



MONTCLAIR STATE

UNIVERSITY

Annual Institutional Profile Report

Fall 2016

September, 2016

PREFACE

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

Montclair State is currently in a period of significant growth and development with an enrollment of nearly 20,500 students, new programs, new faculty and expanding physical facilities. In just the past year, Montclair State achieved record-breaking enrollment, opened a new School of Nursing, built state-of-the-art learning and research facilities for students in the Feliciano School of Business and College of Science and Mathematics, and initiated construction for a new home for the School of Communication and Media. We received the largest philanthropic gift in our history--\$20 million to support the Feliciano School of Business—and met the Federal criteria for recognition as an Hispanic-serving institution. These activities are evidence of the University's commitment to steadily adapting and evolving to serve the educational needs of New Jersey, grounded in a mission of academic excellence and service.

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
- Council on Education for Public Health (CEPH). CEPH has accredited the M.P.H. in Public Health, and the B.S. in Public Health concentration in Community Health Education in the Department of Public Health (formerly the Department of Health and Nutrition Studies), College of Education and Human Services

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- 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, School of the Arts)

Program approvals include:

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

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- National Council for the Social Studies (NCSS): Anthropology major, BA, initial teacher certification, P-12; History major, BA, initial teacher certification, P-12; Political Science major, BA, initial teacher certification, P-12; Sociology major, BA, initial teacher certification, P-12; Geography major, BA, initial teacher certification, P-12; Economics major, BA, initial teacher certification, P-12; Social Studies, MAT, initial teacher certification, P-12; Social Studies, post-baccalaureate teacher certification, P-12
- National Council of Teachers of English (NCTE): English major, BA, initial teacher certification, 6-12; English, MAT, initial teacher certification, 6-12; English, post-baccalaureate teacher certification, 6-12
- National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 6-12; Mathematics, MAT, initial teacher certification, 6-12; Mathematics, post-baccalaureate teacher certification, 6-12
- Teachers of English to Speakers of Other Languages (TESOL): Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12

B. Number of Students Served

Fall 2015 Undergraduates

In fall 2015, 16,336 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 34.2% from fall 2005, and up 2.8% from fall 2014.

	Number	Percent
Full-time	14,433	88.4%
Part-time	1,903	11.6%
Total	16,336	100.0%

The proportion of undergraduates studying full-time also rose over the 10-year period. The percent of undergraduates enrolled full-time increased 7 percentage points, from 81.4% in fall 2005 to 88.4% in fall 2015.

Fall 2015 Graduate Students

Montclair State University enrolled 4,129 graduate students in fall 2015 (see Table II.B.2). This graduate student headcount was up 6.2% from fall 2005, but down -0.2% from fall 2014.

	Number	Percent
Full-time	1,443	34.9%
Part-time	2,686	65.1%
Total	4,129	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 14 percentage points, from 21.3% in fall 2004 to 34.9% in fall 2015.

FY15 (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 FY15, over 23,000 students attended MSU during one or more of its academic sessions (see Table II.B.4).

	Headcount	Credit Hours	FTE
Undergraduate	17,970	458,226	15,274
Graduate	5,171	61,644	2,568
Professional Practice	53	1,588	66
Total	23,194	521,457	17,909

C. Characteristics of Undergraduate Students

Fall 2015 First-time Undergraduates

A total of 11,990 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2015, up 35% from fall 2005. The University admitted 70.1% of these applicants, and 3,115 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 37.1%. The fall 2015 admissions yield was 2.9 percentage points lower than in fall 2005.

Fall 2015 first-time undergraduates entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 3,115 first-time undergraduates, 91.85% were Regular Admits, 3.95% were admitted through the EOF program, and 4.2% were Special Admits (see Table II.C.1).

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

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

A total of 1,742 (55.9%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on SAT scores that were submitted voluntarily by first-time undergraduates who entered the University as freshmen.

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2015

Type	Full-Time			Part-Time				
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	1,584	495	485	488	5	500	500	492
EOF	74	455	424	428	1	--	--	--
Special	71	495	476	477	1	--	--	--
All	1,729	493	482	485	7	476	470	487
Missing	1,360	--	--	--	9	--	--	--

In fall 2015, Montclair State University used the College Board’s suite of Accuplacer tests to assess college readiness in elementary algebra. Incoming freshmen failed to attain at least a B- score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer.

Between 2010 and 2015, the percentage of undergraduates enrolled in one or more remedial courses declined 1 percentage point to 2.7%, while the percentage of full-time, first-time undergraduates in remediation declined 5 percentage points to 12.9%.

Table II.C.2: Enrollment in Remedial Courses, Fall 2015

Total Fall 2015 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
16,336	444	2.7%
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
3,098	400	12.9%
Remedial Subject Area	Number of FTFT Students Enrolled in	Percent of FTFT Students Enrolled in
Reading	0	0.0%
Writing	0	0.0%
Math Computation	0	0.0%
Elementary Algebra	400	12.9%

A CIRP survey administered to fall 2013 first-time undergraduates revealed that 88% 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 (57%), b) its affordability (53%), and c) its good reputation for social activities (47%). CIRP is run every three years, and is currently being administered to fall 2016 first-time undergraduates.

The profile of the fall 2015 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 13.9% of first-time undergraduates identified themselves as African American, 6.3% as Asian, 30.2% as Latino/a, and 1.1% as non-resident aliens. Females comprised 63% of first-time undergraduates.

Fall 2015 Undergraduates

In fall 2015, a total of 20,465 students attended Montclair State University. Of this total, 16,336 (or 79.8% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 13.6% between fall 2010 and fall 2015. Over 88% of fall 2015 undergraduates attended the University full-time, up more than 3 percentage points from fall 2010. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, 27.8% of undergraduates identified themselves as Latino/a, 11.7% as African American, 5.7% as Asian, 48.6% White, and 2.4% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2015

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	6	0.0%	3	0.2%	9	0.1%
African Amer.	1,561	10.8%	161	8.5%	1,722	10.5%
Asian	774	5.4%	97	5.1%	871	5.3%
Latino/a	3,639	25.2%	471	24.8%	4,110	25.2%
White	6,394	44.3%	786	41.3%	7,180	44.0%
Non-Res. Alien	270	1.9%	81	4.3%	351	2.1%
Unknown	1,789	12.4%	304	16.0%	2,093	12.8%
Total	14,433	100.0%	1,903	100.0%	16,336	100.0%

In fall 2015, 61.5% of all undergraduates were female, and the average age of the undergraduate population was 21.65 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2015

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	8,968	62.1%	1,081	56.8%	10,049	61.5%
Male	5,465	37.9%	822	43.2%	6,287	38.5%
Total	14,433	100.0%	1,903	100.0%	16,336	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2015

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	22	0.2%	27	1.4%	49	0.3%
18-19	5,023	34.8%	57	3.0%	5,080	31.1%
20-21	5,556	38.5%	189	9.9%	5,745	35.2%
22-24	2,854	19.8%	727	38.2%	3,581	21.9%
25-29	649	4.5%	417	21.9%	1,066	6.5%
30-34	169	1.2%	171	9.0%	340	2.1%
35-39	65	0.5%	108	5.7%	173	1.1%
40-49	65	0.5%	126	6.6%	191	1.2%
50-64	30	0.2%	70	3.7%	100	0.6%
More than 64	0	0.0%	11	0.6%	11	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	14,433	100.0%	1,903	100.0%	16,336	100.0%

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During AY14-15, 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 \$4.5 million during the award year. Also in AY14-15, Federal grants, loans, and work-study programs amounted to over \$114.6 million.

MSU distributed an additional \$29.9 million in state-funded financial aid during AY14-15, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 5,933 State awards were made to MSU students, including 4,741 TAG Awards, 448 NJCLASS Loans, and 662 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY14-15

	Recipients	\$ Dollars	\$/Recipient
<u>STATE PROGRAMS</u>			
TAG	4,741	\$23,587,000	\$4,975
EOF	662	\$778,000	\$1,175
Distinguished Scholars	0	0	\$0
Urban Scholars	0	0	\$0
NJCLASS Loans	448	\$5,413,000	\$12,083
NJ Stars	82	\$162,000	\$1,976
OSRP	0	\$0	\$0
<u>FEDERAL PROGRAMS</u>			
Pell Grants	6,645	\$28,412,000	\$4,276
College Work Study	484	\$607,000	\$1,254
Perkins Loans	598	\$733,000	\$1,226
SEOG	828	\$672,000	\$812
Stafford Loans (Subsidized)	8,700	\$35,844,000	\$4,120
Stafford Loans (Unsubsidized)	9,117	\$33,284,000	\$3,651
PLUS Loans	1,260	\$15,011,000	\$11,913
SMART & ACG or other	0	\$0	\$0
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,389	\$4,532,000	\$3,263
Loans	0	\$0	\$0

Of MSU's 3,115 first-time undergraduates who entered in fall 2015, 96% were New Jersey residents (see Table II.C.5). Most were from Bergen (494), Passaic (427), and Essex (422).

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2015			
State Residents	Non-State Residents	Total Students	% State Residents
2,991	124	3,115	96.0%

Fall 2015 Graduate Students

Of the 20,465 students who attended Montclair State University in fall 2015, 4,129 (20.2%) were graduate students. Graduate student enrollment rose 2.7% between fall 2010 (4,019) and fall 2015 (4,129).

Most graduate students (65%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-two percent of fall 2015 graduate students were female, and the average age of the graduate student population was 31.34 years. Excluding unknowns, 10.9% of graduate students identified themselves as African American, 4.7% as Asian, 16.5% as Latino/a, 60.5% as White, 5.4% as non-resident aliens, and 1.7% as multi-racial. Nearly 92% of MSU's graduate students are New Jersey residents.

D. Student Outcomes

Nearly 66% of all full-time, first-time freshmen who entered MSU in the fall of 2009 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 2009 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=176	50	28.4%	93	52.8%	103	58.5%
Asian						
Cohort=125	45	36.0%	77	61.6%	83	66.4%
Latino/a						
Cohort=404	122	30.2%	218	54.0%	241	59.7%
White						
Cohort=1,069	423	39.6%	675	63.1%	739	69.1%
Non-Res. Alien						
Cohort=29	16	55.2%	21	72.4%	22	75.9%
Other*						
Cohort=297	101	34.0%	176	59.3%	189	63.6%
Total						
Cohort=2,100	757	36.0%	1,260	60.0%	1,377	65.6%

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

Over 94% of all full-time, first-time undergraduates who entered MSU in fall 2014 re-enrolled in spring 2015, and 83.2% returned in fall 2015 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2014 to 2015

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	2,889	2,403	83.2%	486	16.8%
Part-time	19	11	57.9%	8	42.1%
Total	2,908	2,414	83.0%	494	17.0%

Transfer Student Outcomes

Of the 1,083 students who entered MSU as full-time transfer students in fall 2009, 53% earned their degrees within three years, 72% earned degrees within four years, and 77% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in fall 2014 was 85%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 31,097 alumni who earned Bachelor's degrees over a 13-year period were tracked to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 11,271 (36%) of these alumni continued their formal education, and of those who continued their education, 4,534 (40%) earned graduate degrees, including 391 doctorates and 4,143 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 among a small number of institutions in New Jersey that voluntarily share information about student outcomes to all interested parties, clearly demonstrating our commitment to both data transparency and the continuous improvement of student learning outcomes. Montclair State University's VSA College Profile can be viewed at www.collegeportraits.org by clicking on "College Portraits," and selecting New Jersey under the "Colleges by State" tab.

