

MONTCLAIR STATE

UNIVERSITY

Annual Institutional Profile Report

Fall 2013

September, 2013

PREFACE

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

Montclair State is currently in a period of significant growth and development with enrollments above 19,000 students, new programs, new faculty, and expanding physical facilities. As the University enters its second century, it takes pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state.

Institutional Mission

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

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

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

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

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



Dr. Susan A. Cole
President
Montclair State University

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II. DATA BY CATEGORY

A. Accreditation Status

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

Other academic accreditations include:

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

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

Program approvals include:

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

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

B. Number of Students Served

Fall 2012 Undergraduates

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

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

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

Fall 2012 Graduate Students

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

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

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

FY12 (12-Month) Unduplicated Enrollments

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

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

C. Characteristics of Undergraduate Students

Fall 2012 Freshmen

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

Fall 2012 freshmen entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 2,213 first-time freshmen, 89.5% were Regular Admits, 5.6% were admitted through the EOF program, and 4.9% were Special Admits (see Table II.C.1).

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

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

In fall 2012, Montclair State University used the College Board's suite of Accuplacer tests to assess college readiness in elementary algebra. College readiness in writing was initially assessed using the SAT essay and writing scores, in combination, followed by a faculty review of early writing samples.

Incoming freshmen whose SAT-Math scores were below 550, or who failed to attain at least a B-score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer. Everyone's SAT-W and SAT-essay scores were examined for possible placement into developmental writing; followed by a faculty review of writing samples.

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

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

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

A CIRP survey administered to fall 2010 first-time freshmen revealed that over 90% considered MSU their first or second choice among colleges. The survey also revealed that the top three reasons freshmen chose MSU were: a) its good academic reputation (64%), b) the success of its graduates in finding good jobs (51%), and c) its affordability (49%).

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

Fall 2012 Undergraduates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fall 2012 Graduate Students

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

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

D. Student Outcomes

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

TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2006 Full-Time, First-Time Freshmen by Race/Ethnicity

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
African Amer.						
Cohort=212	59	27.8%	104	49.1%	116	54.7%
Asian						
Cohort=124	47	37.9%	72	58.1%	81	65.3%
Latino/a						
Cohort=375	112	29.9%	206	54.9%	230	61.3%
White						
Cohort=1,261	467	37.0%	757	60.0%	822	65.2%
Non-Res. Alien						
Cohort=24	9	37.5%	13	54.2%	13	54.2%
Other*						
Cohort=22	8	36.4%	12	54.5%	13	59.1%
Total						
Cohort=2,018	702	34.8%	1,164	57.7%	1,275	63.2%

* Includes Native American and Unknown Race/Ethnicity.

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

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

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

Transfer Student Outcomes

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

Other Student Outcomes

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

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

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

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

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

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

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

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

E. Faculty Characteristics

In fall 2012, Montclair State University employed 579 full-time faculty members (see Table II.E.1).

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

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

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

Table II.E.2: Percent of Course Sections Taught By Full-Time Faculty, Fall 2012						
No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty	# taught by Others	% taught by Others
4,125	2,095	50.8%	1,719	41.7%	311	7.5%

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

Table II.E.3: Headcount Ratio of Full- to Part-Time Faculty, Fall 2012				
Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,589	579	36.4%	1,010	63.6%

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

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

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

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

3. URL

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

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

G. A Profile of the Institution

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

FALL 2012 ACTIVE DEGREE PROGRAMS

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

FALL 2012 ACTIVE DEGREE PROGRAMS (cont.)

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

FALL 2012 ACTIVE DEGREE PROGRAMS (cont.)

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

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

Accounting, graduate
Adolescent Advocacy, graduate
Advanced Counseling, graduate
American Dietetic Association, graduate
Artist Diploma, graduate
Certified Alcohol and Drug Counselor, graduate
Child Advocacy, graduate and undergraduate
CISCO, graduate and undergraduate
Computational Linguistics, graduate
Conflict Management in the Workplace, graduate
Criminal Forensic Psychology, graduate
Developmental Models of Autism Intervention, graduate
Environmental Forensics, graduate
Family/Civil Forensic Psychology, graduate
Food Safety Instructor, graduate
Geographic Information Science, graduate
Infant and Early Childhood Mental Health, graduate
Makeup Artistry, undergraduate
Molecular Biology, graduate
Music Therapy, graduate
New Literacies, Digital Technologies, and Learning, graduate
Nutrition and Exercise Science, graduate
Paralegal Studies, graduate
Performer's Certificate, graduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

Montclair State University serves the citizens of New Jersey and its local communities in numerous ways that are described more fully in Appendix 1, “Economic Impact Report 2012-13.” First and foremost, the University prepares New Jersey’s youth for successful careers and socially responsible, professionally rewarding, and personally enriching lives. The University’s faculty and staff serve as a talented, professional resource to both the State and the communities in which they reside, and the University’s facilities and programming, particularly in the arts, provide cultural enrichment to residents across New Jersey.

