MONTCLAIR
STATE UNIVERSITY

Photo credit: Montclair State University

Annual Institutional Profile Report

Fall 2024

PREFACE

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

Situated on a beautiful 252-acre campus just 12 miles from New York City, Montclair delivers the instructional and research resources of a large public university while retaining the supportive and personalized academic environment that provides a feeling of community more typical of smaller institutions. With a reputation as the state's premier public-service university, Montclair is highly engaged with the communities it serves, partnering with local governments, businesses, nonprofits, schools, community organizations and health-care providers to fashion solutions to urgent problems in areas ranging from education, public policy, health care, sustainability and more. The University has strong and growing partnerships in both Newark and Paterson that have been recognized as leading examples of campus-community engagement.

Montclair has seen record enrollment in the last few years, and today stands as one of New Jersey's most successfully diverse institutions, serving a minority-majority student population with significant numbers of Pell Grant recipients and students who are in the first generation in their families to attend college. The University is a leader among national universities in its graduation performance rates and is frequently recognized as one of the best for social mobility and value by publications that include *U.S. News & World Report, Forbes* and *Washington Monthly*.

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

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

I believe strongly that at a pivotal moment in higher education, Montclair – with our deep commitment to serving the public interest and advancing student success – has an opportunity to define the future. We continue to build on the University's strong foundation of excellence in bold, imaginative ways to contribute to the prosperity, health and well-being of New Jersey and the nation while creating hands-on learning opportunities that will prepare students to thrive in the 21st century.

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

Jonathan GS Koppell President

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DATA BY CATEGORY

A. Accreditation Status

Montclair State University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. Programs leading to a degree or certificate (not certification) are approved by the Office of the Secretary of Higher Education of the State of New Jersey. Programs leading to NJ State certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Discipline-specific accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business
Baccalaureate and Graduate degree programs in business, *School of Business*

ACEND - Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
BS and MS in Didactic Program in Dietetics; Dietetic Internship Program, Department of Nutrition and Food Studies, *College of Education and Engaged Learning*

APA - American Psychological Association
Ph.D. in Clinical Psychology, Department of Psychology, *College of Humanities and Social Sciences*

CAATE - Commission on Accreditation of Athletic Training Education
Athletic Training major, BS, Department of Exercise Science and Physical Education, *College for Community Health*

CCNE – Commission on Collegiate Nursing Education
BSN in Nursing, *School of Nursing*

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

CACREP - Council for the Accreditation of Counseling and Related Education Programs Counseling, Ph.D., Counseling, M.A., Department of Counseling and Educational Leadership, *College for Community Health*

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

CAEP – Council for the Accreditation of Educator Preparation
Baccalaureate and graduate level teacher certification programs that prepare early childhood, elementary, and secondary school teachers in the Department of Teaching and Learning, as well as the Educational Leadership programs for administrative and school service personnel programs in the Department of Educational Leadership in the College of Education and Engaged Learning.

CEPH – Council on Education for Public Health
Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, concentration in Health Systems Administration and Policy, Department of Public Health, *College for Community Health*

CSWE - Council on Social Work Education
Master of Social Work Program, Department of Social Work and Child Advocacy, *College of Humanities and Social Sciences*

NASAD - National Association of Schools of Art and Design
Fashion Studies major, BA; Visual Arts major, concentrations in Art Education, Studio Art, BA; Animation/Illustration major, BFA; Visual Communication Design major, BFA; Product Design major, BFA, Department of Art and Design, *College of the Arts*

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

NASM - National Association of Schools of Music
Music Therapy major, BA; Music major, concentrations in Music Education, Jazz Studies, Performance, Theory/Composition, BMus; Music program, concentrations in Music Education, Performance, Theory/ Composition, MA; Performance, concentrations in Instrumental, Keyboard, Woodwind Doubling, Vocal, Conducting, MM, John J. Cali School of Music, *College of the Arts*

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

Program approvals include:

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE)
Health Education major, BS, initial teacher certification, P-12

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)
Physical Education major, BS, initial teacher certification, P-12

American Bar Association

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

American Chemical Society

Chemistry major, BS.

American Music Therapy Association

Music Therapy major, BA; Music major, concentration in Music Therapy, MA

Council for Exceptional Children

Early Childhood Special Education major, MEd; Inclusive Education major, MEd; Teacher of Students with Disabilities, post-master's certification; Communication Sciences and Disorders major, concentration in Speech Language Pathology, MA

Educational Leadership Constituent Council (ELCC)

Educational Leadership major, MA

International Reading Association (IRA)

Reading major, MA; Reading Specialist, postbaccalaureate educational services certification, P-12

National Association for the Education of Young Children (NAEYC)

Family and Child Studies major, concentration in Early Childhood, BA, initial teacher certification, P-3

National Association for Music Therapy

Music Therapy major, BA

National Council for the Social Studies (NCSS)

Anthropology major, BA, initial teacher certification, P-12; History major, BA, initial teacher certification, P-12; Political Science major, BA, initial teacher certification, P-12; Sociology major, BA, initial teacher certification, P-12; Geography major, BA, initial teacher certification, P-12; Economics major, BA, initial teacher certification, P-12; Social Studies, MAT, initial teacher certification, P-12; Social Studies, post-baccalaureate teacher certification, P-12

National Council of Teachers of English (NCTE)

English major, BA, initial teacher certification, 6-12; English, MAT, initial teacher certification, 6-12; English, post-baccalaureate teacher certification, 6-12

National Council of Teachers of Mathematics (NCTM)

Mathematics major (BS), initial teacher certification, 6-12; Mathematics, MAT, initial teacher certification, 6-12; Mathematics, post-baccalaureate teacher certification, 6-12

Teachers of English to Speakers of Other Languages (TESOL)

Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12

Memberships include:

- The Association to Advance Collegiate Schools of Business
- American Association for Paralegal Education
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrar's and Admissions Officers
- American Association of State Colleges and Universities
- American Association of Hispanics in Higher Education
- American Association of University Administrators
- American Council on Education
- Association for Gerontology in Higher Education
- Association of American Colleges and Universities
- Association of Chief Academic Officers (ACAO)
- Association of Public and Land Grant Universities
- CAEL
- ChooseNJ
- Council of Graduate Schools
- Council on Undergraduate Research (CUR)
- EDUCAUSE
- Engage NJ - New Jersey Campus Connect
- Inter University Consortium for Political and Social Research
- Middle Atlantic Association of Colleges of Business Administration
- National Association of Graduate Admissions Professionals
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Personnel Administrators
- National Network for Educational Renewal
- New Jersey Association of Colleges for Teacher Education
- New Jersey Association of State Colleges and Universities
- North American Association of Summer Sessions
- Northeastern Association of Graduate Schools
- New Jersey Business & Industry Association
- New Jersey President's Council
- Newark Regional Business Partnership
- Online Learning Consortium
- Statewide Hispanic Chamber of Commerce of NJ
- Strada Collaborative
- Trainers of School Psychologists (TSP
- Undergraduate Education at Research Universities
- University Professional and Continuing Education Association

B.   Number of Students Served

Fall 2023 Undergraduates

In Fall 2023, 18,062 undergraduates enrolled at Montclair State University, up from 15,431 in Fall 2013. This is a 17.1% increase in the past decade (see Table II.B.1).

