

MONTCLAIR

STATE UNIVERSITY



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Annual Institutional Profile Report

Fall 2023

PREFACE

Building on a distinguished history dating back to 1908, Montclair State University has evolved from an institution that was a recognized leader in teacher education to an R2 research institution ranked as one of the 100 best public doctoral universities in the nation. The University serves 22,000 undergraduate and graduate students with more than 300 doctoral, master's and baccalaureate programs provided by 13 colleges and schools.

Situated on a beautiful 252-acre 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. With a reputation as the state's premier public-service university, Montclair is highly engaged with the communities it serves, partnering with local governments, businesses, nonprofits, schools, community organizations and health-care providers to fashion solutions to urgent problems in areas ranging from education, public policy, health care, sustainability and more. The University has strong and growing partnerships in both Newark and Paterson that have been recognized as leading examples of campus-community engagement.

Montclair has seen record enrollment in the last few 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 is a leader among national universities in its graduation performance rates and is frequently recognized as one of the best for social mobility and value by publications that include *U.S. News & World Report*, *Forbes* and *Washington Monthly*.

The University is innovative and entrepreneurial. It has launched several 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, NEH grants and a MacArthur Foundation "Genius" grant.

Montclair started the process of merging with Bloomfield College in the fall of 2022 and the State of New Jersey formalized the union in July 2023. As a result, Bloomfield's important mission will continue, and its students will be able to complete their education without interruption while benefiting from Montclair's lower tuition and fees and the support of the second largest public research university in New Jersey. Bloomfield is the only four-year institution in New Jersey that has been designated as a Predominantly Black Institution, a Hispanic-Serving Institution and a Minority Serving Institution. This partnership between two Essex County institutions is regarded as a national model.

I believe strongly that at a pivotal moment in higher education, Montclair – with our deep commitment to serving the public interest and advancing student success – has an opportunity to define the future. We continue to build 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 21st century.

Through all the decades and its substantial growth, 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, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. 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 Engaged Learning*

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 for Community Health*

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 for Community Health*

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 for Community Health*

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 Engaged Learning.

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 for Community Health*

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; Inclusive Education major, MEd; Teacher of Students with Disabilities, 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 Association of Hispanics in Higher Education
- American Association of University Administrators
- American Council on Education
- Association for Gerontology in Higher Education
- Association of American Colleges and Universities
- Association of Chief Academic Officers (CAAO)
- Association of Public and Land Grant Universities
- CAEL
- ChooseNJ
- Council of Graduate Schools
- Council on Undergraduate Research (CUR)
- EDUCAUSE
- Engage NJ - New Jersey Campus Connect
- Inter University Consortium for Political and Social Research
- 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
- New Jersey Business & Industry Association
- New Jersey President's Council
- Newark Regional Business Partnership
- Online Learning Consortium
- Statewide Hispanic Chamber of Commerce of NJ
- Strada Collaborative
- Trainers of School Psychologists (TSP)
- Undergraduate Education at Research Universities
- University Professional and Continuing Education Association

B. Number of Students Served

Fall 2022 Undergraduates

In Fall 2022, 17,290 undergraduates enrolled at Montclair State University, up from 14,432 in Fall 2012. This is a 19.8% increase in the past decade (see Table II.B.1).

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2022	
Full-time	15,428
Part-time	1,862
Total	17,290

Fall 2022 Graduate Students

Montclair State University enrolled 4,494 graduate students in Fall 2022, up from the 3,950 in Fall 2012 (see Table II.B.2). The graduate enrollment increased 13.8% in the past decade.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2022	
Full-time	1,693
Part-time	2,801
Total	4,494

Graduate students who study full-time has risen over the past decade. The percentage of graduate students enrolled full-time rose 41.9%, from 1,193 in Fall 2012 to 1,693 in Fall 2022.

FY22 (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 FY22, 23,783 students attended Montclair during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY22 (IPEDS 12-Month)			
	Headcount	Credit Hours	FTE
Undergraduate	18,050	464,045	15,468
Graduate	5,733	75,423	3,143
Professional Practice			55
Total	23,783	539,468	18,666

C. Characteristics of the Students

Fall 2022 First-time Undergraduates

A total of 21,393 individuals applied for admission as first-time undergraduates to Montclair State University in Fall 2022, up 74% from Fall 2012. The University admitted 91% of these applicants, and 3,946 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 20%.

Fall 2022 first-time undergraduates entered Montclair 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 Montclair's 3,946 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 553 (14%) of Montclair'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 freshmen.

*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 2022**

	Full-Time Students				Part-Time Students			
	<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	550	523	531	523	0	0	0	0
EOF Admits	521	27	499	27	0	0	0	0
Special Admits	543	3	550	3	0	0	0	0
All Admits	548	553	530	553	0	0	0	0
Missing Scores		3389		3389		4		4

Source: SURE Fall Enrollment file.

* ERW is Evidence-Based Reading & Writing.

** Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. As of the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students.

Montclair State University does not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses/Degree-seeking students, Fall 2022							
empty							

The last CIRP survey administered to Fall 2022 first-time undergraduates revealed that 85% considered Montclair to be their first or second choice among colleges. The survey also revealed that the top four reasons freshmen chose Montclair were: a) Good academic reputation (94%), b) The cost of attending Montclair (93%), c) good job prospects for Montclair graduates (87%), and d) distance from home (77%). The Freshman Survey (CIRP) is administered every three years. The next CIRP survey is scheduled for Fall 2025.

The profile of the Fall 2022 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, 8% as Asian, 40% as Hispanic/Latino, and 2% as belonging to two or more races. Females comprised 59% of all first-time undergraduates.

Fall 2022 Undergraduates

Undergraduate Enrollment by Race/Ethnicity

In Fall 2022, a total of 21,784 undergraduate and graduate students attended Montclair State University. Of this total, 17,290 (or about 79% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose nearly 20% between Fall 2012 and Fall 2022. About 89% of Fall 2022 undergraduates attended the University full-time, up 3.4% from Fall 2012. Montclair’s full-time undergraduate population was diverse, with 36% of undergraduates identifying themselves as Hispanic, 13% as Black, 7% as Asian, and 37% White (see Table II.C.3.a & notes).

Table II.C.3.a.: Undergraduate Enrollment by Race/Ethnicity, Fall 2022						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian	20	0.1%	3	0.2%	23	0.1%
Black	2,043	13.2%	273	14.7%	2,316	13.4%
Asian*	1,069	6.9%	117	6.3%	1,186	6.9%
Hispanic	5,546	35.9%	671	36.0%	6,217	36.0%
White	5,723	37.1%	611	32.8%	6,334	36.6%
Non-Resident Alien	162	1.1%	6	0.3%	168	1.0%
Unknown**	865	5.6%	181	9.7%	1,046	6.0%
Total	15,428	100.0%	1,862	100.0%	17,290	100.0%

* Includes Native Hawaiian and Other Pacific Islander.

** Includes Two or More Races.

Undergraduate Enrollment by Sex

In Fall 2022, 60% 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).

Table II.C.3.b.: Undergraduate Enrollment by Sex, Fall 2022						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,345	60.6%	1,063	57.1%	10,408	60.2%
Male	6,083	39.4%	799	42.9%	6,882	39.8%
Total	15,428	100.0%	1,862	100.0%	17,290	100.0%

Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2022						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	27	0.2%	254	13.6%	281	1.6%
18-19	5,979	38.8%	151	8.1%	6,130	35.5%
20-21	5,715	37.0%	248	13.3%	5,963	34.5%
22-24	2,830	18.3%	608	32.7%	3,438	19.9%
25-29	590	3.8%	298	16.0%	888	5.1%
30-34	148	1.0%	96	5.2%	244	1.4%
35-39	59	0.4%	49	2.6%	108	0.6%
40-49	56	0.4%	97	5.2%	153	0.9%
50-64	21	0.1%	42	2.3%	63	0.4%
More than 64	3	0.0%	19	1.0%	22	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	15,428	100.0%	1,862	100.0%	17,290	100.0%

Financial Aid

During AY21-22, Montclair’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 Montclair Alumni Association and the Montclair Foundation sponsored a number of scholarships, and special Montclair program awards were substantial, amounting to more than \$14 million during the award year. Also, in AY21-22, Federal grants, loans, and work-study programs amounted to over \$102 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).

Montclair distributed an additional \$49.5 million in state-funded financial aid during AY21-22, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 7,269 State awards were made to Montclair students, including 6,275 TAG Awards, 206 NJCLASS Loans, and 726 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded			
	Recipient	\$ Dollars	\$/Recipient
STATE PROGRAMS			
TAG	6,275	45,254,000	7,212
EOF	726	980,000	1,350
NJ Stars II Scholarship	54	124,000	2,296
Urban Scholars	8	7,000	875
NJCLASS Loans	206	3,181,000	15,442
FEDERAL PROGRAMS			
Pell Grants	7,663	38,298,000	4,998
College Work Study	308	522,000	1,695
Perkins Loans	0	0	0
SEOG	2,227	1,461,000	656
Stafford Loans (Subsidized)	6,116	25,048,000	4,095
Stafford Loans (Unsubsidized)	6,276	21,332,000	3,399
PLUS Loans	1,024	16,169,000	15,790
CARES ACT-HEERF	16,418	16,022,000	976
INSTITUTIONAL			
Grants/Scholarships	4,011	14,842,000	3,700

First-Time Undergraduate Enrollment by State of Residence

Of Montclair's 3,946 first-time undergraduates who entered in Fall 2022, 95% were New Jersey residents (see Table II.C.5). Most were from Passaic, Essex, and Bergen counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2022			
State Residents	Non-state Residents	Total Students	% State Residents
3,736	210	3,946	94.7%

Fall 2022 Graduate Students

Of the 21,784 students who attended Montclair State University in Fall 2022, 4,494 (21%) were graduate students. Graduate student enrollment rose nearly 14% between Fall 2012 (3,950) and Fall 2022 (4,494).

Most graduate students (62%) attended Montclair part-time, taking fewer than nine credits per semester. Nearly 71% of Fall 2022 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, 21% as Hispanic, 47% as White, 8% as non-resident aliens, and 2% as multi-racial. Of Montclair's 4,494 graduate students, 87% are New Jersey residents.

D. Student Outcomes

Sixty-five percent of all full-time, first-time freshmen who entered Montclair in Fall 2016 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 = 426	158	37.1%	234	54.9%	251	58.9%
Asian Cohort = 186	86	46.2%	113	60.8%	118	63.4%
Hispanic Cohort = 849	339	39.9%	488	57.5%	523	61.6%
American Indian/Alaska Native Cohort = 2	1	50.0%	1	50.0%	1	50.0%
Native Hawaiian/Other Pacific Islander Cohort = 8	2	25.0%	4	50.0%	4	50.0%
White Cohort = 1,248	650	52.1%	835	66.9%	871	69.8%
Non-Resident Alien Cohort = 21	11	52.4%	12	57.1%	12	57.1%
Two or More Races Cohort = 75	38	50.7%	50	66.7%	53	70.7%
Unknown Cohort = 161	77	47.8%	107	66.5%	112	69.6%
Total Cohort = 2,976	1,362	45.8%	1,844	62.0%	1,945	65.4%

Approximately 80% of all full-time, first-time undergraduates who entered Montclair in Fall 2021 returned in Fall 2022 (see Table II.D.2).

