MONTCLAIR STATE
UNIVERSITY

Annual Institutional Profile Report

Fall 2017

September, 2017

PREFACE

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

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

Institutional Mission

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

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

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

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

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

Dr. Susan A. Cole
President
Montclair State University

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II. DATA BY CATEGORY

A. Accreditation Status

Montclair State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. Programs leading to a degree or certificate (not certification) are approved by the Office of the Secretary of Higher Education of the State of New Jersey. Programs leading to NJ State certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Discipline-specific accreditations include:

• AACSB International ─ The Association to Advance Collegiate Schools of Business (Baccalaureate and Graduate degree programs in business, School of Business)

• ACEND - Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (Didactic Program in Dietetics, Baccalaureate level; Dietetic Internship, Department of Health and Nutrition Sciences)

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

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

• CACREP - Council for the Accreditation of Counseling and Related Education Programs (Counseling, Ph.D., Counseling, M.A., Department of Counseling and Educational Leadership, College of Education and Human Services)

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

• CAEP – Council for the Accreditation of Educator Preparation [Formerly NCATE] ─ for programs preparing elementary and secondary school teachers, as well as administrative and school service personnel

• CEPH - Council on Education for Public Health. (Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, Department of Public Health, College of Education and Human Services

• NASAD - National Association of Schools of Art and Design (Fashion Studies major, BA; Fine Arts major, concentrations in Art Education, Art History, Studio Art, BA; Animation/Illustration major, Filmmaking major, Fine Arts/Studio major, Graphic Design major, Industrial Design major, BFA; Studio Art major, MFA; Department of Art and Design, College of the Arts)

• NASD - National Association of Schools of Dance (Dance major, concentration Dance Education, BA; Dance major, BFA, Department of Theatre and Dance, College of the Arts)

• NASM - National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Music Education, Jazz Studies, Performance, Theory/Composition, BMus; Music major, concentrations in Music Education, Music Therapy, Performance, and Theory/Composition, MA, John J. Cali School of Music, College of the Arts)

• NAST - National Association of Schools of Theatre (Theatre Studies major, BA; Theatre major concentrations in Acting and in Production/Design, BFA; Theatre major with concentration in Arts Theatre Studies, MA, Department of Theatre and Dance, School of the Arts)

Program approvals include:

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

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

Memberships include:

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

B. Number of Students Served

Fall 2016 Undergraduates

In fall 2016, 16,810 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 35.9% from fall 2006, and up 2.9% from fall 2015.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2016		
	Number	**Percent**
Full-time	**14,968**	**89.0%**
Part-time	**1,842**	**11.0%**
Total	**16,810**	**100.0%**

The proportion of undergraduates studying full-time rose 6.7 percentage points between 2006 and 2016, from 82.3% in fall 2006 to 89.0% in fall 2016.

Fall 2016 Graduate Students

Montclair State University enrolled 4,177 graduate students in fall 2016 (see Table II.B.2). This graduate student headcount was up 12.6% from fall 2006, and 1.2% from fall 2015.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2016		
	Number	**Percent**
Full-time	**1,448**	**34.7%**
Part-time	**2,729**	**65.3%**
Total	**4,177**	**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 13 percentage points, from 21.7% in fall 2006 to 34.7% in fall 2016.

FY16 (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 FY16, over 23,500 students attended MSU during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY16 (IPEDS 12-Month)			
	Headcount	**Credit Hours**	**FTE**
Undergraduate	**18,348**	**474,265**	**15,809**
Graduate	**5,193**	**63,812**	**2,659**
Professional Practice	**48**	**1,546**	**64**
Total	**23,589**	**539,622**	**18,532**

C. Characteristics of Undergraduate Students

Fall 2016 First-time Undergraduates

A total of 12,139 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2016, up 24% from fall 2006. The University admitted 66.1% of these applicants, and 2,997 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 37.3%. The fall 2016 admissions yield was 0.9 percentage points lower than in fall 2006.

Fall 2016 first-time undergraduates entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 2,997 first-time undergraduates, 93.3% were Regular Admits, 4.3% were admitted through the EOF program, and 2.4% were Special Admits (see Table II.C.1).

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

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

A total of 1,233 (41.1%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on SAT scores that were submitted voluntarily by first-time undergraduates who entered the University as freshmen.

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2016								
	Full-Time				**Part-Time**			
Type	**Number**	**Math**	**Read**	**Write**	**Number**	**Math**	**Read**	**Write**
Regular	1,141	495	484	488	6	518	508	512
EOF	55	438	421	413	--	--	--	--
Special	31	497	490	470	--	--	--	--
All	1,227	493	481	485	6	518	508	512
Missing	1,750	--	--	--	14	--	--	--

In fall 2016, Montclair State University used the College Board's suite of Accuplacer tests to assess college readiness in elementary algebra. Incoming freshmen failed to attain at least a B- score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer.

Between 2011 and 2016, the percentage of undergraduates enrolled in one or more remedial courses declined 2 percentage points to 2.3%, while the percentage of full-time, first-time undergraduates in remediation declined 10 percentage points to 11.4%.

Table II.C.2: Enrollment in Remedial Courses, Fall 2016		
Total Fall 2016 Undergraduate Enrollment	**Number of Students Enrolled in One or More Remedial Courses**	**Percent of Total**
16,810	381	2.3%
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**
2,977	338	11.4%
Remedial Subject Area	**Number of FTFT Students Enrolled in**	**Percent of FTFT Students Enrolled in**
Reading	0	0.0%
Writing	0	0.0%
Math Computation	0	0.0%
Elementary Algebra	338	11.4%

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

The profile of the fall 2016 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 15.1% of first-time undergraduates identified themselves as African American, 6.6% as Asian, 30.2% as Latino/a, and 0.7% as non-resident aliens. Females comprised 63% of first-time undergraduates.

Fall 2016 Undergraduates

In fall 2016, a total of 20,987 students attended Montclair State University. Of this total, 16,810 (or 80.1% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 35.9% between fall 2006 and fall 2016. Eighty-nine percent of fall 2016 undergraduates attended the University full-time, up nearly 7 percentage points from fall 2006. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, 28.9% of undergraduates identified themselves as Latino/a, 12.9% as African American, 6.0% as Asian, 46.6% White, and 2.2% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2016						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	7	0.0%	3	0.2%	10	0.1%
African Amer.	1,791	12.0%	195	10.6%	1,986	11.8%
Asian	858	5.7%	106	5.8%	964	5.7%
Latino/a	3,934	26.3%	504	27.4%	4,438	26.4%
White	6,403	42.8%	746	40.5%	7,149	42.5%
Non-Res. Alien	288	1.9%	51	2.8%	339	2.0%
Unknown	1,687	11.3%	237	12.9%	1,924	11.4%
Total	14,968	100.0%	1,842	100.0%	16,810	100.0%

In fall 2016, 61.4% of all undergraduates were female, and the average age of the undergraduate population was 21.67 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2016						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,271	61.9%	1,057	54.4%	10,328	61.4%
Male	5,697	38.1%	785	42.6%	6,482	38.6%
Total	14,968	100.0%	1,842	100.0%	16,810	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2016						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	27	0.2%	16	0.9%	43	0.3%
18-19	4,954	33.1%	62	3.4%	5,016	29.8%
20-21	5,923	39.6%	211	11.5%	6,134	36.5%
22-24	3,101	20.7%	640	34.7%	3,741	22.3%
25-29	669	4.5%	422	22.9%	1,091	6.5%
30-34	147	1.0%	160	8.7%	307	1.8%
35-39	66	0.4%	97	5.3%	163	1.0%
40-49	62	0.4%	127	6.9%	189	1.1%
50-64	18	0.1%	96	5.2%	114	0.7%
More than 64	1	0.0%	11	0.6%	12	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	14,968	100.0%	1,842	100.0%	16,810	100.0%

During AY15-16, 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 $5 million during the award year. Also in AY15-16, Federal grants, loans, and work-study programs amounted to over $120.3 million.

MSU distributed an additional $30.7 million in state-funded financial aid during AY15-16, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 6,079 State awards were made to MSU students, including 4,904 TAG Awards, 394 NJCLASS Loans, and 650 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY15-16

	Recipients	$ Dollars	$/Recipient
STATE PROGRAMS			
TAG	4,904	$24,864,000	$5,070
EOF	650	$770,000	$1,185
Distinguished Scholars	0	$0	$0
Urban Scholars	52	$49,000	$942
NJCLASS Loans	394	$4,819,000	$12,231
NJ Stars	79	$174,000	$2,203
OSRP	0	$0	$0
FEDERAL PROGRAMS			
Pell Grants	7,045	$30,547,000	$4,336
College Work Study	475	$595,000	$1,253
Perkins Loans	419	$731,000	$1,745
SEOG	1,107	$836,000	$755
Stafford Loans (Subsidized)	8,828	$36,599,000	$4,146
Stafford Loans (Unsubsidized)	9,237	$32,372,000	$3,505
PLUS Loans	1,614	$18,666,000	$11,565
SMART & ACG or other	0	$0	$0
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	1,464	$5,063,000	$3,458
Loans	0	$0	$0

Of MSU's 2,997 first-time undergraduates who entered in fall 2016, 95% were New Jersey residents (see Table II.C.5). Most were from Bergen (482), Essex (440), and Passaic (419) counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2016			
State Residents	**Non-State Residents**	**Total Students**	**% State Residents**
2,857	**140**	**2,997**	**95.3%**

Fall 2016 Graduate Students

Of the 20,987 students who attended Montclair State University in fall 2016, 4,177 (19.9%) were graduate students. Graduate student enrollment rose 12.6% between fall 2006 (3,711) and fall 2016 (4,177).

Most graduate students (65%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-one percent of fall 2016 graduate students were female, and the average age of the graduate student population was 31.36 years. Excluding unknowns, 10.5% of graduate students identified themselves as African American, 4.5% as Asian, 16.3% as Latino/a, 61.1% as White, 5.8% as non-resident aliens, and 1.4% as multi-racial. Nearly 92.7% of MSU's graduate students are New Jersey residents.

D. Student Outcomes

Over 65% of all full-time, first-time freshmen who entered MSU in the fall of 2010 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 2010 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=185	58	31.4%	105	56.8%	119	64.3%
Asian						
Cohort=128	52	40.6%	79	61.7%	86	67.2%
Latino/a						
Cohort=429	146	34.0%	238	55.5%	261	60.8%
White						
Cohort=1,079	464	43.0%	704	65.2%	732	67.8%
Non-Res. Alien						
Cohort=37	15	40.5%	20	54.1%	21	56.8%
Other*						
Cohort=311	115	37.0%	174	55.9%	196	63.0%
Total						
Cohort=2,169	850	39.2%	1,320	60.9%	1,415	65.2%

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

Over 92% of all full-time, first-time undergraduates who entered MSU in fall 2015 re-enrolled in spring 2016, and 83.1% returned in fall 2016 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2015 to 2016					
	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	3,098	2,574	83.1%	524	16.9%
Part-time	17	7	41.2%	10	58.8%
Total	3,115	2,581	82.9%	534	17.1%

Transfer Student Outcomes

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

Other Student Outcomes

Using data from the National Student Clearinghouse, 25,102 alumni who earned Bachelor's degrees over an 11-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.