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2023	
Full-time	16,268
Part-time	1,794
Total	18,062

Fall 2023 Graduate Students

Montclair State University enrolled 4,508 graduate students in Fall 2023, up from the 4,033 in Fall 2013 (see Table II.B.2). The graduate enrollment increased 11.8% in the past decade.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2023	
Full-time	1,888
Part-time	2,620
Total	4,508

Graduate students who study full-time has risen over the past decade. The percentage of graduate students enrolled full-time rose 40.3%, from 1,346 in Fall 2013 to 1,888 in Fall 2023.

FY23 (12-Month) Unduplicated Enrollments

While most students are admitted and enrolled at the beginning of each academic year, thousands of additional students enroll during the University's other sessions that run in the winter, spring, and summer. During FY23, 24,972 students attended Montclair during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY23 (IPEDS 12-Month)			
	Headcount	**Credit Hours**	**FTE**
Undergraduate	19,283	499,925	16,664
Graduate	5,689	72,643	3,027
Professional Practice			51
Total	24,972	572,568	19,742

C. Characteristics of the Students

Fall 2023 First-time Undergraduates

A total of 23,599 individuals applied for admission as first-time undergraduates to Montclair State University in Fall 2023, up 81.4% from Fall 2013 (N= 13,012). The University admitted 87.4% of these applicants (N = 20,629), and 4,039 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 19.6%.

Fall 2023 first-time undergraduates entered Montclair as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of Montclair's 4,039 first-time, undergraduates, over 95.4% were Regular Admits (N = 3,855), 4.2% were admitted through the EOF program (N = 169), and 0.4% were Special Admits (N = 15).

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

Montclair'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 328 (8.2%) of Montclair's first-time, full-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on Math and Evidence-based Reading and Writing scores submitted by first-time freshmen.

Table II.C.1: Mean ERW* and Math SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2023								
	Full-time				Part-time			
Type	**Math**	**N**	**ERW***	**N**	**Math**	**N**	**ERW***	**N**
Regular	532	307	551	307	550	1	640	1
EOF	474	16	494	16	-	-	-	-
Special	540	5	540	5	-	0	-	0
All	530	328	548	328	550	1	640	1
Missing	-	3691	-	3691	-	19	-	19

Source: SURE Fall Enrollment file.
* ERW is Evidence-Based Reading & Writing.
** Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. As of the 2024 Institutional Profile report, enrollment figures for this metric exclude non-degree students.

Montclair State University does not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses/Degree-seeking students, Fall 2023								
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The last CIRP survey administered to Fall 2022 first-time undergraduates revealed that 85% considered Montclair to be their first or second choice among colleges. The survey also revealed that the top four reasons freshmen chose Montclair were: a) Good academic reputation (94%), b) The cost of attending Montclair (93%,) c) good job prospects for Montclair graduates (87%), and d) distance from home (77%). The Freshman Survey (CIRP) is administered every three years. The next CIRP survey is scheduled for Fall 2025.

The profile of the Fall 2023 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Among all first-time undergraduates, 15.1% identified themselves as Black, 6.0% as Asian, 43.6% as Hispanic/Latino, and 2.4% as belonging to two or more races. Females comprised 58.8% of all first-time undergraduates.

Fall 2023 Undergraduates

Undergraduate Enrollment by Race/Ethnicity

In Fall 2023, a total of 22,570 undergraduate and graduate students attended Montclair State University. Of this total, 18,062 (or about 80% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose nearly 17.1% between Fall 2013 (N = 15,431) and Fall 2023. About 90.1% of Fall 2023 undergraduates (N = 16,268) attended the University full-time, up 3.5% from Fall 2013 (N = 13,356). Montclair's full-time undergraduate population was diverse, with 38.4% of undergraduates identifying themselves as Hispanic, 13.1% as Black, 6.3% as Asian, and 33.2% White (see Table II.C.3.a & notes).

Table II.C.3.a.: Undergraduate Enrollment by Race/Ethnicity, Fall 2023						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian	26	0.2%	2	0.1%	28	0.2%
Black	2,121	13.0%	245	13.7%	2,366	13.1%
Asian*	1,025	6.3%	115	6.4%	1,140	6.3%
Hispanic	6,283	38.6%	646	36.0%	6,929	38.4%
White	5,433	33.4%	562	31.3%	5,995	33.2%
Non-Resident Alien	215	1.3%	9	0.5%	224	1.2%
Unknown**	1165	7.2%	215	12.0%	1380	7.6%
Total	16,268	100.0%	1,794	100.0%	18,062	100.0%

* Includes Native Hawaiian and Other Pacific Islander.
** Includes Two or More Races.

Undergraduate Enrollment by Sex

In Fall 2023, 60% of all undergraduates were female, and the average age of the undergraduate population was 21 years (see Tables II.C.3.b and II.C.3.c).

Table II.C.3.b.: Undergraduate Enrollment by Sex, Fall 2023						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,766	60.0%	977	54.5%	10,743	59.5%
Male	6,502	40.0%	817	45.5%	7,319	40.5%
Total	16,268	100.0%	1,794	100.0%	18,062	100.0%

Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2023						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	34	0.2%	199	11.1%	233	1.3%
18-19	6,283	38.6%	180	10.0%	6,463	35.8%
20-21	6,179	38.0%	281	15.7%	6,460	35.8%
22-24	2,822	17.4%	573	31.9%	3,395	18.8%
25-29	614	3.8%	282	15.7%	896	5.0%
30-34	174	1.1%	99	5.5%	273	1.5%
35-39	72	0.4%	49	2.7%	121	0.7%
40-49	70	0.4%	70	3.9%	140	0.8%
50-64	19	0.1%	44	2.5%	63	0.4%
More than 64	1	0.0%	17	1.0%	18	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	16,268	100.0%	1,794	100.0%	18,062	100.0%

Financial Aid

During AY22-23, Montclair State University's undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the Montclair Alumni Association and the Montclair Foundation sponsored a number of scholarships, and special Montclair program awards were substantial, amounting to more than $29 million during the award year. Also, in AY22-23, Federal grants, loans, and work-study programs amounted to over $108 million.

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

Montclair distributed an additional $59.1 million in state-funded financial aid during AY22-23, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 7,997 State awards were made to Montclair students, including 7,008 TAG Awards, 212 NJCLASS Loans, and 726 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs AY22-23			
	Recipients	$ Dollars	$/Recipient
STATE PROGRAMS			
TAG	7,008	54,567,000	7,786.39
EOF	726	1,180,000	1,625.34
NJ Stars II Scholarship	46	103,000	2,239.13
Urban Scholars	5	4,000	800.00
NJCLASS Loans	212	3,279,000	15,466.98
FEDERAL PROGRAMS			
Pell Grants	8,168	43,867,000	5,370.59
College Work Study	298	583,000	1,956.38
Perkins Loans	0	0	0
SEOG	2,826	1,458,000	515.92
Stafford Loans (Subsidized)	5,855	23,275,000	3,975.23
Stafford Loans (Unsubsidized)	6,212	21,603,000	3,477.62
PLUS Loans	1,081	17,469,000	16,160.04
CARES ACT-HEERF	894	2,590,000	2,897.09
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	8,604	29,558,000	3,435.38

First-Time Undergraduate Enrollment by State of Residence

Of the 4,039 first-time undergraduates who enrolled at Montclair State University in Fall 2023, 94.5% were residents of New Jersey (refer to Table II.C.5). The majority of first-time undergraduates resided in Passaic, Essex, and Bergen counties

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2023			
State Residents	Non-state Residents	Total Students	% State Residents
3,816	223	4,039	94.5%

Fall 2023 Graduate Students

In Fall 2023, Montclair State University enrolled a total of 22,570 students, of which 4,508 (20.0%) were graduate students. This represents an increase of nearly 11.8% in graduate student enrollment compared to Fall 2013, when there were 4,033 graduate students.