	Original Cohort	Retained	
	N	N	%
Full-time	3,464	2,791	80.6%
Part-time	27	19	70.4%
Total	3,491	2,810	80.5%

Transfer Student Outcomes

Of the 1,244 students who entered Montclair as full-time transfer students in Fall 2016, 73.7% earned their degrees within four years, 77.0% 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 2021 was 86.4%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 3,203 alumni who earned Bachelor's degrees in 2012-13 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1,077 (33.6%) of these alumni continued their formal education, and of those who continued their education, 898 (83.4%) earned one or more graduate degrees, including 95 doctorates and 834 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 surveys 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 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 2022, Montclair State University employed 640 full-time instructional staff (see Table II.E.1). The number of full-time instructional staff increased nearly 11% from Fall 2012 (N=579) to Fall 2022 (N=640). Over this 10-year period, the number of full-time female instructors rose nearly 15% (282 to 323), while the number of full-time males rose almost 7% (297 to 317). 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>
Tenured																				
Professors	0	0	19	20	6	5	11	7	0	0	1	0	5	2	1	0	66	63	109	97
Associate Prof.	0	0	16	15	10	9	5	9	0	0	1	1	10	11	1	2	67	59	110	106
Assistant Prof.	0	0	0	1	0	1	2	0	0	0	1	1	1	1	0	0	2	5	6	9
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	35	36	16	15	18	16	0	0	3	2	16	14	2	2	135	127	225	212
Without Tenure																				
Professors	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	2	0
Associate Prof.	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	4	1	4	3
Assistant Prof.	0	0	7	8	2	2	3	4	0	0	12	7	7	15	1	0	12	15	44	51
All Others	0	0	3	3	1	5	2	7	0	0	1	2	8	10	2	1	25	29	42	57
TOTAL	0	0	10	11	3	8	5	11	0	0	14	9	16	26	3	1	41	45	92	111
Professors	0	0	19	20	6	5	11	7	0	0	2	0	6	2	1	0	66	63	111	97
Associate Prof.	0	0	16	15	10	10	5	9	0	0	1	1	10	12	1	2	71	60	114	109
Assistant Prof.	0	0	7	9	2	3	5	4	0	0	13	8	8	16	1	0	14	20	50	60
All Others	0	0	3	3	1	5	2	7	0	0	1	2	8	10	2	1	25	29	42	57
TOTAL	0	0	45	47	19	23	23	27	0	0	17	11	32	40	5	3	176	172	317	323

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

Table II.E.2: Percentage of Course Sections Taught by Full-time Faculty, Fall 2022						
Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
4,673	2,244	48.0%	2,077	44.4%	352	7.5%

*non-instructional employees

Table II.E.3 shows IPEDS headcounts of Fall 2022 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (640) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

Table II.E.3: Ratio of Full- to Part-time Faculty, Fall 2022						
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>		
N	%	N	%	N	%	
640	32.79%	1,312	67.21%	1,952	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	2	0	0	0	0	4
Total	9	1	2	1	0	0	0	13

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	President, Global Product and Innovation	ADP
Douglas L. Kennedy	Chief Operating Officer	Peapack Gladstone Bank
Ralph A. LaRossa	President and CEO	PSEG Enterprise Group
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Preston D. Pinkett III	Banking Executive	Independent Consultant
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
Tracy Higgins	Law Professor	Fordham University

G. Profile of the Institution

FALL 2022 DEGREE PROGRAMS	CIP CODE
Bachelor of Arts	
Advertising	090903
Anthropology	450201
Arabic	161101
Asian Languages Cultures	160300
Child Advocacy and Policy	440701
Classics	161200
Communication Media Studies	090199
Communication Studies	090101
Dance	500301
Economics	450601
Ed Foundations Elem Teachers	131202
English	230101
Family Sci & Human Development	190701
Family and Child Studies	190101
Fashion Design & Merchandising	500407
Fashion Studies	500407
Film and Television	500602
Fine Arts	500701
French	160901
Gender, Sexuality & Women's St	050207
General Humanities	240103
Geog, Environ, & Urban Stu	450701
Geography	450701
German	160501
History	540101
Hosp,Sprts,Evnts,Tour	520901
Humanities	240103
Italian	160902
Journalism and Digital Media	090401
Jurisprudence	229999
Jurisprudence, Law & Society	229999
Justice Studies	309999
Language, Business & Culture	300000
Latin	161203
Liberal Studies	240101
Linguistics	160102
Medical Humanities	513204
Music	500901

FALL 2022 DEGREE PROGRAMS	CIP CODE
Music Therapy	512305
Philosophy	380101
Policy Studies	440501
Political Science	451001
Psychology	422799
Public and Prof Writing	231301
Recording Arts and Production	100203
Religious Studies	380201
Social Media Public Relations	090101
Sociology	451101
Spanish	160905
Sports Communication	090906
Television and Digital Media	090701
Theatre Studies	500501
Urban Humanities	451201
Visual Arts	500701
Bachelor of Fine Arts	
Animation and Illustration	090702
Animation and Visual Effects	100304
Dance	500301
Filmmaking	500602
Fine Arts/Studio	500701
Graphic Design	500409
Illustration	090702
Industrial Design	500404
Musical Theatre	500901
Product Design	500404
Theatre	500501
Visual Communication Design	500409
Bachelor of Music	
Music	500901
Bachelor of Science	
Accounting	520301
Applied Math and Statistics	270301
Athletic Training	510913
Biochemistry	260202
Biology	260101
Business Administration	520201
Chemistry	400501
Computer Science	110101
Data Science	303001

FALL 2022 DEGREE PROGRAMS	CIP CODE
Earth & Environmental Science	400601
Exercise Science	310505
Geoscience	400601
Information Technology	110103
Marine Biology & Coastal Science	261302
Mathematics	270101
Molecular Biology	260204
Nutrition and Food Science	301901
Physical Education	131314
Physics	400801
Public Health	512201
Science Informatics	309999
Sustainability Science	303301
Bachelor of Science in Nursing	
Nursing (BSN)	513801
Master of Arts	
Applied Linguistics	160102
Child Advocacy and Policy	440701
Clinical Psychology	422703
Communication Sci & Disorders	510201
Counseling	131101
Educational Leadership	130401
English	230101
Environmental Studies	030103
Family and Child Studies	190101
Fine Arts	500701
French	160901
Higher Education	130406
History	540101
Industrial Organizational Psychology	422708
Justice Studies	309999
Law and Governance	229999
Music	500901
Physical Education	131314
Physical Education	131315
Psychological Sciences	422704
Psychology	422799
Public & Organizational Relations	090101
Reading	131315
Social Research & Analysis	450102
Spanish	160905

FALL 2022 DEGREE PROGRAMS	CIP CODE
Speech and Theatre	131001
Teaching	130101
Teaching Middle Grades Math	131311
Technology Education	131309
Theatre	500501
Master of Arts in Teaching	
Teaching	130101
Master of Business Administration	
Business Administration	520201
Business Administration	521399
Master of Education	
Inclusive Education	131001
Learning Disabilities	131011
Special Education	131001
Master of Fine Arts	
Dance	500301
Studio Art	500702
Master of Music	
Performance	500903
Master of Public Health	
Public Health	512201
Master of Science	
Accounting	520301
Applied Mathematics	270301
Athletic Training	510913
Biology	260101
Business Analytics	521301
Chemistry	400501
Computational Linguistics	110102
Computer Science	110101
Cybersecurity	111003
Data Science	303001
Digital Marketing Analytics	307102
Earth & Environmental Science	400601
Exercise Sci and Sport Studies	310505
Exercise Science and Phys Ed	131314
Geoscience	400601
Human Resource Analytics	521301
Information Technology	110103
Marine Biology & Coastal Sci	261302
Math & Computational Modeling	270304

FALL 2022 DEGREE PROGRAMS	CIP CODE
Mathematics	270101
Molecular Biology	260204
Nutrition and Food Science	301901
Pharmaceutical Biochemistry	512004
Statistics	270501
Sustainability Science	303301
Master of Science in Nursing	
Nursing	513801
Master of Social Work	
Social Work	440701
Doctor of Audiology	
Audiology	510202
Doctor of Philosophy	
Clinical Psychology	422801
Communication Sciences & Disorders	510201
Counseling	131101
Environmental Management	030104
Environmental Science and Management	030104
Family Science & Human Development	190701
Family Studies	190701
Industrial and Organizational Psychology	422804
Mathematics Education	131399
Teacher Education & Teacher Development	131299

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

Academy of Nutrition and Dietetics (Graduate)
Accounting (Graduate)
Advanced Certificate in Music Teaching (Graduate)
Advanced Counseling (Graduate)
Advanced Quantitative Methods in Psychology (Graduate)
Business Analytics (Graduate)
Certified Alcohol and Drug Counselor (Graduate)
Child Advocacy and Policy (Undergraduate / Graduate)
Climate Science (Undergraduate)
Computational Linguistics (Graduate)
Computing Technology (Graduate)
Conflict Management in Workplace (Graduate)
Customer Experience / User Experience (Graduate)
Data Collection and Management (Graduate)
Developmental Models of Autism Intervention (Graduate)
Digital Marketing (Graduate)
Director of School Counseling Services, Educational Services (Graduate)
Educational Assessment (Graduate)
English (Graduate)
Entrepreneurship (Undergraduate)
Forensic Accounting (Graduate)
Forensic Psychology (Graduate)
Game Development (Undergraduate)
Gifted and Talented Education (Graduate)
Global Human Trafficking (Undergraduate)
Harm Reduction Approaches (Graduate)
Human Resources Management (Graduate)
Infant/Early Childhood Mental Health (Graduate)
Innovation Design (Undergraduate)
Inquiry Based Teaching and Learning (Graduate)
Instructional Certification - Subject Area (Preschool-Grade 12) (Graduate)
K12 Computer Science Teaching (Graduate)
Makeup Artistry (Undergraduate)
Molecular Biology (Graduate)
Music - Artist's Diploma
Music - Performer (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)
Real Estate Development (Graduate)
School Counseling (Graduate)
School Psychologist (Graduate)
Spanish Translation (Undergraduate)
Student Assistance Coordinator (Graduate)
Supervisor, Administrative Services (Graduate)
Sustainable Food Practices (Undergraduate / Graduate)
Teacher of Students with Disabilities (Graduate)
Teaching English as a Second Language (Graduate)

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 FY2022, Faculty received 100 awards and \$21.4 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.

Table II.H.1: R&D Expenditures, FY22 [1]	
Source of Funds	Amount
U.S. Federal Government	\$5,189,000
State and Local Government	\$619,000
Non- Governmental Grants and Contracts	\$1,737,000
Institutional Funds (incl. Montclair Foundation)	\$24,540,000
Total Expenditures on Sponsored Programs Other Than Research	\$117,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$32,202,000
[1] Source: NSF Higher Education Research and Development Survey	
Expenditures on Other Sponsored Programs, FY22 [2]	
Source of Funds	Amount
U.S. Federal Government	\$10,172,125
State and Local Government	\$10,425,408
Business and Non-Profit Organizations	\$525,717
Institutional Funds (incl. Montclair Foundation)	\$1,755,489
Total of Expenditures on Sponsored Programs Other Than Research	\$22,878,739
Grand Total of Expenditures (All Disciplines and Sources)	\$55,080,739
[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 640 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 (2022-2023), the University's full-time instructional staff members published 164 books and book chapters, and 991 articles, reviews, and other works. They also offered 362 exhibitions and performances, and made 994 presentations ranging from papers delivered at professional conferences to talks given to community groups and organizations. Three hundred and five instructional staff served on national, state, and/or local boards, and 365 received grants or other awards for their contributions to their professions or the wider community.