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

The CLA was administered to freshmen and seniors during AY2013-14, and an initial analysis of results has been completed. Results show that the performance of MSU students closely matches national averages. Faculty will continue to analyze the results during the coming academic year to determine ways to improve learning in general education even further.

CUE also works closely with Administrative and Student Services Divisions (Budget and Planning, Finance and Treasury, Human Resources, Information Technology, Student Development and Campus Life, University Advancement, and University Facilities) to involve them in the assessment of even broader areas of institutional effectiveness. The current focus of this effort is on 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 a cloud-based database (TracDat) managed by Nuventive.

CUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the Ruffalo Noel Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of entering freshman and exiting seniors. Faculty and staff perspectives on student outcomes are revealed through the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) survey of faculty, and the Ruffalo Noel Levitz Institutional Priorities Survey. 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 2015, Montclair State University employed 604 full-time instructional staff (see Table II.E.1).

TABLE II.E.1: Full-time Instructional Staff by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2015															
	Female					Male					Total				
	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
Native Amer.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Untenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Amer.	7	7	5	1	20	6	11	3	0	20	13	18	8	1	40
Tenured	7	7	4	0	18	6	9	0	0	15	13	16	4	0	33
Untenured	0	0	1	1	2	0	2	3	0	5	0	2	4	1	7
Asian	10	21	2	0	33	15	18	6	2	41	25	39	8	2	74
Tenured	9	20	1	0	30	15	17	1	0	33	24	37	2	0	63
Untenured	1	1	1	0	3	0	1	5	2	8	1	2	6	2	11
Latino/a	4	11	1	5	21	7	9	3	2	21	11	20	4	7	42
Tenured	4	11	1	0	16	7	7	1	0	15	11	18	2	0	31
Untenured	0	0	0	5	5	0	2	2	2	6	0	2	2	7	11
White	52	77	46	28	203	66	82	43	18	209	118	159	89	46	412
Tenured	51	73	9	0	133	65	76	9	0	150	116	149	18	0	283
Untenured	1	4	37	28	70	1	6	34	18	59	2	10	71	46	129
Non-Res. Alien	0	2	5	0	7	0	0	10	1	11	0	2	15	1	18
Tenured	0	2	0	0	2	0	0	1	0	1	0	2	1	0	3
Untenured	0	0	5	0	5	0	0	9	1	10	0	0	14	1	15
Missing	0	2	2	4	8	2	6	2	0	10	2	8	4	4	18
Tenured	0	2	0	0	2	2	5	0	0	7	2	7	0	0	9
Untenured	0	0	2	4	6	0	1	2	0	3	0	1	4	4	9
Total	73	120	61	38	292	96	126	67	23	312	169	246	128	61	604
Tenured	71	115	15	0	201	95	114	12	0	221	166	229	27	0	422
Untenured	2	5	46	38	91	1	12	55	23	91	3	17	101	61	182

The number of full-time instructional staff increased 6% from fall 2010 (N=569) to fall 2015 (N=604). From fall 2010 to fall 2015, the number of full-time male faculty members rose 6.5% (293 to 312), while the number of full-time female faculty members increased 5.8% (276 to 292).

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

Table II.E.2: Percent of Course Sections Taught By Full-Time Instructional Staff, Fall 2015

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
4,589	1,988	43.3%	2,062	44.9%	539	11.7%

Table II.E.3 shows IPEDS headcounts of fall 2015 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (604) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves (i.e., not all of these 604 taught in the fall).

Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2015

Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,814	604	33.3%	1,210	66.7%

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	9	2						11
Female	2							2
Total	11	2	0	0	0	0	0	13

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

Name	Title	Affiliation
Rose C. Cali	Education Advocate	
Christopher Clement	Student	Montclair State University
Francis M.C. Cuss	Executive Vice President & Chief Scientific Officer	Bristol-Myers Squibb Company
George J. Hiltzik	Senior Executive	Hiltzik Strategies
Lawrence R. Inserra, Jr.	President	Inserra Supermarkets, Inc.
Douglas L. Kennedy	Chief Operating Officer	Peapack Gladstone Bank
Ralph A. LaRossa	President and COO	PSE&G
Thomas Maguire	Senior Vice President	Verizon Telecom
John L. McGoldrick	Past Chairman of the Board	Zimmer Holdings
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Preston D. Pinkett III	Chief Executive Officer	City National Bank of New Jersey
Susan A. Cole, <i>ex officio</i>	President	Montclair State University
Hasani Council, <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/board-of-trustees>

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2015:

FALL 2015 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
GENDER, SEXUALITY & WOMEN STUDIES	050207
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
ITALIAN	160902
JOURNALISM	090401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
PUBLIC RELATIONS	090902
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
TELEVISION AND DIGITAL MEDIA	090701
THEATRE STUDIES	500501
<i>BACHELOR OF FINE ARTS</i>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602

FALL 2015 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF FINE ARTS (CONT.)</i>	
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
THEATRE	500501
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EXERCISE SCIENCE	310505
HEALTH EDUCATION	131307
INFORMATION TECHNOLOGY	110103
MARINE BIOLOGY & COASTAL SCIENCES	261302
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
PUBLIC HEALTH	512201
SCIENCE INFORMATICS	309999
SUSTAINABILITY SCIENCE	303301
<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

FALL 2015 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF ARTS (CONT.)</i>	
INDUSTRIAL ORGANIZATIONAL PSYCH	422804
LAW AND GOVERNANCE	229999
MUSIC	500901
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 EDUCATION	131001
SPECIAL EDUCATION	131001
<i>MASTER OF FINE ARTS</i>	
DANCE	500301
STUDIO ART	500702
<i>MASTER OF PUBLIC HEALTH</i>	
PUBLIC HEALTH	512201
<i>MASTER OF SCIENCE</i>	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
MARINE BIOLOGY & COASTAL SCIENCES	261302
MATHEMATICS	270101
MATHEMATICAL & COMPUT'L MODELING	270304
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
SUSTAINABILITY SCIENCE	303301
<i>DOCTOR OF AUDIOLOGY (Au.D.)</i>	
AUDIOLOGY-CLINICAL	510202

FALL 2015 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>DOCTOR OF PHILOSOPHY (Ph.D.)</i>	
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELING	131102
ENVIRONMENTAL MANAGEMENT	030201
FAMILY STUDIES	190701
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVEL.	131299

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

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

Annual Institutional Profile of Montclair State University, 2016

Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Translation and Interpreting in Spanish, graduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

In FY15, faculty received 68 research awards and \$8.4 million in funding, with most awards coming from the State of New Jersey (19), National Science Foundation (13), the U.S. Department of Education (5), the National Institutes of Health (4), and the National Aeronautics and Space Administration (3). FY15 research expenditures approached \$4.3 million.

TABLE II.H.1: R&D Expenditures, FY15 [1]

Source of Funds	Amount
U.S. Federal Government	\$2,716,000
State and Local Government	\$154,000
Business and Non-Profit Organizations	\$425,000
Institutional Funds (incl. MSU Foundation)	\$979,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$4,274,000

[1] Source: NSF Higher Education Research and Development Survey, FY15.

Expenditures on Other Sponsored Programs, FY15 [2]

Source of Funds	Amount
U.S. Federal Government	\$1,259,492
State and Local Government	\$4,403,865
Business and Non-Profit Organizations	\$266,574
Institutional Funds	\$2,034,285
Total of Expenditures on Sponsored Programs Other Than Research	\$6,764,216
Grand Total of Expenditures on R&D and Other Sponsored Programs	\$11,038,216

[2] Source: FY15 Audit schedule.

Selected Montclair State University Faculty Accomplishments

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

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 604 full-time instructional staff members, along with those who serve in part-time instructional roles, have repeatedly demonstrated their excellence through their professional activities and their engagement with their communities.

During the past academic year (2015-2016), MSU faculty published 143 books and book chapters, and 581 articles, reviews, and other works. Faculty in the College of the Arts presented 150 exhibitions and performances, and faculty from across the University made over 600 presentations, ranging from papers delivered at professional conferences, to talks given to community groups and organizations. One hundred forty-nine members of the faculty served on national, state, and/or local boards, and 123 received grants or other awards for their contributions to their professions or the wider community.

The following table summarizes the accomplishments of MSU faculty teaching in the College of the Arts, the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, and The Feliciano School of Business. The activities of staff from other units within the Division of Academic Affairs are also summarized in the table.

**STATISTICAL OVERVIEW OF SCHOLARLY ACTIVITY, 2015-2016
MONTCLAIR STATE UNIVERSITY**

Activity	TOTAL	CART	CEHS	CHSS	CSAM	SBUS	SNUR [1]
Published Books & Book Chapters	143	11	41	63	18	10	N/A
Published Works	581	36	79	171	154	141	N/A
Performances & Exhibitions	158	150	0	8	0	0	N/A
Presentations	606	55	108	200	170	73	N/A
Boards	149	23	21	16	65	24	N/A
Awards & Grants	123	8	24	29	55	7	N/A

[1] The Montclair State University School of Nursing opened in fall 2016, and the accomplishments of its faculty will be summarized in next year's Annual Institutional Profile.

The following pages include information on selected University Authors, 2015-2016:

4

Michael Aquino

Giants Will Fall

CD No. 4102

M 1630.18 .A37 G43 2015

Cocotazo Music/SESAC

Mr. Aquino is the Events and Facilities Coordinator for Life Hall and Memorial Auditorium Performances.

This is the musician's full length debut album of 13 tracks. All songs were written by him. The first single off the album *Bud, His Astrovan and Me* can be heard at soundcloud.com/aquinomusic/bud-his-astrovan-and-me.