Most graduate students (58.1%) attended Montclair State University part-time and enroll in fewer than nine credits per semester. Nearly 72.4% of Fall 2023 graduate students were female, and the average age of the graduate student population was 31 years. Among Montclair State University's graduate students, 9.5% of graduate students identified themselves as Black, 4.7% as Asian, 21.6% as Hispanic, 38.9% as White, 12.8% as non-resident aliens, and 1.9% as multi-racial. Of Montclair's 4,508 graduate students, 82.6% are New Jersey residents.

D.   Student Outcomes

Sixty-four percent of all full-time, first-time freshmen who entered Montclair State University in Fall 2017 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 2017 Full-time, First Time Freshmen by Race/Ethnicity						
	Graduated in 4 Years		Graduated within 5 Years		Graduated within 6 Years	
	N	%	N	%	N	%
Black Cohort = 502	192	38.2%	267	53.2%	289	57.6%
Asian Cohort = 196	95	48.5%	128	65.3%	131	66.8%
Hispanic Cohort = 879	380	43.2%	498	56.7%	533	60.6%
American Indian/Alaska Native Cohort = 4	3	75.0%	3	75.0%	3	75.0%
Native Hawaiian/Other Pacific Islander Cohort = 7	3	42.9%	5	71.4%	5	71.4%
White Cohort = 1,184	615	51.9%	799	67.5%	834	70.4%
Non-Resident Alien Cohort = 18	6	33.3%	9	50.0%	9	50.0%
Two or More Races Cohort = 102	38	37.3%	53	52.0%	57	55.9%
Unknown Cohort = 110	50	45.5%	63	57.3%	68	61.8%
Total Cohort = 3,002	1,382	46.0%	1,825	60.8%	1,929	64.3%

Approximately 80% of all full-time, first-time undergraduates who entered Montclair State University in Fall 2022 returned in Fall 2023 (see Table II.D.2).

Table II.D.2: First Year Retention of First-Time Undergraduates, Fall 2021 to 2022			
	Original Cohort	Retained	
	N	N	%
Full-time	3,940	3,141	79.7%
Part-time	4	2	50%
Total	3,944	3,143	79.7%

Transfer Student Outcomes

Of the 1,257 students who entered Montclair State University as full-time transfer students in Fall 2017, 72.1% earned their degrees within four years, 74.6% earned degrees within five years, and 75.7% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in Fall 2022 was 80%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 3,483 alumni who earned Bachelor's degrees in 2013-14 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1165 (33.4%) of these alumni continued their formal education, and of those who continued their education, 980 (84.1%) earned one or more graduate degrees, including 101 doctorates and 943 Master's degrees.

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

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

IRE assesses other student outcomes such as student engagement and student satisfaction by developing and tracking a range of key performance indicators. These student outcomes are informed by data gathered from students, faculty, and staff through the University's participation in various National surveys including: the National Survey of Student Engagement (NSSE), the Ruffalo Noel Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of entering freshman and exiting seniors. Faculty and staff perspectives on student outcomes are revealed through the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) survey of faculty, and the Ruffalo Noel Levitz Institutional Priorities Survey. Together, these on-going assessment efforts provide a comprehensive view of Montclair State University's effectiveness and help identify areas of strength as well as challenges and subsequently inform the university's continuous improvement efforts.

E. Faculty Characteristics

In Fall 2023, Montclair State University employed 674 full-time instructional staff (see Table II.E.1). The number of full-time instructional staff increased nearly 15% from Fall 2013 (N=585) to Fall 2023 (N=674). Over this 10-year period, the number of full-time female instructors rose nearly 23% (286 to 352), while the number of full-time males rose almost 8% (299 to 322). The University's full-time instructional staff members were supplemented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff (see Table II.E.2).

Table II.E.1: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2023																				
	American Ind.		Asian		Black		Hispanic		Pacific Islander		Non-Resident Alien		Race Unknown		2 or More Races		White		Total	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	**M**	**W**
Tenured																				
Professors	0	0	20	18	6	5	12	8	0	0	1	0	7	3	1	0	64	65	**111**	**99**
Associate Prof.	0	0	16	16	9	9	4	9	0	0	0	2	11	16	1	2	66	56	**107**	**110**
Assistant Prof.	0	0	0	1	0	1	2	0	0	0	1	1	1	1	0	0	2	5	**6**	**9**
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**0**	**0**	**36**	**35**	**15**	**15**	**18**	**17**	**0**	**0**	**2**	**3**	**19**	**20**	**2**	**2**	**132**	**126**	**224**	**218**
Without Tenure																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
Associate Prof.	0	0	0	0	1	1	0	0	0	0	0	0	0	2	0	0	3	2	**4**	**5**
Assistant Prof.	0	0	7	15	5	3	4	2	0	0	12	6	5	11	1	0	14	17	**48**	**54**
All Others	0	0	4	5	1	7	2	7	0	0	3	3	9	12	2	1	25	40	**46**	**75**
TOTAL	**0**	**0**	**11**	**20**	**7**	**11**	**6**	**9**	**0**	**0**	**15**	**9**	**14**	**25**	**3**	**1**	**42**	**59**	**98**	**134**
Professors	0	0	20	18	6	5	12	8	0	0	1	0	7	3	1	0	64	65	**111**	**99**
Associate Prof.	0	0	16	16	10	10	4	9	0	0	0	2	11	18	1	2	69	58	**111**	**115**
Assistant Prof.	0	0	7	16	5	4	6	2	0	0	13	7	6	12	1	0	16	22	**54**	**63**
All Others	0	0	4	5	1	7	2	7	0	0	3	3	9	12	2	1	25	40	**46**	**75**
TOTAL	**0**	**0**	**47**	**55**	**22**	**26**	**24**	**26**	**0**	**0**	**17**	**12**	**33**	**45**	**5**	**3**	**174**	**185**	**322**	**352**

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

Table II.E.2: Percentage of Course Sections Taught by Full-time Faculty, Fall 2023						
	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
Total Number of Course Sections	N	%	N	%	N	%
4,933	2,385	48.3%	2,239	45.4%	309	6.3%

non-instructional employees

Table II.E.3 shows IPEDS headcounts of Fall 2023 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (N = 674) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

Table II.E.3: Ratio of Full- to Part-time Faculty, Fall 2023					
Full-time		Part-time		Total	
N	%	N	%	N	%
674	33.01%	1,368	66.99%	2,042	100.0%

F.   Characteristics of the Trustees

Race/Ethnicity and Gender of Governing Board

Gender	White	Black	Hispanic	Asian	American Indian	Two or more races	Other	Total
Male	8	1	0	1	0	0	0	10
Female	2	0	0	0	0	0	0	2
Total	10	1	0	1	0	0	0	12

Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Mary A. Comito	Financial Advisor	State Farm Insurance
Francis M.C. Cuss	Retired	Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb
Jean Marc de Grandpré	General Manager	New York Red Bulls
Sreeni Kutam	President, Global Product and Innovation	ADP
Preston D. Pinkett III	Banking Executive	Independent Consultant
Kent Sluyter	Former Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Artem Beliavsk	Student	Montclair State University
Jonathan Koppell, ex officio	President	Montclair State University
Tracy Higgins	Law Professor	Fordham University
Anthony Abrantes	Assistant Executive Secretary	Eastern Atlantic State Regional Council of Carpenters

