

MONTCLAIR STATE

UNIVERSITY

Annual Institutional Profile Report

Fall 2013

September, 2013

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 enrollments above 19,000 students, new programs, new faculty, and expanding physical facilities. As the University enters its second century, it takes pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state.

Institutional Mission

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

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

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

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

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



Dr. Susan A. Cole
President
Montclair State University

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II. DATA BY CATEGORY

A. Accreditation Status

Montclair State University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Programs leading to a degree or certificate (not certification) are approved by the Office of the Secretary of Higher Education of the State of New Jersey. Programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include:

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

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

Program approvals include:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE): Health Education major, BS, initial teacher certification, P-12
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE): Physical Education major, BS, initial teacher certification, P-12
- American Bar Association: Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post-baccalaureate Certificate Program in Paralegal Studies
- American Chemical Society: Biochemistry major, BS; Chemistry major, BS. Chemistry minor; Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- American Music Therapy Association: Music Therapy major, BA; Music major, concentration in Music Therapy, MA
- Council for Exceptional Children: Early Childhood Special Education major, MEd; Learning Disabilities major, MEd; Learning Disabilities Teacher-Consultant, post-master's certification; Communication Sciences and Disorders major, concentration in Speech-Language Pathology, MA
- Educational Leadership Constituent Council (ELCC): Educational Leadership major, MA
- International Reading Association (IRA): Reading major, MA; Reading Specialist, post-baccalaureate educational services certification, P-12
- National Association for the Education of Young Children (NAEYC): Family and Child Studies major, concentration in Early Childhood, BA, initial teacher certification, P-3
- National Association for Music Therapy: Music Therapy major, BA
- National Council for the Social Studies (NCSS): Anthropology major, BA, initial teacher certification, P-12; History major, BA, initial teacher certification, P-12; Political Science major, BA, initial teacher certification, P-12; Sociology major, BA, initial teacher certification, P-12; Geography major, BA, initial teacher certification, P-12; Economics major, BA, initial teacher certification, P-12; Social Studies, MAT, initial teacher certification, P-12; Social Studies, post-baccalaureate teacher certification, P-12
- National Council of Teachers of English (NCTE): English major, BA, initial teacher certification, 6-12; English, MAT, initial teacher certification, 6-12; English, post-baccalaureate teacher certification, 6-12

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- National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 6-12; Mathematics, MAT, initial teacher certification, 6-12; Mathematics, post-baccalaureate teacher certification, 6-12
- Teachers of English to Speakers of Other Languages (TESOL): Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12

B. Number of Students Served

Fall 2012 Undergraduates

In fall 2012, 14,432 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 26.9% from fall 2003, but down 1.1% from fall 2011.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2012		
	Number	Percent
Full-time	12,380	85.8%
Part-time	2,052	14.2%
Total	14,432	100.0%

The proportion of undergraduates studying full-time also rose over the 10-year period. The percent of undergraduates enrolled full-time increased nearly 7 percentage points, from 79.0% in fall 2003 to 85.8% in fall 2012.

Fall 2012 Graduate Students

Montclair State University enrolled 3,950 graduate students in fall 2012 (see Table II.B.2). This graduate student headcount was up 1.1% from fall 2011, and 3.2% from fall 2003.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2012		
	Number	Percent
Full-time	1,193	30.2%
Part-time	2,757	69.8%
Total	3,950	100.0%

The proportion of graduate students studying full-time was higher than 10 years earlier. The percent of graduate students enrolled full-time rose nearly 10 percentage points, from 20.6% in fall 2003 to 30.2% in fall 2012.

FY12 (12-Month) Unduplicated Enrollments

While most students are admitted and enroll at the beginning of each academic year, thousands of additional students enroll during the University's other sessions that run in the winter, spring, and summer. During FY12, nearly 22,000 students attended MSU during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY12 (IPEDS 12-Month)			
	Headcount	Credit Hours	FTE
Undergraduate	16,816	420,189	14,006
Graduate	5,110	57,061	2,378
Professional Practice	39	1,172	49
Total	21,965	478,422	16,433

C. Characteristics of Undergraduate Students

Fall 2012 Freshmen

A total of 12,319 individuals applied for admission as first-time freshmen to Montclair State University in fall 2012, up 48% from fall 2003. The University admitted 54.5% of these applicants, and 2,213 of those who were admitted to the University enrolled as freshmen for a yield of 33.0%. The fall 2012 admissions yield was approximately 5.4 percentage points lower than in fall 2003.

Fall 2012 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 2,213 first-time freshmen, 89.5% were Regular Admits, 5.6% were admitted through the EOF program, and 4.9% were Special Admits (see Table II.C.1).

Table II.C.1 contains partially redacted information on the average SAT scores of MSU's fall 2012 enrolled full-time (N=2,200) and part-time (N=13) first-time freshmen. It should be noted that the full-time, first-time freshman population (2,200) differs slightly from the cohort of full-time, first-time undergraduates (2,202) that we will track for Federal reporting purposes using the IPEDS Graduation Rate Survey (GRS). The IPEDS cohort also includes full-time, first-time students who are admitted above the freshman level because of advanced placement credits.

Type	Full-Time			Part-Time				
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	1,906	507	491	502	8	515	518	525
EOF	122	436	420	427	1	*	*	*
Special	95	485	470	475	0	--	--	--
All	2,123	502	486	497	9	507	503	512
Missing	77	--	--	--	4	--	--	--

In fall 2012, 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.

Between 2006 and 2012, the number of undergraduates enrolled in one or more remedial courses declined 55%, while the number of full-time, first-time students in remediation declined 46%.

Table II.C.2: Enrollment in Remedial Courses, Fall 2012

Total Fall 2012 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
14,432	574	4.0%
Total Number of Full-time, First-time Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Students Enrolled in One or More Remedial Course
2,202	481	21.81%
Remedial Subject Area	Number of FTFT Students Enrolled in	Percent of FTFT Students Enrolled in
Reading	0	0.0%
Writing	306	13.9%
Math Computation	0	0.0%
Elementary Algebra	219	9.9%

A CIRP survey administered to fall 2010 first-time freshmen revealed that over 90% 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 (64%), b) the success of its graduates in finding good jobs (51%), and c) its affordability (49%).

The profile of the fall 2012 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 9% of first-time undergraduates identified themselves as African American, 5% as Asian, and 23% as Latino/a. Over 1% of first-time students were non-resident aliens, and nearly 65% were female.

Fall 2012 Undergraduates

In fall 2012, a total of 18,382 students attended Montclair State University. Of this total, 14,432 (or 78.5% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 5% between fall 2008 and fall 2012. Nearly 86% of fall 2012 undergraduates attended the University full-time, up 1.3 percentage points from fall 2008. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, nearly 25% of undergraduates identified themselves as Latino/a, 10% as African American, 6% as Asian, 54% White, and 3% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2012

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	9	0.1%	2	0.1%	11	0.1%
African Amer.	1,118	9.0%	184	9.0%	1,302	9.0%
Asian	645	5.2%	111	5.4%	756	5.2%
Latino/a	2,770	22.4%	456	22.2%	3,226	22.4%
White	6,095	49.2%	973	47.4%	7,068	49.0%
Non-Res. Alien	282	2.3%	57	2.8%	339	2.3%
Unknown	1,461	11.8%	269	13.1%	1,730	12.0%
Total	12,380	100.0%	2,052	100.0%	14,432	100.0%

In fall 2012, 61% of all undergraduates were female, and the average age of the undergraduate population was 22.3 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2012

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	7,596	61.4%	1,223	59.6%	8,819	61.1%
Male	4,784	38.6%	829	40.4%	5,613	38.9%
Total	12,380	100.0%	2,052	100.0%	14,432	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2012

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	21	0.2%	18	0.9%	39	0.3%
18-19	3,812	30.8%	46	2.2%	3,858	26.7%
20-21	4,560	36.8%	154	7.5%	4,714	32.7%
22-24	2,860	23.1%	776	37.8%	3,636	25.2%
25-29	745	6.0%	407	19.8%	1,152	8.0%
30-34	209	1.7%	233	11.4%	442	3.1%
35-39	78	0.6%	119	5.8%	197	1.4%
40-49	75	0.6%	185	9.0%	260	1.8%
50-64	20	0.2%	105	5.1%	125	0.9%
More than 64	0	0.0%	9	0.4%	9	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	12,380	100.0%	2,052	100.0%	14,432	100.0%

During AY11-12, MSU's undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the MSU Alumni Association and the MSU Foundation sponsored a number of scholarships, and special MSU program awards were substantial, amounting to over \$4.3 million during AY11-12. During the same fiscal year, Federal grants, loans, and work-study programs amounted to nearly \$102 million.

MSU distributed an additional \$25.6 million in state-funded financial aid during AY11-12, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 5,352 awards were made to MSU students, including 3,810 TAG Awards, 622 NJCLASS Loans, and 650 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY11-12

	Recipients	\$ Dollars	\$/Recipient
<u>STATE PROGRAMS</u>			
TAG	3,810	\$16,557,000	\$4,346
EOF	650	\$762,000	\$1,172
Distinguished Scholars	50	\$45,000	\$900
Urban Scholars	63	\$55,000	\$873
NJCLASS Loans	622	\$7,396,000	\$11,891
NJ Stars	157	\$824,000	\$5,248
OSRP	0	\$0	\$0
<u>FEDERAL PROGRAMS</u>			
Pell Grants	5,662	\$22,915,000	\$4,047
College Work Study	398	\$410,000	\$1,030
Perkins Loans	428	\$587,000	\$1,372
SEOG	572	\$620,000	\$1,084
Stafford Loans (Subsidized)	7,963	\$33,352,000	\$4,188
Stafford Loans (Unsubsidized)	8,260	\$30,843,000	\$3,734
PLUS Loans	1,001	\$13,046,000	\$13,033
SMART & ACG or other	0	\$0	\$0
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,005	\$4,317,000	\$4,296
Loans	0	\$0	\$0

Of MSU's 2,202 full-time, first-time undergraduates who entered in fall 2012, 96% were New Jersey residents (see Table II.C.5). Most were from Bergen (345), Essex (312), and Passaic (253) counties.

Table II.C.5: Full-time, First-Time Student Enrollment by State of Residence, Fall 2012

State Residents	Non-State Residents	Total Students	% State Residents
2,115	87	2,202	96.0%

Fall 2012 Graduate Students

Of the 18,382 students who attended Montclair State University in fall 2012, 3,950 (21%) were graduate students. Graduate student enrollment rose more than 5% between fall 2008 and fall 2012.

Most graduate students (70%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-three percent of fall 2012 graduate students were female, and the average age of the graduate student population was 31.8 years. Excluding unknowns, 10% of graduate students identified themselves as African American, 5% as Asian, 13% as Latino/a, 67% as White, and 4% as non-resident aliens. Nearly 93% of MSU's graduate students are New Jersey residents.

D. Student Outcomes

Over 63% of all full-time, first-time freshmen who entered MSU in the fall of 2006 earned a degree within six years of entry (see Table II.D.1.a).

TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2006 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=212	59	27.8%	104	49.1%	116	54.7%
Asian						
Cohort=124	47	37.9%	72	58.1%	81	65.3%
Latino/a						
Cohort=375	112	29.9%	206	54.9%	230	61.3%
White						
Cohort=1,261	467	37.0%	757	60.0%	822	65.2%
Non-Res. Alien						
Cohort=24	9	37.5%	13	54.2%	13	54.2%
Other*						
Cohort=22	8	36.4%	12	54.5%	13	59.1%
Total						
Cohort=2,018	702	34.8%	1,164	57.7%	1,275	63.2%

* Includes Native American and Unknown Race/Ethnicity.

Nearly 94% of all full-time, first-time undergraduates who entered MSU in fall 2011 re-enrolled in spring 2012, and 81.6% returned in fall 2012 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2011 to 2012

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	2,338	1,908	81.6%	430	18.4%
Part-time	18	11	61.1%	7	38.9%
Total	2,356	1,919	81.5%	437	18.5%

Transfer Student Outcomes

Of the 1,001 students who entered MSU as full-time transfer students in fall 2006, 55% earned their degrees within three years, 71% earned degrees within four years, and 76% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in fall 2011 was 86%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 25,102 alumni who earned Bachelor's degrees over a ten-year period were tracked to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 8,647 (34%) of these alumni continued their formal education, and of those who continued their education, 2,730 (32%) earned graduate degrees, including 213 doctorates and 2,517 Master's degrees.

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

Montclair State University participates in the Voluntary System of Accountability (VSA) that is co-sponsored by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) with support from the Lumina Foundation. As indicated on the VSA web site (www.voluntarysystem.org) "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 Portraits," and selecting New Jersey under the "Colleges by State" tab.

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

The 2010-2011 CLA results were very positive, showing clear freshman to senior learning gains, as well as favorable performance, particularly for seniors, relative to the national data from 184 participating institutions. Faculty will closely analyze the results during the coming academic year to determine ways to improve learning in general education even further.

CUE also works closely with non-academic units to involve them in the assessment of even broader areas of institutional effectiveness. The current focus of this effort is on achieving the 132 objectives of the University's Strategic Plan approved in October 2011. Information on planning unit goals and objectives from every Division of the University are being collected, along with their assessment

plans, methods, and results. All assessment data related to Institutional Effectiveness are being collected and stored in TracDat.

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

E. Faculty Characteristics

In fall 2012, Montclair State University employed 579 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 2012															
	Female					Male					Total				
	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
Native Amer.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Untenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Amer.	5	6	13	0	24	6	8	4	0	18	11	14	17	0	42
Tenured	5	6	8	0	19	6	7	0	0	13	11	13	8	0	32
Untenured	0	0	5	0	5	0	1	4	0	5	0	1	9	0	10
Asian	6	12	11	0	29	19	14	6	0	39	25	26	17	0	68
Tenured	6	12	1	0	19	19	14	1	0	34	25	26	2	0	53
Untenured	0	0	10	0	10	0	0	5	0	5	0	0	15	0	15
Latino/a	5	8	5	1	19	5	9	2	1	17	10	17	7	2	36
Tenured	4	8	1	0	13	5	9	1	0	15	9	17	2	0	28
Untenured	1	0	4	1	6	0	0	1	1	2	1	0	5	2	8
White	57	75	48	9	189	75	78	47	2	202	132	153	95	11	391
Tenured	55	70	13	0	138	72	70	8	0	150	127	140	21	0	288
Untenured	2	5	35	9	51	3	8	39	2	52	5	13	74	11	103
Non-Res. Alien	0	1	10	0	11	0	2	7	0	9	0	1	14	0	15
Tenured	0	1	0	0	1	0	1	1	0	2	0	2	1	0	3
Untenured	0	0	10	0	10	0	1	6	0	7	0	1	16	0	17
Missing	0	1	8	1	10	4	4	4	0	12	4	5	12	1	22
Tenured	0	1	0	0	1	3	3	0	0	6	3	4	0	0	7
Untenured	0	0	8	1	9	1	1	4	0	6	1	1	12	1	15
Total	73	103	95	11	282	109	115	70	3	297	182	218	165	14	579
Tenured	70	98	23	0	191	105	104	11	0	220	175	202	34	0	411
Untenured	3	5	72	11	91	4	11	59	3	77	7	16	131	14	168

The number of full-time faculty increased 14% from fall 2007 (N=509) to fall 2012 (N=579). From fall 2007 to fall 2012, the number of full-time male faculty members rose 8% (275 to 297), while the number of full-time female faculty members increased 21% (234 to 282).

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

No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty	# taught by Others	% taught by Others
4,125	2,095	50.8%	1,719	41.7%	311	7.5%

Table II.E.3 shows IPEDS headcounts of fall 2012 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (579) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves (i.e., not all of these 579 taught in the fall).

Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,589	579	36.4%	1,010	63.6%

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	11	3						14
Female	4							4
Total	15	3	0	0	0	0	0	18

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

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

3. URL

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

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

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2012:

FALL 2012 ACTIVE DEGREE PROGRAMS

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF ARTS</i>	
ANTHROPOLOGY	450201
CHILD ADVOCACY AND POLICY	440701
CLASSICS	161201
COMMUNICATION AND MEDIA ARTS	090199
COMMUNICATION STUDIES	090101
DANCE	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
ITALIAN	160902
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
TELEVISION AND DIGITAL MEDIA	090701
THEATRE STUDIES	500501
WOMEN'S & GENDER STUDIES	050207
<i>BACHELOR OF FINE ARTS</i>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409

FALL 2012 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF FINE ARTS (CONT.)</i>	
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
THEATRE	500501
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
ACCOUNTING	520301
AQUATIC AND COASTAL SCIENCES	309999
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EXERCISE SCIENCE	310505
GEOSCIENCE	400601
HEALTH EDUCATION	131307
INFORMATION TECHNOLOGY	110103
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
SCIENCE INFORMATICS	309999
<i>MASTER OF ARTS</i>	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
ENGLISH	230101
ENVIRONMENTAL STUDIES	030103
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
FAMILY AND CHILD STUDIES	190101
FINE ARTS	500701
FRENCH	160901
HISTORY	540101
INDUSTRIAL ORGANIZATIONAL PSYCH.	422804
LAW AND GOVERNANCE	229999
MUSIC	500901

FALL 2012 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF ARTS (CONT.)</i>	
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
<i>MASTER OF ARTS IN TEACHING</i>	
TEACHING	130101
<i>MASTER OF BUSINESS ADMINISTRATION</i>	
BUSINESS ADMINISTRATION	520201
<i>MASTER OF EDUCATION</i>	
INCLUSIVE EARLY CHILDHOOD EDUCATION	131015
LEARNING DISABILITIES	131011
SPECIAL EDUCATION	131001
<i>MASTER OF FINE ARTS</i>	
STUDIO ART	500702
<i>MASTER OF PUBLIC HEALTH</i>	
PUBLIC HEALTH	512201
<i>MASTER OF SCIENCE</i>	
ACCOUNTING	520301
AQUATIC AND COASTAL SCIENCES	309999
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MATHEMATICS	270101
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
<i>DOCTOR OF AUDIOLOGY (Au.D.)</i>	
AUDIOLOGY-CLINICAL	510202
<i>DOCTOR OF EDUCATION (Ed.D.)</i>	
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVELOPMENT	131299
<i>DOCTOR OF PHILOSOPHY (Ph.D.)</i>	
COUNSELOR EDUCATION	139999
ENVIRONMENTAL MANAGEMENT	030201
<i>DOCTOR OF SCIENCE (Sc.D.)</i>	
AUDIOLOGY-RESEARCH	510202

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

Accounting, graduate
Adolescent Advocacy, graduate
Advanced Counseling, graduate
American Dietetic Association, graduate
Artist Diploma, graduate
Certified Alcohol and Drug Counselor, graduate
Child Advocacy, graduate and undergraduate
CISCO, graduate and undergraduate
Computational Linguistics, graduate
Conflict Management in the Workplace, graduate
Criminal Forensic Psychology, graduate
Developmental Models of Autism Intervention, graduate
Environmental Forensics, graduate
Family/Civil Forensic Psychology, graduate
Food Safety Instructor, graduate
Geographic Information Science, graduate
Infant and Early Childhood Mental Health, graduate
Makeup Artistry, undergraduate
Molecular Biology, graduate
Music Therapy, graduate
New Literacies, Digital Technologies, and Learning, graduate
Nutrition and Exercise Science, graduate
Paralegal Studies, graduate
Performer's Certificate, graduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
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, “Economic Impact Report 2012-13.” First and foremost, the University prepares New Jersey’s youth for successful careers and socially responsible, professionally rewarding, and personally enriching lives. The University’s faculty and staff serve as a talented, professional 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.

In regards to research and external funding during the 2012-2013 academic year, faculty members continued to be actively engaged in research, scholarship, and other forms of artistic and creative expression. Montclair State faculty published nearly 50 books (see Appendix 2) and several hundred articles, book chapters, and reviews; faculty and students together produced exhibitions, concerts, and other performance art.

In FY12 Montclair State was awarded nearly \$11.4 million in external funding, which represented a 34% increase over FY11. Agencies that made the most awards to University faculty and staff included the National Science Foundation (47 awards), the National Institutes of Health (15 awards), the U.S. Department of Education (8 awards), the U.S. Department of Defense (5 awards), the Environmental Protection Agency (5 awards), and the U.S. Department of Agriculture (5 awards).

The University’s Research and Development (R&D) expenditures rose from \$3,621,000 in FY11, to \$5,123,000 in FY12, or an increase of 41%. An additional \$6.1 million expended on other sponsored programs brought the FY12 total of funded expenditures to nearly \$11.3 million, up 7% from FY11.

TABLE II.H.1: R&D Expenditures, FY12 [1]

Source of Funds	Amount
U.S. Federal Government	\$3,593,000
State and Local Government	\$65,000
Business and Non-Profit Organizations	\$239,000
Institutional Funds (incl. MSU Foundation)	\$1,226,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$5,123,000

[1] Source: NSF Higher Education Research and Development Survey, FY10 to FY12.

Expenditures on Other Sponsored Programs, FY12	
Source of Funds	Amount
U.S. Federal Government	\$1,706,253
State and Local Government	\$3,126,649
Business and Non-Profit Organizations	\$671,678
Institutional Funds	\$629,030
Total of Expenditures on Sponsored Programs Other Than Research	\$6,133,610
Grand Total of Expenditures on R&D and Other Sponsored Programs	\$11,256,610

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 579 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.