He performed the main and backing vocals, acoustic and semi-hollow body guitar and strumstick for this album along with six other musicians. Music from Cocotazo Records can be heard at myspace.com/cocotazorecords. Cover photograph by Mike Peters, Montclair State University photographer.

michaelaquino.com



Marcos Balter

Intercepting a Shivery Light: For Saxophone Quartet

Schott EAM (European American Music)

Distributors, 2012

M 457 .825 158 2012

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

Commissioned by Chamber Music America and premiered by the Anubis Quartet, the work dissolves

all four musicians into a single quasi-electronic texture built upon auditory illusion. The title is both an allusion to the sonic image created by the work and an anagram related to the trigger of the main idea: the line "there are two colors in my head," from the lyrics of Radiohead's *Everything In Its Right Place*.

eamdc.com



Marcos Balter

Delete/control/option: For Alto Flute and Cello

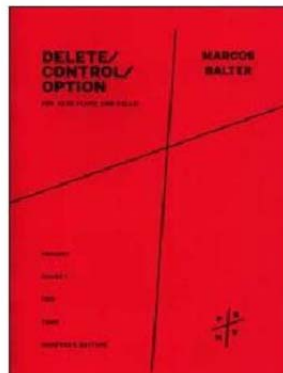
Schott EAM (European American Music) Distributors, 2008

M 291 .B35 D45 2008

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

Part of a collection written between 2007 and 2009 named after computing syntax, it is based on the incongruities between voluntary and involuntary actions. Its fragile and meditative surface disguises its quiet virtuosity in which sonic complexity is born not from the written idea but from the physical attempt at recreating it. It was commissioned by Boston's New Gallery Music Series.

eamdc.com



Marcos Balter

Ignis Fatuus: For Solo Violin

Schott EAM (European American Music) Distributors, 2008

M 43 .835145 2008

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

Commissioned by the Holland America Music Society as the compulsory piece of its 2008 International Violin Competition, *ignis fatuus* (translation: foolish light; also known as "will-o'-the-wisp" or *feu follet*) is an extensive exploration of polyphonic textures for solo violin using Paganini's Caprice No. 6 as a non-literal point of departure.

eamdc.com



Joseph Coco

If Walls Could Speak

Performance Records and Joseph Coco, 2015

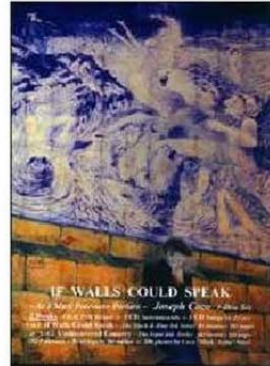
Compact Disc No. 4099

PS 648 .S5 C53 2015

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

The writings, paintings and music were inspired by the artist's visit to Portugal and Sicily where he discovered his roots and also discovered a deeper understanding of himself. He accented his rich observations of place, person and music with humor, song lyrics, anecdotal scenes, images in paintings and drawings that captured and complimented the entire experience. In the three-CD set are 81 short stories, 200 paintings, drawings, 300 photographs, 14 instrumentals and 18 songs.

kingbiscuittime.it/loecoco.html



Joseph Coco

The Full Moon Series

Performance Records and Joseph Coco, 2015

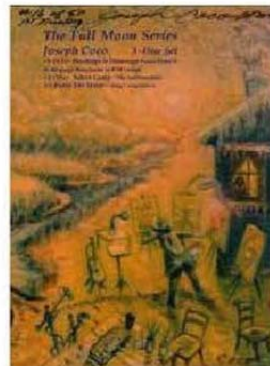
DVD No. 4931

M1630.18 .63 F85 2015

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

The set of one DVD and two CDs is moored by the cycle of time and constant return of the moon. The artist constructs a kind of visual and artistic biography. The full moon serves as both witness to and anchor for this most personal of peripatetic journeys. The DVD contains 100 paintings and drawings and includes a detail of each image and five essays. The two CDs are comprised of 30 performances on many different types of instruments, including a Kiana Talking Drum and Hopi ceremonial bells.

kingbiscuittime.it/loecoco.html



Paul Crawford, Brian Brown, Charley Baker,
Victoria Tischler and **Brian Abrams**
Health Humanities

Palgrave Macmillan, 2015

R723 .C73 2015

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

This is the first manifesto for Health Humanities worldwide. It sets out the context for this emergent and innovative field which extends beyond Medical Humanities to advance the inclusion and impact of the arts and humanities in health care, health and well-being.

palgrave.com



Lisa C. DeLorenzo

*Giving Voice to Democracy in Music Education:
Diversity and Social Justice*

Routledge Studies in Music Education Series

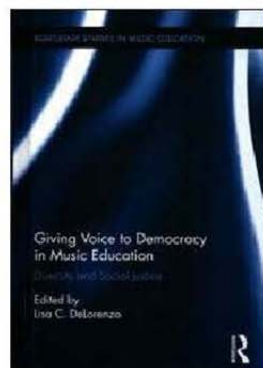
MT 1 .G46 2016

Routledge, 2016

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

Addressing how the arts present opportunities to shape democratic awareness through political, pedagogical and humanistic perspectives, this book explores methods for translating these ideas into meaningful music teaching practice. Focusing on democracy as a vital dimension in teaching music, the essays in this volume have particular relevance to teaching music as democratic practice in both public schooling and in teacher education. Although music educators have much to learn from others in the educational field, the actual teaching of music involves social and political dimensions unique to the arts, while teaching music as democratic practice demands a pedagogical foundation not often addressed in the general teacher education community. Essays address the teaching of the arts as a critical response to democratic participation; diversity in music classes including issues such as race, gender, sexual orientation, socioeconomic status and children with special needs; teaching as praxis within a democratic context; and music teaching as a form of social justice. Engaging with current scholarship, the book not only probes the philosophical nature of music and democracy, but also presents ways of democratizing music curriculum and human interactions within the classroom. This volume offers the collective wisdom of scholars, teachers and teacher educators and will be essential reading for those who teach music not just as notes and rhythms, but as a vital force for change and social justice in both local and global contexts.

routledge.com



New Jersey Symphony Orchestra

Verdi Requiem

New Jersey Symphony Orchestra, 2014

CD 4103

M 2010 .V47 R46 2014

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



The Requiem premiered in Milan on May 22, 1874, with the composer Giuseppe Verdi as the conductor. The text is drawn from the traditional Roman Catholic liturgy and is written for concert performance, rather than part of a church service. In the accompanying notes by Laurie Shulman, NJSO's music director Jacques Lacombe describes the opera as "perhaps the most theatrical Requiem of all. Verdi was, first and foremost, a man of the theatre..."

Marianne Fiset, soprano; Janara Kelleman, mezzo-soprano; Russell Thomas, tenor; Peter Volpe, bass and the Montclair State University Chorale performed the Requiem. The director of the Montclair State University Chorale is Professor **Heather J. Buchanan**. The chorale comprises music students majoring in performance, music education, music therapy and composition, as well as non-music majors. Previous NJSO appearances include Howard Shore's Academy Award-winning The Lord of the Rings Symphony and Beethoven's Ninth Symphony. They have formed on many occasions, locally and regionally. The accompanying booklet includes the notes about the Requiem, text, short biographies of the singers and names of the musicians.

njsymphony.org

Roger Wayne Parr featuring **Joe Coco**

Second Chance

Performance Records, 2015

CD No. 4100

M 1630.18 .P38 2015

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



The CD dives deep into its theme of second chances: a reflective song that champions the importance of friendship and gratitude, another about moving forward in the wake of all the missteps of life, another how one person cannot give up one's self and expect a relationship to survive, another managing more than one pursuit in life, let alone multiple talents, and the second chance that orphaned children from China receive. Joseph Coco provided the vocals and accompaniment on the Resonator slide guitar #4.

kingbisa.littime.it/joecoco.html

Dania Ramos

Who's Ju?

Northampton House Press, 2015

JUV P Z7. R14248 WH 2015

*Ms. Ramos is in the Office of the Dean of
the College of the Arts.*

This book of fiction is for middle school students. The main character, Justina 'Ju' Feliciano and her fellow seventh-grade sleuths are on the case when a sneaky vandal has damaged scenery from the middle school drama club production and the newbie detectives must catch the culprit before opening night. But Ju faces a completely different kind of mystery when a genetics assignment forces her to investigate the cold hard fact that her frizzy blonde hair and amber eyes don't match the shades of brown that run in her family. This is one case she wishes she didn't have to solve. Only there's no escaping the Blueprint of Life Project, so Ju searches the attic for family documents she needs to complete her schoolwork. Instead, she discovers strange dues that make her wonder if her parents are keeping a huge secret. Ju's amateur sleuthing and a confrontation with her parents finally lead to the cold hard facts about her past. The book is in print and online editions. In 2015 the book won the Mariposa First Novel Prize and was a finalist for the International Latina Book Award.

northampton-house.com



Barbara L. Wheeler (Ed.)

Music Therapy Handbook

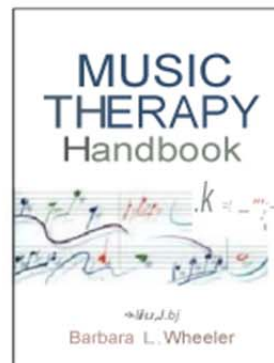
Guilford Press, 2015

ML 3920 .M89776 2015

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

Rich with case material, this groundbreaking volume provides a comprehensive overview of music therapy, from basic concepts to emerging clinical approaches. Experts review psychodynamic, humanistic, cognitive-behavioral and developmental foundations and describe major techniques, including the Nordoff-Robbins model and the Bonny Method of Guided Imagery and Music.

guilford.com



Jay Wholley and **Mimi Weinberg**

Jay Who/ley: The Piero/Leonardo Project,

February 25-April 17, 2015

Kresge Gallery, Ramapo College of New Jersey, 2015

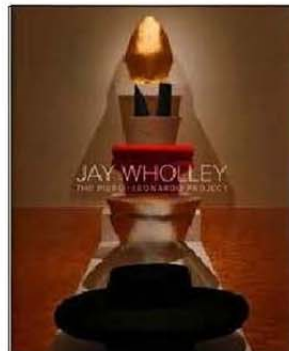
NB 237 .W465 A4 2015

Professor Weinberg is in the Art and Design Department.

An exhibition at Ramapo College's Kresge Gallery featured a number of large sculptures influenced by the works of Piero della Francesca and Leonardo da Vinci and created by Wholley, a long-time professor of art at Ramapo College.

Professor Weinberg wrote the notes for the catalog. This project was supported in part by funds from the New Jersey State Council on the Arts/Department of State, a partner agency of the National Endowment for the Arts.

ramapo.edu/news/press-releases/exhibition-sculpture-jay-wholley-opens-ramapo-college-february-25



Peter Lamborn Wilson, poet,

with images by **Nancy Goldring**

School of Nite

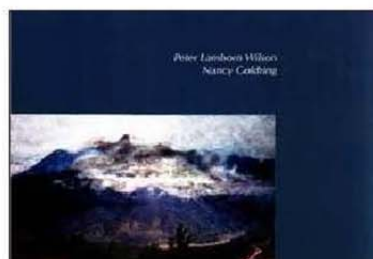
Spuyten Duyvil Press, 2016

PS 3573 .I46465 S36 2016

Professor Goldring is in the Art and Design Department.

Wilson, whose pseudonym is Hakim Bey, is an American anarchist author primarily known for advocating the concept of Temporary Autonomous Zones. Goldring was one of the founding members of SITE, Inc. an experimental architectural group in the 1970s and has been exhibiting her drawings with foto-projections for 35 years. Professor Goldring writes for *The Architect's Newspaper* and has contributed to the *Brooklyn Rail*.

spuytenduyvil.net



COLLEGE OF EDUCATION AND HUMAN SERVICES

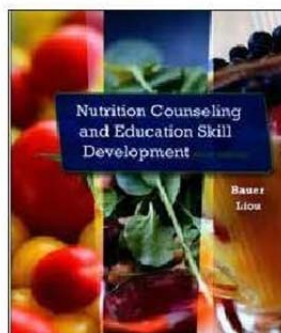
Kathleen D. Bauer, Doreen Liou and Carol A. Sokolik

Nutrition Counseling and Education Skill Development

Cengage, 2016 3rd ed.

