



**MONTCLAIR STATE**  

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**UNIVERSITY**

# Annual Institutional Profile Report

Fall 2015

September, 2015

## **PREFACE**

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

Montclair State is currently in a period of significant growth and development with an enrollment of 20,465 students, new programs, new faculty, and expanding physical facilities. As the University enters its second century, it takes pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state.

### **Institutional Mission**

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

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

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

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

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



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Dr. Susan A. Cole  
President  
Montclair State University

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## **II. DATA BY CATEGORY**

### A. Accreditation Status

Montclair State University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. 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 certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include:

- National Council for the Accreditation of Teacher Education (NCATE) — for programs preparing elementary and secondary school teachers, as well as administrative and school service personnel
- AACSB International — The Association to Advance Collegiate Schools of Business (baccalaureate and graduate degree programs in business, School of Business)
- Commission on Accreditation of Allied Health Education Programs (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (Didactic Program in Dietetics, Baccalaureate level; Dietetic Internship, Department of Health and Nutrition Sciences)
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) (Computer Science major, concentration in Professional Computing, BS, Department of Computer Science, College of Science and Mathematics)
- Council for the Accreditation of Counseling and Related Education Programs (CACREP) – Counseling, M.A.
- Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association (ASHA). CAA has accredited the M.A. concentration in Speech-Language Pathology; and the doctoral program in Audiology (ScD) in the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences
- National Association of Schools of Art and Design (Fine Arts major, concentrations in Art History, Fine Arts Education, Studio, BA; Fine Arts/Studio major and concentrations in Industrial Design and in Filmmaking, BFA; Fine Arts major, concentration in Studio, MA; Studio Art major, MFA, Department of Art and Design, College of the Arts)
- National Association of Schools of Dance (Dance major and concentration in Musical Theatre, BFA, Department of Theatre and Dance, College of the Arts)

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- National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Musical Theatre, Performance, Theory/Composition, BMus; Music major, concentrations in Music Education, Music Therapy, Performance, and Theory/Composition, MA, John J. Cali School of Music, College of the Arts)
- National Association of Schools of Theatre (Theatre major with concentrations in Acting and in Production/Design, BFA; Theatre major with concentrations in Arts Management, Production/Stage Management, and Theatre Studies, MA, Department of Theatre and Dance, School of the Arts)

Program approvals include:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE): Health Education major, BS, initial teacher certification, P-12
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE): Physical Education major, BS, initial teacher certification, P-12
- American Bar Association: Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post-baccalaureate Certificate Program in Paralegal Studies
- American Chemical Society: Biochemistry major, BS; Chemistry major, BS. Chemistry minor; Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- American 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

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- 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

B. Number of Students Served

Fall 2014 Undergraduates

In fall 2014, 15,885 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 34.4% from fall 2004, and up 2.9% from fall 2013.

**Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2014**

	Number	Percent
<b>Full-time</b>	<b>13,879</b>	<b>87.4%</b>
<b>Part-time</b>	<b>2,006</b>	<b>12.6%</b>
<b>Total</b>	<b>15,885</b>	<b>100.0%</b>

The proportion of undergraduates studying full-time also rose over the 10-year period. The percent of undergraduates enrolled full-time increased nearly 7 percentage points, from 80.7% in fall 2004 to 87.4% in fall 2014.

Fall 2014 Graduate Students

Montclair State University enrolled 4,137 graduate students in fall 2014 (see Table II.B.2). This graduate student headcount was up 2.6% from fall 2013, and 8.4% from fall 2004.

**Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2014**

	Number	Percent
<b>Full-time</b>	<b>1,374</b>	<b>33.2%</b>
<b>Part-time</b>	<b>2,763</b>	<b>66.8%</b>
<b>Total</b>	<b>4,137</b>	<b>100.0%</b>

The proportion of graduate students studying full-time was higher than 10 years earlier. The percent of graduate students enrolled full-time rose over 11 percentage points, from 21.8% in fall 2004 to 33.2% in fall 2014.

FY14 (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 FY14, over 22,500 students attended MSU during one or more of its academic sessions (see Table II.B.4).

**Table II.B.4: Unduplicated Enrollment, FY14 (IPEDS 12-Month)**

	Headcount	Credit Hours	FTE
<b>Undergraduate</b>	<b>17,477</b>	<b>442,855</b>	<b>14,762</b>
<b>Graduate</b>	<b>5,009</b>	<b>61,507</b>	<b>2,563</b>
<b>Professional Practice</b>	<b>48</b>	<b>1,501</b>	<b>63</b>
<b>Total</b>	<b>22,534</b>	<b>505,863</b>	<b>17,387</b>



C. Characteristics of Undergraduate Students

Fall 2014 Freshmen

A total of 12,462 individuals applied for admission as first-time freshmen to Montclair State University in fall 2014, up 40% from fall 2005. The University admitted 66.8% of these applicants, and 2,908 of those who were admitted to the University enrolled as freshmen for a yield of 34.9%. The fall 2014 admissions yield was 5.1 percentage points lower than in fall 2005.

Fall 2014 freshmen entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 2,908 first-time freshmen, 91.8% were Regular Admits, 4.1% were admitted through the EOF program, and 4.1% were Special Admits (see Table II.C.1).

Table II.C.1 contains information on the average SAT scores of MSU's fall 2014 enrolled full-time (N=2,889) and part-time (N=19) first-time freshmen. It should be noted that the full-time, first-time freshman population (2,883) differs slightly from the cohort of full-time, first-time undergraduates (2,889) that we will track for Federal reporting purposes using the IPEDS Graduation Rate Survey (GRS). This is because the IPEDS cohort also includes full-time, first-time students who are admitted above the freshman level because of advanced placement credits.

Type	Full-Time				Part-Time			
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	2,554	503	489	492	12	483	501	487
EOF	117	443	424	429	0	--	--	--
Special	107	492	467	475	0	--	--	--
All	2,778	500	486	489	12	483	502	487
Missing	105	--	--	--	7	--	--	--

In fall 2014, Montclair State University used the College Board's suite of Accuplacer tests to assess college readiness in elementary algebra. Incoming freshmen whose SAT-Math scores were below 550, or who failed to attain at least a B- score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer.

Between 2008 and 2014, the number of undergraduates enrolled in one or more remedial courses declined 49%, while the number of full-time, first-time students in remediation declined 41%.

**Table II.C.2: Enrollment in Remedial Courses, Fall 2014**

<b>Total Fall 2014 Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>Percent of Total</b>
<b>15,885</b>	<b>402</b>	<b>2.5%</b>
<b>Total Number of Full-time, First-time Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Students Enrolled in One or More Remedial Course</b>
<b>2,889</b>	<b>343</b>	<b>11.9%</b>
<b>Remedial Subject Area</b>	<b>Number of FTFT Students Enrolled in</b>	<b>Percent of FTFT Students Enrolled in</b>
<b>Reading</b>	<b>0</b>	<b>0.0%</b>
<b>Writing</b>	<b>0</b>	<b>0.0%</b>
<b>Math Computation</b>	<b>0</b>	<b>0.0%</b>
<b>Elementary Algebra</b>	<b>343</b>	<b>11.9%</b>

A CIRP survey administered to fall 2013 first-time freshmen revealed that 88% considered MSU their first or second choice among colleges. The survey also revealed that the top three reasons freshmen chose MSU were: a) its good academic reputation (57%), b) its affordability (53%), and c) its good reputation for social activities (47%).

The profile of the fall 2014 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 12.5% of first-time undergraduates identified themselves as African American, 6.1% as Asian, 27.3% as Latino/a, and 1.6% as non-resident aliens. Nearly 63% of first-time undergraduates were female.

#### Fall 2014 Undergraduates

In fall 2014, a total of 20,022 students attended Montclair State University. Of this total, 15,885 (or 79.3% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 10% between fall 2010 and fall 2014. Over 87% of fall 2014 undergraduates attended the University full-time, up more than 2 percentage points from fall 2010. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, 26.6% of undergraduates identified themselves as Latino/a, 10.9% as African American, 5.7% as Asian, 50.1% White, and 2.6% non-resident aliens (see Table II.C.3.a).

**TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2014**

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	5	0.0%	4	0.2%	9	0.1%
African Amer.	1,377	9.9%	184	9.2%	1,561	9.8%
Asian	728	5.2%	121	6.0%	849	5.3%
Latino/a	3,333	24.0%	483	24.1%	3,816	24.0%
White	6,331	45.6%	858	42.8%	7,189	45.3%
Non-Res. Alien	310	2.2%	58	2.9%	368	2.3%
Unknown	1,795	12.9%	298	14.9%	2,093	13.2%
<b>Total</b>	<b>13,879</b>	<b>100.0%</b>	<b>2,006</b>	<b>100.0%</b>	<b>15,885</b>	<b>100.0%</b>

In fall 2014, 61% of all undergraduates were female, and the average age of the undergraduate population was 21.81 years (see Tables II.C.3.b and II.C.3.c).

**TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2014**

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	8,540	61.5%	1,168	58.2%	9,708	61.1%
Male	5,339	38.5%	838	41.8%	6,177	38.9%
<b>Total</b>	<b>13,879</b>	<b>100.0%</b>	<b>2,006</b>	<b>100.0%</b>	<b>15,885</b>	<b>100.0%</b>

**TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2014**

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	20	0.1%	22	1.1%	42	0.3%
18-19	4,892	35.2%	60	3.0%	4,952	31.2%
20-21	5,110	36.8%	207	10.3%	5,317	33.5%
22-24	2,825	20.4%	792	39.5%	3,617	22.8%
25-29	684	4.9%	393	19.6%	1,077	6.8%
30-34	169	1.2%	186	9.3%	355	2.2%
35-39	79	0.6%	105	5.2%	184	1.2%
40-49	70	0.5%	151	7.5%	221	1.4%
50-64	30	0.2%	81	4.0%	111	0.7%
More than 64	0	0.0%	9	0.4%	9	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>13,879</b>	<b>100.0%</b>	<b>2,006</b>	<b>100.0%</b>	<b>15,885</b>	<b>100.0%</b>

During AY13-14, 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 \$4 million during the award year. Also in AY13-14, Federal grants, loans, and work-study programs amounted to over \$109 million.

MSU distributed an additional \$27.6 million in state-funded financial aid during AY13-14, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 5,552 State awards were made to MSU students, including 4,366 TAG Awards, 482 NJCLASS Loans, and 633 EOF Awards.

**Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY13-14**

	Recipients	\$ Dollars	\$/Recipient
<b><u>STATE PROGRAMS</u></b>			
<b>TAG</b>	4,366	\$21,180,000	\$4,851
<b>EOF</b>	633	\$744,000	\$1,175
<b>Distinguished Scholars</b>	1	0	\$0
<b>Urban Scholars</b>	2	\$1,000	\$500
<b>NJCLASS Loans</b>	482	\$5,511,000	\$11,434
<b>NJ Stars</b>	68	\$158,000	\$2,324
<b>OSRP</b>	0	\$0	\$0
<b><u>FEDERAL PROGRAMS</u></b>			
<b>Pell Grants</b>	6,223	\$26,154,000	\$4,203
<b>College Work Study</b>	529	\$640,000	\$1,210
<b>Perkins Loans</b>	544	\$739,000	\$1,358
<b>SEOG</b>	715	\$667,000	\$933
<b>Stafford Loans (Subsidized)</b>	8,343	\$34,276,000	\$4,108
<b>Stafford Loans (Unsubsidized)</b>	8,772	\$32,590,000	\$3,715
<b>PLUS Loans</b>	1,089	\$13,980,000	\$12,837
<b>SMART &amp; ACG or other</b>	0	\$0	\$0
<b><u>INSTITUTIONAL PROGRAMS</u></b>			
<b>Grants/Scholarships</b>	1,081	\$4,058,000	\$3,754
<b>Loans</b>	0	\$0	\$0

Of MSU's 2,889 full-time, first-time undergraduates who entered in fall 2014, 96% were New Jersey residents (see Table II.C.5). Most were from Bergen (513), Essex (384), and Passaic (364) counties.

Table II.C.5: Full-time, First-Time Student Enrollment by State of Residence, Fall 2014			
State Residents	Non-State Residents	Total Students	% State Residents
2,781	108	2,889	96.3%

Fall 2014 Graduate Students

Of the 20,022 students who attended Montclair State University in fall 2014, 4,137 (20.7%) were graduate students. Graduate student enrollment rose 2.9% between fall 2010 (4,019) and fall 2014 (4,137).

Most graduate students (67%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-one percent of fall 2014 graduate students were female, and the average age of the graduate student population was 31.45 years. Excluding unknowns, 10% of graduate students identified themselves as African American, 5% as Asian, 16% as Latino/a, 62% as White, 5% as non-resident aliens, and 2% as multi-racial. Nearly 92% of MSU's graduate students are New Jersey residents.

D. Student Outcomes

Nearly 64% of all full-time, first-time freshmen who entered MSU in the fall of 2008 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 2008 Full-Time, First-Time Freshmen by Race/Ethnicity**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
<b>African Amer.</b>						
Cohort=174	51	29.3%	92	52.9%	101	58.0%
<b>Asian</b>						
Cohort=145	51	35.2%	84	57.9%	91	62.8%
<b>Latino/a</b>						
Cohort=466	148	31.8%	259	55.6%	287	61.6%
<b>White</b>						
Cohort=1,190	469	39.4%	738	62.0%	793	66.6%
<b>Non-Res. Alien</b>						
Cohort=23	10	43.5%	13	56.5%	13	56.5%
<b>Other*</b>						
Cohort=259	88	34.0%	144	55.6%	155	59.8%
<b>Total</b>						
Cohort=2,257	817	36.2%	1,330	58.9%	1,440	63.8%

\* Includes Native American and Unknown Race/Ethnicity.

Over 94% of all full-time, first-time undergraduates who entered MSU in fall 2013 re-enrolled in spring 2014, and 81.4% returned in fall 2014 (see Table II.D.2).

**TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2013 to 2014**

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
<b>Full-time</b>	3,028	2,466	81.4%	562	18.6%
<b>Part-time</b>	10	6	60.0%	4	40.0%
<b>Total</b>	3,038	2,472	81.4%	566	18.6%

### Transfer Student Outcomes

Of the 1,117 students who entered MSU as full-time transfer students in fall 2008, 53% earned their degrees within three years, 73% earned degrees within four years, and 79% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in fall 2013 was 86%.

### Other Student Outcomes

Using data from the National Student Clearinghouse, 31,097 alumni who earned Bachelor's degrees over a 13-year period were tracked to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 11,271 (36%) of these alumni continued their formal education, and of those who continued their education, 4,534 (40%) earned graduate degrees, including 391 doctorates and 4,143 Master's degrees.

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

Montclair State University participates in the Voluntary System of Accountability (VSA) that is co-sponsored by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) with support from the Lumina Foundation. As indicated on the VSA web site ([www.voluntarysystem.org](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 our commitment to both data transparency and the continuous improvement of student learning outcomes. Montclair State University's VSA College Profile can be viewed at [www.collegeportraits.org](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 year, CUE collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major, and assessed student learning in general education using the Collegiate Learning Assessment (CLA) instrument.

The CLA was administered to freshmen and seniors during AY2013-14, and an initial analysis of results has been completed. Results show that the performance of MSU students closely matches national averages. Faculty will continue to analyze the results during the coming academic year to determine ways to improve learning in general education even further.

CUE also works closely with Administrative and Student Services Divisions (Budget and Planning, Finance and Treasury, Human Resources, Information Technology, Student Development and Campus Life, University Advancement, and University Facilities) to involve them in the assessment of even broader areas of institutional effectiveness. The current focus of this effort is on achieving



the 132 objectives of the University's Strategic Plan approved in October 2011. Information on planning unit goals and objectives from every Division of the University are being collected, along with their assessment plans, methods, and results. All assessment data related to Institutional Effectiveness are being collected and stored in a cloud-based database (TracDat) managed by Nuventive.

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

E. Faculty Characteristics

In fall 2014, Montclair State University employed 612 full-time instructional staff (see Table II.E.1).

<b>TABLE II.E.1: Full-time Instructional Staff by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2014</b>															
	<b>Female</b>					<b>Male</b>					<b>Total</b>				
	<b>Professor</b>	<b>Associate</b>	<b>Assistant</b>	<b>Other</b>	<b>Total</b>	<b>Professor</b>	<b>Associate</b>	<b>Assistant</b>	<b>Other</b>	<b>Total</b>	<b>Professor</b>	<b>Associate</b>	<b>Assistant</b>	<b>Other</b>	<b>Total</b>
<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>8</b>	<b>1</b>	<b>23</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>20</b>	<b>13</b>	<b>17</b>	<b>12</b>	<b>1</b>	<b>43</b>
Tenured	7	7	6	0	20	6	8	0	0	14	13	15	6	0	34
Untenured	0	0	2	1	3	0	2	4	0	6	0	2	6	1	9
<b>Asian</b>	<b>10</b>	<b>15</b>	<b>6</b>	<b>0</b>	<b>31</b>	<b>18</b>	<b>17</b>	<b>8</b>	<b>1</b>	<b>44</b>	<b>28</b>	<b>32</b>	<b>14</b>	<b>1</b>	<b>75</b>
Tenured	9	14	1	0	24	18	16	2	0	36	27	30	3	0	60
Untenured	1	1	5	0	7	0	1	6	1	8	1	2	11	1	15
<b>Latino/a</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>22</b>	<b>6</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>22</b>	<b>11</b>	<b>21</b>	<b>5</b>	<b>7</b>	<b>44</b>
Tenured	4	10	1	0	15	6	8	1	0	15	10	18	2	0	30
Untenured	1	0	1	5	7	0	3	2	2	7	1	3	3	7	14
<b>White</b>	<b>50</b>	<b>80</b>	<b>42</b>	<b>26</b>	<b>198</b>	<b>68</b>	<b>78</b>	<b>44</b>	<b>17</b>	<b>207</b>	<b>118</b>	<b>158</b>	<b>86</b>	<b>43</b>	<b>405</b>
Tenured	50	75	9	0	134	66	70	8	0	144	116	145	17	0	278
Untenured	0	5	33	26	64	2	8	36	17	63	2	13	69	43	127
<b>Non-Res. Alien</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>6</b>	<b>15</b>	<b>1</b>	<b>22</b>
Tenured	0	4	0	0	4	0	1	1	0	2	0	5	1	0	6
Untenured	0	0	7	0	7	0	1	7	1	9	0	1	14	1	16
<b>Missing</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>12</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>6</b>	<b>23</b>
Tenured	0	2	0	0	2	2	4	0	0	6	2	6	0	0	8
Untenured	0	1	3	5	9	0	2	3	1	6	0	3	6	6	15
<b>Total</b>	<b>72</b>	<b>119</b>	<b>68</b>	<b>37</b>	<b>296</b>	<b>100</b>	<b>124</b>	<b>70</b>	<b>22</b>	<b>316</b>	<b>172</b>	<b>243</b>	<b>138</b>	<b>59</b>	<b>612</b>
Tenured	70	112	17	0	199	98	107	12	0	217	168	219	29	0	416
Untenured	2	7	51	37	97	2	17	58	22	99	4	24	109	59	196

The number of full-time instructional staff increased 17% from fall 2008 (N=524) to fall 2014 (N=612). From fall 2008 to fall 2014, the number of full-time male faculty members rose 14% (276 to 316), while the number of full-time female faculty members increased 19% (248 to 296).

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

**Table II.E.2: Percent of Course Sections Taught By Full-Time Instructional Staff, Fall 2014**

No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty	# taught by Others	% taught by Others
4,442	2,190	49.3%	1,916	43.1%	336	7.6%

Table II.E.3 shows IPEDS headcounts of fall 2014 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (612) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves (i.e., not all of these 612 taught in the fall).

**Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2014**

Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,738	612	35.2%	1,126	64.8%

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	10	2						12
Female	4							4
Total	14	2	0	0	0	0	0	16

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

Name	Title	Affiliation
Susan L. Blount	Senior Vice-President and General Counsel	Prudential Financial, Inc.
Rose C. Cali	Education Advocate	
Michael L. Carter	Managing Director	RBC Capital Markets
Francis M.C. Cuss	Executive Vice President & Chief Scientific Officer	Bristol-Myers Squibb Company
Anthony Fasano	Student	Montclair State University
Mitchell E. Hersh	President and CEO	Mack-Cali Realty
George J. Hiltzik	Senior Executive	N.S. Bienstock, Inc.
Douglas L. Kennedy	CEO	Peapack Gladstone Bank
Ralph A. LaRossa	President and COO	PSE&G
Thomas Maguire	Senior Vice President	Verizon Telecom
John L. McGoldrick	Chairman of the Board	Zimmer Holdings
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Christine L. Padilla	Owner and Consultant	BIT Solutions, LLC
Preston D. Pinkett III	Chief Executive Officer	City National Bank of New Jersey
R. Van Dyk	President and CEO	Van Dyk Health Care
Susan A. Cole, <i>ex officio</i>	President	Montclair State University
Christopher Clement, <i>ex officio</i>	Student	Montclair State University

3. URL

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

URL <http://www.montclair.edu/board-of-trustees/>

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2014:

<b>FALL 2014 ACTIVE DEGREE PROGRAMS</b>	
<b>DEGREE PROGRAMS</b>	<b>CIP CODE*</b>
<b><i>BACHELOR OF ARTS</i></b>	
ANTHROPOLOGY	450201
CHILD ADVOCACY AND POLICY	440701
CLASSICS	161201
COMMUNICATION AND MEDIA ARTS	090199
COMMUNICATION STUDIES	090101
DANCE	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
ITALIAN	160902
JOURNALISM	090401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
TELEVISION AND DIGITAL MEDIA	090701
THEATRE STUDIES	500501
WOMEN'S & GENDER STUDIES	050207
<b><i>BACHELOR OF FINE ARTS</i></b>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701

**FALL 2014 ACTIVE DEGREE PROGRAMS (cont.)**

<b>DEGREE PROGRAMS</b>	<b>CIP CODE*</b>
<b><i>BACHELOR OF FINE ARTS (CONT.)</i></b>	
GRAPHIC DESIGN	500409
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
THEATRE	500501
<b><i>BACHELOR OF MUSIC</i></b>	
MUSIC	500903
<b><i>BACHELOR OF SCIENCE</i></b>	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EXERCISE SCIENCE	310505
GEOSCIENCE	400601
HEALTH EDUCATION	131307
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><i>MASTER OF ARTS</i></b>	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
ENGLISH	230101
ENVIRONMENTAL STUDIES	030103
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
FAMILY AND CHILD STUDIES	190101
FINE ARTS	500701
FRENCH	160901
HISTORY	540101

<b>FALL 2014 ACTIVE DEGREE PROGRAMS (cont.)</b>
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<b>DEGREE PROGRAMS</b>	<b>CIP CODE*</b>
<b><i>MASTER OF ARTS (CONT.)</i></b>	
INDUSTRIAL ORGANIZATIONAL PSYCH	422804
LAW AND GOVERNANCE	229999
MUSIC	500901
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
<b><i>MASTER OF ARTS IN TEACHING</i></b>	
TEACHING	130101
<b><i>MASTER OF BUSINESS ADMINISTRATION</i></b>	
BUSINESS ADMINISTRATION	520201
<b><i>MASTER OF EDUCATION</i></b>	
INCLUSIVE EDUCATION	131001
LEARNING DISABILITIES	131011
SPECIAL EDUCATION	131001
<b><i>MASTER OF FINE ARTS</i></b>	
STUDIO ART	500702
<b><i>MASTER OF PUBLIC HEALTH</i></b>	
PUBLIC HEALTH	512201
<b><i>MASTER OF SCIENCE</i></b>	
ACCOUNTING	520301
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MARINE BIOLOGY & COASTAL SCIENCES	261302
MATHEMATICS	270101
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
SUSTAINABILITY SCIENCE	303301
<b><i>DOCTOR OF AUDIOLOGY (Au.D.)</i></b>	
AUDIOLOGY-CLINICAL	510202
<b><i>DOCTOR OF EDUCATION (Ed.D.)</i></b>	
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVELOPMENT	131299

<b>FALL 2014 ACTIVE DEGREE PROGRAMS (cont.)</b>
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<b>DEGREE PROGRAMS</b>	<b>CIP CODE*</b>
<b><i>DOCTOR OF PHILOSOPHY (Ph.D.)</i></b>	
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELOR EDUCATION	139999
ENVIRONMENTAL MANAGEMENT	030201
FAMILY STUDIES	190701
TEACHER EDUCATION & TEACHER DEVEL.	131299

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

Accounting, graduate  
 Adolescent Advocacy, graduate  
 Advanced Counseling, graduate  
 American Dietetic Association, graduate  
 Artist Diploma, graduate  
 Certified Alcohol and Drug Counselor, graduate  
 Child Advocacy, graduate and undergraduate  
 CISCO, graduate and undergraduate  
 Computational Linguistics, graduate  
 Conflict Management in the Workplace, graduate  
 Criminal Forensic Psychology, graduate  
 Data Collection and Management, graduate  
 Developmental Models of Autism Intervention, graduate  
 Environmental Forensics, graduate  
 Family/Civil Forensic Psychology, graduate  
 Food Safety Instructor, graduate  
 Geographic Information Science, graduate  
 Infant and Early Childhood Mental Health, graduate  
 Makeup Artistry, undergraduate  
 Molecular Biology, graduate  
 Music Therapy, graduate  
 New Literacies, Digital Technologies, and Learning, graduate  
 Nutrition and Exercise Science, graduate  
 Paralegal Studies, graduate  
 Performer's Certificate, graduate  
 Program Evaluation, graduate  
 Spanish Translation, undergraduate  
 Teaching English to Speakers of Other Languages, graduate  
 Teaching Middle Grades Mathematics, graduate  
 Teaching Writing, graduate  
 Translation and Interpreting in Spanish, graduate  
 Water Resource Management, graduate



H. Major Research and Public Service Activities

In FY14, faculty received 59 research awards and \$7.6 million in funding, with most awards coming from the National Science Foundation, the U.S. Department of Education, the National Aeronautics and Space Administration, and the National Institutes of Health. FY14 research expenditures approached \$4.3 million.

**TABLE II.H.1: R&D Expenditures, FY14 [1]**

<b>Source of Funds</b>	<b>Amount</b>
U.S. Federal Government	\$2,533,000
State and Local Government	\$171,000
Business and Non-Profit Organizations	\$525,000
Institutional Funds (incl. MSU Foundation)	\$1,037,000
<b>Grand Total of Academic R&amp;D Expenditures (All Disciplines and Sources)</b>	<b>\$4,266,000</b>

[1] Source: NSF Higher Education Research and Development Survey, FY14.

**Expenditures on Other Sponsored Programs, FY14**

<b>Source of Funds</b>	<b>Amount</b>
U.S. Federal Government	\$1,749,000
State and Local Government	\$3,541,000
Business and Non-Profit Organizations	\$2,075,000
Institutional Funds	\$2,308,000
<b>Total of Expenditures on Sponsored Programs Other Than Research</b>	<b>\$9,673,000</b>
<b>Grand Total of Expenditures on R&amp;D and Other Sponsored Programs</b>	<b>\$13,939,000</b>

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 612 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 (2014-2015), MSU faculty published 107 books and book chapters, and 622 articles, reviews, and other works. Faculty in the College of the Arts presented 164 exhibitions and performances, and faculty from across the University made over 500 presentations, ranging from papers delivered at professional conferences, to talks given to community groups and organizations. Fifty-nine members of the faculty served on national, state, and/or local boards, and 124 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. The activities of staff from other units within the Division of Academic Affairs are also summarized in the table.

**STATISTICAL OVERVIEW OF SCHOLARLY ACTIVITY, 2014-2015  
MONTCLAIR STATE UNIVERSITY**

Activity	TOTAL	CART	CEHS	CHSS	CSAM	SBUS	ACADEMIC AFFAIRS [1]
Published Books & Book Chapters	107	1	11	65	11	17	2
Published Works	622	4	57	213	200	143	5
Performances & Exhibitions	164	164	0	0	0	0	0
Presentations	515	6	32	200	218	53	6
Boards	59	1	20	27	4	3	4
Awards & Grants	124	4	33	27	56	2	2

[1] Office of the Provost, The Graduate School, Harry A. Sprague Library, and other Academic Affairs administrative offices.

The following pages include information on selected University Authors, 2014-2015:

## COLLEGE OF THE ARTS

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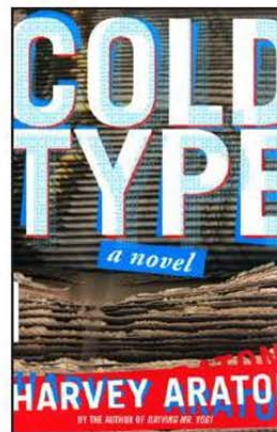
### Harvey Araton

*Cold Type: A Novel*

Cinco Puntos Press, 2014

PS 3601 .R356 C65 2014

*Professor Araton is in the School of Communication and Media.*



The author is a writer and columnist for *The New York Times*. In his first novel — as in Arthur Miller’s *Death of a Salesman* — a son and his father struggle to hold onto what they think is right. It’s mid-1990s and “cold type” technology, aka computerized typesetting, wreaks havoc among workers in the newspaper industry. A fabulously wealthy Briton buys the New York City *Trib* and immediately refuses to negotiate with the truck drivers’ union. In solidarity, all the other blue collar unions take to the streets. It’s an especially bittersweet tale...of the people who had grown up in newspapers and unions, as they struggle to adapt to this evolving new order. It is a gripping narrative and an insightful take on family work, what loyalty means — and what it costs. With a surprise ending.

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

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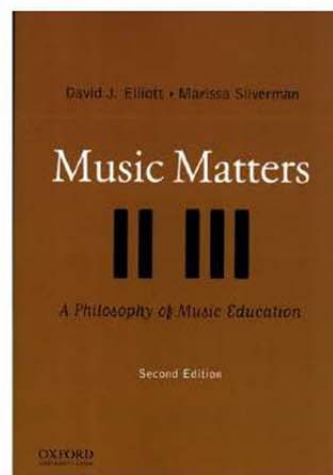
### David James Elliott and Marissa Silverman

*Music Matters: A Philosophy of Music Education*

Oxford University Press, 2015 2<sup>nd</sup> ed.

MT 1 .E435 2015

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



Why is music significant in life and education? What shall we teach? How? To whom? The praxial philosophy espoused in this book offers an integrated sociocultural, artistic, participatory and ethics-based concept of the natures and values of musics, education, musicing and listening, community music, musical understanding, musical emotions, creativity and more. Embodied-enactive concepts of action, perception and personhood weave through the book’s proposals. Practical principals for curriculum and instruction emerge from the authors’ paraxial themes. The book provides educators with critically reasoned perspectives on the nature and significance of music teaching and learning.

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

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**Karen D. Goodman** (Ed.)