G.   Profile of the Institution

FALL 2023 DEGREE PROGRAMS	CIP CODE
Bachelor of Arts	
Advertising	090903
Anthropology	450201
Arabic	161101
Asian Languages Cultures	160300
Child Advocacy and Policy	440701
Classics	161200
Communication Media Studies	090199
Communication Studies	090101
Dance	500301
Economics	450601
Ed Foundations Elem Teachers	131202
English	230101
Family Sci & Human Development	190701
Family and Child Studies	190101
Fashion Design & Merchandising	500407
Fashion Studies	500407
Film and Television	500602
Fine Arts	500701
French	160901
Gender, Sexuality & Women's St	050207
General Humanities	240103
Geog, Environ, & Urban Stu	450701
Geography	450701
German	160501
History	540101
Hosp,Sprts,Evnts,Tour	520901
Humanities	240103
Italian	160902
Journalism and Digital Media	090401
Jurisprudence	229999
Jurisprudence, Law & Society	229999
Justice Studies	309999
Language, Business & Culture	300000
Latin	161203
Liberal Studies	240101
Linguistics	160102
Medical Humanities	513204
Music	500901

FALL 2023 DEGREE PROGRAMS	CIP CODE
Music Therapy	512305
Philosophy	380101
Policy Studies	440501
Political Science	451001
Psychology	422799
Public and Prof Writing	231301
Recording Arts and Production	100203
Religious Studies	380201
Social Media Public Relations	090101
Sociology	451101
Spanish	160905
Sports Communication	090906
Television and Digital Media	090701
Theatre Studies	500501
Urban Humanities	451201
Visual Arts	500701
Bachelor of Fine Arts	
Animation and Illustration	090702
Animation and Visual Effects	100304
Dance	500301
Filmmaking	500602
Fine Arts/Studio	500701
Graphic Design	500409
Illustration	090702
Industrial Design	500404
Musical Theatre	500901
Product Design	500404
Theatre	500501
Visual Communication Design	500409
Bachelor of Music	
Music	500901
Bachelor of Science	
Accounting	520301
Applied Math and Statistics	270301
Athletic Training	510913
Biochemistry	260202
Biology	260101
Business Administration	520201
Business Analytics	307102
Chemistry	400501
Computer Science	110101

FALL 2023 DEGREE PROGRAMS	CIP CODE
Data Science	303001
Earth & Environmental Science	400601
Exercise Science	310505
Geoscience	400601
Information Technology	110103
Marine Biology & Coastal Science	261302
Mathematics	270101
Molecular Biology	260204
Nutrition and Food Science	301901
Physical Education	131314
Physics	400801
Public Health	512201
Science Informatics	309999
Sustainability Science	303301
Bachelor of Science in Nursing	
Nursing (BSN)	513801
Master of Arts	
Applied Linguistics	160102
Child Advocacy and Policy	440701
Clinical Psychology	422703
Communication Sci & Disorders	510201
Counseling	131101
Educational Leadership	130401
English	230101
Environmental Studies	030103
Family and Child Studies	190101
Fine Arts	500701
French	160901
Higher Education	130406
History	540101
Industrial Organizational Psychology	422708
Justice Studies	309999
Law and Governance	229999
Music	500901
Physical Education	131314
Physical Education	131315
Psychological Sciences	420101
Psychology	420101
Public & Organizational Relations	090101
Reading	131315
Social Research & Analysis	450102

FALL 2023 DEGREE PROGRAMS	CIP CODE
Spanish	160905
Speech and Theatre	131001
Teaching	130101
Teaching Middle Grades Math	131311
Technology Education	131309
Theatre	500501
Master of Arts in Teaching	
Teaching	130101
Master of Business Administration	
Business Administration	520201
Business Administration	521399
Master of Education	
Inclusive Education	131001
Learning Disabilities	131011
Special Education	131001
Teaching for Equity and Justice	131299
Master of Fine Arts	
Dance	500301
Studio Art	500702
Master of Music	
Performance	500903
Master of Public Health	
Public Health	512201
Master of Science	
Accounting	520301
Accounting	521399
Applied Mathematics	270301
Athletic Training	510913
Biology	260101
Business Analytics	307102
Business Analytics	521301
Chemistry	400501
Computational Linguistics	110102
Computer Science	110101
Cybersecurity	111003
Data Science	303001
Digital Marketing Analytics	307102
Earth & Environmental Science	400601
Exercise Sci and Sport Studies	310505
Exercise Science and Phys Ed	131314
Geoscience	400601

FALL 2023 DEGREE PROGRAMS	CIP CODE
Human Resource Analytics	521301
Information Technology	110103
Marine Biology & Coastal Sci	261302
Math & Computational Modeling	270304
Mathematics	270101
Molecular Biology	260204
Nutrition and Food Science	301901
Pharmaceutical Biochemistry	512004
Statistics	270501
Sustainability Science	303301
Master of Science in Nursing	
Nursing	513801
Master of Social Work	
Social Work	440701
Doctor of Audiology	
Audiology	510202
Doctor of Philosophy	
Clinical Psychology	422801
Communication Sciences & Disorders	510201
Counseling	131101
Environmental Management	030104
Environmental Science and Management	030104
Family Science & Human Development	190701
Family Studies	190701
Industrial Organizational Psychology	422804
Mathematics Education	131399
Teacher Education & Teacher Development	131299

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

Academy of Nutrition and Dietetics (Graduate)
Accounting (Graduate)
Advanced Certificate in Music Teaching (Graduate)
Advanced Counseling (Graduate)
Advanced Quantitative Methods in Psychology (Graduate)
Business Analytics (Graduate)
Certified Alcohol and Drug Counselor (Graduate)
Child Advocacy and Policy (Undergraduate / Graduate)
Climate Science (Undergraduate)
Clinical Psychology (Graduate)
Computational Linguistics (Graduate)
Computing Technology (Graduate)
Customer Experience / User Experience (Graduate)
Data Collection and Management (Graduate)
Digital Marketing (Graduate)
Director of School Counseling Services (Graduate)
Educational Assessment (Graduate)
English (Graduate)
Entrepreneurship (Undergraduate)
Forensic Accounting (Graduate)
Forensic Psychology (Graduate)
Game Development (Undergraduate)
Geographic Information Science (Graduate)
Gifted and Talented Education (Graduate)
Global Human Trafficking (Undergraduate)
Harm Reduction Approaches (Graduate)
Human Resources Management (Graduate)
Innovation Design (Undergraduate)
Inquiry Based Teaching and Learning (Graduate)
International Diploma Journal Digital Media (Undergraduate)
K12 Computer Science Teaching (Graduate)
Makeup Artistry (Undergraduate)
Molecular Biology (Graduate)
Music - Artist's Diploma
Music - Performer (Graduate)
Music - Teaching (Graduate)
Nutrition and Exercise Science (Graduate)
Paralegal Studies (Graduate)
Professional Accounting (Graduate)
Professional French Translation (Graduate)
Professional Selling and Sales Management (Undergraduate)
Project Management (Graduate)
Reading Specialist (Graduate)
Real Estate Development (Graduate)
School Counselor (Graduate)
School Psychologist (Graduate)
Secondary School - Principal (Graduate)
Spanish Language Journalism (Undergraduate)
Spanish Translation (Undergraduate)
Speech Language Specialist (Graduate)
Student Assistance Coordinator (Graduate)
Supervisor, Administrative Services (Graduate)