RM 218.7 .838 2016

Professors Bauer and Liou are in the Health and Nutrition Sciences Department. Professor Sokolik was in the Health and Nutritional Sciences Department.



A step-by-step guide to help entry-level practitioners through the basic components involved in changing food behavior and improving nutritional status, this book provides nutritional professionals with a solid foundation of counseling and education principles, opportunities to practice new skills and knowledge of evaluation methodologies in an organized, accessible and engaging approach. The book incorporates the recent Academy of Nutrition and Dietetics' Nutrition Care Process materials and United States Department of Agriculture ChooseMyPlate.gov guidelines. Evidence-based approaches, grounded in behavior change models and theories have been found to be effective for educational and counseling interventions and are analyzed and integrated into skill-development exercises.

cengage.com

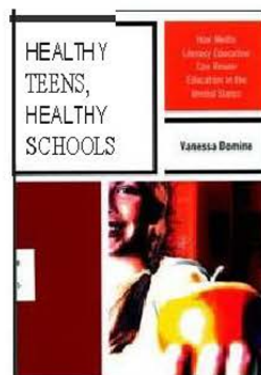
Vanessa E. Domine (Ed.)

Healthy Teens, Healthy Schools: How Media Literacy Education Can Renew Education in the United States

Rowman & Littlefield, 2015

LB1588 .U6 D662015

Professor Domine is in the Secondary and Special Education Department.



Widespread obesity, poor nutrition, sleep-deprivation and highly digital and sedentary lifestyles are just a few of the many challenges facing young people. Although public schools in the United States have the potential for meeting these challenges on a mass scale, they are slow to respond. The emphasis on discrete subject areas and standardized test performance offers little in the way of authentic learning and may in reality impede health. This book reframes health education as a complex terrain that resides within a larger ecosystem of historical, social, political and global economic forces. It calls for a media literate pedagogy that empowers students to be critical consumers, creative producers and responsible citizens. This book illustrates holistic health education through school-community initiatives and innovative partnerships that are successful in magnifying all curriculum subjects and their associated teaching practices.

routledge.com

Ruth D. Handel

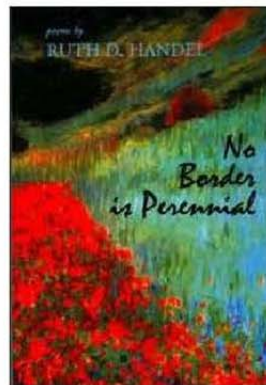
No Border is Perennial

Dos Madres, 2015

PS 3608 .A6993 N6 2015

*Professor Handel is Professor Emerita in the Early Childhood,
Elementary Education and Literacy Education Department.*

The title poem describes a tangle of wildflowers as no site for sentiment. "Just the pulse/of sun-seeking blooms, thorns./ Always a surprise//for the seeing eye." These lines also describe this book, which pulses with intelligence and humor. There are sites of visitations-uncanny and unsettling arrivals of nocturnal creatures, ghosts of memory and the figures (and figurations) of the visual arts. The author's fine eye shows us honeysuckle and moonflower, black ants, rental cars, Wonder Woman and Judge Judy-a wild and surprising garden.



dosmadres.com

John D. McCarthy

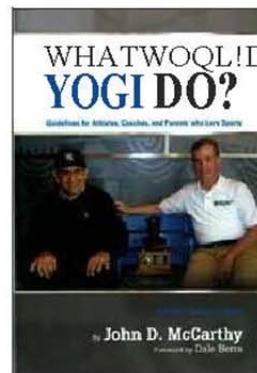
*What Would Yogi Do?: Guidelines for Athletes,
Coaches and Parents Who Love Sports*

Swinton Studio Publishing, 2014

GV 865 .B4 M43 2014

*Professor McCarthy is in the Exercise Science and
Physical Education Department.*

The book is devoted to providing athletes, coaches and parents with information which will assist them in making choices that best fit their situation. Yogi Berra's son, Dale Berra, wrote the Foreword. "In terms of accomplishment and character, I believe each of us can learn a great deal from Yogi Berra. I'm glad that John has written a book that reveals my dad's view of how athletes, coaches and especially parents should view sports. That, I believe is his true legacy."



swintonstudio.com

Joseph O. Oluwole and Preston C. Green III
*Censorship and Student Communication in Online
and Offline Settings*

Information Science Reference, IGI Global, 2016
Advances in Educational Marketing,
Administration and Leadership (AEMAL) Book Series
KF4772 .O48 2016

*Professor Oluwole is in the Counseling and
Educational Leadership Department.*

While freedom of speech is a defining characteristic of the United States, the First Amendment right is often regulated within certain environments. For years, schools have attempted to monitor and regulate student communication both within the educational environment and in student use of social media and other online communication tools. This book is a comprehensive reference source that addresses the issues surrounding student's right to free speech in on and off-campus settings. Featuring relevant coverage on the implications of digital media as well as constitutional and legal considerations, this publication is an essential resource for school administrators, educators, students and policymakers interested in uncovering the reasons behind student censorship and the challenges associated with the regulation of students' free speech.



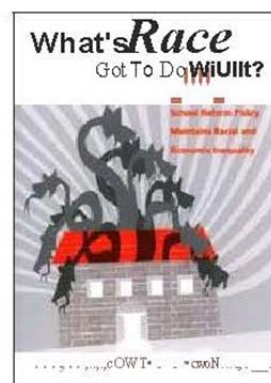
igi-global.com

Bree Picower and Edwin Mayorga (Eds.)
*Whats Race Got To Do With It: How Current School
Reform Policy Maintains Racial and Economic Inequality*

Peter Lang, 2015
LC 212.2 .W44 2015

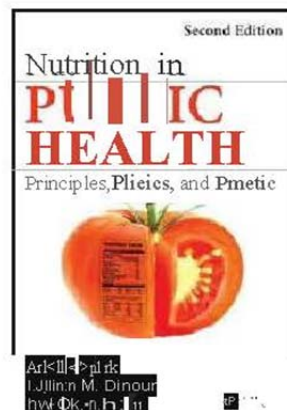
*Professor Picower is in the Early Childhood, Elementary
Education and Literacy Education Department.*

Within critical discussions of school reform, researchers and activists are often of two camps. Some focus their analyses on neoliberal economic agendas, while others center on racial inequality. The book brings together these frameworks to investigate the role that race plays in hallmark policies of neoliberal school reforms such as school closings, high-stakes testing and charter school proliferation. The group of scholar activist authors in this volume were selected because of their cutting-edge racial economic analysis, understanding of corporate reform and involvement in grassroots social movements. Each author applies a racial economic framework to inform and complicate our analysis of how market-based reforms collectively increase wealth inequality and maintain White supremacy. In accessible language, contributors trace the historical context of a single reform, examine how that reform maintains and expands racial and economic inequality and share grassroots stories of resistance to these reforms. By analyzing current reforms through this dual lens, those concerned with social justice are better equipped to struggle against this constellation of reforms in ways that unite rather than divide.



peterlang.com

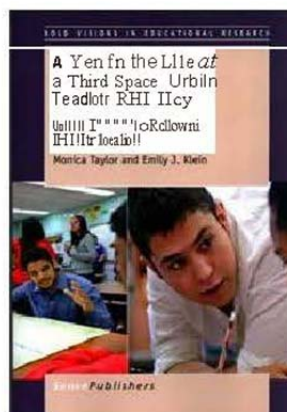
Arlene Spark, **Lauren M. Oinour** and Janel Obenchain
Nutrition in Public Health: Principles, Policies and Practice
CRC Press; Taylor & Francis Group, 2016 2nd ed.
TX 360 .U6S62 2016
Professor Oinour is in the Health and Nutrition Sciences Department.



This second edition focuses on the role of the federal government in determining nutrition policy and influencing practice. Beginning with an overview of public health principles, the book examines the application of nutritional policy to dietary guidance, health promotion and the practice of public health nutrition. The authors review the principles of public health nutrition, examining nutritional epidemiology and programs that deal with health disparities, weight control challenges and the needs of special populations. The text addresses the practice of public health nutrition through tools for conducting a food and nutrition assessment of a community, designing and carrying out a social marketing campaign and developing large and small grant proposals. The book provides an integrated view of nutrition needs and the policies and political mechanisms that affect the delivery of quality food and nutrition services. It gives students a thorough understanding of the federal government's role in determining nutrition policy and influencing practice.

[cpress.com](http://crcpress.com)

Monica Taylor and **Emily J. Klein**
A Year in the Life of a Third Space Urban Teacher
Residency: Using Inquiry to Reinvent Teacher Education
Bold Visions in Educational Research Series
Sense, 2015
LC 5115 .T39 2015
Professors Taylor and Klein are in the Secondary and Special Education Department.



This book weaves together voices of faculty, residents, mentors, administrators, community organizers and students who have lived together in a third space urban teacher residency program in Newark as they reinvent math and science teaching and teacher education through the lens of inquiry. Each chapter includes narratives from multiple perspectives as well as tools we have used within the program to support and build change, providing readers with both real cases of how an urban teacher residency can impact school systems and concrete tools and examples to help the reader understand and replicate aspects of the process. Capturing both the successes but also the tensions and challenges, we offer a kaleidoscopic view of the rich, complex and multi-layered ways in which multiple stakeholders work together to make enduring educational change in urban schools. Cover photograph by Mike Peters, Montclair State University photographer.

sensepublishers.com

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Lee Behlman and Anne Longmuir (Eds.)

Victorian Literature: Criticism and Debates

Routledge Criticism and Debates Series

Routledge Taylor & Francis Group, 2016

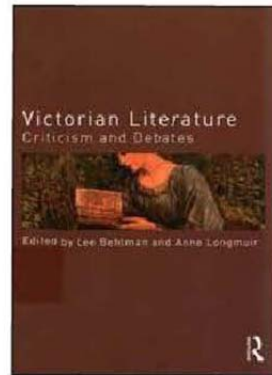
PR 463 .V536 2016

Professor Behlman is in the English Department.

The book offers a comprehensive and critically engaging introduction to the study of Victorian literature and addresses the most popular and vibrant topics in the field today. Separated into twelve sections, this anthology investigates issues as diverse as neo-formalism, sensationalism, religion, evolution, psychology, gender and sexuality, colonialism, imperialism and economics.

Each section contains at least three classic essays from leading scholars which offer a variety of approaches and theories from the liveliest areas of current criticism and debate in the field. Each section concludes with a newly written essay from a subject expert that reflects on this work and looks forward to new directions. A sign-posted introduction to the key critical contributions in Victorian studies from the past twenty-five years sets the reader on their path. Providing both the essential criticism along with clear introductions and analysis, this book is a guide for students and scholars of Victorian literature.

routledge.com



Lociano Benjamin (Author and Translator)

*500 Années d'Exploitation: Une Etude sur la Diplomatie
et sur l'Economie en Haïti*

JEBCA Editions, JEBCA Ministries, 2015

F1921 .B475142015

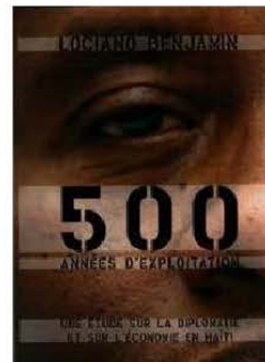
*Professor Benjamin is in the Modern Languages and
Literatures Department.*

On the fifth of December 1492, Christopher Columbus discovered Haiti and he was surprised by the beauty of what he saw; he called it the "pearl of the islands." Five hundred years later, the author notes that the beauty is still there, but it has been the scene of rampant exploitation, poverty, resistance and revolt.