Appendix 2 of this report is a brochure titled "University Authors, 2013," which describes books published by Montclair State University faculty during the past year. The following section of this report augments that brochure by providing more details of faculty activities and accomplishments during the 2012-2013 academic year.

Selected Montclair State University Faculty Accomplishments

COLLEGE OF EDUCATION AND HUMAN SERVICES

BOOKS PUBLISHED

Alexander, M., & Schwager, S. (2012). *Meeting the Physical Education Needs of Children with Autism Spectrum Disorder*. National Associate for Sport and Physical Education.

Caspi, J. (2012). *Sibling aggression treatment*. NY: Springer Publishing.

Jacobson, E. (2012). *Adult Basic Education in the Age of New Literacies*. New York: Peter Lang Publishing.

Lankshear, C. and Knobel, M. (eds) (2013). *A New Literacies Reader: Educational Perspectives*. New York: Peter Lang Publishing.

Larkin, D. B. (2013). *Deep Knowledge: Learning to Teach Science for Understanding and Equity*. New York: Teachers College Press.

Levitt, D.H., & Moorhead, H.H. (2013). *Values and ethics in counseling: Real-life ethical decision-making*. New York: Routledge.

- Lewis, T. E. (2012). *The Aesthetics of Education: Theatre, Curiosity, and Politics in the Work of Jacques Ranciere and Paolo Freire*. London: Continuum.
- Picower, B. (2012). *Practice what you teach: Social justice education in the classroom and the streets*. New York: Routledge.
- Trochim, W., Urban, J.B., Hargraves, M., Hebbard, C., Buckley, J., Archibald, T., Johnson, M., & Burgermaster, M. (2012). *The guide to the systems evaluation protocol*. Ithaca, NY: Cornell Digital Print Services.
- Weinstein, M. (2013). *Logic, Truth and Inquiry*. London: College Publications.

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- Suzuki, L. A., Ahluwalia, M. K., & Alimchandani, A. (2012). Asian American Women's Feminism: Sociopolitical history and clinical considerations. *The Oxford Handbook of Feminist Multicultural Counseling Psychology* (pp. 193-198). New York, NY: Oxford University Press.
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- Broderick, A. (2013). The tale of a reluctant eper witness. In A. kanter & B. Ferri (eds.), *Righting educational wrongs: Disability studies in law and education*. Syracuse, NY: Syracuse University Press.
- Bulkley, K.E. (2013). Conceptions of equity: How influential actors view a contested concept. *Peabody Journal of Education*, 88:1, 10-21.
- Burlew, L.D. (2012). Response to Darren: The case of the unemployed runaway. An existential approach to career counselling. In S.G. Niles, J. Goodman, & M. Pope (eds.), *The career counseling casebook: A resource for practitioners, students, and counselor educators* (2nd ed). Tulsa, Ok: NCDA.
- DiDonato, N.C. (2012). Effective self- and co-regulation in collaborative learning groups: An analysis of how students regulate problem solving of authentic tasks. *Instructional Science*. DOI: 10.1007/s11251-012-9206-9.
- Domine, V. (2012). Blogging the Field: An Emergent Continuum for Urban Teacher Development. *Journal of Technology and Teacher Education*, 20(4), 387-414.
- Donnelly, J. (2012). Lessons from the trenches: Meeting evaluation challenges in school health education. *Journal of School Health*, 2012:82:528-535.
- Erwin, E., Puig, V., & Evenson, T. (2012). Community and connection in inclusive early-childhood education: A participatory action research investigation. *Young Exceptional Children*, 15(4) 17-28.

- Fives, H. & DiDonato, N. (2012). Classroom Test Construction: The Power of a Table of Specifications. *Practical Assessment, Research, and Evaluation, 18*(3)
<http://pareonline.net/pdf/v18n3.pdf>.
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- Boxer, P., Goldstein, S.E. (2012). Treating juvenile offenders: Best practices and emerging critical issues. Grigorenko (Ed.), *Handbook of juvenile forensic psychology and psychiatry*. New York: Springer.
- Horn, R.R., Okumura, M.S., Alexander, M.G.F, Sylvester, C.T., & Gardin, F.A. (2012). Quiet eye duration is responsive to variability of practice and to the axis of target changes. *Research Quarterly for Exercise and Sport, 83*(2) 204-211.
- Keiser, D.L. & S. Sakulkoo (2012). Fitting in Breath Hunting: Thai and US Perspectives on Contemplative Pedagogy, Contemporary Approaches to Learning and Inquiry Across Disciplines, Bai, Gunnluagson, Sarath, Scott, Eds. Albany, NY: SUNY Press.
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- Kennedy, D. (2013). Philosophical Inquiry in the Content Areas: The Case of Mathematics. With Nadia S. Kennedy. In Glina, M. (Ed.) *Philosophy For, With, and Of Children*. Newcastle, UK: Cambridge Scholars Publishing.
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- Lankshear, C., Knobel, M. and Curran, C. (2013). Conceptualizing and researching "new literacies". *The Encyclopedia of Applied Linguistics*, ed. Chappelle, C.A. Oxford, UK: Wiley-Blackwell.
- Knobel, M. (2012). Más allá del alfabeto: Una conceptualización de la escritura como práctica social. *Decisio. 31*:66-71.
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- Lu, Y., Marks, L. D., Nesteruk, O., Goodman, M., & Apavaloaie, L. (2013). Faith, conversion, and challenge: A qualitative study of Chinese immigrant Christian marriages. *Journal of Comparative Family Studies*, 44(2), 227-247.
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<http://www.teacheractivistgroups.org/tucson>.
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- Reznitskaya, A., Glina, M., Carolan, B., Michaud, O., Rogers, J., & Sequeira, L. (2012). Inquiry Dialogue in Language Arts Classrooms: Possibilities and Limitations of Contextualized Learning. *Contemporary Educational Psychology*, 37, 288–306.
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COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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Garcia-Vizcaino, M. J. "Identidad e imagen del consumidor en la publicidad multilingüe de la aerolínea Vueling," in *Miradas multidisciplinares a los fenómenos de cortesía y descortesía en el mundo hispánico*, Escamilla Morales, J., y Henry Vega, G. (eds.). (2012): 270-288. Barranquilla: Universidad del Atlántico.

Matthews, C. *The Archaeology of American Capitalism*. University Press of Florida, published in paperback in 2012 (originally published in 2010).

Nabavi, N. (ed.) *Iran: From Theocracy to the Green Movement*. Palgrave Macmillan, 2012.

Nicosia, Laura. *Educators Online: Preparing Today's Teachers for Tomorrow's Digital Literacies*. Peter Lang, 2013.

Nielsen, Wendy C. *Women Warriors in Romantic Drama*. University of Delaware Press, 2012.

Oppenheim, L. *Imagination From Fantasy to Delusion*. Routledge, 2013.

Pastor, Peter and Tunstall, Graydon, eds. *Essays on World War I*. Boulder, CO: Social Science Monographs, distr. by Columbia University Press, 2012.

Restaino, Jessica and Laurie Cella, ed. *Unsustainable: Re-imagining Community Literacy, Public Writing, Service-Learning, and the University*. Lexington Books, 2012.

Salzman, P. & Peterson (Eds.) *Mothering and Mothers in Greece and Rome*, the University of Texas Press.

OTHER PUBLICATIONS

More than 154, many in the highly prestigious journals and collections

More than 250 paper and research presentations, many invited

COLLEGE OF THE ARTS

Hugh Curnutt published "You Can't Handle My Truth: Reality TV's *Trompe-l'oeil* Effect and the (Im)possible Reality of its Participants" in the journal *Psychoanalysis, Culture & Society*. He presented "Performing the Real on the *Jersey Shore*: Shifting Labor Models in a Post-Network Era" at *The New Jersey Council for the Humanities* and "The Low-End Touch: Contact-Sensuousity in the Digital Age" at the annual conference of the *Eastern Communication Association*. He chaired the panel "Showcase of Research on Social Movements and Public Discourses" at the annual conference of the *National Communication Association*. Curnutt was also interviewed twice by *The Record* on binge television viewing and reality TV character archetypes.

Roberta Friedman continues her work on urban architecture and psychogeography with a series of video installations called *Cosmopolis: 49 Waltzes for the World*. *49 Waltzes for the Gated City* was installed at both the University Film & Video Association (winning 3rd prize in a juried exhibition of new

media), and at the Segal Gallery at MSU. This year she was invited to create another Waltz piece in Casablanca. In addition, she is producing a feature documentary film *Are We Not Men? A Devo Documentary*, with director and colleague Anthony Pemberton. The film is expected to premiere at the Sundance Film Festival in 2014. Friedman's work *Indian Rubber Head* was exhibited at the Museum of Contemporary Art, (MOCA) L.A.; *Pacific Standard Time: Art in L.A.* was included in multiple shows; and she also published a Film Review in the Millennium Film Journal.

Harry Haines presented "Balancing Religious Freedom with Freedom of Speech" at the *President's Commission on Affirmative Action, Equal Opportunity, and Diversity at MSU* on Affirmative Action Day. He also presented his work on "Aboveground and the Ally: Soldier Opposition to the Vietnam War" at *The New Faces of War: A Conference for Historians and Activists*. Haines was inducted into the Executive Club of the Western States Communication Association this year.

Dick Hinchliffe participated in a panel on "Radio Convergence" at the *College Broadcaster's Inc. (CBI)* annual convention. As the manager of the radio station, Hinchliffe oversaw the move of WMSC to its new updated facilities in Schmitt Hall. He also produced interviews with media partners (WBGO, NJ News Commons, The Montclarion and others) as well as expanded news, talk, public affairs and sports coverage including live play-by-play baseball and live softball reports for WMSC.

Steve Johnson participated in a panel organized by *WNYC public radio in Newark* that examined current trends in journalism in New Jersey and a panel at *Middlesex College's annual Writers' Conference* on trends in journalism in New Jersey. He helped organize the first Hack Jersey conference, sponsored by MSU's New Jersey News Commons, and also produced five and a half hours of online video for the conference and participated in the Dodge Foundation's New Jersey: A Laboratory for Media Innovation conference. Johnson serves as the advisor to MSU's student newspaper, The Montclarion. He maintains an active blog on current issues in journalism, <http://hudson eclectic.com/>.

Todd Kelshaw presented "Democratizing Campus/Community Partnerships: The Shift from "Service-learning" to "Engagement-Learning" at the annual convention of the *Eastern Communication Association*. At the same conference, he served as respondent to the panel "The Confluence of Communication and Climate in the Workplace" and chaired the panel "Community-based Learning in an Age of Confluence: Issues and Applications." Kelshaw was an active participant in the MSU Community-Based Participant Action Research (CBPAR) Think Tank and followed multiple webinars offered by the Peer Development Network for the Carnegie Community Engagement Classification as an MSU representative.

Christine Lemesianou presented "Learning Unbound" at the *First Annual Montclair State University Distinguished Teacher Award Lecture* event sponsored by the Provost's Office and the Research Academy for University Learning. She also presented her work on "Place-Based Education & Student Engagement: Tales from the Field" at the annual conference of the *Eastern Communication Association*. Lemesianou led the external review of the Department of Communication at Southern Connecticut State University and provided a comprehensive review of the department's programs and assessment efforts and recommendations for the continuous improvement of academic program quality.

Larry Londino continues to work with the *United States Golf Association* as a member of their task force on African American Golf Archives. He is currently editing a series of interviews he conducted with black golfers that will be part of their oral history, as well as contributing materials and expertise for a planned exhibit in February highlighting original African American golf clubs in America. Londino is also collaborating with Patty Piroh on the production of a documentary about the School of Education's Montclair-Newark Urban Residency Program. They are completing shooting and beginning post-production. They are also producing a series of instructional videos for Mountainside Hospital, which he will be directing.

Yi Luo was the recipient of the *PRIDE Award for Outstanding Contribution to Public Relations Education* for 2012 by the National Communication Association. Her published work includes "A dialogue with social media experts: Measurement and challenges of social media use in Chinese public relations practice" in *Global Media Journal* (lead author), "A multilevel model linking strategic communication, sensemaking, and emotions during change" in the *International Journal of Decision Sciences*, and "Empowerment and internal activism during organizational change: A relocation story in China" in the *International Journal of Strategic Communication* (lead author). Luo also presented "Social media activism against state Charities: The case of Guo Meimei and the Red Cross Society of China" at the annual *International Public Relations Research Conference* and "Strategic social media management and public relations leadership: Insights from industry leaders" at the annual conference of the *Association for Education in Journalism and Mass Communication*.

Steve McCarthy continues to extend his activities and collaborations in the SCM with the production of a one-hour feature program for Dr. Neil Baldwin's "The Scientific Imagination: Where do Ideas Come From" and the co-production (with David Sanders) of a two-year documentary project about a *Swedish NGO Spiritus Mundi* as they bring a performing arts program (Hayatuna) to orphans and disadvantaged youths in Jordan. This project engages CART students in extensive, global collaboration. McCarthy also supervised multiple projects: a one-hour student documentary film, "American Voices," about the *Cali School of Music's* Vocal Accord tour of Austria and Italy; the production by a group of students and recent graduates of four Public Service Announcements for the *Dodge Poetry Festival* held in the fall of 2012 in Newark; the production of several video pieces for "An Evening For the Arts", the signature event for the *College of the Arts*; and a documentary by SCM students called "Overseas Neighbors" which tells the story of the 60 year sister city relationship between Graz, Austria and Montclair.

Christopher McKinley continues his research that examines health messages, food marketing to children, cultivation factors and viewer involvement, and information seeking. He published "Re-examining the link between cultivation factors and viewer involvement: Investigating viewing amount as a catalyst for the transportation process" in *Communication Studies*, "Food marketing to children on Spanish-language television" in the *Journal of Health Communication* (co-author), and "Health cues: A content analysis of health-related messages in food advertisements targeting children" in *Health Education* (co-author). McKinley also had two published entries in the *Encyclopedia of Media Violence* and the *Encyclopedia of Health Communication*. He also presented his work at the annual conference of the *National Communication Association*.

Karl Nussbaum performed 'Hilbert Space' in November 2012 at a retrospective of his films at the *Ex-Ground Film Festival in Wiesbaden, Germany* where he was also on the Jury. Karl was awarded two international artist residencies for summer 2013: One by M4Gastatelier in Amsterdam and the other

at the Virginia Center for Creative Arts. He also performed his video performance piece, 'Hilbert Space' at the closing ceremony for the *International KurzFilm Festival Hamburg*, June 9, 2013.

Tony Pemberton continues his work as director/writer/executive producer on his feature film, "Buddha's Little Finger," which is an adaptation of Victor Pelevin's Russian best selling novel and is currently in post-production. The film has received 2.1 million euros in funding. Pemberton also continues his work as director/producer on "Are We Not Men? The Devo Documentary 2013" which is the official authorized documentary about the politically misunderstood band DEVO who was the most original voice of the new wave era. The project is in the re-editing stage and will be entered into competition in the 2014 *Sundance Film Festival*. The project has received extensive media coverage. Pemberton also served as a panelist for the 2012-2013 Princess Grace Awards.

Joel Penney published "(Re)Tweeting in the Service of Protest: Digital Composition and Circulation in the Occupy Wall Street Movement" in *New Media & Society* and "Visible Identities, Visual Rhetoric: The Self-Labeled Body as a Popular Platform for Political Persuasion" in the *International Journal of Communication*. He also presented "Responding to Offending Images in the Digital Age: Censorious and Satirical Discourses in LGBT Media Activism" at the 2013 *International Communication Association* conference in London, UK and began publishing an academic blog "Viral Politics."

Beverly Peterson released her latest film, a 45-minute documentary, "What Killed Kevin," which focuses on workplace bullying this year. She also released the interactive transmedia documentary version WhatKilledKevin.com. Her work has garnered national attention and coverage by the *Huffington Post*, the *Washington Post*, and *Psychology Today*. She continues to present her work on this topic to conferences both nationally and internationally, more recently at the *University Film & Video Association* conference and is involved in efforts to create legislation. Peterson also served as post-production consultant for NJTV's 2013 "American Voices" and as post-production supervisor for NJTV's 2013 "One Heart."

Patty Piroh was promoted to Associate Director of Broadcast and Digital Media Facilities in April, 2013. She directed "The Scientific Imagination," an hour-long webcast and completed 30 *Carpe Diem* programs, which aired on *Comcast and Cablevision*. She also served as coordinating producer for the 16-program series "The Giblin Report," a series that is produced for Assemblyman Thomas P. Giblin and *Destination Montclair*, a series produced by the Township of Montclair. Piroh continues shooting footage and interviews for a new documentary about the Montclair-Newark Urban Teaching Residency Program.

Marc Rosenweig was co-producer and panelist for "Tiger and the Media: Before and After" at the third *International Conference on Sport and Society*. He also moderated and produced the Fall 2012 panel at the Yogi Berra Museum and Learning Center on "Covering the NFL" and the spring 2013 panel on "Media Coverage of Major League Baseball." Rosenweig hosted and produced special "Carpe Diem" shows with content from all the panels and interviews with recipients of the Allen B. DuMont Broadcaster of the Year Award. In conjunction with the Montclair State University Global Education Center he delivered a lecture on the business of the CNBC global networks to MBA and undergraduate students visiting MSU from the University of Graz in Austria at the CNBC Headquarters in Englewood Cliffs, N.J.

David Sanders produced the promotional video and video profiles for Hayatuna Amman, an arts outreach program to orphans and refugees in Jordan run by *Swedish NGO Spiritus Mundi*. Sanders also served as the executive producer for the *2012 American Eagle Awards show* and as producer, for the *2012 National Music Council Leadership in Music* symposium and webcast. He completed his work on developing educational tools for kids that address creative property issues and his work as executive producer/concept designer for the animated video for this program, "The Flying Bicycle," received a \$30,000 grant from the *Music Publishers Association of the United States* and received a *Communicator Award form the International Academy of the Visual Arts*, as well as a *Telly Award*. Sanders also moderated a panel on the current status of Tunisia following the revolution with Professor Amel Jaidi from Manouba University in Tunis and three TVDM students and participated in a panel at the *New Jersey Communication Association Conference* on "Keeping Pace with Technology: Preparing for Curricular Changes and Challenges."

Susan Skoog was invited to workshop her latest feature length screenplay "Mommy" in July at the *Squam Valley Community of Writers* annual conference. She produced and moderated three panels for the *Montclair Film Festival Behind the Screen: Media Career Day* – "On Line Content Creation", "Producing" and "Production: Wardrobe and Sets" and coordinated for the SCM the *MFF's Underdog Film Festival* in February, an all day film festival of Academy Award nominated short films.

Larry Weiner wrote and produced a feature length audio drama that will be broadcast on Sirius/XM Satellite radio and a video for the *2013 Autism New Jersey fundraiser*. Weiner also scripted a half-hour webisode and wrote and developed a comic book as part of a transmedia project for the *Radio Repertory Company of America*. He also produced the video "Behind the Scenes" for the *Curtain Call awards*.

Andrew Atkinson (Photography) was in a group exhibition, "Sideshow Nation," at Sideshow Gallery, Brooklyn, NY, January 5-March 3, 2013.

Catherine Bebout (Printmaking) had a solo exhibition, "Joyce Catherine Bebout: Artist Prints," at the Curtis R. Harley Art Gallery, University of South Carolina Upstate, Spartanburg, SC, November 2-December 8, 2012. She was also in group exhibitions, "Ontologies: Four Visions, at the Eleftherias Park Arts Centre in Athens, Greece, October 1-November 2, 2012, and the Art and Design "Faculty Exhibition 2012," at the George Segal Gallery, Montclair, NJ, September 11-December 8, 2012.

Nancy Goldring (Drawing) had two solo exhibitions, "Punti di Fuga, Altri Paesaggi," at the Martini & Ronchetti Gallery in Genoa, Italy, October 4-November 15, 2012, and "Projections: Place without Description by Nancy Goldring," at the Devi Art Foundation-Sarai Center for Developing Studies, Delhi, India, February-May 2013. She was in group exhibitions, "After Affects," sponsored by the New York Foundation for the Arts, Chelsea, NYC, February 8-24, 2013, "Selections from the Southeast Museum of Photography Collection," at the Atlantic Center for the Arts, New Smyrna Beach, FL, November 10, 2012-February 9, 2013, "Anonymous Drawings 2013" at the Uferhallen, Berlin, Germany, March 2013, "Columbi Art," curated by Anna Podesta and Umberto Squarcia, NYC, spring 2013, and the Art and Design "Faculty Exhibition 2012," at the George Segal Gallery, Montclair, NJ, September 11-December 8, 2012. She created photographic projections for writer/director Michael Taussig's performance, "Berlin Sun Theater: The Master of Non-Mastery," at the Whitney Museum of American Art, NYC, February 23, 2013. She published articles "The

Long View,” a review of Massimo Scolari’s book, *Oblique Drawing: A History of Anti-Perspective*, in *Architects Newspaper*, October 2, 2012, and a review of David van Dommelen’s book, *Walls: Enrichment and Ornamentation*, in *Word Processor, Reanimation Library*, September 4, 2012. She also received grants from the New York Foundation for the Arts (December 2012) and the Joan Mitchell Foundation (January 2013) to support a new project titled “Urban Alchemy,” a series of drawings and projected images all based on the effects of superstorm Sandy on the urban environment, personally and in general. Professor Goldring was the featured artist of the year in the Rutgers University-based journal, *Raritan*, which showcased her photographs and text in their 2012-2013 issues. Her photographs were also included in the book, *Occupy: Three Inquiries in Disobedience*, by authors W.J.T. Mitchell, Bernard E. Harcourt, and Michael Taussig, University of Chicago Press (May 15, 2013). She also served as head juror for the American Institute of Architects’ National Photography of Architecture Competition, April 2013, and as juror for the New York Institute of Architecture’s “Metabolic City” International Exchange Program.

