

**MONTCLAIR STATE**  
UNIVERSITY



Annual Institutional Profile Report

Fall 2022

## PREFACE

Building on a distinguished history dating back to 1908, Montclair State University has evolved from an institution that was a nationally-recognized leader in teacher education to an R2 research institution ranked in the top tier of national universities. Today, Montclair State University features 10 colleges and schools that serve 21,000 undergraduate and graduate students with more than 300 doctoral, master's and baccalaureate programs.

Situated on a beautiful, self-contained 252-acre verdant campus just 12 miles from New York City, Montclair delivers the instructional and research resources of a large public university while retaining the supportive and personalized academic environment that provides a feeling of community more typical of smaller institutions. The University is highly engaged with the communities it serves, partnering with local governments, businesses, non-profits, schools, community organizations and healthcare providers to fashion solutions to urgent problems in areas ranging from education, public policy, health care, sustainability and more.

Montclair has seen major enrollment growth in recent years, and today stands as one of New Jersey's most successfully diverse institutions, serving a minority-majority student population with significant numbers of Pell Grant recipients and students who are in the first generation in their families to attend college. The University has been frequently recognized as one of the leading universities in America for social mobility by publications that include *US News and World Report*, *Forbes* and *The Washington Monthly*.

The University is innovative and entrepreneurial. It has launched four new schools and colleges and dozens of new degree programs in recent years and established a number of important research centers and institutes. Montclair's faculty members are superb teachers and talented researchers, and they include winners of prestigious national awards including NSF CAREER grants and a MacArthur Foundation "Genius" grant.

In August 2021, President Jonathan Koppell became Montclair's ninth president, succeeding Susan A. Cole, who retired after 23 years of service. President Koppell believes strongly that at a pivotal moment in higher education, this university – with its deep commitment to serving the public interest and advancing student success – has an opportunity to define the future. He is building on the University's strong foundation of excellence in bold, imaginative ways to contribute to the prosperity, health and well-being of New Jersey and the nation while creating hands-on learning opportunities that will prepare students to thrive in the 21<sup>st</sup> century.

Across all the decades and amidst all the growth, however, Montclair State University has always remained true to the ideals on which it was founded: providing a rigorous, affordable education that is accessible to all students, regardless of their means, and which prepares them to serve society and to lead lives of purpose and meaning.



Jonathan GS Koppell President

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# DATA BY CATEGORY

## A. Accreditation Status

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

Discipline-specific accreditations include:

**AACSB International - The Association to Advance Collegiate Schools of Business**

Baccalaureate and Graduate degree programs in business, *School of Business*

**ACEND - Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics**

BS and MS in Didactic Program in Dietetics; Dietetic Internship Program, Department of Nutrition and Food Studies, *College of Education and Human Services*

**APA - American Psychological Association**

Ph.D. in Clinical Psychology, Department of Psychology, *College of Humanities and Social 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*

**CCNE – Commission on Collegiate Nursing Education**

BSN in Nursing, *School of Nursing*

**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**

Baccalaureate and graduate level teacher certification programs that prepare early childhood, elementary, and secondary school teachers in the Department of Teaching and Learning, as well as the Educational Leadership programs for administrative and school service personnel programs in the Department of Educational Leadership in the College of Education and Human Services.

**CEPH – Council on Education for Public Health**

Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, concentration in Health Systems Administration and Policy, Department of Public Health, *College of Education and Human Services*

**CSWE - Council on Social Work Education**

Master of Social Work Program, Department of Social Work and Child Advocacy, *College of Humanities and Social Sciences*

**NASAD - National Association of Schools of Art and Design**

Fashion Studies major, BA; Visual Arts major, concentrations in Art Education, Studio Art, BA; Animation/Illustration major, BFA; Visual Communication Design major, BFA; Product Design major, BFA, 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 program, concentrations in Music Education, Performance, Theory/Composition, MA; Performance, concentrations in Instrumental, Keyboard, Woodwind Doubling, Vocal, Conducting, MM, John J. Cali School of Music, *College of the Arts*

**NAST - National Association of Schools of Theatre**

Theatre major, BA; Theatre major concentrations in Acting and in Production/Design/Management, BFA; Musical Theatre, BFA; Theatre major with concentration in Theatre Studies, MA, Department of Theatre and Dance, *College of the Arts*

Program approvals include:

**American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE)**

Health Education major, BS, initial teacher certification, P-12

**American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)**

Physical Education major, BS, initial teacher certification, P-12

**American Bar Association**

Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post- baccalaureate Certificate Program in Paralegal Studies

**American Chemical Society**

Chemistry major, BS.

**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

**International Reading Association (IRA)**

Reading major, MA; Reading Specialist, postbaccalaureate 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 of 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
- Trainers of School Psychologists (TSP)



## B. Number of Students Served

### Fall 2021 Undergraduates

In Fall 2021, 16,093 undergraduates enrolled at Montclair State University, up from 14,590 in Fall 2011. This is a 10.3% increase in the past decade (see Table II.B.1).

<b>Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2021</b>	
Full-time	14,361
Part-time	1,732
<b>Total</b>	<b>16,093</b>

### Fall 2021 Graduate Students

Montclair State University enrolled 4,651 graduate students in Fall 2021, up from the 3,908 in Fall 2011 (see Table II.B.2). The graduate enrollment increased 19% in the past decade.

<b>Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2021</b>	
Full-time	1,659
Part-time	2,992
<b>Total</b>	<b>4,651</b>

Graduate students who study full-time has risen over the past decade. The percentage of graduate students enrolled full-time rose 45%, from 1,148 in Fall 2011 to 1,659 in Fall 2021.

### FY21 (12-Month) Unduplicated Enrollments

While most students are admitted and enrolled 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 FY21, 24,137 students attended MSU during one or more of its academic sessions (see Table II.B.4).

<b>Table II.B.4: Unduplicated Enrollment, FY21 (IPEDS 12-Month)</b>			
	<b>Headcount</b>	<b>Credit Hours</b>	<b>FTE</b>
Undergraduate	18,199	474,292	15,810
Graduate	5,938	74,997	3,125
Professional Practice			67
<b>Total</b>	<b>24,137</b>	<b>549,289</b>	<b>19,002</b>

## C. Characteristics of the Students

### Fall 2021 First-time Undergraduates

A total of 18,691 individuals applied for admission as first-time undergraduates to Montclair State University in Fall 2021, up 49% from Fall 2011. The University admitted 91% of these applicants, and 3,491 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 21%.

Fall 2021 first-time undergraduates entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 3,491 first-time, undergraduates, over 96% were Regular Admits, 3% were admitted through the EOF program, and less than 1% were Special Admits.

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 432 (12.6%) of MSU's first-time, full-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on Math and Evidence-based Reading and Writing scores submitted by first-time undergraduates.

\*Amounts less than four are asterisked to protect students' privacy

**Montclair**  
**Table II.C.1:**  
**Mean ERW\* and Math SAT Scores for First-Time Freshmen,**  
**by Admission Status and Overall, Fall 2021**

	<u>Full-Time Students</u>				<u>Part-Time Students</u>			
	<u>ERW *</u>	<u>N</u>	<u>Math</u>	<u>N</u>	<u>ERW *</u>	<u>N</u>	<u>Math</u>	<u>N</u>
Regular Admits	553	418	551	418	400	2	495	2
EOF Admits	518	12	508	12	0	0	0	0
Special Admits	515	2	520	2	0	0	0	0
All Admits	552	432	550	432	400	2	495	2
Missing Scores		2974		2974		24		24

Source: SURE Fall Enrollment file

\* ERW is Evidence-Based Reading & Writing.

Montclair State University does not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses/Degree-seeking students, Fall 2021							
empty							

The last CIRP survey administered to Fall 2019 first-time undergraduates revealed that 90% considered MSU to be their first or second choice among colleges. The survey also revealed that the top four reasons freshmen chose MSU were: a) very good academic reputation (62%), b) good reputation for social and extracurricular activities (57%) c) affordability (60%), and d) a visit to the campus (52%). The Freshman Survey (CIRP) is run every three years. The next CIRP survey is scheduled for Fall 2022.

The profile of the Fall 2021 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Among all first-time undergraduates, 15% identified themselves as Black, 6% as Asian, 30% as Hispanic/Latino, and 3% as belonging to two or more races. Females comprised 61% of all first-time undergraduates.

### Fall 2021 Undergraduates

#### Undergraduate Enrollment by Race/Ethnicity

In Fall 2021, a total of 20,744 undergraduate and graduate students attended Montclair State University. Of this total, 16,093 (or about 78% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose nearly 10% between Fall 2011 and Fall 2021. About 89% of Fall 2021 undergraduates attended the University full-time, up 3% from Fall 2011. MSU’s full-time undergraduate population was diverse, with 32% of undergraduates identifying themselves as Hispanic, 14% as Black, 7% as Asian, and 40% White (see Table II.C.3.a & notes).

Table II.C.3.a.: Undergraduate Enrollment by Race/Ethnicity, Fall 2021						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian	23	0.2%	1	0.1%	24	0.1%
Black	1,973	13.7%	218	12.6%	2191	13.6%
Asian*	968	6.7%	134	7.7%	1102	6.8%
Hispanic	4,571	31.8%	559	32.3%	5130	31.9%
White	5,791	40.3%	686	39.6%	6477	40.2%
Non-Resident Alien	170	1.2%	14	0.8%	184	1.1%
Unknown**	865	6.0%	120	6.9%	985	6.1%
Total	14,361	100.0%	1,732	100.0%	16,093	100.0%

\* Includes Native Hawaiian and Other Pacific Islander.

\*\* Includes Two or More Races.

### Undergraduate Enrollment by Sex

In Fall 2021, 62% of all undergraduates were female, and the average age of the undergraduate population was 21 years (see Tables II.C.3.b and II.C.3.c).

<b>Table II.C.3.b.: Undergraduate Enrollment by Sex, Fall 2021</b>						
	<b>Full-time</b>		<b>Part-time</b>		<b>Total</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Female	8,890	61.9%	975	56.3%	9,865	61.3%
Male	5,471	38.1%	757	43.7%	6,228	38.7%
Total	14,361	100.0%	1,732	100.0%	16,093	100.0%

<b>Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2021</b>						
	<b>Full-time</b>		<b>Part-time</b>		<b>Total</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Less than 18	27	0.2%	49	2.8%	76	0.5%
18-19	5,273	36.7%	96	5.5%	5,369	33.4%
20-21	5,531	38.5%	279	16.1%	5,810	36.1%
22-24	2,679	18.7%	679	39.2%	3,358	20.9%
25-29	607	4.2%	310	17.9%	917	5.7%
30-34	132	0.9%	111	6.4%	243	1.5%
35-39	61	0.4%	73	4.2%	134	0.8%
40-49	40	0.3%	78	4.5%	118	0.7%
50-64	9	0.1%	47	2.7%	56	0.3%
More than 64	2	0.0%	10	0.6%	12	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	14,361	100.0%	1,732	100.0%	16093	100.0%

## Financial Aid

During AY20-21, 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 more than \$14 million during the award year. Also, in AY20-21, Federal grants, loans, and work-study programs amounted to over \$104 million.

Additional funds were distributed through the Coronavirus Aid, Relief and Economic Security (CARES) Act and the Higher Education Emergency Relief Fund (HEERF II). These are federal funding packages which include funds made available for colleges and universities to provide direct cash assistance to students who were impacted by the disruption of campus operations resulting from the COVID-19 health emergency. These funds may be used by students to pay for these expenses, including expenses related to the cost of attending the university. CARES Act Reporting is available at <https://www.montclair.edu/red-hawk-central/financial-aid/montclair-cares-act-grant-program-faq/cares-act-reporting/> (source: Montclair State University website).

MSU distributed an additional \$38 million in state-funded financial aid during AY20-21, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 7,522 State awards were made to MSU students, including 6,492 TAG Awards, 203 NJCLASS Loans, and 743 EOF Awards.

<b>Table II.C.4: Financial Aid from Federal, State &amp; Institution-Funded</b>			
	<b>Recipient</b>	<b>\$ Dollars</b>	<b>\$/Recipient</b>
<b>STATE PROGRAMS</b>			
	TAG	6,492	34,483,00
	EOF	743	945,000
	NJ Stars II Scholarship	63	139,000
	Urban Scholars	21	19,000
	NJCLASS Loans	203	2,502,000
<b>FEDERAL PROGRAMS</b>			
	Pell Grants	7,593	37,631,00
	College Work Study	272	455,000
	Perkins Loans	0	0
	SEOG	2,323	1,428,000
	Stafford Loans (Subsidized)	6,472	27,233,00
	Stafford Loans (Unsubsidized)	6,570	22,861,00
	PLUS Loans	1,062	14,597,00
	CARES ACT-HEERF	1,288	2,808,000
<b>INSTITUTIONAL PROGRAMS</b>			
	Grants/Scholarships	4,435	14,550,00

### First-Time Undergraduate Enrollment by State of Residence

Of MSU's 3,491 first-time undergraduates who entered in Fall 2021, 93% were New Jersey residents (see Table II.C.5). Most were from Bergen, Passaic and Essex counties.

<b>Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2021</b>			
<b>State Residents</b>	<b>Non-state Residents</b>	<b>Total Students</b>	<b>% State Residents</b>
3,233	258	3,491	93%

### Fall 2021 Graduate Students

Of the 20,744 students who attended Montclair State University in Fall 2021, 4,651 (22%) were graduate students. Graduate student enrollment rose 19% between Fall 2011 (3,908) and Fall 2021 (4,651).

Most graduate students (64%) attended MSU part-time, taking fewer than nine credits per semester. Nearly 71% of Fall 2021 graduate students were female, and the average age of the graduate student population was 31 years. Among Montclair State University's graduate students, 11% of graduate students identified themselves as Black, 6% as Asian, 20% as Hispanic, 51% as White, 6% as non-resident aliens, and 2% as multi-racial. Of MSU's 4,651 graduate students, 87% are New Jersey residents.

## D. Student Outcomes

Sixty-seven percent of all full-time, first-time freshmen who entered MSU in Fall 2015 earned a degree within six years of entry (see Table II.D.1.a).

	Graduated in 4 Years		Graduated within 5 Years		Graduated within 6 Years	
	N	%	N	%	N	%
Black Cohort = 391	134	34.3%	206	52.7%	222	56.8%
Asian Cohort = 179	87	48.6%	117	65.4%	123	68.7%
Hispanic Cohort = 865	348	40.2%	505	58.4%	537	62.1%
American Indian/Alaska Native Cohort = 1	1	100.0%	1	100.0%	1	100.0%
Native Hawaiian/Other Pacific Islander Cohort = 8	5	62.5%	6	75.0%	6	75.0%
White Cohort = 1258	709	56.4%	877	69.7%	916	72.8%
Non-Resident Alien Cohort = 31	13	41.9%	19	61.3%	22	71.0%
Two or More Races Cohort = 82	43	52.4%	58	70.7%	61	74.4%
Unknown Cohort = 282	131	46.5%	185	65.6%	197	69.9%
<b>Total Cohort = 3097</b>	<b>1471</b>	<b>47.5%</b>	<b>1974</b>	<b>63.7%</b>	<b>2085</b>	<b>67.3%</b>

Nearly 79% of all full-time, first-time undergraduates who entered MSU in Fall 2020 returned in Fall 2021 (see Table II.D.2).

	Original Cohort	Retained	
	N	N	%
<b>Full-time</b>	3,124	2,464	78.9%
<b>Part-time</b>	11	8	72.7%
<b>Total</b>	3,135	2,472	78.8%

### Transfer Student Outcomes

Of the 1,156 students who entered MSU as full-time transfer students in Fall 2015, 72.7% earned their degrees within four years, 76.3% earned degrees within five years, and 77.8% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in Fall 2020 was 79.9%.

## Other Student Outcomes

Using data from the National Student Clearinghouse, 3,144 alumni who earned Bachelor's degrees in 2011-12 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1,041 (33.1%) of these alumni continued their formal education, and of those who continued their education, 882 (84.7%) earned one or more graduate degrees, including 93 doctorates and 840 Master's degrees.

University assessment efforts are led by the Provost's Office of Curriculum, Assessment Accreditation (CAA) and the Office of Institutional Research and Effectiveness (IRE).

Student Learning Outcomes are assessed in each academic program by the faculty. The data is collected, analyzed, reported and used by faculty to determine program and teaching improvements. The CAA maintains a database of collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major.

IRE assesses other student outcomes such as student engagement and student satisfaction by developing and tracking a range of key performance indicators. These student outcomes are informed by data gathered from students, faculty, and staff through the University's participation in various National survey including: 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. Together, these on-going assessment efforts provide a comprehensive view of Montclair State University's effectiveness and help identify areas of strength as well as challenges and subsequently inform the university's continuous improvement efforts.

Furthermore, a comprehensive set of student outcomes are covered under the University's latest Strategic Plan 2025 Project Soar, the IRE and the Committee on University Effectiveness (CUE) will continue to work closely with all University Divisions - Academic Affairs, Budget and Planning, Enrollment Management, Finance and Treasury, Human Resources, Information Technology, Student Development and Campus Life, University Communication and Marketing, and University Facilities; to involve them in the assessment of even broader areas of institutional effectiveness identified in the strategic plan.



## E. Faculty Characteristics

In Fall 2021, Montclair State University employed 614 full-time instructional staff (see Table II.E.1). The number of full-time instructional staff increased 8% from Fall 2011 (N=569) to Fall 2021 (N=614). Over this 10-year period, the number of full-time female instructors rose nearly 10% (280 to 308), while the number of full-time males rose almost 6% (289 to 306). The University's full-time instructional staff members were supplemented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff (see Table II.E.2).

	<u>American Ind.</u>		<u>Asian</u>		<u>Black</u>		<u>Hispanic</u>		<u>Pacific Islander</u>		<u>Non-Resident Alien</u>		<u>Race Unknown</u>		<u>2 or More Races</u>		<u>White</u>		<u>Total</u>	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
<b>Tenured</b>																				
Professors	0	0	18	18	6	5	10	7	0	0	0	0	2	2	1	0	60	69	97	101
Associate Prof.	0	0	15	16	10	6	6	6	0	0	1	2	8	6	2	1	74	57	116	94
Assistant Prof.	0	0	0	0	0	2	1	1	0	0	2	2	0	1	0	0	3	5	6	11
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>34</b>	<b>16</b>	<b>13</b>	<b>17</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>10</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>137</b>	<b>131</b>	<b>219</b>	<b>206</b>
<b>Without Tenure</b>																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	4	1	4	3
Assistant Prof.	0	0	4	8	1	6	2	4	0	0	14	6	13	15	0	1	10	10	44	50
All Others	0	0	3	1	2	6	2	4	0	0	0	1	8	9	1	1	21	27	37	49
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>7</b>	<b>23</b>	<b>26</b>	<b>1</b>	<b>2</b>	<b>35</b>	<b>38</b>	<b>87</b>	<b>102</b>
Professors	0	0	18	18	6	5	10	7	0	0	0	0	4	2	1	0	60	69	99	101
Associate Prof.	0	0	15	16	10	6	6	6	0	0	1	2	8	8	2	1	78	58	120	97
Assistant Prof.	0	0	4	8	1	8	3	5	0	0	16	8	13	16	0	1	13	15	50	61
All Others	0	0	3	1	2	6	2	4	0	0	0	1	8	9	1	1	21	27	37	49
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>43</b>	<b>19</b>	<b>25</b>	<b>21</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>11</b>	<b>33</b>	<b>35</b>	<b>4</b>	<b>3</b>	<b>172</b>	<b>169</b>	<b>306</b>	<b>308</b>

Table II.E.2 shows the percentage of course sections taught by full-time faculty.