It was, however, the first black republic in the world after revolting against the French and abolishing slavery, 50 years before the Emancipation Proclamation in the United States.

The book explores the role that the Haitian expatriates and the international community can play in this tragic nation's transition from a survival country to a developing one. The Library also has a copy of the book in English.

jebcaeditions.org

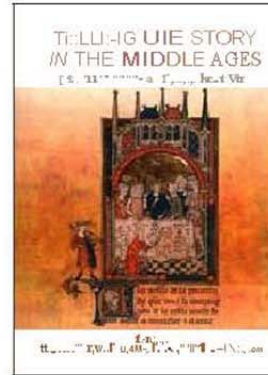


Kathryn A Duys, **Elizabeth Emery**
and Laurie Postlewaite (Eds.)

*Telling the Story in the Middle Ages:
Essays in Honor of Evelyn Birge Vitz*

D. S. Brewer, Boydell and Brewer, 2015
PN 4193 .I5T45 2015

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



The storyteller stands at the crossroads of orality and performance, surrounded by a circle of rapt listeners. Evelyn Birge Vitz has challenged a generation of scholars to join the circle, listen as they read and exchange pen for performance. A tribute to her work, the 15 essays in this volume attend to the qualities of voice, their registers and dynamics, whether practiced or impromptu, falsified, overlapping, interrupted or whispered. They examine how the book became a performance venue and reshaped the storyteller's image and authority and they investigate the mutability of stories that move from book to book, place to place and among competing cultures to stimulate cultural and political change. They show storytelling as far more than entertainment, but central to law, religious ritual and teaching, as well as the primary mode of delivering news. Themes that crisscross the volume include tensions among amateurs and professionals, dominant and minority languages and cultures, women and children's engagement with storytelling, animality, religion, translation, travel, didacticism and entertainment.

boydellandbrewer.com

Elizabeth Emery (Ed.)

*En Toute Intimite: Quand la Presse People de la
Belle Epogue S'invitait Chez les Celebrities*

Parigramme, 2016
PR 463 .V536 2016

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



This book is a compilation that documents the moment in French history at the end of the nineteenth century when the voyeuristic press begins. "What do you eat, Jules Verne? How much do you earn, Emile Zola? What time do you get up, Alexandre Dumas?" Reporters from *La Revue illustree* do not stop at any question and allow their readers to discover, through photography, the interiors of the public personalities of their time. Readers appreciate the novelty, while the great men lend themselves readily to the game, not always anticipating the dangers of such exposure.

pangramme.com

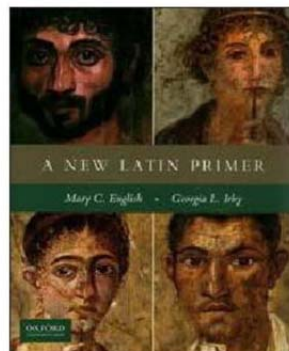
Mary C. English and Georgia L. Irby-Massie

A New Latin Primer

Oxford University Press, 2016

PA2095 .E5442016

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



Featuring a traditional, grammar-based approach, the book offers beginning students a solid overview of Latin grammar, syntax and vocabulary. It provides concise, straightforward grammatical explanations and illustrates them with unadapted Latin examples so that students can learn from Roman authors how to employ the syntax under discussion. Each of the 36 lessons contains 12 short practice sentences along with 15 passages of unadapted Latin from a wide variety of important classical and medieval authors: Catullus, Vergil, Horace, Ovid, Martial, Caesar, Cicero, Livy, Sallust, Tacitus, Augustus, Seneca, Pliny the Younger, Pliny the Elder, Augustine, Bede, inter alios. All of the passages in a single lesson are tailored to one or two aspects of Roman culture or history, demonstrating how the study of Latin provides first-hand access to the texts that shape our understanding of the Roman world.

oup.com

Eileen Fitzpatrick, Joan Bachenko, and

Tommaso Fornaciari

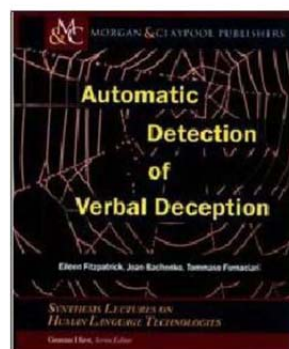
Automatic Detection of Verbal Deception

Synthesis Lectures on Human Language Technologies Series

Morgan & Claypool Publishers

HV 8073.5 .F57 2015

Professor Fitzpatrick is in the Linguistics Department.



The attempt to spot deception through its correlates in human behavior has a long history. Until recently, these efforts have concentrated on identifying individual "cues" that might occur with deception. However, with the advent of computational means to analyze language and other human behavior, we now have the ability to determine whether there are consistent clusters of differences in behavior that might be associated with a false statement as opposed to a true one. While its focus is on verbal behavior, this book describes a range of behaviors-physiological, gestural as well as verbal-that have been proposed as indicators of deception. It discusses sources of real-world data and problematic issues in its collection and identifies the primary areas in which applied studies based on real-world data are critical, including police security, border crossing, customs and asylum interviews; congressional hearings; financial reporting; legal depositions; human resource evaluation; predatory communications that include Internet scams, identity theft and fraud; and false product reviews. Having established the background, this book concentrates on computational analyses of deceptive verbal behavior that have enabled the field of deception studies to move from individual cues to overall differences in behavior.

morgandaypool.com

Grover Furr

Le Massacre de Katyn: Une Refutation de la Version "Officielle"?

D 804 .R9 F87 2015

Editions Delga

Professor Furr is in the English Department.

This book introduces an examination of documents concerning the execution of tens of thousands of Polish prisoners of war in April-May 1940, an event now known as the Katyn massacre. In April-June 1943, Nazi troops excavated the remains of thousands of Polish officers in the western part of the USSR. The Nazis claimed that Soviets had executed these officers in 1940. This version of the story was accepted by the Polish Government in exile in London.

editionsdelga.fr



Grover Furr

Trotsky's 'Amalgams': Trotsky's Lies, The Moscow

Trials as Evidence, The Dewey Commission; Trotsky's

Conspiracies of the 1930's, Volume One

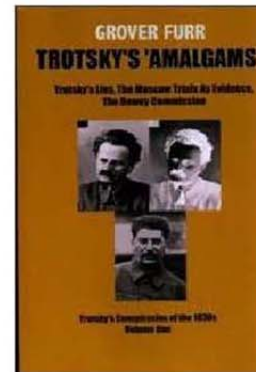
Erythros Press and Media, 2015

DK254.T6 F87 2015

Professor Furr is in the English Department.

The Trotsky papers at the Houghton Library, Harvard College Library, were opened to researchers in 1980. Drawing on this source and from former Soviet archives, the author subjects the testimony of Moscow Trials of 1936, 1937 and 1938 defendants to a source critical check and concluded that the testimony was genuine and reflected what the defendant chose to say. The author also examined Trotsky's writings and concludes that Trotsky lied about Moscow Trials, the assassination of Sergei Kiron and his testimony to the Dewey Commission in 1937.

erythrospress.com



David Galef

Kanji Poems

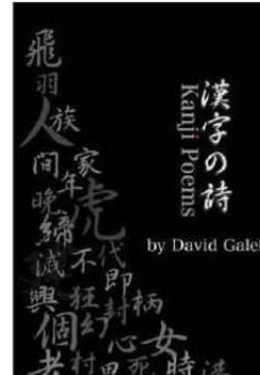
Word Poetry, 2015

PS 3557 .A41148 K36 2015

Professor Galef is in the English Department.

What links the heart, a wick and a sense of duty; or religious austerities with a column of print? The author finds character in Japanese characters and narrative in the bridges between their definitions. These economical and self-contained poems, which begin as improvisatory riffs on the *Nelson Japanese-English Character Dictionary*, morph into something stranger, at once exotic and disquietingly familiar. Each poem begins with a kanji definition and the various, often contradictory meanings give rise to the poems. The short poems take us on a journey to a Japan of many times and places.

wordpoetrybooks.com



Margarita Garcia

Antes de "Cuba Libre": El Surgimiento del Primer Presidente, Tomas Estrada Palma

Editorial Betania

F1787 .G372015

Professor Garcia was in the Psychology Department.

This book reviews the life of the first head of state elected in republican Cuba before he assumed the presidency. It covers his time in prison in Spain, his stay in Honduras, his school in the Central Valley and the period in exile after his capture by the Spanish troops. He traveled to New York to work with Jose Marti, as a delegate to the Cuban Revolutionary Party and upon Marti's death, became the new leader of the Party. He was elected to the presidency while he was in New York and returned to Cuba on May 20, 1902. Several photographs from the time are included. The author was born in Havana, Cuba.

betania.wordpress.com



Diana Guemarez-Cruz

Pausa: Sobre La Mesa

Case de los Poetas, 2015

PQ 7442 .G84 P38 2015

Professor Guemarez-Cruz is in the Spanish and Italian Department.

The collection of poems presents a verse of literary consciousness, while simple and compact. Its lyricism reflects the road that refers to each step an experience that knows how to confront artistic experience. There is a look that examines the detail, that look is that of the poet who settles on its object and cries out, shares an existence which focuses on the moments in which things are left without substance in order to convert into poetry.

casadelospoetas.com



Marcel Hebert

Religious Experience in the Work of Richard Wagner

Edited and Translated by C. J. Talar;

Translated by **Elizabeth Emery**

The Catholic University of America Press, 2015

ML410. W13 H22132015

Professor Emery is in the Modern Languages and Literatures Department.

Philosopher Marcel Hebert developed his *Religious Experience in the Work of Richard Wagner* (1895) from the background of sustained popular interest in Wagner, an interest that had intensified with the return of his operas to the Paris stage.