The following table summarizes the accomplishments of Montclair 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, the School of Nursing, 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	School of Nursing	Sprague Library
Published Books & Book Chapters	164	14	38	89	8	7	8	0
Published Works**	991	109	134	356	249	133	8	2
Performances & Exhibitions	362	287	0	55	20	0	0	0
Presentations	994	128	270	227	196	147	19	7
Boards	305	50	89	16	66	69	13	2
Awards & Grants	365	57	76	109	76	43	1	3
Total	3,181	645	607	852	615	399	49	14

* Effective July 1, 2023, the College of Education and Human Services divided into two separate and distinctive entities: the College for Education and Engaged Learning, and the College for Community Health.

** The Appendix titled [University Authors 2022-2023](#) includes a listing of University publications.

I. Major Capital Projects

College of Science and Math Interdisciplinary Sciences Expansion (In Design – pending OSHE)

As a center of research excellence with the R2 institution, the College of Science and Mathematics (CSAM) will continue to expand its presence in the sciences and the goal of this project is to create a state-of-the-art interdisciplinary science facility to educate the diverse population of the University and create the next generation of scientists and science educators in New Jersey. Within the past decade the University has constructed a new building The Center for Environmental and Life Sciences and renovated a building to create the Center for Information Computer Science reinforcing a commitment to investing in this rapidly expanding field of study.

A thorough analysis by a consulting architect, with an expertise in laboratory and science facilities planning, has identified a 120,000 GSF space deficit to meet CSAM's 5-year strategic plan projections in enrollment and research activity. Simply renovating Richardson is insufficient to meet the space needs of the University. After exploring several design options for expansions to existing buildings, in order to achieve the current space needs and anticipated growth projections, the most cost-efficient solution, is the construction of a new Physical Sciences building (131,500 GSF) on the site of Webster Hall, followed by the renovation of Richardson Hall (33,500 GSF) to accommodate the increasing needs of the life sciences. To completely satisfy the Department of Biology's needs, some additional renovation in Science Hall is expected to follow the new work for Chemistry and Physics and the renovation work in Richardson Hall.

The data-driven plans are flexible and allow for future growth broadly across existing and new programs in STEM disciplines. The designs promote cohesion within the CSAM district, promote collaboration among students and faculty, particularly at the interfaces between fields of study, which fosters innovation and development of future STEM leaders.

The proposed new construction is envisioned as an exemplary building that will be deeply responsive to the mission and culture of the University, which is to provide supportive, safe space for its students and embody the core principles of environmental stewardship.

Campus Wifi and Firewall Upgrades (In Design – pending OSHE)

The campus is challenged to support a larger number of wireless devices simultaneously on the network and the prevalent use of those devices for essential work while in classrooms, labs, administrative areas, offices, residential halls, and outdoor spaces. In addition, prevalent and escalating cybersecurity threats and assaults require increasingly advanced security risk monitoring, detection and mitigation capabilities.

In 2021-22, a vendor evaluated the wireless signal profile of all campus buildings and developed a comprehensive design and implementation plan to upgrade our wireless network infrastructure to Wi-Fi 6 with potential additional implementation of Wi-Fi 6E as it becomes available. Wi-Fi 6 and 6E technologies allow for more devices per network access point, much higher bandwidth, and lower latency than our existing equipment. The survey and design work were completed in June 2022, and produced a plan for deploying network access points in all campus buildings, the surrounding outdoor areas, the Overlook office space, and the Audiology building at 1515 Broad Street. The design includes assessment of cabling improvements and back-end network switching equipment required to support the new Wi-Fi 6 infrastructure.

Bloomfield College's network infrastructure faces a similar challenge with older technology that is struggling to meet the needs of today's students, faculty, and staff who rely primarily on the wireless network for their coursework, research activities, and business operations. In addition to migrating to the latest Wi-Fi 6 signaling technology, this project will allow Bloomfield to see a dramatic increase in their effective Internet bandwidth by leveraging Montclair's dual 10Gb uplinks via a direct fiber connection between both campuses.

The estimated \$15 million initiative to upgrade the main campus wireless network to Wi-Fi 6 and 6E technology includes implementation of a next-generation edge firewall to help protect the University's network from emerging and more sophisticated security threats. Specifications and design documentation produced by the completed survey efforts are ready for issuance of a Request for Proposal that will guide obtaining current pricing and selecting an implementation partner. Obtaining required funds will enable completing the campus network upgrade over the subsequent 12 months. The University is estimating an additional \$4.5M to expand and improve Bloomfield College's wireless infrastructure, including necessary upgrades to in-building wiring to support the higher throughput of Wi-Fi 6 as well as a 10Gb fiber connection between the Bloomfield and Montclair campuses.

Calcia Hall Multimedia Classroom 135 Renovation (In Construction)

Calcia Hall is a two-story building built in 1968 and is approximately 38,000 gross square feet. The existing lecture hall multimedia classroom, known as room 135, is 1,600 SF and needs a renovation for both aesthetic and functional reasons. The existing fixed seating is failing and all fixtures and features of the room, with the exception of recently installed Audio-Visual equipment, are in poor condition. This goal is to create a Lecture Hall that can be reliable and functional for the College of the Arts (CART) and the University as a whole. All existing walls, and a portion of flooring at the back of the room will be removed to accommodate four code required wheelchair & companion seats, a new glass railing and a new AV closet. A total of 100 new fixed tablet arm seats will be installed between two perimeter aisles. New carpet will be installed throughout, and the existing inset wood flooring on the stage will be refinished. Acoustic wall panels will be installed, any areas not covered by the panels shall receive new paint and a new grid ceiling and lighting are also proposed.

Science Hall Roof Replacement (In Bidding)

Science Hall is a five-story building built in 1999 and is approximately 53,000 gross square feet. The building is home to the College of Science and Math, Department of Biology and has a direct link to Richardson Hall on multiple levels. It is a multi-faceted structure and has a total of 11 different roofs of varying sizes. The roofs are currently in varying conditions and are most likely in need of replacement. The purpose of this project is to evaluate the condition of each roof segment and determine whether or not the roof is in acceptable condition, in need of repair, or replacement.

Sprague Library Roof Replacement (In Bidding)

Sprague Library is a three-story building originally built in 1962 on the Montclair State University campus. It has an external gross roof area of approximately 48,000 square feet. The building is multi-faceted and has a total of 8 different roofs of varying sizes. The roofs are currently in varying conditions and the purpose of this study is to evaluate the condition of each roof segment and to urgently issue construction documents for replacement of the black roof shown in the attached photo as it is in severe disrepair.

CarParc Diem Parking Garage Waterproofing Repairs (In Design)

CarParc Diem is an eight-story parking garage serving 1,500 vehicles for general and commuter parking, located in the northern part of campus and was built in 2010. The parking deck has experienced significant wear and tear allowing for stormwater runoff to infiltrate the precast concrete decking at several locations. The scope of work for the project will include, but not be limited to, replacement of concrete joint caulking, routing and sealing significant concrete cracks and construction joints, repair of expansion joints, and any associated concrete repairs.

Dioguardi Track Surfacing Repairs (In Bidding)

Dioguardi Track and Field is an eight-lane running track and artificial turf field operated by University Athletics and Campus Recreation sports located to the north of Arena Drive and to the west of Yogi Berra Stadium. A sinkhole had previously developed and been repaired on the east side of the running in 2013. The field was equipped with artificial turf in 2017. The scope of work for the project will include, a geotechnical evaluation of the track, field, and surrounding area subgrade and prepare a formal report presenting the finds

and proposed recommendations for the repair work. Upon acceptance, the development of Construction Documents is required to address the repairs of the sinkhole and any related deficiencies as may have been discovered by the site and geotechnical inspections.

University Police Structural & Site Repairs (In Design)

The existing University Police Headquarters located at the corner of College/Carlisle Avenue is 4,500 GSF, single story facility built and first occupied in 1992. The building is experiencing: structural deformation issues due to water infiltration along the north eastern foundation wall of the building. The water infiltration has created unstable floor joists which is telescoping into uneven floors in the conference room, armory, mechanical room and locker room. Immediate attention was required to temporarily shore up the rotted floor joists, as they were no longer being supported by the box beam and foundation wall. The result of this project will permanently resolve the structural issues and remedy the drainage pattern on the site and exterior that is contributing to the building deficiencies.

Yogi Berra Turf Conversion and Stadium Improvements (In Construction)

Originally built in the 1998 Yogi Berra Stadium is the home to the Yogi Berra Museum, the University Athletics Red Hawk baseball team, various intramural sports and was previously where the New Jersey Jackals played from 1998 – 2022. As part of the original construction the stadium includes seating for 3,100 with room for an additional 4,000 lawn seats, a natural grass field with a clay infield, VIP viewing box, a press box, field level dugouts, bullpen area, batting cages, locker rooms for the home and visiting teams, concessions and multiple building support rooms. The existing natural grass is challenging to maintain considering the heavy-use a premier facility with stadium lighting gets throughout the year. The project described is to replace the existing natural grass and clay infield with a new state of the art artificial turf surface, dugout upgrades, outfield wall replacement, a new storage building, new bullpens and batting cages, improved VIP and press boxes, cosmetic upgrades to both locker rooms and a potential renovation to the novelty space to support an additional locker room and showers.

Underground Feeder Maintenance (In Planning)

The existing underground feeder duct bank is in severe disrepair and in dire need of replacement. This concrete encased electrical duct bank contains five major electrical feeders that serve the following buildings: Calcia Hall, School of Nursing, Chapin Hall, Panzer Gymnasium, Freeman Hall, Russ Hall, Kasser Theater, Sprague Library, School of Business and Cole Hall. The duct bank requires excavation approximately 1,500 LF long and the construction of four electrical manholes. Within the duct bank there will be installed multiple 4” PVC conduits with inter-duct, over 26,000 LF of new 5kV rated cabling, fire proofing tape, and once installed all code required and high-performance testing on the five new cable runs will be completed. The plan to complete this work is during Summer 2024.

Bohn Hall Community Kitchen (In Design)

Bohn Hall is a sixteen-story residence hall originally constructed in 1972 which accommodates over 500 undergraduate students each semester. Room 301, located on the building’s east side, is currently being used as a storage space. This project seeks to transform the space into a Community Kitchen and dining space for building residents and provide lounge seating in the elevator lobby. This kitchen will be a warm and inviting space that responds to student needs and desires to customize food choices, spend time with the community, study, socialize, and gather for events and special occasions. A community kitchen will allow for their ability to prepare food outside of dining hall hours, that might fit better in their budget, allow for consideration of dietary needs being met, as well as provide an opportunity shared cooking events and other experiences. This will be more than just a kitchen – it will be a place for students to create memories

Gourmet Dining Venue Renovations (In Construction)

The current Dining Services Program consists of Retail Dining, Residential Dining, Vending, Campus wide Catering. There are 4,753 residents, with over 4,464 meal plan holders and 1,834 full time faculty/staff and 1,528 part time faculty/staff. FY22 net revenues were \$21.8M. Gourmet Dining shall be the Universities

strategic and operational partner for seven years in ensuring that the Dining Services Program fully aligns with and supports the University's needs, culture, and standards of excellence. They shall be responsible for providing comprehensive and high-quality programs and services for the following service lines: a. Residential Dining (two residential dining facilities) b. Retail Dining (19 venues including 2 convenience stores) c. Catering & Conference Services and d. Vending Services.

A brief over of the goals intended to be completed under this contract include: a. Significantly improve student usage of, and satisfaction with the residential dining experience; b. Maximize and improve Dining Facilities to enhance food production, queueing and/or other operational functions in specific venues to better meet customer demands and maximize revenue potential. c. Facilitate wayfinding to dining venues and infuse wow factor at dining venues through upgraded customer entry experiences, exterior and interior signage and graphics that identify/market each dining location. d. Possible relocation/replacement of Red Hawk Diner e. Pursue, cultivate and implement local partnerships in the provision of food on campus, and add to mix of national and regional brands. f. Consider implementation of ghost kitchen(s), contactless pick-up lockers, and other contemporary solutions where appropriate.

