PREFACE

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

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

Institutional Mission

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

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

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

The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge and as a center for pedagogical and artistic excellence and creativity. The University seeks to focus the professional activities of its faculty and the educational endeavors of its students on the enduring disciplines that will continue to constitute the knowledge base of an educated citizenry in the 21st century, as well as on the more specific and changing areas of study that have particular relevance to the region served by the University.
The University will play a role beyond the campus community, partnering and collaborating at the local, state, national and international levels to make positive contributions to addressing issues of importance to society, to enable students to experience their ability to use knowledge in constructive ways in the world, and to share the rich array of intellectual and cultural resources of the University with the people of New Jersey.

Dr. Susan A. Cole  
President  
Montclair State University
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Appendix 1: 2009-2010 Economic Impact Report: An Investment in New Jersey’s Future
Appendix 2: University Authors, April 2010
II. DATA BY CATEGORY

A. Accreditation Status

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

Other academic accreditations include:

• AACSB International — The Association to Advance Collegiate Schools of Business (baccalaureate and graduate degree programs in business, School of Business)

• Commission on Accreditation of Allied Health Education Programs (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)

• Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) (Computer Science major, concentration in Professional Computing, BS, Department of Computer Science, College of Science and Mathematics)

• Council for the Accreditation of Counseling and Related Education Programs (CACREP) – Counseling, M.A.

• Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association (ASHA). CAA has accredited the M.A. concentration in Speech-Language Pathology; and the doctoral program in Audiology (ScD) in the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences

• National Association of Schools of Art and Design (Fine Arts major, concentrations in Art History, Fine Arts Education, Studio, BA; Fine Arts/Studio major and concentrations in Industrial Design and in Filmmaking, BFA; Fine Arts major, concentration in Studio, MA; Studio Art major, MFA, Department of Art and Design, College of the Arts)

• National Association of Schools of Dance (Dance major and concentration in Musical Theatre, BFA, Department of Theatre and Dance, College of the Arts)

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

Program approvals include:

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

• National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 7-12; Mathematics, MAT, initial teacher certification, 7-12; Mathematics, post-baccalaureate teacher certification, 7-12

• Teachers of English to Speakers of Other Languages (TESOL): Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12
B. Number of Students Served

Fall 2009 Undergraduates

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12,113</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,026</td>
</tr>
<tr>
<td>Total</td>
<td>14,139</td>
</tr>
</tbody>
</table>

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

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

Fall 2009 Graduate Students

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>1,079</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,953</td>
</tr>
<tr>
<td>Total</td>
<td>4,032</td>
</tr>
</tbody>
</table>

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

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

FY09 (12-Month) Unduplicated Enrollments

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

<table>
<thead>
<tr>
<th>Headcount</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>16,216</td>
<td>391,847</td>
</tr>
<tr>
<td>Graduate</td>
<td>4,974</td>
<td>51,480</td>
</tr>
<tr>
<td>Total</td>
<td>21,190</td>
<td>443,327</td>
</tr>
</tbody>
</table>

Table II.B.4: Unduplicated Enrollment, FY09 (IPEDS 12-Month)
C. Characteristics of Undergraduate Students

Fall 2009 Freshmen

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

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

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

| TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time IPEDS Cohort, by Admission Status and Overall, Fall 2009 |
|-------------------------------|------------|----------|----------|------------|----------|----------|----------|----------|
|                              | Full-Time  |          |          | Part-Time  |          |          |          |          |
| Type                         | Number     | Math     | Read     | Write     | Number   | Math     | Read     | Write     |
| Regular                      | 1,819      | 515      | 504      | 509        | 9        | 520      | 426      | 459       |
| EOF                          | 158        | 436      | 409      | 414        | 2        | 410      | 425      | 415       |
| Special                      | 124        | 470      | 453      | 461        | 5        |          |          |           |
| All                          | 2,101      | 507      | 494      | 499        | 16       | 498      | 426      | 449       |
| Missing                      | -          | 40       | 40       | 49         | -        | 6        | 6        | 7         |

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

Incoming freshmen whose SAT-Math scores were below 550, or who failed to attain at least a B-score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer. Everyone’s SAT-W and SAT-essay scores were examined for possible placement into developmental writing; followed by a faculty review of writing samples.
Approximately 4% of fall 2009 undergraduates were enrolled in one or more remedial courses. Most of those enrolled in remediation were first-time freshmen.

<table>
<thead>
<tr>
<th>Table II.C.2: Enrollment in Remedial Courses, Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fall 2009 Undergraduate Enrollment</strong></td>
</tr>
<tr>
<td>Number of Students Enrolled in One or More Remedial Courses</td>
</tr>
<tr>
<td>14,139</td>
</tr>
</tbody>
</table>

| **Total Number of Full-time, First-time Students**      |
| Number of FTFT Students Enrolled in One or More Remedial Courses | Percent of FTFT Students Enrolled in One or More Remedial Course |
| 2,101                                                   | 442              | 21.0% |

<table>
<thead>
<tr>
<th>Remedial Subject Area</th>
<th>Number of FTFT Students Enrolled in</th>
<th>Percent of FTFT Students Enrolled in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>76</td>
<td>3.6%</td>
</tr>
<tr>
<td>Writing</td>
<td>191</td>
<td>9.1%</td>
</tr>
<tr>
<td>Math Computation</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>236</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