Newspaper debates about the impact of Wagner's ideas on French society often stressed the links between Wagner and religion. These debates inspired works like Hebert's, intended to explain the complex myth and allegory in Wagner's work and to elucidate it for a new generation of French spectators. Hebert turned Wagner and his work into a vehicle for popularizing the Modernist vision of framing religion through experience as well as knowledge.

cuapress.cua.edu



Thomas Herold

*Zeit Erzählen: Zeitroman und Zeitim Deutschen
Roman de 20. Jahrhunderts*

PT 1141 .H47 2016

Rombach Verlag KG

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



The current project explores questions of time narration both in the sense of epoch representation and "pure time," which is prevalent in the early 20th century with authors like Virginia Woolf, James Joyce or Marcel Proust and which structures, for example, Thomas Mann's *Magic Mountain*. Of special interest is the inter-connectedness of narrative time and time of the epoch, the topic of the German genre of the Zeitroman (period novel). After discussing the origins of the genre in the 19th century, the author examines the theoretical concerns of time narration in Paul Ricoeur and Gerard Genette, among others. There are three case studies on Hermann Broch, Thomas Mann and Uwe Johnson, in which the respective 'world creations' are examined with regard to the specific utilizations of "pure time." Building on Ricoeur's notion of mimesis, the project's determination of the relationship between text and reality contributes to the definition of a narratology of time in 20th-century novels.

rombach-verlag.de

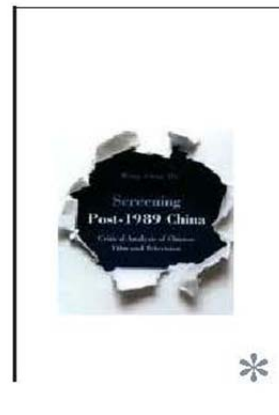
WingShanHo

*Screening Post-1989 China: Critical Analysis of
Chinese Film and Television*

PN 1993.5 .C4 H55 2015

Palgrave Macmillan

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



This unique book investigates the tug-of-war between the free market economy and authoritative state regulation in Chinese TV and film culture after 1989. Chapter topics include Selfless Party Officials and the Socialist Legacy; Insulting Portrayals of the Present Era?: Selling one's Son, Murder and Human Trafficking; Golden Marriage Narrow Dwelling; Selling Party Patriotism to Intellectuals in the Chinese Blockbuster; and (Dis) Associating Political Dissent and Non-heteronormative Sexual Desire.

palgrave.com

Michael Laser

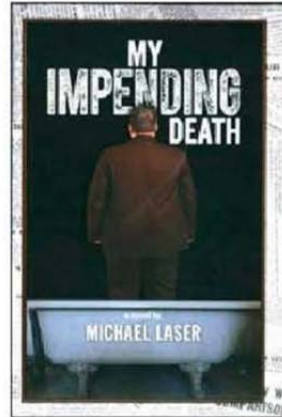
My Impending Death, Or, The Fool's Soliloquy: A Novel

PS 3562 .A7 M9 2015

The Permanent Press, 2015

Professor Laser is in the English Department.

Cynical. Obese. Misanthropic. A Saint? Angus Truax-Mr. Misery to his colleagues - profiles victims of misfortune. His articles touch hearts and inspire charity. Unfortunately for Angus, he loathes his job, his subjects and his life- so much that he decides to end it. More fool than Hamlet, this unlikely hero jokes his way to the grave, soothing his own despair with rude, audacious honesty. But even a suicidal hermit can't shut out life completely. Before he can make his exit, one last unlucky soul comes knocking at his door, pleading for help. Angus finds himself in what he calls the world's oldest trap. To his astonishment, he discovers that his story isn't over yet.



thepermanentpress.com

Christopher N. Matthews and

Allison Manfra McGovern (Eds.)

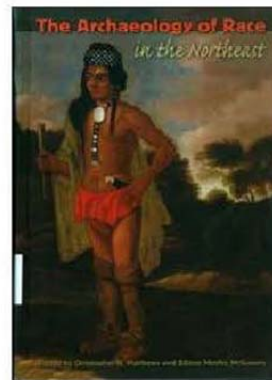
The Archeology of Race in the Northeast

F106 .A73 2015

University Press of Florida, 2015

Professor Matthews is in the Anthropology Department.

Historical and archaeological evidence shows that racism defined the social fabric of the northeastern states as much as it did the Deep South. This collection of essays looks at both new sites and well-known areas to explore race, resistance and white supremacy in the region. With essays covering rural communities, small towns and cities from the early seventeenth century to the late 19th century, the contributors examine the marginalization of minorities and use the material culture to illustrate the significance of race to daily life, community and identity. Drawing on historical resources, material culture, landscapes and critical race theory, they highlight the different experiences of various groups, including African American and Native American communities. The treatment of race extends beyond individuals of color to include whites as a racialized group. The contributors explore not only the complex landscapes of slavery and freedom and the changing definition of "enslavement" and "emancipation," but also the prescriptive racial behaviors that triggered the emergence of whiteness in the Northeast and the perceived hierarchy of race.



upf.com

Lucy McDiarmid

At Home in the Revolution:

What Women Said and Did in 1916

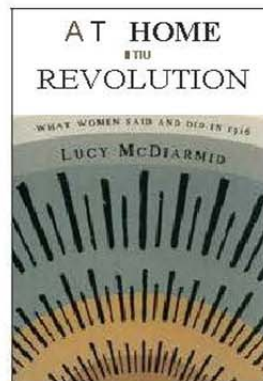
Royal Irish Academy, 2015

HQ 1600.3 .M34 2015

Professor McDiarmid is in the English Department and holds the Marie Frazee-Baldassarre Chair.

This book derives its material from *women's* own accounts of the Easter Rising, interpreted broadly to include also the Howth gun-running and events that took place over the summer of 1916 in Ireland. These eye-witness narratives — diaries, letters, memoirs, autobiographies and official witness statements — were written by nationalists and unionists, Catholics and Protestants, women who felt completely at home in the garrisons, cooking for the men and treating their wounds and women who stayed at home during the Rising. The book's focus is on the kind of episode usually ignored by traditional historians: cooking with bayonets, arguing with priests, resisting sexual harassment, soothing a female prostitute, doing 16-hand reels in Kilmainham Gaol, or disagreeing with Prime Minister Asquith about the effect of the Rising on Dublin's architecture. The women's "small behaviours," — to use Erving Goffman's term, reveal social change in process, not the official history of manifestos and legislation, but the unofficial history of access to a door or a leap through a window; they show how issues of gender *were* negotiated in a time of revolution.

na.Je



Joseph J. Montano and **Jacklyn B. Spitzer**

Adult Audiologic Rehabilitation

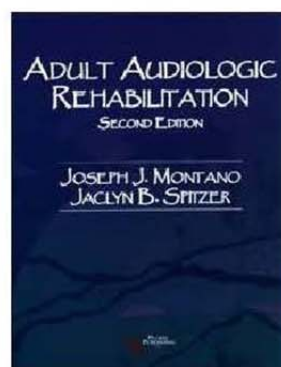
Plural Publishing, 2013 2nd ed.

RF290 .A38 2014

Professor Spitzer is in the Communication Sciences and Disorders Department.

This is an advanced textbook for doctoral-level audiologists that focuses solely on adults with a completely international perspective. With ever-changing technology and new methodologies in client care, the book is a critical resource to audiology education. It covers definitions of audiologic rehabilitation, an overview of the area, psychosocial impact of hearing loss, assessment strategies, current technologies, treatment methodologies, research needs and special issues in audiologic rehabilitation. It has been deliberately structured to move the reader from introduction, to specific details of the specialty of audiologic rehabilitation, to providing insights into characteristics of this patient population and thence to a framework for assessment and treatment of the impact of hearing loss. The contributors to the volume are leading authorities who have pioneered new approaches in the field. Many are from countries other than the United States thereby providing an international perspective to the volume.

pluralpublishing.com



Negin Nabavi

Modern Iran: A History in Documents

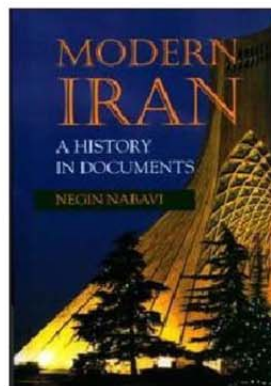
Markus Wiener Publishers, 2016

DS 272 .M58 2016

Professor Nabavi is in the History Department.

Covering the period from the early 19th century to the present day, the book brings together primary sources in translation that shed light on aspects of the political, social, cultural and intellectual history of modern Iran. It makes use of a combination of documents that include newspapers and the periodical press, diaries, memoirs, letters, speeches and essays that have been translated here for the first time from Persian. It focuses on the momentous changes that society went through, encompassing not only political events and developments but also ideas, perceptions and mindsets. As a result, in addition to well-known texts of major diplomatic conventions, this book also includes lesser-known passages that describe the reception of and response to major developments on the part of different segments of society, both men and women. The last chapter brings together documents that offer insights into recent events; these documents include contrasting viewpoints expressed in the Iranian press regarding the nuclear agreement reached in 2015 between Iran and six world powers.

markuswiener.com



Lois Oppenheim

Psychoanalysis and the Artistic Endeavor:

Conversations with Literary and Visual Artists

Psychoanalysis in a New Key Book Series

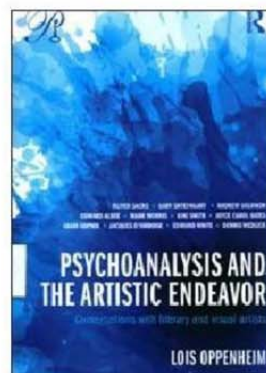
Routledge, Taylor & Francis Group, 2015

NX 165 .067 2015

Professor Oppenheim is in the Modern Languages and Literatures Department.

The book offers an intriguing window onto the creative thinking of several well-known and highly creative individuals. Internationally renowned writers, painters, choreographers and others converse with the author about their work and how it has been informed by their life experience. Creative process frames the discussions, but the topics explored are wide-ranging and the interrelation of the personal and professional development of these artists is what comes to the fore. The conversations are unique in providing insight not only into the art at hand and into the perspective of each artist on his or her own work, but into the mind from which the work springs. The interviews are lively in a way critical writing by its very nature is not, rendering the ideas all that much more accessible. The volume guides the reader toward a deeper psychologically oriented understanding of literary and visual art and it engages the reader in the honest and often provocative revelations of a number of fascinating artists who pay testimony to their work in a way no one else can.

routledge.com



Alexandra Perry and C. D. Herrera (Eds.)

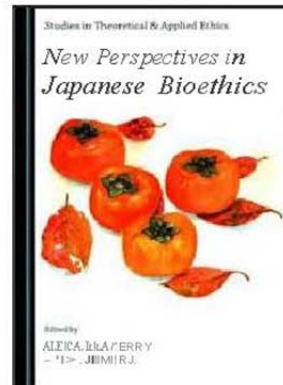
New Perspectives in Japanese Bioethics

Cambridge Scholars Publishing, 2015

OH 332 .N497 2015

Professors Perry and Herrera are in the Philosophy Department.

Post-war Japan has seen profound and rapid social change and transformation. One of the most visible areas of change in Japan has been medicine and particularly the ethical practices and policies that guide medical decision-making. The formal discipline of bioethics, Seimei Rinri in Japanese, has grown by leaps and bounds since the late 1970s, when it began to appear in the curriculum and professional activities of Japanese medical schools and philosophy departments. The introduction of bioethics to Japan was timely, as innovation in medicine and technology was evolving in ways that revealed that the intersection of medicine, traditional Japanese values and new cultural trends was an area of great moral complexity. In its infancy, bioethics in Japan was more or less an import from the United States, where the discipline took its roots. Quickly, however, it became clear that Japan's history and tradition would call for a different approach and the engagement of slightly different ethical issues. Organ transplantation, for example, sparked much greater controversy in Japan than it ever did in the United States. Today, Japan has one of the most dynamic bioethics programs in the world and it is one that reflects both traditional Japanese culture and the need for inter-cultural engagement in an increasingly global world.



cambridgescholars.com

Joseph Rathgeber

The Abridged Autobiography of Yousef R. and Other Stories

EU Publications, 2014

PS 3618 .AB655 2014

Professor Rathgeber is in the English Department.