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

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

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

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

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

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

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

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 579 full-time faculty members, and all those who support them in part-time instructional roles, represent the heart and soul of the institution. Without them, none of the excellent outcomes described above could be achieved.

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

Selected Montclair State University Faculty Accomplishments

COLLEGE OF EDUCATION AND HUMAN SERVICES

BOOKS PUBLISHED

- Alexander, M., & Schwager, S. (2012). *Meeting the Physical Education Needs of Children with Autism Spectrum Disorder*. National Associate for Sport and Physical Education.
- Caspi, J. (2012). *Sibling aggression treatment*. NY: Springer Publishing.
- Jacobson, E. (2012). *Adult Basic Education in the Age of New Literacies*. New York: Peter Lang Publishing.
- Lankshear, C. and Knobel, M. (eds) (2013). *A New Literacies Reader: Educational Perspectives*. New York: Peter Lang Publishing.
- Larkin, D. B. (2013). *Deep Knowledge: Learning to Teach Science for Understanding and Equity*. New York: Teachers College Press.
- Levitt, D.H., & Moorhead, H.H. (2013). *Values and ethics in counseling: Real-life ethical decision-making*. New York: Routledge.

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

OTHER PUBLICATIONS

- Suzuki, L. A., Ahluwalia, M. K., & Alimchandani, A. (2012). Asian American Women's Feminism: Sociopolitical history and clinical considerations. *The Oxford Handbook of Feminist Multicultural Counseling Psychology* (pp. 193-198). New York, NY: Oxford University Press.
- Ahluwalia, M. K., & Mattis, J. S. (2012). Research on religion and spirituality: Stance, authenticity, and conceptual, methodological and professional concerns. In D. K. Nagata, L. P. Kohn-Wood, & L. A. Suzuki (Eds.), *Qualitative strategies for ethnocultural research*. Washington, DC: APA Books.
- Ahluwalia, M. K., & Alimchandani, A. (2013). A call to integrate religious communities into practice: The case of Sikhs. *The Counseling Psychologist*, 41 (6), 930-955.
- Ahluwalia, M. K. (2013). "What's Under There?": The Questioning of Civil Rights for Sikh Men. *Journal for Social Action in Counseling and Psychology*, 5 (1), 50-58.
- Baden, A. L., Treweeke, L. M., & Ahluwalia, M. K. (2012). Reclaiming culture: Reculturation of transracial and international adoptees. *Journal of Counseling and Development*, 90, 387-399.
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- Broderick, A. (2013). The tale of a reluctant eper witness. In A. kanter & B. Ferri (eds.), *Righting educational wrongs: Disability studies in law and education*. Syracuse, NY: Syracuse University Press.
- Bulkley, K.E. (2013). Conceptions of equity: How influential actors view a contested concept. *Peabody Journal of Education*, 88:1, 10-21.
- Burlew, L.D. (2012). Response to Darren: The case of the unemployed runaway. An existential approach to career counselling. In S.G. Niles, J. Goodman, & M. Pope (eds.), *The career counseling casebook: A resource for practitioners, students, and counselor educators* (2nd ed). Tulsa, Ok: NCDA.
- DiDonato, N.C. (2012). Effective self- and co-regulation in collaborative learning groups: An analysis of how students regulate problem solving of authentic tasks. *Instructional Science*. DOI: 10.1007/s11251-012-9206-9.
- Domine, V. (2012). Blogging the Field: An Emergent Continuum for Urban Teacher Development. *Journal of Technology and Teacher Education*, 20(4), 387-414.
- Donnelly, J. (2012). Lessons from the trenches: Meeting evaluation challenges in school health education. *Journal of School Health*, 2012:82:528-535.
- Erwin, E., Puig, V., & Evenson, T. (2012). Community and connection in inclusive early-childhood education: A participatory action research investigation. *Young Exceptional Children*, 15(4) 17-28.