Sustainable Food Practices (Undergraduate / Graduate)
Teaching - Art (Graduate)
Teaching - Bilingual/Bicultural Education (Graduate)
Teaching - Health and Physical Education (Graduate)
Teaching Certification (Graduate)
Teacher of Students with Disabilities (Graduate)
Teaching English as a Second Language (Graduate)
Teaching English to Speakers of Other Languages (Graduate)
Teaching Middle Grades Mathematics (Graduate)
Theatre of Diversity, Inclusion and Social Change (Graduate)
Translation and Interpreting in Spanish (Graduate)
Virtual Learning for Students with Disabilities (Graduate)

H.   Major Research and Public Service Activities

In FY 2023, faculty received 72 awards and $16 million in external sponsored projects funding, with awards coming from the National Science Foundation, the National Oceanic & Atmospheric Administration, the US Department of Housing and Urban Development, the U.S. Department of Education, and the State of New Jersey. Several private sponsors also provided the University with funding which includes but is not limited to John Templeton Foundation, Spencer Foundation and the William T. Grant Foundation. External fund spending increased by approximately 22% over last year's total of $2.6 million. Among the larger grants received in FY 2023 was a $1 million, two-year grant from the Dodge Foundation to help launch a community school and to coordinate the identification of other community priorities for the One Square Mile in Paterson, NJ. A $1 million, 3-year grant was received from Arizona State University via John Templeton Foundation to develop and conduct an evaluation of the Principled Innovation Framework.

Table II.H.1: R&D Expenditures, FY23 [1]	
Source of Funds	**Amount**
U.S. Federal Government	$5, 916,296
State and Local Government	$706,711
Non- Governmental Grants and Contracts	$1,652,125
Institutional Funds (incl. Montclair Foundation)	$29,933,984
Total Expenditures on Sponsored Programs Other Than Research	$19,589,163
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	$38,209,000
[1] Source: NSF Higher Education Research and Development Survey	

Expenditures on Other Sponsored Programs, FY23 [2]	
Source of Funds	**Amount**
U.S. Federal Government	$11,159,884
State and Local Government	$3,383,842
Business and Non-Profit Organizations	$2,560,875
Institutional Funds (incl. Montclair Foundation)	$2,484,565
Total of Expenditures on Sponsored Programs Other Than Research	$19,589,163
Grand Total of Expenditures (All Disciplines and Sources)	$57,798,252
[2] Source: Sponsored award dashboard workday data	

Selected Montclair State University Faculty Accomplishments

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

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 674 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 (2023-2024), the University's faculty and staff members published 93 books and book chapters, and 718 articles, reviews, and other works. They also offered 212 exhibitions and performances, and made 451 presentations ranging from papers delivered at professional conferences to talks given to community groups and organizations. One hundred and ten instructional staff served on national, state, and/or local boards, and 127 received grants or other awards for their contributions to their professions or the wider community.

The following table summarizes the accomplishments of Montclair State University faculty and staff teaching in the College of the Arts, the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, Feliciano School of Business, the School of Nursing, Sprague Library, and other departments.

Activities	Total	College for Community Health	College for Education and Engaged Learning	College of Humanities and Social Sciences	College of Science and Mathematics	College of the Arts	Feliciano School of Business	Library	Other Department
STATISTICAL OVERVIEW OF SCHOLARLY ACTIVITY, 2023-2024 MONTCLAIR STATE UNIVERSITY									
Published Books & Book Chapters	93	8	11	52	1	11	7	0	0
Published Works**	718	76	70	182	148	56	177	1	14
Performances & Exhibitions	212	11	27	79	26	58	9	1	1
Presentations	451	57	24	105	63	56	123	9	12
Boards	110	8	3	33	16	10	36	3	1
Awards & Grants	127	9	9	27	39	15	25	0	1
Other	255	12	21	90	49	58	11	0	9
Total	1976	181	165	568	342	264	388	14	38

* Effective July 1, 2023, the College of Education and Human Services divided into two separate and distinctive entities: the College for Education and Engaged Learning, and the College for Community Health.
** The Appendix titled <u>University Authors 2023-2024</u> includes a listing of University publications.

I. Major Capital Projects

New Interdisciplinary Sciences Building (In Design)
As a center of research excellence with the R2 institution, the College of Science and Mathematics (CSAM) will continue to expand its presence in the sciences and the goal of this project is to create a state-of-the-art interdisciplinary science facility to educate the diverse population of the University and create the next generation of scientists and science educators in New Jersey. A thorough analysis by a consulting architect, with an expertise in laboratory and science facilities planning, has identified a 106,000 GSF space deficit to meet CSAM's 5-year strategic plan projections in enrollment and research activity. After exploring several design and financing options, the most cost-efficient solution is the construction of a new building on the site of Webster Hall. The new building will be 4 stories in height, 3 of which are dedicated to the expanding academic needs and the 4th floor will be preserved as shell space for tenant fit-outs with future University partners. The proposed new construction is envisioned as an exemplary building that will be deeply responsive to the mission and culture of the University, which is to provide supportive, safe space for its students and embody the core principles of environmental stewardship.

This project was awarded a $60M grant from the OSHE Summer 2022 Cycle of Facilities Grant Programs. On March 18, 2024, the University funded the advancement of the project to the next phases of design. A project kickoff meeting was held on May 3, 2024 which included the Architect, Provost and the President's office. Space programming and visioning is currently underway with the Provost office. Meanwhile, environmental abatement is underway at Webster Hall and is expected to be completed by August 2024, with building demolition scheduled for the summer recess in 2025. The project is on schedule and budget for a new building completion forecast for the summer of 2028.

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

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

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

The estimated $15 million initiative to upgrade the main campus wireless network to Wi-Fi 6 and 6E technology includes implementation of a next-generation edge firewall to help protect the University's network from emerging and more sophisticated security threats. Specifications and design documentation produced by the completed survey efforts are ready for issuance of a Request for Proposal that will guide obtaining current pricing and selecting an implementation partner. Obtaining required funds will enable completing the campus network upgrade over the subsequent 12 months. The University is estimating an

additional $4.5M to expand and improve Bloomfield College's wireless infrastructure, including necessary upgrades to in-building wiring to support the higher throughput of Wi-Fi 6 as well as a 10Gb fiber connection between the Bloomfield and Montclair campuses.

Life Hall Virtual Reality Classroom & Development Lab Renovation (In Design)
The University is forming a Partnership with a virtual reality developer and is looking to convert the existing Life Hall – L. Howard Fox Theater into a Virtual Reality Classroom and Development Lab. The intent of this new academic program is to revolutionize education through the skillful use of virtual reality experiences by combining the power of movie-quality storytelling and cinematic visuals with proven educational principles. Their objective is not to replace traditional classroom education, but to supplement it with "hands-on" labs conducted in virtual reality. This virtual reality developer is dedicated to transforming education through the integration of cinematic storytelling, cutting edge immersive technologies and advanced pedagogy. This program is structured to provide 15 minutes of immersive experiences for every three hours of traditional learning by using the creativity and flexibility of virtual worlds, combined with Hollywood-style storytelling, to engage students in an interactive narrative that keeps them focused while addressing specific learning goals. The existing theater space will be transformed into four main areas: The Lounge, the Immersive Classroom, the Lab/Development Area and the Free Roam Demo/Development Pod.