<b>Table II.E.2: Percentage of Course Sections Taught by Full-time Faculty, Fall 2021</b>						
<b>Total Number of Course Sections</b>	<b>Taught by Full-time Faculty</b>		<b>Taught by Part-time Faculty</b>		<b>Taught by Others*</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
4,477	2,260	50.5%	1,933	43.2%	284	6.3%

\*non-instructional employees

Table II.E.3 shows IPEDS headcounts of Fall 2021 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (614) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

<b>Table II.E.3: Ratio of Full- to Part-time Faculty, Fall 2021</b>						
<b><u>Full-time</u></b>		<b><u>Part-time</u></b>		<b><u>Total</u></b>		
<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
614	32.94%	1,250	67.06%	1,864	100.0%	

## F. Characteristics of the Trustees

### Race/Ethnicity and Gender of Governing Board

Gender	White	Black	Hispanic	Asian	American Indian	Two or more races	Other	Total
Male	7	1	0	1	0	0	0	9
Female	2	0	3	0	0	0	0	5
Total	9	1	3	1	0	0	0	14

### Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Rose C. Cali	Education Advocate	
Mary A. Comito	Financial Advisor	State Farm Insurance
Francis M.C. Cuss	Retired	Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb
Jean Marc de Grandpré	General Manager	New York Red Bulls
Sreeni Kutam	Chief Human Resources Officer	ADP
Douglas L. Kennedy	Chief Operating Officer	Peapack Gladstone Bank
Ralph A. LaRossa	Operating Officer	PSEG
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Preston D. Pinkett III	Banking Executive	City National Bank
Kent Sluyter	Former Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Mariana Luna Martinez	Student	Montclair State University
Jonathan Koppell, ex officio	President	Montclair State University
Maria Cavero Munoz, ex officio	Student	Montclair State University
Tracy Higgins	Law Professor	Fordham University

## G. Profile of the Institution

FALL 2021 DEGREE PROGRAMS	CIP CODE
<b>Bachelor of Arts</b>	
Anthropology	450201
Arabic	161101
Child Advocacy and Policy	440701
Classics	161200
Communication and Media Arts	090199
Communication Studies	090101
Dance	500301
Economics	450601
Ed Foundations Elem Teachers	131202
English	230101
Family and Child Studies	190101
Family Sci & Human Development	190701
Fashion Studies	500407
Fine Arts	500701
French	160901
Gender, Sexuality & Women's St	050207
General Humanities	240103
Geography	450701
German	160501
History	540101
Hosp,Sprts,Evnts,Tour	520901
Humanities	240103
Italian	160902
Journalism	090401
Jurisprudence, Law & Society	229999
Justice Studies	309999
Latin	161203
Language, Business & Culture	300000
Linguistics	160102
Medical Humanities	240199
Music Therapy	512305
Philosophy	380101
Political Science	451001
Psychology	422799
Public and Prof Writing	231301
Public Relations	090101
Religious Studies	380201
Sociology	451101

<b>FALL 2021 DEGREE PROGRAMS</b>	<b>CIP CODE</b>
Spanish	160905
Television and Digital Media	090701
Theatre Studies	500501
Visual Arts	500701
<b>Bachelor of Fine Arts</b>	
Animation and Illustration	090702
Dance	500301
Filmmaking	500602
Fine Arts/Studio	500701
Industrial Design	500404
Musical Theatre	500901
Product Design	500404
Theatre	500501
Visual Communication Design	500409
<b>Bachelor of Music</b>	
Music	500901
<b>Bachelor of Science</b>	
Accounting	520301
Applied Math and Statistics	270301
Athletic Training	510913
Biochemistry	260202
Biology	260101
Business Administration	520201
Chemistry	400501
Computer Science	110101
Data Science	309999
Earth & Environmental Science	400601
Exercise Science	310505
Health Education	131307
Information Technology	110103
Marine Biology & Coastal Sci	261302
Mathematics	270101
Molecular Biology	260204
Nutrition and Food Science	301901
Physical Education	131314
Physics	400801
Physics/Physics TE	400801
Public Health	512201
Sustainability Science	303301
<b>Bachelor of Science in Nursing</b>	
Nursing (BSN)	513801

<b>FALL 2021 DEGREE PROGRAMS</b>	<b>CIP CODE</b>
<b>Master of Arts</b>	
Applied Linguistics	160102
Child Advocacy and Policy	440701
Clinical Psychology	422703
Communication Sci & Disorders	510201
Counseling	131101
Educational Leadership	130401
English	230101
Family Sci & Human Development	190701
French	160901
Health Education	131307
Higher Education	130406
Industrial Organizational Psyc	422708
Law and Governance	229999
Music	500901
Psychological Sciences	422799
Public&OrganizationalRelations	090101
Reading	131315
Social Research & Analysis	450102
Spanish	160905
Teaching Middle Grades Math	131311
Theatre	500501
<b>Master of Arts in Teaching</b>	
Teaching	130101
<b>Master of Business Administration</b>	
Business Administration	520201
<b>Master of Education</b>	
Early Childhood & Elementary Education	139999
Educational Technology	130501
Inclusive Education	131001
Learning Disabilities	131011
Special Education	131001
Teacher Leadership	139999
<b>Master of Fine Arts</b>	
Dance	500301
<b>Master of Music</b>	
Performance	500903
<b>Master of Public Health</b>	
Public Health	512201
<b>Master of Science</b>	
Accounting	520301

<b>FALL 2021 DEGREE PROGRAMS</b>	<b>CIP CODE</b>
Applied Mathematics	270301
Athletic Training	510913
Biology	260101
Business Analytics	521301
Chemistry	400501
Computational Linguistics	160102
Computer Science	110101
Cybersecurity	111003
Data Science	303001
Earth & Environmental Science	400601
Exercise Sci and Sport Studies	310505
Exercise Science and Phys Ed	131314
Information Technology	110103
Marine Biology & Coastal Sci	261302
Mathematics	270101
Molecular Biology	260204
Nutrition and Food Science	301901
Pharmaceutical Biochemistry	512004
Statistics	270501
Sustainability Science	303301
<b>Master of Science in Nursing</b>	
Nursing	513801
<b>Master of Social Work</b>	
Social Work	440701
<b>Doctor of Audiology</b>	
Audiology	510202
<b>Doctor of Education</b>	
Pedagogy and Philosophy	130101
<b>Doctor of Philosophy</b>	
Clinical Psychology	422801
Communication Sciences & Disorders	510201
Counseling	131101
Counselor Education	131102
Environmental Management	030104
Environmental Sci and Mgmt	030104
Family Sci & Human Development	190701
Industrial and Organizational Psychology	422804
Mathematics Education	131399
Teachr Ed & Teachr Developmnt	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 Certificate in Music Teaching (Graduate)  
Advanced Counseling (Graduate)  
Artist Diploma (Graduate)  
Business Analytics (Graduate)  
Certified Alcohol and Drug Counselor (Graduate)  
Child Advocacy and Policy (Graduate)  
Computational Linguistics (Graduate)  
Computing Technology (Graduate)  
Criminal Forensic Psychology (Graduate)  
Data Collection and Management (Graduate)  
Developmental Models of Autism Intervention (Graduate)  
Digital Marketing (Graduate)  
English (Graduate)  
Forensic Accounting (Graduate)  
Gifted and Talented Education (Graduate)  
Human Resources Management (Graduate)  
Infant/Early Childhood Mental Health (Graduate)  
Inquiry Based Teaching and Learning (Graduate)  
Intl Artist Diploma - Music (Graduate)  
Intl Artist Diploma - Studio Art (Graduate)  
K12 Computer Science Teaching (Graduate)  
Makeup Artistry (Undergraduate)  
Molecular Biology (Graduate)  
Nutrition and Exercise Science (Graduate)  
Paralegal Studies (Graduate)  
Performer's Certificate (Graduate)  
Professional Accounting (Graduate)  
Professional French Translation (Graduate)  
Professional Selling and Sales Management (Undergraduate)  
Project Management (Graduate)  
Spanish Translation (Undergraduate)  
Teaching English to Speakers of Other Languages (Graduate)  
Teaching Middle Grades Mathematics (Graduate)  
Theatre of Diversity, Inclusion and Social Change (Graduate)  
Translation and Interpreting in Spanish (Graduate)  
Virtual Learning for Students with Disabilities (Graduate)



## H. Major Research and Public Service Activities

In FY2021, Faculty received 97 awards and \$47 Million in external funding, with most awards coming from the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, the State of New Jersey, and a number of private sponsors, to include (but not limited to) the Gates Foundation, Walmart Foundation and the Spencer Foundation.

<b>Table II.H.1: R&amp;D Expenditures, FY21 [1]</b>	
<b>Source of Funds</b>	<b>Amount</b>
U.S. Federal Government	\$4,145,599
State and Local Government	\$543,301
Non- Governmental Grants and Contracts	\$2,203,847
Institutional Funds (incl. MSU Foundation)	\$10,359,722
Total Expenditures on Sponsored Programs Other Than Research	\$137,560
<b>Grand Total of Academic R&amp;D Expenditures (All Disciplines and Sources)</b>	<b>\$17,390,029</b>
[1] Source: NSF Higher Education Research and Development Survey	
<b>Expenditures on Other Sponsored Programs, FY21 [2]</b>	
<b>Source of Funds</b>	<b>Amount</b>
U.S. Federal Government	\$2,415,690
State and Local Government	\$7,751,009
Business and Non-Profit Organizations	\$520,858
Institutional Funds (incl. MSU Foundation)	\$1,298,325
Total of Expenditures on Sponsored Programs Other Than Research	\$11,985,882
<b>Grand Total of Expenditures (All Disciplines and Sources)</b>	<b>\$29,375,911</b>
[2] Source: Sponsored award dashboard workday data	

## 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 619 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 (2021-2022), the University's full-time instructional staff members published 230 books and book chapters, and 800 articles, reviews, and other works. They also offered 510 exhibitions and performances, and made 1,168 presentations ranging from papers delivered at professional conferences to talks given to community groups and organizations. Two hundred seventy-three instructional staff served on national, state, and/or local boards, and 312 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, Feliciano School of Business and Sprague Library.

STATISTICAL OVERVIEW OF SCHOLARLY ACTIVITY, 2021-2022 MONTCLAIR STATE UNIVERSITY							
Activity	Total	College of the Arts	College of Education and Human Services	College of Humanities and Social Sciences	College of Science and Mathematics	Feliciano School of Business	Sprague Library
Published Books & Book Chapters	230	20	46	72	83	9	0
Published Works	800	80	156	304	167	93	0
Performances & Exhibitions	510	441	0	10	59	0	0
Presentations	1,168	143	191	461	227	134	12
Boards	273	43	79	41	46	64	0
Awards & Grants	312	42	51	100	91	27	1
<b>Total</b>	<b>3,293</b>	<b>769</b>	<b>523</b>	<b>988</b>	<b>673</b>	<b>327</b>	<b>13</b>

The publication, titled University Authors, 2021-2022, is included as Appendix 1 of this report.

## I. Major Capital Projects

### **Sprague Athletic Field Resurfacing (2022)**

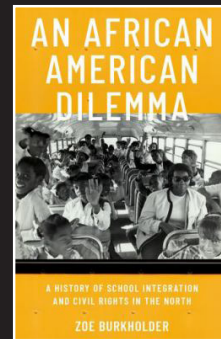
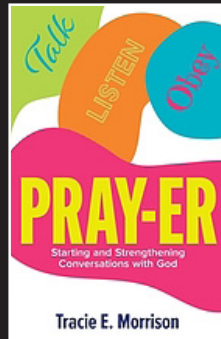
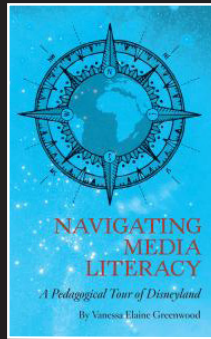
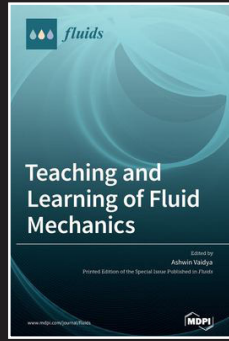
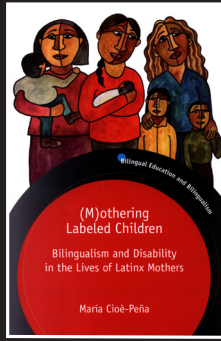
Originally built in the 1930's and converted to artificial turf in 1979 Sprague Field is the home to University Athletics where football, lacrosse and field hockey teams all play throughout the year. Additionally, Sprague Field has been the host site of numerous NJAC and NCAA events over the years and was the site of the 2012 NCAA Division III Women's Lacrosse Championship and the 2020 NCAA Division III Field Hockey Championship, for many years now it has also been the home for the University's Commencement. The existing artificial turf at Sprague Field is in last year of its warranty and has experienced significant wear and tear due to heavy use. University Athletics has estimated that the field requires more than 120 patches annually to maintain a safe playing surface. The project described is to replace the existing 90,000SF artificial turf playing surface with a new state of the art artificial turf playing surface that can accommodate and withstand the multiple sports for the next 10 years.

### **Campus-Wide Facilities Condition Assessment (2021)**

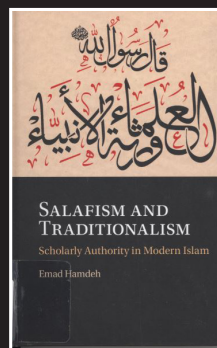
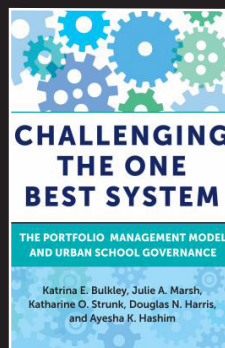
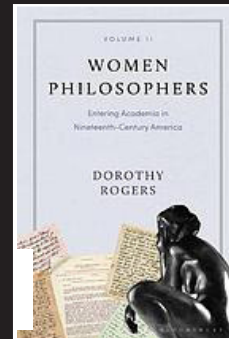
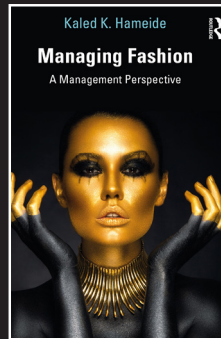
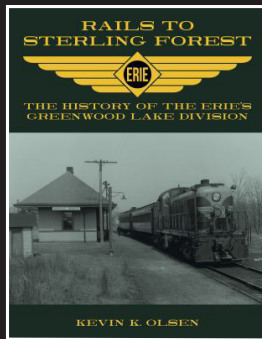
To go beyond the traditional facilities condition assessment, University Facilities in collaboration with a national consultant will create a multi-year investment plan that credibly defines project priorities and engages decision makers in a conversation about organizational mission and financial realities. This project will engage with all levels of the organization from the boiler room to the board room - inclusive of frontline staff, trades supervisors, engineers, managers, administrative and academic leaders, finance personnel, executive officers and the senior administration. Additionally, this will provide the University with the framework for making the appropriate decisions around our current 10-year capital plan and for inclusion in an actionable, long term capital plan that strengthens the business case for facilities reinvestment and ensures each dollar is allocated to the highest priorities. Ultimately this project culminates with a manageable cloud-based database for continuous input and provides critical information that informs a University Masterplan that shall be advanced in a later stage.

## Current Technology Investments

- The University continues to invest in technologies to enhance the effectiveness and efficiency of its academic and administrative functions, by:
  - Enhancing its student, finance, human resources, identity management, and call center technologies to meet changing needs and drive greater efficiencies.
  - Evaluating potential migration of our student systems suite to a cloud-based, more modern, and robust platform for enhanced functionality, analytics, availability, support and cost effectiveness.
  - managing and enhancing a broad suite of COVID-monitoring technologies including symptoms self-screening, vaccination and testing compliance monitoring, case management and contact tracing, and tracking of quarantine and isolation requirements.
  - Focusing on assessing and mitigating cybersecurity risks including annual online cybersecurity awareness training and phishing simulation tests for all full-time employees; periodic vulnerability scanning, analysis and mitigation; and risk assessment programs targeted at higher areas of risk.
- The University is increasing its investment in research technologies consistent with its broadening research focus and Carnegie R2 designation. Initiatives include: expansion of research administration systems to facilitate grant applications and award tracking; continuing membership in the State's ResearchwithNJ web platform; and expansion of the University's digital repository web platform to publicize and facilitate public access to research and scholarly deliverables.
- The University also continues expanding delivery of online and hybrid as well as traditional academic programs and courses including integration of technologies to enhance student engagement and improve learning outcomes. The University increasingly leverages technology platforms to enhance all aspects of the student experience including orientation, recreation and athletics, advising, and clinical therapy as well as academics.
- New programs to expand and strengthen the capacity, performance and reliability of the campus technology infrastructure include: completion of a campus network backbone fiber ring; upgrade of network bandwidth management capabilities; upgrade of the Virtual Private Network (VPN) infrastructure supporting secure remote access; upgrade of the wireless network facilitating connectivity to all student residential halls; upgrade of processing and storage infrastructure including hardware-based encryption of data; expansion of single sign-on and multi-factor authentication requirements to secure information and applications; and continued enhancement of the disaster recovery capabilities of the campus infrastructure. The University is also currently assessing needs and planning for upgrade of the wireless network facilitating connectivity to all academic and administrative facilities across campus.



# University Authors 2022



**MONTCLAIR STATE UNIVERSITY**

Dear Colleagues:

On behalf of Dianne Mizzy, Dean of Library Services and myself, I am pleased to acknowledge and celebrate Montclair State University's authors and artists. Even with the extraordinary challenges of the COVID-19 pandemic, Montclair faculty and staff produced an impressive collection of scholarly and artistic works.

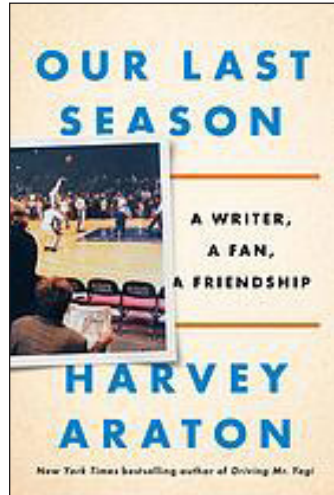
It matters that we acknowledge and affirm one another's scholarly achievements since the reputation of the University is always finally a collective reputation to which we each contribute and each lay claim.