- Fives, H. & DiDonato, N. (2012). Classroom Test Construction: The Power of a Table of Specifications. *Practical Assessment, Research, and Evaluation, 18*(3)
<http://pareonline.net/pdf/v18n3.pdf>.
- Fives, H. & Buehl, M. (2012). Spring Cleaning for the messy construct of teachers' beliefs: What are they? Which have been examined? What can they tell us? In Harris, Karen R., Graham, S., Urda, T., Graham, S., Royer, James M., Zeidner, M. (Eds.), (2012). *APA educational psychology handbook, Vol 2: Individual differences and cultural and contextual factors*. (pp. 471-499). Washington, DC, US: American Psychological Association, viii, 554 pp. doi: 10.1037/13274-019.
- Glosoff, H. L., & Whittaker, J.S. (2013). The counselling profession: A historical perspective. Invited chapter (major revision) in D. Capuzzi & D. Gross (Eds.), *Introduction to counseling* (6th ed) (pp. 30-76). NY, NY: Routledge.
- Boxer, P., Goldstein, S.E. (2012). Treating juvenile offenders: Best practices and emerging critical issues. Grigorenko (Ed.), *Handbook of juvenile forensic psychology and psychiatry*. New York: Springer.
- Horn, R.R., Okumura, M.S., Alexander, M.G.F, Sylvester, C.T., & Gardin, F.A. (2012). Quiet eye duration is responsive to variability of practice and to the axis of target changes. *Research Quarterly for Exercise and Sport, 83*(2) 204-211.
- Keiser, D.L. & S. Sakulkoo (2012). Fitting in Breath Hunting: Thai and US Perspectives on Contemplative Pedagogy, Contemporary Approaches to Learning and Inquiry Across Disciplines, Bai, Gunnluagson, Sarath, Scott, Eds. Albany, NY: SUNY Press.
- Kennedy, D. (2013). Epilogue--Becoming Child, Becoming Other: Childhood as Signifier. In Anja Muller, Ed., *Childhood in the English Renaissance*, 145-153. Trier: Wissenschaftlicher Verlag Trier.
- Kennedy, D. (2013). Why We Should Listen to Children. In Marsal, E., Weber, B., Gardner, S.T. (Eds.) *Respect: How Do We Get There? A Philosophical Inquiry*. Munster: LIT Verlag.
- Kennedy, D. (2013). Philosophical Inquiry in the Content Areas: The Case of Mathematics. With Nadia S. Kennedy. In Glina, M. (Ed.) *Philosophy For, With, and Of Children*. Newcastle, UK: Cambridge Scholars Publishing.
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- Kennedy, D. (2013). My Name is Myshkin: A Philosophical Novel for Children. Munster: LIT Verlag.
- Klein, E. J., Taylor, M., Onore, C., Strom, K., Abrams, L. W. (2013). Finding a third space in teacher education: Creating the MSU/NPS urban teacher residency. *Teaching Education 24*(1), 27-57.
- Lankshear, C., Knobel, M. and Curran, C. (2013). Conceptualizing and researching "new literacies". *The Encyclopedia of Applied Linguistics*, ed. Chappelle, C.A. Oxford, UK: Wiley-Blackwell.
- Knobel, M. (2012). Más allá del alfabeto: Una conceptualización de la escritura como práctica social. *Decisio. 31*:66-71.
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<http://www.teacheractivistgroups.org/tucson>.
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- Puig, V.I. (2012). Cultural and linguistic alchemy: Mining the resources of Spanish speaking children and families receiving Early Intervention services. *Journal of Research in Childhood Education*. 26(2).
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- Reznitskaya, A., Gregory, M. (2013). Student Thought and Classroom Language: Examining the Mechanisms of Change in Dialogic Teaching. *Educational Psychologist*, 48(2), 1-20.
- Reznitskaya, A., Glina, M., Carolan, B., Michaud, O., Rogers, J., & Sequeira, L. (2012). Inquiry Dialogue in Language Arts Classrooms: Possibilities and Limitations of Contextualized Learning. *Contemporary Educational Psychology*, 37, 288–306.
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COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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- Elbert, Monika and Bridget M. Marshall, ed. *Transnational Gothic: Literary and Social Exchanges in the Long Nineteenth Century*. Ashgate, 2013.
- Emery, E. *Photjournalism and the Origins of the French Writer House Museum (1881-1914): Privacy, Publicity, and Personality*. Ashgate, 2012.
- Emery, E. “Martyr to the Truth”: *The Autobiography of Joseph Turmel*. A Translation of Joseph Turmel’s *Comment j’ai donné congé aux dogmes* and *Comme l’église romaine m’a donné congé* (first volume translated with C. J. T. Talar). Eugene, OR: Wipf and Stock, 2012.