Martin Greenwald (Graphic Design), with co-author Dr. Richard Lowell, published the book, *Images of the Tropical Forest*, August 2012. The book, which serves as an introduction to understanding the elementary dynamics of tropical forests, is a result of 20 years of research and experience by the authors leading student tours and teaching courses in the biology and ecology of the tropics of Central America.

Josh Jordan (Foundations) had group exhibitions at BravinLee Gallery, NYC, December 31, 2012-February 9, 2013, as part of a Project Room curated by artist Tom Sanford, “Portfolio,” at Howard Gardens Gallery, Cardiff School of Art and Design, Wales, UK, January 18-February 8, 2013, “The Wild Bunch,” at Gallery Poulsen, Copenhagen, Denmark, June 21-July 20, 2013, and “Back Alley Sessions,” sponsored by FABnyc, NYC, June-July 2013, with a Zine component produced by Antagonist Art Movement. He also presented talks, “Biblioquest – The Library Project,” as part of the session, “Short Tales from Foundations Practice,” at the 2013 CAA Annual Conference, NYC, February 2013, and “Influence – Antecedents and Self Awareness,” as part of the session, “Exploration, Experimentation, and Exposure: Stepping Stones to Self-Discovery,” at the 2013 FATE Conference, Savannah, GA, April 2013.

Pat Lay (Ceramics) was in group exhibitions, “Boom and Bloom,” at The Phactory, NYC, May 4-31, 2013, “Sideshow Nation,” at Sideshow Gallery, Brooklyn, NY, January 5-March 3, 2013, “Real Time” (one-night pop-up show), at AS/Artists Studios, NYC, February 8, 2013, “Portfolio,” at Howard Gallery, Cardiff School of Art and Design, Cardiff, Wales, December 2012-February 2013, “Electron Salon,” at the Los Angeles Center for Digital Art, CA, November 8-December 1, 2012, “Faculty Exhibition 2012,” at the George Segal Gallery, Montclair State University, NJ, September 11-December 8, 2012, and “Strange Glue: Collage at 100,” at Thompson Gallery, Weston, MA, September 7-November 20, 2012. Photographs of her work were reproduced in the book, *The Craft and Art of Clay*, by Susan and Jan Peterson, 5th edition, Laurence King Publishing, London, and in the exhibition catalogs for “Strange Glue: Collage at 100” and “Faculty Exhibition 2012.” She served on the jury panel to select artists for an indoor sculptural tree exhibition, “Nature Illuminated: The Enchanted Garden Revealed,” a project at the Van Vleck House and Gardens in Montclair, NJ, which opened on November 14, 2012, and on the advisory board of Gravity: Community Revitalization through the Arts and Innovation. Prof. Lay was also a member of the National Museum of Women in the Arts, Washington, DC, the International Sculpture Center, Hamilton, NJ, and the Museum of Modern Art, NYC.

Abby Lillethun (Fashion Studies) had two encyclopedia entries in press, "Bricolage," with Annette Lynch and Mitchell Strauss, eds, in *The Encyclopedia of Ethnic Clothing in the United States*, Alta Mira Press, Lanham, MD, and "History of Dress and Fashion," with Linda Welters, in Joanne Eicher, ed., *Berg Encyclopedia of Fashion*, Berg Fashion Library, Berg Publishers, Inc. She gave two conference presentations, "A History of World Dress: Part 2," co-presenters Linda Welters, Joanne Eicher, Charlotte Jirousek, and Dilia Lopez-Gydosh, with abstract published in the *Proceedings of the Annual Conference of the International Textiles and Apparel Association, November 14-17, 2012, Honolulu, Hawaii*, and "Considering 'Old Shiny Cloth Workers' and Bronze Age Aegean Ritual Dress," with abstract published in *Research Abstracts of the 39th Annual Costume Society of America Symposium, May 29-June 1, 2013, Las Vegas, NV*. She presented the lecture, "Bringing Art into Life through Batik in the West," at the Textile Museum, Washington, DC, June 20, 2013, and the lecture, "Dress in the Aegean Bronze Age: Where are We Now," as part of the Graduate Lecture Series at Cornell University's Department of Fiber Science and Apparel Design, April 18, 2013. Professor Lillethun was a grant reviewer for the Netherlands Organization for Scientific Research (NWO), and served as the Costume Society of America's Mid-Atlantic Region Vice President, as a Planning Committee Member for their 2014 Annual Symposium to be held in Baltimore, MD, and on their National Board of Directors, Class of 2015. For the International Textile and Apparel Association, she served as adjudicator of research abstracts for their Annual Meeting to be held in October 2014 in New Orleans, LA. She also served as a member of the Editorial Board of the *Journal of Fashion, Style, and Popular Culture*.

William McCreath (Ceramics) was in a group exhibition, "East & West Clay Works Exhibition," at the Hunterdon Art Museum, NJ, January 13-March 10, 2013.

Klaus Schnitzer (Photography) contributed research and photography for the book, *Porsche: Origin of the Species*, by Karl Ludvigsen, Bentley Publishers, September 2012. He published photo essays for *Bimmer Magazine* (October 2012, February 2013, and April 2013 issues) and *Roundel Magazine* (March 2013 issue), and contributed photography for *Bimmer Magazine* (May 2013 and June 2013 issues) and *Vintage Motorsports Magazine* (July/August 2012 issue). He presented the lecture, "Automotive Photography," to the BMW Car Club of America and Unique Photo, March 2013.

Walter Swales (Sculpture) had a solo exhibition, "Gone Fishing!!!" at Amos Eno Gallery, Brooklyn, NY, April 3-27, 2013.

Elizabeth Valdez del Alamo (Art History) published her book, *Palace of the Mind: The Cloister of Silos and Spanish Sculpture of the Twelfth Century* (Turnhout: Brepols, December 2012), and gave a talk about the book at the Queen Sofia Spanish Institute, NYC, February 26, 2013. She also gave the paper, "Hearing the Image at Santo Domingo de Silos," in *Resounding Images: Medieval Intersections of Art, Music, and Sound*, organized by Susan Boynton and Diane Reilly for the Seminar on Medieval Studies, Columbia University, May 3, 2013.

Anne Betty Weinshenker (Art History) presented the papers, "The Allegorical Tomb of Locke, Boyle, and Sydenham: A Celebration of Empiricism," at the College Art Association 2013 Annual Conference, NYC, February 2013, and "McSwiny's Projects: Painted and Engraved Celebrations of Science," at the 2013 American Society for Eighteenth-Century Studies Conference, Cleveland, OH, April 2013. She also organized the panel, "Art within Art," at the 2013 American Society for

Eighteenth-Century Studies Conference, and gave two lectures at the Morris Museum of Arts and Sciences (under the auspices of the Morris Community School): one on American folk art in October 2012, and another on *The Scream* by Edvard Munch in April 2013.

Debbie Saivetz -Stage Director, THE LONG WALK. Music by Jeremy Howard Beck. Libretto by Stephanie Fleischmann. American Lyric Theater, New York, January, 2013 (libretto workshop).

A new opera based on Brian Castner's critically acclaimed book of the same name, which describes a soldier's return from Iraq where he served as an officer in an Explosive Ordnance Disposal unit and his battle with Post Traumatic Stress Disorder as he tries to reintegrate himself back into his family life upon his return from the war.

Director, *Birder* by Julie Marie Myatt. New Dramatists PlayTime, New York. December, 2012.

Director, *I Put the Fear of Mexico in 'Em*. By Matthew Paul Olmos. MetLife Nuestras Voces Series, Repertorio Español, New York, 2012. Lark Play Development Center/INTAR, New York. November, 2009.

Stage Director, LA REINA. Music by Jorge Sosa. Libretto by Laura Sosa Pedroza. American Lyric Theater, New York, November 2012. (libretto workshop).

A new electro-acoustic opera with text in Spanish and English, the opera draws its narrative from the drug trade in Mexico and the United States, inspired by some of the most vivid real life players in this increasingly violent war from the past and present, including Sandra Ávil Beltrán, El Guero Palma, El Pozolero, DEA agent Enrique Camarena, Mexican President Felipe Calderón, and US Marine Corps Lieutenant Colonel Oliver North.

Director, *Rebanadas de Vida (Slices of Life)* by Verónica Musalem, Lab Trece, Mexico City, MEXICO, July-August, 2012.

Director, *Euridice (Eurydice)* by Sarah Ruhl, Spanish translation by Rodrigo Vargas Díaz, Casa de los Teatros, Oaxaca, MEXICO, August - September, 2012.

Suzanne Trauth continued her work with the National Science Foundation funded play iDREAM, which had performances at Premiere Stages in Union, NJ and the State Theatre in State College, PA in the fall 2012. Her short film JIGSAW was screened and nominated for a category award at the Paterson Falls Film Festival in May 2013.

Randy Mugleston –Chair- is the resident lighting designer for Freespace Dance. The company's 2012 NYC season was at the Salvatore Capezio Dance Theatre. He attended the annual United States Institute of Technology Conference in Milwaukee WI where he is a member of the Technical Theatre Commission. He is on the task force for implementing the new CAD drafting standards. He continues to serve as a USITT mentor for technical directors working toward tenure and promotion.

Diane Zaremba- Finding new ways to integrate the physical, emotional and vocal expression of the actor is Diane Zaremba's focus. Diane earned the 200 hour yoga certification and incorporates the mind, body energy facets of yoga into the freeing the natural voice work. She continues to teach pilates and yoga. She attended the Voice and Speech Trainers' Association Conference in Washington D.C. Aside from her faculty position at Montclair State she teaches the international students at American Musical and Dramatic Academy special classes in American Dialects. She teaches classes in the Dance program and the Musical Theatre and Studio curriculums.

Dianna Schoenborn-finished her Linklater Designation and was hired to be the voice coach on "Clive" at the New Group Theatre directed by and starring Ethan Hawke. The cast also included Vincent D'Onofrio and Zoe Kazan.

Julie Lawrence- appeared in *Concussion* which played at the Sundance Film Festival, US Dramatic Competition, and was nominated for the Grand Jury Prize. It was also an Official Selection at the Berlinale: Panorama.

Jim Ligon October 2012, Recorded regional V.O. radio commercial for Connecticut Lottery. December 2012, Performed at the Bickford Theatre in A Tuna Christmas; March 2013, Member of the final selection panel for the NJ Young Playwrights Festival; May 2013, Directed staged readings of 2 High School plays in the NJ Young Playwrights Festival at Kean University.

Heather Benton- Director, *Cinders (First Act)*, by Janusz Glowacki, American Academy of Dramatic Arts, Exam Play, New York, NY, Spring 2013.

Period Movement Coach, *The Rivals*, by Richard Brinsley Sheridan, directed by Jonathan Bolt, American Academy of Dramatic Arts, Company Show, New York, NY, Fall 2012.

Movement Coach, *The Constant Wife*, by W. Somerset Maugham, directed by Todd Peters, American Academy of Dramatic Arts, Styles Play Series, New York, NY, Winter 2013.

Movement Coach, *The Prodigal*, by Jack Richardson, by Barbara Rubin, American Academy of Dramatic Arts, Styles Play Series, New York, NY, Winter 2013.

Choreographer/ Movement Coach, *Ring Round the Moon*, by Jean Anouilh, directed by Jonathan Bolt, American Academy of Dramatic Arts, Graduation Play Series, New York, NY, Spring 2013.

Neil Baldwin presented a paper the Dance History Scholars conference in Canada.

Lori Katterhenry represented the MSU Division of Dance at the NASD conference in Tucson, AZ in September, 2012. She was the recipient of a \$2000 Student Research Grant to take the students to the ACDF at Hofstra University.

Kathleen Kelly received her MFA in Dance from the University of Illinois at Champaign-Urbana and will join the MSU Dance Faculty in fall 2013.

Nancy Lushington taught in Graz, Austria and Bolzano, Italy. She also taught and hosted the Moving Wheels and Heels Workshop for dancers with and without disabilities. Choreographed a new work *Catalysis* for Marymount Manhattan College Dance Company, that was performed at Dance Theater of Harlem's Sunday Series. Taught the Combined Audition class for Dance New Jersey at Rutgers Mason Gross School of the Arts. Nancy is co-directing the first O'Donnell Technique Certification Workshop at The Alvin Ailey American Dance Center in June. Nancy co-reconstructed May O'Donnell's *Powers of Ten* for the Montclair State University dancers. She will be setting Ms. O'Donnell's *Suspension* on Rioult Dance Company in the fall of 2013.

Beth McPherson was awarded tenure and promotion to Associate Professor. She choreographed the ballet *Reiterations* for the MSU dancers in the fall of 2012. She also gave presentations and/or presented papers at the following conferences: National Dance Education Organization (October 2012), Congress on Research in Dance (November 2012), and the New York Metro American Studies (December 2012). Her writing was published in the *Journal of Dance Education*, *Attitude the Dancer's Magazine*, *The Martha Hill Dance Fund Newsletter*, and on the Dance Heritage Coalition website. Her book *The Bennington School of the Dance: A History in Writings and Interviews* was published in May of 2013.

Linda Roberts retired from the MSU Dance Faculty after 42 years of teaching.

Maxine Steinman received an MFA in Performing Arts/Dance from the University of Wisconsin-Milwaukee Peck School of the Arts, and presented *Say it With Flowers*, an evening length work inspired by flowers at the Martha Graham Studio in NYC. In addition, her work was presented by the American Dance Guild Festival and as a guest choreographer with Annabella Gobzalez Dance Theater. Maxine Steinman traveled to Israel to initiate a relationship between DanceJerusalem, Rothberg International School and Montclair State University. She taught a 3 week dance intensive in Livorno, Italy in July at the Tuscan Summer Dance Intensive. She also choreographed *Women of the Sand* for the Hofstra University Dance Department

Molly Rice's site-specific traveling play THE SAINTS TOUR enjoyed a sold-out run at the River to River Festival last July, presented by the Lower Manhattan Cultural Council. The show received a feature in the New York Times, and has been selected by Bricolage Theater Company in Pittsburgh for production in Fall 2014. Rice was accepted to the Tofte Lake Playwriting Residency for a week in September, where she will work on her new multimedia piece, APPS I AM USING TO FEEL BETTER SINCE SUSAN DIED. She is also on the waiting list for Yaddo Writers' Colony for her musical in development, CORRAL. For Pace University, Rice designed and wrote a new BA program for multi-genre writing, entitled 21ST CENTURY STORYTELLING: WRITING FOR THEATER, FILM, TV AND NEW MEDIA. It is awaiting full approval from the State of New York.

Jennifer Chin taught and performed at a workshop in Florience, Italy in July.

Heather Buchanan (Associate Professor – Director of Choral Activities) formed the extracurricular women's choir, Prima Voce, in fall 2013 for professional collaboration with Richard Alston Dance Company (UK). The MSU Chorale's winter concert was broadcast on NJTV in December. The MSU Vocal Accord tour documentary *American Voices* was released in February and broadcast on NJTV in June.

Lisa DeLorenzo (Professor – Music Education) was awarded the Critics Choice Book Award from the American Educational Studies Association for her book, *Sketches in Democracy: Notes from an Urban Classroom*. In October, she presented two sessions at the National Network for Educational Renewal conference on teaching for democratic practice.

Karen Goodman (Professor – Music Therapy) was named to the Editorial Board of the International HETL (Higher Education, Teaching and Learning) Association. She presented at conferences in Oslo, Norway and Summit, NY. She participated in interviews on *The Sound Effect* (A radio show exploring the art and science of music and healing), and *The Music Therapy Show with Janice Harris*. Prof. Goodman continues to provide editorial consulting for Pearson, Routledge and Oxford University Press.

Soyeon Kim (Accompanist) performed concerts and masterclasses with artists including Karl-Heinz Schütz (Principal Flutist of Vienna Philharmonic and Vienna State Opera Orchestra), Mathieu Dufour (Principal Flutist of Chicago Symphony Orchestra), Jasmine Choi (Principal Flutist of Vienna Symphony Orchestra), Stefán Höskuldsson (Principal Flutist of Metropolitan Opera

Orchestra) and Eric Speller (Principal oboist of the Royal Flemish Philharmonic). She served as a competition judge for the Hazel Skaggs Competition, Hackensack, NJ.

Ken Lam (Associate Professor – Director of Orchestral Studies) led performances worldwide with the Hong Kong Sinfonietta, the City Chamber Orchestra of Hong Kong, the Baltimore Symphony Orchestra, the Meridian Symphony Orchestra, the Memphis Symphony Orchestra and others. He made his debut at the Luminato Festival in Toronto, Canada, with the opera *Feng Yi Ting* which he premiered in the US in 2012. He led a highly successful inaugural season with the Baltimore Symphony Youth Orchestras as their Artistic Director and was appointed Education Conductor of the Baltimore Symphony Orchestra in March 2013. On the education front, he also conducted regional orchestras in New York and New Jersey as well as the conservatory orchestra at the University of Cincinnati and served as a judge at the 2013 Maryland State Solo and Ensemble Competition.

Thomas McCauley (Associate Professor – Director of Bands) appeared as conductor of the New Jersey All-State Wind Ensemble in February. He served on the national ensemble selection panel for the College Band Directors National Association.

SCHOOL OF BUSINESS

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COLLEGE OF SCIENCE AND MATHEMATICS

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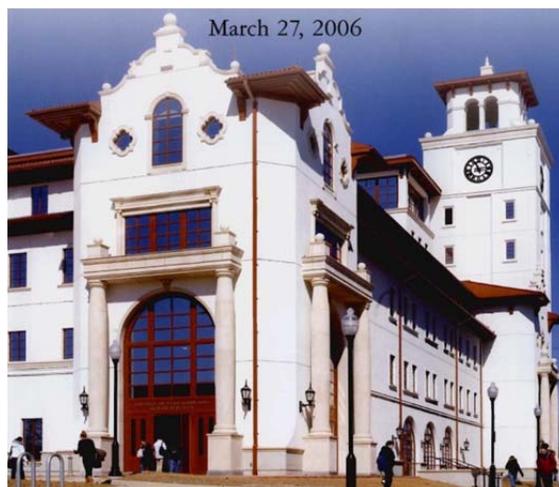
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I. Major Capital Projects

Recently Completed Projects

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



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



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



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

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

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



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

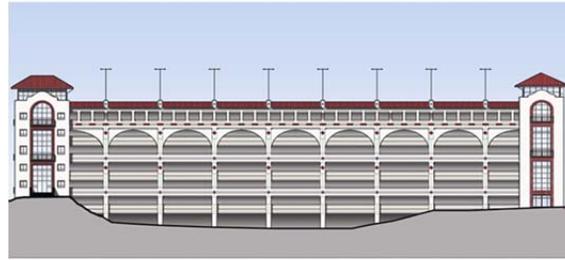


Montclair State University - Panzer Athletic Center
January, 2008



CarParc Diem

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



MSU - Parking Garage - East Elevation
April 20, 2009

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.



The Heights

Pursuant to the New Jersey Economic Stimulus Act, the new student housing and dining project provides living space for 2,000 additional resident students and approximately 25,000 gross square

feet of dining space on the northern portion of campus in what were formerly parking lots 22 and 23. The developer of this project was Capstone Development of Birmingham, Alabama.



College Avenue Promenade Project

The College Avenue Promenade Project was completed in 2011. The scope of work included 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 was the reconstruction of the historic quad area between Chapin, Freeman and Russ Halls.



Conrad J. Schmitt Hall Renovation

The renovation of Conrad J. Schmitt Hall (formerly Finley Hall) was completed in spring 2012. The newly renovated building houses the departments of Linguistics, Modern Languages, and Spanish and Italian. It also houses state-of-the-art multimedia laboratories, including a multi-platform “newsroom of the future,” and is the new home of the University’s radio station, WMSC-FM.

Working journalists will be housed alongside student learning areas in Schmitt Hall, providing additional opportunities for teaching, mentoring, and collaboration. The University’s recently announced partnership with New York Public Radio (NYPR) to make Montclair State the headquarters for NYPR’s New Jersey Public Radio News is just such a collaboration, and it follows the recent partnership between Montclair State University and New Jersey’s public television network, NJTV. NJTV began broadcasting its nightly news program, NJ Today, from the University’s DuMont Television Center in December 2011, and the University now serves as headquarters for the network’s news division.