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

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

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

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

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

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

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

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

E. Faculty Characteristics

In fall 2016, Montclair State University employed 620 full-time instructional staff (see Table II.E.1).

TABLE II.E.1: Full-time Instructional Staff by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2016															
	Female					**Male**					**Total**				
	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
Native Amer.	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Untenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Amer.	**7**	**7**	**5**	**2**	**21**	**6**	**11**	**2**	**0**	**19**	**13**	**18**	**7**	**2**	**42**
Tenured	7	7	3	0	17	6	9	0	0	15	13	16	4	0	32
Untenured	0	0	2	2	4	0	2	2	0	4	0	2	4	2	8
Asian	**11**	**20**	**4**	**0**	**35**	**14**	**17**	**9**	**2**	**42**	**25**	**37**	**13**	**2**	**77**
Tenured	11	18	1	0	30	14	17	1	0	32	25	35	2	0	62
Untenured	0	2	3	0	5	0	0	8	2	10	0	2	11	2	15
Latino/a	**5**	**9**	**1**	**5**	**20**	**8**	**9**	**2**	**2**	**21**	**13**	**18**	**3**	**7**	**41**
Tenured	5	9	0	0	14	8	7	1	0	16	13	16	1	0	30
Untenured	0	0	1	5	6	0	2	1	2	5	0	2	2	7	11
White	**54**	**77**	**34**	**33**	**198**	**68**	**72**	**40**	**22**	**202**	**122**	**149**	**74**	**55**	**400**
Tenured	54	74	6	0	134	67	69	9	0	145	121	143	15	0	279
Untenured	0	3	28	33	64	1	3	31	22	57	1	6	59	55	121
Non-Res. Alien	**0**	**2**	**4**	**0**	**6**	**0**	**1**	**6**	**0**	**7**	**0**	**3**	**10**	**0**	**13**
Tenured	0	2	0	0	2	0	0	1	0	1	0	2	1	0	3
Untenured	0	0	4	0	4	0	1	5	0	6	0	1	9	0	10
Missing	**0**	**2**	**14**	**10**	**26**	**2**	**7**	**9**	**5**	**23**	**2**	**9**	**23**	**15**	**49**
Tenured	0	2	0	0	2	2	6	0	0	8	2	8	0	0	10
Untenured	0	0	14	10	24	0	1	9	5	15	0	1	23	15	39
Total	**77**	**117**	**62**	**50**	**306**	**98**	**117**	**68**	**31**	**314**	**175**	**234**	**130**	**81**	**620**
Tenured	77	112	10	0	199	97	108	12	0	217	174	220	22	0	416
Untenured	0	5	52	50	107	1	9	56	31	97	1	14	108	81	204

The number of full-time instructional staff increased 26.3% from fall 2006 (N=491) to fall 2016 (N=620). From fall 2006 to fall 2016, the number of full-time male faculty members rose 15.0% (273 to 314), while the number of full-time female faculty members increased 40.4% (218 to 306).

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

Table II.E.2: Percent of Course Sections Taught By Full-Time Instructional Staff, Fall 2016						
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**
4,673	2,309	49.4%	2,011	43.0%	353	7.6%

Table II.E.3 shows IPEDS headcounts of fall 2016 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (620) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves (i.e., not all of these 620 taught in the fall).

Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2016				
Total No. of Faculty	**No. Full-Time**	**Pct. Full-Time**	**No. Part-Time**	**Pct. Part-Time**
1,846	620	33.6%	1,226	66.4%

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	2						13
Female	3							3
Total	14	2	0	0	0	0	0	16

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

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

3. URL
If your organization has a web site that includes information on your governing board, please report the URL.
URL   http://www.montclair.edu/board-of-trustees

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2016:

FALL 2016 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	**CIP CODE***
BACHELOR OF ARTS	
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
GENDER, SEXUALITY & WOMEN STUDIES	050207
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
ITALIAN	160902
JOURNALISM	090401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
PUBLIC RELATIONS	090902
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
TELEVISION AND DIGITAL MEDIA	090701
THEATRE STUDIES	500501
BACHELOR OF FINE ARTS	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602

FALL 2016 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
BACHELOR OF FINE ARTS (CONT.)	
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
THEATRE	500501
BACHELOR OF MUSIC	
MUSIC	500903
BACHELOR OF SCIENCE	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE	310505
INFORMATION TECHNOLOGY	110103
MARINE BIOLOGY & COASTAL SCIENCES	261302
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
PUBLIC HEALTH	512201
SCIENCE INFORMATICS	309999
SUSTAINABILITY SCIENCE	303301
MASTER OF ARTS	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FRENCH	160901
INDUSTRIAL ORGANIZATIONAL PSYCH	422804
LAW AND GOVERNANCE	229999
MUSIC	500901

FALL 2016 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
MASTER OF ARTS (CONT.)	
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
MASTER OF ARTS IN TEACHING	
TEACHING	130101
MASTER OF BUSINESS ADMINISTRATION	
BUSINESS ADMINISTRATION	520201
MASTER OF EDUCATION	
INCLUSIVE EDUCATION	131001
SPECIAL EDUCATION	131001
MASTER OF FINE ARTS	
DANCE	500301
STUDIO ART	500702
MASTER OF PUBLIC HEALTH	
PUBLIC HEALTH	512201
MASTER OF SCIENCE	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE	131314
MARINE BIOLOGY	261302
MATHEMATICS	270101
MATHEMATICAL & COMPUT'L MODELING	270304
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
SUSTAINABILITY SCIENCE	303301
DOCTOR OF AUDIOLOGY (Au.D.)	
AUDIOLOGY-CLINICAL	510202
DOCTOR OF PHILOSOPY (Ph.D.)	
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELING	131102
ENVIRONMENTAL MANAGEMENT	030201

FALL 2016 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
DOCTOR OF PHILOSOPY (Ph.D.)	
FAMILY STUDIES	190701
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVEL.	131299

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

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

Teaching Writing, graduate
Translation and Interpreting in Spanish, graduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

In FY16, faculty received 60 research awards and $11.5 million in funding, with most awards coming from the State of New Jersey (17), National Science Foundation (5), the U.S. Department of Education (4), and the National Oceanic and Atmospheric Administration (4). FY16 research expenditures approached $6.3 million.

TABLE II.H.1: R&D Expenditures, FY16 [1]	
Source of Funds	Amount
U.S. Federal Government	$2,771,000
State and Local Government	$1,481,000
Business and Non-Profit Organizations	$614,000
Institutional Funds (incl. MSU Foundation)	$1,454,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	$6,320,000
[1] Source: NSF Higher Education Research and Development Survey, FY16.	

Expenditures on Other Sponsored Programs, FY16 [2]	
Source of Funds	Amount
U.S. Federal Government	$1,956,000
State and Local Government	$2,723,000
Business and Non-Profit Organizations	$156,000
Institutional Funds	$1,247,000
Total of Expenditures on Sponsored Programs Other Than Research	$6,083,000
Grand Total of Expenditures on R&D and Other Sponsored Programs	$12,403,000
[2] Source: FY16 Audit schedule.	

Selected Montclair State University Faculty Accomplishments

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

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 620 full-time instructional staff members, along with those who serve in part-time instructional roles, have repeatedly demonstrated their excellence through their professional activities and their engagement with their communities.

During the past academic year (2016-2017), MSU faculty published 145 books and book chapters, and 635 articles, reviews, and other works. Faculty in the College of the Arts presented 572 exhibitions and performances, and faculty from across the University made over 735 presentations, ranging from papers delivered at professional conferences, to talks given to community groups and organizations. One hundred sixteen members of the faculty served on national, state, and/or local boards, and 179 received grants or other awards for their contributions to their professions or the wider community.

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

Activity	TOTAL	CART	CEHS	CHSS	CSAM	SBUS
Published Books & Book Chapters	145	22	22	59	35	7
Published Works	635	65	73	155	164	178
Performances & Exhibitions	577	572	0	4	1	0
Presentations	735	193	60	200	208	74
Boards	116	50	10	16	24	16
Awards & Grants	179	39	16	52	64	8

The publication titled University Authors, 2016-2017 is included as Appendix 1 of this report.

I. Major Capital Projects

Campus Projects Completed Since 2013

School of Communication and Media (2017)

A ribbon-cutting ceremony on September 26, 2017 marked the official opening of the new, high-tech, multimedia School of Communication and Media Building at Montclair State University. Described as "the most technologically advanced media and production facility of any university in North America," the new building is a 105,000-square-foot facility that joined together Morehead and Life Halls into a single, multi-functional communications and multimedia facility. The building features a range of tools and resources – from broadcast-ready 4K and HD studios and control rooms to multimedia labs and an advanced audio production center – designed and implemented through a strategic partnership between the University and Sony Electronics' Professional Solutions Americas. The new building is equipped with a leading-edge, multi-platform "newsroom of the future," along with a 150-seat presentation hall, broadcast studios, integrated media lab, film screening room, and acting and dance studios

Partridge Hall Renovation (2017)

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

Center for Environmental and Life Sciences (2015)

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

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

The Feliciano School of Business (2015)

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

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

Center for Clinical Services (2015)

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

Particular care was given in the design and construction of this space to meet the specialized needs of the different clinical programs while, at the same time, enhancing opportunities for collaborations and shared use of space.

Combined Heating, Cooling, and Power Project (2013)

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

Current Campus Projects

College Hall Renovation

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

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

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

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

Mallory Hall Renovation

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

Technology Investments

New Administrative Computer Systems Operational

The launch of Workday human resource systems in summer 2016 and Banner student administrative systems in fall 2016 marked the successful continuation of a multi-year University technology investment project known as OneMontclair. The OneMontclair project has involved replacement of virtually all of the University's outdated legacy systems in the Budget and Planning, Finance, Human Resources, and Student areas, along with the hundreds of integrations between core and third-party applications.

The new administrative systems are benefiting prospective students, enrolled students, employees, and the University's many vendors and suppliers by providing greater access to systems, enhanced usability, smoother work flows, and superior efficiency.

Continuing to Leverage and Extend New Administrative Computer Systems

With the new administrative systems in place, efforts continue to improve business processes in all operational areas by taking full advantage of all new system features and capabilities. Additionally, we are improving the reports and analytic capabilities available to mine and leverage information stored in the new systems to enable more effective data-driven decisions across the community impacting both administrative efficiencies and student success. Finally, a 2017-18 initiative will replace the homegrown identity and access management programs leveraged by all campus systems. New highly robust software and processes will streamline provisioning, deprovisioning, authentication, and monitoring of access based on roles, enabling increased efficiencies and continuing enhancement of security as necessitated by the ever evolving risks and threats in today's society.