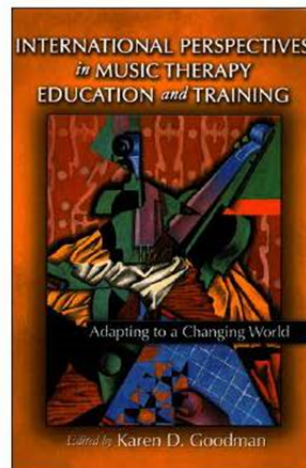
*International Perspectives in Music Therapy  
Education and Training: Adapting to a Changing World*

Charles C. Thomas Publisher, 2014

ML 3920 .I55 2015

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

The first anthology of its kind brings noted educators from Brazil, Canada, Denmark, Finland, India, Ireland, Israel, Korea, Norway, the United Kingdom and the United States together to speak to the challenge to adapt in ways, both small and large, that affect music therapy education and training. Divided into three parts, chapters interrelate to consider program design, multicultural identity and the ongoing and emerging needs of a discipline. The issues affecting music therapy that are addressed include student expectations and levels of readiness, departmental structures, institutional expectations and economic pressure in the workplace, and changing demographics. The book is an unparalleled resource for academic advisors, prospective and current educators, clinical supervisors, clinicians and students of music therapy.



ccthomas.com

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**Martin L. Greenwald**

*Residential Hot Water and Steam Heating:*

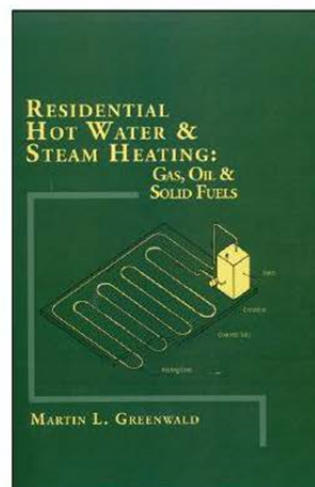
*Gas, Oil, & Solid Fuels*

Martin L. Greenwald, 2013

TH 467 .G74 2013

*Professor Greenwald is in the Art and Design Department.*

Whether a professional, novice or layman with little technical background, the primary focus of this book offers you a practical, easy-to-understand foundation of heating system design logic and system sizing techniques applicable for a majority of hot water and steam heating installations. The secondary focus of this text examines how solid fuel appliances can be installed on either a stand-alone or integrated basis as part of the home heating system. The author covers the basic technology and design of ignition and combustion systems, emphasizing safe and efficient system operation through the mastery of proper installation and maintenance procedures.



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**Jeff Kunkel** and Haroldo Mauro, Jr.

*Meu Coração Brasileiro*

Delura Musica, 2013

Compact Discs No. 3911

*M 1690.18 .K85 M48 2013*

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



The music demonstrates the composer's affinity and admiration for the unique musical culture of Brasil, and reflects his love of Bossa Nova, Samba and MPB. Many were written while the composer was traveling in Brasil, and are strongly influenced by the places, people and music encountered there. Featured on the recording along with the composer and pianist are some of the finest musicians on the Rio scene, including the legendary Mauro Senise (flute, saxophone), Vika Barcellos (vocals), Alex Rocha (bass), coproducer Haroldo Mauro Jr. (drums), José Arimatéa (trumpet), Mariana Bernardes (vocals), and Fernando Corona (background vocals). Two of the songs feature the Portuguese lyrics of Ms. Barcellos and Mr. Corona, and two others feature the English lyrics of the composer's American colleague, Holli Ross.

[cdbaby.com/cd/jeffkunkel](http://cdbaby.com/cd/jeffkunkel)

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**Elizabeth McPherson** (Coproducer and Consultant)

*Miss Hill: Making Dance Matter*

First Run Features, 2014

DVD No. 4629

*Professor McPherson is in the Theatre and Dance Department.*



Directed by Greg Vander Veer, the documentary tells the inspiring and largely unknown story of Martha Hill, a woman whose life was defined by her love for dance, and who successfully fought against great odds to establish dance as a legitimate art form in America. Through archival footage, lively interviews with friends and intimates, and rare footage of the spirited subject, the film explores Hills' arduous path from a Bible Belt childhood in Ohio to the halls of academe at NYU and Bennington College to a position of power and influence as Juilliard's founding director of dance (1952-1985). Stylistically weaving together over 90 years of archival footage, the film is a celebration of dance and an examination of the passion required to keep it alive. Elizabeth McPherson is one of the interviewees. A trailer may be seen on [misshillfilm.com](http://misshillfilm.com).

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

Elena Mindlina (Soprano) and **David Witten** (Piano)

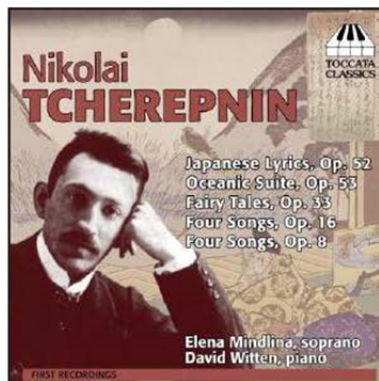
*Nikolai Tcherepnin: Songs*

Toccata Classics, 2014

Compact Discs No. 3872

M 1621 .T34 S65 2014 (Booklet)

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



Nikolai Tcherepnin (1873–1945), a Russian-born composer and conductor, was a student of Rimsky-Korsakov, his professor of composition at the St. Petersburg Conservatoire, where he developed a flair for colourful orchestration, and later came under the guidance and influence of Anatoly Lyadov. Tcherepnin was the first of his family's musical dyanasty. Both Rimsky-Korsakov and Lyadov sought musical inspiration in Russian folklore, art, mythology and fairy tales, and so it comes as no surprise that these elements attracted Tcherepnin throughout his own creative career. This CD provides an overview of his 90-plus songs, which cover a wide range of styles. In the recording are *Fairy Tales, Op 33; Four Songs, Op 16; Japanese Lyrics, Op 52; Four Songs, Op 8; and Oceanic Suite: A Cycle of Incantations, Op.53*. The early ones are in a late-Romantic idiom; the Japanese Lyrics of 1923 display oriental colours; and the extraordinary *Oceanic Suite* (1917–23), which sets a series of incantations by the symbolist poet Konstantin Balmont, presents modern evocations of primitive ritual.

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

## COLLEGE OF EDUCATION AND HUMAN SERVICES

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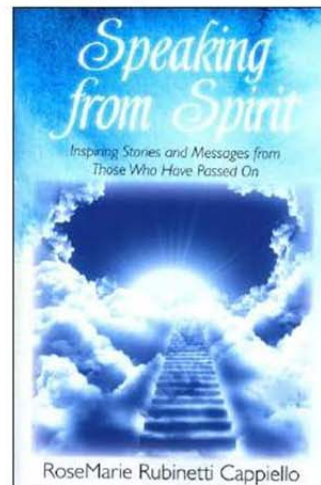
### **RoseMarie Rubineti Cappiello**

*Speaking from Spirit: Inspiring Stories and Messages from Those Who Have Passed On*

Bryce Cullen Publishing, 2014

BF 1261.2 .C36 2014

*Professor Cappiello is in the Exercise Science and Physical Education Department.*



A compilation of 25 stories told to the author mostly from spirits that have crossed into the nonphysical realm.

This is not a book on mediumship, although the stories were received through a mediumistic channel. These are stories about regular people, their regular lives and what they came to understand about their life experiences from a soul

perspective after they passed. They wanted to share their stories so that we on earth can live our lives with peace, joy, love and compassion. By sharing their stories, they open the path for humanity to do things differently and to understand how every soul has a destiny and purpose on this earth.

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

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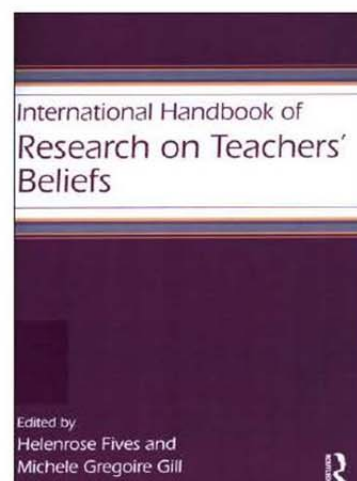
### **Helenrose Fives** and Michele Gregoire Gill (Eds.)

*International Handbook of Research on Teachers' Beliefs*

Routledge, 2015

LB 2840 .I57 2015

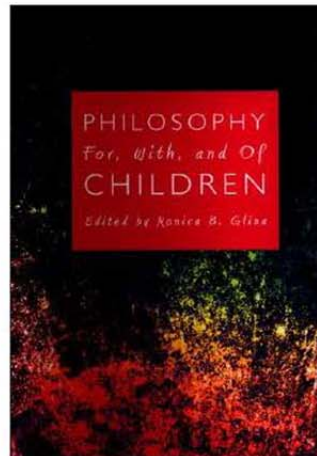
*Professor Fives is in the Educational Foundations Department.*



Teacher beliefs play a fundamental role in the education landscape. Nevertheless, most educational researchers only allude to teacher beliefs as part of a study on other subjects. This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic. Including a review of historical foundations of the field, this book identifies current research trends, and summarizes the current knowledge base regarding teachers' specific beliefs about content, instruction, students and learning. For its innumerable applications within the field, this handbook is a necessity for anyone interested in educational research. It provides novices and experts alike a single volume with which to understand a complex research landscape.

**Monica B. Glina** (Ed.)

*Philosophy for, with, and of Children*  
Cambridge Scholars Publishing, 2013  
B 105 .C45 P45 2013  
*Professor Glina is in the Educational  
Foundations Department.*



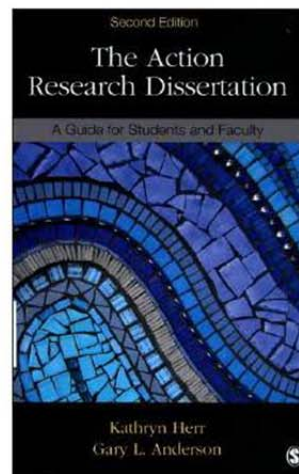
The diversity of curriculum materials, pedagogical protocols and grounding theories that Philosophy for Children (P4C) has spawned signifies not merely different approaches to, but different conceptions of what it means to teach philosophy to children or to engage children in philosophical practices. The chapters in this book present a broad range of directions for P4C and illustrate the considerable diversity of agendas that can be brought to it, as well as the ways in which these agendas sometimes complement and sometimes undermine one another.

cambridgescholars.com

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**Kathryn Herr** and Gary L. Anderson

*The Action Research Dissertation:  
A Guide for Students and Faculty*  
SAGE Publications, 2015 2nd ed.  
H 62 .H447 2015  
*Professor Herr is in the Educational  
Foundations Department.*