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.



Junius Gonzales, MD, MBA

Provost and Senior Vice President for Academic Affairs



**Harvey Araton**

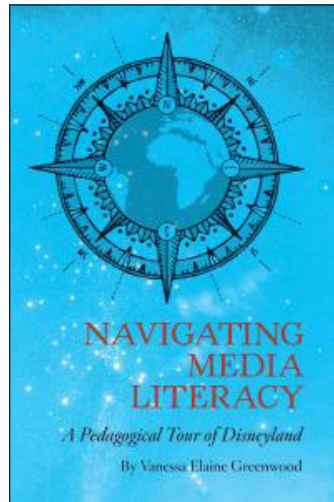
***Our Last Season: A Writer, a Fan, a Friendship***

Penguin Press, 2020

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

The moving story of a bond between sportswriter and fan that was forged in a shared love of basketball and grew over several decades into an extraordinary friendship. The author is one of New York’s – and the nation’s – best-known sports journalists, having covered thousands of Knicks games over the course of a long and distinguished career. But the person at the heart of *Our Last Season*, Michelle Musler, is largely anonymous – except, that is, to the players, coaches and writers who have passed through Madison Square Garden, where she held season tickets behind the Knicks bench for 45 years.

penguin.com



**Vanessa E. Greenwood**

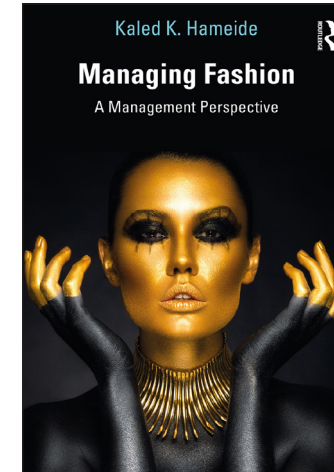
***Navigating Media Literacy: A Pedagogical Tour of Disneyland***

Myers Education Press, 2020

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

This work is an education playbook applied to the vast mediated universe of Disney. Readers of all ages can critically apply media literacy principles while still conscientiously participating as consumer-citizens, media creators and agents of change. Media literacy is defined throughout this book as an instructional method rather than a political movement. The book counterbalances the frequently myopic critiques of cultural scholars and the critical exemption granted by those across the world who find Disney to be a source of great pleasure. Integrated theory and practical examples allow readers to investigate for themselves and draw their own conclusions based on real inquisitive, observatory and creative experiences that constitute media literacy. Each chapter is ideologically mapped to an actual physical realm of Disneyland (e.g., Main Street, USA; Adventureland; Tomorrowland; Frontierland; Fantasyland). Each site provides a pedagogical playground for experimenting with each media literacy concept. The reader will come away with a deeper pedagogical understanding of how to cultivate media literacy using any context or subject – not just Disney.

myersedpress.presswarehouse.com



**Kaled K. Hameide**

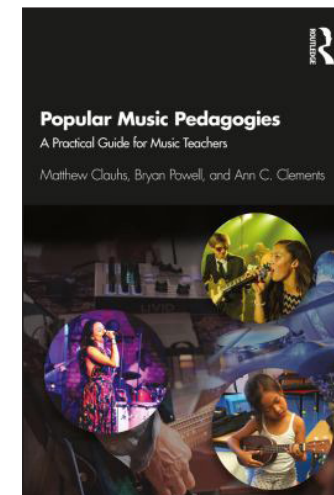
***Managing Fashion: A Management Perspective***

Routledge, 2021

*Professor Hameide is in the Department of Art and Design.*

The fashion industry is a multibillion-dollar global industry with a variety of organizational structures and a multitude of challenges. Such scope triggered the recent rise in management programs in the U.S. and Europe aiming to produce and train young managers to meet such global and diverse challenges. *Managing Fashion* covers the fashion business with a twist – a management twist. Its goal is to tackle the topics from a fashion manager perspective referencing relevant management concepts and theories, thus offering a deeper and more practical dimension to the issues addressed. It offers a balanced mix of fashion and management, theory and application, as well as creating an opportunity for analysis and critical thinking. Discussions throughout the book are supported by specially developed case studies and relevant examples taken from the fashion industry. It is an opportunity to expose the fashion student or reader, as well as aspiring fashion managers, to a more practical approach to fashion theories and issues.

routledge.com



Matthew Clauhs, **Bryan Powell**, Ann Callistro Clements

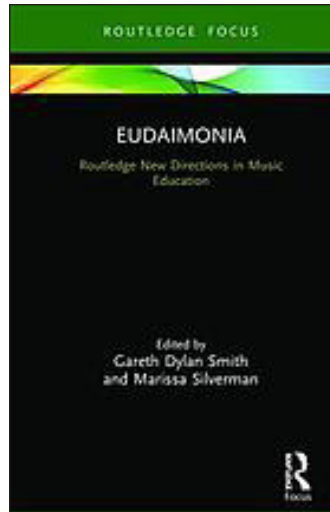
***Popular Music Pedagogies: A Practical Guide for Music Teachers***

Routledge, 2021

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

This book provides readers with a solid foundation of playing and teaching a variety of instruments and technologies, and then examines how these elements work together in a comprehensive school music program. With individual chapters designed to stand independently, instructors can adapt this guide to a range of learning abilities and teaching situations by combining the pedagogies and methodologies presented. This textbook is an ideal resource for preservice music educators enrolled in popular music education, modern band, or secondary general methods coursework and K-12 music teachers who wish to create or expand popular music programs in their schools.

routledge.com



Gareth Dylan Smith, **Marissa Silverman** (Eds.)  
**Eudaimonia: Perspectives for Music Learning**  
 Routledge, 2020  
*Professor Silverman is in the John J. Cali School of Music.*

This book asserts the fertile applications of eudaimonia – an Aristotelian concept of human flourishing intended to explain the nature of a life well lived – for work in music learning and teaching in the 21st century. Drawing insights from within and beyond the field of music education, contributors reflect on what the “good life” means in music, highlighting issues at the core of the human experience and the heart of schooling and other educational settings. This pursuit of personal fulfillment through active engagement is considered in relation to music education as well as broader social, political, spiritual, psychological and environmental contexts. Especially pertinent in today’s complicated and contradictory world, the book is a concise compendium on this oft-overlooked concept, providing musicians with an understanding of an ethically guided and socially meaningful music-learning paradigm.

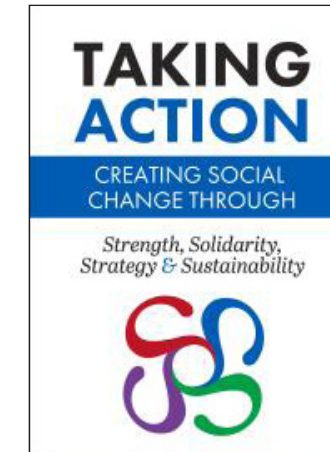
routledge.com



**Nadine Stewart**  
**American Milliners and Their World:  
 Women's Work from Revolution to Rock and Roll**  
 Bloomsbury Visual Arts, 2021  
*Professor Stewart is in the Department of Art and Design.*

This book examines the social world of the American milliner from the 18th century to the 1960s, focusing on the female workers who made the hats, and their struggle to assume a position in society. Provided by publisher.

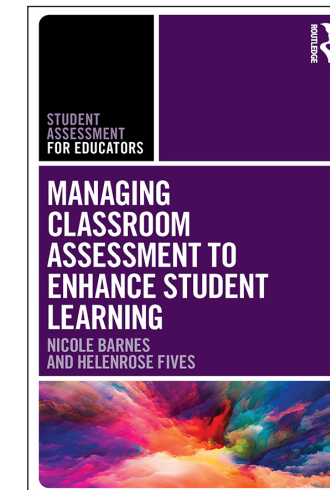
bloomsbury.com



Rebecca Toporek, **Muninder Kaur Ahluwalia**  
**Taking Action: Creating Social Change Through Strength, Solidarity,  
 Strategy & Sustainability**  
 Cognella Press, 2021  
*Professor Ahluwalia is in the Department of Counseling.*

Drawing on their collective experience in career counseling, multicultural counseling, psychology and social justice, the authors guide readers through an exciting, four-principle approach that will jump-start their personal and professional activism. The dynamic workbook helps identify readers’ personal strengths and resources, connect with others, and develop effective strategies to enact change, all the while encouraging self-care and care of loved ones. Throughout, readers will have extensive opportunities to build knowledge, reflect on their experiences, assess their abilities, and construct a plan that effects change. Step by step, this energizing guide helps readers transform from passive witnesses to active participants and advocates for social change.

cognella.com

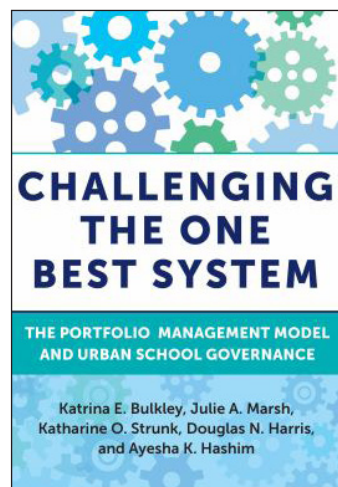


**Nicole Barnes, Helenrose Fives**  
**Managing Classroom Assessment to Enhance Student Learning**  
 Routledge, 2020  
*Professor Barnes and Professor Fives are in the Department of Educational Foundations.*

As teachers are required to integrate an increasing number of assessment practices into the classroom, it is crucial that they have effective routines for organizing and evaluating the generated data. This book introduces pre- and in-service teachers to the major categories of assessment management and provides empirical and theoretical support for their effectiveness. In-depth chapters consider management in the context of assigning and collecting work, interpreting and organizing assessment results, and providing students with feedback.

routledge.com





**Katrina E. Bulkley**, Julie A. Marsh, Katharine O. Strunk, Douglas N. Harris, Ayesha K. Hashim

***Challenging the One Best System: The Portfolio Management Model and Urban School Governance***

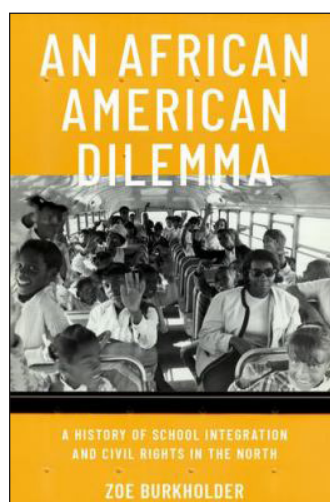
Harvard Education Press, 2020

LB2822.8 .B86 2020

*Professor Bulkley is in the Department of Educational Leadership.*

In this book, a team of leading education scholars offers a rich comparative analysis of the set of urban education governance reforms collectively known as the “portfolio management model.” They investigate the degree to which this model – a system of schools operating under different types of governance and with different degrees of autonomy – challenges the standard structure of district governance famously characterized by David Tyack as “the one best system.”

[hepg.org/hep-home](http://hepg.org/hep-home)



**Zoë Burkholder**

***An African American Dilemma: A History of School Integration and Civil Rights in the North***

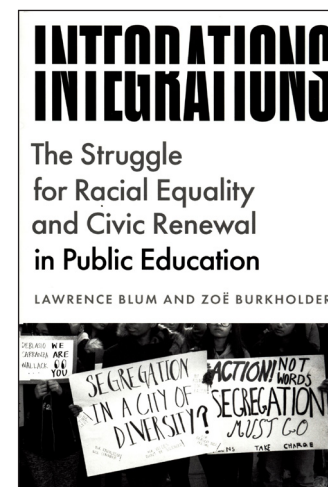
Oxford University Press, 2021

LC214.22.N67 B87 2021

*Professor Burkholder is in the Department of Educational Foundations.*

This book offers the first social history of northern Black debates over school integration versus separation from the 1840s to the present. Since *Brown v. Board of Education* in 1954 Americans have viewed school integration as a central tenet of the Black civil rights movement. Yet, school integration was not the only – or even always the dominant – civil rights strategy. At times, African Americans also fought for separate, Black-controlled schools dedicated to racial uplift and community empowerment. The book offers a social history of these debates within northern Black communities from the 1840s to the present. Drawing on sources including the Black press, school board records, social science studies, the papers of civil rights activists and court cases, it reveals that northern Black communities, urban and suburban, vacillated between a preference for either school integration or separation during specific eras. Yet, there was never a consensus. It also highlights the chorus of dissent, debate and counter-narratives that pushed families to consider a fuller range of educational reforms. A sweeping historical analysis that covers the entire history of public education in the North, this work complicates our understanding of school integration by highlighting the diverse perspectives of Black students, parents, teachers and community leaders all committed to improving public education. It finds that Black school integrationists and separatists have worked together in a dynamic tension that fueled effective strategies for educational reform and the Black civil rights movement, a discussion that continues to be highly charged in present-day schooling choices.

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



Lawrence A. Blum, **Zoë Burkholder**  
***Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education***

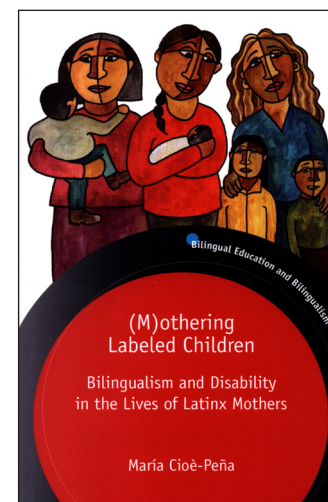
The University of Chicago Press, 2021

LC213.2 .B58 2021

*Professor Burkholder is in the Department of Educational Foundations.*

The promise of a free, high-quality public education is supposed to guarantee every child a shot at the American dream. But our widely segregated schools mean that many children of color do not have access to educational opportunities equal to those of their white peers. In this book, the authors investigate what this country’s long history of school segregation means for achieving just and equitable educational opportunities in the United States. The work focuses on multiple marginalized groups in American schooling: African Americans, Native Americans, Latinxs and Asian Americans. The authors show that in order to grapple with integration in a meaningful way, we must think of integration in the plural, both in its multiple histories and in the many possible definitions of and courses of action for integration. Ultimately, the authors show, integration cannot guarantee educational equality and justice, but it is an essential component of civic education that prepares students for life in our multiracial democracy.

[press.uchicago.edu](http://press.uchicago.edu)



**María Cioè-Peña**

***(M)othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers***

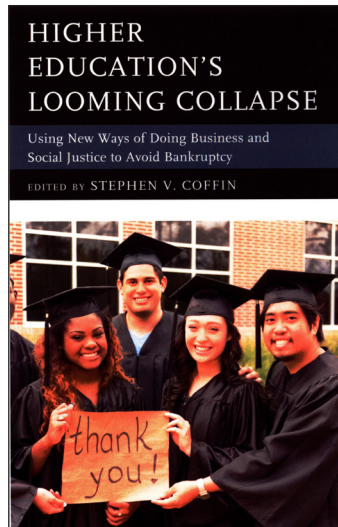
Multilingual Matters, 2021

LC3983.N7 C56 2021

*Professor Cioè-Peña is in the Department of Educational Foundations.*

This book takes a distinctive approach to exploring the experiences and identities of minoritized Latinx mothers who are raising a child who is labeled as both an emergent bilingual and dis/abled. It showcases relationships between families and schools and reveals the myriad of ways in which school-based decisions regarding disability, language and academic placement impact family dynamics. Treating the mothers as experts, this book uses testimonies to explore not only what mothers know but also how they develop funds of knowledge and how they apply them to their child’s education. The stories shed light on how mothers perceive their child’s disability, how they engage with their child and the value they place on bilingualism. The narratives reveal the complex lives mothers lead and the ways in which they strive to meet the academic and socioemotional needs of their children, regardless of the financial, physical and emotional costs to them. This book has significant implications for researchers and professionals working in bilingual education, special education, inclusive education and disability studies in education.

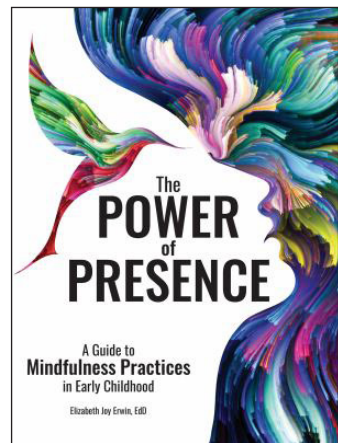
[multilingual-matters.com](http://multilingual-matters.com)



**Stephen V. Coffin** (Ed.)  
***Higher Education's Looming Collapse: Using New Ways of Doing Business and Social Justice to Avoid Bankruptcy***  
Rowman & Littlefield, 2021  
LB2341.93.U6 H54 2021  
*Professor Coffin is in the Department of Educational Leadership.*

Higher education must implement new ways of achieving social justice and performing the business of education to survive the impending shakeout stemming from increasing competition for enrollment, operating costs and price sensitivity plus decreasing state aid, net tuition, endowment income and college-bound high school graduates. Universities that survive the shakeout will achieve financial sustainability, educational excellence and social justice while providing equal educational opportunity and resource equity by implementing the book's best practices, strategies and holistic budgeting model.

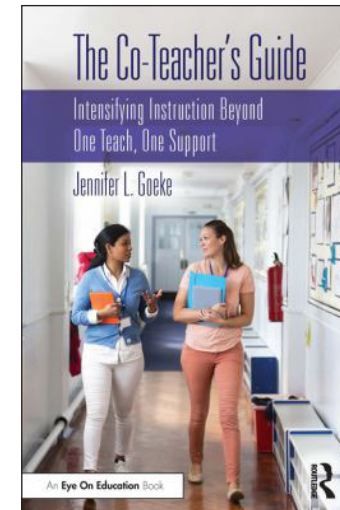
rowman.com



**Elizabeth Joy Erwin**  
***The Power of Presence: A Guide to Mindfulness Practices in Early Childhood***  
Gryphon House, Inc., 2020  
*Professor Erwin is in the Department of Teaching and Learning.*

This book is written for today's educators who feel pressured by unrealistic demands, are overwhelmed by the daily chaos of early childhood teaching, and seek to find peace in their classrooms. Find and foster your own awareness. Cultivate and encourage mindfulness practices in your classroom. Nurture mindfulness, openness, curiosity, and calm throughout the day. Create an inclusive classroom that accepts and encourages all children. A more peaceful, present learning environment will help children to reclaim their safe, joyful, confident and competent approach to learning. The adults in the children's lives, whether families or educators, will also thrive in this mindful approach with more patience, focus and confidence. Together, they'll be able to breathe in blue skies and reach new heights of learning.