Galef, David. *Japanese Proverbs: Wit and Wisdom*. Illus. Jun Hashimoto. Hong Kong: Tuttle-Periplus, 2012.

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

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

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

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

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

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

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

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

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

OTHER PUBLICATIONS

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

More than 250 paper and research presentations, many invited

COLLEGE OF THE ARTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL OF BUSINESS

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COLLEGE OF SCIENCE AND MATHEMATICS

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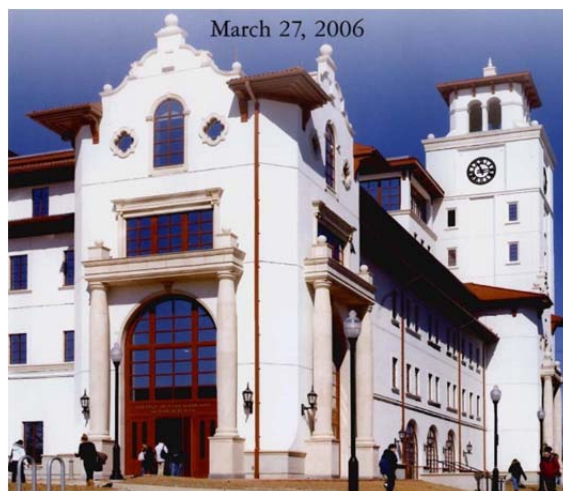
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I. Major Capital Projects

Recently Completed Projects

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



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



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



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

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

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



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

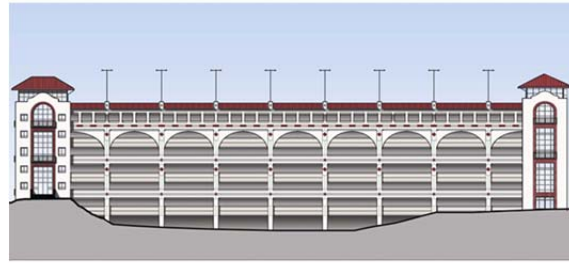


Montclair State University - Panzer Athletic Center
January, 2008



CarParc Diem

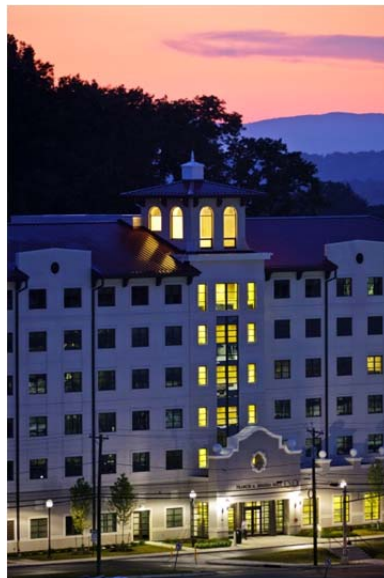
A 5-1/2 story parking structure opened in fall 2010. Located adjacent to Floyd Arena, the structure utilizes existing site conditions to provide approximately 1,100 parking spaces with a net gain of approximately 850 parking spaces. Design queues are consistent with the University's Spanish Mission Style.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



MSU - Parking Garage - East Elevation
April 20, 2009

Frank Sinatra Hall

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



The Heights

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

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



College Avenue Promenade Project

The College Avenue Promenade Project was completed in 2011. The scope of work included new landscaping, lighting, road curbing, sidewalks and site utilities in the area between Normal Avenue and the Red Hawk Deck. Also included within the parameters of the project was the reconstruction of the historic quad area between Chapin, Freeman and Russ Halls.



Conrad J. Schmitt Hall Renovation

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

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

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



Combined Heating, Cooling, and Power Project

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

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

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

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



Current Projects

Wireless Local Area Network

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

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

Center for Environmental and Life Sciences (CELS)

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

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

New School of Business Building

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

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

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

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

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

Enterprise Resource Planning (ERP) System

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

Campus Networking Equipment and Systems Upgrade

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

Computer Lifecycle Replacement

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

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

Instructional Technology Upgrade

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

Conversion to I/P Telephone Services

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

Campus Resiliency: High Availability UPS in all MDFs and IDFs

Project Description:

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