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

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

Fall 2009 Undergraduates

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Female</td>
<td>7,401</td>
<td>61.1%</td>
<td>1,269</td>
<td>62.6%</td>
<td>8,670</td>
<td>61.3%</td>
</tr>
<tr>
<td>Male</td>
<td>4,712</td>
<td>38.9%</td>
<td>757</td>
<td>37.4%</td>
<td>5,469</td>
<td>38.7%</td>
</tr>
<tr>
<td>Total</td>
<td>12,113</td>
<td>100.0%</td>
<td>2,026</td>
<td>100.0%</td>
<td>14,139</td>
<td>100.0%</td>
</tr>
<tr>
<td>Age Group</td>
<td>Full-time</td>
<td></td>
<td>Part-time</td>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>-------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Less than 18</td>
<td>14</td>
<td>0.1%</td>
<td>33</td>
<td>1.6%</td>
<td>47</td>
<td>0.3%</td>
</tr>
<tr>
<td>18-19</td>
<td>3,681</td>
<td>30.4%</td>
<td>45</td>
<td>2.2%</td>
<td>3,726</td>
<td>26.4%</td>
</tr>
<tr>
<td>20-21</td>
<td>4,717</td>
<td>38.9%</td>
<td>127</td>
<td>6.3%</td>
<td>4,844</td>
<td>34.3%</td>
</tr>
<tr>
<td>22-24</td>
<td>2,634</td>
<td>21.7%</td>
<td>627</td>
<td>30.9%</td>
<td>3,261</td>
<td>23.1%</td>
</tr>
<tr>
<td>25-29</td>
<td>668</td>
<td>5.5%</td>
<td>448</td>
<td>22.1%</td>
<td>1,116</td>
<td>7.9%</td>
</tr>
<tr>
<td>30-34</td>
<td>202</td>
<td>1.7%</td>
<td>224</td>
<td>11.1%</td>
<td>426</td>
<td>3.0%</td>
</tr>
<tr>
<td>35-39</td>
<td>69</td>
<td>0.6%</td>
<td>147</td>
<td>7.3%</td>
<td>216</td>
<td>1.5%</td>
</tr>
<tr>
<td>40-49</td>
<td>100</td>
<td>0.8%</td>
<td>238</td>
<td>11.7%</td>
<td>338</td>
<td>2.4%</td>
</tr>
<tr>
<td>50-64</td>
<td>28</td>
<td>0.2%</td>
<td>123</td>
<td>6.1%</td>
<td>151</td>
<td>1.1%</td>
</tr>
<tr>
<td>More than 64</td>
<td>0</td>
<td>0.0%</td>
<td>13</td>
<td>0.6%</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.0%</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>12,113</td>
<td>100.0%</td>
<td>2,026</td>
<td>100.0%</td>
<td>14,139</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
During FY2009, MSU’s undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the MSU Alumni Association and the MSU Foundation sponsored a number of scholarships, and special MSU program awards were substantial, amounting to nearly $5 million during FY09. During the same fiscal year, Federal grants, loans, and work-study programs amounted to over $72 million.

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

| Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, FY2009 |
|-----------------------------------------------|-------------------------------|-------------------|
| **STATE PROGRAMS**                           | **Recipients** | **$ Dollars** | **$/Recipient** |
| TAG                                           | 3,076           | $12,983,000   | $4,221         |
| EOF                                           | 667             | $772,000      | $1,157         |
| Distinguished Scholars                        | 254             | $231,000      | $909           |
| Urban Scholars                                | 141             | $126,000      | $894           |
| NJCLASS Loans                                 | 769             | $8,543,000    | $11,109        |
| NJ Stars                                      | 95              | $830,000      | $8,737         |
| OSRP                                          | 37              | $125,000      | $3,378         |
| **FEDERAL PROGRAMS**                         | **Recipients** | **$ Dollars** | **$/Recipient** |
| Pell Grants                                   | 3,520           | $11,687,000   | $3,320         |
| College Work Study                            | 375             | $447,000      | $1,192         |
| Perkins Loans                                 | 257             | $532,000      | $2,070         |
| SEOG                                          | 631             | $743,000      | $1,178         |
| Stafford Loans (Subsidized)                   | 6,629           | $26,054,000   | $3,930         |
| Stafford Loans (Unsubsidized)                 | 7,686           | $26,125,000   | $3,399         |
| PLUS Loans                                    | 663             | $6,452,000    | $9,732         |
| **INSTITUTIONAL PROGRAMS**                    | **Recipients** | **$ Dollars** | **$/Recipient** |
| Grants/Scholarships                           | 1,189           | $4,676,000    | $3,933         |
| Loans                                         | 0               | $0            | $0             |

Of MSU’s 2,117 first-time students who entered in fall 2009, over 97% were New Jersey residents (see Table II.C.5). Most were from Bergen (19.8%), Passaic (13.6%), and Essex (12.8%) counties.
Table II.C.5: Full-Time, First-Time Student Enrollment by State of Residence, Fall 2009

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total Students</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,055</td>
<td>62</td>
<td>2,117</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

Fall 2009 Graduate Students

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

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

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

| TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2003 Full-Time, First-Time Freshmen by Race/Ethnicity |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
|                                                   | Graduated in 4 Years | Graduated in 5 Years | Graduated in 6 Years |
|                                                   | Number | Percent | Number | Percent | Number | Percent |
| African Amer. Cohort=178                          | 44     | 24.7%   | 92     | 51.7%   | 102    | 57.3%   |
| Asian Cohort=106                                  | 39     | 36.8%   | 59     | 55.7%   | 65     | 61.3%   |
| Latino/a Cohort=267                               | 67     | 25.1%   | 127    | 47.6%   | 147    | 55.1%   |
| White Cohort=973                                  | 300    | 30.8%   | 566    | 58.2%   | 6354   | 65.2%   |
| Non-Res. Alien Cohort=29                         | 10     | 34.5%   | 14     | 48.3%   | 15     | 51.7%   |
| Other* Cohort=42                                  | 11     | 26.2%   | 16     | 38.1%   | 21     | 50.0%   |
| Total Cohort=1,595                                | 471    | 29.5%   | 874    | 54.8%   | 985    | 61.8%   |

* Includes Native American and Unknown Race/Ethnicity.