Upgraded Campus Network

The University is completing a comprehensive campus-wide network upgrade to provide increased speed, capacity, reliability, and security to all academic, administrative, and residential buildings, as well as outdoor areas. Final phases of this upgrade will conclude in 2017-2018 including:

- Standardization on modern Cisco technology for wired and wireless network connectivity, substantially improving the user experience when accessing information and applications;
- Implementation of uninterruptible power supply battery backup devices, increasing network availability; and
- Support for Internet-Protocol-based telephone operations, enabling increased functionality and cost effectiveness of voice communications.

Evolving Classroom Technologies

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

Of special note is the September 2017 opening of the new facility for the School of Communication and Media, featuring broadcast and media production technologies for education superior to those found at other universities across North America. The innovative new facility, made possible through a unique strategic partnership with Sony Electronics, includes four television production control room/studio suites comparable to those used by commercial broadcasters, a multimedia newsroom used for teaching and for live broadcasts, and extensive digital content creation and editing technologies.

Institutional Repository Housing Faculty Research and Other Institutional Scholarship

In 2017-18 Montclair State will launch an Institutional Repository, hosted by the Digital Commons repository service, bringing all of Montclair State's research and creative works into one platform, with an aim to preserve and provide access to that research. Examples of content that will be made more widely accessible are faculty research; student research, theses and dissertations; annual reports; arts and cultural programming media; newsletters; and conference/symposium materials.

Extensive Web Site Refresh and Enhancement

In 2017-18 Montclair State is also rolling out an extensive redesign of the Montclair.edu web site, enhancing communication, search and navigation capabilities across all of Montclair State's educational and research resources and services. This redesign will also focus on optimizing the accessibility of the site to assure that all web content is perceivable, operable, understandable and robust for all audiences, including those with disabilities.
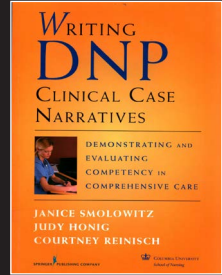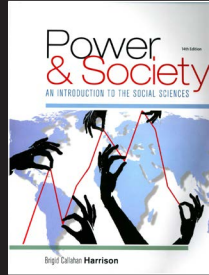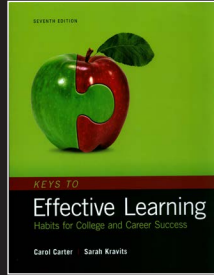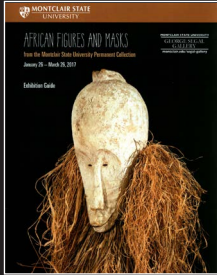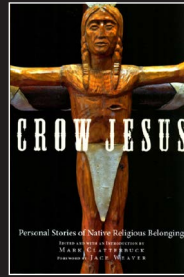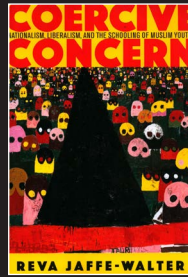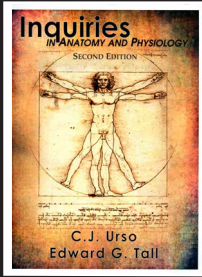
UNIVERSITY **AUTHORS**

APRIL 2017
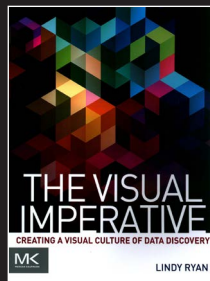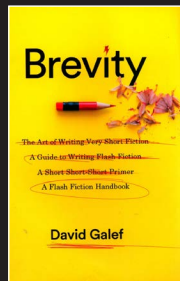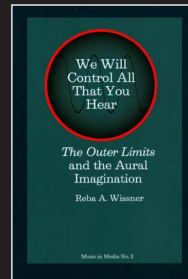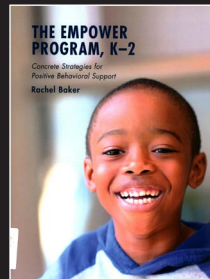
MONTCLAIR STATE
UNIVERSITY

MONTCLAIR STATE
UNIVERSITY

April 18, 2017

Dear Colleagues:

Once again, on behalf of Judith Lin Hunt, Dean of Library Services and myself, I am pleased to welcome you to this ninth celebration of Montclair State University's authors and artists. This year we have 52 novels, poetry and non-fiction books, textbooks, music CDs and Segal Gallery exhibit catalogues with all colleges, schools, Segal Gallery and Sprague Library represented. Once again, they make an impressive and extraordinary display of which all of Montclair State University faculty and staff may be truly proud since they reflect our collective community of scholarship and artistic production.

The accumulated record of publications from Montclair State University authors and editors since we began these celebrations in 2009 is now up to more than 388 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 a collective reputation to which we each contribute and each lay claim.

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

Willard P. Gingerich
Provost and Vice President
for Academic Affairs

Joe Coco
Professor Coco is in the John J. Cali School of Music.
The Little House on Mariton Heights
Performance Records, 2015
CD NO. 4271 M 1630.18 .C63 L47 2015

Contents: The little house – Mariton Heights – Turtle back
Box man – Water shed – The language of creatures – River
on your feet – Landing on your feet – Land of broken dreams
Limbo house – Equity - closing day – Independence day
Bring me home – Casa Dolcezza Limoncello – Put your house in order. Featuring Jim Rodney.

Sky Walk
Performance Records, 2016
CD NO. 4270 M 1630.18 .C63 S59 2016

Contents: Sky walk – Empty or full – Give in – Zabaglione,
on a silver spoon – Silver & viridian – Change it up – Simply
getting harder to breathe – Sun dance – Winter rose
Summer hedge – Be-be – Good things happen, when
you least expect. Featuring Jonathan Ward and Justin Lee.
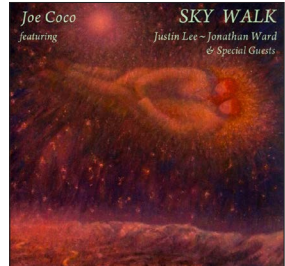
Trouvèrs BanQuet
Performance Records, 2015
CD NO. 4269 M 1630.18 .C63 T85 2015

Contents: Trouvèrs banquet – When I sing to you –
Gardenia & rose – Lazy – I should have never looked -
at her as long as I did – Perfect design – Breathe in the
divine – Bells of episcopal John's – Vuja de – Anome –
Hold on to me moon – Darker side of me – Turn around
sun – Build me a house. Featuring Jonathan Ward and
Justin Lee.
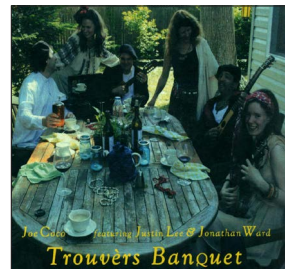
web.tiscali.it/kbtime/joebio.html
rogerwayneparr.com/joe-coco

Victoria de Grazia and **Nancy Goldring** (Curators)
The Last Days of Print Culture: Raffone in Naples
Zaccaria srl, 2016
Z 156 .N2 L37 2016
Professor Goldring is in the Art and Design Department.

This work is based on an exhibition at the European Institute
of Columbia University in September-November 2009. It is
Volume 1 of the Studies in Italian Material Culture: A Project of
the European Institute at Columbia University. The European
Institute's 2009 fall reception introduces Mario Raffone, owner
and director of a century-old family typography located in the
heart of Naples. Over the last two decades, the firm has been
grappling with what Raffone calls "the end of Gutenberg."
Presenting visual material and artifacts from Stampa et Ars Mario Raffone, the exhibition
frames the decline of the culture of print in terms of the world of a single master craftsman,
his workers and clients, his neighborhood and city. The volume is in English and Italian.
Photographs, in color and black and white, were taken by Nancy Goldring.

mastersatwork.it/zaccaria

David J. Elliott, **Marissa Silverman** and
  Wayne Bowman (Eds.)
Artistic Citizenship: Artistry, Social Responsibility,
  and Ethical Praxis
Oxford University Press, 2016
NX 180 .E8 A78 2016
Professor Silverman is in the Music Education Department.
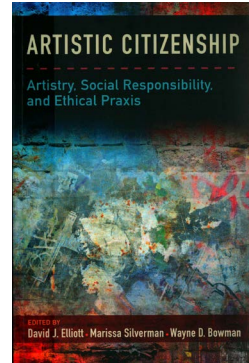
This first-of-its-kind compendium unites perspectives from artists,
scholars, arts educators, policymakers, and activists to investigate
the complex system of values surrounding artistic-educational
endeavors. Addressing a range of artistic domains — including
music, dance, theater, visual arts, film, and poetry — contributors
explore and critique the conventions that govern our interactions
with these practices. The work focuses on the social responsibilities and functions of amateur
and professional artists and examines ethical issues that are conventionally dismissed in
discourses on these topics. The questions this book addresses include: How does the
concept of citizenship relate to the arts? What sociocultural, political, environmental,
and gendered "goods" can artistic engagements create for people worldwide? Do particular
artistic endeavors have distinctive potentials for nurturing artistic citizenship? What are the
most effective strategies in the arts to institute change and/or resist local, national, and world
problems? What obligations do artists and consumers of art have to facilitate relationships
between the arts and citizenship? How can artistic activities contribute to the eradication
of adverse "ism"s? A substantial accompanying website features video clips of "artivism" in
action, videotaped interviews with scholars and practitioners working in a variety of spaces
and places, a blog, and supplementary resources about existing and emerging initiatives.
Thoroughly researched and engagingly written, *Artistic Citizenship* is an essential text for
artists, scholars, policymakers, educators and students.

oup.com

Reba A. Wissner
We Will Control All That You Hear: The Outer Limits and the Aural Imagination
Music in Media No. 3
Pendragon Press, 2016
ML 2080 .W59 2016
Professor Wissner is in the Music History Department.

