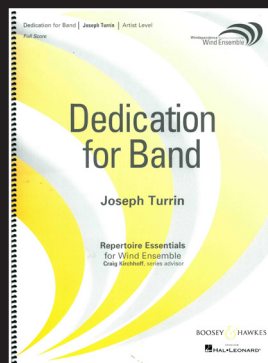
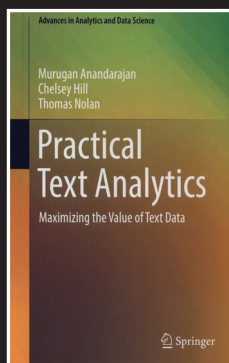
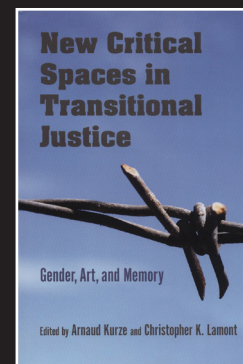
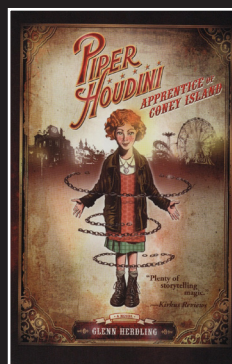
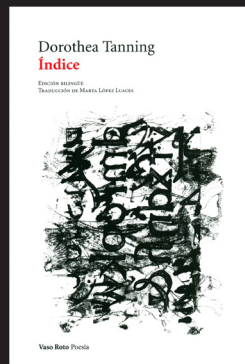
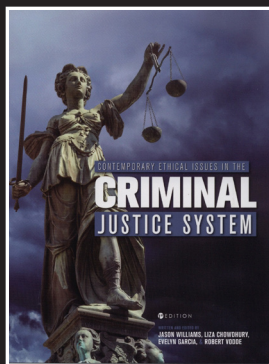
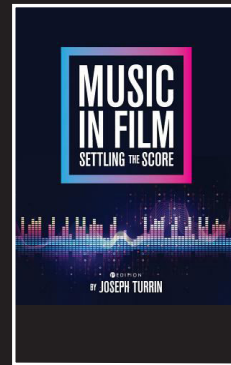
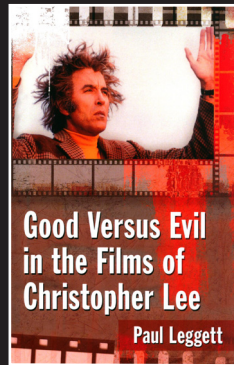
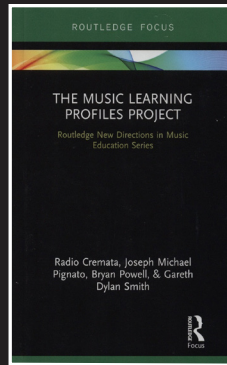
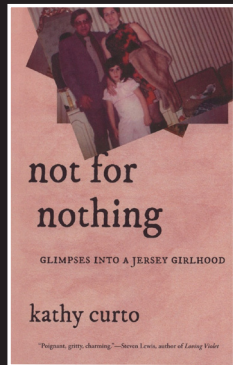
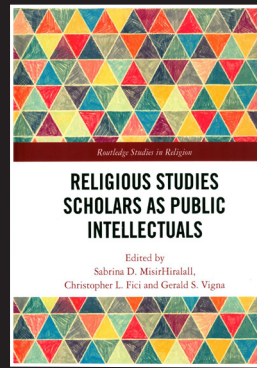
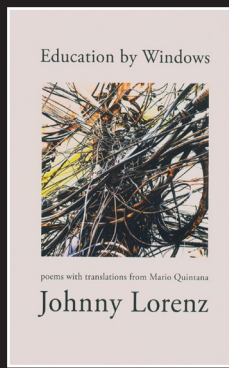
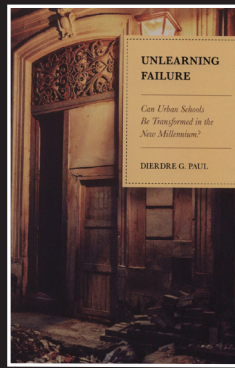


**Neil Baldwin**

Macedonian Translation  
 published by Nam Press of **Edison Inventing the Century** by Dr. Neil Baldwin.

University of Chicago Press, 2001  
 TK 140 .E3 B25 2001

*Professor Baldwin is in the Theatre and Dance Department and is the Director of the Creative Research Center.*



MONTCLAIR STATE  
UNIVERSITY