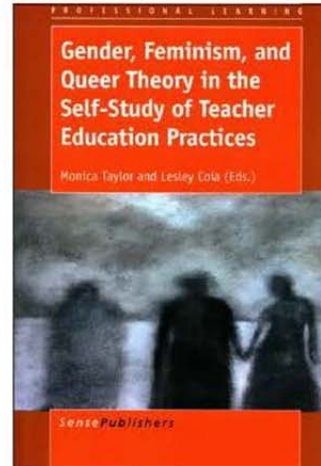


The first edition of this book was a first-of-its-kind reference, distilling the authors' decades of action research experience into a handy guide for graduate students. This edition continues to provide an accessible roadmap that honors the complexity of action research, while providing an overview of how action research is defined, its traditions and history and the rationale for using it. The authors demonstrate that action research is not only appropriate for a dissertation, but also is a deeply rewarding experience for both the researcher and participants. This practical book demonstrates how action research dissertations are different from more traditional dissertations and prepares students and their committees for the unique dilemmas they may face, such as validity, positionality, design, write-up, ethics and dissertation defense.

sagepublications.com



**Monica Taylor** and Lesley Coia (Eds.)  
*Gender, Feminism, and Queer Theory in the Self-Study of Teacher Education*  
Sense Publishers, 2014  
LB 1707 .G45 2014  
*Professor Taylor is in the Secondary and Special Education Department.*

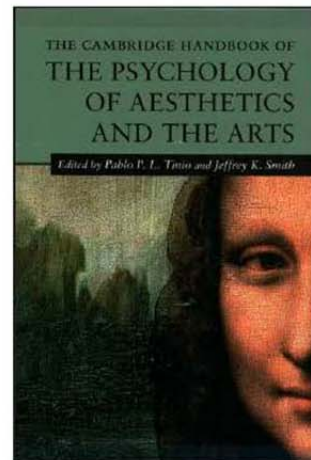


This edited volume gives explicit attention to the influence of gender, feminism and queer theory in self-study of teacher education practices. It builds on the self-study community's interest in social justice that has mostly been focused on race, ethnicity, gender, disability and power, as well as broad conceptions that include multiculturalism and ways of knowing.

This is the time to examine gender both because our community is growing and because of the reconceptualization of issues of gender, feminism and queer theory in teacher education. This collection of papers provides a space for members of the self-study field, from founders to welcomed new members, along with the general community of teacher educators to problematize these issues through a variety of theoretical lenses. As always with self-study, the impetus of the research is on the improvement of individual practice. Readers will find innovative approaches and insights into their own work as teacher educators.

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

**Pablo P. L. Tinio** and Jeffrey K. Smith (Eds.)  
*The Cambridge Handbook of the Psychology of Aesthetics and the Arts*  
Cambridge University Press, 2014  
BH 301 .P78 C36 2014  
*Professor Tinio is in the Educational Foundations Department.*



The psychology of aesthetics and the arts is one of the oldest areas of psychology but is also one of the fastest-growing and most exciting areas. The discipline is dedicated to the study of our experiences of the visual arts, music, literature, film, performances, architecture and design; our experiences of beauty and ugliness; our preferences and dislikes; and our everyday perceptions of things in our world. This a foundational volume presenting an overview of the key concepts and theories of the discipline where readers can learn about the questions that are being asked and become acquainted with the perspectives and methodologies used to address them. This is a comprehensive and authoritative handbook featuring essays from some of the most respected scholars in the field.

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

**Eric J. Weiner**

*Deschooling the Imagination: Critical Thought as Social Practice*

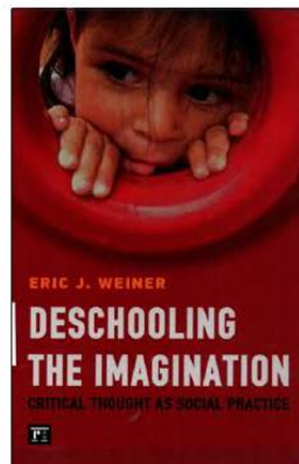
Paradigm Publishers, 2014

LC 196.5 U6 W446 2014

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

First, this is a book that looks at what it means to be actively engaged in developing a critical/creative mindset against the prevailing ideology of our public schools. Second, it is a book about the social/cultural relationship between what and how we learn on one hand and our imaginative capacities on the other. Finally, but equally important, it is a book about how teachers can teach in the service of a revived critical/creative imaginary. One of the questions it considers is how many educators and those involved and/or invested in public education in the United States learn to think about curriculum, assessment, pedagogy, school structures, knowledge, power, identity, language/literacy, economics, creativity, human ecology and our collective future in a way that escapes the overdetermined discourses that inform current attitudes and practices of schooling?

[paradigm.presswarehouse.com](http://paradigm.presswarehouse.com)



## COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

### **Opoku Agyeman**

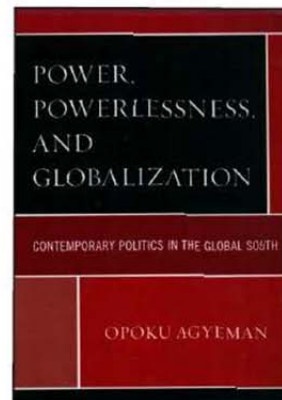
*Power, Powerlessness, and Globalization:*

*Contemporary Politics in the Global South*

Lexington Books, 2014

D 887 .A425 2014

*Professor Agyeman is Professor Emeritus in the  
Political Science Department.*



This book is about imperialism-driven globalization, its historic impact on Africa, Latin America and Asia, and, over time, the varied responses of the national political units and regional entities in these continents to the challenges of building countervailing power and laying foundations for independent development. Where genuine recovery and empowerment have emerged, this has been the result not only of the pursuit of “digitalist” political and economic values that emphasize robust and sustained productivity geared toward uplifting the living standards and dignity of all the members of the national society, but also of the creation of indigenous institutions whose relations with the external world are defined by equality rather than dependence and subordination. This study argues emphatically that it is a country’s or region’s developed or developing capabilities, not its historic and continuing victimization or habitual dependence on “charitable aid” and other “altruistic” interventions from the “international community,” that determines its success in escaping the scourge of powerlessness and underdevelopment.

rowman.com

### **Vincenzo Zin Bollettino**

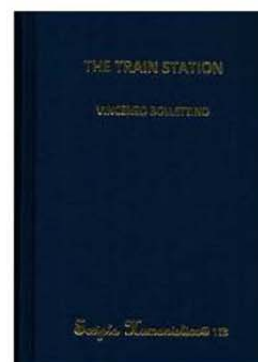
*The Train Station*

Scripta Humanistica, 2014

Scripta Humanistica No. 172

PR 9120.9 .B55 T23 2014

*Professor Bollettino is in the Spanish and Italian Department.*



This literary novel of loss and of remembrance, alternately sober and whimsical in tone, plumbs the profound spiritual and psychological sense of futility which the members of the Bollettino family struggle to preserve their ancient memories in a city composed of isolated cultural islands and run by invisible powers. The book is the intimate, harrowing account of a Southern Italian family’s exile in the New York City of the Nixon Era. Impelled by economic necessity, the members of the Bollettino family leave their timeless village of Albanian origin and venture across the vast ocean toward America, where the bond between the magical and the real so familiar to them is torn asunder. Ultimately, the novel invites readers to ponder more deeply all the trans-cultural journeys which continue to this day and suggests that redemption can be had only by returning to those people who understand the world of nature, the soul and the mind.

scriptahumanistica.com

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**Nancy Burke (Nancy B. Toomey)**

*If I Could Paint the Moon Black:*

*Imbi Peebo's Wartime Journey from Estonia to America*

Lakeshore Press, 2014

CT 1233.5 .T78 B87 2014

*Professor Burke is in the English Department.*

A gripping and illuminating story of the author's friend from the first page, when Soviet cattle cars roll into the Vaivara, a town in Estonia without cows. It is a story of childhood, but no ordinary childhood, a nine-year-old and her mother caught in the nowhere land between Hitler and Stalin. It is a childhood under occupation, a childhood in hiding and ultimately in flight to freedom. Imbi Peebo Truumees seems to have remembered everything. The author has translated memory into memoir, giving it an unforgettable shape and form, a form all the more powerful for its concreteness, its revealing lack of adornment.

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



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**Robert Cray**

*Lovewell's Fight: War, Death, and Memory in*

*Borderland New England*

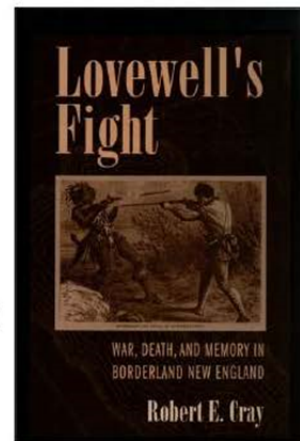
University of Massachusetts Press, 2014

E 83.72 .C76 2014

*Professor Cray is in the History Department.*

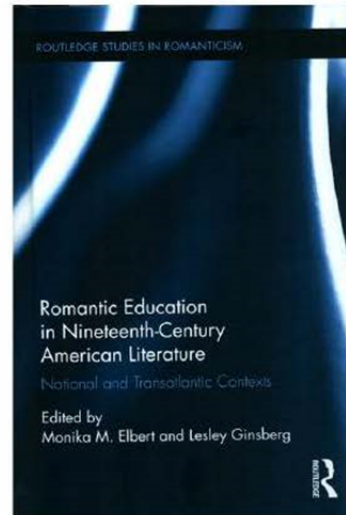
In May 1725, during a three-year conflict between English colonists and the Eastern Abenaki Nation, a 34-man expedition led by Captain John Lovewell set out to ambush their adversaries, acquire some scalp bounties and hasten the end of the war. Instead, the Abenakis staged a surprise attack of their own at Pigwacket, Maine, that left more than a third of the New Englanders dead or severely wounded. Although Lovewell himself was slain in the fighting, he emerged a martyred hero, celebrated in popular memory for standing his ground against a superior enemy force. The author shows how a military operation plagued from the outset by poor decision-making, and further marred by less-than-heroic battlefield behavior, came to be remembered as early America's version of the Alamo story. Although some nineteenth-century New Englanders disapproved of Lovewell's notoriety as a scalp hunter, it did not prevent the dedication of a monument in his honor at the Fryeburg, Maine, battlesite in 1904. Even as the actual story of "Lovewell's Fight" receded into obscurity — a bloody skirmish in a largely forgotten war — it remained part of New England lore, one of those rare military encounters in which defeat transcends an opponent's victory to assume the mantle of legend.