A look into the messy, discordant, wildly unpredictable state of contemporary American life. It is set in a small corner of northern New Jersey and explores so much that is essential about contemporary life: the comforts and tensions of class, the terrors and joys of parenting, the rage and futility of politics, the strangeness and inscrutability of friendship, the lovely failures of art. These stories engage with the myths and mysteries of our time, showing their strangeness and bringing them fully to life. The "Abridged Autobiography" was nominated for the AWP Intro Journals Project and "Nor I" and "PENTBOTTOM" were each nominated for a Pushcart Prize.



eupublications.com

Janet M. Ruane

*Introducing Social Research Methods:
Essentials for Getting the Edge*

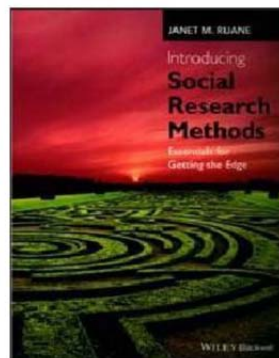
John Wiley & Sons, 2016

H 61 .R72 2016

Professor Ruane is in the Sociology Department.

The book is a concise and student-friendly introduction to research methods that uses examples from around the world to illustrate the centrality of social science research in our everyday lives. It explains complex, multi-faceted concepts and methodologies in straightforward prose and is designed for students who are new to or skeptical of social science research methods as useful tools for approaching real-world challenges. It persuasively argues that social scientific proficiency unlocks an array of personal and professional opportunities beyond the realms of academia. A supplementary website features a glossary, test bank, PowerPoint presentations, a comprehensive list of web resources, a guide to relevant TEO lectures and much more.

wiley.com



Nicholas Samaras

American Psalm, World Psalm

Ashland Poetry Press, 2014

PS 3569 .A46295 A44 2014

Professor Samaras is in the English Department.

In a recent interview the author discussed how his faith, his poetry and his love of music fused to create this ambitious collection of poems focused on the biblical psalms. Since the psalms were originally set to music, the author imagined the biblical psalms as rendered in contemporary music. The poetry combines social and personal intensities, ancient reverberations and American intonations. The seriousness and morality has been compared to the Turkish writer Nazim Hikmet or Czeslaw Milosz or Pablo Neruda.

ashlandpoetrypress.com



Pepper Schwartz and **Martha Kempner**

50 Great Myths of Human Sexuality

John Wiley & Sons, 2015

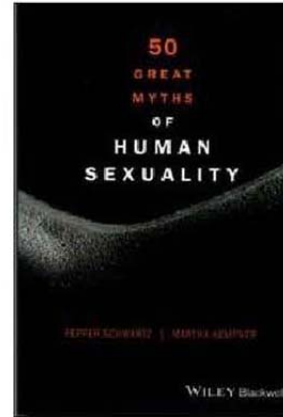
HQ 21 .S327 2015

Professor Kempner is in the Sociology Department.

Seeking to dispel commonly accepted myths and misunderstandings surrounding human sexuality, the book provides an enlightening, fascinating and challenging approach that covers the 50 areas the authors believe individuals must understand to have a safe, pleasurable and healthy sex life.

It dispels and explores commonly accepted myths and misunderstandings surrounding human sexuality and includes comparisons to other countries and cultures exploring different beliefs and how societies can influence perceptions. Areas discussed include: pre-marital sex, masturbation, sexual diseases, fantasy, pornography, relationships, contraception and emotions such as jealousy, body image insecurity, passionate love and sexual aggression. It covers both heterosexual and same-sex relationships.

wiley.com



Anthony Spanakos and Francisco Panizza (Eds.)

Conceptualizing Comparative Politics

Conceptualizing Comparative Politics Series

Routledge Taylor & Francis Group, 2016.

JF 51 .C6239 2016

Professor Spanakos is in the Political Science and Law Department.

This book seeks to bring a distinctive approach to comparative politics by rediscovering the discipline's rich conceptual tradition and inter-disciplinary foundations. It aims to fill out the conceptual framework on which the rest of the subfield draws but to which books only sporadically contribute and to complement theoretical and conceptual analysis by applying it to deeply explored case studies. The chapters included in this volume address some of the most contentious issues in comparative politics (populism, state capacity, governance, institutions, elections, secularism, among others) from various geographic regions and model how scholars doing comparative politics might approach such subjects. The series publishes books that make serious inquiry into fundamental concepts in comparative politics (crisis, legitimacy, credibility, representation, institutions, civil society, reconciliation) through theoretically engaging and empirical deep analysis.

routledge.com



Jeff Strickland

*Unequal Freedoms: Ethnicity, Race and
White Supremacy in Civil War-Era Charleston*

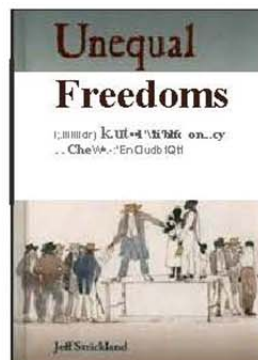
University Press of Florida, 2015

F279 .C49 N4852015

Professor Strickland is in the History Department.

During the latter half of the 19th century, the complex interplay of race, ethnicity and class shaped the political economy and society of seaport cities from New Orleans to New York to Boston. Immigrants, African Americans and native-born whites lived and worked together and nowhere was this level of interethnic relations so pronounced as in Charleston, South Carolina, the South's most economically and politically significant city. The author examines how German and Irish immigrants in Charleston were both agents of change during the transition from slavery to freedom, as well as embodiments of that change. As fears of strengthening antislavery sentiments took root in Charleston, racial tensions became ever more pronounced. Immigrant artisans and entrepreneurs occupied a middle tier in the racial and ethnic hierarchy, acting as a buffer between the disparate white southerners and African Americans. While relations between European immigrants and black southerners were often positive during the Civil War era, reconstruction brought new opportunities for upward socioeconomic mobility to Charleston's immigrants. By the end of the 19th century, German and Irish immigrants were easily able to cross the permeable white boundaries and, through their assimilation as white southerners, effectively embraced the ideals of white supremacy.

upf.com



Karen E. Waldron and Rob Friedman (Eds.)

Toward a Literary Ecology: Places and Spaces in American Literature

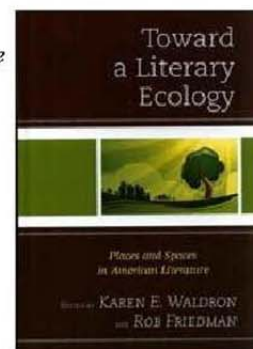
Scarecrow Press; Roman & Littlefield Publishing Group, 2013

PS163 .T69 2013

*Professor Friedman is dean of the College of Humanities and
Social Sciences and is in the English Department.*

Scholarship of literature and the environment demonstrates myriad understandings of nature and culture. While some work in the field results in approaches that belong in the realm of cultural studies, other scholars have expanded the boundaries of ecocriticism to connect the practice more explicitly to disciplines such as the biological sciences, human geography or philosophy. Even so, the field of ecocriticism has yet to clearly articulate its interdisciplinary and transdisciplinary nature. The editors have assembled a collection of essays that study the interconnections between literature and the environment to theorize literary ecology. The disciplinary perspectives in these essays allow readers to comprehend places and environments and to represent, express or strive for that comprehension through literature. Other essays discuss such topics as urban fiction as a model of literary ecology, the geographies of belonging in the work of Native American poets and the literary ecology of place in "new" nature writing.

scarecrowpress.com and roman.com



Longxing Wei

Interlanguage: The Abstract Level in Language Acquisition

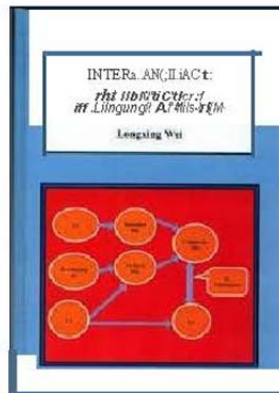
Edwin Mellen Press, 2015

P 118.23.W43 2015

Professor Wei is in the Linguistics Department.

This study makes a testable claim about underlying structural principles governing interlanguage grammars and tests certain aspects of interlanguage against universal properties of language contact performance data. It makes predictions about the natural developmental sequence of second language acquisition in general and developmental directions of interlanguage in particular. In addition to providing a framework for analyzing IL structure, it also provides an introduction to a theory of language processing and production which has much broader applications.

mellenpress.com



COLLEGE OF SCIENCE AND MATHEMATICS

George Antoniou

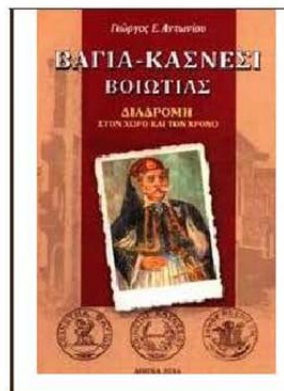
Vayia-Kasnesi Boeotia

A.D.M. Press, 2016

DF 261.B5 A57 2016

Professor Antoniou is in the Computer Science Department.

In Greece, Vayia is a small town in the municipality of Boeotia. Many ancient Greek legends originated or are *set* in this region. The older myths took their final form during the Mycenaean age when the Mycenaean Greeks established themselves in Boeotia and the city of Thebes became an important center. Many of the legends were used in plays by the tragic Greek poets, Aeschylus, Sophocles and Euripides. The book, in Greek with the English translation of the title, *Vayia-Kasnesi: A Journey in Space and Time*, covers the history of the village of Vayia Kasnesi, Boeotia. Using available historical information, it focuses on ancient times, the Byzantine era, Ottoman rule, the revolution of 1821, up to 1940. The author included many unique photographs.



Dibyendu Sarkar, Rupali Datta, Avinandan

Mukherjee and Robyn Hannigan (Eds.)

An Integrated Approach to Environmental Management

John Wiley & Sons, 2016

GE 300.1583 2016

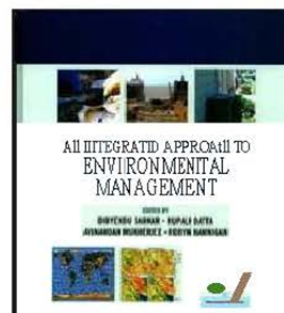
Professor Sarkar was in the Earth and

Environmental Studies Department.

Professor Mukherjee is in the Earth and

Environmental Studies Department.