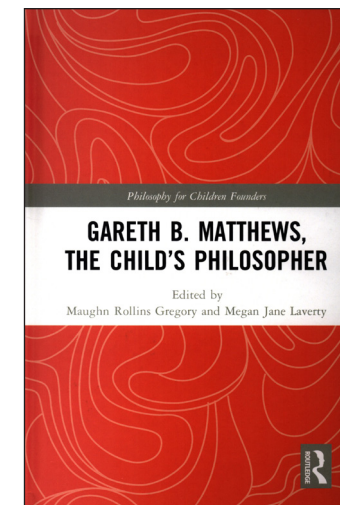
gryphonhouse.com



**Jennifer L. Goeke**  
***The Co-Teacher's Guide: Intensifying Instruction Beyond One Teach, One Support***  
Routledge, 2021  
*Professor Goeke is in the Department of Teaching and Learning.*

This pragmatic guide provides concrete, detailed strategies for co-teachers looking to expand their instructional methods and involvement beyond the One Teach, One Support model. Including step-by-step examples, practical scenarios and visuals of successful implementations to help teachers quickly and effectively put these tools into practice, each chapter also highlights specific tensions that can arise in the co-teaching partnership and frames effective solutions to move beyond them efficiently and effectively. While designed for both teachers in a co-teaching pair, the book's tools can easily be applied on individually, making this an ideal resource for co-teachers with limited common planning time.

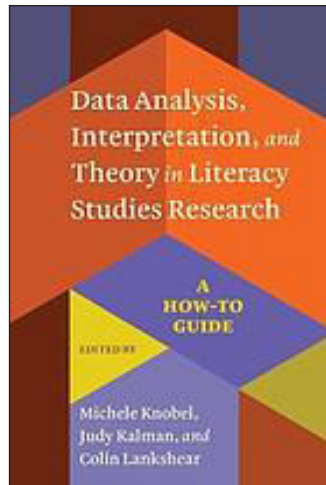
routledge.com



**Maughn Rollins Gregory**, Megan Jane Lavery (Eds.)  
***Gareth B. Matthews, The Child's Philosopher***  
Routledge, 2022  
B105.C45 G37 2022  
*Professor Gregory is in the Department of Educational Foundations.*

This book brings together groundbreaking essays by renowned American philosopher Gareth B. Matthews in three fields he helped to initiate: philosophy in children's literature, philosophy for children, and philosophy of childhood. In addition, contemporary scholars critically assess Matthews' pioneering efforts and his legacy. Gareth B. Matthews (1929-2011) was a specialist in ancient and medieval philosophy who had conversations with young children, discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding. Those conversations became the impetus for a substantial component of Matthews' scholarship, from which this book features essays spanning the length of his career.

routledge.com



**Michele Knobel**, Judy Kalman, Colin Lankshear (Eds.)  
***Data Analysis, Interpretation, and Theory in Literacy Studies Research: A How-To Guide***

Myers Education Press, 2020  
*Professor Knobel is in the Department of Teaching and Learning.*

Novice and early career researchers often have difficulty with understanding how theory, data analysis and interpretation of findings “hang together” in a well-designed and theorized qualitative research investigation and with learning how to draw on such understanding to conduct rigorous data analysis and interpretation of their analytic results. This book demonstrates how to design, conduct and analyze a well put together qualitative research project. Using their own successful studies, chapter authors spell out a problem area, research question and theoretical framing, carefully explaining their choices and decisions. They then show in detail how they analyzed their data, and why they took this approach. Finally, they demonstrate how they interpreted the results of their analysis, to make them meaningful in research terms. Approaches include interactional sociolinguistics, microethnographic discourse analysis, multimodal analysis, iterative coding, conversation analysis and multimediated discourse analysis, among others.

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

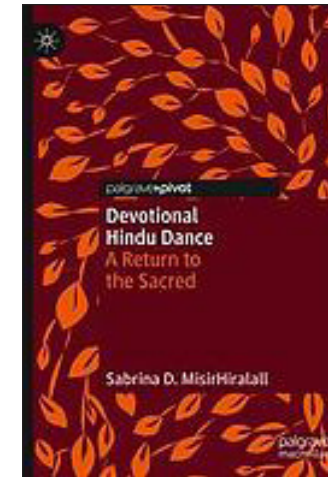


**Douglas Larkin**  
***Teaching Science in Diverse Classrooms: Real Science for Real Students***

Routledge, 2020  
Q181 .L372 2020  
*Professor Larkin is in the Department of Teaching and Learning.*

As a distinctive voice in science education writing, the author provides a fresh perspective for science teachers who work to make real science accessible to all K-12 students. Through compelling anecdotes and vignettes, this book draws deeply on research to present a vision of successful and inspiring science teaching that builds upon the prior knowledge, experiences and interests of students. With empathy for the challenges faced by contemporary science teachers, this book encourages teachers to embrace the intellectual task of engaging their students in learning science, and offers an abundance of examples of what high-quality science teaching for all students looks like.

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

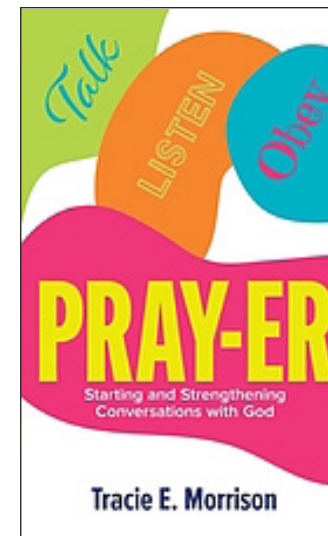


**Sabrina D. MisirHiralall**  
***Devotional Hindu Dance: A Return to the Sacred***

Palgrave Macmillan, 2021  
*Professor MisirHiralall is in the Department of Educational Foundations.*

This book sheds light on the purpose of Hindu dance as devotional. The author explains the history of Hindu dance and how colonization caused the dance form to move from sacred to a Westernized system that emphasizes culture. Postcolonialism is a main theme throughout this text, as religion and culture do not remain static. The author points to a postcolonial return to Hindu dance as a religious and sacred dance form while positioning Hindu dance in the Western culture in which she lives.

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

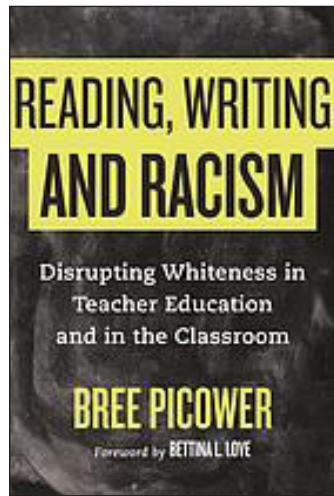


**Tracie Morrison**  
***Pray-er: Talk, Listen, Obey: Starting and Strengthening Conversations with God***

Mynd Matters Publishing, 2021  
BV215 .M67 2021  
*Professor Morrison is in the Department of Counseling.*

Are you ready to engage in authentic conversations with God? It is not always easy to know what to say or how to go the distance when you pray. This book includes simple exercises and reflective questions that invite you to talk with God. For almost 20 years, the author has provoked others to build their own capacity through her teaching, counseling and writing. The book combines her personal experiences in prayer and expands upon the activities from her prayer calendars, devotionals and Bible study lessons. God’s waiting to hear from you. Are you ready to talk, listen and obey? It’s time to awaken the prayer in you.

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



**Bree Picower**

**Reading, Writing and Racism:  
Disrupting Whiteness in Teacher Education and in the Classroom**

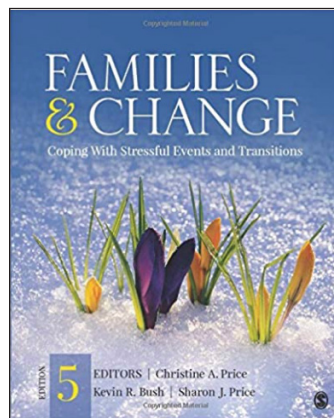
Beacon Press, 2021

LC212.2 .P53 2021

*Professor Picower is in the Department of Teaching and Learning.*

This book is an examination of how whiteness and racial bias are systemically entrenched in schools, and radical strategies to transform teacher education programs and advance racial justice. An examination of how curriculum choices can perpetuate white supremacy, and radical strategies for how schools and teacher education programs can disrupt and transform racism in education. When racist curriculum “goes viral” on social media, it is typically dismissed as an isolated incident from a “bad” teacher. The author, however, holds that racist curriculum isn’t an anomaly. It’s a systemic problem that reflects how whiteness is embedded and reproduced in education.

beacon.org



Kevin R. Bush, **Christine A. Price** (Eds.)

**Families & Change: Coping with Stressful Events and Transitions**

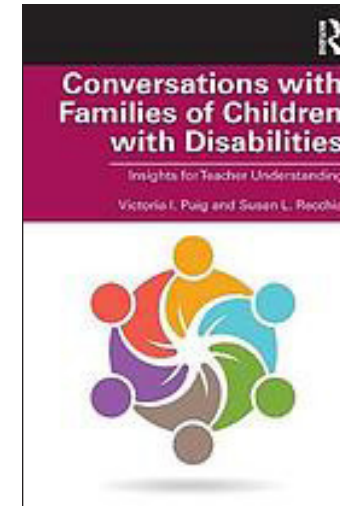
SAGE Publications, 2021

HQ536 .F332 2021

*Professor Price is in the Department of Family Science and Human Development.*

This book presents current literature detailing families’ responses to varied transitions and stressful life events over the life span. Integrating research, theory and application, this bestselling text implements interdisciplinary content to address a multitude of both predictable and unpredictable problems and stressors as they relate to family sciences. The editors bring together cutting-edge research and scholarship to examine issues across the life span and how these factors can be applied across diverse family situations.

sagepub.com



**Victoria Puig**, Susan Recchia

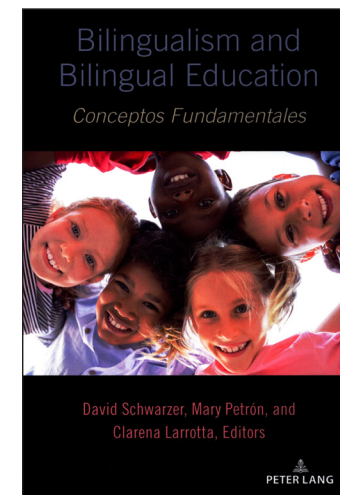
**Conversations with Families of Children with Disabilities:  
Insights for Teacher Understanding**

Routledge, 2021

*Professor Puig is in the Department of Teaching and Learning.*

This book creates a space for diverse families of children with disabilities to share their stories with pre-service and in-service teachers. Specifically designed for professionals preparing to work with families of children with disabilities, this text invites the reader to listen in as families reflect on their personal journeys in conversation with the authors. This powerful book helps educators develop a deeper understanding of families and enhance their capacity for authentic partnerships.

routledge.com



**David Schwarzer**, Mary Petró and Clarena Larrotta (Eds.)

**Bilingualism and Bilingual Education: Conceptos Fundamentales**

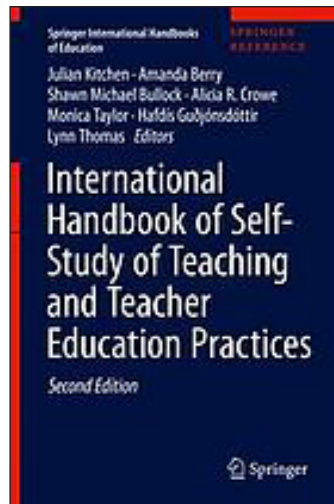
Peter Lang, 2021

LC3715 .B577 2021

*Professor Schwarzer is in the Department of Teaching and Learning.*

This book explores relevant concepts of bilingualism for pre-service Spanish/English bilingual teachers in the United States. This volume is reader-friendly while presenting complex theoretical content. It is the first of its kind to seamlessly switch between the English and Spanish languages for academic purposes. This book fills a gap in the academic literature related to translanguaging as a modern and global phenomenon. The authors invite bilingual educators to develop translingual classrooms with bilingual students in which academic English and Spanish are intentionally mixed. Volume contributors center their discussions on theory, practice and action as they reflect on their own bilingual journeys. Features such as glossary terms, discussion questions and intentional reflection on each author’s bilingual journey make it innovative and a must read in all bilingual teacher preparation programs in the nation.

peterlang.com



Julian Kitchen, Amanda Berry, Hafdís Guðjónsdóttir, Shawn Michel Bullock, **Monica Taylor**, Alicia R. Crowe and Lynn Thomas (Eds.)

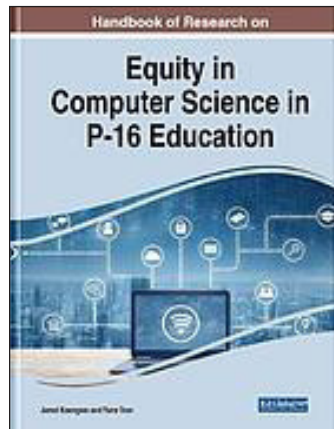
**International Handbook of Self-Study of Teaching and Teacher Education Practices**

Springer, 2020

*Professor Taylor is in the Department of Educational Foundations.*

This international handbook provides a sophisticated reexamination of the self-study of teaching and teacher education practices research 16 years after the publication of the first edition by Springer (2004). Through six sections, it offers an extensive international review of research and practices by examining critical issues in the self-study field today. They are: (1) Foundations of Self-Study, (2) Self-Study Methods and Methodologies, (3) Self-Study and Teaching and Teacher Education for Social Justice, (4) Self-Study Across Subject Disciplines, (5) Self-Study in Teacher Education and Beyond, and (6) Self-Study across Cultures and Languages. Exemplars, including many recent studies, illustrate the impact of this well-established research movement in teacher education in the English-speaking world and internationally.

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



Jared Keengwe, **Yune Tran** (Eds.)

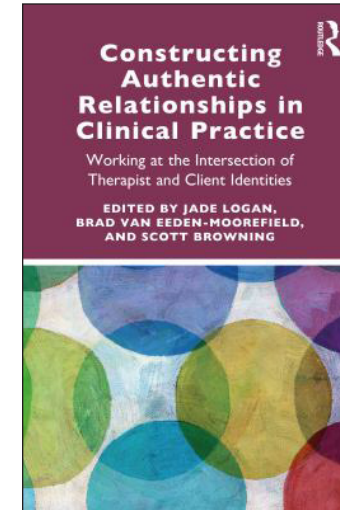
**Handbook of Research on Equity in Computer Science in P-16 Education**

Information Science Reference, an imprint of IGI Global, 2021

*Professor Tran is the Associate Dean for Academic Affairs in the College of Education and Human Services.*

This book is a comprehensive reference volume that highlights relevant issues, perspectives and challenges in P-16 environments that relate to the inequities that students face in accessing computer science or computational thinking and examines methods for challenging these inequities in hopes of allowing all students equal opportunities for learning these skills. Additionally, it explores the challenges and policies that are created to limit access and thus reinforce systems of power and privilege. The chapters highlight issues, perspectives and challenges faced in P-16 environments that include gender and racial imbalances, population of growing computer science teachers who are predominantly white and male, teacher preparation or lack of faculty expertise, professional development programs and more.

[igi-global.com](http://igi-global.com)



Jade Logan, **Brad Van Eeden-Moorefield** and Scott Browning (Eds.)

**Constructing Authentic Relationships in Clinical Practice: Working at the Intersection of Therapist and Client Identities**

Routledge, Taylor & Francis Group, 2022

RC489.S43 C66 2022

*Professor Van Eeden-Moorefield is in the Department of Family Science and Human Development.*

Bringing together a collection of insightful and experienced clinicians, this book examines the ways in which intersectionality influences all phases of clinical and supervisory work, from outreach, assessment and through to termination. Integrating research with clinical practice, chapters not only examine the theoretical, intersectional location of the self for the therapist, client or supervisee, but they also consider how this social identity effects the therapeutic process and, crucially, work with clients. The book includes first-hand accounts, case studies and reflections to demonstrate how interactions are influenced by gender, race and sexuality, offering practical ideas about how to work intentionally and ethically with clients.

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



**Eric J. Weiner**

**Teachable Moments: Educated Hope in Times of Crisis**

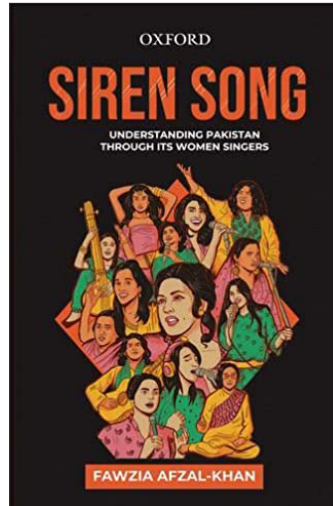
DIO Press Inc, 2021

LB1027 .W44 2021

*Professor Weiner is in the Department of Educational Foundations.*

This book is a collection of essays about education, cultural politics and practices of self-care that are connected by their focus on the essential lessons we can learn from everyday experiences in times of crisis. The essays are “critical” in their attention to how power operates in the spheres of politics, culture and education as a veil that hides various mechanisms of influence and control. These mechanisms, like cogs in a well-oiled machine, turn quietly and consistently, forming the backdrop against which the drama of daily life unfolds. Although the essays in this collection can stand on their own, they are in deep, yet not always obvious, conversations with each other. A discussion about the trials, tribulations, and triumphs of living with and caring for a child with Type 1 Diabetes merges into trenchant examinations of Trumpism, neofascism and white supremacy, which then dovetails into a cultural study of boots and sexuality. Disparate and wide-ranging in subject matter, these essays weave together a story about what it means to live an engaged life.

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



**Fawzia Afzal-Khan**

***Siren Song: Understanding Pakistan Through its Women Singers***

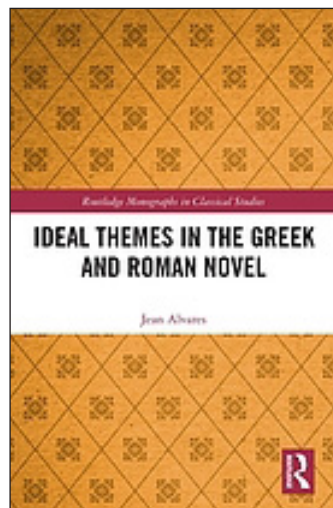
Oxford University Press, 2020

ML82 .A39 2020

Professor Afzal-Khan is in the Department of English.

This book is an important and timely feminist intervention in the study of classical music and a cogent challenge to the prevailing antiseccular orthodoxy in the academy. In this complex and sensitive study of the careers of artistes like Malka Pukhraj, Roshanara Begum, Reshma, and of the newer music and musical space offered by Coke Studio, the author shows us the multiple ways in which women performers negotiated and continue to negotiate their way through the numerous challenges thrown their way in the wake of the partitioning of the subcontinent and the multiple demands placed on them.

oup.com



**Jean Alvares**

***Ideal Themes in the Greek and Roman Novel***

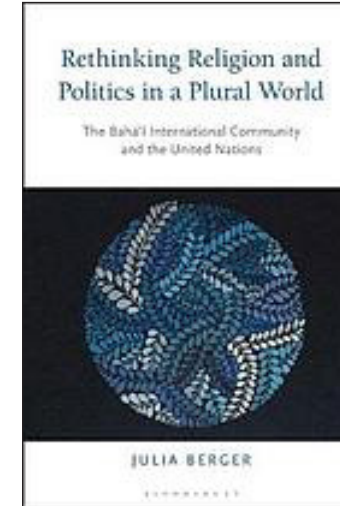
Routledge, 2022

PA3040 .A44 2022

Professor Alvares is in the Department of Classics and General Humanities.