From 1963-1965, *The Outer Limits*, an anthology television show co-created by Joseph Stefano and Leslie Stevens, was broadcast on ABC. Through the use of unconventional and newly invented instruments and household objects to produce unique sounds, the show not only looked different from most television of the time, but it sounded different as well. *We Will Control All That You Will Hear: The Outer Limits and the Aural Imagination*, discusses the use of music within the series, offering multiple readings of the ways that music is used. This book focuses not only on the ways that newly composed scores and stock music were utilized in the series, but also how the music enhances and interacts with what we see and hear onscreen.

pendragonpress.com

COLLEGE OF EDUCATION AND HUMAN SERVICES
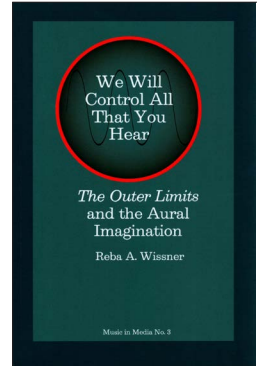
Rachel Baker
The Empower Program, K-2: Concrete Strategies for Positive Behavioral Support
Rowman & Littlefield, 2017
LB 1072 .B35 2017
Professor Baker is an education mentor for in-service P-3 Alternate Route students and Master of Arts in Teaching students.
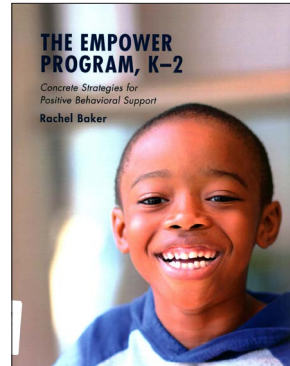
In this generation of Common Core Standards and high-stakes testing, educators are often left without the time to plan positive behavioral supports or the sanity to cultivate compassionate relationships with their students. Teaching can be stressful. Even though they understand the critical relationship between behavior and instruction, they're often left with the same hair-pulling question: *How can I empower—rather than overpower—my students, while still keeping a controlled classroom so that I can teach and students can learn?* The "Empower Program" delivers user-friendly strategies that are realistic for educators to implement and practical for their students to use. Included are classroom scenarios, research and relevancy, concrete strategies and ready-to-go resources.

rowman.com

John Barrell
Moving From What to What If?: Teaching Critical Thinking with Authentic Inquiry and Assessments
Routledge; Taylor and Francis Group, 2016
LB 1590.3 .B364 2016
Professor Barrell is Professor Emeritus of Curriculum and Teaching.
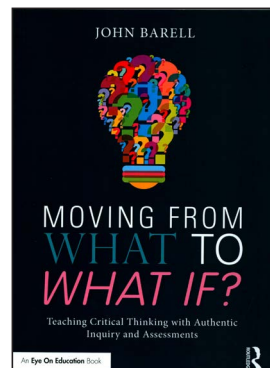
This practical book outlines how a teacher can challenge students to grapple with complex problems and engage more meaningfully with information across the content areas, rather than rely solely on rote memorization and standardized testing to measure academic success. The author shares vignettes from effective middle and high school teachers around the country, analyzes what works and what doesn't when encouraging students to dig deeper, and offers practical strategies that you can try in your own classroom. Aligned with the Common Core and other standards, this book will help to teach students to become inquisitive, engaged citizens who wonder about the universe, stretch their imaginations, and solve problems by asking, "What If"?

routledge.com

Maughn Rollins Gregory, Joanna Haynes and
  Karin Murris (Eds.)
***The Routledge International Handbook of
  Philosophy for Children***
Routledge; Taylor and Francis Group, 2017
B 105 .C45 R68 2017
Professor Gregory is in the Educational Foundations Department.

This rich and diverse collection offers a range of perspectives
and practices of Philosophy for Children (P4C). P4C has
become a significant educational and philosophical movement
with growing impact on schools and educational policy. Its
community of inquiry pedagogy has been taken up in
community, adult, higher, further and informal educational
settings around the world. The handbook will spark new discussions and identify emerging
questions and themes in this diverse and controversial field. It is an accessible, engaging and
provocative read for all students, researchers, academics and educators who have an interest
in Philosophy for Children, its educational philosophy and its pedagogy.
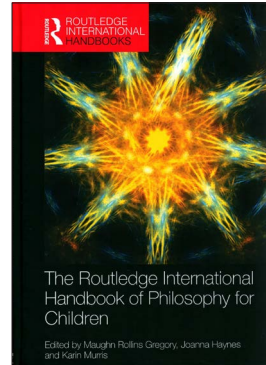
routledge.com

Reva Jaffe-Walter
*Coercive Concern: Nationalism, Liberalism, and
  the Schooling of Muslim Youth*
Stanford University Press, 2016
LC 3736 .D4 J34 2016
*Professor Jaffe-Walter is in the Counseling and
  Educational Leadership Department.*

Many liberal-minded Western democracies pride themselves
on their commitments to egalitarianism, the fair treatment of
immigrants and the right to education. These environments
would seem to provide a best-case scenario for the reception
of immigrant youth. But that is not always the case. The author
explores how stereotypes of Muslim immigrants in Western
liberal societies flow through public schools into everyday interactions, informing how
Muslim youth are perceived by teachers and peers. Beyond simply identifying the presence
of racialized speech in schools, this book uncovers how coercive assimilation is cloaked
in benevolent narratives of care and concern.

The book provides an ethnographic critique of the "concern" that animates integration
policy in Danish schools. The author focuses on the experiences of Muslim youth at a
public school where over 40 percent of the student body is of immigrant descent, showing
how schools operate as sites of governance. These efforts are led by political leaders who
promote national fears of immigrant take-over, by teachers in schools, and by everyday
citizens who are concerned about "problems" of immigration. The psychic and material
costs immigrant youth endure when living in the shadow of social scrutiny, are exposed
by the author, but she also charts a path forward by uncovering the resources these youth
need to attain social mobility and success.

sup.org
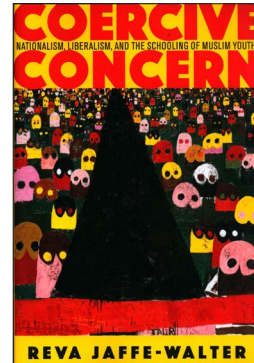
David Kennedy and Brock Bahler (Eds.)
Philosophy of Childhood Today: Exploring the Boundaries
Lexington Books; Rowman & Littlefield, 2017
B 105 .C45 P45555 2017
Professor Kennedy is in the
Educational Foundations Department.

Although philosophy of childhood has always played some part
in philosophical discourse, its emergence as a field of postmodern
theory follows the rise, in the late 19th century, of psychoanalysis,
for which childhood is a key signifier. Then in the mid-20th
century, Philipe Aries's seminal *Centuries of Childhood*
introduced the master-concept of childhood as a social
and cultural invention, thereby weakening the strong grip of
biological metaphors on imagining childhood. Today, while philosophy of childhood
per se is a relatively boundaryless field of inquiry, it is one that has clear distinctions from
history, anthropology, sociology and even psychology of childhood. This volume of essays,
which represents the work of a diverse international set of scholars, explores the shapes
and boundaries of the emergent field, and the possibilities for mediating encounters
between its multiple sectors, including history of philosophy, philosophy of education,
pedagogy, literature and film, psychoanalysis, family studies, developmental theory, ethics,
history of subjectivity, history of culture and evolutionary theory. The result is an engaging
introduction to philosophy of childhood for those unfamiliar with this area of scholarship, and
a timely compendium and resource for those for whom it is a new disciplinary articulation.
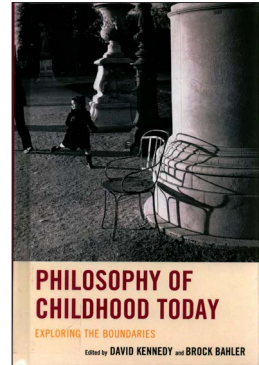
rowman.com

Tyler M. Kimbel and **Dana Heller Levitt** (Eds.)
A Guide to Graduate Programs in Counseling
Oxford University Press, 2017
BF 636.65 .G85 2017
Professor Levitt is in the Counseling and
* Educational Leadership Department.*
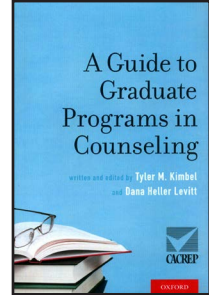
Written for undergraduate students and other prospective counselors, the work is the first of its kind to create a comprehensive, reliable means of learning about the counseling profession, entry level preparation (i.e., master's degrees in counseling specializations), and what to consider when searching for, applying to, and ultimately selecting a graduate program in counseling that is the "perfect fit." It offers vital information relative to accreditation and its importance in the counseling profession with regards to obtaining licensure, certification, and even employment opportunities after graduating. This book is the official source of information about accredited counseling programs and includes information about what counseling programs seek in candidates, what programs can offer students in terms of professional development and job placement, and guidance on personal and practical considerations for entering the counseling profession. Authored by counseling experts and featuring insights from voices in the field, it is a must-have resource for anyone interested in becoming a professional counselor. As well as co-editing this volume, Professor Levitt co-authored chapters including the introduction and conclusion.

oup.com

Michele Knobel and Judy Kalman (Eds.)
New Literacies and Teacher Learning:
  Professional Development and the Digital Turn
Peter Lang, 2016
LB 1731 .N373 2016
Professor Knobel is in the Early Childhood, Elementary
  and Literacy Education Department.
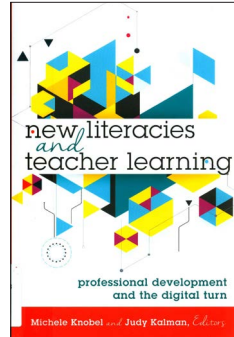
This work examines the complexities of teacher professional
development today in relation to new literacies and digital
technologies, set within the wider context of strong demands
for teachers to be innovative and to improve students' learning
outcomes. Contributors hail from Argentina, Australia, Canada,
Finland, Mexico, Norway and the U.S., and work in a broad range of situations, grade levels,
activities, scales and even national contexts. Projects include early year education through
to adult literacy education and university contexts, describing a range of approaches to taking
up new literacies and digital technologies within diverse learning practices. While the authors
present detailed descriptions of using various digital resources like movie editing software,
wikis, video conferencing, Twitter and YouTube, they all agree that digital "stuff" — while
important — is not the central concern. Instead, what they foreground in their discussions
are theory-informed pedagogical orientations, collaborative learning theories, the
complexities of teachers' workplaces, and young people's interests. Thus, a key premise
in this collection is that teaching and learning are about deep engagement, representing
meanings in a range of ways. These include acknowledging relationships and knowledge;
thinking critically about events, phenomena and processes; and participating in valued
social and cultural activities. The book shows how this kind of learning doesn't simply occur
in a one-off session, but takes time, commitment and multiple opportunities to interact
with others, to explore, play, make mistakes and get it right.

peterlang.com

Fernando Naiditch (Ed.)
*Developing Critical Thinking: From Theory
 to Classroom Practice*
Rowman & Littlefield, 2017
LB 1590.3 .D46 2017
*Professor Naiditch is in the Secondary
  and Special Education Department.*

Critical thinking requires a deep understanding of the topic at
hand and the ability to look at content from diverse, and often
unfamiliar, perspectives. Critical thinkers engage with material
in innovative and creative ways to analyze, synthesize and assess
it in order to reach their own informed conclusions. The work
invites readers to revisit their pedagogy to promote this type of
inquiry. Scholars and practitioners from several content areas introduce several examples
of instructional strategies, classroom practices and projects at multiple grade levels. Their
experiences come together to highlight practical ways to foster students' critical-thinking
skills and encourage them to engage in learning in new ways.