The project kick-off meeting was held in 2023 which included the Architect, University Facilities, Office of Information Technology, Dreamscape Learn and the President's office. The Architect is complete with the construction drawings, FM Global has completed their review, and the project is ready for bidding. At the present time the project is temporarily on hold, while we are looking into external funding solutions and grant opportunities.

Ice Arena Refrigeration Upgrade (In Design)
The Montclair State University Ice Arena is a 110,000 gross square foot full service facility located on our campus which contains two ice rinks. We will be undergoing a refrigeration upgrade which involves replacing the current Freon based system with a new CO_2 based system. The previous system was gas powered and will be replaced with a new system that will be electric powered. We are currently evaluating several options for providing the additional electric power required for this new system. It is our desire to have this work performed during the summer of 2025 with minimal impact to the Ice Arena operations.

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

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

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

Gourmet Dining Venue Renovations (In Construction)
The current Dining Services Program consists of Retail Dining, Residential Dining, Vending, Campus wide Catering. There are 4,753 residents, with over 4,464 meal plan holders and 1,834 full time faculty/staff and 1,528 part time faculty/staff. FY22 net revenues were $21.8M. Gourmet Dining shall be the Universities strategic and operational partner for seven years in ensuring that the Dining Services Program fully aligns with and supports the University's needs, culture, and standards of excellence. They shall be responsible for providing comprehensive and high-quality programs and services for the following service lines: a. Residential Dining (two residential dining facilities) b. Retail Dining (19 venues including 2 convenience stores) c. Catering & Conference Services and d. Vending Services.

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

Currently underway as part of this initiative are:
Student Center Pub Renovation: Demolition started June 13th. Work in progress includes floor tile removal and disposal, removal of the light fixtures, folding partition and existing millwork/cabinetry. Work remaining includes new porcelain tile floor, light fixtures, wood wall panels and bar with wood veneer, and all mechanical, electrical and plumbing connections. Furniture and recreational gaming equipment to follow once base work is completed. Work is planned to be complete in September 2024.

Sprague Library- Starbucks Café: Construction started mid-April. Work completed includes rough carpentry, electrical, plumbing and mechanical work, drywall installation and spackling. Work in progress includes painting, flooring, roofing, finishes, casework, equipment, furniture and signage. The grand opening is scheduled for August 26, 2024.

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

the construction schedule will be phased over a four-year period from 2023 through 2026.

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

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

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

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

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

Dioguardi Track Surfacing Repairs (Complete)
Dioguardi Track and Field is an eight-lane running track and artificial turf field operated by University

Athletics and Campus Recreation sports located to the north of Arena Drive and to the west of Yogi Berra Stadium. A sinkhole had previously developed and been repaired on the east side of the running in 2013. The field was equipped with artificial turf in 2017. The scope of work for the project will include, a geotechnical evaluation of the track, field, and surrounding area subgrade and prepare a formal report presenting the finds and proposed recommendations for the repair work. Upon acceptance, the development of Construction Documents is required to address the repairs of the sinkhole and any related deficiencies as may have been discovered by the site and geotechnical inspections.

Current Technology Investments

- The University continues to invest in technologies to enhance the effectiveness and efficiency of its academic and administrative functions, by:

  - ➢ Continue to enhance its student, finance, human resources, identity management, and call center technologies to meet changing needs and drive greater efficiencies.
  - ➢ Continue the migration of our student systems suite to a cloud-based, more modern, and robust platform for enhanced functionality, analytics, availability, support and cost effectiveness.
  - ➢ Continuously improving information security through the rollout of Multifactor Authentication across student, faculty and staff functions.
  - ➢ Continue investing in student, finance, human resources, security management, and systems to meet the changing needs of the higher education space.
  - ➢ Continuously exploring and investing in AI and LLM (Language Models) technologies for opportunities to enhance the student experience and drive task automation.
  - ➢ Continuously investing in Cloud First technologies to minimize the carbon footprint on campus operations.
  - ➢ Continuously investing in network infrastructure, unified communications, and wireless to meet the campus's growing data consumption needs
  - ➢ Continuously investing in security apparatus to support cybersecurity hardening initiatives
  - ➢ Continue to focus on assessing and mitigating cybersecurity risks including annual online cybersecurity awareness training and phishing simulation tests for all full-time employees; periodic vulnerability scanning, analysis and mitigation; and risk assessment programs targeted at higher areas of risk.

- The University is increasing its investment in research technologies consistent with its broadening research focus and Carnegie R2 designation. Initiatives include: expansion of research administration systems to facilitate grant applications and award tracking; continuing membership in the State's Research with NJ web platform; and expansion of the University's digital repository web platform to publicize and facilitate public access to research and scholarly deliverables.

- The University also continues expanding delivery of online and hybrid as well as traditional academic programs and courses including integration of technologies to enhance student engagement and improve learning outcomes. The University increasingly leverages technology platforms to enhance all aspects of the student experience including orientation, recreation and athletics, advising, and clinical therapy as well as academics.

- New programs to expand and strengthen the capacity, performance and reliability of the campus technology infrastructure include: completion of a campus network backbone fiber ring; upgrade of network bandwidth management capabilities; upgrade of the Virtual Private Network (VPN) infrastructure supporting secure remote access; upgrade of the wireless network facilitating connectivity to all student residential halls; upgrade of processing and storage infrastructure including hardware-based encryption of data; expansion of single sign-on and multi-factor authentication requirements to secure information and applications; and continued enhancement of the disaster

recovery capabilities of the campus infrastructure. The University has also secured State HETI funding to upgrade the wireless network facilitating connectivity to all academic and administrative buildings across the Montclair campus as well as upgrades to the wireless and wired network infrastructure on the Bloomfield College campus.

- Information Technology has expanded our IT Service Management Solution, ServiceNow, to several departments and divisions outside of Information Technology (central/distributed) including Human Resources, Finance and Treasury, and Undergraduate Admissions. We have invested in staff and training to ensure that our tracking of incidents, problems, and requests is as accurate as needed and have created a user-friendly portal. We have begun to expand ServiceNow into different aspects including asset management and management of incidents within Bloomfield College.

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

Appendix - University Authors 2023-24

Descriptions of published works are available below. Book covers may be found at the following link:

College of the Arts Titles

Understanding Human Communication by Ronald B Adler, George R Rodman, Athena DuPré, Barbara Cook Overton "Effective communication is about sharing ideas and listening to others. It's a simple concept, but not always as easy as it might seem. Effective communicators appreciate that understanding diverse viewpoints is an important way to build relationships and solve problems - with friends, family, coworkers, and strangers. Understanding others is also the key to presenting yourself effectively and changing hearts and minds. The conviction that communication can honor differences and inspire collaboration is central to the 15th edition of Understanding Human Communication. It features new and expanded coverage of diversity civil discourse, social media and virtual interactions, and collaborative workplace communication." -- Oxford University Press
ISBN: 9780197615638
Publication Date: 2024
Dr. Rodman is in the School of Communication and Media

Teaching Instrumental Music: Contemporary Perspectives and Pedagogies by Bryan Powell (Editor) Kristen Pellegrino (Editor) Quincy C Hilliard (Editor) "This book focuses on the process of learning to teach music to children using instruments. It brings the field of instrumental music into the contemporary world of school music by keeping all the important aspects of previous texts (i.e., a focus on pedagogical techniques of each instrument) while broadening beyond the instruments themselves to consider the foundational musicianship and types of learner-centered classroom interactions needed for all students to enjoy playing an instrument. The project's authors represent a variety of perspectives, embodying different racial, gender, and sexual identities usually underrepresented in the field of instrumental music education" -- Oxford University Press
ISBN: 9780190099725
Publication Date: 2024
Dr. Powell is in the Cali School of Music