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

| TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
|                                                   | Original Cohort | Retained | Not Retained |
|                                                   | Number | Number | Percent | Number | Percent |
| Full-time                                        | 2,257  | 1,872  | 82.9%   | 385    | 17.1%   |
| Part-time                                        | 15     | 6      | 40.0%   | 9      | 60.0%   |
| Total                                           | 2,272  | 1,878  | 82.7%   | 394    | 17.3%   |
Transfer Student Outcomes

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

Other Student Outcomes

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

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

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

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

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

**TABLE II.E.1: Full-time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2009**

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

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

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<th>% taught by F-T Faculty</th>
<th># taught by P-T Faculty</th>
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<td>1,987</td>
<td>52.9%</td>
<td>1,555</td>
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The total headcount of faculty who taught at MSU in fall 2009 was 1,489. Of these, 936 (63%) were part-time adjunct professors or visiting specialists (see Table II.F.3).

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<th>Pct. Full-Time</th>
<th>No. Part-Time</th>
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<td>1,489</td>
<td>553</td>
<td>37.1%</td>
<td>936</td>
<td>62.9%</td>
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F. Characteristics of the Trustees

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<th>Hispanic</th>
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2. Members of the Board of Governors and/or Trustees

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<td>Senior Vice President and General Counsel</td>
<td>Prudential Financial, Inc.</td>
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<tr>
<td>Rose C. Cali</td>
<td>Education Advocate</td>
<td>Founder, Yogi Berra Museum and Learning Center</td>
</tr>
<tr>
<td>Louis Castano</td>
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<td>Montclair State University</td>
</tr>
<tr>
<td>Francis M.C. Cuss</td>
<td>Senior Vice President</td>
<td>Bristol-Myers Squibb Company</td>
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<td>Mitchell E. Hersh</td>
<td>President and CEO</td>
<td>Mack-Cali Realty</td>
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<td>Douglas L. Kennedy</td>
<td>President, NJ Division</td>
<td>Capital One Bank</td>
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<td>Ralph A. LaRossa</td>
<td>President and Chief Operating Officer</td>
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<td>John L. McGoldrick</td>
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<td>International AIDS Vaccine Initiative</td>
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<tr>
<td>William T. Mullen</td>
<td>President</td>
<td>NJ State Building and Construction Trades Council AFL-CIO</td>
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<td>Carlos G. Ortiz</td>
<td>Vice President and General Counsel</td>
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<td>Owner and Consultant</td>
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<tr>
<td>Jonathan Aronoff, <em>ex officio</em></td>
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3. URL

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

URL  http://www.montclair.edu/bot/
G. A Profile of the Institution

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

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**DOCTOR OF EDUCATION (Ed.D.)**
- Education Pedagogy                                    | 130101    |
- Mathematics Pedagogy                                  | 131399    |

**DOCTOR OF PHILOSOPHY (Ph.D.)**
- Counselor Education                                   | 139999    |
- Environmental Management                              | 030201    |

**DOCTOR OF SCIENCE (Sc.D.)**
- Audiology                                              | 510202    |

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

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

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

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

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<th>TABLE II.H.1: R&amp;D Expenditures, FY09 [1]</th>
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<td>Federally Financed Academic R&amp;D Expenditures - Science and Engineering Only (Line 1110, NSF Form #411)</td>
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<td>Federally Financed Academic R&amp;D Expenditures – Non-Science and Engineering (not reported to NSF)</td>
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<td>Grand Total of Academic R&amp;D Expenditures (All Disciplines and Sources)</td>
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[1] Source: NSF Survey of R&D Expenditures at Universities and Colleges (Form #411).
[2] Line 1100 on NSF Form #411, “Total Academic R&D Expenditures,” includes $56,000 from “all other sources” (Line 1175).
[3] This Grand Total of R&D Expenditures includes expenditures for non-science and engineering disciplines, as well as the $56,000 mentioned above. While this grand total accurately depicts expenditures for FY09, the actual research grants portfolio for MSU for FY09 was over $7.5 million.
Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University’s 553 full-time faculty members, and all those who support them in part-time instructional roles, represent the heart and soul of the institution. Without them, none of the excellent outcomes described above could be achieved.

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

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

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

Selected Montclair State University Faculty Accomplishments

**COLLEGE OF THE ARTS (CART)**

**ART & DESIGN**

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

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

Prof. **Denis Feigler**, PhD (Industrial Design), designed new display boards for the Kasser Theatre, which were constructed by fellow Industrial Design colleague, Prof. **Winfield Parsons**. Feigler, along with several Industrial Design students, presented the second phase of the Montclair Animal Shelter design project to the Montclair Township Council, and curated the student design exhibition.
sponsored by the Industrial Design Society of America (IDSA) at the International Contemporary Furniture Fair (ICFF) at the Jacob Javits Center, NYC.