rowman.com
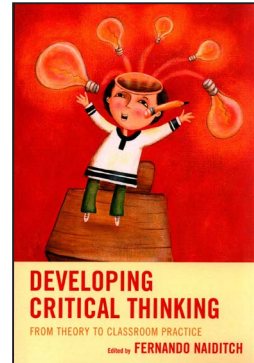
David Schwarzer and **Jaime Grinberg** (Eds.)
Successful Teaching: What Every Novice Teacher Needs to Know
Rowman & Littlefield, 2017
LB 2844.1 .N4 S85 2017
*Professor Schwarzer is in the Secondary and
  Special Education Department.*
*Professor Grinberg is in the
  Educational Foundations Department.*

This edited volume provides novice teachers with a practical guide
to help them transition from teacher education students to
independent, reflective and autonomous classroom teachers. It
also serves as a scaffolding tool for mentor teachers assigned to
support novice teachers during their first years in the field. Novice
teachers can use this comprehensive resource as a way to connect
the overarching conceptual themes and big ideas from their Teacher Education courses to
their classroom practices. This book is designed to encourage novice teachers to make more
intentional and pedagogically sound decisions during their beginning teaching experiences,
whether it is fieldwork observations, student teaching or the first years in the classroom.
The book covers a variety of issues, including: getting to know your students, families and
communities; curriculum development; and pedagogical decisions. Each of these sections
contain specific chapters devoted to a particular concept such as assessment, instruction for
diversity, integrating technology across the curriculum, action research and more. This book
serves as a bridge between pedagogical theory and the realities of the 21st-century classroom.

rowman.com
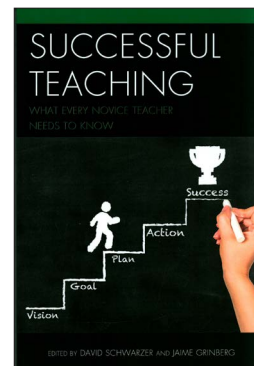
Ann Turnbull, Rud Turnbull, **Elizabeth Erwin**, Leslie Soodak,
   and Karrie Shogren
Families, Professionals, and Exceptionality:
   Positive Outcomes Through Partnerships and Trust
Pearson, 2015 7th ed., Loose-leaf
HQ 759.913 .T87 2015
Professor Erwin is in the Early Childhood, Elementary
   and Literacy Education Department.

From the best-known authors in the field of family and
professional collaboration — this is a practical look at how
teachers and families can empower, collaborate and advocate
for children with special needs. In this book, the authors enter
the lives and tell the stories of families they consider "forces for the disability cause," and
"exemplars of all that is good, decent, generous, steadfast and optimistic." In this book
readers see how lasting partnerships can be formed between members of families and
professionals in special and general education. The authors, widely recognized authorities in
the field of family and professional collaboration, present strong depictions of family systems
theory, the history and current status of policy, and the principles of partnership and their
application by teachers and other professionals. Included is invaluable practical advice for
educators—and true ways to apply these principles on the job.
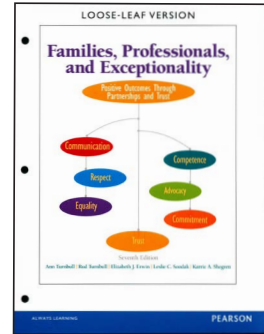
pearsonhighered.com

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Charles Auerbach and **Wendy Zeitlin**
Making Your Case: Using R for Program Evaluation
Oxford University Press, 2015
H 62 .A849 2015
*Professor Zeitlin is in the Robert D. McCormick Center for
  Child Advocacy and Policy.*
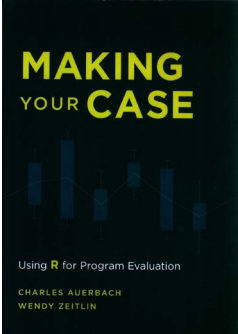
There is a growing need for research within practice settings.
Increasing competition for funding requires organizations to
demonstrate that the funding they are seeking is going towards
effective programming. Additionally, the evidence-based practice
movement is generally pushing organizations towards research
activities, both as producers and consumers. There have been
many books written about research methodology and data analysis
in the helping professions, and many books have been written about using R to analyze
and present data; this book, however, specifically addresses using R to evaluate programs
in organizational settings.

This book is divided into three sections. The first section addresses background information
that is helpful in conducting practice-based research. The second section of the book
provides necessary background to begin working with R. Topics include how to download
R and RStudio, navigation, R packages, basic R functions, and importing data. This section
also introduces The Clinical Record, a freely available database program to help organizations
record and track client information. The remainder of the book uses case studies to illustrate
how to use R to conduct program evaluations. Techniques include data description and
visualization, bivariate analysis, simple and multiple regression, and logistic regression. The
final chapter illustrates a comprehensive summary of the skills demonstrated throughout the
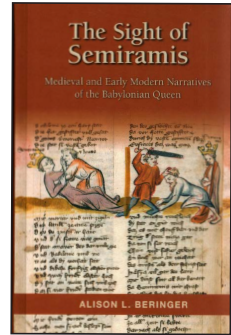book using The Clinical Record as a data repository.

oup.com

Alison L. Beringer

The Sight of Semiramis: Medieval and Early Modern
  Narratives of the Babylonian Queen
ACMRS, 2016
PN 682 .S345 B47 2016
Professor Beringer is in the Classics and
  General Humanities Department.

Beginning with Diodorus Siculus's first-century BCE account and
extending to early modern German Meisterlieder, this book explores
the plethora of narratives about the ancient Babylonian queen
Semiramis. The selected texts, most from continental Europe,
cover a range of genres and languages. Organized thematically
around issues of visual communication — acts of seeing and being
seen — this study highlights the narrative fluidity in the matière de Sémiramide, ultimately
revealing a figure of excess and surplus that defies classification and categorization. In its
thematic focus, this study also draws on the competitive yet complementary relationship
between the visual and the verbal.

acmrs.org

Yasemin Besen-Cassino (Ed.)

Education and Youth Today
  Sociological Studies of Children and Youth Book Series
  Volume 20
Emerald Publishing Group, 2016
LB 3605 .E38 2016
Professor Besen-Cassino is in the Sociology Department.
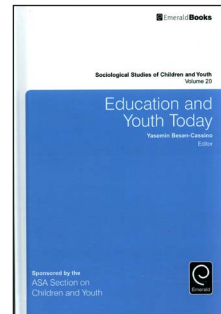
Education has traditionally been studied from the perspectives of
educators, administrators, politicians and parents. However, the
central actors of education, young people themselves, have been
left out of the study of education. This volume focuses on the lived
experience of education from the perspectives of the students. It
brings together the most recent and cutting edge research on the understanding of education
from the perspectives of young people. It tries to understand how young people negotiate
their childhoods and education in the context of different educational institutions. In doing
so, it unravels layers of inequalities in the understanding of education.

emeraldinsight.com
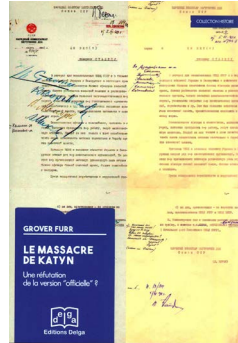
Aimée Boutin and **Elizabeth Emery** (Guest Eds.)
L'Esprit Createur
   Cultural Exchange and Creative Identity: France/Asia in the
   Nineteenth and Early Twentieth Centuries
Johns Hopkins University Press, 2016 Volume 56, No. 3 Fall 2016
PQ 1 .E78 2016
Professor Emery is in the Modern Languages and
   Literatures Department.

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

press.jhu.edu

Suzanne Branciforte, Elvira Di Fabio, **Gina M. Miele**
Parliamo italiano! A Communicative Approach
Wiley, 2016 5th ed.
PC 1129 .E5 B73 2016
Professor Miele is in the Spanish and Italian Department.

This text continues to offer a communicative, culture-based
approach for beginning students of Italian. Not only does it
provide students learning Italian with a strong ground in the
four ACTFL skills: reading, writing, speaking and listening,
but it also emphasizes cultural fluency. The text follows a more
visual approach by integrating maps, photos, regalia and
cultural notes that offer a vibrant image of Italy. The chapters
are organized around functions and activities. Cultural information has been updated to make
the material more relevant. In addition, discussions on functional communications give readers
early success in the language and encourage them to use it in practical situations.
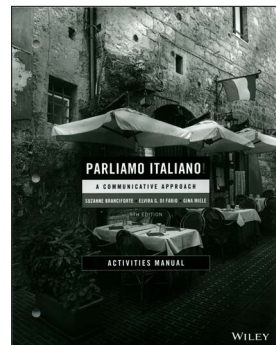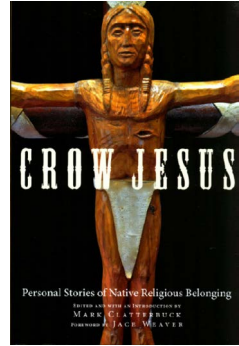
wiley.com

Mark Clatterbuck (Ed.)
Crow Jesus: Personal Stories of Native Religious Belonging
University of Oklahoma Press, 2017
E99.C92 C53 2017
Professor Clatterbuck is in the Religion Department.

The voices of Crow Christianity tell a complex story of Christian
faith and Native tradition combining and reshaping each other
to create a new and richly varied religious identity. In this collection
of narratives, 15 member of the Apsáalooke (Crow) Nation
in southeastern Montana and three non-Native missionaries to the
reservation describe how Christianity has shaped their lives, their
families and the community through the years. The narratives
reveal the startling variety and sharp contrasts that exist in Native Christian devotion among
Crows today, from Pentecostal Peyotists to Sun-Dancing Catholics to tongues-speaking
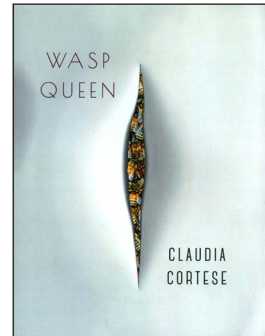Baptists in the sweat lodge.

oupress.com

Claudia Cortese
Wasp Queen
Black Lawrence Press, 2016
PS 3603 .078253 W37 2016
Professor Cortese is in the Writing Studies Department.

Wasp Queen possesses something permanent and searing
at its core: the will to live, even thrive, despite the shackles
of childhood, despite even oneself. The book focuses entirely
on Lucy, an adolescent girl living in Ohio in the '90s. Lucy
drives the book. The pieces are character studies, vignettes,
moments from her adolescent life that reveal her psychology,
pathology, pain. The author graphically exposes and explores
what it would mean if a young girl, brutalized by all that is considered allowable by the
social norms of our debased culture, could actually speak her mind. This is the poison without
antidote that positions us to experience with dread immediacy the suffering hidden within so
many "normal" homes.

blacklawrence.com

Grover Furr

*Yezhov vs. Stalin: The Truth about Mass Repressions and the So-Called 'Great Terror' in the USSR*
Erythrós Press and Media, 2016
DK 268.4 .F87 2016
Professor Furr is in the English Department.