David's Little Town : A Memoir by David Scott Campbell, Julian Thomas Costa (Editor) "Educator David Campbell experienced a unique time of life in American history-- growing up in industrial small town Galion, Ohio in the mid-twentieth century. He recorded some of his childhood recollections as part of a memoir for his children that he never finished. Now, with the family's permission, scholar Julian Costa brings Campbell's stories to light in their unabridged form. Explore 1950s Galion with David. Join him as he socializes with his friends, follow him from class to his after-school activities and enjoy the close bond he shares with his family. Enjoy his stories of a simpler time in America, a time and a place taken for granted. Though David's stories reflect simple aspects of his upbringing, it is moments like these that many find relatable. " -- amazon.com
ISBN: 9781957863177
Publication Date: 2023
Professor Costa is in the School of Communication and Media

The music therapy supervisor : developmental perspectives, a qualitative study including systematic reviews and interview study utilizing interpretative phenomenological analysis by Karen D. Goodman "The aim of this study is to research and identify considerations for a lifespan developmental

stage model in music therapy supervision. These considerations are based on the interrelationship of systematic comparative literature reviews on the developmental stage models in counseling and music therapy supervision and an interview study (Interpretative Phenomenological Analysis) with music therapy supervisors. This research process represents a combination of theoretical and empirical knowledge. The research is guided by a theoretical framework which metaphorically represents developmental processes in supervision (i.e., Mahler; Erikson)."
Publication Date: 2023
Dr. Goodman is a Professor Emerita of Music Therapy

Sign Language : Solo Exhibitions 2023 by Michael Aaron Lee "Sign Language: Solo Exhibitions - 2023 was produced on the occasion of two solo exhibitions by Michael Aaron Lee, A Frame Is A Line, Nightshift, Brooklyn, NY, March 26 - May 5, 2023, [and] Cryptographics, Benjamin J. Dineen III and Dennis C. Hull Gallery, Hudson County Community College, Jersey City, NJ, August 16 - November 10, 2023" – page 6
Publication Date: 2023
Professor Lee is in the John J. Cali School of Music

Black Folklorists in Pursuit of Equality : African American Identity and Cultural Politics, 1893-1943 by Ronald LaMarr Sharps, Montclair State University (Editor) "Educator David Campbell experienced a unique time of life in American history-- growing up in industrial small town Galion, Ohio in the mid-twentieth century. He recorded some of his childhood recollections as part of a memoir for his children that he never finished. Now, with the family's permission, scholar Julian Costa brings Campbell's stories to light in their unabridged form. Explore 1950s Galion with David. Join him as he socializes with his friends, follow him from class to his after-school activities and enjoy the close bond he shares with his family. Enjoy his stories of a simpler time in America, a time and a place taken for granted. Though David's stories reflect simple aspects of his upbringing, it is moments like these that many find relatable. " -- amazon.com
ISBN: 9781957863177
Publication Date: 2023
Professor Costa is in the School of Communication and Media

Letters from Cairo = رسائل من القاهرة by A Memoir by Roberta Dolp and Laura Dolp (Editor) "
Letters from Cairo is a vivid memoir of an American experience in Nasser's Egypt, seen through the eyes of two visiting academics who navigate the epiphanies, adventures, and paradoxes of a country at a critical turning point." -- lauradolp.com
ISBN: 9780578609256
Publication Date: 2021
Dr. Dolp is in the John J. Cali School of Music

College for Education and Engaged Learning Titles

Preparing to Lead : Narratives of Aspiring School Leaders in a "post"-COVID World by Patricia Virella (Editor) Nathan Tanner (Education researcher) Darin A Thompson (Editor) Chance W Lewis (Editor)
" Preparing to Lead - Narratives of Aspiring School Leaders in a "Post"-COVID World will focus on how graduate students in educational leadership preparation programs are experiencing their simultaneous preparation for leadership roles in the K-12 setting while working in schools in several districts across the United States. Additionally, chapters will focus on how these graduate students consider, learn and understand their role as aspiring leaders during this "post" crisis world and how the unique challenges affect their leadership development. Recent scholarship has found that the COVID-19 pandemic has expedited plans to leave the principalship. According to the National Association of Secondary School Principals, 45% of 1,000 school principals surveyed said the COVID-19 pandemic accelerated plans to exit the

principalship. To put this into perspective, there are approximately 1800 public schools in New York City's public school system, including charter schools. If this estimate were realized in the largest school district in the country, that would leave 810 schools without building administration. This also means that aspiring principals will be entering schools in large numbers, under crisis conditions, expected to lead in ways we know do not prepare them for the principalship" -- Information Age Publishing
ISBN: 9798887303055
Publication Date: 2024
Professor Virella is in the Department of Educational Leadership

Knowledge, Mind and Reality : An Introduction by Early Twentieth-Century American Women Philosophers by Joel Katzav (Editor) Krist Vaesen (Editor) Dorothy Rogers (Editor) " This book is the first volume featuring the work of American women philosophers in the first half of the twentieth century. It provides selected papers authored by Mary Whiton Calkins, Grace Andrus de Laguna, Grace Neal Dolson, Marjorie Glicksman Grene, Marjorie Silliman Harris, Thelma Zemo Lavine, Marie Collins Swabey, Ellen Bliss Talbot, Dorothy Walsh and Margaret Floy Washburn. The book also provides the historical and philosophical background to their work. The papers focus on the nature of philosophy, knowledge, the philosophy of science, the mind-matter nexus, the nature of time, and the question of freedom and the individual. The material is suitable for scholars, researchers and advanced philosophy students interested in (history of) philosophy; theories of knowledge; philosophy of science; mind, and reality. " -- Springer Nature Switzerland AG
ISBN: 9783031244360
Publication Date: 2023
Dr. Rogers is the Chair of Educational Foundations

Relationship-Based Care for Infants and Toddlers: Fostering Early Learning and Development Through Responsive Practice by Susan Recchia, Minsun Shin, Eleni Loizou, Mary Benson McMullen "Learn how to create and nurture communities of care for diverse children, families, and practitioners through responsive practice. In this text, the social and emotional worlds of babies and toddlers, their peers, and their caregivers come to life in the everyday moments of infant-toddler care and education. The authors show infants and toddlers as active, agentic, and intentional social partners from the start of life, highlighting their unique capacities for social engagement with both adults and peers. Interwoven within each chapter's narrative are insights culled from extensive observations, teacher interviews, and video analyses. Part I emphasizes play, peer friendships, and humor as essential elements of infant learning, illustrated throughout with anecdotes of praxis in early care and education settings. Building on these aspects of babies' ways of being in group care, Part II examines the complex roles of infant-toddler professionals and the critical importance of supportive and caring environments. Readers will explore the elements needed for in-depth and specialized professional preparation, including overarching principles of relationship-based practice." -- Teachers College Press
ISBN: 9780807768907
Publication Date: 2023
Dr. Shin is in the Department of Teaching and Learning