Schmitt Hall is also home to the Red Hawk Mathematics Learning Center (RHMLC) and the Schmitt Language Center (SLC). The RHMLC provides an innovative and exciting computer-aided, “emporium-style” approach to mathematics education that combines classroom instruction with user-friendly mathematics technology. The SLC offers a Free-Access Language Lab with large screen computers for collaborative pair work, separate video recording and viewing rooms, and distinct Digital Language Lab and Macintosh Lab classroom areas.



Combined Heating, Cooling, and Power Project

Montclair State University’s new environmentally friendly combined heating, cooling and power (CHCP) plant is now fully operational as of September 3, 2013.

The new facility provides the 250-acre campus with cost-effective and energy-efficient delivery of steam for heat, chilled water for air conditioning, and natural gas-fired generation of electricity through a new underground energy distribution system. The system provides Montclair State with 100 percent of its steam requirements and approximately 75 percent of its electricity needs.

The state-of-the-art CHCP facility is Montclair State's second public-private partnership construction project – after The Heights, completed in 2011 – facilitated by the 2009 New Jersey Economic Stimulus Act.

The University's partner in the \$90 million CHCP project is Energenic LLC, a leading developer and owner of combined heat and power systems. Energenic is a long-term partnership between DCO Energy LLC and Marina Energy LLC, which is a subsidiary of South Jersey Industries.



Current Projects

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.

Center for Environmental and Life Sciences (CELS)

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

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

New School of Business Building

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

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

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

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

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

Enterprise Resource Planning (ERP) System

The University is replacing an obsolete Enterprise Resource Planning (ERP) System with a new suite of tightly integrated administrative applications that can meet the University's evolving business needs. The new systems to be deployed will interoperate and integrate with other core systems in place to support the University's mission of excellence in student services and support for teaching and research, and will also support the learning management, website, content and collaboration management, institutional advancement, and one-card systems. Beyond the internal integrations within the University's divisional operations, these systems will be built to standards that ensure compatibility and allow for seamless business interactions with federal and state agencies as well as colleague institutions. In addition, these replacement systems will be designed to take full advantage of the more readily accessible and available platforms such as web, cloud computing and mobility enhancing devices allowing the University to increase focus on core competencies, promote excellence in business practices and foster more cost effective operations.

Campus Networking Equipment and Systems Upgrade

The University is replacing the outdated data electronics assets that comprise the University's wired and wireless networks with current, high capacity, and pervasive technology that is capable of handling the exponential growth in the number of devices that are attaching to the enterprise network (tablets, laptops, smartphones, cameras, etc.) and the commensurate growth in the quantity of data and high resolution video and audio content that is currently being generated by University activities. The project also calls for the addition of conduit and wiring infrastructure to provide redundant paths for all network traffic to the northern sector of the campus where new construction has exhausted the available wiring infrastructure necessary to support instructional, auxiliary, and residential services.

Computer Lifecycle Replacement

This project involves the scheduled replacement of computers enabled for current software needs in all laboratory facilities and configured to support the teaching, learning, research and administrative needs of faculty and administrative personnel. The lifecycle replacement is necessary to ensure that students, faculty and staff can take full advantage of advanced networking and the rich array of data, video and audio resources available through the commodity Internet, Internet2, the New Jersey Higher Education Network (NJEDge. net) and the quilt of affiliated state networks. With the University's growing online instruction agenda, as well as the broad trend toward the use of personal computing devices, the lifecycle replacement program calls for innovation and development of

virtual computing laboratory environments that allow students to remotely access curriculum specific software and to do so using an array of computing devices.

Instructional Technology Upgrade

This project involves the upgrading of instructional technologies, including projection and display devices and audio systems and related infrastructure to ensure functionality and compatibility with current high definition and high resolution presentation formats. The University currently has over 300 fully mediated classrooms. The industry trend toward high resolution and high definition content calls for wholesale redesign and replacement of analog-based audiovisual equipment and cabling which will not be supported after 2015. In order to be compatible with the computing equipment being produced in the industry and to allow for synchronous and asynchronous access to course activities, mediated classrooms must be outfitted with high definition digital media integrated systems which typically include 1080p projectors, flat panel displays, cameras, digital audio systems, eConferencing and course capture systems that allow for the storage and on-demand replay of classroom sessions. In addition, the next generation of mediated classrooms requires network-based remote management capabilities to allow for technical support for these feature rich classroom environments.

Conversion to I/P Telephone Services

The University presently owns 9,000 telephone numbers and delivers telephone service to nearly 6,000 active telephone numbers. The University has initiated the transition from analog telephone services switching and network infrastructure to Internet Protocol (I/P)-based telephone operations because the analog telephone switch (PBX) and associated desktop phones are no longer supported by the manufacturer and represent last generation technology that cannot be enhanced with more modern functionality and calling features. The current and future Internet Protocol (I/P) based telephone sets and switching equipment integrate with the campus data network to provide increased voice quality, a more robust array of voice services and reduced costs by using the Internet capabilities of numerous vendors, thus creating a number of redundant paths for service.

Campus Resiliency: High Availability UPS in all MDFs and IDFs

Project Description:

This project will provision uninterrupted power source (UPS) devices in all telecommunications main distribution frames (MDFs) and intermediate distribution frames (IDFs) in order to protect the University's costly information technology assets from power surges and to maintain telecommunications services when power outages occur. These UPS systems are a critical component of the University's technology ecosystem and commitment to business continuity for students, faculty, and partners in the Higher Education community. With these systems in place, the academic and research work of the university can continue during any type of emergency that results in the loss of electrical power. This ability is especially important to the growing number of students who pursue their studies online as they are completely reliant on the University's network to conduct their work. Furthermore, by maintaining telecommunications capabilities, the University can coordinate and participate with the State's Department of Emergency Management during times of crisis.

MONTCLAIR STATE UNIVERSITY



President's Message



Dr. Susan A. Cole

Montclair State University takes great pride in the caliber and commitment of its students and the quality and breadth of the education it provides 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. Its distinguished faculty continues to make important contributions in scholarship and research in fields relevant to the state and the larger world.

While the University exists for these educational purposes, it also makes an additional positive and direct contribution 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.

In recent years, the University has experienced significant growth in enrollments, an 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.

Going forward, we are determined to ensure that Montclair State continues to be an outstanding educational resource and engine of growth for New Jersey and the nation.

A handwritten signature in white ink that reads "Susan A. Cole". The signature is written in a cursive, flowing style.

2012-2013

Economic Impact Report

Montclair State University takes 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, Montclair State's 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 continue to confront serious economic challenges, this tangible economic benefit makes Montclair State an exceptional investment for New Jersey.



2012-2013 Highlights

8,014
New Jersey
jobs were
attributable to
Montclair State
in 2012.

- **The amount of economic activity traceable to Montclair State (\$354.1 million) was more than three and a half times its total state funding (\$99.4 million) in 2012.**
- **Montclair State accounts for a large and growing number of jobs.** Including both jobs at the University and those that result from its in-state expenditures, 8,014 New Jersey jobs were attributable to Montclair State in 2012. To meet expanding student enrollments, the number of full-time faculty and staff positions rose 43% between 2000 and 2012.
- **Montclair State supports New Jersey vendors,** making more than 87% of its \$89.8 million in purchases from in-state vendors.
- **Montclair State brings significant amounts of money into New Jersey,** attracting almost \$41 million from out-of-state sources in 2012.
- **Montclair State has expanded to meet the state's educational needs,** boosting undergraduate enrollments by almost 42% and graduate enrollments by more than 19% since fall 2000.

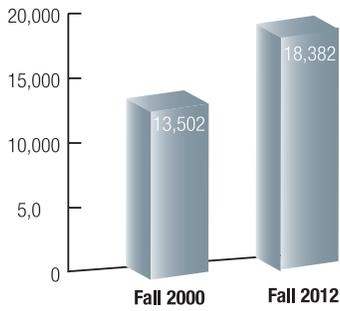
- **The skills Montclair State provides its students stay in New Jersey.** About 91% of students who have earned degrees since 2000 still live and work in New Jersey.
- **Montclair State achieved all these positive outcomes as New Jersey's share of the University's total revenue declined** from 55.2% in 1995 to 23.4% in 2012. Just between FY00 and FY12, the University's state allocation per full-time-equivalent student plummeted by almost 47% from \$4,669 to only \$2,490.



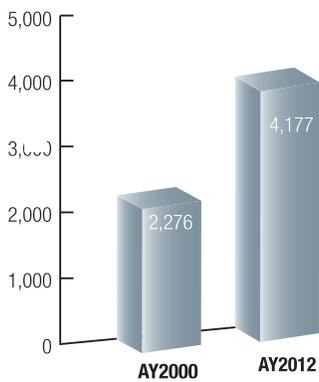
About 91% of students who have earned degrees since 2000 still live and work in New Jersey.

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

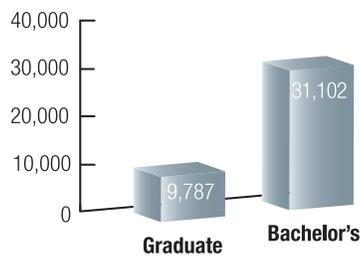
Growth in Degree Enrollments



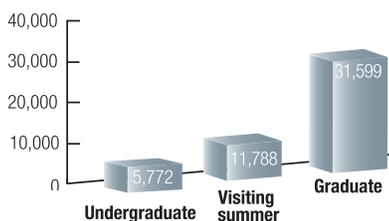
Growth in Degrees Conferred



Total Degrees Conferred AY2000-12



Non-Degree Enrollments AY2000-12



Training a Work Force

New Jersey cannot compete economically without a sophisticated work force, but it ranks a disappointing 46th in the nation in seats 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 college students in the United States. In the fall of 2010, of the 100,778 freshmen from New Jersey enrolled in degree-granting institutions, 34,995 students, or almost 35%, enrolled in out-of-state institutions. Their loss to New Jersey was not replaced by a comparable number of students from other states. 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. 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 2012, it conferred 31,102 baccalaureate and 9,787 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 5,772; visiting summer enrollments amounted to 11,788; and non-degree, post-baccalaureate enrollments in the fall and spring numbered 31,599.

Montclair State has been growing. Between fall 2000 and fall 2012, it boosted undergraduate enrollments by almost 42% and graduate enrollments by more than 19%. Now enrolling 18,382 students, the University granted almost 84% more degrees in 2012 than it did in 2000. The University's growing reputation has brought an even swifter increase in applications. The College Board reports that Montclair State is the second most popular destination of New Jersey students' SAT scores. In 2012, Montclair State received nearly 12,500 applications for 2,207 places in its freshman class, double the number of applications it received a decade ago. More than 4,000 students applied to transfer to the University, another increase of 100% over ten years.

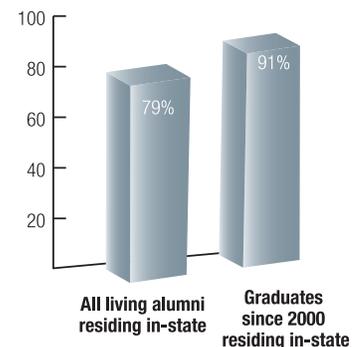
This very significant increase in educational opportunity for New Jersey students has been supported by significant academic and campus

life enhancements, including: a 67% increase in classrooms, laboratories, and specialized academic facilities and a 122% increase in on-campus housing for students since 1999; a new performing arts center and art gallery; a new student recreation center; a renovated athletic center; new parking facilities; and extensive improvements to campus technology and infrastructure. The new Heights residence complex was honored for its contribution to the state's economic recovery and was recognized as the state's Leading Public-Private Partnership project by the New Jersey Alliance for Action. As a result of an expansion of the University's degree offerings, in the fall of 2012, Montclair State offered 57 distinct bachelor's degrees, 40 master's degrees and 6 doctoral degrees. If concentrations are included, the count rises to 120 different bachelor's and 83 master's degrees.

Montclair State is a true opportunity university. In the fall of 2011, 42% of freshmen were minority students. In the fall of 2010, more than 38% of freshmen estimated that their family income was below \$50,000. Also, only 38% of their fathers and 43% of their mothers had earned a college degree, so many students were the first member of their family to attend college.

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 since 2000 for whom data is available, 91% live in New Jersey. Of the total of 105,647 living graduates for whom data is available, 79% 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.

Montclair State Graduates Live and Work in New Jersey



Quality Gets Noticed

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

2012

- *U.S. News & World Report* continues to rank our graduate teacher preparation program as one of the top 20 in the nation, and it once again named Montclair State a top-tier regional university.
- The U.S. Department of State recently recognized Montclair State as a “Top Producer of U.S. Fulbright Scholars.” This year, with 11 new international Fulbright students choosing to pursue their graduate studies at Montclair State, the University has 26 Fulbright students on campus for the 2012-2013 academic year, the most in its history.
- The magazine *Diverse Issues in Higher Education* ranked Montclair State in the top 2% nationally as a producer of undergraduate degrees for minority students.
- For the 15th year in a row, *The Hispanic Outlook in Higher Education Magazine* named the University as one of the “Top 100 Colleges for Hispanics” in the nation, giving Montclair State the highest ranking in New Jersey.
- For the fourth consecutive year, *G.I. Jobs* magazine included Montclair State in its list of “Top 100 Military Friendly Schools.”
- Montclair State’s Center for Autism and Early Childhood Mental Health received a \$1.5 million grant to establish a Center of Excellence to coordinate all autism research funded by the Governor’s Council for Medical Research and Treatment of Autism.
- Montclair State University and New York Public Radio (NYPR) have entered into a partnership that makes the University the headquarters for the news bureau of NYPR’s recently-created New Jersey Public Radio.
- The Princeton Review included our School of Business in its 2012 edition of *The Best 294 Business Schools*.
- Montclair State was once again included in *The Princeton Review’s Guide to 322 Green Colleges* and *Sierra* magazine’s list of “Coolest Schools” as one of America’s most environmentally responsible and forward-looking institutions of higher education.

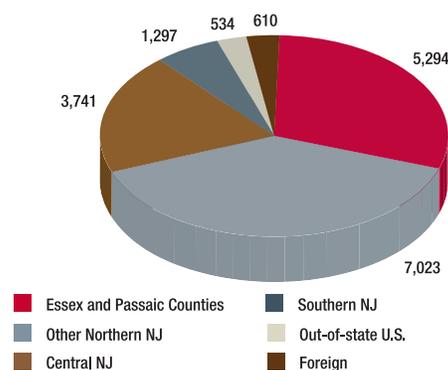
2011

- *U.S. News & World Report* ranked Montclair State’s graduate programs in elementary and secondary teacher education in the top 20 in the nation. The report also ranked Montclair State in the top tier of Northern Regional Universities.
- Montclair State was one of 12 colleges and universities — and the only academic institution in New Jersey — selected to participate in a National Genomics Research Initiative by the Howard Hughes Medical Institute and its Science Education Alliance.
- *Diverse Issues in Higher Education* magazine ranked Montclair State in the top 2% of all schools as a producer of undergraduate degrees for minorities. *The Hispanic Outlook in Higher Education Magazine* placed the University on its “Top 100 Colleges for Hispanics” list for the 14th year in a row, awarding Montclair State the top ranking in New Jersey.
- For the third consecutive year, *G.I. Jobs* magazine awarded Montclair State the designation of “Military Friendly School.”

2010

- *U.S. News and World Report* included Montclair State on its list of “Best Business Schools.” *The Princeton Review* also named Montclair State “A Best Business School.”
- The nonprofit Education Trust labeled Montclair State a “Top Gainer” and listed it among the top 25 public four-year colleges and universities in the nation for its improvements in minority graduation rates. Montclair State was the only New Jersey institution to break into the top 25. The University was also ranked in the top 25 nationally in a companion report of “Top Gap Closers,” which listed those institutions that were most successful in closing the gap between the graduation rates of minority and non-minority students.
- Montclair State was the only state college in New Jersey to make *Sierra* magazine’s list of “Coolest Schools,” which recognizes America’s most environmentally responsible and forward-looking colleges and universities. Montclair State was also included in the first release of *The Princeton Review’s Guide to 286 Green Colleges*.

Sources of Montclair State Students
Fall 2012



Montclair State draws students from an ever-widening geographic base. In the fall of 2012, although close to 29% of all students hailed from the University’s home in Essex and Passaic Counties, 38% came from the rest of northern New Jersey (Bergen, Hudson, Morris, and Sussex Counties), more than 20% from central New Jersey, and 7% from the south of the state. Every one of New Jersey’s 21 counties was represented. The 5.6% of students who came from elsewhere were particularly diverse: 33 states and the District of Columbia and 86 foreign countries were represented, with the largest international contingents coming from China (86), India (48), and the Republic of Korea (55).

Montclair State has earned accreditation from 12 different agencies, including the most prestigious accreditation agencies in the fields of business, the arts, teacher education and audiology. In August 2012, the Middle States Association gave an overwhelmingly positive review of the University’s mid-term *Periodic Review Report* in support of its regional accreditation. Reviewers noted that the University’s “student-centered philosophy” is evident in its attention to affordability and to issues of student advising. They commended the University no less than seven times for its strategic planning, assessment, technology, budgeting, and student service programs. The Middle States report concluded that the “President, faculty, administration, students, Trustees, and community partners of Montclair State University will move through the challenging landscape of the 21st Century successfully to sustain their strong institution and to provide increasingly engaging opportunities for their students.”

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** offers programs designed to produce just such graduates. Between June 2005 and fall 2012, 2,882 students worked an average of 34.5 hours per week for more than 1,395 organizations in special internship and cooperative education programs. 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, Inc.	Disney Worldwide Services, Inc.	Morgan Stanley Dean Witter	Six Flags Great Adventure
ABC News, <i>Good Morning America</i>	Donna Karan International	Mountainside Hospital	Smith Barney, Inc.
ABC NewsOne	Drug Enforcement Agency	Movado Group, Inc	Sodexo
Albert Einstein College of Medicine	Duff & Phelps, LLC	MSNBC	Solomon R. Guggenheim Museum
<i>All My Children</i>	EMI Music North America	National Academy of Television Arts & Sciences	Sony BMG Music Entertainment, Inc.
American Cancer Society	Englewood Hospital and Medical	National Organization for Women	Sony Pictures
Ameriprise Financial Services	Enterprise Rent-A-Car	NBA	Sports Authority
Anthropologie	Entertainment Tonight /Insider	NBC Sports	Sports Radio 66 WFAN
Apple Montessori Schools	Ernst & Young, LLP	NBC Universal	Standard & Poor's
Applebee's	ESPN Radio 1050AM	Neiman Marcus	Standard Chartered Bank
Armani Exchange	Esprit	Nets Basketball	Staples, Inc.
Atlantic Health System	Essex County Hospital Center	<i>New Jersey Business</i> magazine	Sundance Channel
Atlantic Records	Extended Stay Hotels	New Jersey Jackals	Superior Court Of New Jersey – Essex
Avalon Publishing Group	Fair Isaac Corporation	New Jersey Network (NJN)	Superior Court Of New Jersey – Bergen
Avis Budget Group	Fairlawn Health Center	New Jersey Performing Arts Center	Target
Bally Total Fitness	<i>Family Circle</i>	New Jersey Sports & Exposition	TGI Friday's
Barclay's PGA Tour	Fort Lee Police Department	New Jersey State Police	<i>The Colbert Report</i>
Barneys New York	Fox News Channel	New Jersey Symphony Orchestra	The Conference Board
BASF Corporation	Fred Astaire Dance Studios	New Line Cinema	<i>The Daily Show with Jon Stewart</i>
Bauer Media Group	GNC	New York Giants	The Donna Karan Company
Bayer HealthCare	Gold's Gym	New York Life	The Estee Lauder Companies, Inc.
BBDO	<i>Good Housekeeping</i>	New York Red Bulls	<i>The Martha Stewart Show</i>
Bear Stearns	<i>Guiding Light</i> (CBS)	New York Sports Club	The NASDAQ OMX Group Inc.
Bellevue Hospital Center	Hampton Inn & Suites	Newark Beth Israel Medical Center	<i>The New York Times</i>
Bergen County Health Department	Harrah's Entertainment Inc.	Newark Liberty International Airport	The Rachael Ray Show
Bergen County Prosecutor's Office	HealthCare Institute of New Jersey	Newark Public Schools	The Salvation Army
Berlex Laboratories, Inc.	Hearst Magazines	NFL Films	<i>The View</i>
Best Buy/Geek Squad	Hilton Short Hills	New Jersey Department of Corrections	The Weinstein Company
BET Networks	<i>Hispanic Outlook in Higher Education Magazine</i>	New Jersey Performing Arts Center	Time Warner Cable
<i>Billboard</i> magazine	Holy Name Hospital	NJT	TriStar Studios
Bleecker and Sullivan Advertising	Homewood Suites	Northwest Airlines	U.S. Department of State
Bloomingdales	Horizon Blue Cross Blue Shield of NJ	Norwegian Cruise Line America	U.S. District Court of New Jersey
Cablevision	Houlihan's	Novartis Pharmaceutical Corp.	UBS Financial Services, Inc.
Capitol Records	ITT	NY1 News	United Airlines
Cardinal Health Healthcare Marketing	John Wiley & Sons, Inc.	NYC Board of Education	United Health Group
Care Plus NJ, Inc.	Johnson & Johnson	NYU Medical Center	United Nations
Catholic Charities	Kenneth Cole Productions	Ogilvy CommonHealth Worldwide	United Parcel Service
CBS News	King World Productions	Oppenheimer & Co., Inc.	Universal Music Group
CBS Sports	KPMG	Outback Steakhouse	Universal Pictures
Cendant	L'Oreal USA	Overlook Hospitals	<i>USA Today</i>
Cerebral Palsy of North Jersey	La Quinta Inns & Suites	Oxygen Media	Valley National Bank
Cesna Group	LabCorp of America	Passaic County Prosecutor's Office	Verizon Wireless
Charlie Brown's	Lea & Perrins, Inc.	Passaic County Superior Court	Versace
Chili's Southwest Grill & Bar	Liberty Health	Pathmark Pharmacy	Viacom /Viacom Media Networks/MTV
Chubb Group of Insurance Companies	Liberty Science Center	<i>People</i> magazine	Virgin Mobile USA
Citigroup	Lifetime Television (NY)	Pfizer, Inc.	WABC-TV
Classic Rock 102.9	Liz Claiborne, Inc.	PGA Tour	Walgreens Pharmacy
CNBC	Louis Vuitton North America	Polo Ralph Lauren	Walmart
CNN New York	Madison Square Garden Network	PriceWaterhouse Coopers LLP	Walt Disney World Resort
Coach	Maimonides Medical Center	Progressive	Warner Music Group
Colgate-Palmolive Company	Major League Baseball	Prudential Financial	WCBS-TV
Columbia University	March of Dimes	Public Relations Society of America	Wegmans
Commerce Bank	Marriott Vacation Club International	Radio Disney 1560 AM	Wells Fargo Securities, LLC
Community Food Bank of New Jersey	Marvel Comics	Ralph Lauren Childrenswear	Westchester County Forensic Laboratory
Conde Nast Publications	MBNA	Rasmussen Reports	Western Union
<i>Cosmopolitan</i> magazine	Meadowlands Hospital Medical Center	Rite Aid Pharmacy	Westwood One Radio Sports
Costco Wholesale	Mellon Financial	Robert Wood Johnson University	Whole Foods Market
County of Middlesex Public Health	Mercedes-Benz USA	Roche	Whoop, Inc.
Courtyard by Marriott	Merck & Co. Inc.	Saint Barnabas Medical Center	WINS 1010
Covenant House – New Jersey	Merrill Lynch	St. Joseph's Healthcare System	WPIX-TV /CW11 WPLJ FM Radio 95.5
Crane's Mill Retirement Community	Metropolitan Opera Guild	Scotttrade	Wyeth
Crowne Plaza	Miramax	<i>Seventeen</i> magazine	YMCA of Greater Bergen County
CVS Pharmacy	Montclair Public Schools	Shop Rite Supermarkets, Inc.	Yogi Berra Museum
<i>Dan Rather Reports</i>	Montclair YMCA	Showtime Networks	Z100/WHTZ Radio
Daughters of Israel	<i>Montel Williams Show</i>	Siemens Corporation	
Deloitte & Touche	Moody's Corporation	SIRIUS XM Radio	



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.