This book explores the areas in which novels such as Chariton's *Callirhoe* and Heliodorus's *Aithiopika* are ideal beyond the ideal love relationship and considers how concepts of the ideal connect to archetypal and literary patterns as well as reflecting contemporary ideological and cultural elements. Readers will gain a better understanding of how necessary is an understanding of these ideal elements to a full understanding of the novels' possible readings and their reader's attitudes. This book sets forth critical methods, subsequently followed, which allows for this exploration of ideal themes. The book will be an invaluable resource for scholars of these novels, as well as ancient narratives and classical literature more generally. Scholars of cultural and utopian studies will also find the book useful, as well as some undergraduate students in all these areas.

routledge.com



**Julia Berger**

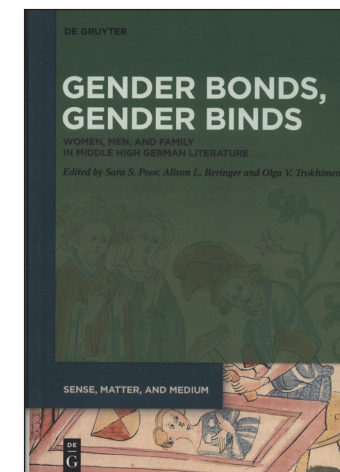
***Rethinking Religion and Politics in a Plural World: The Baha'i International Community and the United Nations***

Bloomsbury Publishing, 2021

Professor Berger is in the Department of Religion.

This book examines internal meaning-making structures and processes driving NGO behavior, identifying constructs from within a religious tradition that forge new ways of pursuing social change. The author evaluates the operation of a distinct rationality, arguing that action is guided not simply by beliefs and values, but also by a combination of elements so intrinsic as to constitute an "organizational DNA." These hidden structures and rationalities manifest themselves in new modes of engagement and agency; they help us to see the pivotal role of religion in shaping notions of peace, progress and modernity. To demonstrate the operation and salience of such a rationality, the author draws on the example of the worldwide Baha'i community. Emerging in 19th-century Iran, the community's theological engagement with questions of justice, the unity of humankind, and the emerging global order, constitute one of the most distinct and compelling, yet least-researched examples of religious engagement with the pressing questions of our time. Analyzing events spanning a 75-year period from 1945-2020, this book provides a unique historical and contemporary perspective on the evolving role of religion and civil society in the modern world.

bloomsbury.com



Sara S. Poor, **Alison L. Beringer**, Olga V. Trokhimenko (Eds.)

***Gender Bonds, Gender Binds: Women, Men, and Family in Middle High German Literature***

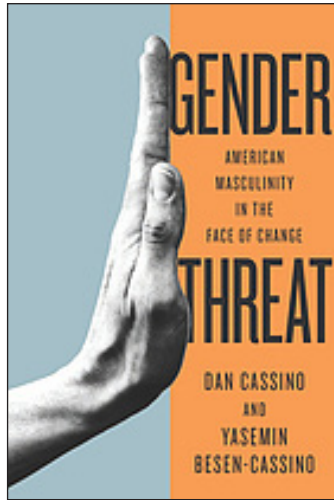
De Gruyter, 2021

PT179 .G46 2021

Professor Beringer is in the Department of Classics and General Humanities.

While Gender Studies has made its mark on literary studies, much scholarship on the German Middle Ages is largely inaccessible to the Anglo-American audience. With gender at its core as a category of analysis, this book uniquely opens up medieval German material to English speakers. Recognizing the impact of Ann Marie Rasmussen's *Mothers and Daughters in Medieval German Literature*, this transatlantic volume expands on questions introduced in her 1997 book and subsequent work. More than a mere tribute, the collection moves the debates forward in new directions: it examines how gender bonds together people, practices, texts and interpretive traditions, while constraining and delimiting these things socially, ideologically, culturally or historically. As the contributions demonstrate, a close, materially focused analysis produces complex results, not easily reduced to a platitude.

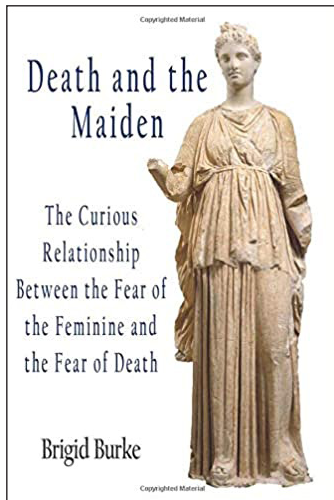
degruyter.com



Dan Cassino, **Yasemin Besen-Cassino**  
***Gender Threat: American Masculinity in the Face of Change***  
Stanford University Press, 2022  
HQ1090.3 .C385 2022  
*Professor Besen-Cassino is in the Department of Sociology.*

Against all evidence to the contrary, American men have come to believe that the world is tilted – economically, socially, politically – against them. A majority of men across the political spectrum feel that they face some amount of discrimination because of their sex. The authors look at what reasoning lies behind their belief and how they respond to it. Many feel that there is a limited set of socially accepted ways for men to express their gender identity, and when circumstances make it difficult or impossible for them to do so, they search for another outlet to compensate. Sometimes these behaviors are socially positive, such as placing a greater emphasis on fatherhood, but other times they can be maladaptive, as in the case of increased sexual harassment at work. These trends have emerged, notably, since the Great Recession of 2008-09. Drawing on multiple data sources, the authors find that the specter of threats to their gender identity has important implications for men's behavior. Importantly, younger men are more likely to turn to nontraditional compensatory behaviors, such as increased involvement in cooking, parenting and community leadership, suggesting that the conception of masculinity is likely to change in the decades to come.

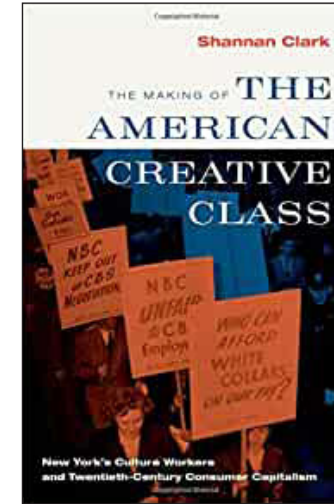
sup.org



**Brigid Burke**  
***Death and the Maiden: The Curious Relationship Between the Fear of the Feminine and the Fear of Death***  
Algora Publishing, 2019  
*Professor Burke is in the Department of Classics and General Humanities.*

Belief in an immortal soul and in salvation has a paradoxically negative impact on perceptions of the archetypal feminine in myth, religious scripture and philosophy; this can be demonstrated using the lens of depth psychology. This book explores the idea from Ancient Egyptian times through the early Christian era.

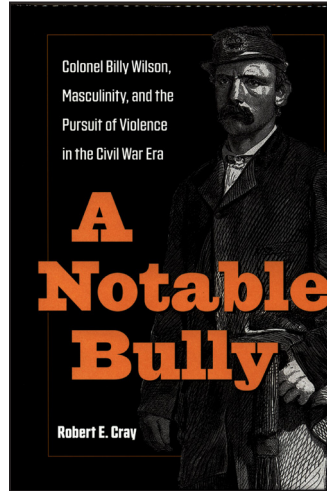
algora.com



**Shannan Clark**  
***The Making of the American Creative Class: New York's Culture Workers and Twentieth-Century Consumer Capitalism***  
Oxford University Press, 2021  
*Professor Clark is in the Department of History.*

During the middle decades of the 20th century, the production of America's consumer culture was centralized in midtown Manhattan to an extent unparalleled in the history of the modern United States. Within a few square miles of skyscrapers were the headquarters of networks like NBC and CBS, the editorial offices of book publishers and mass circulation magazines such as *Time* and *Life*, numerous influential newspapers, and major advertising agencies on Madison Avenue. Every day tens of thousands of white-collar workers made advertisements, produced media content, and enhanced the appearance of goods in order to boost sales. While this center of creativity has often been portrayed as a smoothly running machine, within these offices many white-collar workers challenged the managers and executives who directed their labors. This book examines these workers and their industries throughout the 20th century. As manufacturers and retailers competed to attract consumers' attention, their advertising expenditures financed the growth of enterprises engaged in the production of culture, which in turn provided employment for an increasing number of clerical, technical, professional and creative workers. The book explores employees' efforts to improve their working conditions by forming unions, experimenting with alternative media and cultural endeavors supported by public, labor or cooperative patronage, and expanding their opportunities for creative autonomy. As blacklisting and attacks on militant unions left them destroyed or weakened, workers were constrained in their ability to respond to economic dislocations and to combat discrimination in the culture industries.

oup.com



**Robert E. Cray**

***A Notable Bully: Colonel Billy Wilson, Masculinity, and the Pursuit of Violence in the Civil War Era***

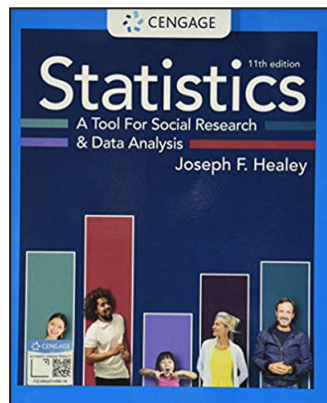
The Kent State University Press, 2021

F128.47 .C885 2021

*Professor Cray is in the Department of History.*

Largely forgotten by historians, Billy Wilson (1822-1874) was a giant in his time, a man well known throughout New York City, a man shaped by the city's immigrant culture, its harsh voting practices and its efforts to participate in the War for the Union. For decades, Wilson's name made headlines – for many different reasons – in the city's major newspapers. An immigrant who settled in New York in 1842, Wilson found work as a prizefighter, a shoulder hitter, an immigrant runner, and a pawnbroker, before finally entering politics and being elected an alderman. He harnessed his tough persona to good advantage, in 1861 becoming a colonel in command of a regiment of alleged toughs and ex-convicts known as the "Wilson Zouaves." A poor disciplinarian, however, Wilson exercised little control over his soldiers, and in 1863, unable to maintain order, he was jailed for a number of weeks. Nonetheless, Wilson returned home to a hero's welcome that year. Wilson left behind no personal papers, journals, or correspondences, so the author has woven together a record of Wilson's life using the only available records: newspaper stories. These accounts present Wilson as a fascinating but highly unlikable man. As the author demonstrates, Wilson bullied his way into New York, bullied his way into fame and politics, and attempted to bully his way into military greatness. His story depicts the New York City and Civil War experience in bolder, darker hues. It was not always a pretty tale.

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



Joseph F. Healey, **Christopher Donoghue**

***Statistics: A Tool for Social Research and Data Analysis***

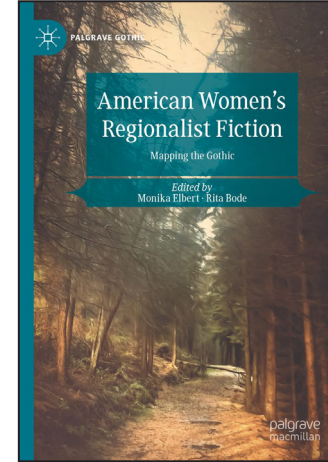
Cengage Learning, 2021

HA29 .H435 2021

*Professor Donoghue is in the Department of Sociology.*

This book equips readers with a solid understanding of statistical fundamentals and their practical application to current social issues – no advanced math knowledge required. The text breaks down even the most complex material to help readers master key concepts and develop the skills needed for a professional in a social science field – or simply to become a "statistically literate" consumer of social research. Everyday examples illustrate that statistics are not just abstract mathematical constructs, but they have practical value in government, education, business, media, politics, sports and more. Research examples in every chapter include the same "real data" used by professionals across various fields to make evidence-based decisions.

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



**Monika M. Elbert**, Rita Bode (Eds.)

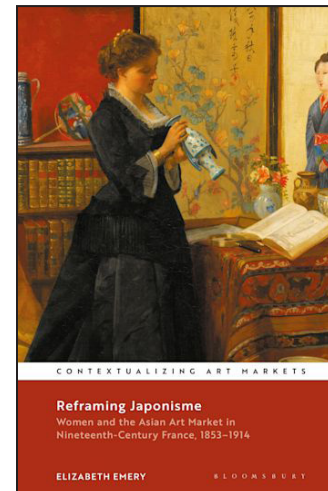
***American Women's Regionalist Fiction: Mapping the Gothic***

Palgrave Macmillan, 2021

*Professor Elbert is in the Department of English.*

This book seeks to redress the monolithic view of a national American Gothic, instead considering specific regions in the U.S. and how they express their own particular versions of the Gothic. Focusing on American women writers whose views of hauntings are ultimately connected to their image of an internal and oftentimes oppressive domestic landscape, these essays consider the ways the outdoor landscape feeds their fantasy and contributes to their notion of a natural history and local mythology that coincides with their sense of a world beyond the confines of the home. The clash between these two realms often paves the way for the Gothic encounter. Ultimately, these essays reveal the impact of the regional Gothic in considering how collision between the local and the national precipitates a conflict that leads to the Gothic protagonist's sense of belonging or alienation.

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



**Elizabeth Emery**

***Reframing Japonisme: Women and the Asian Art Market in Nineteenth-Century France (1853-1914)***

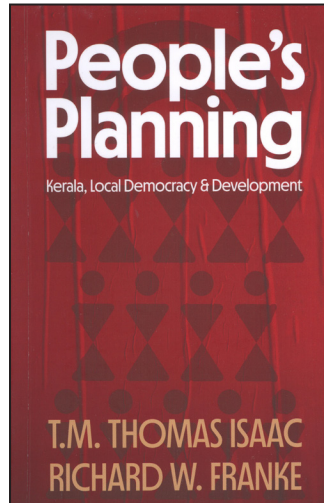
Bloomsbury Visual Arts, 2020

*Professor Emery is in the Department of World Languages and Cultures.*

This volume brings to light the culturally important, yet largely forgotten activities of women such as Clemence d'Ennery (1823-1898), who began collecting Japanese and Chinese chimeras in the 1840s, built and decorated a house for them in the 1870s, and bequeathed the "Musee d'Ennery" to the state as a free public museum in 1893. A friend of the Goncourt brothers and a 50-year patron of Parisian dealers of Asian art, d'Ennery's struggles to gain recognition as a collector and curator serve as a lens through which to examine the collecting and display practices of other women of her day. Travelers to Japan such as the Duchesse de Persigny, Isabella Stewart Gardner and Laure Durand-Fardel returned with souvenirs that they shared with friends and family. Salon hostesses including Juliette Adam, Louise Cahen d'Anvers, Princesse Mathilde and Marguerite Charpentier provided venues for the discussion and examination of Japanese art objects, as did well-known art dealers Madame Desoye, Madame Malinet, Madame Hatty, and Madame Langweil. Writers, actresses and artists Judith Gautier, Ther se Bentzon, Sarah Bernhardt and Mary Cassatt, to name just a few took inspiration from the Japanese material in circulation to create their own unique works of art. Largely absent from the history of Japonisme, these women and many others actively collected Japanese art, interacted with auction houses and art dealers, and formed collections now at the heart of museums such as the Louvre, the Musee Guimet, the Musee Cernuschi, the Musee Unterlinden and the Metropolitan Museum of Art.

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

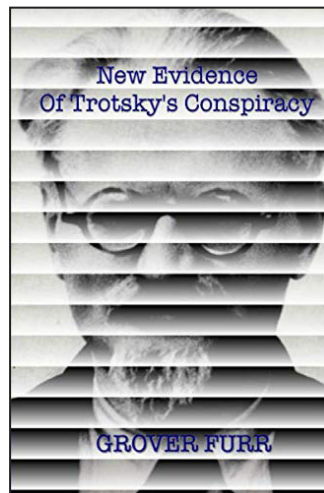




T.M. Thomas Isaac, **Richard W. Franke**  
***People's Planning: Kerala, Local Democracy and Development***  
LeftWord Books, 2021  
JS7025.K43 T492 2021  
*Professor Franke is in the Department of Anthropology.*

In 1996, the state of Kerala launched possibly the world's most extensive and successful experiment in decentralization. The campaign mobilized over 3 million of Kerala's 30 million people and resulted in bottom-up development planning in all of its 1,052 villages and urban neighborhoods. This book details the background of the campaign, traces its stages, assesses problems and successes, and evaluates concrete results and reforms. It tells a powerful story of mass mobilization and innovation, achieved by overcoming bureaucratic opposition and rooting out corruption and cynicism.

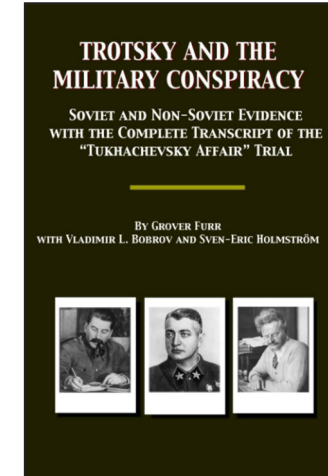
leftword.com



**Grover Furr**  
***New Evidence of Trotsky's Conspiracy***  
Erythros Press and Media, 2020  
DK254.T6 F8686 2020  
*Professor Furr is in the Department of English.*

This book is a study of Soviet-era documents, recently declassified, that bear on Leon Trotsky and his conspiracies against the Soviet government and Party during the 1930s. These documents are: Yuri Piatakov's statement to Nikolai Ezhov, chief of the NKVD, of December 1920, 1936; the transcript of the trial of Marshal Mikhail N. Tukhachevsky and seven accomplices of June 11, 1937; and a collection of investigative materials from the former NKVD archive concerning the First and Second Moscow Trials of August, 1936, and January, 1937. The third set of documents are from the two-volume work *Politbiuro i Lev Trotskii (sbornik dokumentov)*, 1923-1940, edited by Oleg V. Mozokhin and published in 2013 in Prague, Czechoslovakia, by Sociosféra-CZ. This two-volume work is essentially unobtainable.

erythrospres.com



***Trotsky and the Military Conspiracy: Soviet and Non-Soviet Evidence; With the Complete Transcript of the "Tukhachevsky Affair" Trial***  
Erythros Press and Media, 2021  
DK267 .F87 2021

The principal document presented here is the complete translation of the transcript of the trial of the defendants in the "Tukhachevsky Affair" – Marshal of the Soviet Union Mikhail N. Tukhachevsky and his seven co-defendants, all top-ranking Red Army officers. It provides yet more convincing primary-source evidence that the military conspiracy collaborated with Nazi Germany in coordination with Leon Trotsky and his supporters. Properly understood, this document book overturns the mainstream history of the Soviet Union, of World War II, and in important respects, the mainstream history of the world, in the 20th century. The other chapters contain confirmatory evidence, with careful and appropriate analysis. They are important, because dishonest historians will claim that Tukhachevsky et al. were not guilty; rather that they were "framed." They will further claim that Leon Trotsky, who is deeply implicated in the Military Conspiracy, was also "framed." These claims are demonstrably false. This book presents the evidence.