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

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

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

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


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

Assistant Prof. Dorothy Heard, PhD (Art Education), presented the paper, “The Aesthetic in Nurturing Pedagogy: Reflective Teaching as Care of Self and Caring for Others,” at the NNER 2009 Annual Conference in Bellevue, WA. She was co-presenter, with Mary Ellen Finch, et. al., of the paper, “The Arts in Teaching and Teacher Education Initiative: Looking Back and Into the Future,” at the same conference.
Assist. Prof. **Anthony Inciong**, MGD (Graphic Design), presented the paper, “Gilt Letters: Design, Wonder, and Optimism,” at the 8th Hawaii International Conference on Arts and Humanities.

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

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


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

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

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

Assist. Prof. **Winfield Parsons**, PhD (Industrial Design), received a faculty advisor award for his work with BFA Industrial Design senior Brenda Villegas, whose design placed 4th in the National Invitational Road Safety Design Competition hosted at the International Auto Show at the Jacob Javits Center, NYC. Professor Parsons also engineered and fabricated fourteen new display boards, based on Professor **Denis Feigler’s** initial concept design, for use in the Kasser Theatre, and researched, designed, and fabricated ten custom animation drawing stations for the department’s Animation/Illustration program.
Adjunct Prof. **Chiz Schultz**, BA (Filmmaking), films, *Ganja and Hess* and *The Angel Levine* (which he produced), and a feature he developed with Norman Jewison, *The Landlord* (directed by Hal Ashby), recently screened at BAM Cinemathek in a tribute to filmmaker

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

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

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


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


**BROADCASTING**


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

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

**COMMUNICATION STUDIES**

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

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

**MUSIC**

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


Adjunct Prof. Nancy Billman, MM (French Horn), played for the Tony-nominated production and recording of “Finian’s Rainbow” on Broadway, performed with the Orchestra of St. Luke’s with John Adams, Roger Norrington and Christian Zacharias, and toured with Peter Gabriel.
Assoc. Prof. **Heather Buchanan**, MM (Choral Ensemble) with University Singers: recording on ECM in November 2009 with Meredith Monk & Company Songs of Ascension due for release in early 2010-11.

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


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

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


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

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


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

Adjunct Prof. David Lopato, BA (Jazz), Early 2010—released a solo piano CD of all original
compositions entitled "Many Moons" on Global Coolant Records.

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

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

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

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

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

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


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

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

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

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

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

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

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

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

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


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

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


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

Peer Reviewed Journals

Learning & Pedagogical Research


Contributions to Practice


Discipline-Based Scholarship


Other Intellectual Contributions

Contributions to Practice


Peterson, R. (Presenter & Author), Berenson, M. (Presenter & Author), Annual Meeting of the Decision Sciences Institute, "What is ‘Normal’ Grading Among Faculty Teaching the Same Course?," Decision Sciences Institute, New Orleans, L.A. (November 2009).


Samuels, J. A Comparison of Two Operating Leisure Oriented Mega-Malls and the Xanadu Project: Looking into the Crystal Ball. SOBIE.


Learning & Pedagogical Research


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


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


Discipline-Based Scholarship


Cho, J., Kessler, S., the Society for Industrial and Organizational Psychology (SIOP), "It’s All about the Leader: The Impact of Multi-Level Identification on Organizational Citizenship Behavior and Turnover Intentions," Georgia, Atlanta. (April 2010).


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


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


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


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


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


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

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

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

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


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

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


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

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHSS)

Books


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


Selected Academic Honors and Awards

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

Galef, M.  Columnist for *Inside Higher Education*

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

Morrissey, M.  Fulbright Sociology Review Board, Appointed Summer 2010
Oppenheim, L. NJ Governor’s Council on Mental Health Stigma Ambassador Award (March, 2010)

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

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

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

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

COLLEGE OF EDUCATION AND HUMAN SERVICES (CEHS)

BOOKS PUBLISHED


OTHER PUBLICATIONS


**COLLEGE OF SCIENCE AND MATHEMATICS (CSAM)**

**FACULTY PUBLICATIONS:**


Yecko, P. 2009. Stability of layered channel flow of magnetic fluids, Physics of Fluids , vol. 21, 034102


I. Major Capital Projects

Recently Completed Projects

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

In April 2006, Montclair State University hosted the grand opening celebration for The George Segal Gallery. Located adjacent to the Alexander Kasser Theater Complex, the 7,200-square-foot Gallery is the only gallery space named for Segal in the world. George Segal's sculpture, Street Crossing, was installed on The Alexander Kasser Theater plaza in anticipation of the opening.
Construction of a new 77,000 square foot student recreation center ($23 million) was completed in March 2008. The Recreation Center features a six-lane swimming pool, locker rooms, two-court gymnasium with elevated running track, two racquetball courts, strength and cardio training areas, offices and a snack bar. The new facility is located at the Northern end of the campus between Blanton Hall and the Yogi Berra Museum. Modern state of the art exercise equipment has been installed in the exercise areas which are located on the first and second floor. The second floor treadmills provide the user with a breathtaking view of the New York City skyline.