The **PSEG Institute for Sustainability Studies** was founded in 2009 to play a transformative role in cross-disciplinary research and education to address the sustainability issues of our time. The mission of the Institute is to conduct research, education and outreach to balance preservation of the Earth's life-support systems with the production of sustainable goods and services.

The **Bristol-Myers Squibb Science Teaching and Learning Center** houses Montclair State's Professional Resources in Science and Math (PRISM) program, which helps numerous school districts improve science and mathematics teaching by designing professional development programs. PRISM scientists, educators and classroom teachers are content-area specialists in curriculum, professional development and pedagogy. PRISM is also home to an interactive science broadcasting program for K-12 students, "The Rainforest Connection Live," a collaborative venture with the Smithsonian Tropical Research Institute in Panama and the New Jersey Education Research and Education Network.

Generously funded by grants from Roche and Merck, the **Science Honors Innovation Program (SHIP)** is a research-intensive program for undergraduates majoring in one of the disciplines of the College of Science and Mathematics. Because SHIP provides financial support for student research, travel to conferences and workshops, summer stipends, and scholarships, it is an unparalleled opportunity for undergraduates to get involved in the research community, get a head start on graduate school, and compete for awards, fellowships and admission to doctoral programs.

The **Novartis Graduate Fellows** program recruits the best graduate students with a focus on programs that would steer them to the pharmaceutical industry and covers the full cost of tuition for a master's degree plus an annual research stipend.

The Sokol Institute for Pharmaceutical Life Sciences is home to a research partnership with **Celgene**

Corporation to identify new drug targets for treating neglected parasitic diseases like river blindness and elephantiasis. These diseases affect the lives of over 120 million people and place over one billion people at risk of infection in endemic areas.

Dupont has made a major award to Montclair State to sponsor research in environmental remediation.

The **Battelle Memorial Institute** has opened a regional office on the campus of Montclair State to house the Battelle Environmental Assessment & Monitoring Section of its Environmental Solutions product line.

SIROM Scientific Solutions is an incubator company located at Montclair State specializing in cost-effective, environmentally friendly solutions to problems of environmental contamination.

TechLaunch, an investor-led technology accelerator, partnered with the New Jersey Economic Development Authority, Casabona Ventures and JumpStart NJ Angel Network to help a select group of portfolio companies in pursuing their start-up dreams. Montclair State hosted ten teams of aspiring technology entrepreneurs in the fall of 2012 as they participated in an intensive 12-week technology accelerator and business boot camp called **LaunchPad 1**. Among other things, the 2012 portfolio companies developed a social media platform for athletes, smartphone parental controls that prevent texting while driving, an online pop culture lesson library for teachers, a community-based mobile social networking app, and an event-based photo-sharing service. Activities included one-on-one mentoring and coaching from more than 75 successful entrepreneurs and angel investors, regular guest speakers and networking opportunities, weekly dinners and social events, and trips to Fortune 100 companies. At Montclair State, LaunchPad 1's inaugural class of innovators enjoyed access to campus workspace, conference rooms and even optional housing.

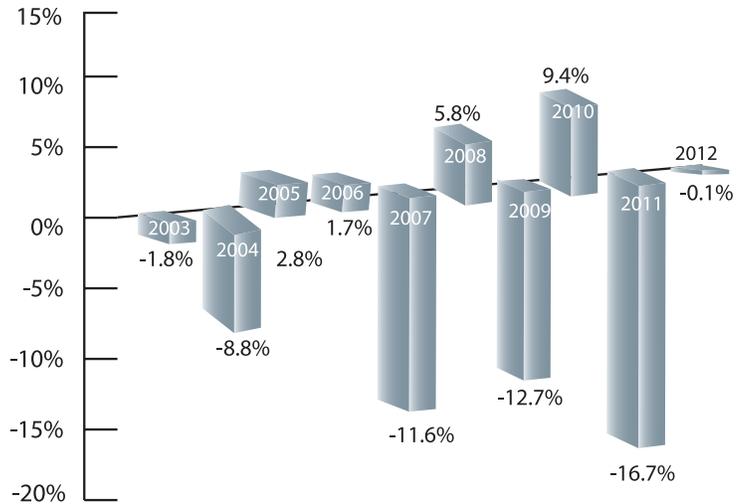
Students in the University's School of Business routinely work with firms to tackle real-world challenges as part of their course work. The Marketing Department has received the **Target Case Competition Grant**, which allows two sections in the Consumer Behavior course to work on a contemporary business problem with Target Corporation. Students enrolled in the course, Independent-Owned and Franchised Retailing, work on a consulting project every semester to come up with a solution to a critical problem faced by a local business entity. Students of the School of Business recently joined forces with the national food chain Smashburger to develop a marketing strategy for the brand that would appeal to the college scene.



Revenue: An Increasingly Self-Reliant Institution

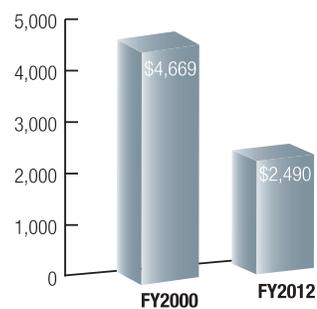
University revenue in 2012 totaled roughly \$351 million. New Jersey, however, has made inflation-adjusted direct appropriations for its public colleges and universities six times during the ten year period of 2003 to 2012. Consequently, New Jersey spent \$4.28 per \$1,000 in personal income on higher education versus a national average of \$5.62 in 2012.

Change in Inflation-Adjusted Direct State Appropriations for New Jersey's Public Colleges and Universities, FY2003-12



As a result of declining state support for higher education and growing enrollment demand by New Jersey's high school graduates, the University's state allocation per full-time-equivalent student plummeted by almost 47% — from \$4,669 to \$2,490 — between 2000 and 2012, and that figure is not adjusted for inflation. As a result, Montclair State receives less state support per full-time-equivalent student than any other senior public institution of higher education in New Jersey. Its support per student is less than two-thirds of the average of other colleges and universities in the sector and less than half of what the best-funded institutions receive.

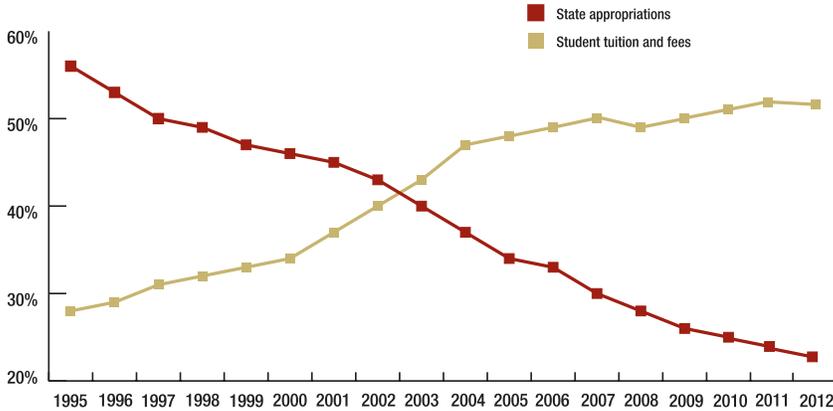
Montclair State's Declining State Allocation Per Full-Time Equivalent Student



The share of total University revenue derived from state appropriations declined from 55.2% in 1995 to only 23.4% in 2012.

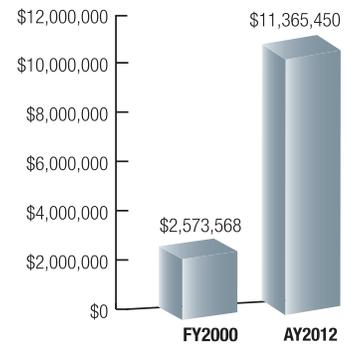
The share of total University revenue derived from state appropriations declined from 55.2% in 1995 to only 23.4% in 2012. Montclair State has necessarily become more dependent on other sources of revenue. Student tuition and fees in particular rose from about one-third of revenue in 2000 to more than half in 2012. Even so, the University's 2013 annual, full-time, undergraduate, in-state tuition and fee total of \$11,058 is the third lowest total of New Jersey's senior public institutions.

Major Sources of Revenue, 1995-2012

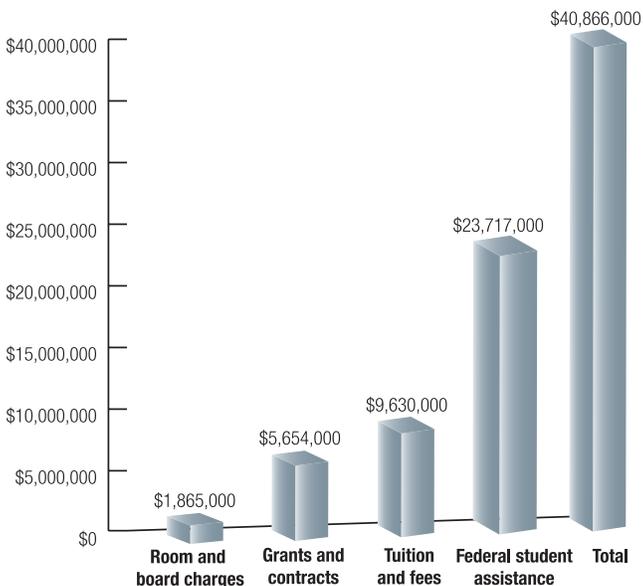


The University has redoubled its efforts to attract private money. To mark its centennial, Montclair State succeeded in raising \$60.3 million — 20% above its target — from over 23,000 donors during its “Campaign for a Second Century,” which ran from July 2001 through September 2008. Since then, the University has received another \$25.9 million. Montclair State is also aggressively seeking external grants. It succeeded in attracting almost \$81 million of such money from 2000 to 2012, of which more than half came from the federal government. During that period, the University's annual income from external grants shot up more than 340%. Montclair State brought almost \$41 million into New Jersey from all out-of-state sources in 2012. Federal student assistance came to \$23.7 million and charges to out-of-state students totaled \$11.5 million.

Growth in External Grants FY2000-12



Revenue from Out-of-State Sources, FY2012

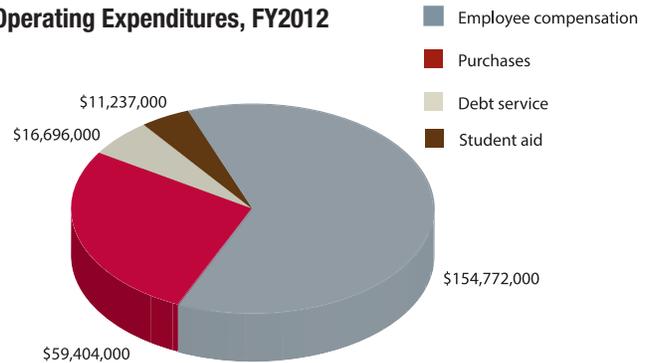


Montclair State brought almost \$41 million into New Jersey from all out-of-state sources in 2012.

Expenditures: Major New Jersey Employer

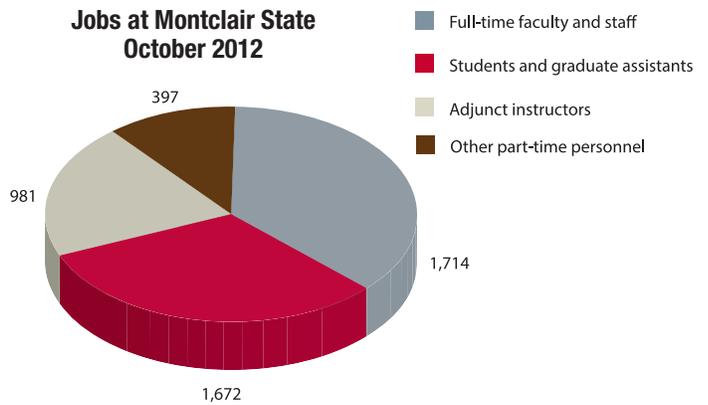
Montclair State spent more than \$242 million on operating expenditures and another \$30.4 million on capital expenditures in 2012. Gross employee compensation accounted for 63.9% of the operating budget, followed by purchases from vendors (24.5%), debt service (6.9%) and student aid (4.6%).

Operating Expenditures, FY2012

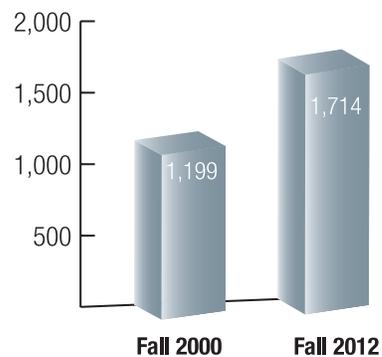


The University has a strong and direct impact on the state economy by means of the jobs it provides. In October 2012, Montclair State employed 4,764 people. To meet expanding student enrollments, the number of full-time faculty and staff positions rose 43% between 2000 and 2012.

**Jobs at Montclair State
October 2012**

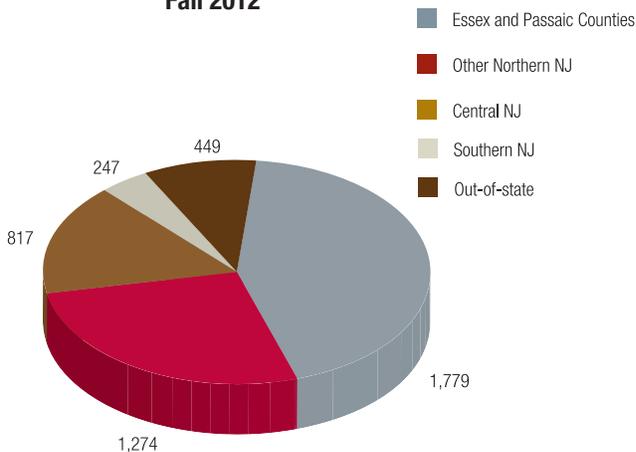


Full-Time Faculty and Staff Positions



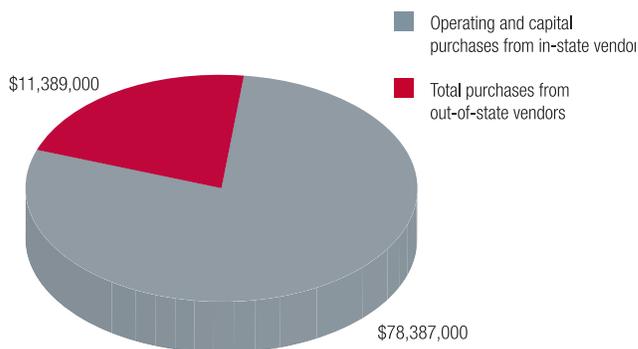
More than 90% of Montclair State's employees live in-state, paying New Jersey property, income and sales taxes. The University draws its employees from across New Jersey. Many employees live in Essex and Passaic Counties, but 49% live elsewhere in the state, including 1,064 employees from central and southern New Jersey.

Homes of Montclair State Employees Fall 2012



Of the \$89.8 million of purchases from vendors for both operating and capital expenditures in 2012, more than 87% went to New Jersey vendors.

Supporting New Jersey Vendors, FY2012



Disinterested outside observers have repeatedly praised Montclair State's financial management. Moody's Investor Services and Fitch Ratings have assigned the University credit ratings of A1 and A respectively. In its June 2012 Rating Update Report, Moody's cited such University strengths as:

- strong market position and healthy student demand,
- a robust cash flow operating margin providing ample debt service coverage,
- growing balance sheet resources with good unrestricted liquidity, and
- a leadership team that has a successful track record of executing complex, integrated financial and capital plans in an era of weak state support.

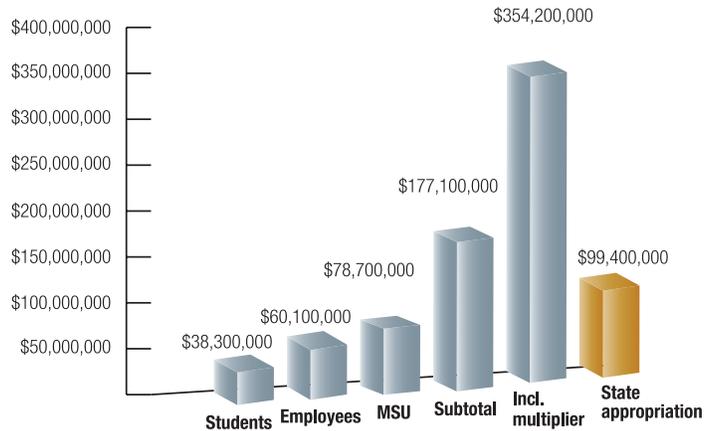
Of the \$89.8 million of purchases from vendors for both operating and capital expenditures in 2012, more than 87% stayed in New Jersey.



Stimulating New Jersey's Economy

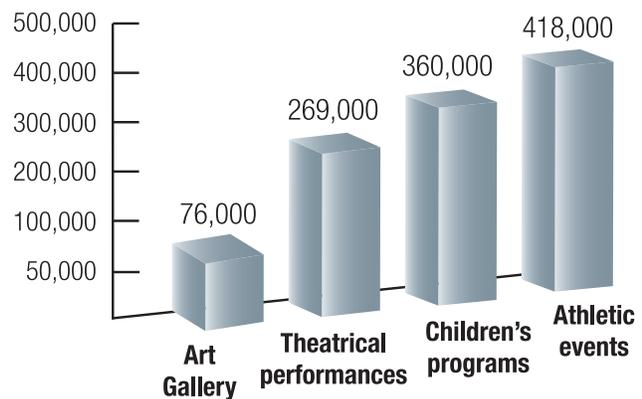
To calculate their short-term economic impact, many universities rely on the Ryan-New Jersey Model, a modified form of the classic Caffrey and Isaacs Model developed for the American Council on Education. These models estimate an institution's economic impact by means of the direct and indirect contributions it makes to cash flow in its host economy. Montclair State's direct, in-state expenditures (including capital expenditures) totaled \$78.7 million in 2012. University employees and students accounted for another \$60.1 million and \$38.3 million respectively, making for total direct expenditures within New Jersey of \$177.1 million.*

In-State Expenditures Attributable to Montclair State, FY2012



This figure, however, 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 2012, athletic events at Montclair State enjoyed attendance of more than 418,000 spectators. Theatrical performances drew about 269,000 guests to the campus during the same period, and 360,000 children attended special programs on campus. Attendance at the University's George Segal Gallery between 2000 and 2012 added another 76,000 visitors.