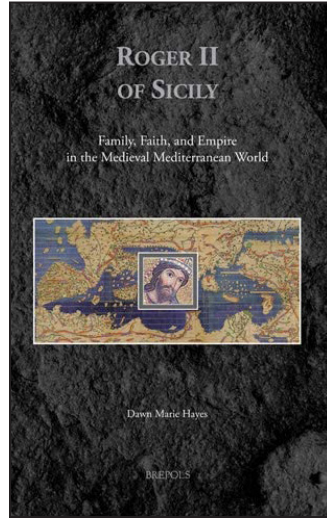
erythrospres.com



**Brigid Harrison**, Jean Harris, Michelle D. Deardorff  
***American Democracy Now***  
McGraw-Hill Education, 2022  
*Professor Harrison is in the Department of Political Science and Law and is Chairperson (Acting) of the College of Humanities and Social Sciences.*

This book engages students in American politics through relevant content and supportive digital tools that enrich and reinforce learning. Accessible to students at all levels, the narrative is brought to life through compelling features, such as rich visuals and graphics and the Then, Now, Next framework, helping students gain a comprehensive understanding of American government yesterday, today, and through development of critical thinking skills, tomorrow.

mheducation.com



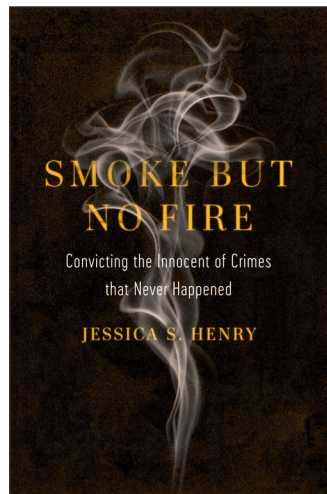
**Dawn Marie Hayes**  
**Roger II of Sicily:  
Family, Faith, and Empire in the Medieval Mediterranean World**

Brepols, 2020  
DG867.25 .H39 2020

*Professor Hayes is in the Department of History.*

Roger II (c. 1095-1154), Sicily's first king, was an anomaly for his time. An ambitious new ruler who lacked the distinguished lineage so prized by the nobility, and a leader of an extraordinarily diverse population on the fringes of Europe, he occupied a unique space in the continent's charged political landscape. This interdisciplinary study examines the strategies that Roger used to legitimize his authority, including his relationships with contemporary rulers, the familial connections that he established through no less than three marriages, and his devotion to the Church and Saint Nicholas of Myra/Bari. Yet while Roger and his family made the most of their geographic and cultural contexts, it is convincingly argued here that they nonetheless retained a strong western focus, and that behind the diverse mélange of Norman Sicily were very occidental interests. Drawing together sources of political, social, and religious history from locations as disparate as Spain and the Byzantine Empire, as well as evidence from the magnificent churches and elaborate mosaics constructed during his reign, this volume offers a fascinating portrait of a figure whose rule was characterized both by great potential and devastating tragedy. Indeed, had Roger been able to accomplish his ambitious agenda, the history of the medieval Mediterranean world would have unfolded very differently.

[brepols.net](http://brepols.net)



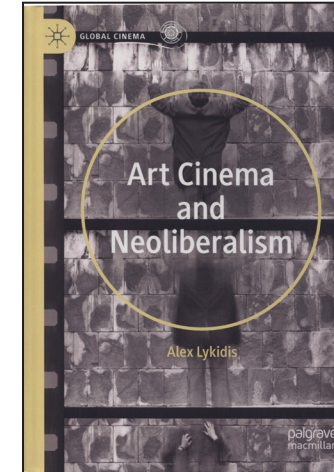
**Jessica S. Henry**  
**Smoke But No Fire:  
Convicting the Innocent of Crimes That Never Happened**

University of California Press, 2020

*Professor Henry is in the Department of Justice Studies.*

Rodricus Crawford was convicted and sentenced to die for the murder by suffocation of his beautiful baby boy. After years on death row, evidence confirmed what Crawford had claimed all along: he was innocent, and his son had died from an undiagnosed illness. Crawford is not alone. A full one-third of all known exonerations stem from no-crime wrongful convictions. The first book to explore this common but previously undocumented type of wrongful conviction, this volume tells the heartbreaking stories of innocent people convicted of crimes that simply never happened. A suicide is mislabeled a homicide. An accidental fire is mislabeled an arson. Corrupt police plant drugs on an innocent suspect. A false allegation of assault is invented to resolve a custody dispute. With this book, the author, a former New York City public defender, sheds essential light on a deeply flawed criminal justice system that allows – even encourages – these convictions to regularly occur. This book promises to be eye-opening reading for legal professionals, students, activists and the general public alike as it grapples with the chilling reality that far too many innocent people spend real years behind bars for fictional crimes.

[ucpress.edu](http://ucpress.edu)



**Alex Lykidis**  
**Art Cinema and Neoliberalism**

Palgrave Macmillan, 2020  
PN1995.9.P6 L94 2020

*Professor Lykidis is in the Department of English.*

This book surveys cinematic responses to neoliberalism across four continents. One of the first in-depth studies of its kind, this book provides an imaginative reassessment of art cinema in the new millennium by showing how the exigencies of contemporary capitalism are exerting pressure on art cinema conventions. Through a careful examination of neoliberal thought and practice, the book explores the wide-ranging effects of neoliberalism on various sectors of society and on the evolution of film language. The author evaluates the relevance of art cinema style to explanations of the neoliberal order and uses a case study approach to analyze the films of acclaimed directors such as Asghar Farhadi, Yorgos Lanthimos and Lucrecia Martel in relation to the social, political and cultural characteristics of neoliberalism. By connecting the aesthetics of art cinema to current social antagonisms, the author positions class as a central concern in our understanding of the polarized dynamics of late capitalism and the escalating provocations of today's film auteurs.

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



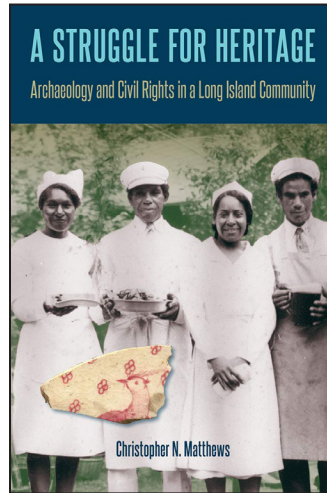
**Naomi Conn Liebler (Ed.)**  
**A Cultural History of Tragedy in the Early Modern Age. Volume 3**

Bloomsbury, 2020

*Professor Liebler is in the Department of English.*

In this volume, eight lively, original essays by eminent scholars trace the kaleidoscopically shifting dramatic forms, performance contexts and social implications of tragedy throughout the period and across geographic, political and social references. They attend not only to the familiar cultural lenses of English and mainstream Continental dramas but also to less familiar European exempla from Croatia and Hungary. Each chapter takes a different theme as its focus: forms and media; sites of performance and circulation; communities of production and consumption; philosophy and social theory; religion, ritual and myth; politics of city and nation; society and family; and gender and sexuality.

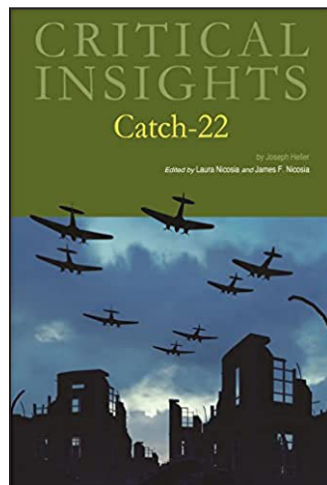
[bloomsbury.com](http://bloomsbury.com)



**Christopher N. Matthews**  
***A Struggle for Heritage: Archaeology and Civil Rights in a Long Island Community***  
University Press of Florida, 2020  
*Professor Matthews is in the Department of Anthropology.*

Based on 10 years of collaborative, community-based research, this book examines race and racism in a mixed-heritage Native American and African American community on Long Island's north shore. Through excavations of the Silas Tobias and Jacob and Hannah Hart houses in the village of Setauket, the author explores how the families who lived here struggled to survive and preserve their culture despite consistent efforts to marginalize and displace them over the course of more than 200 years. He discusses these forgotten people and the artifacts of their daily lives within the larger context of race, labor and industrialization from the early 19th to the mid-20th century. The book draws on extensive archaeological, archival and oral historical research and sets a remarkable standard for projects that engage a descendant community left out of the dominant narrative. The author demonstrates how archaeology can be an activist voice for a vulnerable population's civil rights as he brings attention to the continuous, gradual and effective economic assault on people of color living in a traditional neighborhood amid gentrification. Providing examples of multiple approaches to documenting hidden histories and silenced pasts, this study is a model for public and professional efforts to include and support the preservation of historic communities of color.

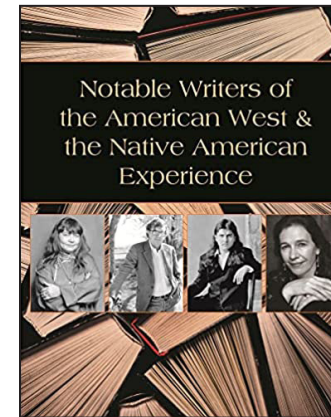
[upf.com](http://upf.com)



**Laura M. Nicosia, James F. Nicosia** (Eds.)  
***Critical Insights: Catch-22***  
Salem Press, 2021  
PS3558.E476 C336 2021  
*Professors Laura and James Nicosia are in the Department of English.*

Catch-22 was published in 1961, becoming a number-one bestseller in England before American audiences identified with its anti-war sentiments, earning it classic status and prompting a film version in 1970. Heller's dark, satirical novel became so ubiquitous that it initiated the eponymous phrase regarding paradoxical situations. The book is appreciated for its black humor, extensive use of flashbacks, contorted chronology, countercultural sensibilities and bizarre language structures. With current trends and political climate considered, this volume revisits this classic text for a contemporary audience.

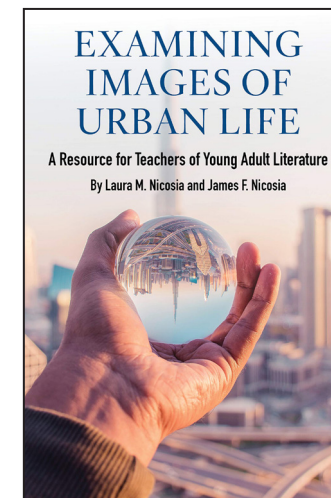
[salempress.com](http://salempress.com)



***Notable Writers of the American West & the Native American Experience***  
Salem Press, 2021  
PS129 .N68 2021

Many tell the spirited tales of the American West, describing life in the North American frontier as it moved from its earliest border at the Appalachian Mountain range through westward expansion to the Pacific coastline. Others write or speak of their rich, varied experiences as members of First People Nations. Each story takes its place in history, part of the development and narrative of America. This volume provides both an overview of and a more in-depth context to the stories of over 100 acclaimed writers. Each entry includes a comprehensive overview of each author's biography and literary career as well as a ready-reference listing of their major works in all genres. Writers in this volume include: Cormac McCarthy, Black Elk, Black Hawk, Sherman Alexie, Leslie Marmon Silko, Janet Campbell Hale, Paul Gunn Allen, Vine Deloria, James Fennimore Cooper, Larry McMurtry, Willa Cather, Kit Carson, Mark Twain, Stephen Crane, Louis L'Amour, N. Scott Momaday, Louise Erdrich, James Welch, Joy Harjo, Charles Eastman, John Joseph Mathews, Linda Hogan, Tommy Pico and Tommy Orange. Each essay identifies the writer's major genres, and birth and death dates and places.

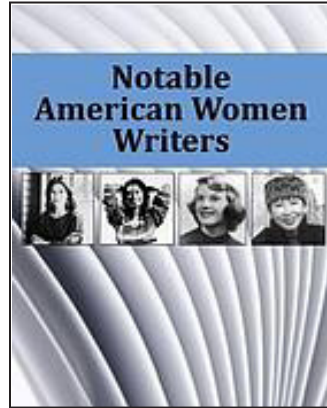
[salempress.com](http://salempress.com)



***Examining Images of Urban Life: A Resource for Teachers of Young Adult Literature***  
Myers Education Press, 2021

There are novels that portray cities as magical places, others as stifling, imposing environments, and others still as a gritty but beautiful, living landscape. Cities can be the center of culture, business, the arts, and are the meeting places for diversities of all kinds. This book gathers contributions from scholars, educators and young adult authors, like Benjamin Alire Saenz and E. Charlton-Trujillo, who consider how living in a city affects character identity and growth, and the ways authors world-build the urban setting. The collection discusses what the urban landscape means, and dispels the media-driven, anecdotally propagated preconceptions about city living. Urban life is varied and rich, just as its literature is. The collection revolves around a reconsideration of what the city represents, to its readers and to its inhabitants, and serves as a resource in urban settings, wherein teachers can select books that mirror and advocate for the students sitting in their classes.

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

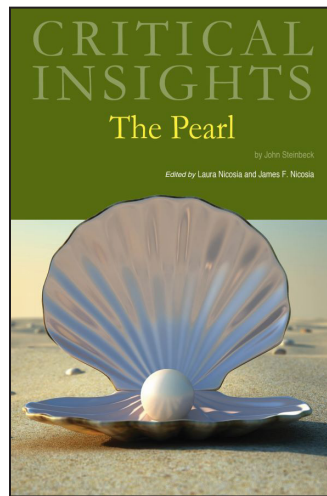


**Notable American Women Writers**

Salem Press, 2020

This book provides in-depth critical essays on women who are at the top of their game in all areas of writing, from picture books to scholarly writing, from poetry to screenplays, from memoir to philosophy. The women writers featured in this set have been selected to represent not only all types of writing, but all areas of the Americas, including Canada, the United States, Mexico, Argentina, Jamaica and more. The women in these volumes are artists, social transformers, builders, thinkers, poets, playwrights, populists, elitists, products of their society, and shapers of their culture. They write on such vital issues as sexuality and gender, women's rights and privileges, wars of their eras, civil rights, literary criticism, mental illness, child-rearing and identity.

salempress.com

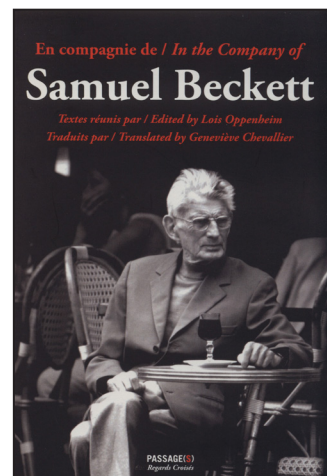


**Critical Insights: The Pearl**

Salem Press, 2019

John Steinbeck's *The Pearl* is one of the most popular and most frequently taught of all American novellas. Its Mexican setting, in a location not far from California, gives it a particular interest today as the United States becomes increasingly multicultural. The present volume examines the book from numerous perspectives – historical, cultural, social, economic, ethnic and literary. This book in the Critical Insights series explores the many factors that have made Steinbeck's short novel so enduringly appealing, examining the history of the work's critical reception while also contributing new insights that have not been pursued before.

salempress.com



**Lois Oppenheim (Ed.)**

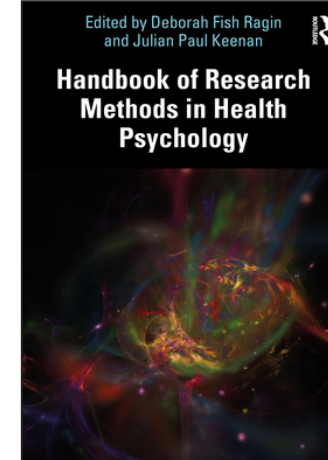
**En Compagnie de Samuel Beckett**

Passage(s), 2019

PR6003.E282 Z799942 2019

*Professor Oppenheim is in the Department of World Languages and Cultures.*

En 1969, Samuel Beckett recevait le prix Nobel de littérature. Ce livre qui rassemble des textes d'artistes de renommée internationale est publié en l'honneur du cinquantième de la réception de cette haute distinction. Il vient aussi commémorer une vie de créativité extraordinaire qui s'est terminée il y a trente ans, en 1989. Les mots qu'il contient offrent en outre un témoignage émouvant sur une oeuvre qui, longtemps encore, va "continuer."