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

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

The facility includes a 250-seat recital hall; teaching studios; music practice and rehearsal rooms; and faculty offices. Another goal of the project is to achieve a rating under the U.S. Green Building Council’s Leadership in Energy & Environmental Design (LEED) Sustainable Design Rating System.
Reopened in fall 2009 following extensive renovation, **Panzer Gymnasium** (approximately 70,000 gross square feet) received upgrades to the competition gym, a new building entrance (façade) on College Avenue, interior upgrades, a new electrical system, and extensive upgrades to the present HVAC system.

![Panzer Gymnasium](image1)

**CarParc Diem**

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

![CarParc Diem](image2)

**Frank Sinatra Hall**

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

Current Projects

The Heights

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

College Avenue Promenade Project

In May 2010, contractors began the process of restoring the historic grandeur to College Avenue as specified in the project’s planning and design phase. The scope of work includes new landscaping, lighting, road curbing, sidewalks and site utilities in the area between Normal Avenue and the Red
Hawk Deck. Also included within the parameters of the project is the reconstruction of the historic quad area between Chapin, Freeman and Russ Halls.

**Finley Hall Renovation**

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

**Wireless Local Area Network**

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

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

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

2009-2010

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

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

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

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

Dr. Susan A. Cole
Montclair State University can take pride in its rich history of bold educational innovation and vital service to the state. Although the University’s core mission lies in higher education, it is also an integral part of the New Jersey economy and a steady driver of its growth. In fact, its impact extends well beyond its students and employees to create income and employment for thousands of people throughout the state, many of whom have no direct connection to the University. Now more than ever, when our state and nation are undergoing a serious economic crisis, this tangible economic benefit makes Montclair State an exceptional investment for New Jersey.
• The economic activity traceable to Montclair State ($353.1 million) was more than four and a half times its state appropriation ($78.3 million) in 2009.*

• Montclair State accounts for a large and growing number of jobs. Including both jobs at the University and jobs that result from its in-state expenditures, almost 8,000 New Jersey jobs were attributable to Montclair State in 2009. To meet expanding student enrollments, the number of full-time faculty and staff positions rose by more than a third between 2000 and 2009.

• Montclair State supports New Jersey vendors, making almost 86% of its $106.8 million in purchases from in-state vendors.

• Montclair State serves as a major source of funds available for investment, about $238 million.

• Montclair State brings significant amounts of money into New Jersey, more than $29 million from out-of-state sources in 2009.

• Montclair State has rapidly increased seats available to New Jersey students, boosting undergraduate enrollments by nearly 39% and graduate enrollments by almost 22% since fall 2000.

• The skills Montclair State provides its students stay in New Jersey. About 92% of students who have earned degrees since 2000 still live in New Jersey.

• Montclair State achieved all these positive outcomes as New Jersey’s share of the University’s total revenue declined from 55.2% of its operating budget in 1995 to 26.7% in 2009. Just between FY00 and FY09, the University’s state allocation per student sank by almost a quarter from $3,366 to only $2,576.

*Unless otherwise noted, all references are to fiscal years.
Training a Work Force

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

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

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

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

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

Montclair State draws students from an ever-widening geographic base. In the fall of 2009, although 30% of all students hailed from the University's home in Essex and Passaic Counties, 39% came from the rest of northern New Jersey (Bergen, Hudson, Morris, and Sussex Counties), 19% from central New Jersey, and 6% from the south of the state. Every one of New Jersey's 21 counties was represented. The 6% of students who came from elsewhere were particularly diverse: 34 states and the District of Columbia and 78 foreign countries were represented, with the largest international contingents coming from China (413), the Republic of Korea (60), and India (51).
Although it attracts growing numbers of out-of-state applicants, Montclair State’s primary contribution is to the human capital of New Jersey, amply repaying the state for its investment in their education. Of students who earned degrees between 2000 and 2009 whose whereabouts are known to the University, 92% live in New Jersey. Of the 93,293 living graduates whose whereabouts are known, almost 78% still reside in New Jersey. The skills of many of these graduates would have been lost to New Jersey if they had attended out-of-state universities.