The author examines the information in Nikita S. Krushchev's speech on February 25, 1956, to the delegates at the XX Party Congress of the Communist Party of the Soviet Union where Krushchev stated that Stalin and Beria committed crimes against members of the Communist Party. The book seeks to identify the causes of, and properly locate the responsibility for, the repressions during 1937 and 1938 by relying most heavily upon scholarly works by Russian historians who have access to unpublished or recently published document from Soviet archives and upon primary resources.

erythrospress.com
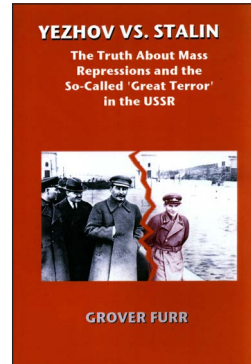
David Galef

*Brevity: A Flash Fiction Handbook*
Columbia University Press, 2016
PN 3377.5 .F53 G35 2016
Professor Galef is in the English Department.

Over the past 10 years or so, "Short-shorts" or "Flash Fiction" has emerged as an increasingly popular and visible genre within fiction. This work offers a guide to the genre for creative writing students by combining discussions of the various approaches and methods within the genre, examples of the form, and prompts for students to develop their own writing. Included are examples of the short-short genre from such writers as Collette, Donald Barthelme and Borges. He examines the ways in which these authors drew on the form and how compression and other techniques are able to produce works of power, humor or insight. The author argues that developing one's skills in the short-short form can also carry over to other forms of writing. The reader is guided through these stories and techniques and also exercises are provided based on the content or technique employed in the stories.

cup.columbia.edu
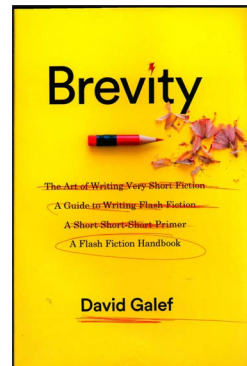
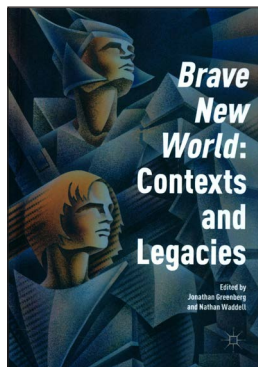**Jonathan Greenberg** and Nathan Waddell
Brave New World: Contexts and Legacies
Palgrave Mcmillan, 2016
PR 6015 .U9 B6534 2016
Professor Greenberg is in the English Department.

This collection of essays provides new readings of Huxley's
classic dystopian satire, *Brave New World* (1932). Leading
international scholars consider from new angles the historical
contexts in which the book was written and the cultural legacies
in which it looms large. The volume affirms Huxley's
prescient critiques of modernity and his continuing relevance
to debates about political power, art, and the vexed
relationship between nature and humankind. Individual
chapters explore connections between *Brave New World* and the nature of utopia, the 1930s
American Technocracy movement, education and social control, pleasure, reproduction,
futurology, inter-war periodical networks, motherhood, ethics and the Anthropocene, islands
and the moral life. The volume also includes a 'Foreword' written by David Bradshaw, one of
the world's top Huxley scholars. Timely and consistently illuminating, this collection is essential
reading for students, critics and Huxley enthusiasts alike.

palgrave.com

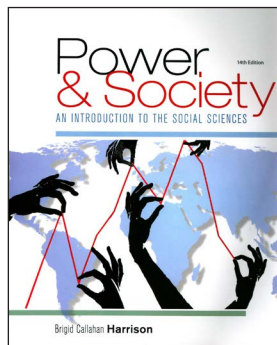**Brigid Callahan Harrison**
Power & Society: An Introduction to the Social Sciences
Cengage Learning, 2017 14th ed.
H61 .H2888 2017
*Professor Harrison is in the Political Science
and Law Department.*

Designed as a basic text for an introductory, interdisciplinary
social science course, it introduces students to key concepts
in anthropology, sociology, economics, psychology, political
science and history. Employing the central integrative theme
of power, the text first introduces each of the social sciences
and demonstrates how the various disciplines differ in their
focus and methods. Next, the text presents an interdisciplinary viewpoint to illustrate the
nature and uses of power in society. The text ignites students' interest in the social sciences
by exploring some of the central challenges and contemporary controversies facing American
society, such as ideological conflict, racism and sexism, poverty and powerlessness, crime and
violence, community problems, and international relations.

cengage.com

Brigid Callan Harrison, Jean Harris,
  Michelle D. Deardorff
American Democracy Now
McGraw Hill Education, 2015 4th ed.
Reserve Reading
*Professor Harrison is in the Political Science
  and Law Department.*

At the heart of the textbook is a rich set of pedagogical
tools that move students along the path to critical thinking
and success on the AP® U.S. Government and Politics
exam. The Constitution is explained in everyday language
to aid true student understanding. A "Then, Now, Next"
framework encourages students to understand historical
contexts and precedents, so that they can weigh them against current political events and
actions, begin to formulate an informed judgement about politics, and consider how the
past and present might shape the future. This edition reflects the November 2014 midterm
election results.

mheducation.com

Emily Isaacs and **Catherine Keohane**
Intersections: A Thematic Reader for Writers
Bedford/St. Martin's, 2017
LB 2395.3 .I82 2017
*Professor Isaacs is Associate Dean of the College of Humanities
  and Social Sciences and is in the English Department.*
Professor Keohane is in the Writing Studies Department.

Built around compelling readings and topics that students
care deeply about, *Intersections* offers flexible academic
reading and writing instruction that supports students
without overwhelming them. The book offers eight
chapters of timely readings — 48 in total — with themes
like Sports in American Society, Immigration, and Language
and Identity that keep students interested and spark ideas for their writing. Carefully
structured reading and writing questions and discussion prompts before, during and after
the readings guide students as they move from comprehension toward critical thinking
and inquiry. These core thematic reading chapters work in tandem with innovative modular
Toolkits on Reading and Writing that cover key skills such as note-taking, summarizing,
peer review, MLA documentation, grammar and much more.

macmillanlearning.com

Mark Juergensmeyer, Dinah Griego and **John Soboslai**
God in the Tumult of the Global Square:
 Religion in Global Civil Society
University of California Press, 2015
BL 65 .C62 J84 2015
Professor Soboslai is in the Religion Department.

How is religion changing in the 21st century? In the global
era, religion has leapt onto the world stage, often in contradictory
ways. Some religious activists are antagonistic and engage in
protests, violent acts and political challenges. Others are positive
and help to shape an emerging transnational civil society. In
addition, a new global religion may be in the making, providing
a moral and spiritual basis for a worldwide community of concern
about environmental issues, human rights and international peace. The book explores all of
these directions, based on a five-year Luce Foundation project that involved religious leaders,
scholars and public figures in workshops held in Cairo, Moscow, Delhi, Shanghai, Buenos
Aires and Santa Barbara. In this book, the voices of these religious observers around the world
express both the hopes and fears about new forms of religion in the global age.

ucpress.edu

Marta López-Luaces
Despues de La Oscuridad
PRE-TEXTOS, 2016
PQ 6712 .O65736 D47 2016
Professor López-Luaces is in the Spanish and Italian Department.
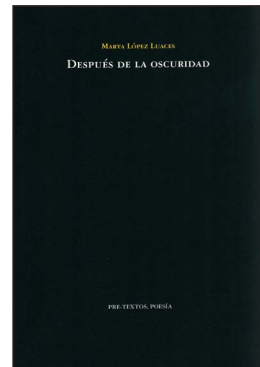
In this book the author explores the relationship between poetry,
philosophy and science. It is a long poem divided into five
sections: *Water, Earth, Fire, Air* and *Quark*, in which the author
investigates the poet's role in society throughout history, from
Greece to the present day. In the narrative and poetry of the
author beats a search for the transcendental, that which cannot
express the common language. The book opens with the section
"Water," preceded by two quotes: the theorem of Pythagoras
and Virgil; because in its beginnings, poetry was part of the great knowledge.
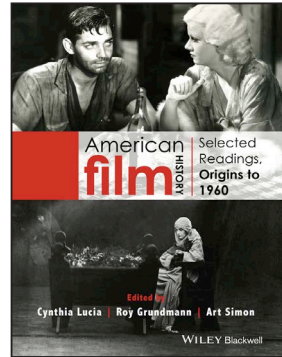
pre-textos.com

Cynthia Lucia, Roy Grundmann and **Art Simon** (Eds.)
American Film History: Selected Readings, Origins to 1960
  Volume 1
Wiley Blackwell, 2016
PN 1993.5 .U6 A8656 2016
Professor Simon is in the English Department.

This authoritative collection of introductory and specialized
readings takes readers through the multi-layered history
of early American film, from its inception in the late 1890s
through the decline of the studio system in the 1960s.
Accessibly structured by historical period to provide cultural,
social, political and technological contexts, the volume covers
a range of essential subjects, from the silent era and its iconic
figures such as Charlie Chaplin, to the coming of sound and the rise of the studio system –
the moguls in charge, the genres that took hold, and the chilling restrictions of the Production
Code and the Hollywood blacklist. The volume also examines the early contributions of
women, African Americans and the avant-garde. With essays written by established scholars,
this volume balances coverage of vital trends and developments in mainstream cinema with
topics often relegated to the margins of standard film histories. Key filmmakers and films
given in-depth treatment include D.W. Griffith, Buster Keaton, Erich von Stroheim, and
Cecil B. DeMille, *The Jazz Singer, Scarface, Red Dust, Meet Me in Saint Louis, Citizen Kane,
Bambi, Frank Capra's Why We Fight* series, *The Strange Love of Martha Ivers,* and *Rebel
Without a Cause*, along with selected avant-garde and underground films, among many
others. The volume is designed with both the scholar and the student in mind: each section
opens with an historical overview and provides close, careful readings of individual films
clustered around specific topics.

wiley.com/wiley-blackwell

Cynthia Lucia, Roy Grundmann and **Art Simon** (Eds.)
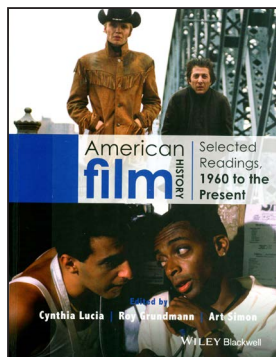*American Film History:*
  Selected Readings, 1960 to the Present
    Volume 2
Wiley Blackwell, 2016
PN 1993.5 .U6 A8656 2016
Professor Simon is in the English Department.