Village Exterior Façade Repairs (In Construction)

The Village is a five building – 407,000 gross square foot Residence Life complex consisting of 4 residence halls (Williams, Fenwick, Basie and Paul Halls) and the Abbott and Costello center, an administration center building. This complex was constructed in 2003, houses approximately 850 upperclassmen and graduate residents. The Project is a repair of the existing stucco facade, which has experienced significant staining, discoloration, failed control joints, water infiltration, and delamination. The scope of work will include cleaning and coating, installation of new control and expansion joints, replacement of sealant joints and caulking, replacement of EPS molding, crack repair, and selective stucco replacement. It is anticipated that the construction schedule will be phased over a four-year period from 2023 through 2026.

Village Water Damage Emergency Restoration (Completed)

The Village is a five building – 407,000 gross square foot Residence Life complex consisting of 4 residence halls (Williams, Fenwick, Basie and Paul Halls) and the Abbott and Costello center, an administration center building. This complex was constructed in 2003, houses approximately 850 upperclassmen and graduate residents. On Christmas Day, December 25, 2022 in the afternoon a 3” sprinkler standpipe on the 6th floor of Williams Hall burst and flooded the northern half of the building with approximately 7,000 gallons of water. The damages to the structure are significant as the sprinkler line is non-functioning and the water damage not only damaged the corridors and apartment suites rendering them unlivable, but more importantly it has compromised the buildings fire rating – resulting in the construction code office declaring it an emergency as an UNSAFE STRUCTURE.

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.
 - Migrating of our student systems suite to a cloud-based, more modern, and robust platform for enhanced functionality, analytics, availability, support and cost effectiveness.
 - Continuously improving information security through the rollout of Multifactor Authentication across student, faculty and staff functions.
 - 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 Research with NJ 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 has also secured State HETI funding to upgrade the wireless network facilitating connectivity to all academic and administrative buildings across the Montclair campus as well as upgrades to the wireless and wired network infrastructure on the Bloomfield College campus.

- Information Technology has expanded our IT Service Management Solution, ServiceNow, to several departments and divisions outside of Information Technology (central/distributed) including Human Resources, Finance and Treasury, and Undergraduate Admissions. We have invested in staff and training to ensure that our tracking of incidents, problems, and requests is as accurate as needed and

have created a user-friendly portal. We have begun to expand ServiceNow into different aspects including asset management and management of incidents within Bloomfield College.

- Information Technology continues to operate a robust campus computer lifecycle replacement program that ensures the replacement of full-time faculty, staff, and computing labs computers on a 60-month basis. This program guarantees that the University has access to current technology, ultimately minimizing any potential downtime.

Appendix - University Authors 2022-23

Descriptions of published works are available below. Book covers may be found at the following link:
https://digitalcommons.montclair.edu/all_books/.

College of the Arts Titles

Chants d'Auvergne : A Singer's Guide to Auvergnat Pronunciation by Elizabeth Brodovitch, Lori

McCann Co-authors Brodovitch and McCann offer a complete reference for the performance of the Chants d'Auvergne, Canteloube's collection of twenty-nine orchestrated folk songs sung in the Auvergnat dialect. Phonetic transcriptions of each song with English word-for-word and idiomatic translations, revised line-by-line French translations (originally edited by Canteloube for the musical layout), Pronunciation, Text, and Musical notes.

ISBN: 9781778147913

Publication Date: 2022

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

David Campbell : Story of a Career by Julian Costa "David Campbell: Story of a Career tells the story of an educator who taught communication during some of the most pivotal and innovative years of this discipline's history: years of ingenuity and flourishing technological progress. When David Campbell began his teaching career in 1964, academia was just beginning to regard the discipline of speech as a separate discipline from English and theatre. At the time, innovations in technology and visual media were integrating into education, business, and leisure, thus prompting a major rethinking in terms of what a degree in "speech" should constitute. Over the next thirty-five years, the disciplinary focus began to shift from performance to analysis, critique, and the use of electronic media such as television, motion picture, and eventually, the computer. During this span of time, Campbell had to keep up with all of these changes, and in doing so, paved a diverse, progressive career path that is exemplar of how the teaching of communication has evolved while the discipline grew. In addition to providing historical insight into the growth of communication as an academic subject, the book recounts the remarkable journey of an educator, providing examples of his service, creative scholarly activity, and a productive career in higher education. Through archived correspondence, photography, teaching materials, and interviews with colleagues, students, family, and friends of Campbell, this book pays tribute to an educator whose career began with teaching speech and acting and ended with web page design and digital video editing." -- amazon.com

ISBN: 9781601265975

Publication Date: 2018

Professor Costa is in the School of Communication and Media

Developing Issues in World Music Therapy Education and Training by Karen D. Goodman

(Editor) The chapters in this current book reflect current and/or necessary changes in music therapy training that come about because of history, society, economy, generational shifts and the workplace. Although the subject matter in these chapters may appear disparate, it is not. The subject matter invites comparison in the following ways: 1) questions the nature of music therapy itself; 2) examines challenges to education and training; 3) suggests critical thinking (vs repetition or repackaging of information) for students, educators, clinicians, researchers and supervisors in the field of music therapy; 4) respects the past but looks to the future; 5) offers perspective from others in the field through such vehicles as surveys, interviews and/or reviews of literature. Part I is titled 'New Frameworks and Content for Music Therapy Education and Training' Part II of the book, 'Online Formats for Music Therapy Education and Training' offers two chapters which have become increasingly urgent information due to the emergence of the COVID-19 epidemic throughout the world (March 2020), now in its third year, coupled with the explosion of technological resources and demand for online and hybrid learning. Part III of the book, 'Inclusivity in Music Therapy Education and Training,' presents two vital chapters to remind educators of pressing issues.

Part IV of the book, 'Professional Opportunities in Music Therapy Education, Training and Development,' present four uniquely different chapters, yet each focuses on opportunities that any student or educator should consider. Part V, 'Ongoing issues and Possibilities in Music Therapy Education and Training,' considers two more developing topics in the field. Readers will enjoy and profit from this book, reflecting on how to continue to move on in music therapy education and training.

ISBN: 9780398094027

Publication Date: 2023

Dr. Goodman is Professor Emerita of Music Therapy

A Dream's Destination by Julian Costa "How do we say goodbye to a place? Eight-year-old Ellen has already experienced the loss of her aunt and uncle and must now visit their home for the last time. To her surprise, an empty house can be full of rich memories. Ellen spends the day trying to find a trivial household object, but eventually forgets about her quest as recollections of her family become more and more vivid. This visual narrative addresses the often overlooked emotions that come with leaving a place that we've grown fond of. Following Ellen's journey with photographic illustrations, readers of all ages will learn that material possessions are only as special as the people and days they remind us of." -- amazon.com

ISBN: 9781601267092

Publication Date: 2020

Professor Costa is in the School of Communication and Media

The Fashion Reader by Linda Welters (Editor); Abby Lillethun (Editor) In The Fashion Reader, Linda Welters and Abby Lillethun have selected 76 influential articles to offer insight into the critical theories and conversations that surround this huge international industry. Many of the essays are drawn from books, journals, magazines, and exhibition catalogues, bringing together new and established concepts to offer a solid grounding in the history, business and culture of fashion. Fourteen of the chapters were written expressly for this edition. For added context, each of the fifteen parts has an introduction from the editors, guiding you through the interdisciplinary world of fashion studies, and each part concludes with suggestions for further reading. This third edition has been substantially revised to highlight issues of sustainability, identity, the body, as well as global perspectives from "The Commodification of Ethnicity" to "The Cultural Heritage of Tattooing."

ISBN: 9781350059139

Publication Date: 2022

Professor Lillethun is in the Department of Art & Design

Let's Make Our Sound by Cupra:Ring (Laura Montanari) ; illustrations by Marta Pilosio This songbook is the companion to the song "Let's Make Our Sound" by Cupra:Ring available on all streaming platforms. The book invites children to explore different body percussion sounds and join their friends in making music together. Children will find their own unique sounds and movements while making body music with their friends!

ISBN: 9798845951472

Publication Date: 2022

Professor Montanari (Cupra:Ring) is in the John J. Cali School of Music

Martha Graham by Neil Baldwin A major biography--the first in three decades--of one of the most important artistic forces of the twentieth century, the legendary American dancer and choreographer who upended dance, propelling the art form into the modern age, and whose profound and pioneering influence is still being felt today. "Brings together all the elements of Graham's colorful life...with wit, verve, critical discernment, and a powerful lyricism."--Mary Dearborn, acclaimed author of Ernest Hemingway Time magazine called her "the Dancer of the Century." Her technique, used by dance companies throughout the world, became the first long- lasting alternative to the idiom of classical ballet. Her pioneering movements--powerful, dynamic, jagged, edgy, forthright--combined with her distinctive system of training, were the epitome of American modernism, performance as art. Her work continued to astonish and inspire for more

than sixty years as she choreographed more than 180 works. At the heart of Graham's work: movement that could express inner feeling. Neil Baldwin, author of admired biographies of Man Ray ("Truly definitive . . . absolutely fascinating" --Patricia Bosworth) and Thomas Edison ("Absorbing, gripping, a major contribution to our understanding of a remarkable man and a remarkable era" --Robert Caro), gives us the artist and performer, the dance monument who led a cult of dance worshippers as well as the woman herself in all of her complexity. Here is Graham, from her nineteenth-century (born in 1894) Allegheny, Pennsylvania, childhood, to becoming the star of the Denishawn exotic ballets, and in 1926, at age thirty-two, founding her own company (now the longest-running dance company in America. Baldwin writes of how the company flourished during the artistic explosion of New York City's midcentury cultural scene; of Erick Hawkins, in 1936, fresh from Balanchine's School of American Ballet, a handsome Midwesterner fourteen years her junior, becoming Graham's muse, lover, and eventual spouse. Graham, inspiring the next generation of dancers, choreographers, and teachers, among them: Merce Cunningham and Paul Taylor. Baldwin tells the story of this large, fiercely lived life, a life beset by conflict, competition, and loneliness--filled with fire and inspiration, drive, passion, dedication, and sacrifice in work and in dance creation.

ISBN: 9780385352321

Publication Date: 2022

Dr. Baldwin is Professor Emeritus of Theatre and Dance

Milestones in Dance in the USA by Elizabeth M McPherson(Editor) "Embracing dramatic similarities, glaring disjunctions, and striking innovations, this book explores the history and context of dance on the land we know today as the United States of America. Designed for weekly use on dance history courses, it traces dance in the USA as it broke traditional forms, crossed genres, provoked social and political change, and drove cultural exchange and collision. The authors put a particular focus on those whose voices have been silenced, unacknowledged, and/or uncredited - exploring racial prejudice and injustice, intersectional feminism, protest movements, and economic conditions, as well as demonstrating how socio-political issues and movements affect and are affected by dance. In looking at concert dance, vernacular dance, ritual dance, and the convergence of these forms, the chapters acknowledge the richness of dance in today's USA and the strong foundations on which it stands. Milestones are a range of accessible textbooks, breaking down the need-to-know moments in the social, cultural, political and artistic development of foundational subject areas. This book is ideal for undergraduate courses that embrace culturally responsive pedagogy and seek to shift the direction of the lens from western theatrical dance to towards the wealth of dance forms in the United States"-- Provided by publisher

ISBN: 9781032131047

Publication Date: 2023

Professor McPherson is in the Department of Theatre and Dance

Music Lesson Plans for Social Justice by Lisa C. DeLorenzo; Marissa Silverman Teaching Music for Social Justice offers a fresh, innovative approach to teaching general music. This book is a timely collection of lesson plans and units that artfully blend music making with relevant issues of social justice. Particularly accessible to middle and high school classroom music teachers, it includes a companion website with links to all of the music listening and videos.