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

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

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

- A.G. Edwards & Sons
- ABC News
- Albert Einstein College of Medicine
- American Cancer Society
- Ameriprise Financial Services
- Applebee’s
- Atlantic Health System
- Atlantic Records
- Avis Budget Group
- Bally Total Fitness
- BASF Corporation
- BBDO
- Best Buy/Geek Squad
- BET Networks
- Billboard Magazine
- Bloomingdale’s
- Cablevision
- Capitol Records
- Cardinal Health
- Catholic Charities
- CBS News
- CBS Sports
- Cesna Group
- Chubb Group of Insurance Companies
- Citigroup
- CNBC
- Colgate-Palmolive Company
- Cosmopolitan Magazine
- Costco Wholesale
- Courtyard by Marriott
- Crowne Plaza
- CVS Pharmacy
- Deloitte & Touche
- Donna Karan International
- EMI Music Marketing
- Enterprise Rent-A-Car
- Ernst & Young, LLP
- Esprit
- Fair Isaac Corporation
- Family Circle
- Fox News Channel
- GNC
- Gold’s Gym
- Hampton Inn & Suites
- Harrah’s Entertainment
- Hearst Magazines
- Horizon Blue Cross Blue Shield of New Jersey
- Houlihan’s
- John Wiley & Sons
- Johnson & Johnson
- KPMG
- La Quinta Inns & Suites
- LabCorp of America
- Liberty Science Center
- Lifetime Television
- Liz Claiborne
- Madison Square Garden Network
- Major League Baseball
- Marvel Comics
- Mellon Financial
- Mercedes-Benz USA
- Merck & Co.
- Metropolitan Opera Guild
- Miramax
- Moody’s Corporation
- MSNBC
- MTV Networks
- NBA
- NBC Universal
- Neiman Marcus
- New Jersey Performing Arts Center
- New Jersey State Police
- New Jersey Sports & Exposition
- New Line Cinema
- New York Football Giants
- New York Life
- Newark Liberty International Airport
- Newark Public Schools
- New Jersey Department of Corrections
- New Jersey Nets Basketball
- Northwest Airlines
- Norwegian Cruise Line America
- Novartis
- NYU Medical Center
- Outback Steakhouse
- People Magazine
- Pfizer
- PGA Tour
- Polo Ralph Lauren
- PriceWaterhouse Coopers
- Prudential Financial
- Rasmussen Reports
- Rite Aid Pharmacy
- Roche
- Saint Barnabas Medical Center
- Shop Rite Supermarkets
- Showtime Networks
- Siemens Corporation
- SIRIUS XM Radio
- Six Flags Great Adventure
- Sodexo
- Sony BMG Music Entertainment
- Sony Pictures
- Sports Authority
- Standard & Poor’s
- Target
- TGI Friday’s
- The Colbert Report
- The Daily Show with Jon Stewart
- The Estee Lauder Companies
- The Martha Stewart Show
- The New York Times
- The Salvation Army
- The View
- The Weinstein Company
- UBS Financial Services
- United Airlines
- United Health Group
- United Nations
- United Parcel Service
- Uno Chicago Grill
- USA Today
- Verizon Wireless
- Wachovia Securities
- Walgreens Pharmacy
- Walmart
- Walt Disney World Resort
- Wegmans
- Wells Fargo
- Western Union
- Whole Foods Market
- Wyeth
As Montclair State’s Mission Statement declares, “The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge.” Given Montclair State’s growing collaboration with industry, its experience sponsoring highly regarded conferences focusing on issues related to business and the environment, and the breadth of expertise represented by its faculty, the University is a major resource supporting the New Jersey business community. Not only do businesses consult faculty members on topics ranging from economic forecasting to forensic accounting, but students themselves advise local companies in areas like marketing.

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

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

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

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

Montclair State has necessarily become more dependent on other sources of revenue. Student tuition and fees in particular rose from one third of revenue in 2000 to about one half in 2009. Even so, the University’s 2010 annual, full-time, undergraduate, in-state tuition of $7,042 is among the lowest of the senior New Jersey public institutions of higher education.
The University has redoubled its efforts to attract private money. To mark its centennial, Montclair State succeeded in raising $60.3 million — 20% above its target — from over 23,000 donors during its “Campaign for a Second Century,” which ran from July 2001 through September 2008. Since that campaign ended, the University has received an additional $10.9 million. Montclair State brought more than $29 million into New Jersey from all out-of-state sources in 2009. Federal student assistance and charges to out-of-state students each amounted to $13 million.
Expenditures — A Major New Jersey Employer

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

Montclair State University has a strong, direct impact on the state economy by means of the jobs it provides. In November 2009, the University employed 4,703 people. To meet expanding student enrollments, the number of full-time faculty and staff positions rose more than 35% between 2000 and 2009.
About 91% of Montclair State’s employees live in-state, paying New Jersey property, income, and sales taxes. And the University draws its employees from across New Jersey. Many employees live in Essex and Passaic Counties, but more than 47% live elsewhere in the state, including about 969 employees from central and southern New Jersey.

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

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

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

![Full-Time Faculty and Staff Positions](chart.png)

**Supporting New Jersey Vendors, FY2009**

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<th>Fall 2000</th>
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<td>$15,200,000</td>
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**About 91% of Montclair State’s employees live in-state, paying New Jersey property, income, and sales taxes.**
Stimulating New Jersey’s Economy

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

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

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

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

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

Montclair State as a Source of Investments Funds, FY2009

The Long-Term Economic Impact of Higher Education

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

There is a powerful relationship between education and economic success.
Conclusion

Montclair State University is committed to serving the educational needs of New Jersey. The University has also had a significant impact on New Jersey by serving as an engine of economic growth for the entire state. And because Montclair State’s impact has only grown over time, with enrollments and investments steadily increasing, the University has continued to make a positive and stabilizing contribution to New Jersey’s economy even as other sectors have experienced downturns. Although this contribution comes as a by-product of the University’s core mission of teaching and scholarship, it represents a tangible economic impact that materially benefits the citizens of New Jersey and returns their investment many times over.
## Montclair State People in the 21 Counties of New Jersey