[umass.edu/umpress](http://umass.edu/umpress)



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**Monika Elbert** and Lesley Ginsberg (Eds.)  
*Romantic Education in Nineteenth-century American Literature: National and Transatlantic Contexts*  
Routledge 2015  
Routledge Studies in Romanticism  
PS 217 .R6 R56 2015  
*Professor Elbert is in the English Department.*

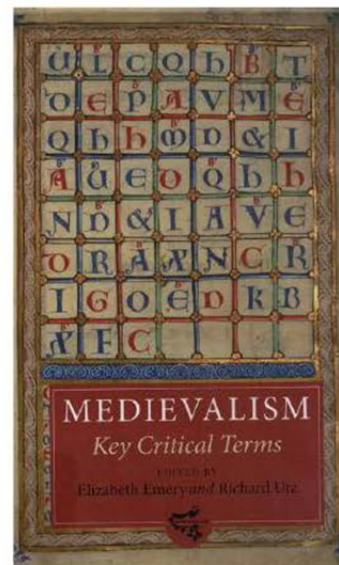


American publishing in the long nineteenth century was flooded with readers, primers, teaching-training manuals, children's literature and popular periodicals aimed at families. These publications attest to an abiding faith in the power of pedagogy that has its roots in transatlantic Romantic conceptions of pedagogy and literacy. The essays in this collection examine the ongoing influence of Romanticism in the long nineteenth century on American thinking about education, as depicted in literary texts, in historical accounts of classroom dynamics, or in pedagogical treatises. They also point out that though this influence was generally progressive, the benefits of this social change did not reach many parts of American society. This book is therefore an important reference for scholars of Romantic studies, American studies, historical pedagogy and education.

routledge.com

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**Elizabeth Emery** and Richard J. Utz (Eds.)  
*Medievalism: Key Critical Terms*  
D.S. Brewer, 2014  
CB 353 .M42556 2014  
Medievalism Series V  
*Professor Emery is in the Modern Languages and Literatures Department.*



The discipline of medievalism has produced a great deal of scholarship acknowledging the “makers” of the Middle Ages: those who rediscovered the period from 500 to 1500 by engaging with its cultural works, seeking inspiration from them or fantasizing about them. Yet such approaches — organized by time period, geography or theme — often lack an overarching critical framework. This volume aims to provide such a framework, by calling into question the problematic yet commonly accepted vocabulary used in Medievalism Studies. The contributions, by leading scholars in the field, define and exemplify in a lively and accessible style the essential terms used when speaking of the later reception of medieval culture.

boydellandbrewer.com

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**Grover Furr**

*Blood Lies: The Evidence that Every Accusation Against Joseph Stalin and the Soviet Union in Timothy Snyder's 'Bloodlands' is False*

Red Star Publishers, 2014

DJK 49 .F87 2014

Professor Furr is in the English Department.

The author provides a critique of a book about the history of the Soviet Union, Poland and Ukraine between 1932 and 1945 written by a Yale University professor. The author examines primary and secondary sources. The areas covered are: What Really Happened: The Famine of 1932-33; the "Polish Operation," the "Great Terror"; the Molotov-Ribbentrop Pact; the "Soviet invasion of Poland"; the "Katyn Massacre"; the Warsaw Uprising"; "Stalin's Anti-Semitism."



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**Jefferson J. A. Gatrall**

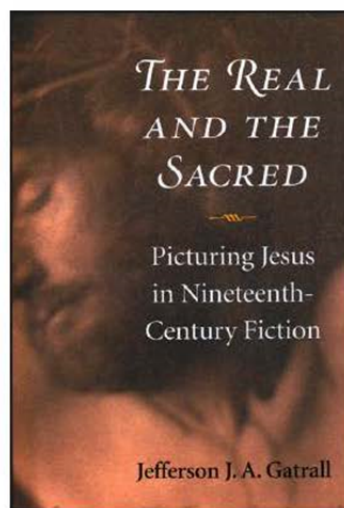
*The Real and the Sacred: Picturing Jesus in Nineteenth-Century Fiction*

University of Michigan Press, 2014

PN 57 .J47 G38 2014

Professor Gatrall is in the Modern Languages and Literatures Department.

The international "quest of the historical Jesus" has been amply documented within the context of nineteenth-century biblical scholarship. Yet there has been no broad-based comparative study devoted to the depiction of Jesus in prose fiction over the same time period. The author offers a comprehensive survey of this body of fiction, examining both the range of its Christ types and the varying formal means through which these types were represented. The nineteenth century — despite forecasts of God's death at the time — not only revived older Christ types but also witnessed the rise of new ones, including *le Christ proletaire*, the Mormon Christ, the Buddhist Christ and the Tolstoyan Christ. Novelists played a crucial role in the invention and popularization of the historical Jesus in particular, one of modernity's major figures. The book is enhanced by a gallery of illustrations of the historical Jesus as depicted by nineteenth-century artists.



press.umich.edu

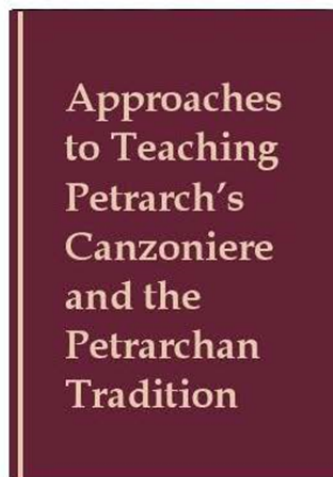
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Christopher Kleinhenz and **Andrea Dini**

*Approaches to Teaching Petrarch's  
Canzoniere and the Petrarchan Tradition*

The Modern Language Association of America, 2014  
PQ 4480 .A67 2014

*Professor Dini is in the Spanish and Italian Department.*



One of the most important authors of the Middle Ages, Petrarch occupies a complex position: historically, he is a medieval author, but, philosophically, he heralds humanism and the Renaissance. Teachers of Petrarch's *Canzoniere* and his formative influence on the canon of Western European poetry face particular challenges. Petrarch's poetic style brings together the classical tradition, Christianity, an exalted sense of poetic vocation and an obsessive love for Laura during her life and after her death in ways that can seem at once very strange and — because of his style's immense influence — very familiar to students. This volume aims to meet the varied needs of instructors, whether they teach Petrarch in Italian or in translation, in surveys or in specialized courses, by providing a wealth of pedagogical approaches to Petrarch and his legacy.

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

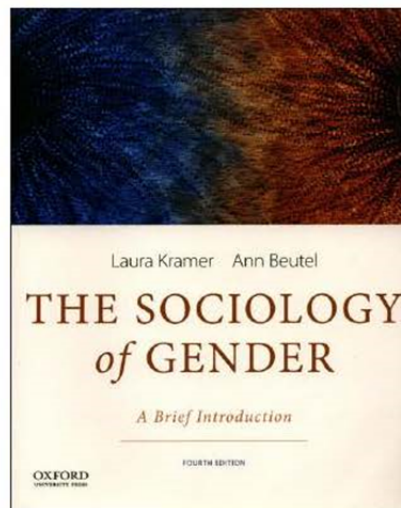
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**Laura Kramer** and Ann Beutel

*The Sociology of Gender: A Brief Introduction*

Oxford University Press, 2015 4<sup>th</sup> ed.  
HQ 1075.5.U6 K73 2015

*Professor Emerita Kramer was in the  
Sociology Department.*



The sociology of gender is an important aid to developing an accurate picture of the dynamic gender system, its influence on the lives of individuals and groups, and the kinds of human efforts that have led to a reduction of its influence. An ideal “essentials” text for introductory courses, this edition provides a concise — yet also in-depth — overview of basic sociological concepts and perspectives on gender.

Focusing primarily on the contemporary U.S., the authors integrate history, theory and research in order to examine the current gender system and the ways in which macro-, middle- and micro-level societal forces have changed that system over time. In addition, this book's explicitly sociological approach provides an alternative to — and critiques of — prevailing biological and psychological approaches to gender and sexual orientation. Material on gender outside the United States has been added and there are enlarged discussions of mass media, adolescence, sexuality and the body. Ann Beutel is a new coauthor.

[oup.com/us/he](http://oup.com/us/he)

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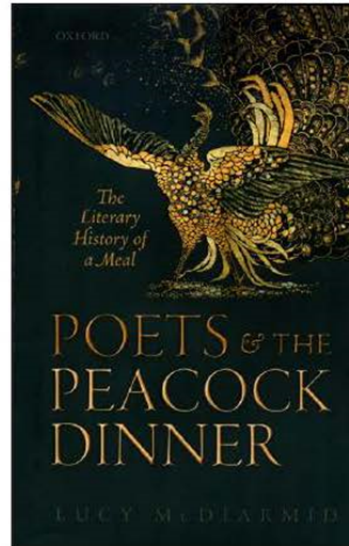
**Lucy McDiarmid**

*Poets & the Peacock Dinner: The Literary History of a Meal*  
Oxford University Press, 2014

PR 610 .M34 2014

*Professor McDiarmid is in the English Department.*

Through close readings of unpublished letters, diaries, memoirs and poems, in an argument at all times theoretically informed, the author reveals how marriage and adultery, as well as friendship, offer ways of transmitting the professional culture of poetry. This is literary history told with considerable style and brio, often comically aware of the extraordinary alliances and rivalries of the “seven male poets” but attuned to significant issues in coterie formation, literary homosociality and the development of modernist poetics from late-Victorian and Georgian beginnings. The book is written with critical sophistication and a wit and lightness that never compromise on the rich texture of event and personality.



oup.com

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**Tayo Oredein (Tyree Oredein)**

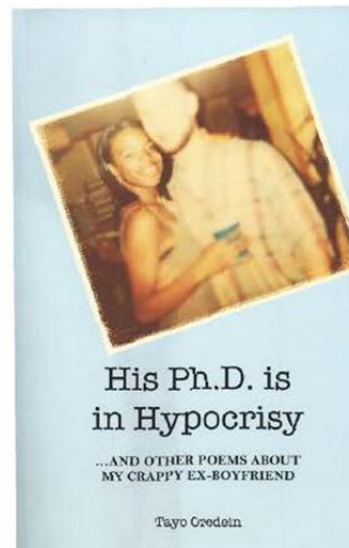
*His Ph.D. is in Hypocrisy: ... and Other Poems about My Crappy Ex-boyfriend*

Gynarchy, 2014

PS 3615 .R43 H57 2014

*Professor Oredein is in the Health and Nutrition Sciences Department.*

It is a memoir of sorts; a collection of poems chronicling the ups and downs, differences and the dissolution of one of the author's relationships. Through an assortment of poems, some short, some funny, some angry, the author captures love, frustration, heartbreak and culminates in the unexpected life lesson that surfaced on September 11, 2001.



gynarchy.webs.com



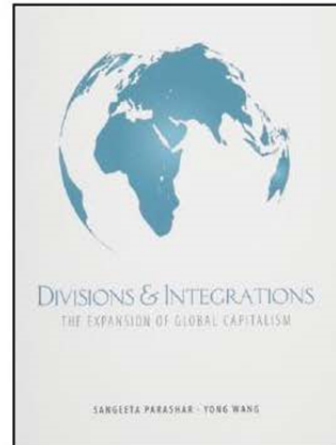
**Sangeeta Parashar and Yong Wang**

*Divisions & Integrations: The Expansion of Global Capitalism*

Kendall Hunt Publishing, 2014

HF 1365 .P37 2014

*Professor Parashar and Professor Wang are in the Sociology Department.*



Using a theoretical framework focused on systemic capitalist expansion, this book highlights the paradoxical nature of globalization. Concomitant with the integration of a global market are divisions along the lines of social inequity, political instability and cultural hegemony dominated by consumerism. In addition to issues of labor, gender, economic inequality, culture, food systems and the environment, the book also addresses recent events such as the 2008 financial crisis, the Arab Spring and the political-ethnic-religious deadlock in the Mideast.