Authors Lisa C. DeLorenzo and Marissa Silverman, accomplished music educators with extensive careers thinking about the relationship between music education and social justice, have composed student-centered lessons with thoughtful discussion prompts, experiences with diverse genres and styles of music, and technology-integrated music making projects that will activate students' creativity and empathy. Unit topics-ranging from "War" to "Climate Change"- include cross-disciplinary lessons with the arts playing a central role in developing understanding. Well-researched introductory materials as well as "how-to" guides for topics, such as "composing in the classroom," make the text especially practical and approachable. This book is an essential resource, with ready-to-go lessons and classroom materials. Music teachers will now have a unique, new lens for engaging students in purposeful music making toward social justice.

ISBN: 9780197581483

Publication Date: 2022

Professor DeLorenzo and Professor Silverman are in the John J. Cali School of Music

Places and Purposes of Popular Music Education : Perspectives from the Field by Bryan Powell (Editor); Gareth Dylan Smith (Editor) An array of diverse perspectives regarding the what and the why of popular music education. This book provides a variety of perspectives on popular music education. With a mixture of rants, manifestos, and punchy position pieces, the volume moves from scholarly essays replete with citations and references to descriptions of practice and straight-talking polemics. The writing is approachable in tone, and the chapters are intended to whet appetites, prime pumps, open eyes, and keep cogs turning for academics of all ages and stages. The book will appeal to those working in popular music studies, communication studies, and education research. It also holds relevance for researchers of the music industry and music ecosystems around the world. International in reach and scope and edited by recognized voices at the vanguard of progressive music education, this is an eye-opening exploration of education in and through the widespread cultural phenomenon of popular music.

ISBN: 9781789386288

Publication Date: 2022

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

Pop Culture, Politics, and the News by Joel Penney In Pop Culture, Politics, and the News, Joel Penney explores how pop culture news has taken on an important role in contemporary political discourse. Through coverage of topics like Hollywood diversity, celebrity controversy, and "cancel culture" backlash, entertainment journalism has emerged as a key source of political information and commentary, providing audiences with an accessible lens into some of the most hot-button issues of our time. Yet due to the "clickbait" economics of the polarized digital news business, the quality of entertainment journalism is often compromised, and consequently, people view pop culture coverage as "soft news" with little substance or public value. Very little is known about how this journalism is produced and consumed as a component of the digital news ecosystem. Moreover, we lack a measured sense of its potential impact on the political interests and knowledge of its audiences, the politics of the entertainment industry it covers, and the shape of public debate more broadly. Drawing on interviews with entertainment journalists and testimonials from news audiences who share these stories on social media, Joel Penney argues for the importance of reframing our understanding of impactful journalism and persuasive political communication when culture and identity have moved thoroughly to the center of U.S. public discourse. Moreover, Penney examines how audiences engage with this highly accessible and emotionally resonant form of journalism and use it as a resource for political expression and discussion, raising important questions about how it can serve as a bridge to public issue engagement as well as a potential distraction from on-the-ground political concerns. As a cutting-edge, data-rich analysis of the blurring boundaries between entertainment, politics, social media activism, and partisan journalism, Pop Culture, Politics, and the News makes a major contribution to public scholarship on the shifting digital information landscape.

ISBN: 9780197557594

Publication Date: 2022

Professor Penney is in the School of Communication and Media

College of Education and Human Services Titles

Attitudes of Students with Learning Disabilities Toward Participation in Physical Education by Ellie Abdi Many researchers have confirmed that students with disabilities engage in significantly less physical activity than their nondisabled peers in physical education class. One of the elements that influences student participation in physical education class is attitude and there is a gap in the literature with respect to investigating the attitudes of students with learning disabilities, emotional/behavioral disabilities, or attention difficulties. There is limited research on how teachers perceive and assist students to participate in physical education. This dissertation is looking specifically at enjoyment and useful attitudes of physical activity in physical education class for students with learning disabilities.

ISBN: 9781728331003

Publication Date: 2019

Dr. Abdi is a clinical faculty member affiliated with the MSUNER

Black Fathering and Mental Health by Michael D. Hannon This edited volume is the first work purposefully designed to amplify the voices of Black men in communicating their mental health needs and challenges while fathering in their families and communities. Dr. Michael Hannon has convened a group of Black fathers and aspiring fathers, who are also professional counselors, and they offer unique and untapped perspectives about the needs, challenges, and victories of Black fathering across the family life cycle in the context of an anti-Black world. In each chapter, the contributors offer counselors and other mental health professionals a resource to assist them in providing culturally relevant and responsive support to Black fathers at various points across the family life cycle and more comprehensively understand the circumstances that might prompt--and prevent--Black fathers to seek counseling support.

ISBN: 9781433193095

Publication Date: 2022

Professor Hannon is in the Department of Counseling

Current Research in Internal Medical Sciences by Ellie Abdi (Editor), Fırat Bektaş (Editor)

ISBN: 9782490773497

Publication Date: 2019

Dr. Abdi is a clinical faculty member affiliated with the MSUNER

Disability Studies and the Inclusive Classroom by Susan Baglieri Disability Studies and the Inclusive Classroom integrates knowledge and practice from the fields of disability studies and special education to provide readers with a comprehensive understanding of inclusive education. Now in its third edition, this critical volume has been revised and updated to include expanded discussion of disability models and contemporary perspectives on disability. Each chapter features a dilemma to capture the complexities of the field of educational practice to inspire critical thinking and contemplation of inclusive education.

ISBN: 9780367682590

Publication Date: 2023

Professor Baglieri is in the Department of Teaching and Learning

Educational Psychology and Transformational Classrooms by Helenrose Fives; Nicole Barnes

"Educational Psychology and Transformational Classrooms uniquely positions teachers transformational experiences as central to understanding and implementing educational psychology research. Across three well-developed case studies using narrative inquiry methods, this volume explores moments of significant change, learning, and evolution in teaching and learning. Each case is followed by analyses from educational psychologists focusing on the three central actors in the learning experience--students, teacher, and context--and is then concluded with case authors responses to the analyses provided. Showcasing the holistic experience of teaching before unpacking it with theory and research, this book centers classroom life and posits educational psychology as an ideal and accessible lens for its examination"--Provided by publisher

ISBN: 9781032231662

Publication Date: 2022

Professor Fives and Professor Barnes are in the Department of Educational Foundations

Emerging Realities and the Future of Technology in the Classroom by Inaya Jaafar (Editor); James M. Pedersen (Editor)

The COVID-19 pandemic has shed light on how much humans rely, more than ever before in our history, on technology. While technology in its simplest definition is the use of a tool for a practical purpose, in the last three decades, educators can confidently say it has revolutionized how information is communicated and accessed. Most importantly, educators who had to recently shift their classes online understood the important role of technology to stay connected and instruct students remotely. There are many different facets of technology in today's classrooms and ideas on where educators are

headed in preparing their students for a technology-rich world. With new technologies being constantly developed and new scenarios rising to the surface in the educational environment, the future of technology in the classroom is widespread, consistently growing, and always advancing with more technological reliance. *Emerging Realities and the Future of Technology in the Classroom* provides an understanding on how technology is integrated into today's classroom and how institutions can be further informed of the importance of technology in today's world. This book examines a variety of pertinent topics that look at the present and future potential roles of technology in the classroom. While highlighting topics such as STEM in online education, leadership and technology, new instructional models in online learning, and gaming in education, this book is essential for teachers across all disciplines and in higher education and K-12, school administrators, principals, instructional designers, librarians, media specialists, educational software developers, educational technologists, IT specialists, practitioners, researchers, academicians, and students interested in the current status of technology in the classroom and its potential role in education for the years ahead.

ISBN: 9781799864813

Publication Date: 2021

Professor Pedersen is in the Department of Educational Leadership

Farewell My Queens : From Marie Antoinette to Farah Diba by Ellie Abdi (Author), Stewart Essence Parr (Author), Nooshin S Manshadi (Author) ; Marjorie S Maman (Editor)

ISBN: 9782382362716

Publication Date: 2022

Dr. Abdi is a clinical faculty member affiliated with the MSUNER

Our Bodies Tell the Story by Emily J. Klein; Monica Taylor *Our Bodies Tell the Story: Using Feminist Research and Friendship to Reimagine Education and Our Lives* asks (and answers) a number of critical questions that are key to improving our educational system. How can we use our embodied stories to navigate and disrupt how schools and society reproduce the patriarchy and heteronormativity within our institutions of learning? How do we transgress oppressive boundaries (boundaries cultivated by the patriarchy that have been perpetuated at home, within school, outside of school, in university settings, and in communities) that permit our dehumanization and exclusion? As teachers, professors, and teacher educators, how do we navigate our students' trauma when we are navigating the re-ignition of our own? This book sets out to tell the story of how the authors have tried to answer these questions in their lives and work. It is the story of a friendship, a partnership, a narrative retelling of their "becoming" as girls, teenagers, women, teachers, wives, daughters, scholars, and mothers. From the earliest memories of their gendered and sexualized childhoods to the present navigation of sexism, heteronormativity, and trauma in the context of teaching and schools, these stories reside in their bodies. They recall, construct, and reexamine, emerging from their dialogues--from talking face-to-face, to email, to FB messenger, poetry, and text. *Our Bodies Tell the Story* centers around the co/autoethnography of personal narratives, stories, and a kind of survival testimonies, the ways in which the authors bore witness to each other's lives. The book extensively uses co/autoethnography as a self-study feminist research methodology that takes autoethnography, "a form of self-representation that complicates cultural norms by seeing autobiography as implicated in larger cultural processes" (Taylor & Coia, 2006, p. 278) and moves it beyond the singular to the plural. Using this methodology enables the authors to interweave their stories through dialogue, so that validity, insight, and analysis all emerge in the text. The book investigates the self within the social context of personal relationships, as well as the larger society. Creating a co/autoethnography is a rich, multi-layered endeavor because it is not conducted in a vacuum. As such, it is an important book for faculty and researchers involved in a number of disciplines, including auto/ethnographic research, gender studies, women's studies, feminist studies, qualitative research and many other areas of study.

ISBN: 9781975502560

Publication Date: 2023

Professor Klein is in the Department of Teaching and Learning and Professor Taylor is in the Department of Educational Foundations

Overcoming the Educational Resource Equity Gap by Stephen V. Coffin (Editor) State school finance formula cause funding inadequacy, allocative inefficiency, and educational resource equity gaps. Legislative and court-ordered remedies have failed to solve the disparities among schools and districts. This book's ground-breaking innovation shows how to shift the public education finance paradigm to fund K-12 public education properly, fully, and equitably by eliminating the duplicative and unnecessary layer of county government nationwide and repurposing those tax dollars while implementing economies of scale to achieve allocative efficiency.

ISBN: 9781475862461

Publication Date: 2023

Professor Coffin is in the Department of Educational Leadership

Philosophy of Education : Modern and Contemporary Ideas at Play by Jaime G. A. Grinberg, Dorothy Rogers, Maughn Rollins Gregory. "Philosophy of Education: Modern and Contemporary Ideas at Play offers a space of questioning and imagination where students are asked to suspend what they think they have come to know and think critically, imaginatively, and playfully about the status quo. Future teachers are given an opportunity to analyze assumptions, speculate as to alternatives, and cultivate a comprehensive sense of the relationships between all aspects of schooling. Educational philosophy provides the skills needed to play with ideas."-- provided by publisher

ISBN: 9798765708446

Publication Date: 2022

Professors Grinberg, Rogers and Gregory are in the Department of Educational Foundations

School Leadership in a Diverse Society by Carlos R. McCray; Floyd D. Beachum; Phyllis F. Reggio With the increasing amount of diversity taking place in the United States and in our K-12 schools, this book will help school leaders become prepared. It is the school principal who sets the tone for the school culture and provides the vision as to the direction of the organization.