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

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

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

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


<table>
<thead>
<tr>
<th>Calculation Variables Used in 2010 Economic Impact Study</th>
<th>Estimate</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimate of in-state expenditures for employees and students</td>
<td>0.75</td>
<td>2002 Economic Census, U.S. Census Bureau</td>
</tr>
<tr>
<td>Estimate of the percentage of state residents who rent</td>
<td>0.33</td>
<td>2008 American Community Survey, U.S. Census Bureau</td>
</tr>
<tr>
<td>Estimate of the state-wide median monthly rent</td>
<td>$935</td>
<td>2008 American Community Survey, U.S. Census Bureau</td>
</tr>
<tr>
<td>Estimate of annual in-state spending on non-housing items by non-local, full-time employees</td>
<td>$2,000</td>
<td>Based on economic impact studies conducted at CUNY and other regional universities</td>
</tr>
<tr>
<td>Estimate of average annual college-related expenditures by full-time students</td>
<td>$2,352</td>
<td>Montclair State Financial Aid Office (as reported in the 2008-09 Common Data Set)</td>
</tr>
<tr>
<td>Estimate of average annual college-related expenditures by part-time students</td>
<td>$870</td>
<td>Equals 37% of estimated expenditures for full time students based on FT versus PT credit loads.</td>
</tr>
<tr>
<td>Coefficient for estimating jobs attributable to expenditures</td>
<td>0.0000278</td>
<td>2003 Bureau of Economic Analysis, U.S. Dept. of Commerce</td>
</tr>
<tr>
<td>Multiplier</td>
<td>2.0</td>
<td>Based on economic impact studies conducted at Rutgers and other regional universities</td>
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</table>
### Members, Board of Trustees 2009-2010

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Susan L. Blount</td>
<td>Senior Vice President and General Counsel, Prudential Financial, Inc.</td>
</tr>
<tr>
<td>Ms. Rose C. Cali</td>
<td>Education advocate, Founder, Yogi Berra Museum and Learning Center</td>
</tr>
<tr>
<td>Dr. Francis M.C. Cuss</td>
<td>Senior Vice President, Bristol-Myers Squibb Company</td>
</tr>
<tr>
<td>Mr. Mitchell E. Hersh</td>
<td>President and Chief Executive Officer, Mack-Cali Realty</td>
</tr>
<tr>
<td>Mr. George J. Hiltzik</td>
<td>Senior Executive, N.S. Bienstock, Inc.</td>
</tr>
<tr>
<td>Mr. Ian Honauer, Student</td>
<td>Student Government Association, Montclair State University</td>
</tr>
<tr>
<td>Mr. Douglas L. Kennedy, Chair</td>
<td>President, New Jersey Division, Capital One Bank</td>
</tr>
<tr>
<td>Mr. Ralph A. LaRossa, Vice Chair</td>
<td>President and Chief Operating Officer, PSE&amp;G</td>
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<tr>
<td>Mr. Patrick G. LePore</td>
<td>President and Chief Executive Officer, Par Pharmaceutical</td>
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<tr>
<td>Mr. John L. McGoldrick</td>
<td>Chair, Zimmer Holdings, Inc.</td>
</tr>
<tr>
<td>Mr. William T. Mullen</td>
<td>President, NJ State Building and Construction Trades Council, AFL-CIO</td>
</tr>
<tr>
<td>Ms. Marilyn H. O’Connell</td>
<td>Retired Chief Marketing Officer, Verizon Communications</td>
</tr>
<tr>
<td>Mr. Carlos G. Ortiz</td>
<td>Vice President and General Counsel, Goya Foods, Inc.</td>
</tr>
<tr>
<td>Ms. Christine L. Padilla</td>
<td>Owner and Consultant, BIT Solutions, LLC</td>
</tr>
<tr>
<td>Mr. Preston D. Pinkett III, Secretary</td>
<td>Vice President, Social Investments, Prudential Financial, Inc.</td>
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</table>

### Non-voting Members

<table>
<thead>
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<th>Name</th>
<th>Position and Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Louis Castano, Student</td>
<td>Student Government Association, Montclair State University</td>
</tr>
<tr>
<td>Dr. Susan A. Cole</td>
<td>President, Montclair State University</td>
</tr>
<tr>
<td>Faculty Representative</td>
<td>Professor Norma Connolly, Montclair State University</td>
</tr>
</tbody>
</table>

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MONTCLAIR STATE UNIVERSITY
1 Normal Avenue • Montclair, NJ 07043
973-655-4000
www.montclair.edu
University Authors
April 2010
April 27, 2010

Dear Colleagues:

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

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

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

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

Willard Gingerich
Provost & Vice President
for Academic Affairs
Robert Livingston Aldridge
*Elmer Gantry: An Opera in Two Acts*
C. F. Peters, 2005
M 1503 .A42 E5 2005
*Professor Aldridge is in the John J. Cali School of Music.*

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

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

Tatyana Dumova and Richard Fiodo (Eds.)
*Handbook of Research on Social Interaction Technologies and Collaboration Software: Concepts and Trends*
Information Science Reference, 2010
HM 851 .H3486 2010
*Professor Dumova is in the Communication Studies Department.*

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

http://www.igi-global.com/
Karen D. Goodman
*Music Therapy Groupwork with Special Needs Children: The Evolving Process*
Charles C Thomas, 2007
RJ 499 .G663 2007
*Professor Goodman is in the John J. Cali School of Music.*

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

http://www.ccthomas.com/

Scott Gordley
*Scriptures at a Disposition*
Gallery 51, 2009
ND 237 .G6126 A35 2009
*Professor Gordley is in the Art and Design Department.*

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

http://www.Gallery51.com/
Todd Kelshaw, Freyda Lazarus, and Judy Minier
Partnerships for Service-Learning: Impacts on Communities and Students
Jossey-Bass, 2009
LC 221 .K45 2009
Professor Kelshaw is in the Communication Studies Department. Ms. Lazarus was the Director of Civic Partnership Initiatives. Dr. Minier was an Associate Vice President for Academic Affairs.