From the demise of the studio system to the rise of the
New Hollywood and beyond, this authoritative collection
of introductory and specialized readings covers a range of
essential subjects in American cinematic history from 1960
to the present. Accessibly structured by historical period to
provide cultural, social, political and technological contexts,
the volume covers a range of essential subjects, from revisionist genre and story structure,
cinéma vérité, and independent and avant-garde film to the impact of television and CGI.
This volume examines American cinema in the contexts of the civil rights, feminist and
LGBT movements, as well as the trauma of 9/11. With essays written by established scholars,
this volume balances coverage of vital trends and developments in mainstream cinema with
topics often relegated to the margins of standard film histories. Key films given in-depth
treatment include *Midnight Cowboy, Nashville, Chicago, Back to the Future, Killer of Sheep,
Nothing But a Man, Ali, Easy Rider, The Conversation, The Texas Chain Saw Massacre,
Longtime Companion, The Matrix*, the *Batman* films, and selected avant-garde and
documentary films, among many others.

wiley.com/wiley-blackwell

Richard Marranca
The New Romantics: Ten Stories of Mystery, Passion,
  Travel and Vampires
Oak Tree Press, 2016
PS3613 .A768734 N48 2016
Professor Marranca is in the Classics
  and General Humanities Department.
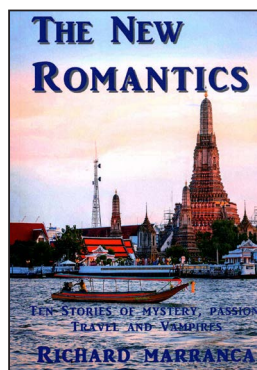
This diverse collection is about the joy, journey and mystery
of life; it includes travel tales in exotic locales, artists and
philosophers in crisis and ecstasy, vampires in a bookstore,
a Buddhist monk at a Catskill resort, the highs and lows of
romance, and the importance of wild places within and without.
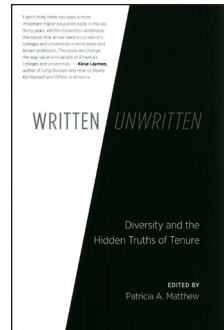
oaktreebooks.com

Patricia A. Matthew (Ed.)
Written/Unwritten: Diversity and the Hidden Truths of Tenure
The University of North Carolina Press, 2016
LC 212.42 .W75 2016
Professor Matthew is in the English Department.

The academy may claim to seek and value diversity in its professoriate, but reports from faculty of color around the country make clear that departments and administrators discriminate in ways that range from unintentional to malignant. Stories abound of scholars — despite impressive records of publication, excellent teaching evaluations and exemplary service to their universities — struggling on the tenure track. These stories, however, are rarely shared for public consumption. The book reveals that faculty of color often face two sets of rules when applying for reappointment, tenure and promotion: those made explicit in handbooks and faculty orientations or determined by union contracts and those that operate beneath the surface. It is this second, unwritten set of rules that disproportionly affects faculty who are hired to "diversify" academic departments and then expected to meet ever-shifting requirements set by tenured colleagues and administrators. The author and her contributors reveal how these implicit processes undermine the quality of research and teaching in American colleges and universities. They also show what is possible when universities persist in their efforts to create a diverse and more equitable professoriate. These narratives hold the academy accountable while providing a pragmatic view about how it might improve itself and how that improvement can extend to academic culture at large.

uncpress.unc.edu

Negin Nabavi

Modern Iran: A History in Documents
Markus Weiner Publishers, 2016
DS 272 .M58 2016
Professor Nabavi is in the History Department.

Covering the period from the early 19th century to the present day, *Modern Iran: A History in Documents* and the periodical press, diaries, memoirs, letters, speeches and essays that have been translated here for the first time from Persian. It focuses on the momentous changes that society went through, encompassing not only political events and developments but also ideas, perceptions and mindsets. As a result, in addition to well-known texts of major diplomatic conventions, this book also includes lesser-known passages that describe the reception of and response to major developments on the part of different segments of society, both men and women. The book is divided into 10 chapters, with the last one bringing together documents that offer insights into recent events; these documents include contrasting viewpoints expressed in the Iranian press regarding the nuclear agreement reached in 2015 between Iran and six world powers.
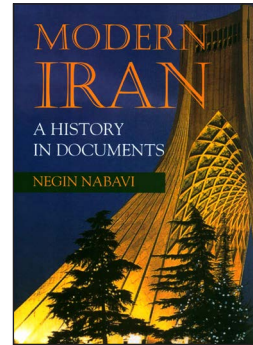
markuswiener.com

Rabia Redouane

Femmes Arabes et Écritures Francophones:
  Machrek – Maghreb
L'Harmattan, 2014
PQ 3988.5 .N6 R39 2014
Professor Redouane is in the Modern Languages
  and Literatures Department.

This book offers a comprehensive study and critical analysis of selected fiction and autobiographical narratives written by Francophone Arab women writers from Maghreb and the Middle East whose Christian, Muslim or Berber backgrounds are emblematic of the diversity of the Francophone Arab world. The book bridges between two divergent geographical regions in the Arab world, and provides insights on a variety of convergent socio-cultural issues such as religious prohibitions and regulations, women's subjugation, oppression, gender inequality and injustice, adultery, arranged marriage, polygamy, etc. It also presents writers' standpoints and perspectives on their engagement and fight for Arab women's liberation.
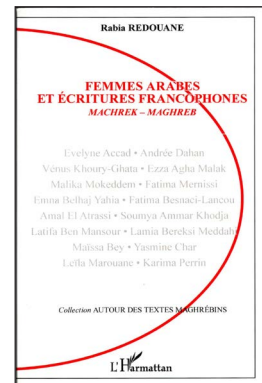
harmattan.fr

Frances A. Rothstein

Mexicans on the Move: Migration and Return in Rural Mexico
Palgrave Macmillan, 2016
JV 7406 .R68 2016
Professor Rothstein is in the Anthropology Department.

This book describes and analyzes migration of individuals from San Cosme Mazatecochco in central Mexico to a new United States community in New Jersey. Based on four decades of anthropological research in Mazatecochco and among migrants in New Jersey, the author traces the causes and consequences of migration and who returned home, why, and how return migrants reintegrated back into their homeland. The introduction discusses various broad theories of migration and return migration and how globalization, the increased flow of capital, commodities, ideas, and images within and between nations have contributed to an increased flow of people.
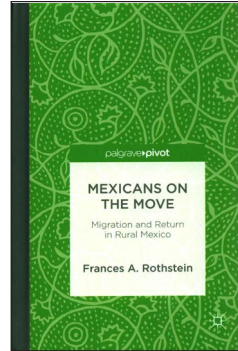
palgrave.com/pivot

Patricia Salzman-Mitchell and Jean Alvares

Classical Myth and Film in the New Millennium
Oxford University Press, 2018
PN 1995.9 .M97 S24 2018
Professor Salzman-Mitchell and
Professor Alvares are in the Classics and
   General Humanities Department.

Offering unique and in-depth discussions of films that have been released since 2000, the work uses various modern approaches — ranging from myth criticism to psychology and gender studies — to analyze popular movies that make use of themes and stories from Greek and Roman mythology, including *Troy, The Hunger Games, Pan's Labyrinth* and *Clash of the Titans*.

oup.com/us/he

COLLEGE OF SCIENCE AND MATHEMATICS

George E. Antoniou
Boeotians in America: Through Their Societies
A.D.M. Press, 2016
E184.G7 A57 2016
Professor Antoniou is in the Computer Science Department.

The work chronicles a portion of Hellenic immigration to America and pays respect to and appreciates the contributions of the Hellenic pioneers in America who paved the way for future generations of Hellenes. It begins with a sailor who arrived in Florida in the 15th century as a crew member of a Spanish expedition. The first known Boeotian, from Livadeia, came to the United States in 1828. In the early 20th century several hundred thousand Greeks arrived through Ellis Island and Boeotians settled primarily in New York, New Jersey, Michigan, Indian, Illinois, and Washington. They established many cultural institutions and were elected to political positions. The Reverend George Papaioannou from Chostia Boeotia was ordained the Greek Orthodox Biship of of New Jersey at the Saint John the Theologian Greek Orthodox Church in Tenafly, New Jersey. The work relies of historical documents to illustrate how Boeotians promoted, conserved and perpetuated its rich cultural heritage.


C.J. Urso and Edward G. Tall
Inquiries in Anatomy and Physiology
ASP Academic Publishing, 2015 2nd ed.
QL 812 .U77 2015
Professor Urso is in the Biology Department.

This laboratory manual contains activity guides and assignments that will help readers to both visualize anatomical structures and understand physiological topics. The manual is interactive and contains activities and experiments that enhance students' ability to gain a greater understanding of anatomical structures and physiological topics. Some of the chapters, to name a few, include the language of anatomy, the skeletal system, cardiovascular anatomy and physiology, the endocrine system, and the external and internal brain anatomy.

FELICIANO SCHOOL OF BUSINESS
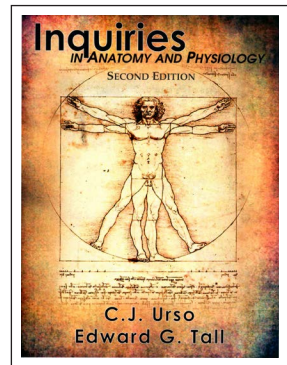
Lindy Ryan
The Visual Imperative: Creating A Visual Culture of Data Discovery
Morgan Kaufmann Publishers, 2016
QA 76.9 .I52 R92 2016
Professor Ryan is in the Information Management and Business Analytics Department.

Data is powerful. It separates leaders from laggards and it drives business disruption, transformation and reinvention. Today's most progressive companies are using the power of data to propel their industries into new areas of innovation, specialization and optimization. The horsepower of new tools and technologies have provided more opportunities than ever to harness, integrate and interact with massive amounts of disparate data for business insights and value – something that will only continue in the era of the Internet of Things. And, as a new breed of tech-savvy and digitally native knowledge workers rise to the ranks of data scientist and visual analyst, the needs and demands of the people working with data are changing, too. Visual insights are becoming increasingly dominant in information management, and with the reinvigorated role of data visualization, this imperative is a driving force to creating a visual culture of data discovery. The traditional standards of data visualizations are making way for richer, more robust and more advanced visualizations, and new ways of seeing and interacting with data.
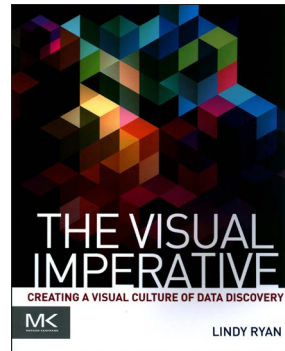
elsevier.com

Raji Sivaraman and Chris Wilson
*Making Projects Sing: A Musical Perspective of*
  Project Management
Business Expert Press, 2016
HD 69 .P75 S58 2016
Professor Sivaraman is in the Management Department.