This book covers the most recent topics in the field of environmental management from multiple perspectives, namely, natural sciences, engineering, business, social sciences and methods and tools perspectives. The authors also provide a broad focus on the theoretical and methodological underpinnings of environmental management. The book also combines both academic rigor and practical approach through literature reviews and theories and examples and case studies from diverse geographic areas and policy domains explores local and global issues of environmental management and analyzes the role of various contributors in the environmental management process.



wiley.com

SCHOOL OF BUSINESS

Leon Bazil

*Business Games for Management and Economics:
Learning by Playing*

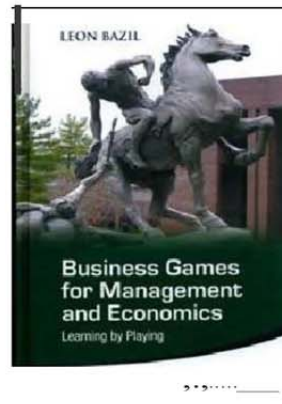
World Scientific Publishing, 2012

HD 30.26 .B38 2012

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

Business games support integration of learning experience for different levels of education and between different disciplines: economics, management, technological, environmental and social studies. This book presents board and video business games, which combine teamwork with individual decisions based on computer models. The work is based on experience in adaptation, design and conducting of field and board and video games played in college settings within standard schedules. Most of the games are played in Modeling and Simulation, Microeconomics, Logistics and Supply Chain Management courses. The range of games applied to economics and management classes spreads from 2-person games for kid's "Aquarium" up to the REACTOR games for several teams of executives.

worldsdentic.com



Kenneth D. Lawrence and Gary Kleinman (Eds.)

Applications of Management Science

Applications of Management Science Series, Volume 17

Emerald Group Publishing

HD 30.23 .A66 V. 17 2015

*Professor Kleinman is in the Accounting, Law and
Taxation Department.*

This volume focuses on the application of management science to multiple criteria decision-making, health care and management applications. Section A focuses on multi-criteria applications in supply chain management, portfolio modeling and the evaluation of new technology business firms. Section B focuses on business applications including airline boarding, the management of contact center workers, the analysis of cable and satellite TV companies and quantity discounts in inventory. Section C focuses on health care applications, assessment of dementia patents, home health care nurse scheduling and health care optimization.

emeraldgroupublishing.com



Michael G. Zey

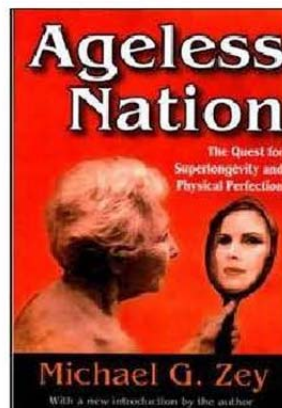
*Ageless Nation: The Quest for
Superlongevity and Physical Perfection*

Business Expert Press, 2014

QP SS .Z49 2014

Professor Zey is in the Management Department.

Grounding his speculation in contemporary scientific research, the author's optimistic vision sees retirement replaced by hiatuses between careers and leisure time spent in multi-generational homes. Key players in the debate include supporters like Cambridge University scientist Aubrey de Grey, who envisions five-thousand-year life spans and the radical futurist author Ray Kurzweil, who foresees the merging of humans and computers. Organizations such as the Coalition to Extend Life lobby the government for immortality research funding and find opposition in the President's Council on Bioethics and "deep ecologists" advocating zero-population growth. Criticizing current environmental trends as anti-progress and anti-human, the author's own solutions include controversial measures like human control of weather, colonization of outer space and genetically modifying food. He concludes that the eventuality of a modern Fountain of Youth is closer than we think.



transactionpub.com

GEORGE SEGAL GALLERY EXHIBITIONS

M. Teresa Lapid Rodriguez: (Curator)

Faculty Exhibition 2015.

Department of Art & Design

George Segal Gallery

Montclair State University, 2015

Oversize N6512.7 .M66 2015

Ms. Rodriguez is the director of the

Montclair State University Art Galleries.



Guest Curator Jack Rasmussen, director and curator at American University, indicates that

"All of the works in this exhibition meet my criteria for quality." He asks: "Does the artist have something to say through the medium he or she has chosen? What questions are being asked? What ideas, beliefs and values are being communicated or confronted?" Sixty-eight works of art exhibit the range and diversity of media from ink to animation and paper to stainless steel. New this year is the Virtual Gallery that presents current exhibitions on our website to outreach to those who are unable to come to the Gallery. The McMullen Family Foundation sponsored this exhibition.



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

M. Teresa Lapid Rodriguez: (Curator)

MSU Recent Art Acquisitions:

Segal, Dali and Others

January 21- February 20, 2016

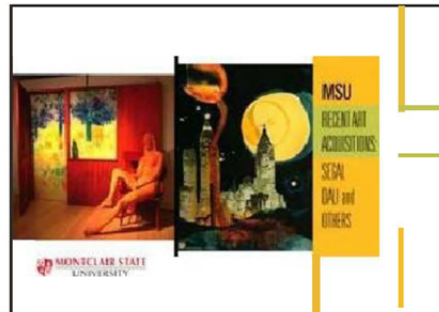
George Segal Gallery

Montclair State University, 2016

Oversize N6496 .M65 G46 2016

Ms. Rodriguez is the director of the

Montclair State University Art Galleries.



This exhibit is testimony to the depth and new direction of the Gallery's growing serious collection of works of master American artists, as well as local and international, reflecting the 20th century American periods and their influences. From the George and Helen Segal Foundation, 25 lithographs and aquatints mostly debuting for the first time to the public. Two works by Salvador Dali, *Manhattan Skyline* and *Tiger Lillies*, were gifts from Dr. Chan Beals and Kate Nicholls. IDF Art Consultants gave six contemporary works of American and international artists: Manuel Cerda, Koichi Enomoto, David Huffman, Gian Marco Montesano and Neal Tait. John Peters gifted a painting. The Gallery recognizes the generosity of New Jersey State Council on the Arts and The McMullen Family Foundation for their continued support of our exhibitions and education programs. Also acknowledged for their support is the Montclair State University Administration, College of the Arts and the George Segal Advisory Board.



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

HARRY A. SPRAGUE LIBRARY

Mary Mallery (Ed.)

*Technology Disaster Response and
Recovery Planning: A LITA Guide*

American Libraries Association TechSource, 2015

Z 679.7 .T43 2015

*Mary Mallery is associate dean for
Technical Services in the Library.*

As libraries depend more and more on technology to provide essential services, they need to create a comprehensive response and recovery plan in the event of floods, fire, or other natural – or man-made- disasters. This guide includes lessons learned from successful efforts in providing digital continuity and recovering from a variety of situations that compromise technology in libraries. It includes a chapter on disaster response and recovery planning for cloud computing environments by Marshall Breeding, editor of Library Technology Guides and a columnist for Computers in Libraries, as well as a chapter on developing communication plans for technology disaster response and recovery by Denise O'Shea, Head of Access Services at Sprague Library.



ala.org

Suxiao Hu (Translator)

Laweiersitan

Translated from English to Mandarin.

(Rave/stein by Saul Bellow)

Ren Min Wen Xue Chu Ban She, 2016

PS 3503 .E4488 R38127 2016

*Ms. Hu is head of the Collection Development and
Acquisitions Department.*

en.cnpubg.com/enabout/2015/0812/24207.shtml (English)

cnpubg.com/overview/member/2012/1023/5238.shtml (Chinese)



Suxiao Hu (Translator)

Zhua Zhu Shi Ji

Translated from English to Mandarin.

(Seize the Day by Saul Bellow)

Ren Min Wen Xue Chu Ban She, 2016

PS 3503 .E4488S 4127 2016

*Ms. Hu is head of the Collection Development and
Acquisitions Department.*

en.cnpubg.com/enabout/2015/0812/24207.shtml (English)

cnpubg.com/overview/member/2012/1023/5238.shtml (Chinese)



TRANSLATIONS

GroverFurr

*Kruschev Minti6: La Evidencia de que Cada "Revelaci6n" de los "crfmenes" de Stalin
(y Beria) en ellnfame "Discurso Secreto" de Nikita Kruschev a/20 • Congreso del Partido
Comunista de la Union Sovietica e/25 de Febrero de 1956, es Probablemente Fa/sa*

Vadell Hermanos Editores

DK275 .K5 F8718 2014

vadellhermanos.com

GroverFurr

Obolgannyi Stalinizm. Kleveta XX s'ezda

Algoritm, 2015

DK275 .K5 F87 2015

algoritm-kniga.m

Professor Furr is in the English Department.

*Sprague Library has copies of the book, Kruschev Lied, in Chinese, English, French,
Ga'ician, German and Russian.*

I. Major Capital Projects

Campus Projects Completed Since 2011

Center for Environmental and Life Sciences (2015)



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

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

The Feliciano School of Business (2015)



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

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

Center for Clinical Services (2015)

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

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

Combined Heating, Cooling, and Power Project (2013)

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

The John J. Cali School of Music (2011)

This was an adaptive re-use project that transformed a former dormitory and classroom building into a state-of-the-art teaching, practice and performance facility. When opened, the School of Music created 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.



The Heights – North Campus Student Residence and Dining Facility (2011)

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.



Current Campus Projects

School of Communication and Media

The new School of Communication and Media building will be a 105,000-square-foot facility that will join together what is now Morehead Hall and Life Hall into a single, multi-functional communications and multimedia facility. The new building will be equipped with a leading-edge, multi-platform “newsroom of the future,” along with a 150-seat presentation hall, broadcast studios, integrated media lab, film screening room, and acting and dance studios



Partridge Hall Renovation

Partridge Hall is the future home of The Graduate School and the new School of Nursing. Construction on this 50,000 square foot renovation is scheduled to begin by the end of October 2015, and the newly renovated building is scheduled to open in Fall 2016. The Nursing portion of Partridge Hall will include mediated classrooms and specialized spaces, such as a nursing skills lab, an anatomy lab, high-fidelity simulation labs outfitted with state-of-the-art computer interfaced mannequins, a home care lab, a mock quarantine room and computer labs, as well as faculty offices and student and faculty/staff gathering and meeting spaces. A large portion of the ground floor of Partridge will be devoted to a gathering and study space for graduate students and nursing students



Technology Investments

New Administrative Computer Systems

A multi-year University capital investment known as the OneMontclair program launched major new systems in 2015-2016 replacing virtually all of the University's outdated legacy systems in the Finance, Human Resources, and Student areas. All processes underlying admissions, enrollment, financial aid, course registration, student billing, degree tracking, payroll, employee and student records, accounts payable, financial accounting, and more were revamped through the launch of

these new systems, having an impact on every member of the University community. Continuing enhancements to the systems and increasing leverage of the new capabilities will assure ongoing improvements in the effectiveness and efficiency of our administrative activities. In addition, we will launch new information access and analytic capabilities in 2017-2018 to support improved student retention, learning outcomes, and graduation rates.

Upgraded Campus Network

The University is completing a comprehensive campus-wide network upgrade to provide increased speed, capacity, reliability, and security to all academic, administrative, and residential buildings, as well as outdoor areas. Final phases of this upgrade will conclude in 2016-2017 including:

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

Evolving Classroom Technologies

The University continues to upgrade the quality and integration of audio-visual, broadcasting, and learning management technologies supporting our traditional and virtual classrooms. Our campus includes more than 300 mediated spaces that support teaching and learning, planned to grow to 350 over the next year. A multi-year classroom technology refresh is assuring that all these spaces provide current, relevant, innovative technologies supporting the education of our students and accommodating specialized needs. Additionally, a new facility for the School of Communication and Media, opening in January 2017, will feature broadcast and media production technologies for education superior to those found at other universities across North America. Concurrently, our offerings of online and hybrid courses and programs continue to rise, complementing traditional classroom formats.