Attendance of Events, FY2000-12



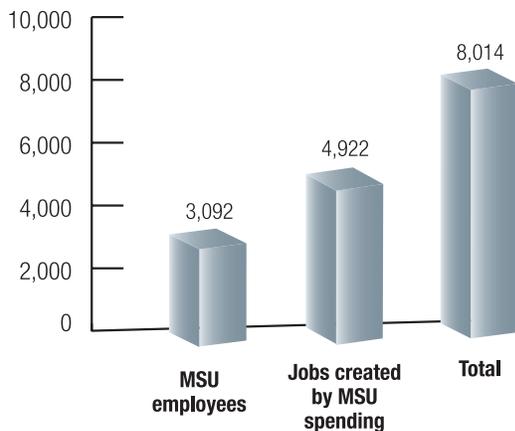
* This report relies on data from the U.S. Census Bureau, the U.S. Department of Labor's Bureau of Labor Statistics, and the U.S. Department of Commerce's Bureau of Economic Analysis to derive conservative estimates of consumer spending.

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 2012 becomes \$354.2 million —more than three and a half times the state’s \$99.4 million total funding of the University.

Spending naturally translates into jobs. Applying a conservative coefficient to expenditures of \$177.1 million yields an estimate of 4,922 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 8,014 New Jersey jobs were attributable to Montclair State in 2012. 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.

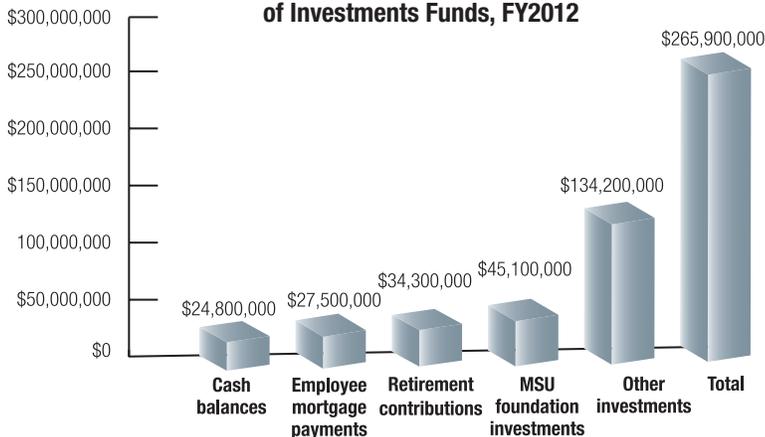
Montclair State’s total short-term economic impact on New Jersey in 2012 was \$354.2 million — more than three and a half times the state’s \$99.4 million total funding of the University.

New Jersey Jobs Attributable to Montclair State, FY2012



The University also makes a sizeable contribution to New Jersey’s credit base. At the end of fiscal year 2012, Montclair State’s cash balance in banks totaled \$34.3 million and the Foundations amounted to \$12.2 million. The market value of Montclair State University Foundation investments and other University investments amounted to \$45.1 million and \$134.2 million respectively. Employee mortgage payments along with University and employee contributions to retirement systems added another \$24.8 million and \$27.5 million. In total, the University was thus a source of about \$278.1 million in investment funds.

Montclair State as a Source of Investments Funds, FY2012



Montclair State's
direct, in-state
expenditures
(including capital
expenditures)
totaled
\$78.7 million
in 2012.

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 more than 83,000 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 also has had a significant impact on New Jersey by serving as an engine of economic growth for the entire state. 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 missions of teaching, research and scholarship, it represents a tangible economic impact that materially benefits the citizens of New Jersey and returns their investment many times over.



Montclair State People in the 21 Counties of New Jersey

County	Employees	Students	Alumni
Atlantic	35	168	533
Bergen	521	3,659	16,051
Burlington	47	226	948
Camden	38	157	597
Cape May	6	49	212
Cumberland	17	67	162
Essex	1,421	2,996	14,155
Gloucester	20	118	303
Hudson	262	1,245	3,582
Hunterdon	39	169	1,175
Mercer	54	183	957
Middlesex	231	1,143	4,111
Monmouth	131	716	4,899
Morris	376	1,610	10,546
Ocean	80	489	3,423
Passaic	556	2,298	10,400
Salem	4	23	66
Somerset	85	369	2,668
Sussex	115	509	2,907
Union	238	958	4,373
Warren	39	203	1,156

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

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

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

The data for the charts in this report were obtained from the following Montclair State University offices: Institutional Research, Advancement Services, Budget and Planning, Research and Sponsored Programs, Treasury and Finance, and Human Resources, as well as the New Jersey Association for State Colleges and Universities.

The following table presents the calculation variables used in this study and their sources.

Calculation Variables Used in 2012 Economic Impact Study		
	Estimate	Source
Estimate of non-housing expenditures by "all consumer units" in the New York Metropolitan Statistical Area (MSA)	0.73	2011 Consumer Expenditure Survey, Bureau of Labor Statistics, U.S. Dept. of Labor (Table 21 – Northeast MSAs)
Estimate of in-state expenditures by employees and students	0.75	2007 Economic Census, U.S. Census Bureau
Estimate of the percentage of state residents who rent	0.35	2011 American Community Survey, U.S. Census Bureau
Estimate of the state's median monthly rent	\$1,135	2011 American Community Survey, U.S. Census Bureau
Estimate of in-state spending on non-housing items by non-local, full-time employees	\$2,298	Equals 5% of disposable income of non-local, full-time employees
Estimate of average annual college-related expenditures by full-time students	\$2,400	Montclair State Financial Aid Office (as reported in the 2010-11 Common Data Set)
Estimate of average annual college-related expenditures by part-time students	\$888	Equals 37% of estimated expenditures for full-time students based on FT versus PT credit loads
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce via American Assoc. of Universities
Multiplier	2.0	Conservative figure used by Rutgers and other regional universities in their economic impact studies

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Student Government Association
Montclair State University

Dr. Susan A. Cole

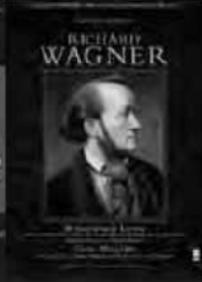
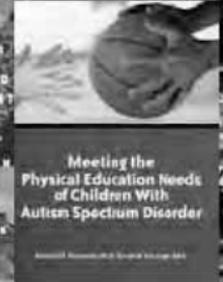
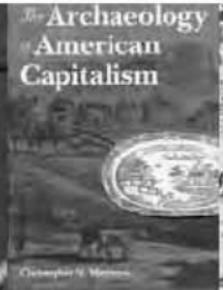
President
Montclair State University

Professor Jack Baldwin-LeClair

Faculty Representative

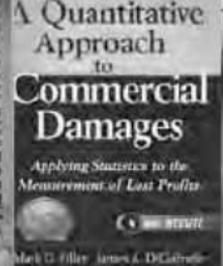
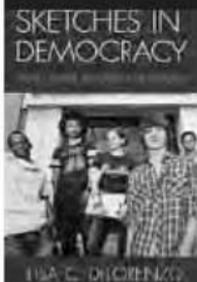
MONTCLAIR STATE UNIVERSITY

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University Authors

April 2013





MONTCLAIR STATE UNIVERSITY

April 18, 2013

Dear Colleagues:

Once again, on behalf of Judith Lin Hunt, Dean of Library Services, and myself, I am pleased to welcome you to this fifth celebration of Montclair State University authors and artists. This year we have 58 entries, including a few e-books and several CDs, and, once again, they make an impressive and extraordinary display of which all Montclair State faculty and staff may be truly proud since they reflect a large part of our collective community of scholarship.

The accumulated record of publications from Montclair State University authors and editors since we began these celebrations in 2009 is now up to more than 260 publications, an impressive output by any measure and a continuing testimony to the commitment and professional dedication of our faculty and staff to the serious conversations of their disciplines.

It matters that we acknowledge and affirm one another's scholarly achievements since the reputation of the University is always finally and only a collective reputation to which we each contribute and lay claim.

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

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

Willard Gingerich
Provost & Vice President
for Academic Affairs

Neil Baldwin

Legend of the Plumed Serpent: Biography of a Mexican God
(e-book)

Public Affairs, 1998

F 1219.3 .R38 B36 1998 EB

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



Few images hold an active claim on the imaginations of countless generations, but the Plumed Serpent, or Quetzalcoatl, has endured through 5,000 years of Mesoamerican history. Visualized as part bird and part snake and also in human form, this benevolent god remained a potent symbol of creation from the time of the ancient Olmec to the Mexican revolution. When Hernán Cortes arrived in his “New Spain” in 1519, the Aztec believed he might embody the Plumed Serpent. Four hundred years later, Quetzalcoatl’s image was invoked in the revolutionary art of muralist Diego Rivera. The author resolved to unearth the more profound significance of some of the stone carvings at the ruins of Uxmal and Chichén Itzá. Included are photographs of ancient sites, modern murals, and historical documents. The print edition is available also.

neilbaldwinbooks.com/books

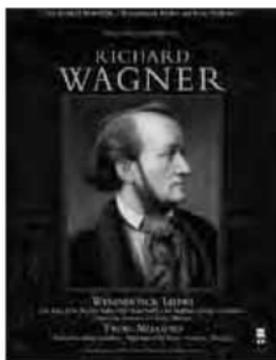
Jon Robert Cart (Tenor)

Richard Wagner – Wesendonck Lieder and Trois Melodies

Music Minus One, 2012

M 1621.W25 248 2012

Professor Cart is Director of the John J. Cali School of Music.



In 1857 and 1858, as Richard Wagner took time out to write a series of lieder for (and based on poems by) Mathilde Wesendonck. Wagner called two of the set’s songs (Im Treibhaus and Traume) “studies” for his magnificent opera Tristan and Isolde. Much earlier, in 1839, Wagner had composed a three-song cycle called Trois Melodies. This score with accompanying compact disc allows one to listen to Professor Cart perform these lieder, then perform these songs oneself accompanied by Narciso Solero, at the piano.

musicminusone.com/wagner-wesendonck-lieder-trois-melodies.html

Joseph Coco*Hindsight*

Performance Records, 2013

COMPACT DISC NO.3548

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

How do the choices, and decisions we make (or those that are made for us) shape our destiny? Do the quirks of life ghostwrite our destiny into the pages of destiny's memoir? These questions are the central theme in the debut CD

HINDSIGHT by Performance Records recording artist Roger Wayne Parr and featuring Joe Coco. The songs are a realization that some things never change, while they chronicle mistakes and their consequences. The music also highlights the exhilaration when things do go right.



rogerwayneparr.com/hindsight.cfm

Elizabeth Valdez del Alamo*Palace of the Mind: The Cloister of Silos and Spanish Sculpture of the Twelfth Century*

Brepols, 2012

NA 5811 .S48 V35 2012

Professor Valdez del Alamo is in the Art and Design Department.

The extraordinary cloister of Santo Domingo de Silos is central to our understanding of medieval sculpture, and of Spain's place in its development. The author offers an innovative reading of the monastery's medieval sculpture and the first complete study in English. Her carefully documented work revises many traditional theories about the site built during the later eleventh and twelfth centuries. Rather than expressing resistance to religious reform, as commonly held for the renowned Emmaus and Thomas reliefs in the first campaign,

they embrace the newly imposed Roman rite. The sirens, dragons, lions, and birds of the capitals are shown to have significance beyond mere decoration. The inventive images of the second campaign, an Annunciation-Coronation and a Trinity set into the Tree of Jesse, derive specifically from monastic devotion, colored by local concerns such as the Reconquest.



brepols.net

Lisa C. DeLorenzo

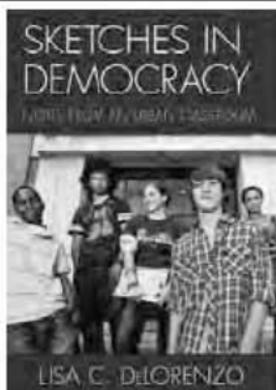
Sketches in Democracy: Notes from An Urban Classroom

Rowman & Littlefield Education

LC 5131 .D37 2012

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

It is a captivating book that chronicles the first year in the life of a new urban high school. Based on journal entries and educational literature, the book traces the author's challenging journey toward creating a democratic community of learners within a tangle of socioeconomic and political issues. An experienced public school teacher and university educator, the author brings a unique perspective to the teaching and learning process. Her poignant anecdotal stories, along with information from authoritative sources, provide a narrative that is deeply reflective and affecting. The book is for teachers, teacher candidates, and teacher educators who share a passion for teaching those of the margins of society.



www.rowman.com

Eric B. Miller

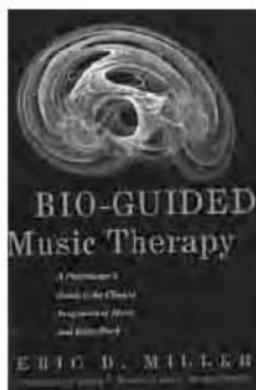
Bio-guided Music Therapy: a Practitioner's Guide to the Clinical Integration of Music and Biofeedback

Jessica Kingsley Publishers, 2011

ML 3920 .M57 2011

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

The clinical integration of music and biofeedback is explored, providing the practitioner with a rationale, historical context and detailed step-by-step instructions for implementing real-time physiological data-driving music therapy. The book introduces the fundamental principles of biofeedback and explores the use of music-therapy interventions in the context of achieving skills in self-regulation of physiological response. Additional music-therapy interventions discussed include guided imagery to music, toning, mantra meditation, drumming and improvisation. It can be seen how physiological data taken in the moment and combined with music-therapy techniques may be successfully applied to the treatment of stress, anxiety, high blood pressure, chronic pain, dementia, migraine, ADHD and additions.



jkgp.com

Kari K. Veblen; David J. Elliott; Stephen J. Messenger; and
Marissa Silverman (Eds.)
Community Music Today
Rowman & Littlefield Education, 2013
ML 3916 .C645 2013
Professor Silverman is in the John J. Cali School of Music.



The volume highlights community workers who constantly improvise and reinvent to lead through music and other expressive media. It answers the perennial question "What is community music?" through a broad, international palette of contextual shares, hues, tones, and colors. With over fifty musicians and educators participating, it explores community music in global contexts, interconnections, and marginalized communities, as well as artistry and social justice in performing ensembles. As documented in case studies, community music workers may be musicians, teachers, researchers, and activities, responding to the particular situation in which they find themselves. Their voices are the threads of the multifaceted tapestry of musical practices at play in formal, informal, noformal, incidental, and accidental happenings of community music.

rowman.com

Jennifer Winegardner and **Sarah Brett England**
Halloween Hullaballoo: A Spooktacular Musical Revue
Wonderworks, 2012
COMPACT DISC NO.3545
Ms. England is in the Theatre and Dance Department.



A hilarious, fast-paced musical revue chock full of terrifyingly brilliant satirical skits and songs about insecure monsters, obese vampires, candy cornaholics, feisty pumpkins, beauty-obsessed monstresses and more. Script, music and lyrics were written by Jennifer Winegardner. Arrangements and orchestrations by Sarah Brett England.

halloweenhullaballoomusical.com/show.html

COLLEGE OF EDUCATION AND HUMAN SERVICES

Melissa G.F. Alexander and Susan M. Schwager

*Meeting the Physical Education Needs of Children
With Autism Spectrum Disorder*

National Association for Sport and Physical Education, 2012
GV 445 .A37 2012

*Professors Alexander and Schwager are in the Exercise
Science and Physical Education Department.*



The book offers Physical Education teachers practical strategies and activities for working with students with autism spectrum disorder (ASD) in both inclusive and self-contained class settings. Strategies include: Communicating with children with ASD; Behavior Management; Class Management; Creating Visual Systems; Addressing Sensory Needs; Creating & Enforcing Rules; and Modeling Skills. Strategies to teach motor development and sport-related skills to children with ASD are provided. It also discusses other instructional techniques to enhance the ability of students to reach the learning goals set for all students in physical education classes. Descriptions of curricular approaches used commonly in physical education programs and how those approaches can best meet the developmental needs of students. Includes a CD-ROM full of downloadable tools for the classroom.

aahperd.org/naspe

John Barrell

*How Do We Know They're Getting Better: Assessment for
21st Century Minds, K-8*

Sage/Corwin, 2012
LB 3051 .B263 2012

Dr. Barrell is Professor Emeritus of Curriculum and Teaching.



How do we measure students' inquiry, problem-solving, and critical thinking abilities so that we know they are prepared to meet the challenges of the 21st century? The author explains how inquiry leads to problem solving and provides specific steps for formative assessment that informs instruction of 21st century skills. Included are examples that show how to use today's technology, in the classroom and how to use inquiry to develop and assess students' ability to think critically and creatively; collaborate with others; become self-directed learners; adapt and become resourceful; and develop a sense of leadership, responsibility, and global awareness.

corwin.com

Tyson E. Lewis

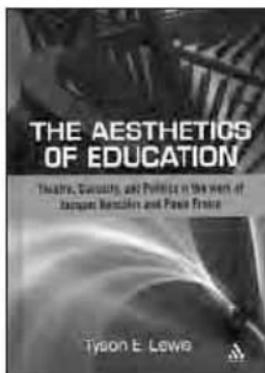
The Aesthetics of Education: Theatre, Curiosity, and Politics in the Work of Jacques Rancière and Paula Freire

Continuum International Publishing, 2012

LC 196 .L48 2012

Professor Lewis is in the Educational Foundations Department.

This book examines the aesthetic event of education. Extending beyond the pedagogy of art or art appreciation, the author takes a much broader view of aesthetics and argues that teaching and learning themselves are aesthetic performances. As Rancière has recently argued, there is an inherent connection between aesthetics and politics, both of which disrupt conventional distributions of who can speak and think. Lewis extends Rancière's general thesis to examine how there is not only an aesthetics of politics, but also an aesthetics of education. The author also demonstrates how the aesthetics of education can provide new and important insights into philosophers such as Louis Althusser, Jean-Jacques Rousseau, Immanuel Kant, and others.



continuumbooks.com

Bree Picower

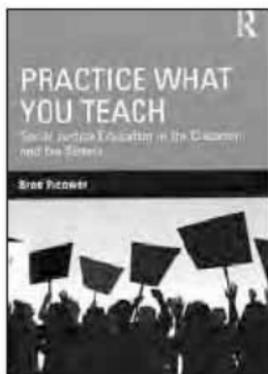
Practice What You Teach: Social Justice Education in the Classroom and the Streets

Taylor & Francis/Routledge, 2012

LC 192.2 .P53 2012

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

Many teachers enter the profession with a desire to "make a difference." But given who most teachers are, where they come from, and what pressure they feel to comply with existing school policies, how can they take up this charge? This book follows three different groups of educators to explore the challenges of developing and supporting teachers' sense of social justice and activism at various stages of their careers: White pre-service teachers typically enrolled in most teacher education programs, a group of new teachers attempting to integrate social justice into their teaching, and experienced educators who see their teaching and activism as inextricably linked. Teacher educator Bree Picower delves into each of these group's triumphs and challenges, providing strategies and suggestions for all teachers along with her in-depth analysis.



routledge.com

Mark Weinstein*El Cumbanchero*

Jazzheads, 2011

COMPACT DISC NO.3550

Professor Weinstein is in the Educational Foundations Department.

Professor Weinstein explores Latin jazz by extending his vision to charanga music, a style of Cuban music with a unique instrumentation that was most popular from the late 19th century to the mid-20th century. This style of music featured the flute as the principle voice of the ensemble composed of strings, piano, bass and percussion. The charanga was a European chamber ensemble whose music was propelled by tastefully syncopated Afro-Cuban rhythms. Flute, strings and percussion revisit and reinvent a classic Cuban tradition. Aruán Ortiz' arranging and the flute playing of Mark Weinstein bring tropical classics and originals into the 21st century.

jazzheads.com

Mark Weinstein*Jazz Brasil*

Jazzheads, 2010

COMPACT DISC NO.3549

Professor Weinstein is in the Educational Foundations Department.

"Brazilian music is natural in terms of the way I really like to play," Weinstein says. "I like the looseness of the rhythm section, as contrasted to the Cuban groove. I like the harmonic richness of the Brazilian composers. And I find the swing really conducive to my approach, which is not the hard-driving style, but much more floating, swooping." The recording features NEA Jazz Master Kenny Barron on piano; Mark Weinstein, concert, alto and bass flutes; Nilson Matta, bass; and Marcello Pellieteri, drums and percussion.

jazzheads.com

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Fabian Alfie and **Andrea Dini** (Eds.)

*"Accessus ad Auctores": Studies in Honor of
Christopher Kleinhenz*

Arizona Center for Medieval and Renaissance Studies/
Arizona State University, 2011
PQ 4004 .K54 .A23 2011

Professor Dini is in the Spanish and Italian Department.