**Deborah Fish Ragin, Julian Paul Keenan (Eds.)**

**Handbook of Research Methods in Health Psychology**

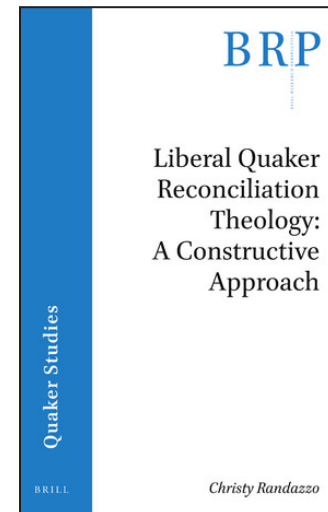
Routledge, 2021

*Professor Ragin was in the Department of Psychology.*

*Professor Keenan is in the Department of Biology.*

In this comprehensive handbook, the editors present an all-encompassing analysis of the variety of different methods used in health psychology research. Featuring interdisciplinary collaborations from leading academics, this meticulously written volume is a guide to conducting cutting-edge research using tested and vetted best practices. It explains important research techniques, why they are selected and how they are conducted. The book critically examines both cutting-edge methods, such as those used in NextGen genetics, nudge theory, and the brain's vulnerability to addiction, as well as the classic methods, including cortisol measurement, survey and environmental study. The topics of the book span the gamut of the health psychology field, from neuroimaging and statistical analysis to socioeconomic issues such as the policies used to address diseases in Africa, anti-vaxers, and the disproportionate impact of climate change on impoverished people.

routledge.com



**Christy Randazzo**

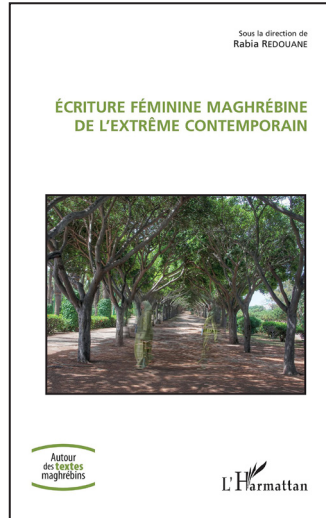
**Liberal Quaker Reconciliation Theology: A Constructive Approach**

Brill, 2020

*Professor Randazzo is in the Department of Religion.*

This work brings the fields of Christian theologies of atonement and reconciliation and Liberal Quaker theology into dialogue, and lays the foundation for developing an original Liberal Quaker reconciliation theology. This dialogue focuses specifically on the metaphorical language employed to describe the relationship of interdependence between humans and God, which both traditions hold as integral to their conceptions of human and divine existence. It focuses on these areas: the sin of human division and exclusion; atonement and reunification of humans and God as a response to sin; and the metaphors Liberal Quaker use to describe this interdependent relationship, specifically the metaphor of Light. This unique approach develops an original model of reconciliatory interdependence between humans and God that is rooted in both Christological and Universalist Liberal Quaker metaphorical and theological categories and utilizes the Liberal Quaker language of God as interdependent Light towards a new theology.

brill.com



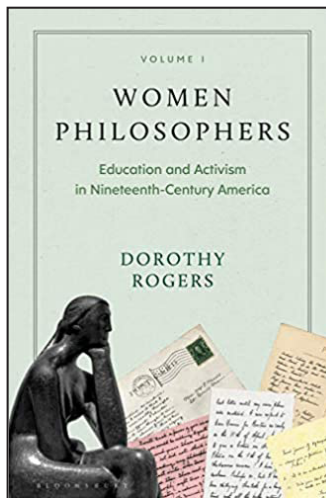
**Rabia Redouane**  
**Écriture Féminine Maghrébine de L'extrême Contemporain**

L'Harmattan, 2020  
PQ3988.5.N6 E367 2020

*Professor Redouane is in the Department of World Languages and Cultures.*

Prendre en compte le développement et l'évolution de l'écriture féminine maghrébine contemporaine apparaît nécessaire. L'argument en faveur d'une telle attitude consiste à indiquer l'existence d'une production considérable dans les trois pays du Maghreb, mais qui demeure méconnue ou ignorée par la critique qui continue à ne privilégier que certaines écrivaines, souvent trop médiatisées. L'objectif de cet ouvrage n'est pas de tenter l'impossible gageure de présenter ce foisonnement littéraire caractéristique de l'écriture féminine maghrébine de l'extrême contemporain. Les études présentées ici concernent plus particulièrement: Meryem Alaoui, Fatna El Bouih, Souad Jamaï, Salima Louafa, Saïda Mounaïme et Damia Oumassine (Maroc), Kaouther Adimi, Anya MÉRIMÈCHE Lynda-Nawel Tebbani et Fatma-Zohra Zamoum (Algérie), Yesmine Karray, Sonia Mabrouk et Monya Zwawi (Tunisie). Notre but est de faire connaître certaines écrivaines appartenant à cette nouvelle génération pour affirmer que la richesse de la littérature féminine maghrébine contemporaine est remarquable. De fait, elle mérite une considération particulière de la part de la critique et nous espérons que ce volume y contribuera.

editions-harmattan.fr



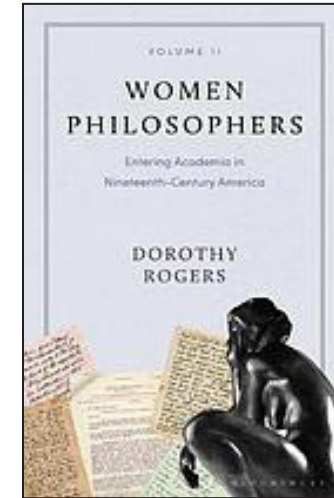
**Dorothy G. Rogers**  
**Women Philosophers Volume I:  
Education and Activism in Nineteenth-Century America**

Bloomsbury Academic, 2020

*Professor Rogers is in the Department of Religion.*

Illuminating a significant moment in the development of both American and feminist philosophical history, this book explores the pioneering thought of the women in the early American Idealist movement and outgrowths of it in the late 19th century. The author specifically examines the ideas of women who entered philosophical discourse through education and social activism. She begins by discussing innovative educators, some of whom were members of the influential Idealist movement in St. Louis, Missouri, in the 1860s and 70s. She then looks at the ideas and impact of women who were independent scholars and social and political activists. Throughout the volume, the author explores how Idealist thought developed, matured, and was transformed over time across lines of race, culture and socio-economic class. Several of the women discussed were ardent feminists and activists – Mary Church Terrell, Anna C. Brackett, Grace C. Bibb, Ana Roqu, Ellen M. Mitchell, Lucia Ames Mead, Jane Addams, Ida B. Wells-Barnett and Luisa Capetillo. By providing exciting new insights into the work of these early women philosophers and introducing the next generation of women who shared the same ideals and influences, the author deftly elucidates the genealogy of women's thought as it developed across North America.

bloomsbury.com

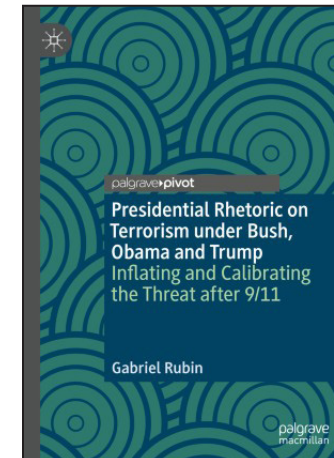


**Women Philosophers Volume II:  
Entering Academia in Nineteenth-Century America**

Bloomsbury Academic, 2021

Tackling the intellectual histories of the first 20 women to earn a PhD in philosophy in the United States, this book traces their career development and influence on American intellectual life. The case studies include Eliza Ritchie, Marietta Kies, Julia Gulliver, Anna Alice Cutler, Eliza Sunderland and many more. The author looks at the factors that led these women to pursue careers in academic philosophy, examines the ideas they developed, and evaluates the impact they had on the academic and social worlds they inhabited.

bloomsbury.com



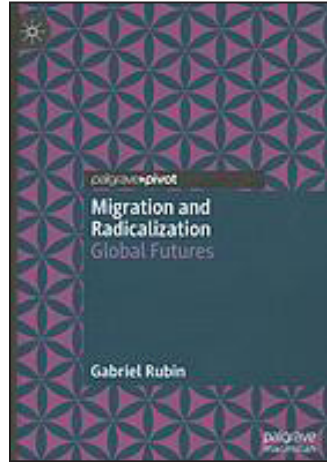
**Gabriel Rubin**  
**Presidential Rhetoric on Terrorism under Bush, Obama and Trump:  
Inflating and Calibrating the Threat After 9/11**

Palgrave Macmillan, 2020

*Professor Rubin is in the Department of Justice Studies.*

Through the analysis of 18 years of presidential data, this book shows how Presidents Bush, Obama and Trump have conducted and framed the war on terror since its inception in 2001. Examining all presidential speeches about terrorism from George W. Bush's two terms as president, Barack Obama's two terms as president, and Donald Trump's first year as president, this book is the first to compare the three post-9/11 presidents in how they have dealt with the terror threat. The book argues that when policies need to be "sold" to the public and Congress, presidents make their pertinent issues seem urgent through frequent speech-making and threat inflation. It further illustrates how after policies are sold, a new president's reticence may signify quiet acceptance of the old regime's approach. After examining the conduct of the war on terror to date, it concludes by posing policy suggestions for the future.

palgrave.com

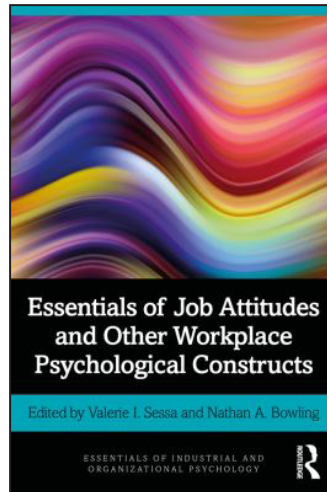


**Migration and Radicalization: Global Futures**

Palgrave Macmillan, 2021

This book explores the connections between migration and terrorism and extrapolates, with the help of current research and case studies, what the future may hold for both issues. The volume looks at how migrants and terrorists have both been treated as Others outside the body politic, how growing migrant flows borne of a rickety state system cause both natives and migrants to turn violent, and how terrorist radicalization and tensions between natives and migrants can be reduced. As he contemplates potential global futures in the light of migration and radicalization, the author charts a course between contemporary migration and terrorism scholarship, exploring their interactions in a methodologically rigorous but theoretically bold investigation.

palgrave.com



**Valerie I. Sessa, Nathan A. Bowling (Eds.)**

**Essentials of Job Attitudes and Other Workplace Psychological Constructs**

Routledge, 2021

*Professor Sessa is in the Department of Psychology.*

Although the topic of job attitudes and other workplace psychological constructs such as perceptions, identity, bonds and motivational states is important, there are no books addressing the topic as a whole. This book seeks to fill that void in a comprehensive edited volume that compiles chapters by experts on each construct. The book begins with a review of the concept of job attitudes and other workplace psychological constructs, then devotes a single chapter to each construct. These chapters focus on organizational justice, perceived organizational support, organizational identification, job involvement, workplace commitments, job embeddedness, job satisfaction, employee engagement and team-related work attitudes. Each of these chapters addresses parallel content including definitions, history, theory, a critique of the field to date with future research recommendations, and how the given construct can be used in practice. There are two additional features that make this book unique: first, each chapter provides a nomological network figure of the workplace psychological construct addressed; and second, each chapter provides one or more of the current measures used to assess the construct of interest.

routledge.com



**Jeff Strickland**

**All for Liberty: The Charleston Workhouse Slave Rebellion of 1849**

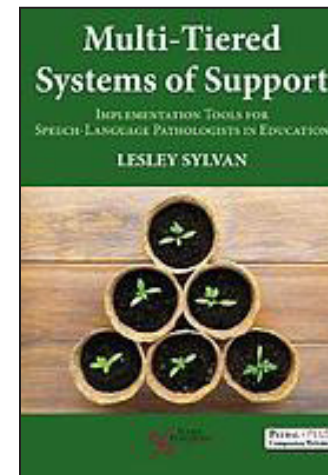
Cambridge University Press, 2022

F279.C457 S77 2022

*Professor Strickland is in the Department of History.*

This book tells the powerful story of Nicholas Kelly, the enslaved craftsman who led the Charleston Workhouse Slave Rebellion, the largest slave revolt in the history of the antebellum American South. With two accomplices, some sledgehammers and pickaxes, Kelly risked his life and helped 36 fellow enslaved people escape the workhouse where they had been sent by their enslavers to be tortured. While Nat Turner, Gabriel Prosser and Denmark Vesey remain the most recognizable rebels, the pivotal role of Nicholas Kelly is often forgotten. The book centers his rebellion as a decisive moment leading up to the secession of South Carolina from the United States in 1861. This compelling micro-history navigates between Kelly's story and the Age of Atlantic Revolutions, while also considering the parallels between race and incarceration in the 19th century and in modern America.

cambridge.org



**Lesley Sylvan**

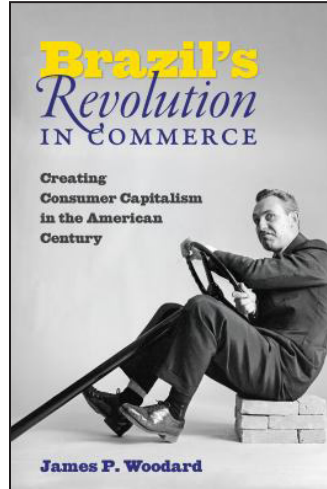
**Multi-Tiered Systems of Support: Implementation Tools for Speech-Language Pathologists in Education**

Plural Publishing, 2021

*Professor Sylvan is in the Department of Communication Sciences and Disorders.*

Many school-based speech-language pathologists (SLPs) deal with large caseloads and limited resources. Taking on additional workload by implementing multi-tiered systems of support (MTSS) can seem overwhelming. This book offers practical, research-based tools that school-based SLPs can use to balance the high demands of their job with supporting general education students. This professional resource provides answers to a range of questions about policy implications, applicability of the framework to a SLP's role in schools, and how an SLP can implement MTSS in their practice. Part I breaks down the important concepts of MTSS, while Part II is designed as an SLP MTSS Toolkit, featuring the collective wisdom of practitioners and researchers in the field. Throughout the text, readers will also find real-world snapshots of MTSS in action based on the experiences of actual SLPs in the field.

pluralpublishing.com



**James P. Woodard**

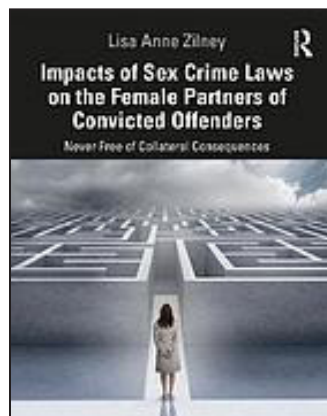
**Brazil's Revolution in Commerce: Creating Consumer Capitalism in the American Century**

The University of North Carolina Press, 2020

Professor Woodard is in the Department of History.

This history of consumer capitalism in Brazil, today the world's fifth most populous country, is at once magisterial, intimate and penetrating enough to serve as a history of modern Brazil itself. It tells how a new economic outlook took hold over the course of the 20th century, a time when the United States became Brazil's most important trading partner and the tastemaker of its better-heeled citizens. In a cultural entangling with the United States, Brazilians saw Chevrolets and Fords replace horse-drawn carriages, railroads lose to a mania for cheap automobile roads, and the fabric of everyday existence rewoven as commerce reached into the deepest spheres of family life. The United States loomed large in this economic transformation, but American consumer culture was not merely imposed on Brazilians. By the 70s, many elements once thought of as American had slipped their exotic traces and become Brazilian, and this process illuminates how the culture of consumer capitalism became a more genuinely transnational and globalized phenomenon. This commercial and cultural turn is the great untold story of Brazil's 20th century, and one key to its 21st.

uncpress.org



**Lisa Anne Zilney**

**Impacts of Sex Crime Laws on the Female Partners of Convicted Offenders: Never Free of Collateral Consequences**

Routledge, 2021

Professor Zilney is in the Department of Justice Studies.

This work is an exploratory examination of the experiences, motivations, and coping mechanisms of women who are involved in intimate relationships with registered sexual offenders. The study focuses both on women who were involved with an offender prior to the commission of his offense and who stayed with him post-conviction, and on women who became involved with a registered offender after his sex offense conviction. Like the offender himself, these women face a variety of challenges in responding to treatment of them by friends, family, the community and the criminal justice system. Utilizing the results of intensive interviews, this work provides a unique look at the women who are one of the few sources of support for registered sexual offenders and assesses the effectiveness and wide-ranging implications of community notification and registration laws on public safety, policy and practice. This work offers alternative approaches based on evidence and case studies and considers the significance of familial contact in buffering sexual recidivism. These women are the heretofore unstudied victims of sexual offending legislation. This book is essential reading for those in sociology, criminology, psychology and social work. For undergraduate or graduate students, practitioners, researchers or policy makers, this thought-provoking book will shed light on how to optimize the reintegration of sex offenders. It assesses the effectiveness and wide-ranging implications of sex offender legislation on public safety, policy, and practice and considers alternative approaches to reduce sexual violence.

routledge.com



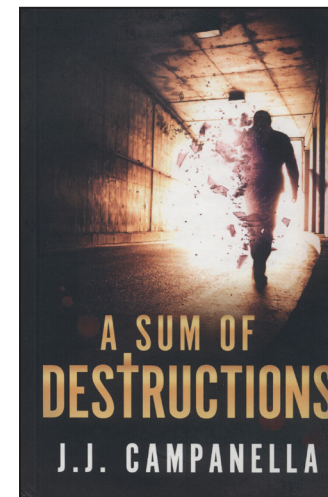
**George E. Antoniou**

**Τα ΒΑΓΙΑ στην ΕΠΑΝΑΣΤΑΣΗ του 1821**

ΔΗΜΟΤΙΚΟΣ ΟΡΓΑΝΙΣΜΟΣ ΔΗΜΟΥ ΘΗΒΑΙΩΝ, 2021

Professor Antoniou is in the Department of Computer Science.

The publication of this book is a historical milestone marked by the commemoration of the bicentenary of the outbreak of the Greek Revolution of 1821 and the War of National Independence. The book was written as a homage to members of the author's village, Vayia, Greece, who fought for Greek independence. The book will give the reader the opportunity to learn about the history of many battles for independence by the Greeks from the Ottoman Empire from 1821-1829. The work contains the names of all the known fighters from the villages of Vayia, Kasnesi and Morokambi (Boeotia), many of whom lost their lives. This tribute is the minimum honor to all the heroic, anonymous dead who gave their lives, to the anonymous and known fighters of the National War of Independence, as well as to the widows and orphans.



**J.J. Campanella**

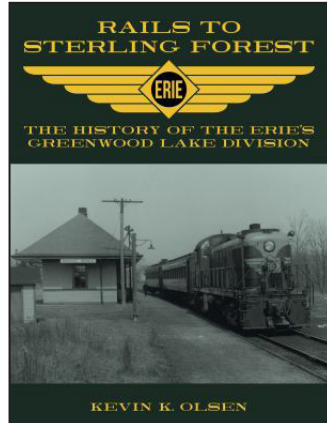
**A Sum of Destructions**

Uvula Publishing, 2020

PS3603.A45865 S95 2020

Professor Campanella is in the Department of Biology.

Police psychologist Edwardo Bratenahl is a young widower, still mourning the tragic loss of his wife. Bratenahl, an academic and native of the insular Cleveland neighborhood of Little Italy, is asked to assist with the homicide investigation of world-class geneticist Dr. Simon Pederson, who was viciously slain during Sunday mass. Bratenahl is partnered with Mary Kate Calderon, veteran homicide detective. The two soon discover a related murder, which Calderon confesses looks eerily like a scenario she witnessed as a child in Nicaragua, with all the hallmarks of a Sandinista interrogator dubbed Diablo Rojo. Bratenahl brushes this off as coincidence, but the psychologist soon discovers just how perilous the world around him is, as he collides with the Red Devil, Simon Pederson's legacy of destruction, and the weight of family history in this twisty, dark police procedural.



**Kevin K. Olsen**

***Rails to Sterling Forest: the History of the Erie's Greenwood Lake Division***

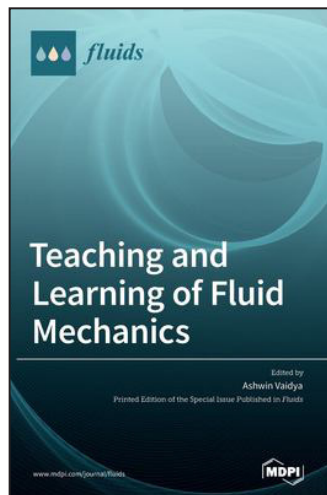
Garbely Publishing Company, 2020

TF24.N5 O47 2020

*Kevin Olsen is Chemistry Instrument/Research Technician, Chemistry and Biochemistry.*

This extensive history of the Erie Railroad's Greenwood Lake Division covers everything from the railroad's construction as the Montclair Railway in the 1870s through its subsequent reorganizations as the Montclair & Greenwood Lake Railway and later the New York & Greenwood Lake Railway. The line's eventual acquisition by the Erie gives way to the Erie Lackawanna merger, Conrail, and the line's current use by NJ Transit. With over 100 pages of text supplemented by a plethora of historic black & white and color photos and reproduced documents, this is the definitive story of rail service along a scenic New Jersey route.