Therefore, school principals will ultimately have a great impact in promoting cultural and social diversity. School Leadership in a Diverse Society: Helping Schools Prepare All Students for Success (2nd Edition) will help scholars and practitioners have a better understanding of the increasing amount of diversity that is occurring in American society. This book will give them the tools needed to lead schools to ensure that all students, regardless of their life circumstances and status, are provided a school experience that promotes high academic achievement and a sense of belonging. Today, multiculturalism and diversity preparation are needed in our society, seemingly more so than when schools first made an earnest effort to integrate twenty years after Brown V. Board of Education. Just as it seemed the United States was making significant progress dealing with issues that have plagued this country for hundreds of years, recently, there has been a surge in diversity-related issues (the killing of unarmed African Americans, the unwarranted attacks on Asians, immigration debates, the recent rise of groups that support white supremacy, blackface incidents, increasing wealth divide between the ultra rich and the poor, religious backlash, etc.). These issues should remind us that the struggle for social equity continues into the present moment. Communities must work together to help fight rising intolerance and prejudice within our country and schools.

ISBN: 9781648025730

Publication Date: 2021

Professor McCray is in the Department of Educational Leadership

Treating Contemporary Families by Scott Browning; Brad van Eeden-Moorefield Linking research with clinical practice, this text shows therapists how to do evidence-based practice when treating contemporary families. Today's families are diverse and complex, and their problems do not always improve when treatment focuses on addressing a diagnosis. To achieve successful, lasting change, therapists must help families change their patterns of interaction. This book examines several common interactional challenges that contemporary families face, such as co- parenting, divorce, intimate partner violence, blending families, and loss and bereavement. Contributors examine research on each challenge alongside

research on various diverse family types, and offer targeted interventions for each family type. With its strong emphasis on inclusion, social justice, and evidence-based practice, this book will help clinicians work with today's diverse families in effective, empathic, and culturally responsive ways.

ISBN: 9781433836657

Publication Date: 2022

Professor van Eeden-Moorefield is in the Department of Family Science and Human Development

College of Humanities and Social Sciences Titles

American Democracy Now (8th edition) by Brigid C. Harrison; Jean Harris; Michelle D. Deardorff

"American Democracy Now 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"-- Provided by publisher.

ISBN: 9781264394234

Publication Date: 2024

Professor Harrison is in the Department of Political Science and Law

Breaking Point by Rebecca Schwartz Greene This book informs the public for the first time about the impact of American psychiatry on soldiers during World War II. Breaking Point is the first in-depth history of American psychiatry in World War II. Drawn from unpublished primary documents, oral histories, and the author's personal interviews and correspondence over years with key psychiatric and military policymakers, it begins with Franklin Roosevelt's endorsement of a universal Selective Service psychiatric examination followed by Army and Navy pre- and post-induction examinations. Ultimately, 2.5 million men and women were rejected or discharged from military service on neuropsychiatric grounds. Never before or since has the United States engaged in such a program. In designing Selective Service Medical Circular No. 1, psychiatrist Harry Stack Sullivan assumed psychiatrists could predict who might break down or falter in military service or even in civilian life thereafter. While many American and European psychiatrists questioned this belief, and huge numbers of American psychiatric casualties soon raised questions about screening's validity, psychiatric and military leaders persisted in 1942 and 1943 in endorsing ever tougher screening and little else. Soon, families complained of fathers and teens being drafted instead of being identified as psychiatric 4Fs, and Blacks and Native Americans, among others, complained of bias. A frustrated General George S. Patton famously slapped two "malingering" neuropsychiatric patients in Sicily (a sentiment shared by Marshall and Eisenhower, though they favored a tamer style). Yet psychiatric rejections, evacuations, and discharges mounted. While psychiatrist Roy Grinker and a few others treated soldiers close to the front in Tunisia in early 1943, this was the exception. But as demand for manpower soared and psychiatrists finally went to the field and saw that combat itself, not "predisposition," precipitated breakdown, leading military psychiatrists switched their emphasis from screening to prevention and treatment. But this switch was too little too late and slowed by a year-long series of Inspector General investigations even while numbers of psychiatric casualties soared. Ironically, despite and even partly because of psychiatrists' wartime performance, plus the emotional toll of war, postwar America soon witnessed a dramatic growth in numbers, popularity, and influence of the profession, culminating in the National Mental Health Act (1946). But veterans with "PTSD," not recognized until 1980, were largely neglected.

ISBN: 9781531500122

Publication Date: 2023

Professor Greene is in the Department of History

The Curator's Notes by Robin Rosen Chang A gorgeously deft book, The Curator's Notes dares to question the Edenic. It asks, why not take the knowledge at hand hanging like "plump, purple

orbs...begging to be eaten..."? And what can we grow with states of paradise being ever fleeting? This curator is a custodian of both specific and collective heritage, connecting daughter to mother to grandmother to wife to husband to the backyard garden to that garden of old where, as in the womb, knowing is limited and inevitable. In her sensual and tender book, Robin Rosen Chang has taken care to graciously offer us lyrics that swirl around and beyond our expectations until we accept both the churning waters and the radiant flight of circling birds as part of the story of life moving all too swiftly with and ultimately toward "the loam -/sand, silt, and clay." - Vievee Francis

ISBN: 9781947896376

Publication Date: 2021

Professor Chang is in the Department of Writing Studies

Democracy and Deliberation : The Law and Politics of Sex Offender Legislation by Cary

Federman Sex offender laws include residency restrictions, registration and notification requirements, and post-conviction civil commitment. These laws and regulations impose serious restrictions on the movements of convicted sex offenders. This is controversial because these laws and regulations occur after the sex offender has completed his time in prison. These laws and regulations are intended to have both a deterrent and therapeutic effect. Residency restrictions seek to prevent sex offenders from re-committing their crimes and civil commitment provides psychological services while incarcerated in a forensic facility. Most works on this subject are deeply critical of these laws. Cary Federman takes a more sympathetic approach to sex offender legislation. He focuses on the deliberative intentions of legislators, exploring the limits of judicial review and the rights of interested parties to influence lawmaking. Leaders of these interested parties are usually the parents of children who have been sexually violated and murdered. Critics of sex offender legislation tend to focus on the convicted parties, arguing that their rights have been violated. The Law and Politics of Sex Offender Legislation asserts that these laws are expressions of the deliberative intentions of lawmakers concerned about public safety-they are thus constitutional, if not always wise.

ISBN: 9780472132515

Publication Date: 2021

Professor Federman is in the Department of Justice Studies

Digital Literacy : Skills & Strategies by Laura Nicosia, James F. Nicosia (Editors) Aims to introduce users to explanations of cutting-edge, as well as everyday, technology, explaining these technologies and their primary elements through clear prose informed by expert analysis.

ISBN: 9781637003923

Publication Date: 2022

Professors Nicosia are in the Department of English

Distracted from Meaning : A Philosophy of Smartphones by Tiger C. Roholt When our smartphones distract us, much more is at stake than a momentary lapse of attention. Our use of smartphones can interfere with the building-blocks of meaningfulness and the actions that shape our self-identity. By analyzing social interactions and evolving experiences, Roholt reveals the mechanisms of smartphone-distraction that impact our meaningful projects and activities.

Roholt's conception of meaning in life draws from a disparate group of philosophers - Susan Wolf, John Dewey, Hubert Dreyfus, Martin Heidegger, and Albert Borgmann. Central to Roholt's argument are what Borgmann calls focal practices: dinners with friends, running, a college seminar, attending sporting events. As a recurring example, Roholt develops the classification of musical instruments as focal things, contending that musical performance can be fruitfully understood as a focal practice. Through this exploration of what generates meaning in life, Roholt makes us rethink the place we allow smartphones to occupy in the everyday. But he remains cautiously optimistic. This thoughtful, needed interrogation of smartphones shows how we can establish a positive role for technologies within our lives.

ISBN: 9781350172654

Publication Date: 2023

Professor Roholt is in the Department of Philosophy

Also available as **ebook**

Dreams of a Lifetime by Karen A. Cerulo; Janet M. Ruane How social status shapes our dreams of the future and inhibits the lives we envision for ourselves Most of us understand that a person's place in society can close doors to opportunity, but anything is possible when we dream about what might be, or so we think. Dreams of a Lifetime reveals that what and how we dream-- and whether we believe our dreams can actually come true--are tied to our social class, gender, race, age, and life events. Karen Cerulo and Janet Ruane argue that our social location shapes the seemingly private and unique life of our minds. We are all free to dream about possibilities, but not all dreamers are equal. Cerulo and Ruane show how our social position ingrains itself on our mind's eye, quietly influencing the nature of our dreams, whether we embrace dreaming or dream at all, and whether we believe that our dreams, from the attainable to the improbable, can become realities. They explore how inequalities stemming from social disadvantages pattern our dreams for ourselves, and how sociocultural disparities in how we dream exacerbate social inequalities and limit the life paths we believe are open to us. Drawing on a wealth of original interviews with people from diverse social backgrounds, Dreams of a Lifetime demonstrates how the study of our dreams can provide new avenues for understanding and combatting inequality-- including inequalities that precede action or outcome.

ISBN: 9780691229096

Publication Date: 2022

Dr. Ruane is Professor Emerita of Sociology

El Modernismo en Ecuador y la "Generación Decapitada" by Antonella Calarota-Ninman

ISBN: 9788412379952

Publication Date: 2022

Dr. Calarota-Ninman is Instructional Specialist in the Department of Spanish and Latino Studies

The Fraud of the "Testament Of Lenin" : Based on the Research of Valentin A. Sakharov, with Chapters on Moshe Lewin's Falsifications and Leon Trotsky's Lies by Grover Furr

"The canonical accounts of Lenin's last writings accept the version that Lenin left a "testament" that included a number of negative remarks about Joseph Stalin, and that Lenin wished to remove Stalin from the position of General Secretary of the All-Union Communist Party (bolshevik). This version stems partly from Trotsky, who embraced it eagerly in his campaign to replace Stalin as Party leader; partly from Lenin's wife Nadezhda Konstantinovna Krupskaya; and partly from Nikita Khrushchev and the Khrushchev-era fifth and last edition of Lenin's works, the Polnoe Sobranie Sochinenii ("Complete Collection of Writings"), or PSS. The present book is largely based on the research of Professor Valentin A. Sakharov of Moscow State University. His 2003 book, Lenin's "Political Testament", published by Moscow State University Press, is the result of years of access to and study of many of the archival copies of Lenin's works, drafts of those works, and originals of other important documents related to the question of Lenin's "testament." The present study draws the same conclusion: Lenin's so-called "Testament" is a fraud. The present book includes chapters that examine the role in these falsehoods of Leon Trotsky and the errors and falsehoods in the book Lenin's Last Struggle by the late historian Moshe Lewin, as well as individual chapters on the role of Lenin's wife Nadezhda Konstantinovna Krupskaya and that of Lenin's sister Maria Il'inichna Ulyanova."