Few scholars of the Middle Ages are as respected and admired as Christopher Kleinhenz, a professor of Italian at the University of Wisconsin-Madison. This collection of scholarly articles celebrates this distinguished man and his career. Twenty-seven scholars contributed essays on topics ranging from the French romances and their reception in Italy, to the literature, language and culture of Italy of the Middle Ages and Renaissance, Dante, and Petrarchism.

acmrs.org

Medieval and Renaissance Texts and Studies, v. 397



Therese Boos Dykeman with **Dorothy G. Rogers**

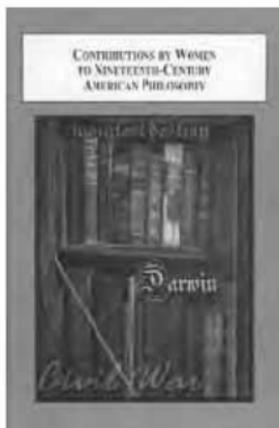
*Contributions by Women to Nineteenth-Century American
Philosophy: Frances Wright, Antoinette Brown-Blackwell,
Marietta Kies*

The Edwin Mellen Press, 2012
B 895 .D95 2012

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

This book explores the role that Haitian expatriates and the international community can play in this tragic nation's transition from survival to a developing country.

mellenpress.com



Elizabeth Emery

Photojournalism and the Origins of the French Writer House Museum (1881-1914): Privacy, Publicity, and Personality
Ashgate Publishing, 2012

PQ 148 .E57 2012

Professor Emery is in the Modern Languages and Literatures Department.

This is the first book to emphasize the house museum as an essentially modern construct, and to trace the history of ideas leading to its institutionalization in twentieth century France. The interdisciplinary study also brings new attention to the importance of photojournalism for fin-de-siècle France and brings to light fascinating and forgotten examples of "at home" photography by Dornac and Mairet. It provides an overview of the social forces that brought writers' homes to the forefront of the French imagination and analyzes representations of the apartments and houses of Corneille, Hugo, Balzac, Dumas, Sand, Zola, Loti, Montesquiou, Mallarmé, and Proust, among others. The author provides a fresh and compelling perspective on conjunctions between visual, literary, and material cultures.

ashgate.com

The Histories of Material Culture and Collection, 1700-1950



Andrew Fede

Roadblocks to Freedom: Slavery and Manumission in the United States South

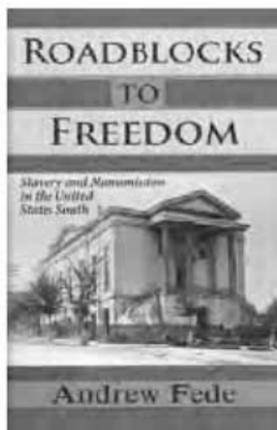
Quid Pro, 2011

E 453 .F427 2011

Professor Fede is in the Political Science and Law Department.

Andrew Fede considers the law of freedom suits and manumission from the point-of-view of legal procedure, on to the abstract principles stated in the appellate decisions. The author shows that procedural and evidentiary barricades made it increasingly impossible for many slaves, or free blacks who were wrongfully held as slaves, to litigate their freedom. Drawing on his three decades of legal experience to take seriously the trial process and rules under which slave freedom cases were decided, Fede considers how slave owners, slaves, and lawyers caused legal change from the bottom up.

quidprobooks.com



Grover Furr

Stalin and Democracy, Trotsky and the Nazis

Yazılama, 2012

DK 268.4 .F8719 2012

Professor Furr is in the English Department.

Grover Furr'e göre SSCB tarihinin Stalin dönemi hakkındaki bütün eski fikirlerimiz, tamamen yeniden yazılmalıdır. Nikita Hru çov döneminden bu yana neredeyse tamamen kabul görmü olan Sovyet tarihi yorumu, temelinden yanlı tr. Genel hatlarıyla ve hemen hemen bütün ayrıntılarıyla tamamen yanlı tr. Sovyet tarihi ile ilgili bu görü ya da paradigma "Trotskyiy-Hru çov-So uk Sava -Garbaçov-antikomünist" modeli olarak adlandırılabilir. Furr buna, "Antistalin" paradigması diyor.

Kitapta yer alan makalelerin ilki, Leon Trotsky'ın, bir ekilde Hitler Almanyası ile i birli i yapmı oldu una odaklanıyor. Kanıt niteli indeki belgelerin sahte olabilece i, gelecekte konuyu inceleyecek olan tarihçileri yanıltmak için "ekilmi " olabilece i ya da ba ka bir ekilde yorumlanabilece i olasılı nı göz önüne almakla birlikte, yazar, bunun böyle olmadı nı iddia ediyor. Yazara göre yalnızca, Trotsky'ın Almanyaya ile ve muhtemelen Japonya ile de i birli i yaptı i hipotezi, bugün var olan kanıtları açıklayabilir.

Kitaptaki di er makalelerde ise yazar, Yosif Stalin'in, Sovyetler Birli i'nde demokratik reformlar yapılmasını istedi ini ve bunun için yo un bir mücadele verdi ini; ancak Merkez Komitesi'ni bu konuda ikna etmeyi ba aramadı nı anlatıyor.

Published in Turkish.

yazilama.com



David Galef

Japanese Proverbs: Wit and Wisdom

Tuttle, 2012

PN 6519 .J3 G37 2012

Professor Galef is in the English Department.

What does a native Japanese speaker mean by expressions like "the leftover piece is lucky" or "a red lacquer dish needs no decoration"? How do Japanese speakers relate to English maxims like "talk is cheap" and "you get what you pay for"? Proverbs hold many keys to a language and culture. The book is filled with universal truths ("Fall down seven times, get up eight") as well as uniquely Japanese sayings and folk wisdom ("Even a one-inch insect has a half-inch soul") which may seem cryptic and difficult to understand until you know the entire proverb that it refers to. This book will delight students of Japanese language and culture and will provide the reader with the key to speaking and understanding Japanese more fluently. All the proverbs are presented in Japanese script and Romanized form, along with direct English translations. Witty illustrations illuminate the proverbs and expression, and equivalent proverbs in English are given to demonstrate how...human nature is the same the world over.



tuttlepublishing.com

Brigid Callahan Harrison, Jean Wahl Harris, and Michelle D. Deardorff
American Democracy Now
McGraw-Hill, 2013 3d ed.
JK 276 .A43 2013
Professor Harrison is in the Political Science and Law Department.

The volume is a first: a truly integrated learning program for American government that provides individualized instruction through an adaptive diagnostic coupled with pedagogical tools that are anchored in research on critical thinking. By showing student what they know, it focuses students on specific learning objectives they need to master in order to achieve better performance in the course. The individualized, adaptive learning program guides students away from merely expressing opinion to forming a point of view based on critical thinking, analysis, and evidence.

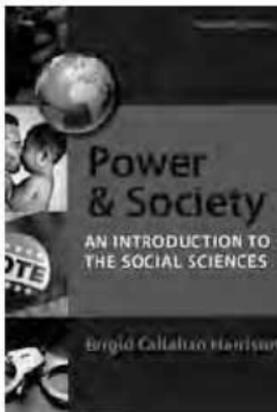
mhhe.com



Brigid Callahan Harrison
Power & Society: An Introduction to the Social Sciences
Wadsworth/Cengage Learning, 2014 13th ed.
H 61 .D95 2014
Professor Harrison is in the Political Science and Law Department.

This volume is designed as a basic text for an introductory, interdisciplinary social science course and introduces the reader to key concepts in anthropology, sociology, economics, psychology, political science, and history. The text introduces each of the social sciences and demonstrates how the various disciplines differ in their focus and methods. It also presents an interdisciplinary viewpoint to illustrate the nature and uses of power in society. The text also explores some of the central challenges and contemporary controversies facing American society; for example, ideological conflict, racism and sexism, poverty and powerlessness, crime and violence, community problems, and international relations.

cengage.com



David Holloway, Donald Rayfield, and Grover Furr

Beria. Empire of the GULAG

Algorithm, 2012

DK 268 .B384 H64 2012

Professor Furr is in the English Department.

После смерти Сталина следующим вождем Советского Союза должен был стать Лаврентий Берия, однако в результате заговора Хрущева он был свергнут и убит. В отечественной истории личность Берия с тех пор оценивалась по-разному – от резко негативных до хвалебных отзывов. Западные исследователи, далекие от наших политических и идеологических баталий, подходили к этому вопросу более объективно.

В книге, представленной вашему вниманию, ведущие западные советологи - английские профессора Д. Холловэй и Д. Рейфилд и американский профессор Г. Ферр - дают свое видение политического портрета Берия и результатов его деятельности. Их исследования опираются не только на большое количество документальных источников, но и на воспоминания людей, лично знавших Лаврентия Берия. Основное внимание уделяется «империи ГУЛАГа», созданной под его руководством.

Published in Russian.

algorithm-kniga.ru



Lee Cullen Khanna

Before the Rainbow: Poems

Finishing Line Press, 2012

PS 3561 .H285 B43 2012

Professor Khanna (retired) was in the English Department.

The poetry explores living in Vieques, Puerto Rico, an island that is part paradise and part victim of a colonial legacy, long associated with a history of Spanish domination and U.S. exploitation, and, most recently, an influx of American tourists. Khanna juxtaposes the beauty of its sea, sand, skies, flora and fauna against what she calls its "tortured history." In finding joy in a spray of yellow coconut blossoms and egrets who turn to angels as if in a painting, she works magic with the landscape. Khanna's strong voice, or, rather several voices – ironic, painterly, lyrical, political – give us a deeply satisfying look at Vieques, where there is "surprise in palm and deep sea."

finishinglinepress.com



Graziano Lazzarino with **Andrea Dini**

Prego! An Invitation to Italian

McGraw-Hill, 2012

PC 1128 .L35 2012 8th ed.

Professor Dini is in the Spanish and Italian Department.



The authors listened to many adopters and made significant revisions to adapt *Prego!* to the changing needs of students. Every aspect of this program is based on the strong foundation of vocabulary and grammar presentations unique to *Prego!* along with communicative activities and expanded cultural material to help students develop language proficiency. The program offers a truly integrated approach to presenting culture that inspires students to develop their communication skills. All print and media supplements for the program are completely integrated in *CENTRO*, the comprehensive digital platform that brings together all the online and media resources of the *Prego!* program. These include the *Quia* online and print versions of the *Workbook* and *Laboratory Manual*, the video program, the music playlist, and new interactive games. Instructors will also find an easy-to-use grade book, an instructor dashboard, and a class roster system that facilitates course management and helps reduce administrative workload.

mhhe.com

Marta Lopez-Luaces, Ernesto Garcia Lopez, and Edwin M. Lamboy (Eds.)

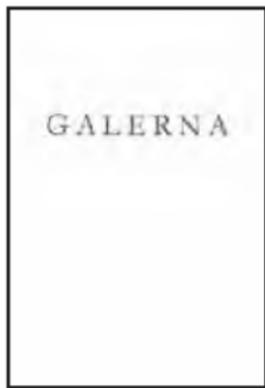
Galerna X: Revista Internacional de Literatura

Montclair State University and

The City College of New York, 2012

AP 63 .G3 V.10 2012

Professor Lopez-Luaces is in the Spanish and Italian Department.



Lopez-Luaces wrote: "*Galerna* was born from a need to bring together into a dialogue the different poets from Latin America, and also from the U.S. Because the good thing about New York is that there are poets from Peru, Argentina, Mexico, Spain, and many other Spanish speaking countries who are living here, and many of us, even though we live here, we actually find that the dialogue that used to be normal among Latin American and Spanish poets at the end of the nineteenth and beginning of the twentieth centuries disappeared after the Spanish Civil War; there was a disconnection...The idea is to build bridges that transcend nationalities, and even languages, because we also try to include the minority languages within Spanish-speaking cultures (Guarani, Catalan, Galician, Basque) in translation into Spanish to show that these so-called Spanish cultures actually have more than nine languages. So it's trying to build bridges between the different Latin American and Spanish poets, and also between the different minority languages and the Spanish language."

theconversant.org

Marta Lopez-Luaces, Johnny Lorenz, & Edwin M. Lamboy
(Eds. & Trans.)

New Poetry from Spain: An Anthology

Talisman House Publishers 2012

PQ 6267 .E2 2012

*Professor Luaces-Lopez is in the Spanish and Italian Department
and Professor Lorenz is in the English Department*



The poetic texts chosen and translated here represent a profound transition — psychological and political — undergone by the new Spanish citizen. This anthology focuses on the poetry written in Spain after 1975. All the poets included were raised under Franco's dictatorship, which lasted forty years. Those born in the sixties or later, such as Ernesto López García and Luis Muñoz, lived under the dictatorial regime for less than a decade; consequently, they experienced the dictatorship as a vague memory rather than as a foundation, unlike the older poets. In any case, the social reality after Franco's death in 1975 was very different from that in which all of these poets had been raised. A new conception of the self had to emerge after the transition to democracy, and this was expressed in the work of many poets as a liberating, though painful, transformation, a transformation that affected the very concept of language. Naturally, the radical reinvention of language produced a reinvention of the self.

talismanhousepublishers.com

Richard Marranca

Dragon Sutra

Oak Tree Press, 2012

PS 3613 .A768734 D72 2012

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



This novel is a travelogue that is both a love story and an adventure tale. While wandering around Asia, Jason comes to Cambodia, where he's drawn into a dangerous underworld and political violence. He and Rachany, a beautiful woman he met at the Russian Market, are pursued by a mysterious foe. They flee across Cambodia, Laos and Thailand through exotic tribes, ancient cities... and end up in Burma's rebellion. The beauty and luster of passion and love is counterpointed by the darkness of the criminal underworld and the Cambodian holocaust. The author has cultivated a unique voice that explores a troubled landscape, a troubled time, and finds some peace in it all. Readers get an American's intimate view into a society struggling with the remnants of war and a mystical past.

oaktreebooks.com

Laura E. Marshak, Claire J. Dandeneau, **Fran P. Prezant**,
Nadene A. L'Amoreaux

*The School Counselor's Guide to Helping Students
with Disabilities*

Jossey-Bass, 2010

LC 4031 .S365 2010

*Professor Prezant is in the Communication Sciences and
Disorders Department.*



School counselors are offered a practical guide for handling the complexities of working with children and youth who have disabilities. The book serves as a resource for practicing school counselors and counselor educations, to provide them the insight, knowledge, and strategies to work more effectively to meet the needs of students with disabilities. The book is organized to correspond with the myriad responsibilities and roles assumed by school counselors in elementary, middle and high school settings. The authors provide both seasoned and new school counselors with the insight and tools they need to successfully promote the academic, personal, social, and career success of students with disabilities.

josseybass.com

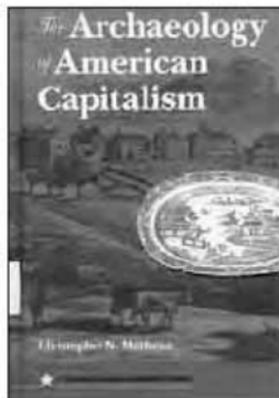
Christopher N. Matthews

The Archaeology of American Capitalism

University Press of Florida, 2010

E 159.5 .M295 2010

Professor Matthews is in the Anthropology Department.



The author offers a fresh look at the historic material culture and social meaning of capitalism in this wide-ranging and compelling study. Drawing on archaeological evidence from the colonial period to the modern era and covering sites from New England to California, it is the first comparative treatment in historical archaeology to comprehensively illustrate the development and evolution of capitalism in the United States. Included are studies on European-Indian relations, early colonial culture change, urbanization, mass consumption, and heritage tourism that track the emergence to dominance of capitalist social relations. The author identifies the discipline of archeology itself as an artifact of capitalism and offers an thoughtful investigation into the ways in which the transformative effects of capitalism not only determine much of the archaeological record but the pursuit of archaeology itself.

upf.com

Joseph Thomas Moore

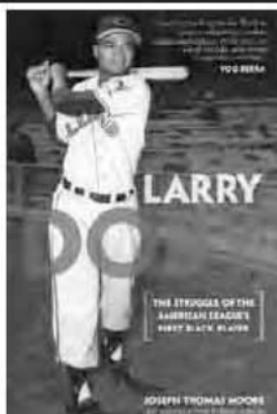
*Larry Doby: The Struggle of the American League's
First Black Player*

Dover, 2011

GV 865 .D58 M66 2011

Dr. Moore is Professor Emeritus of History.

Thoroughly researched and beautifully written, this inspiring tale chronicles the life of the second black player to reach the Major Leagues. In 1947 Larry Doby joined the Cleveland Indians, integrating the American League eleven weeks after Jackie Robinson's first appearance with the Brooklyn Dodgers. A seven-time All Star, Doby hit 253 home runs, drove in nearly 1,000 runs, and performed with distinction in the 1948 World Series. While achieving those remarkable statistics, he faced the same prejudices that plagued Robinson — but with far less media attention and support. First published in 1998 by Greenwood Press as *Pride Against Prejudice: The Biography of Larry Doby*, it now includes a new Chapter (15) and additional photographs. Paul Dickson has provided a new Introduction.



doverpublications.com

Negin Nabavi (Ed.)

Iran: From Theocracy to the Green Movement

Palgrave Macmillan, 2012

DS 318.825 .I644 2012

Professor Nabavi is in the History Department.

Recent Iranian history has been full of unexpected turns. Whether it was the 1979 revolution, the rise to power of the reformist movement in 1997, or the emergence of the Green Movement in June 2009, the world was taken unawares at every juncture. This book brings together essays that both speculate on the import of the developments of 2009 and also shed light on the complexities and the ever-changing dynamics of post-revolutionary Iran, including the topics of the private entrepreneurial business sector; the growing assertiveness of women; and the changing aspiratons of youth.



palgrave.com

Wendy C. Nielsen

Women Warriors in Romantic Drama

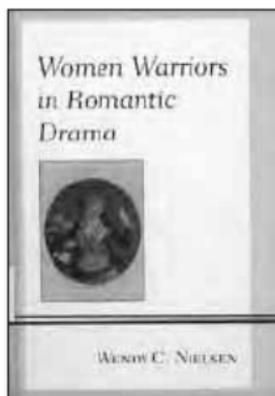
University of Delaware Press, 2013

PN 2593 .N54 2013

Professor Nielsen is in the English Department.

The author examines a recurring figure that appears in French, British, and German drama between 1789 and 1830: the woman warrior. The term itself, "woman warrior," refers to quasi-historical female soldiers or assassins. Women have long contributed to military campaigns as canteen women. Camp followers ranged from local citizenry to spouses and prostitutes, and on occasion, women assisted men in combat. However, the woman warrior is a *romantic* figure, meaning a fanciful ideal, despite the reality of women's participation in select scenes of the French Revolution and the Napoleonic Wars. The central claim of this book is the woman warrior is a way for some women writers (Olympe de Gouges, Christine Westphalen, Karoline von Günderrode, and Mary Robinson) to explore the case for extending citizenship to women. This project focuses primarily on theater for the reason that the stage simulates the public world that female dramatists and their warriors seek to inhabit. Novels and poetry clearly belong to the realm of fiction, but when audiences see women fighting onstage, they confront concrete visions of impossible women.

www2.lib.udel.edu/udpress



Lois Oppenheim

Imagination from Fantasy to Delusion

Routledge, 2013

BF 408 .067 2013

Professor Oppenheim is in the Modern Languages and Literatures Department.

This book illustrates the enhancement of self that creativity affords, the relationship of imagination to the self as agent. The premise of this book is twofold: First, that the imaginary is real. Where it differs from what we commonly take to be reality is in structure and in form. The imaginary of art, for example, is not illusionary for it is phenomenologically describable and even depictable, as demonstrated by the self-reflexive efforts of modernist painters and writers. No less real than the imaginary of art, and thus fantasy, is the imaginary of delusion, ascertainable in the very function it serves.

routledge.com



Peter Pastor and Graydon A. Tunstall (Eds.)

Essays on World War I

Center for Hungarian Studies and Publications;

Social Science Monographs, 2012

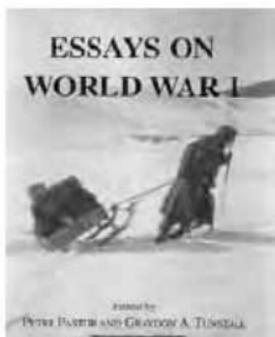
D 550. E87 2012

Professor Pastor is in the History Department.

The eight essays are longer version of presentations at the Florida and Gulf Coast Chapter Seminar of the World War One Historical Association. Most of the papers examined some aspects of the eastern front from German air power on the eastern front to the 1916 Russian offensive to the battlefield losses the Dual Monarchy suffered on the eastern front to the Carpathian Winter War to the Czechoslovak Legion in Russia.

hungarianpublications.org

CHSP Hungarian Studies No. 26



Lauren Hackworth Petersen and

Patricia Salzman-Mitchell (Eds.)

Mothering and Motherhood in Ancient Greece and Rome

University of Texas Press, 2012

HQ 759 .M8786 2012

Professor Salzman-Mitchell is in the Classics and General Humanities Department.