This book explores project management (PM) from a musical perspective. Music is a significant example of a nontraditional arena where PM is vital, yet it is only beginning to be seen as a vital tool. Therefore, this book will give an in-depth and preeminent look at the PM processes and knowledge areas that are of utmost importance in many fields that PM is not used for currently. Seeking to understand projects in musical ways, synergies between music and the wider project management profession are many and varied. Written and developed by international experts in the project management and music professions, this book represents a unique and insightful approach to the study of the subject. The authors take a fresh look at practical models of musical thinking capable of application at every scale of project management, and in every possible project management environment.

businessexpertpress.com
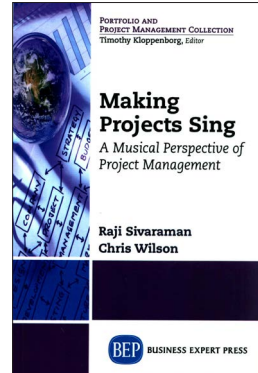
SCHOOL OF NURSING

Janice Smolowitz, Judy Honig and
  Courtney Reinisch
*Writing DNP Clinical Case Narratives: Demonstrating and
  Evaluating Competency in Comprehensive Care*
Springer Publishing Company, 2010
RT 82.8 .W75 2010
Professor Smolowitz is Dean of the School of Nursing.
Professor Reinisch is Director of Undergraduate Nursing.

An in-depth account of doctor of nursing (DNP) student practice, clinical case narrative writing promotes the use of a systematic, reflective process to apply to all patient encounters. The text covers important topics such as the development of DNP clinical competencies, performance objectives, utilization of evidence-based practice, and approaches to adolescent health, the chronically ill, mental health, and adult health care. Using intimate case narratives, this resource provides a framework that requires students to systematically document clinical encounters with patients, and provides faculty a framework for accurately assessing student performance. This framework supports development of pragmatic thinking, critical appraisal of clinical patient presentation, identification and evaluation of the strength of clinical evidence, analysis of the effectiveness of the clinical decision, and finally, an opportunity to critically reflect on the integrity of the case.
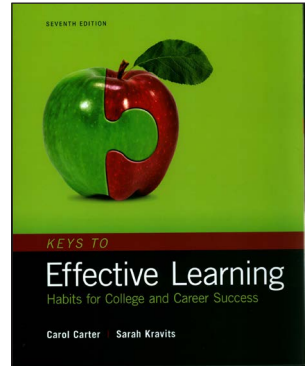
springerpub.com
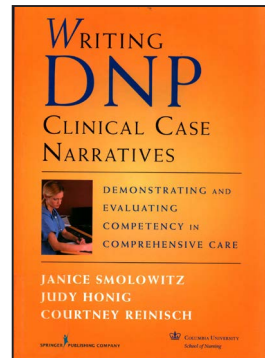
STUDENT DEVELOPMENT AND CAMPUS LIFE

Carol Carter and **Sarah Kravits**
*Keys to Effective Learning: Habits for
College and Career Success*
Pearson Education, 2017 7th ed.
LB 2395 .C27 2017
*Professor Kravits is in the Center for
Advising and Student Transitions.*

Challenged by technological, academic, financial
and interpersonal issues, students need the habits of
success — persistence, planning, questioning, connecting,
coaching — for their professional and personal future.
Keys to Effective Learning nurtures these skills in
students entering college, particularly those who are
under-prepared or need remediation, by focusing on building accountability, teamwork
and critical/creative thinking skills that can be applied to any academic or workplace setting.

In each chapter, Habits for Success promote problem-solving and boost success. Each
chapter also includes a unique and inspiring story that shows how a real person used the
Habit discussed to meet a challenge and achieve a goal. All features and exercises now
infuse coaching on non-cognitive skills such as initiative, motivation and goal setting to
support self-management. Academic coaching language and powerful questions
throughout reinforce the application of the skills presented.

pearsonhighered.com

GEORGE SEGAL GALLERY EXHIBITIONS

M. Teresa Lapid Rodriguez (Curator)
African Figures and Masks: From
 *the Montclair State University Permanent Collection*
George Segal Gallery
Montclair State University, 2017
NB 1091.65 .A378 2017
Ms. Rodriguez is the Director of the
  Montclair State University Art Galleries.

This exhibit features several wood-carved masks from West Africa that are representative of the present-day countries Benin, Burkina Faso, Cameroon, Cote d'Ivoire (Ivory Coast), Democratic Republic of the Congo, Gabon, Guinea, Mali and Nigeria.
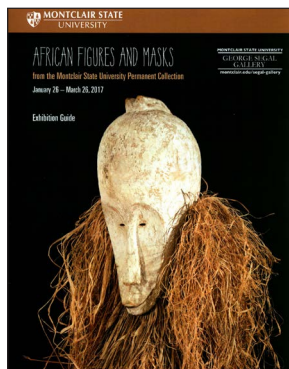
Bestowed as a gift to the University in 1986, the exhibit is a selection of African and Oceanic wood carvings. These works remain the University's most significant collection representing the African cultures. Although the pieces in the exhibit are displayed in stillness, many of the masks would have been in motion in their original contexts – used in ritual dances or esoteric practices. In fact, a number of the masks in the exhibition have been "costumed" in order to present a more authentic portrayal.

Many individuals and staff were associated with bringing the project to fruition including Associate Dean Ronald Sharps, Fatoumatta Bah, Andrea Marshall, Anthony Louis Rodriguez, Adam Swart and Gail Tarkan Shube.

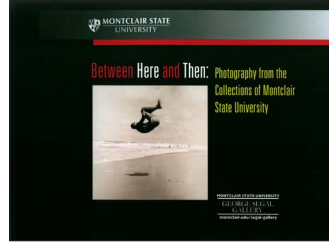montclair.edu/arts/university-art-galleries-george-segal-gallery

M. Teresa Lapid Rodriguez (Curator)
*Between Here and Then: Photography from
 the Collections of Montclair State University*
George Segal Gallery
Montclair State University, 2016
Oversize TR 650 .W35 2016
*Ms. Rodriguez is the Director of the
 Montclair State University Art Galleries.*

This exhibition, guest curated by Mimi Weinberg, who teaches Art History and Theory
at Montclair State University and Stern College of Yeshiva University, highlights important
photographic works in the University's permanent collections. These collections include more
than a dozen color Polaroids, as well as a series of black and white photographs, by Andy
Warhol. The exhibit also features photographs by Donald Lokuta that capture George Segal
in the process of casting his models for his famous *Street Crossing* installation, permanently
on display at Montclair State University. Weinberg's vision for the exhibition examines
photography through a "phenomenological mode of viewing" and divides the work into
four sections: Snapshots, functioning as visual diary entries; Sketches, photos implicated in
the process of creating something else; Documents of objects and rituals; and Pictures, in
which the images enhance the depicted subjects and are the ends in and of themselves.

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

Suxaio Hu (Translator)
去见那个男人
Qu jian na ge nan ren
   Going to Meet the Man
   by James Baldwin
上海文艺出版社
Ren min wen xue chu ban she, 2016
PS 3552 .A45 G66127
Ms. Hu is Head of the Collection Development and
   Acquisitions Department.

This collection of short stories by James Baldwin was published in
1965 and covers many topics related to racism, justice, lynching, white supremacy, drugs, jazz, childhood, family, sexuality and the creative process. The title of the book is from one of the eight stories: *The Rockpile; The Outing; The Man Child; Previous Conditio; Sonny's Blues; This Morning, This Evening, So Soon; Come Out the Wilderness;* and *Going to Meet the Man*.

slem.com

TRANSLATIONS

Grover Furr
Professor Furr is in the English Department.
Krusciov Mentì: La Prova che Tutte le "rivelazioni" Sui "crimini" di Stalin (e di Beria)
   Nel Famigerato "Rapporto segreto" di Nikita Krusciov al XX Congresso del Partito
   Comunista dell'Unione Sovietica del 25 Febbraio 1956, sono Dimostrabilmente False
La Città Del Sole, 2016
DK 275 .K5 F8716 2016

Italian translation of **Khrushchev Lied: The Evidence That Every "revelation" of Stalin's**
(and Beria's) "crimes" in Nikita Khrushchev's Infamous "Secret Speech" to the 20th Party
Congress of the Communist Party of the Soviet Union on February 25, 1956, is Provably
False
DK 275.K5 F8713 2011

lacittadelsole.net

Les Amalgames de Trotsky : Les Mensonges de Trotsky,
   Les Procès de Moscou par Les Preuves, La Commission Dewey,
   Les Conspirations Trotskystes des Années Trente
Éditions Delga, 2016
DK 254 .T6 F8714 2016

French translation of **Trotsky's Amalgams: Trotsky's Lies, the Moscow Trials as Evidence,**
the Dewey Commission. Trotsky's Conspiracies of the 1930s, Volume One.
DK 254 .T6 F87 2015

editionsdelga.fr

Sergey Kirov Cinayeti: Tarih, Bilim ve Anti-Stalinist Paradigma
Yazilama, 2016
DK 268 .K5 F87187 2016

Turkish translation of **The Murder of Sergei Kirov: History, Scholarship and the**
Anti-Stalin Paradigm
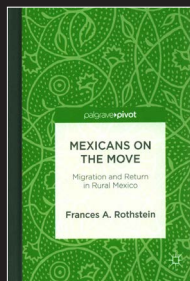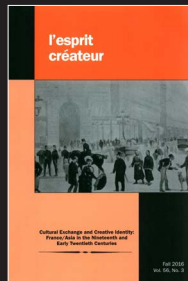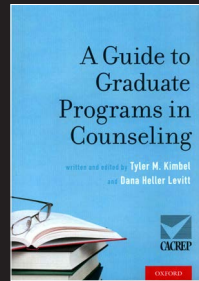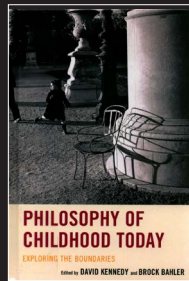DK 268. K5 F87 2013

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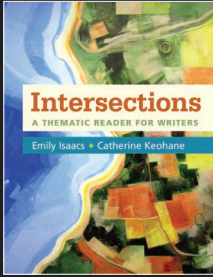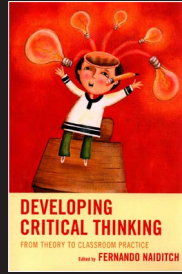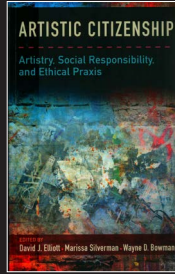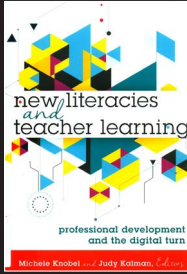Timothy Kloppenborg, *Editor*

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