ISBN: 9780578284996

Publication Date: 2022

Professor Furr is in the Department of English

The Handbook of Speech Perception by Jennifer S. Pardo (Editor); Lynne C. Nygaard (Editor);

Robert E. Remez (Editor); David B. Pisoni (Editor) A wide-ranging and authoritative volume exploring contemporary perceptual research on speech, updated with new original essays by leading researchers Speech perception is a dynamic area of study that encompasses a wide variety of disciplines, including

cognitive neuroscience, phonetics, linguistics, physiology and biophysics, auditory and speech science, and experimental psychology. The Handbook of Speech Perception, Second Edition, is a comprehensive and up-to-date survey of technical and theoretical developments in perceptual research on human speech. Offering a variety of perspectives on the perception of spoken language, this volume provides original essays by leading researchers on the major issues and most recent findings in the field. Each chapter provides an informed and critical survey, including a summary of current research and debate, clear examples and research findings, and discussion of anticipated advances and potential research directions. The timely second edition of this valuable resource: Discusses a uniquely broad range of both foundational and emerging issues in the field Surveys the major areas of the field of human speech perception Features newly commissioned essays on the relation between speech perception and reading, features in speech perception and lexical access, perceptual identification of individual talkers, and perceptual learning of accented speech Includes essential revisions of many chapters original to the first edition Offers critical introductions to recent research literature and leading field developments Encourages the development of multidisciplinary research on speech perception Provides readers with clear understanding of the aims, methods, challenges, and prospects for advances in the field The Handbook of Speech Perception, Second Edition, is ideal for both specialists and non-specialists throughout the research community looking for a comprehensive view of the latest technical and theoretical accomplishments in the field.

ISBN: 9781119184089

Publication Date: 2021

Professor Pardo is in the Department of Psychology

Also available as **ebook**

Heimat and Migration : Reimagining the Regional and the Global in the Twenty-First Century by Len Cagle (Editor); Thomas Herold (Editor); Gabriele Maier (Editor) Discourses of Heimat and of migration both negotiate questions of identity, belonging, and integration; moreover, despite the reemergence of right-wing, racist, and exclusionary uses of the term Heimat, there are in fact more recent German-language cultural texts that problematize and challenge a view of Heimat as a community that excludes the Other than there are promulgating it. This volume addresses the parallel proliferation of discourses of Heimat and of migration in contemporary German- language culture and demonstrates that the entanglement of migration and Heimat can be productive: it can help us to reframe what it means to have a home, to lose one, find one, or belong to one.

ISBN: 9783110738155

Publication Date: 2023

Professor Herold is in the Department of World Languages and Cultures

Inequality and Violence in the United States by Barbara H. Chasin The second edition of *Inequality and Violence in the United States: Casualties of Capitalism* (2004) won the Best Book of the Year award from the Marxist Section of the American Sociological Association. In the third edition, Dr. Chasin updates and expands the previous material, discussing the significance of the COVID-19 pandemic, the opioid crisis, access to firearms, and white supremacist movements. Written in a readable, accessible style, this book is a thoroughly documented account of the importance of connecting economic and political inequalities to dangers people face. The book emphasizes the importance of recognizing both structural and organizational violence, as well as discussing forms of interpersonal violence. Chasin analyzes relationships between social class, race/ethnicity, gender, and the three forms of violence.

ISBN: 9781666913545

Publication Date: 2023

Dr. Chasin is Professor Emerita of Sociology

International Justice : A Critical and Comprehensive Introduction by Arnaud Kurze; Daniela Peterka-Benton; Gabriel Rubin This textbook introduces students to think and write critically against the backdrop of a broad theoretical and empirical foundation of the concept of international justice. It brings

together several global and transnational issues from an interdisciplinary perspective. It exposes students to a wide range of political, economic, social and cultural problems across different world regions, including migration, climate change, mass violence, and pandemics. Thanks to this book, students learn to apply different theoretical frameworks, such as environmentalism or feminism, to analyze and better understand the interconnectedness and the transnational character of these global justice-related problems across societies and cultures.

ISBN: 9781792495663

Publication Date: 2022

Professors Kurze, Peterka-Benton and Rubin are in the Department of Justice Studies

Interpreting Religion by Erin Johnston (Editor); Vikash Singh (Editor) This edited collection harnesses a diversity of interpretivist perspectives to provide a panoramic view of the production, experiences, contexts, and meanings of religion. Scholars from the US, South Asia and Europe explore religious phenomena using ethnographic, comparative historical, psychosocial, and critical theoretical approaches. Each chapter addresses foundational themes in the study of religion - from identity, discourse and power to ritual, emotion, and embodiment. Authors examine dynamic intersections of race, gender, history, and the present within the religious traditions of Christianity, Islam, Judaism and Buddhism, as well as among the non-religious.

Cutting boldly across religious traditions and paradigms, the book investigates areas of harmony and contradiction across different interpretive lenses to achieve a richer understanding of the meanings of religion.

ISBN: 9781529211610

Publication Date: 2022

Professor Singh is in the Department of Sociology

Islands in the Lake : Environment and Ethnohistory in Xochimilco, New Spain by Richard M. Conway Now notorious for its aridity and air pollution, Mexico City was once part of a flourishing lake environment. In nearby Xochimilco, Native Americans modified the lakes to fashion a distinctive and remarkably abundant aquatic society, one that provided a degree of ecological autonomy for local residents, enabling them to protect their communities' integrity, maintain their way of life, and preserve many aspects of their cultural heritage. While the area's ecology allowed for a wide array of socioeconomic and cultural continuities during colonial rule, demographic change came to affect the ecological basis of the lakes; pastoralism and new ways of using and modifying the lakes began to make a mark on the watery landscape and on the surrounding communities. In this fascinating study, Conway explores Xochimilco using native-language documents, which serve as a hallmark of this continuity and a means to trace patterns of change.

ISBN: 9781316518892

Publication Date: 2021

Professor Conway is in the Department of History

Mapping Global Justice (eBook) by Arnaud Kurze; Christopher K. Lamont Persistent international conflicts, increasing inequality in many regions of the world, and acute environmental and climate-related threats to humanity call for a better understanding of the processes, actors and tools available to face the challenges of achieving global justice. This book offers a broad and multidisciplinary survey of global justice, bridging the gap between theory and practice by connecting conceptual frameworks with a panoply of case studies and an in-depth discussion of practical challenges. Connecting these critical aspects to larger moral and ethical debates is essential for thinking about large, abstract ideas and applying them directly to specific contexts. Core content includes: Key debates in global justice from across philosophy, postcolonial studies, political science, sociology and criminology The origins of global justice and the development of the human rights agenda; peacekeeping and post-conflict studies Global poverty and sustainable development Global security and transnational crime Environmental justice, public health and well-being Rather than providing a blueprint for the practice of global justice, this text problematizes efforts to cope

with many justice related issues. The pedagogical approach is designed to map the difficulties that exist between theory and praxis, encourage critical thinking and fuel debates to help seek alternative solutions. Bringing together perspectives from a wealth of disciplines, this book is essential reading for courses on global justice across criminology, sociology, political science, anthropology, philosophy and law.

ISBN: 9781000655162

Publication Date: 2022

Professor Kurze is in the Department of Justice Studies

Motherless Creations (eBook) by Wendy C. Nielsen This book explains the elimination of maternal characters in American, British, French, and German literature before 1890 by examining motherless creations: Pygmalion's statue, Frankenstein's creature, homunculi, automata, androids, golems, and steam men. These beings typify what is now called artificial life, living systems made through manufactured means. Fantasies about creating life ex-utero were built upon misconceptions about how life began, sustaining pseudoscientific beliefs about the birthing body. Physicians, inventors, and authors of literature imagined generating life without women to control the process of reproduction and generate perfect progeny. Thus, some speculative fiction before 1890 belongs to the literary genealogy of transhumanism, the belief that technology will someday transform some humans into superior, immortal beings. Female motherless creations tend to operate as sexual companions. Male ones often emerge as subaltern figures analogous to enslaved beings, illustrating that reproductive rights inform readers' sense of who counts as human in fictions of artificial life.

ISBN: 9781000582369

Publication Date: 2022

Professor Nielsen is in the Department of English

The nature of endangerment in India : tigers, 'tribes', extermination and conservation, 1818-2020

by Ezra Rashkow Perhaps no category of people on earth has been perceived as more endangered, nor subjected to more conservation efforts, than indigenous peoples. And in India, calls for the conservation of Adivasi culture have often reached a fever pitch, especially amongst urban middle-class activists and global civil society groups. But are India's 'tribes' really endangered? Do they face extinction? And is this threat somehow comparable to the threat of extinction facing tigers and other wildlife? Combining years of fieldwork and archival research with rigorous theoretical interrogations, this book examines fears of interlinking biological and cultural (or biocultural) diversity loss-particularly in regard to Bhil and Gond communities facing conservation and development-induced displacement in western and central India. It also problematizes the frequent usage of dehumanizing animal analogies that carelessly equate the fates of endangered species and societies. In doing so, it offers a global intellectual history of the concepts of endangerment and extinction, demonstrating that anxieties over tribal extinction existed long before there was even scientific awareness of the extinction of non-human species. The book is not a history or an ethnography of the tribes of India, but rather a history of discourses-including Adivasis' own-about what is often perceived to be the fundamental question for nearly all indigenous peoples in the modern world: the question of survival.

ISBN: 9780192868527

Publication Date: 2022

Professor Rashkow is in the Department of History

Preventing Child Maltreatment in the U. S. : American Indian and Alaska Native Perspectives by

Royleen J. Ross; Julii M. Green; Milton A. Fuentes This book is part of a concentrated series of books that examines child maltreatment across minoritized, cultural groups. Specifically, this volume addresses American Indian and Alaska Native populations. However, in an effort to contextualize the experiences of 574 federally recognized tribes and 50+ state recognized tribes, as well as villages, the authors focus on populations within rural and remote regions and discuss the experiences of some tribal communities throughout US history. It should be noted that established research has primarily drawn attention to the pervasive problems impacting Indigenous individuals, families, and communities. Aligned with an attempt

to adhere to a decolonizing praxis, the authors share information in a strength-based framework for the Indigenous communities discussed within the text. The authors review federally funded programs (prevention, intervention, and treatment) that have been adapted for tribal communities (e.g., Safecare) and include cultural teachings that address child maltreatment. The intention of this book is to inform researchers, practitioners, policy makers, and advocates about the current state of child maltreatment from an Indigenous perspective.

ISBN: 9781978821101

Publication Date: 2022

Professor Fuentes is in the Department of Psychology

Preventing Child Maltreatment in the U. S. : Multicultural Considerations by Milton A. Fuentes;

Rachel R. Singer; Renee L. DeBoard-Lucas Preventing Child Maltreatment: Multicultural

Considerations in the United States is the first book in a concentrated series that examines child maltreatment across minoritized, cultural groups. Specifically, this volume examines core multicultural concepts (e.g., intersectionality, acculturation, spirituality, oppression) as they relate to child maltreatment in the United States, while the other books take a closer look at particular ethnic or racial communities in this country. Additionally, this book examines child maltreatment through the intersection of feminist, multicultural, and prevention/wellness promotion lenses. Recommendations for treatment in each book build on a foundation of prevention and wellness promotion, along with multicultural and feminist theories. Throughout this book, five case studies, which are introduced in Chapter One, are revisited to help the readers make important and meaningful connections between theory and practice.

ISBN: 9781978822573

Publication Date: 2022

Professor Fuentes is in the Department of Psychology

Preventing Child Maltreatment in the U. S. : the Black Community Perspective by Melissa

Phillips; Shavonne Moore-Lobban; Milton A. Fuentes Child maltreatment occurs in the Black community at higher rates than any other racial group. Given the prevalence of child maltreatment risk factors in the Black community, such as being in a low-income family, single parent family, greater exposure to physical discipline, and less access to services and resources, it is not surprising but nonetheless concerning that Black children are at greater risk for abuse and/or neglect. Unearthing the cause and effect between the challenges faced by the Black community and the life outcomes for Black children is key to making positive changes happen. Through a feminist and womanist lens, the authors unpack the range of factors that intersect and impact the Black community that are necessary to address to effectively protect Black children. Understanding how to prevent maltreatment and promote health and wellness are essential to adequately address maltreatment so as to protect and empower Black children.