Motherhood played a central role in ancient Greece and Rome, despite the virtual absence of female participation in the public spheres of life. Mothers could wield enormous influence as the reproductive bodies of society and, in many cases, of culture. Yet motherhood and acts of mothering have received relatively little focused and sustained attention by modern scholars, who have concentrated almost exclusively on analyzing depictions of ancient women more generally. In this volume, experts from the humanities present a wealth of evidence from legal, literary, and medical texts, as well as art, architecture, ritual, and material culture, to reveal the multilayered dimensions of motherhood in both Greece and Rome and to confront the fact that not all mothers and acts of mothering can be easily categorized.

utexas.edu/utpress



Jessica Restaino

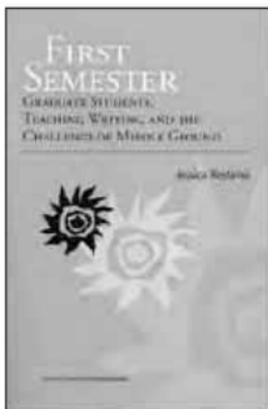
First Semester: Graduate Students, Teaching Writing, and the Challenge of Middle Ground

Southern Illinois University Press, 2012.

PE 1404 .R443 2012

Professor Restaino is in the English Department.

A snapshot is offered of the first semester experiences of graduate student writing teachers as they navigate predetermined course syllabi and materials, the pressures of grading, the influences of foundational scholarship, and their own classroom authority. With rich qualitative data gathered from course observations, interviews, and correspondence, Restaino traces four graduate students' first experiences as teachers of composition at a large, public university. Yet the circumstances and situations she relates will ring familiar at widely varying institutions. Over the course of a semester, the author acted as participant observer. This unprecedented study looks at a widely used by typically underprepared teaching resource in writing programs nationwide and provides a challenging theoretical approach to understanding and improving the preparation of graduate student teachers in the writing classroom.



siupress.com

Studies in Writing and Rhetoric

Jessica Restaino and Laurie JC Cella (Eds.)

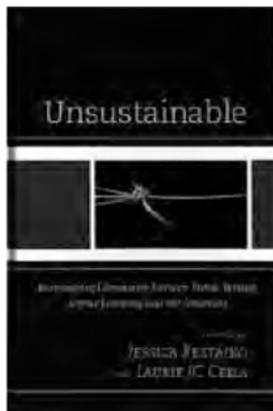
Unsustainable: Re-imagining Community Literacy, Public Writing, Service-Learning, and the University

Rowman & Littlefield Publishing/Lexington Books, 2013

LC 151 .U67 2013 2013

Professor Restaino is in the English Department.

The book explores short-lived university/community writing projects in an effort to rethink and re-examine the long-term sustainability in community writing work. Contributors examine their own efforts in order to provide alternate models for understanding, assessing, and enacting university/community writing projects that...fall outside the traditional practice.



rowman.com

Carole Stone (Ed.)

American Rhapsody

PS 3569 .T6297 A33 2012

CavanKerry Press, 2012

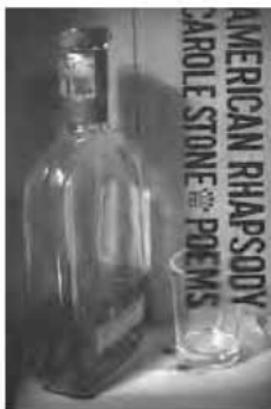
Professor Stone is Professor of English Emerita.

At the center of the book of forty-eight poems is the author's elegy for her lost mother and father, which extends to their Prohibition era, its glamor and notoriety with figures like Warran Harding and Josephine Baker. The collection moves forward to Enron, urban decay, illegal immigration, romanticizing and grieving for parents and America.

cavankerrypress.org

Notable Voices Series

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C.J.T. Talar (Ed. & Trans.) and **Elizabeth Emery** (Trans.)

Martyr to the Truth: The Autobiography of Joseph Turmel

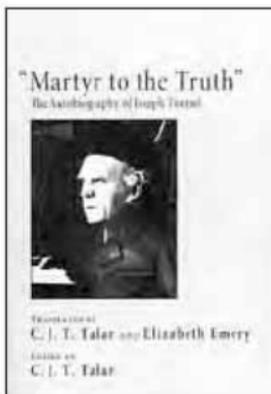
Pickwick Publications, 2012

BX 4705.T94 A313 2012

Professor Emery is in the Modern Languages and Literatures Department.

In his autobiography Joseph Turmel (1859-1943) has left an intensely personal account of his struggles to reconcile his Catholic faith with the results of historical-critical methods as those impacted biblical exegesis and the history of dogma. Having lost his faith in 1886, he chose to remain as a priest in the Church, even while he worked to undermine its teachings. He did so initially in writings published under his own name and, as his conclusions became increasingly radical, under a veritable team of pseudonyms. He was excommunicated in 1930. His account of his life is less a discussion and defense of his ideas than it is a moral justification of his conduct. Turmel is associated with the left wing of Roman Catholic Modernism along with Albert Houtin, Marcel Hébert, and Félix Sartiau.

wipfandstock.com



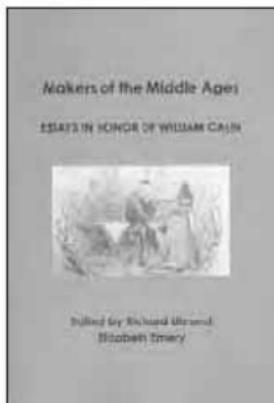
Richard Utz and **Elizabeth Emery** (Eds.)

Makers of the Middle Ages: Essays in Honor of William Calin
Studies in Medievalism, Western Michigan University, 2011
D 116 .M35 2011

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

A Festschrift honoring the prolific medievalist, William Calin, on his seventy-fifth birthday. Contributors include Jesse G. Swanon "Erasmus, Calin, Reading and Living;" Alicia C. Montoya on "Madame de Sévigné's Aristocratic Medievalism;" William Paden on "Pound's Troubadours ;" Roy Rosenstein on "Helen Waddell at Columbia: Maker of Medievalists;" and M. Jane Toswell on "Seamus Heaney and Beowulf" to name only a few. The book is available in electronic format online at:
works.bepress.com/richard_utz/86

wmich.edu



James P. Woodard

*A Place in Politics: São Paulo, Brazil, from Seigneurial
Republicanism to Regionalist Revolt* (e-book)

Duke University Press, 2009

F 2651 .S257 W66 2009 EB

Professor Woodard is in the History Department.

This is a thorough reinterpretation of the politics and political culture of the Brazilian state of São Paulo between the 1890s and the 1930s. The world's foremost coffee-producing region from the outset of this period and home to more than six million people by 1930, São Paulo was an economic and demographic giant. In an era marked by political conflict and dramatic social and cultural change in Brazil, nowhere were the conflicts as intense or changes more dramatic than in São Paulo. The print edition is also available.

dukeupress.edu



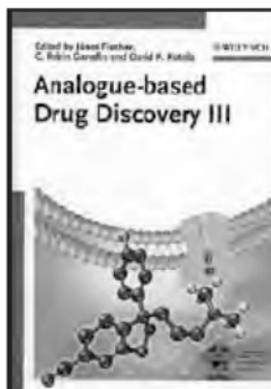
Janos Fischer, C. Robin Ganellin and **David Rotella** (Eds.)

Analogue-based Drug Discovery III

Wiley-VCH, 2013

RM 301.25 .A53 2013

Professor Rotella is in the Chemistry and Biochemistry Department.



Analogue-based drug discovery is a basic principle of drug research. It is recognized that in several cases there is only a narrow gap between a pioneer and an analogue drug because of the strong competitive environment in the industry. A new promising molecular biological target inspires parallel research efforts at several companies. It can happen that the first discovery does not lead to a marketed drug; instead, a molecule discovered later proves to be the first to be launched. As a result of the strong competition, it can also happen that two pioneered drugs are introduced nearly simultaneously in the market, and these drugs often have chemical pharmacological similarities. Addressing current strategies for successful drug analogue development, this volume adds new analogue classes and case studies as well as general approaches, including analogues for natural products drugs.

wiley-vch.de

Robert W. Taylor (Ed.)

Taking Sides: Clashing Views in Sustainability

McGraw-Hill, 2012

HC 79 .E5 T382 2012

Professor Taylor is in the Earth and Environmental Studies Department.



The book is a debate-style reader designed to introduce students to controversies in sustainability. The readings, which represent the arguments of policy analysts, scientists, economists, and environmentalists, reflect opposing positions and have been selected for their liveliness and substance and because of their value in a debate framework. For each issue, the editor provides an expanded introduction and a new section titled Exploring the Issue. By requiring students to analyze contradictory positions and reach considered judgments, the book actively develops students' critical thinking skills.

mhhe.com

William H. Thomas, Tama Alulu, and Randall W. FitzGerald
Field Guide to New Guinea Birds of the Hewa Territory
NewGuineaConservation.Org, 2012
QL 694 .N4 T56 2012

Dr. Thomas is the Director of the New Jersey School of Conservation and Dr. FitzGerald is the Associate Director.

As the sole speakers of their language, the Hewa are the gatekeepers of millennia of observations about the natural world embedded in their language and culture. The biggest difficulty faced by researchers and outside interests in working with a population that speaks a unique language, is communication. In this case, the problem of cross-cultural communication was complicated by the desire to establish a common understanding between Hewa and western naturalists concerning the relationship between their traditional lifestyle and biodiversity. Although the Hewa territory was designated a conservation priority, Papua New Guinea's national government expects conservation initiatives to be generated entirely by local landowners. If the Hewa were to work successfully with western scientists, the authors needed to develop a communication tool that would overcome language difficulties and present their traditional knowledge in a way that promoted cross-cultural communication. The authors hoped that the Forest Stewards initiative would become the basis for a local conservation plan.

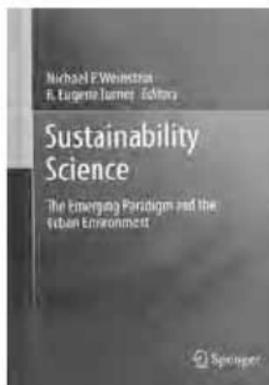
newguineaconservation.org



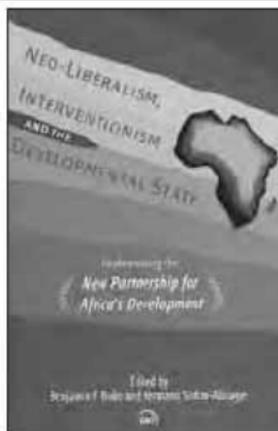
Michael P. Weinstein and R. Eugene Turner (Eds.)
Sustainability Science: The Emerging Paradigm and the Urban Environment
HC 79 .E5 S8665 2012
Springer Science+Business Media, 2012
Professor Weinstein is Acting Director of the Institute for Sustainability Studies.

A new paradigm for use-inspired research, informed decision making and development of science-based policy is emerging at the very heart of the global sustainability transition. Sustainability science attempts to unravel the complexities of the coupled Human-Environment System and address the core sustainability challenges of the 21st century. The topics in this book focus on emerging research and policy in sustainability science; the ecology of cities; landscape ecology – scale, spatial patterns, organizational levels, and ecological processes; and related topics in resource exploitation and management, the valuation of natural and social capital, habitat and biodiversity conservation, social learning, ecosystem based management, and integrated watershed-coastal zone management.

springer.com



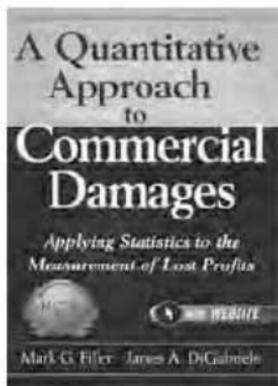
Benjamin F. Bobo and **Hermann Sintim-Aboagye** (Eds.)
Neo-Liberalism, Interventionism and the Developmental State: Implementing the New Partnership for Africa's Development
 Africa World Press, 2012
 HC 800 .N4564 2012
Professor Sintim-Aboagye is in the Economics and Finance Department.



This book uniquely scopes the spectrum of the interplay of politics, history, government, economics and business in the development or perhaps underdevelopment of Africa. With breath, depth and alacrity, it chronicles past development efforts, discusses their successes and failures and worms its way through an array of issues using the most 'ambitious' and recent development initiative, the New Partnership for Africa's Development (NEPAD), as a platform for articulating Africa's future. The book straddles, to the extent possible, the full gambit of problems seen as stumbling blocks to Africa's development.

africaworldpressbooks.com

Mark Filler and James DiGabriele
A Quantitative Approach to Commercial Damages: Applying Statistics to the Measurement of Lost Profits.
 John Wiley & Sons, 2012
 K 837 .F55 2012
Professor DiGabriele is in the Accounting, Law, and Taxation Department.



Demonstrating the application of the various statistical forecasting and analytical models, the authors present selected statistical techniques which can be applied in lost profits cases. The book is written for practitioners who have some experience in the field of calculating economic damages but who need new tools. Sixteen real-world case studies are shown with a companion website.

wiley.com

Abraham Gitlow, Howard Gitlow, Ernest Kurnow,
Alan Oppenheim

America's Research Universities: The Challenges Ahead
University Press of America, 2011
LA 226 .A447 2011

*Professor Oppenheim is in the Information and Operations
Management Department.*



Research and teaching constitute the core purposes of America's research universities. The intellectual integrity of students' and scholars' work rests upon an ethical foundation, requiring a dedication to reasoned and civil dialogue, open minds, and reliance on evidence as the basis for conclusions. Urban center or rural campus, the traditional university faces challenges that confront any community—financial solvency, security, transportation, housing, and risk management—in addition to their fundamental knowledge mission. The book discusses pressures and enticements that can undermine and weaken the intellectual integrity and the health of the universities themselves.

rowman.com

Mark E. Hill

Marketing Strategy: The Thinking Involved
Sage Publications, 2013
HF 5415.13 .H546 2013
Professor Hill is in the Marketing Department.



This book is an innovative text that promotes the idea that effective marketing thinking leads to successful marketing strategy. The book's theories go beyond simply introducing the reader to concepts in the field by providing tools and methods to develop marketing thinking and questioning skills that will help with application of real-life marketing strategies. As the chapters progress, the thinking/questioning develops toward higher levels and more specialized inquiry, helping readers acquire the skills needed in the practice of marketing.

sagepub.com

John Wang (Ed.)

Implementation and Integration of Information Systems in the Service Sector

Business Science Reference, 2013

HD 9980.5 .I524 2013

Professor Wang is in the Information and Operations Management Department.

Subjects in this reference book include The Impact of Location-Aware Systems in Hospitals; A Consumer Perception Research on the Subject of a New Technology in a Developing Dynamic Market; Service Management of Special Care Units; A Strategic Benchmarking Process for Identifying the Best Practice Collaborative Electronic Government Architecture; Towards High Maturity in SaaS Applications Based on Virtualization; Sustainability in Service Operations; and Demand Analysis by Modeling Coice of Internet Access and IP Technology.

igi-global.com

Premier Reference Source



John Wang (Ed.)

Information Technologies, Methods, and Techniques of Supply Chain Management

Business Science Reference (IGI Global), 2012

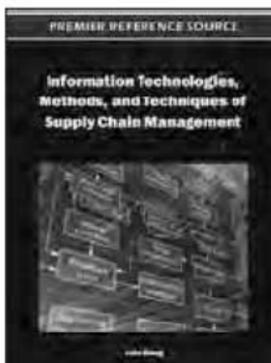
HD 38.5 .I52 2012

Professor Wang is in the Information and Operations Management Department.

Coordination of information to effectively operate and manage a supply chain can be a source of competitive advantage today. Subjects in this reference book include Moderated Multiple Regression of Absorption Capacity Attributes and Deployment Outcomes; Determining Optimal Price and Order Quality Under the Uncertainty in Demand and Supplier's Wholesale Price; Management of Logistics Planning; and Design and Development of an e-Platform for Supporting Liquid Food Supply Chain Monitoring and Traceability.

igi-global.com

Premier Reference Source



John Wang (Ed.)

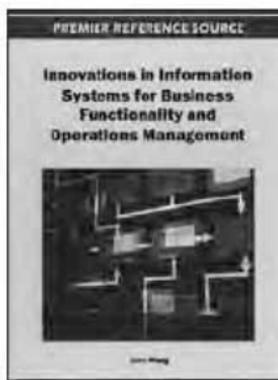
Innovations in Information Systems for Business Functionality and Operations Management
Business Science Reference (IGI Global), 2012
TS155 .J5362 2012

Professor Wang is in the Information and Operations Management Department.

Subjects in this reference book include The Open System for Master Production Scheduling; Solution of Correlated Multi-Response Optimization Problem; A Graph-Search Based Navigation Algorithm for Traversing A Potentially Hazardous Area with Disambiguation; A New Hybrid Inexact Logarithmic-Quadratic Proximal Method for Nonlinear Complementarity Programs; Optimizing Cash Management for Large Scale Bank Operations; and Assessing Aircraft Inspection Strategies.

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Premier Reference Source



John Wang (Ed.)

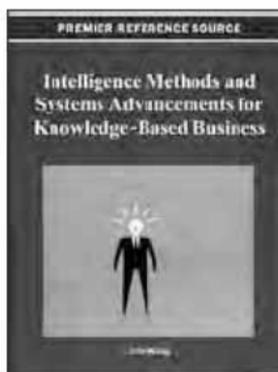
Intelligence Methods and Systems Advancements for Knowledge-Based Business
Business Science Reference (IGI Global), 2012
HD 30.2 .J5515 2013

Professor Wang is in the Information and Operations Management Department.

Subjects in this reference book include Optimal Service Ordering in Decentralized Queries Over Web Services; Expanding the Model of Competitive Business Strategy for Knowledge-Based Organizations; Fuzzy Multiple Criteria Workflow Robustness and Resiliency Modeling with Petri Nets; An Ontology-Based Extraction Framework for a Semantic Web Application; and An Architecture for Query Optimization Using Association Rule Mining.

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Premier Reference Source



John Wang (Ed.)

Project Management Techniques and Innovations in Information Technology

Business Science Reference (IGI Global), 2012

HD 30.2 .P758 2012

Professor Wang is in the Information and Operations Management Department.

Subjects in this reference book include Optimal Crashing and Buffering of Stochastic Serial Projects; Software Project Managers under the Team Software Process; Half-Life of Learning Curves for Information Technology Project Management; Using Realist Social Theory to Explain Project Outcomes, and Establishing Preconditions for Spanning the Boundaries in Public Private IT Megaprojects.

igi-global.com

Premier Reference Source



John Wang (Ed.)

Societal Impacts on Information Systems Development and Applications

Business Science Reference (IGI Global), 2012

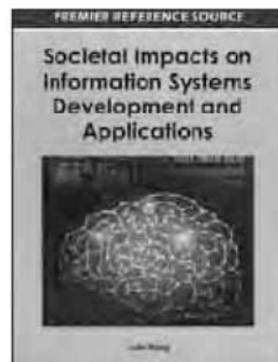
QA 76.9 .C66 S628 2012

Professor Wang is in the Information and Operations Management Department.

Subjects in this reference book include Multidimensional Assessment of Emerging Technologies; GIS and GPS Applications in Emerging Economies; Observation and Analysis of a Chinese Logistics Firm; Factors Impacting the Success of Electronic Government; A Modeling Approach to Simulate Effects of Intercropping and Interspecific Competition in Arable Crops; and Verification of a Rational Combination Approach for Agricultural Drought Assessment.

igi-global.com

Premier Reference Source



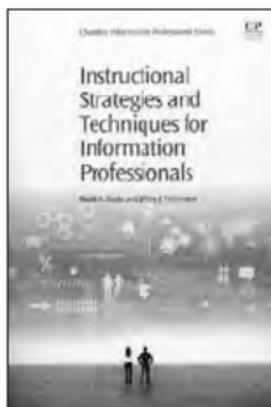
Nicole A. Cooke and Jeffrey J. Teichmann
*Instructional Strategies and Techniques for
Information Professionals*

Chandos Publishing, 2012

Z 668 .C66 2012

*Dr. Cooke was a Reference and Instruction Librarian in the
Reference and Research Department of Sprague Library.*

Library personnel are moving outside their established roles, being called upon to teach classes, deliver presentations, and officially represent their organizations. These new aspects of librarianship bring novel instructional challenges. The book is designed to assist those professionals with little to no experience designing and delivering training, instructional sessions, or presentations. This practical guide will get the library professional up and running as a trainer and presenter by offering a general overview; developing and evaluating a training plan and its content; presenting practical issues such as who will train, logistics, and tips and tricks for making training successful; and keeping professionally current.



chandospublishing.com

GEORGE SEGAL GALLERY EXHIBITIONS



*Israel Bernbaum: Painting His Story,
In Commemoration of the 70th Year
Anniversary of the Warsaw Ghetto Uprising*
George Segal Gallery,
Montclair State University, 2013
DS 134.64 .b47 2013

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

Dr. Batya Brutin, Director of Holocaust Studies and the Israeli Society Program at Beit Berl Academic College in Israel, served as curator of the exhibition which was timed to commemorate the seventieth anniversary of the Warsaw Ghetto Uprising, the largest single act of Jewish resistance during World War II. Israel Bernbaum, a Holocaust survivor and artist, painted with detailed visual portrayals of both his own personal story as well as the plight of the Warsaw Jews during the Holocaust. Bernbaum aimed his art mostly at a young audience, using a naïve, almost cartoon-like style. He chose topics, images and colors that presented the horrible fate of the Jewish people during the Holocaust in a format that young people could understand and cope with. Montclair State University is now the permanent home for portions of the Jewish Federation of Greater Clifton-Passaic's Holocaust Resource Center's art and library collection.

montclair.edu