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

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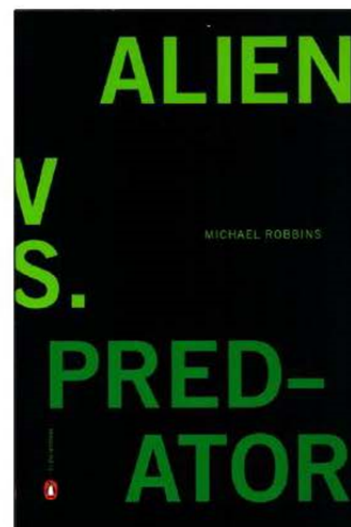
**Michael Robbins**

*Alien vs. Predator*

Penguin Poets, 2012

PS 3618 .0315244 A79 2012

*Professor Robbins is in the English Department.*



The debut collection of a poet whose savage, hilarious work has already received extraordinary notice. Since his poems first began to appear in the pages of *The New Yorker* and *Poetry*, there has been a lot of excited talk about the fresh and inventive work of Michael Robbins. Equal parts hip-hop, John Berryman and capitalism seeking death and not finding it, Robbins' poems are strange, wonderful, wild and completely unlike anything else being written today. It combines the shock of the new with the shock of recognition.

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

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**Michael Robbins**

*The Second Sex*

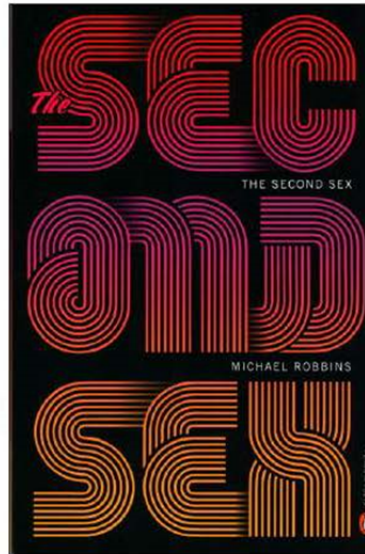
Penguin Books, 2014

PS 3618 .0315244 A6 2014

*Professor Robbins is in the English Department.*

The 36 new poems in this book carry over the music, attitude, hilarity and vulgarity of his first collection of poems, *Alien vs. Predator*, while also working deeper autobiographical and political veins.

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



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**Tiger C. Roholt**

*Groove: A Phenomenology of Rhythmic Nuance*

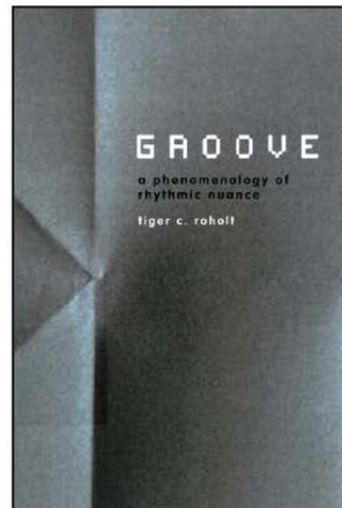
Bloomsbury Academic, 2014

ML 3850 .R74 2014

*Professor Roholt is in the Philosophy and Religion Department.*

Written by an experienced drummer and philosopher, this book is a vivid and exciting study of one of music's most central and relatively unexplored aspects. The author explains why grooves, which are forged in music's rhythmic nuances, remain hidden to some listeners. He argues that grooves are not graspable through the intellect nor through mere listening; rather, grooves are disclosed through our bodily engagement with music. It is a major step forward in understanding how and why music moves us as it does. This book is an original and insightful essay that challenges analytic and quantificational approaches to rhythmic nuance.

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

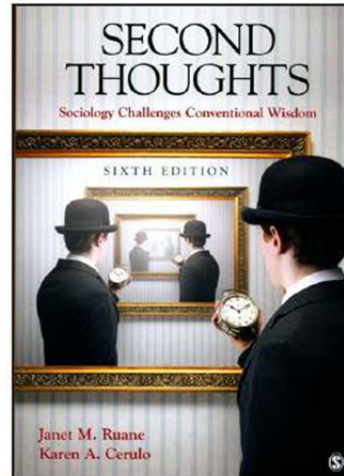


**Janet M. Ruane** and Karen A. Cerulo  
*Second Thoughts: Sociology Challenges  
Conventional Wisdom*

SAGE Publications, 2015

HM 585.R867 2015 6<sup>th</sup> ed.

*Professor Ruane is in the Sociology Department.*



Do birds of a feather flock together or do opposites attract? Is honesty the best policy? Are children our most precious commodity? Is education the great equalizer? Adages like these shape our social life. This edition reviews many popular beliefs and explains how conventional wisdom cannot be taken at face value, but instead requires careful second thoughts. Students are encouraged to step back and sharpen their analytic focus with 23 essays that use social research to expose the gray areas of commonly held beliefs, revealing the complexity of social reality. Each essay contains exercises that reinforce key ideas, and an annotated guide for further reading.

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

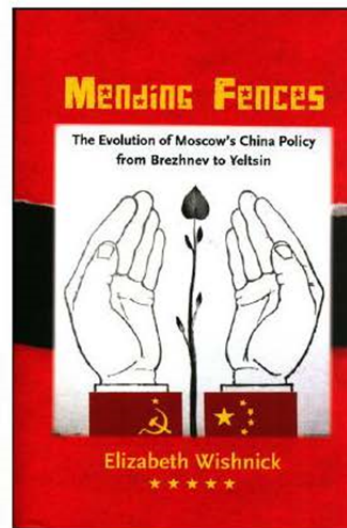
**Elizabeth Wishnick**

*Mending Fences: The Evolution of Moscow's  
China Policy from Brezhnev to Yeltsin*

University of Washington Press, 2014

DK 68.7 .C5 W57 2014

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



This book illuminates the forces driving Moscow's China policy, from the Ussuri River clashes in 1969 to the "strategic partnership" of the 1990s. The author, a noted expert on Russia and China, analyzes the efforts of Soviet leaders simultaneously to maintain their supremacy in the international communist movement, defend their borders from a perceived China threat and ensure the compliance of regional authorities in enforcing China policy. Russian resources, including state and party archives, and recently released U.S. government documents were thoroughly researched and extensive interviews were conducted.

[washington.edu/uwpress](http://washington.edu/uwpress)

## COLLEGE OF SCIENCE AND MATHEMATICS

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John Dighton and **Jennifer Adams Krumins** (Eds.)

*Interactions in Soil: Promoting Plant Growth*

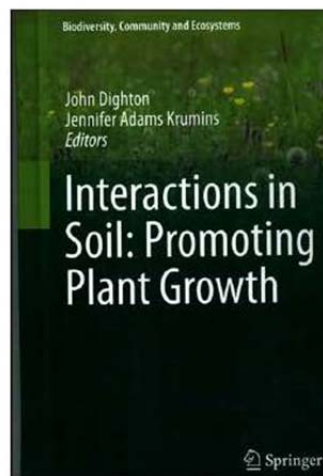
Springer, 2014

S 596.7 .157 2014

*Professor Krumins is in the Biology and  
Molecular Biology Department.*

Soil is a heterogeneous medium which supports more biodiversity per unit volume than any other system. This book explores how that biodiversity is translated into ecological functions supporting plant growth by providing both essential minerals for plant growth and other growth promoting factors like pathogen suppression. Interactions between plants and associated soil organisms evolve through trophic and non-trophic feedback mechanisms which are moderated by plant-plant interactions (allelopathy), invasive plant species and land use change and pollution. These factors are discussed in natural, agricultural and urban soil systems to provide a framework for a holistic understanding of soil as a dynamic living entity. The book takes a novel approach by emphasizing positive as opposed to negative feedbacks in soil. This is a perspective that has been presented far less.

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



## SCHOOL OF BUSINESS

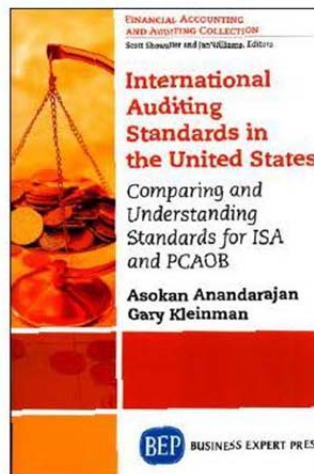
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Asokan Anandarajan and **Gary Kleinman**

*International Auditing Standards in the United States:  
Comparing and Understanding Standards for ISA and PCAOB*  
Business Expert Press, 2015  
HF 5616 .U5 A523 2015  
*Professor Kleinman is in the Accounting,  
Law and Taxation Department.*

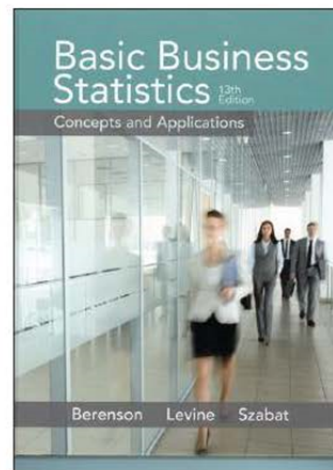
International auditing of publicly owned corporations is governed largely by either U.S. Public Company Accounting Oversight Board (PCAOB) auditing standards or International Standards on Auditing (ISA) established by the International Federation of Accountants (IFAC). In some respects, the U.S. PCAOB and ISA are similar, but in other ways they are not. In this book, the authors describe key differences between PCAOB auditing standards and ISA. The goal in doing so is to provide students, managers and researchers with a clear, concise guide to the major differences between PCAOB and ISA. Understanding these differences will provide the reader with a greater appreciation of the differences in the auditing process between nations, and a greater understanding of what the audit opinion means as issued in different parts of the world.