ISBN: 9781978820630

Publication Date: 2022

Professor Fuentes is in the Department of Psychology

Preventing Child Maltreatment in the U. S. : the Latinx Community Perspective by Esther J.

Calzada; Monica Faulkner; Catherine LaBrenz; Milton A. Fuentes This book is part of a concentrated series of books that examines child maltreatment across cultural groups.

Specifically, this volume examines core concepts relevant to Latinx families (e.g., familismo, acculturation, spirituality, oppression) as they relate to child maltreatment in the United States. While there are vast differences across Latinx families, authors use critical race and feminist theories to explore the impact of differences based on gender, race, immigration status, and country of origin. The book begins by contextualizing child maltreatment in Latinx families within the pervasive structural racism and inequality in the United States and addressing unique traumas experienced by Latinx families resulting from that inequity. Subsequent chapters address prevention of child maltreatment, responses to maltreatment and healing from trauma with an emphasis on resilience within the Latinx community. Three case studies are used to illustrate and apply concepts from each chapter.

ISBN: 9781978822887

Publication Date: 2022

Professor Fuentes is in the Department of Psychology

The Sociology of Bullying by Christopher Donoghue (Editor) An important new collection on the nature and consequences of bullying. School shootings and suicides by young victims of bullying have spurred a proliferation of anti-bullying programs, yet most of the research done on school bullying has been from psychologists. The Sociology of Bullying will be the first volume to present the leading ideas in sociology about bullying among adolescents that moves beyond an individualistic approach and instead offers ideas about how to address bullying as a byproduct of social systems, biases, and status hierarchies. Sociologists investigate the impact of social forces on bullying among adolescents, such as inequality, heteronormativity, militarized capitalism, racism, cancel culture, power, and competition. Contributors explore a wide range of key topics, such as how homophobia and gender normativity encourage bullying; how anti-bullying curricula can ultimately lead to more bullying; and how adolescents use bullying against their friends to improve their own social standing. By advancing sociological perspectives on bullying, this important volume aims to shift the national conversation from one that focuses on villainizing bullies to one that encourages an inward look at the aspects of our culture that foster bullying behavior among children.

ISBN: 9781479803880

Publication Date: 2022

Professor Donoghue is in the Department of Sociology

SSD for R by Charles Auerbach; Wendy Zeitlin Single-subject research designs have been used to build evidence to the effective treatment of problems across various disciplines including social work, psychology, psychiatry, medicine, allied health fields, juvenile justice, and special education. SSD for R serves as a guide for those desiring to conduct single-subject data analysis and introduces readers to the various functions available in SSD for R, a new, free, and innovative software package written in R--the open-source statistical programming language that was written by the book's authors. This second edition of SSD for R is the most comprehensive guide to the numerous graphing and charting functions for conducting robust visual analysis including line graphs and more complex standard deviation lines. This book also contains numerous tests of statistical significance, such as t-tests, chi-squares, and the conservative dual criteria. Auerbach and Zeitlin guide readers through the analytical process based on the characteristics of their data. In addition to presentations and assignments, this new edition contains more examples and illustrations to help readers understand the wide range of functions available in SSD for R and their application to data analysis and interpretation. SSD for R is the only book of its kind to describe single-subject data analysis while providing free statistical software to do so. For more instructional videos, blogs, and a growing community of researchers interested in single-subject designs, visit the authors' website: <http://ssdanalysis.com>.

ISBN: 9780197582756

Publication Date: 2022

Professor Zeitlin is in the Department of Social Work and Child Advocacy

Survivor Criminology by Kimberly J. Cook (Editor), Jason M. Williams (Editor), Renè D Lamphere(Editor), Stacy L. Mallicoat(Editor), and Alissa Ackerman(Editor) Survivor Criminology: A Radical Act of Hope is a trauma-informed approach to the study of crime and justice that stems from the lived experiences of crime survivors. The chapters within this volume explore our authors' who have each had close personal encounters with violence and death, as well as institutionalized oppressions based on racism, heterosexism, sexism, and poverty. As scholars, professors, practitioners, and students in the field, these lived experiences with crime and criminal justice have shaped their research, teaching, and advocacy work. Their voices represent experiences that are intersectional, multi-generational, global, trauma-informed and resiliency focused. They are deliberately and decidedly anti-racist, and their experiences acknowledge the harm that has resulted from institutionalized and structural trauma. Most importantly, their stories are grounded in their lived experiences. This volume offers survivor criminology as a radical act of hope. Our

hope comes from the belief that a trauma-centered approach to crime, justice, and healing provides the opportunity for criminology to expand its theoretical and methodological roots. We see this work as transformative for the discipline - for students, scholars, members of the community, and policy-makers.
ISBN: 9781538151693

Publication Date: 2022

Professor Williams is in the Department of Justice Studies

Virginia Woolf by Laura Nicosia and James F. Nicosia (Editors) After one hundred years of modernism and with the centennial anniversaries of Woolf's *Jacob's Room* (1922) and *Mrs. Dalloway* (1925), Virginia Woolf is more popular and vital than ever. The current social and political climate fosters a new appreciation for Woolf's writings, in particular her critiques of social marginalization, gender identities, queerness, and sexual cultures. This volume offers these valuable and necessary conversations in language that is accessible and yet scholarly.

ISBN: 9781637003510

Publication Date: 2022

Professors Nicosia are in the Department of English

What Kind of Scientist Can a Girl Be? by Ruth E. Propper; art by Tanja Varcelija This timely book teaches that yes, a girl can be any kind of scientist. A glossary provides information about various types of scientists and examples of what they study, references for additional reading, and the names and accomplishments of women in science.

ISBN: 9798358748446

Publication Date: 2023

Professor Propper is in the Department of Psychology

College of Science and Mathematics Titles

Recent Advances in Mechanics and Fluid-Structure Interaction with Applications by Fernando Carapau (Editor); Ashwin Vaidya(Editor) This volume examines current research in mechanics and its applications to various disciplines, with a particular focus on fluid-structure interaction (FSI). The topics have been chosen in commemoration of Dr. Bong Jae Chung and with respect to his wide range of research interests. This volume stands apart because of this diversity of interests, featuring an interdisciplinary and in-depth analysis of FSI that is difficult to find conveniently collected elsewhere in the literature. Contributors include mathematicians, physicists, mechanical and biomechanical engineers, and psychologists. This volume is structured into four thematic areas in order to increase its accessibility: theory, computations, experiments, and applications. *Recent Advances in Mechanics and Fluid-Structure Interaction with Applications* will appeal to established researchers as well as postdocs and graduate students interested in this active area of research.

ISBN: 9783031143236

Publication Date: 2022

Professor Vaidya is in the Department of Mathematics

Feliciano School of Business Titles

Artificial Intelligence of Things for Weather Forecasting and Climatic Behavioral Analysis by Rajeev Kumar Gupta (Editor); Arti Jain (Editor); John Wang (Editor); Ved Prakash Singh (Editor); Santosh Bharti (Editor) Weather forecasting and climate behavioral analysis have traditionally been done using complicated physics models and accompanying atmospheric variables. However, the traditional approaches lack common tools, which can lead to incomplete information about the weather and climate conditions, in turn affecting the prediction accuracy rate. To address these problems, the advanced technological aspects through the spectrum of artificial intelligence of things (AIoT) models serve as a

budding solution. Further study on artificial intelligence of things and how it can be utilized to improve weather forecasting and climatic behavioral analysis is crucial to appropriately employ the technology. Artificial Intelligence of Things for Weather Forecasting and Climatic Behavioral Analysis discusses practical applications of artificial intelligence of things for interpretation of weather patterns and how weather information can be used to make critical decisions about harvesting, aviation, etc. This book also considers artificial intelligence of things issues such as managing natural disasters that impact the lives of millions. Covering topics such as deep learning, remote sensing, and meteorological applications, this reference work is ideal for data scientists, industry professionals, researchers, academicians, scholars, practitioners, instructors, and students.

ISBN: 9781668439821

Publication Date: 2022

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

Encyclopedia of Data Science and Machine Learning by John Wang (Editor) The Encyclopedia of Data Science and Machine Learning examines current, state-of-the-art research in the areas of data science, machine learning, data mining, and more. It provides an international forum for experts within these fields to advance the knowledge and practice in all facets of big data and machine learning, emphasizing emerging theories, principals, models, processes, and applications to inspire and circulate innovative findings into research, business, and communities. Covering topics such as benefit management, recommendation system analysis, and global software development, this expansive reference provides a dynamic resource for data scientists, data analysts, computer scientists, technical managers, corporate executives, students and educators of higher education, government officials, researchers, and academicians.

ISBN: 9781668481653

Publication Date: 2023

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

Translation Titles

Architects of the Imaginary / Los arquitectos de lo imaginario by Marta Lopez-Luaces; G. J. Racz (Translator) Translation of: Los arquitectos de lo imaginario

ISBN: 9781940724386

Publication Date: 2022

Professor Lopez-Luaces is in the Department of Spanish and Latino Studies

Il mistero del massacro di Katyn : le prove, la soluzione by Grover Furr Italian translation of: "The mystery of the Katyn Massacre, the evidence, the solution"

ISBN: 9798367755510

Publication Date: 2022

Professor Furr is in the Department of English

Kruscev menti : la dimostrazione che tutte le "rivelazioni" sui "crimini" di Stalin (e di Beria) contenute nel famigerato "Rapporto segreto" di Nikita Kruscev al XX Congresso del Partito Comunista dell'Unione Sovietica Il 25 febbraio 1956 sono false by Grover Furr Italian translation of: Khrushchev lied, the evidence that every "revelation" of Stalin's (and Beria's) "crimes" in Nikita Khrushchev's infamous "secret speech" to the 20th party congress of the Communist Party of the Soviet Union on February 25, 1956, is provably false

ISBN: 9798361271504

Publication Date: 2022

Professor Furr is in the Department of English

L'inganno del "testamento di Lenin" : basato sulle ricerche di Valentin A. Sakharov con capitoli

sulle falsificazioni di Moshe Lewin e sulle bugie di Leon Trotsky by Grover Furr Italian translation of: 'The fraud of the "testament of Lenin", based on the research of Valentin A. Sakharov, with chapters on Moshe Lewin's falsifications and Leon Trotsky's lies

ISBN: 9798356489112

Publication Date: 2022

Professor Furr is in the Department of English

Leo Trotzki's Kollaboration mit Deutschland und Japan by Grover Furr German translation of: Leon Trotsky's collaboration with Germany and Japan, Trotsky's conspiracies, Volume Two

ISBN: 9783982451206

Publication Date: 2022

Professor Furr is in the Department of English

Záhada masakry v Katyni by Grover Furr Slovak translation of: "The mystery of the Katyn Massacre, the evidence, the solution"

ISBN: 9788082230614

Publication Date: 2021

Professor Furr is in the Department of English

University Galleries

Tech / Know / Future / From Slang to Structure by Montclair State University Galleries ; Tom

Leeser, curator Exhibition catalogue for Tech/Know/Future/ From Slang to Structure, Fall 2021 exhibit at Montclair State University Galleries, New Jersey. Guest curated by Tom Leeser and featuring Morehshin Allahyari, Salome Asega, Nancy Baker Cahill, Stephanie Dinkins, Carla Gannis, Taehee Kim, LoVid, Amelia Marzec, Olivia Mole, Sondra Perry, and Casey Reas. The exhibit was on display from September 14 - December 11, 2021.

ISBN: 9780998009377

Publication Date: 2021