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



**Ashwin Vaidya (Ed.)**

***Teaching and Learning of Fluid Mechanics***

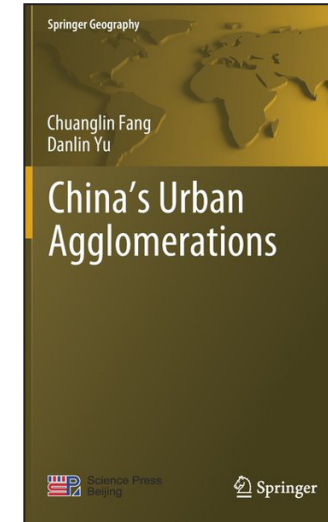
MDPI, 2020

QA901 .T42 2020

*Professor Vaidya is in the Department of Mathematics.*

This book contains research on the pedagogical aspects of fluid mechanics and includes case studies, lesson plans, articles on historical aspects of fluid mechanics, and novel and interesting experiments and theoretical calculations that convey complex ideas in creative ways. The current volume showcases the teaching practices of fluid dynamicists from different disciplines, ranging from mathematics, physics, mechanical engineering, and environmental engineering to chemical engineering. The suitability of these articles ranges from early undergraduate to graduate level courses and can be read by faculty and students alike.

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



Chuanglin Fang, **Danlin Yu**

***China's Urban Agglomerations***

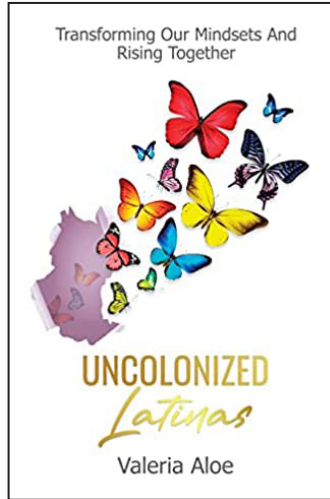
Springer, 2020

*Professor Yu is in the Department of Earth and Environmental Studies.*

The book combs through extensively 32,231 urban agglomeration related works during the past 120 years to explore a theoretically supported and practically based definition of urban agglomeration. Based on the definition, the authors explore intensively the fundamental characteristics, spatiotemporal differentiation properties, and existing issues for China's sustainable urban agglomeration development for the past 35 years. The study proposes that China shall focus on the construction and sustainable development of five primary national-level urban agglomerations. In the meantime, China shall also steadily and gradually construct nine regional urban agglomerations and guide the development and growth of six local urban agglomerations. In the long run, China will have a hierarchical "5+9+6" closely integrated hierarchical urban agglomeration spatial structure. The study also proposes to coordinate the construction and development of urban agglomerations on the "two belts and one road" to form a national new urbanization development strategic pattern that enables "the axis to connect the agglomerations while the agglomerations support the axis." Furthermore, the study investigates a variety of strategic thinking and suggestions for creating innovative, green and ecologically friendly, intelligent, low-carbon, open, culture-oriented, market-oriented and shared urban agglomerations in China.

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





**Valeria Aloe**

***Uncolonized Latinas: Transforming Our Mindsets and Rising Together***

New Degree Press, 2021

E184.S75 A46 2021

*Valeria Aloe is Strategic Planning Director, Feliciano School of Business.*

In this book, readers will discover that, in order to improve the world, they must first start with themselves. This book takes readers on a journey to do just that. Along the way readers meet immigrant Latinas and daughters of immigrants who, through trials and tribulations, have uncolonized their limiting mindsets and have found their true selves.

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



Bob Harras, Len Kaminski, **Glenn Herdling**

***The Avengers: The Gathering Omnibus***

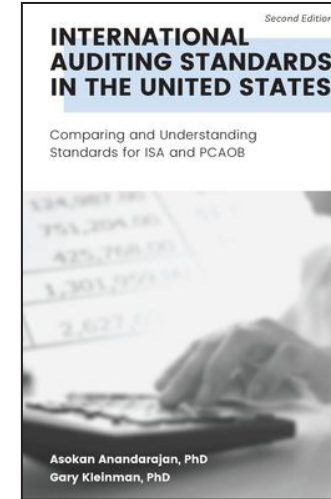
Marvel Worldwide, Inc., 2020

PN6728 .A9 H37 2020

*Professor Herdling is in the Department of Hospitality and Tourism.*

One of the most shocking stories in Avengers history. When the Swordsman returns from the dead with the mysterious Magdalene by his side, a sprawling saga begins – and at its heart stands the shadowy Proctor. What is his great secret? Who are his mysterious Gatherers? And what do they want with the Vision, the Black Knight and the Eternal known as Sersi? Meanwhile, the Avengers deal with Kree terrorists, the Legion of the Unliving and a traitor in their midst – as the Black Knight finds himself torn between Sersi and his teammate Crystal. And can the X-Men help the Avengers stop a mutant/human civil war before Proctor begins his final gathering?

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



Asokan Anandarajan, **Gary Kleinman**

***International Auditing Standards in the United States: Comparing and Understanding Standards for ISA and PCAOB***

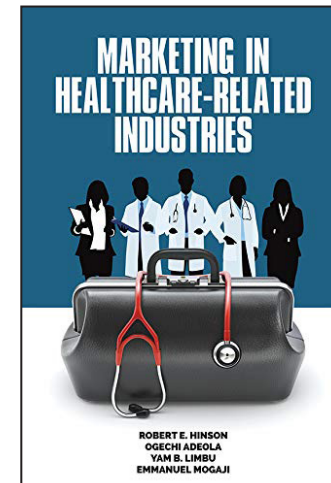
Business Expert Press, 2021

HF5616.U5 A523 2021

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

International Standards on Auditing (ISA) are standards or guidelines that auditors follow when conducting a financial audit of a company's financial statements in those jurisdictions that have adopted ISAs or some version of ISAs. These standards are issued by the International Federation of Accountants through the International Auditing and Assurance Standards Board. ISA covers a wide variety of ground. It designates specific responsibilities of an auditor including how to plan an audit; how to evaluate and conclude on the adequacies of internal controls; how to evaluate audit evidence and draw conclusions from it and how to write an audit report. These are just some of the designated responsibilities among a wide range of auditing requirements. The U.S., on the other hand, has its own auditing standards: the so-called Generally Accepted Auditing Standards set forth by the American Institute of Certified Public Accountants (AICPA) for use in private company audits; and the Public Company Accounting Oversight Board, standards which apply to the audits of publicly-owned corporations. The problem for both practitioners and students is that the auditing principles of the ISA and the AICPA are not identical, even though they are moving toward convergence, or at least attempting to do so.

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



Robert Hinson, Ogechi Adeola, **Yam B. Limbu**, Emmanuel Mogaji

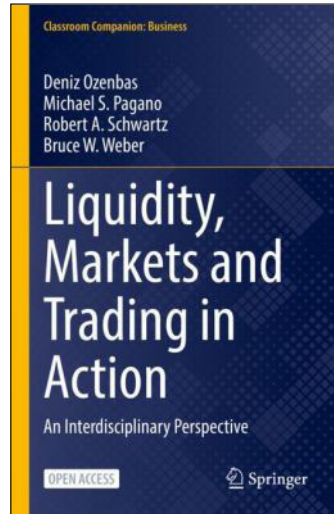
***Marketing in Healthcare-Related Industries***

Information Age Publishing, Inc., 2020

*Professor Limbu is in the Department of Marketing.*

Healthcare delivery and the healthcare industry in the 21st century face a multiplicity of challenges. These include changing disease patterns, more technology-driven health interventions, a more assertive and quality conscious clientele, as well as a rapidly growing for-profit segment of the industry. This places more responsibilities on healthcare service providers in both the public and private sectors to deliver value-for-money services at competitive costs. To respond to this, a carefully crafted marketing approach is needed by all players in the industry to sustain the confidence of its clientele. This book captures the concepts and complexities of marketing healthcare in today's environment.

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



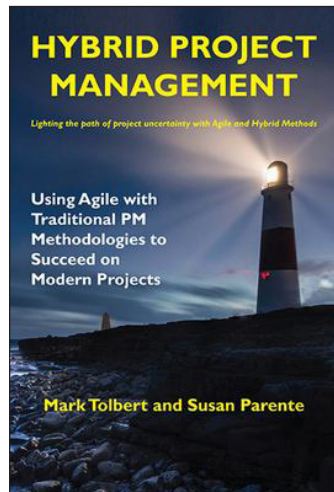
**Deniz Ozenbas**, Michael S. Pagano, Robert A. Schwartz, Bruce W. Weber  
**Liquidity, Markets and Trading in Action: An Interdisciplinary Perspective**

Springer Publishing, 2022  
HB171.5 .O94 2022

*Professor Ozenbas is in the Department of Accounting and Finance.*

This open access book addresses four standard business school subjects: microeconomics, macroeconomics, finance and information systems as they relate to trading, liquidity and market structure. It provides a detailed examination of the impact of trading costs and other impediments of trading that the authors call “frictions.” It also presents an interactive simulation model of equity market trading, TraderEx, that enables students to implement trading decisions in different market scenarios and structures. Addressing these topics shines a bright light on how a real-world financial market operates, and the simulation provides students with an experiential learning opportunity that is informative and fun. Each of the chapters is designed so that it can be used as a stand-alone module in an existing economics, finance or information science course.

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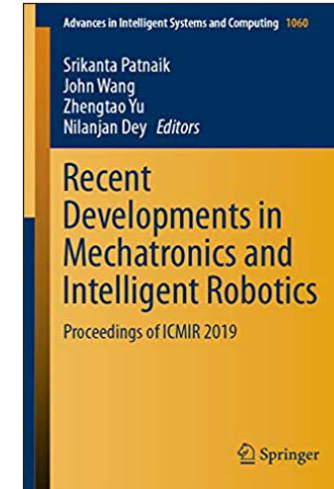
Mark Tolbert, **Susan Parente**  
**Hybrid Project Management: Using Agile with Traditional PM Methodologies to Succeed on Modern Projects**

Business Expert Press, 2020  
HD69.P75 T65 2020

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

Compared to a few decades ago, companies today are faced with a much more challenging environment providing successful products and solutions for their customers. They are dealing with global competition, very rapid change in technologies, and tremendous volatility in economic conditions. As project managers, we are helping our companies survive in this difficult landscape. We are “agents of change” and “drivers of change.” The most important project management methodology today that will help us deal with this change and this volatility is Agile. However, no one process or project management methodology fits all situations. Agile is not a panacea for all projects. Many times, our projects are large enough and complex enough that some parts of the project are best suited to using a predictive planning approach, and other parts are more suited to using Agile. Therefore, a hybrid approach that mixes the traditional, waterfall approach with Agile is really required in many situations today. The Agile community oftentimes has quite a negative view of hybrid approaches. Key writers on Agile often say that attempting to use hybrid will corrupt all attempts to use Agile, and will result in failure. In this book, the argument is made that integrating these methodologies can be done if approached the right way, and in fact, this is necessary today.

businessexpertpress.com



Srikanta Patnaik, **John Wang**, Zhengtao Yu, Nilanjan Dey (Eds.)  
**Recent Developments in Mechatronics and Intelligent Robotics: Proceedings of ICMIR 2019**

Springer Publishing, 2020

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

This book gathers selected papers presented at the Third International Conference on Mechatronics and Intelligent Robotics (ICMIR 2019), held in Kunming, China, on May 25-26, 2019. The proceedings cover new findings in the following areas of research: mechatronics, intelligent mechatronics, robotics and biomimetics; novel and unconventional mechatronic systems; modeling and control of mechatronic systems; elements, structures and mechanisms of micro- and nano-systems; sensors, wireless sensor networks and multi-sensor data fusion; biomedical and rehabilitation engineering, prosthetics and artificial organs; artificial intelligence (AI), neural networks and fuzzy logic in mechatronics and robotics; industrial automation, process control and networked control systems; telerobotics and human-computer interaction; human-robot interaction; robotics and artificial intelligence; bio-inspired robotics; control algorithms and control systems; design theories and principles; evolutionary robotics; field robotics; force sensors, accelerometers and other measuring devices; healthcare robotics; kinematics and dynamics analysis; manufacturing robotics; mathematical and computational methodologies in robotics; medical robotics; parallel robots and manipulators; robotic cognition and emotion; robotic perception and decisions; sensor integration, fusion and perception; and social robotics.

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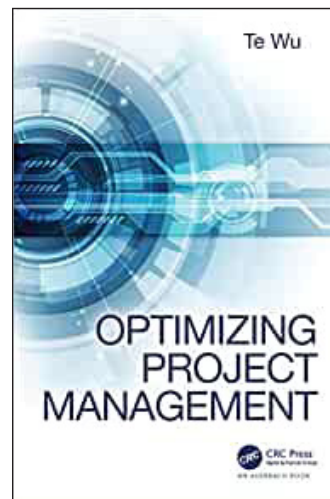


**Advancements in Mechatronics and Intelligent Robotics: Proceedings of ICMIR 2020**

Springer Publishing, 2021  
TJ163.12 .I26 2020

This book gathers selected papers presented at the Fourth International Conference on Mechatronics and Intelligent Robotics (ICMIR 2020), held in Kunming, China, on May 22-24, 2020. The proceedings cover new findings in the following areas of research: mechatronics, intelligent mechatronics, robotics and biomimetics; novel and unconventional mechatronic systems; modeling and control of mechatronic systems; elements, structures and mechanisms of micro- and nano-systems; sensors, wireless sensor networks and multi-sensor data fusion; biomedical and rehabilitation engineering, prosthetics and artificial organs; artificial intelligence (AI), neural networks and fuzzy logic in mechatronics and robotics; industrial automation, process control and networked control systems; telerobotics and human-computer interaction; human-robot interaction; robotics and artificial intelligence; bio-inspired robotics; control algorithms and control systems; design theories and principles; evolutionary robotics; field robotics; force sensors, accelerometers and other measuring devices; healthcare robotics; kinematics and dynamics analysis; manufacturing robotics; mathematical and computational methodologies in robotics; medical robotics; parallel robots and manipulators; robotic cognition and emotion; robotic perception and decisions; sensor integration, fusion and perception; and social robotics.

springerpub.com



**Te Wu**  
**Optimizing Project Management**

CRC Press, 2020  
*Professor Wu is in the Department of Management.*

This hands-on guide is written for project professionals seeking to find an optimized way of performing project management. It provides answers to such critical questions as: Why should an organization apply project management? What is the value of project management in the broader context of an organization? Is project management as successful as some advocates suggested or is it a waste of time and resources because of the many extensive and bureaucratic processes? Which project management approach should our project team adopt: predictive or adaptive, waterfall or rolling water, extreme programming or Scrum? This book aims to provide an optimized view of project management by balancing and blending competing methodologies (e.g., traditional versus Agile), lengthy methodologies and broad principles, processes and practices, and the need to understand versus the need to apply. It includes project management templates, an integrated case study illustrating how to apply tools and concepts, and a glossary of key terms. This book is for both aspiring and practicing project management professionals. It covers the core concepts, practices, and skills that are useful for developing new ideas, planning activities, implementing projects, and conducting planning and controlling of schedule, budget and scope.

routledge.com

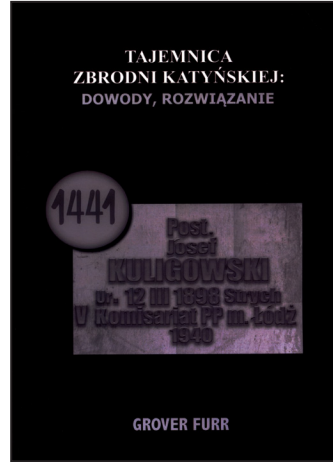


**A Sensible Guide to Program Management Professional (PgMP)® Success**

CRC Press, 2021  
HD69.P75 W8 2021

This book is for program managers preparing to take the PgMP exam based on The Standard for Program Management – 4th Edition (PgM4 Standard). It is designed for busy professionals whose responsibilities have taken them into the realm of coordinating, facilitating, managing and leading programs. Program managers are leaders who are directly managing large amounts of project resources for their organizations. This study guide addresses three main concerns facing PgMP exam candidates: What are the essential concepts, processes and tools that form the foundation of today's program management? Since program management is still an emerging profession with professionals often working in different ways, what does this mean for a "standard" exam? More specifically, how does that impact your ability to pass the PgMP exam? What is the best way to prepare for the PgMP exam? To address the first concern, this book highlights the underlying rationale for program management: why it exists in organizations; why it is becoming ever more important; what programs are, especially for the purpose of passing the exam; how to think like a portfolio manager; and what the most important concepts, processes and tools are for this profession.

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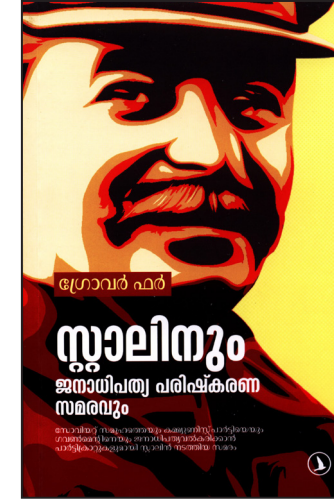
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 Professor Furr is in the Department of English.



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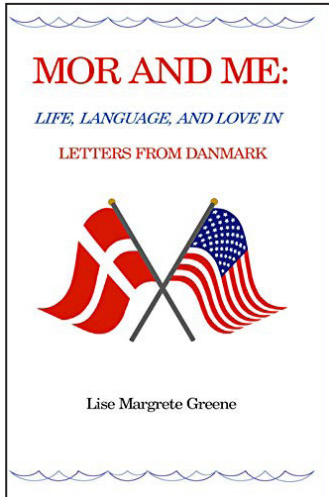
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## **Lise Margrete Greene**

### ***Mor and Me: Life, Language, and Love in Letters from Denmark***

2020

DL120 .G74 2020

*Lise Greene is a retired administrative staff.*

Sixty-one diaries and countless blue air letters tell the story of Ina's life, beginning at age 15, the occupation of her country, Denmark, by the Nazis; her postwar work with the interrogation of prisoners in Copenhagen and at the International Military Tribunal for War Crimes in Germany; a whirlwind courtship with an American; and her new life in the United States. After Ina dies, her four adult children yearn to know more about their mother's life pre-parenthood as well as their own childhoods. But the diaries and letters are all in Danish, and none of them can read or speak their mother's tongue. This book is the true story of one daughter who decides to live in Denmark and learn the language. A diarist and letter-writer like Mor (her mother), Lise emails family and friends with vivid, poignant, honest and humorous descriptions of her outward and inward journeys through an unforgettable year and a half.