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

http://www.josseybass.com/

Michele Knobel and Colin Lankshear (Eds.)
DIY Media: Creating, Sharing and Learning with New Technologies
Peter Lang, 2010
LB 1028.3 .D29 2010
Professor Knobel is in the Early Childhood, Elementary Education, and Literacy Education Department.

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

http://www.peterlang.com/
John C. Lutropp and Martin L. Greenwald
Designing for Print Production: Essential Concepts
Delmar/Cengage Learning, 2009
Z 246 .L88 2009
Professors Lutropp and Greenwald are in the Art and Design Department.

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

http://www.delmarlearning.com/
Vanessa Elaine Domine
Rethinking Technology in Schools
Peter Lang, 2009.
LB 1028.3 .D646 2009
Professor Domine is in the Curriculum and Teaching Department.

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

http://www.peterlang.com/

Jennifer L. Goeke
Explicit Instruction: A Framework for Meaningful Direct Teaching
Merrill, 2009
LB 1027.3 .G64 2009
Professor Goeke is in the Curriculum and Teaching Department.

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

http://www.pearsonhighered.com/
Joseph Oluwole and Preston C. Green III
School District Takeovers: Race and the Law
VDM, Verlag Dr. Muller, 2009
LB 2809.A2 048 2009
Professor Oluwole is in the Counseling and Educational Leadership Department.

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

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

Joseph Oluwole
The Supreme Court and Whistleblowers: Teachers and Other Public Employees
VDM, Verlag Dr. Muller, 2008
JK 468 .W54 048 2008
Professor Oluwole is in the Counseling and Educational Leadership Department.

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

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

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

http://www.sagepublications.com/

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

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

http://www.heinemann.com/
Nancy C. Carnevale
*A New Language, a New World: Italian Immigrants in The United States, 1890–1945*
University of Illinois Press, 2009
E 184 .I8 C29 2009
*Professor Carnevale is in the History Department.*

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

http://www.press.uiuinois.edu/

Dan Cassino and Yasemin Besen-Cassino
*Consuming Politics: Jon Stewart, Branding, and the Youth Vote in America*
Fairleigh Dickinson University, 2009
HQ 799.2 .P6 C38 2009
*Professor Besen-Cassino is in the Sociology Department.*

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

http://www.fdupress.org/
**Andrea Dini**  
*Il Premio Nazionale Riccione 1947 e Italo Calvino*  
Il Ponte Vecchio, 2007  
PQ 4048 .R53 D56 2007  
*Professor Dini is in the Spanish and Italian Department.*

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

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

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**Monika Elbert** and Marie Drews (Eds.)  
*Culinary Aesthetics and Practices in Nineteenth-Century American Literature*  
Palgrave, 2009  
PS 201 .C85 2009  
*Professor Elbert is in the English Department.*

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

http://www.palgrave-usa.com/
Monika Elbert (Ed.)
*Enterprising Youth: Social Values and Acculturation in Nineteenth-Century American Children’s Literature*
Routledge, 2008
PS 490 .E58 2008

Professor Elbert is in the English Department.

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

http://www.routledge.com/

Monika Elbert, Julie E. Hall, and Katharine Rodier (Eds.)
*Reinventing the Peabody Sisters*
University of Iowa Press, 2006
PS 147 .R45 2006

Professor Elbert is in the English Department.

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

http://uipress.uiowa.edu/
**Anna Feldman** and **Jirka Hanna**

*A Resource-light Approach to Morpho-syntactic Tagging*
Rodopi, 2009
P 290 .F44 2010

*Dr. Feldman is in the Linguistics Department.*

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

http://www.rodopi.nl/

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**Eileen Fitzpatrick** (Ed.)

*Corpus Linguistics Beyond The Word: Corpus Research from Phrase to Discourse*
Rodopi, 2007
P 98.3 .N67 2004

*Professor Fitzpatrick is in the Linguistics Department.*

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

http://www.rodopi.nl/
Alice Freed and Susan Ehrlich

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

Oxford University Press, 2010

P 95.52 .W58 2010

Professor Freed is in the Linguistics Department.

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

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

David Galef

Apocalypses
PS 3557.A41148 A6 2009
Professor Galef is in the English Department.

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

www.finishinglinepress.com/
David Galef

Lists
Professor Galef is in the English Department.

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

http://www.dnpublishing.org/

Glenn Robert Gill

Northrop Frye and the Phenomenology of Myth
University of Toronto Press, 2006
PN 75.F7 .G55 2006
Professor Gill is in the Classics and General Humanities Department.

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

http://www.utpress.utoronto.ca/
Glen Robert Gill (Ed.)
Northrop Fry on Twentieth-Century Literature
University of Toronto Press, 2009
PN 37 .F79 2010
Professor Gill is in the Classics and General Humanities Department.

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

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

Rhoda H. Halperin
Whose School Is It?: Women, Children, Memory, and Practice on the City
University of Texas Press, 2006
LD 7501 .C523 H35 2006
Professor Halperin, who passed away in 2009, was in the Anthropology Department.

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

http://www.utexas.edu/utpress/
Brigid Callahan Harrison, Jean Wahl Harris, and Susan J. Tolchin

*American Democracy Now*
McGraw-Hill, 2009
JK 276 .A43 2009
*Professor Harrison is in the Political Science and Law Department.*

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

http://www.mhhe.com

Brigid Harrison and Jean Wahl Harris

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

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

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

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

http://www.thomsonedu.com/

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

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

http://www.berghahnbooks.com/