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



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**Mark L. Berenson**, David M. Levine, and Kathryn A. Szabat  
*Basic Business Statistics: Concepts and Applications*  
Pearson, 2014 13<sup>th</sup> ed.  
HF 1017 .B382 2014  
*Professor Berenson is in the Information and Operations Management Department.*

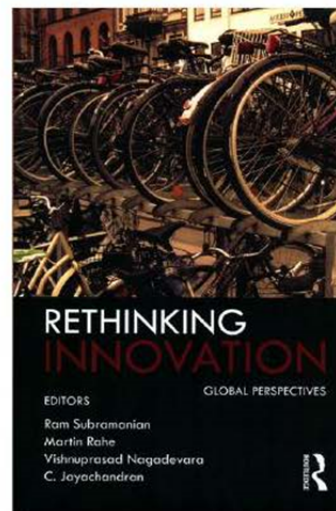


Statistics is essential for all business majors and this text helps students see the role statistics will play in their own careers by providing examples drawn from all functional areas of business. This edition refines and extends the use of the DCOVA (Define, Collection, Organize, Visualize and Analyze) framework introduced in the 12<sup>th</sup> edition as an integrated approach for applying statistics to help solve business problems. Guided by principles set by major statistical and business science associations (ASA and DSI), plus the authors' diverse teaching experiences, this edition continues to innovate and improve the way this course is taught to all students.

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

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**Ram Subramanian**, Martin Rahe, Vishnuprasad Nagadevara, and **C. Jayachandran** (Eds.)  
*Rethinking Innovation: Global Perspectives*  
Routledge, 2014  
HD 45 .R48 2014  
*Professor Subramanian is in the Management Department.*  
*Professor Jayachandran is in the Marketing Department.*



Innovation manifests itself as a key driver of improved productivity and sustainable growth in today's global economic landscape. This book brings together perspectives and case studies from across the world; discusses frameworks and actual conditions required for innovation; and examines a variety of themes, such as technology innovation, research and development, team and human resource management, product and process creativity, and entrepreneurship development to augment strategic and competitive advantage. It will prove essential to those in business and management, entrepreneurship, economics and development studies, particularly those interested in innovation, strategic planning and business leadership. C. Jayachandran and Ram Subramanian contributed a chapter on Strategic and Tactical Dimensions of Technology Standards Battles: Sony and Blu-Ray.

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

## GEORGE SEGAL GALLERY EXHIBITIONS

**M. Teresa Lapid Rodriguez** (Curator)

*MSU Works on Paper Collection:*

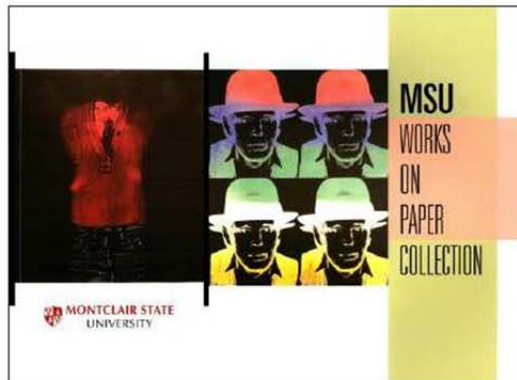
*September 18-December 20, 2014*

George Segal Gallery

Montclair State University, 2014

Oversize N 6487 .M68 M78 2014

*Ms. Rodriguez is the Director of the Montclair State University Art Galleries.*



As part of its effort to both preserve and facilitate the study of original works of art, Montclair State University's George Segal

Gallery is proud to present this exhibit, which is the first in a series, serving as an introduction to the University's varied permanent art collection. This exhibit draws from the University's largest collection, with an estimated, 2,095 works rendered on paper, including those by Warhol, Chagall, Calder and Shahn to name but a few, and pays homage to the first works collected by the University. The collection has grown through astute purchases, alumni contributions, artist donations and gifts from the community.

[montclair.edu/arts/university-art-galleries-george-segal-gallery](http://montclair.edu/arts/university-art-galleries-george-segal-gallery)



**M. Teresa Lapid Rodriguez** (Curator)

*The Enchanting Art of Japan: March 12-18, 2015*

George Segal Gallery, Montclair State University, 2015

N 7353 .R62 2015

*Ms. Rodriguez is the Director of the Montclair State University Art Galleries.*

This exhibition is comprised of *ukiyo-e* prints, several photographs, *netsuke* hand-carved objects, and a 20th-century sculpture from the permanent collection. The exhibition presents a cohesive body of works pertaining to an interesting and enchanting era in the history of Japan — the Edo period from 1600 to 1868 when Japan closed its doors to the world. It was the time of the shogun that also gave power to the samurai class and the rise of plebian art. The University would like to thank Ellen Studdiford for her exquisite gift of *ukiyo-e* prints and Helene Kosloski for lending *netsuke* objects from her collection. This exhibition is made possible in part by funds from the New Jersey State Council on the Arts and the McMullen Family Foundation.



[montclair.edu/arts/university-art-galleries-george-segal-gallery](http://montclair.edu/arts/university-art-galleries-george-segal-gallery)



I. Major Capital Projects

Campus Projects Completed Since 2010

**Center for Environmental and Life Sciences (2015)**



The new Center for Environmental and Life Sciences (CELS) project is being designed to include 90,000 to 100,000 gross square feet of new academic and research space and associated development on the site of McEachern Hall. This new facility will consolidate and foster a new identity and hub of activity for the University's science programs.

Key components of the CELS program 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 will house 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 lower level of the building houses academic classrooms and a limited amount of parking. A separate entrance from the covered parking area brings visitors to a lobby that provides elevator access to the floors above or a master staircase which leads to the cafeteria or the building atrium on the first floor.

Entrance to the first floor is either from the upper quad through the main lobby or from the lower level master staircase. The building is designed around a central atrium which connects the remaining five floors with a monumental stair. The first and second floors are designed to create a dynamic, energetic feel that supports student needs and services. The purpose of these floors is to create a series of transparent and semi-transparent spaces where student and faculty can meet and intermingle, accomplished via the use of wood-framed glass doors and window systems. Surrounding the atrium on the first floor are a series of small group study rooms, the Student Services Suite, the Executive Education Multi-Purpose Room, a large lecture hall and student lounge. The atrium on the second floor is ringed by additional small group study rooms and the graduate lounge all of which have large windows overlooking the floor below.

Floors 3 through 5 incorporate a mix of academic offices and classroom areas clustered into distinct zones and separated by department offices, and seminar and conference rooms.

The design of the building complements and draws from the Spanish Mission architectural design vocabulary used in University Hall. The building will exemplify 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.

### **Combined Heating, Cooling, and Power Project (2013)**

Montclair State University's new environmentally friendly combined heating, cooling and power (CHCP) plant provides the 250-acre campus with cost-effective and energy-efficient delivery of steam for heat, chilled water for air conditioning, and natural gas-fired generation of electricity through a new underground energy distribution system. The system provides Montclair State with 100 percent of its steam requirements and approximately 75 percent of its electricity needs. The University's partner in the \$90 million CHCP project is Energenic LLC, a leading developer and owner of combined heat and power systems. Energenic is a long-term partnership between DCO Energy LLC and Marina Energy LLC, which is a subsidiary of South Jersey Industries.



### **The John J. Cali School of Music (2011)**

This was an adaptive re-use project that transformed a former dormitory and classroom building into a state-of-the-art teaching, practice and performance facility. When opened, the School of Music created a new “gateway” building for the campus.

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

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



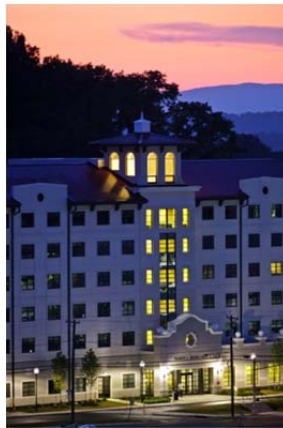
### **The Heights – North Campus Student Residence and Dining Facility (2011)**

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



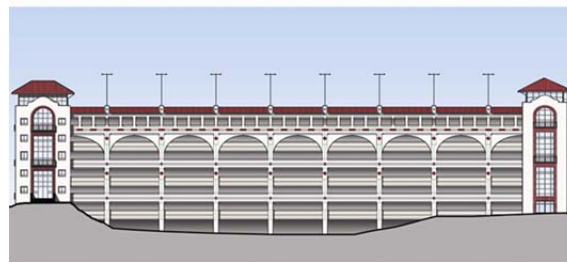
**Frank Sinatra Hall (2010)**

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



**CarParc Diem (2010)**

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



MSU - Parking Garage - East Elevation  
April 20, 2009



## Current Campus Projects

### **School of Communication and Media**

The new School of Communication and Media building will be a 105,000-square-foot facility that will join together what is now Morehead Hall and Life Hall into a single, multi-functional communications and multimedia facility.

The new building will be 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



### **Center for Clinical Services**

Formerly the Ward Trucking site, the building at 147 Clove Road is receiving a complete renovation of its east wing, which will be turned into a modern, integrated clinical services site known as the Center for Clinical Services. This building will house clinical programs for both the College of Education and Human Services and the College of Humanities and Social Sciences.

Particular care was given in the design of this space to meet the specialized needs of the different clinical programs while, at the same time, enhancing opportunities for collaborations and shared use of space. The current construction schedule calls for the Center for Clinical Services to open its doors this coming January.

## **Partridge Hall Renovation**

Partridge Hall is the future home of The Graduate School and the new School of Nursing. Construction on this 50,000 square foot renovation is scheduled to begin by the end of October 2015, and the newly renovated building is scheduled to open in Fall 2016. The Nursing portion of Partridge Hall will include 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. A large portion of the ground floor of Partridge will be devoted to a gathering and study space for graduate students and nursing students



Technology Improvements

## **New Administrative Computer Systems**

Montclair State University is upgrading and improving its current enterprise administrative computer systems which house student, employee, and finance data. The project, known as OneMontclair, involves implementation of the Oracle PeopleSoft Financial Management System, the Ellucian Banner Student System, and the Workday Human Resources Employee System. In addition, the University will identify and implement an integrated data warehousing and business intelligence solution appropriate for our planned, “best of class” approach to enterprise systems. The University launched the first phase of the new Finance system in July 2015 and will launch several phases of the new Student and Human Resources systems in the year ending July 2016.

## **Wireless Local Area Network**

The University continues to improve upon the technology infrastructure and resources available to the University community to ensure they are able to effectively carry out the University’s teaching, learning and research mission. The University is currently upgrading its wired and wireless campus network infrastructure to provide increased speed, capacity, reliability and security to all academic, administrative and residential buildings as well as outdoor areas. The first phases of the program were implemented over the spring and summer of 2015, updating the Computer Center network facilities, campus Internet connectivity, and network electronics across the southern end of campus. Subsequent phases will continue into 2017.