College of Humanities and Social Sciences Titles

Just City: Growing Up on the Upper West Side When Housing Was a Human Right by Jennifer Baum "Within the pages of this captivating memoir, you'll find yourself transported to the historic Upper West Side—a place where diversity flourished and a shared belief in the importance of a home for all bound the residents together. Through personal anecdotes and heartfelt accounts, Baum illuminates her own upbringing alongside the stories of those who shared her neighbor-hood. She describes how as an adult, she came to appreciate that being raised in an integrated collective was a unique and exceptional experience. As she moves around the world for school, a husband, and work, she tells the story of her search for a home that would embody the values and community she grew up with. " -- Empire State Editions, an imprint of

Professor Baum is in the Department of Writing Studies

Abolish Criminology by Viviane Saleh-Hanna (Editor), Jason M Williams, (Editor), Michael J Coyle (Editor) "Abolish Criminology presents critical scholarship on Criminology and Criminal Justice ideologies and practices, alongside emerging freedom-driven discourses that encourage a vision and practice of new world formations. The book introduces readers to a detailed history and analysis of crime as a concept and its colonizing trajectories into existence and enforcement. These significant contexts buried within peculiar academic histories are often overlooked or unknown in academic and public discussions, and representations of crime and the criminal legal system. The book offers written, visual, and poetic teachings through which readers, students, and educators can engage with the often discussed but seldom understood concept of crime and its enforcement through the criminal legal system's research, theories, agencies and dominant cultures. Abolish Criminology serves the needs of undergraduate and graduate students and educators in the social sciences, arts, and humanities. It will also appeal to scholars, researchers, policy makers, activists, community organizers, social movement builders, and various reading groups comprised of the general public grappling with the increased critical public discourse on policing and criminal legal reform or abolition" -- Routledge
ISBN: 9780367419905
Publication Date: 2024
Dr. Williams is in the Department of Justice Studies

Treatment Courts: Solving the Recidivism Problem by Christopher Salvatore " Treatment Courts: Solving the Recidivism Problem is a comprehensive guide to understanding treatment courts as an effective solution to the problem of recidivism in the criminal justice system. Incorporating extensive research from experts in the field, this book provides a thorough overview of what treatment courts are, how they work, and the research supporting their effectiveness and limitations. The book begins by examining crime in the United States and the limitations of traditional approaches to criminal justice. It then introduces the concept of treatment courts, which offer an alternative model that focuses on rehabilitation and addressing the underlying issues that contribute to criminal behavior. The author explains the different types of treatment courts, including drug courts, mental health courts, reentry courts, teen courts, prostitution courts, and veterans courts, and provides a detailed discussion of studies to illustrate their success and challenges, as well as a look at the theoretical mechanisms that influence these programs. One of the key strengths of this book is that it is one of the first to focus on treatment court programs and how they operate to provide treatment and support services for the populations they serve. Treatment Courts: Solving the Recidivism Problem is a valuable resource for anyone interested in improving the criminal justice system. It offers a compelling argument for why treatment courts are needed and provide accessible information regarding their use and effectiveness successfully. By offering an alternative to traditional punitive approaches, treatment courts have the potential to break the cycle of recidivism and help individuals rebuild their lives." -- Carolina Academic Press
ISBN: 9781531025229
Publication Date: 2024
Dr. Salvatore is in the Department of Justice Studies

Victorian Verse : The Poetics of Everyday Life by Lee Behlman (Editor), Olivia Loksing Moy (Editor) " Victorian Verse: The Poetics of Everyday Life casts new light on nineteenth-century poetry by examining its popular verse forms and their surrounding social and media landscape. The volume offers insight into two central concepts of both the Victorian era and our own--status and taste--and how cultural hierarchies then and now were constructed and broken. By recovering the lost diversity of Victorian verse, this collection maps the breadth of Victorian writing and reading practices, illustrating how seemingly minor verse genres actually possessed crucial social functions for Victorians, particularly in education, leisure practices, the cultural production of class, and the formation of individual and communal identities. In

addition to exploring lesser-known and even anonymous versifiers, the essays consider how 'major' Victorian poets were also committed to writing and reading 'minor' verse. " -- Palgrave Macmillan
ISBN: 9783031296956
Publication Date: 2023
Dr. Behlman is in the English Department

Social Research Methods by Example : Applications in the Modern World by Yasemin Besen-Cassino, Dan Cassino "Social Research Methods by Example sharpens students' understanding of the research process and the essential methods and tools that researchers utilize to perform their work on the cutting edge of the social sciences. The authors break the textbook into two major sections, the first of which provides a foundation for conducting research and forming a research inquiry. The second section guides students through major types of social research, with each chapter's focus set on a different technique. Engaging and illustrative examples from real research are shown throughout to introduce students to key aspects of the process and make the material on methods more relatable and applicable to their own future projects. The new edition features updated examples across the chapters, reflecting new directions within the social sciences and both a diversity of voices and research output in recent years. The authors also expand their chapter overviews on surveys, interviews and focus groups, and multivariate analysis, and weave discussion of validity and ethical considerations more carefully into the fabric of each chapter's focus. Far more than an introduction to the principles of social science research, this book leaves students with the skills and the applied know-how to carry out their own. It is an excellent resource for methods courses across the social sciences." -- Routledge, Taylor & Francis Group
ISBN: 9781032210056
Publication Date: 2023
Dr. Yasemin Besen-Cassino is the Chair of the Sociology Department

Quakers, Ecology, and the Light by Cherice Bock, Christy Randazzo "As the community of life on this planet experiences the anthropogenic climate crisis, what tools from faith traditions can help us meet the coming challenges? By expanding the metaphor of light within the Christian and Quaker traditions to include light's role in ecosystems, this project develops an ecotheology of light that aims to answer this question. Cherice Bock and Christy Randazzo draw on their contexts in the Religious Society of Friends, placing the Quaker Inward Light in dialogue with the Bible, and light in Eastern Orthodox, ecological, and interdependence theologies. The Quaker ecotheology of light developed argues that Light is a vitally important and mutually translatable metaphor providing a common language that can aid humanity, reinterpreting traditions to meet this moment with spiritual grounding to transition to a just and sustainable future for the Earth, our common home. Bock and Randazzo connect this ecotheology of light with implications for Friends testimonies. " -- Brill
ISBN: 9789004535916
Publication Date: 2023
Dr. Randazzo is in the Department of Religion

Stalin Exonerated : Fact-Checking the Death of Solomon Mikhoels by Grover Furr, Vladimir L Bobrov "On the night of January 12-13, 1948, Solomon Mikhailovich Mikhoels, a prominent actor and director in the Yiddish language Soviet theater and winner of the Stalin prize in 1946, together with a friend, Vladimir Golubov, were killed in a hit-and-run accident on a dark street in Minsk, Byelorussian SSR. Mikhoels was buried with honors and praised in the Soviet press. Nevertheless, rumors that he had been murdered by the Soviet state began to circulate almost immediately. During the 1960s these rumors multiplied, occasionally being repeated in official sources. Beginning in 1991 documents began to appear claiming that Joseph Stalin had ordered Mikhoels murdered. These documents continued to appear during the 1990s. Several of them have now been inserted in Soviet archives to give the impression that they are genuine. Today the story that Stalin ordered Mikhoels murdered is repeated by all researchers and popularizers of Soviet history. " -- amazon.com
ISBN: 9798218243876

Publication Date: 2023
Dr. Furr is in the English Department

La Música Callada, la Soledad Sonora: la Poesía de lo Inefable de Luis Gilberto Caraballo by Diana Guemárez-Cruz "Este trabajo contempla una colección de ensayos, reseñas y prólogos que he escrito a lo largo de casi dos años en relación con la vasta obra poética del pintor y poeta venezolano Luis Gilberto Caraballo." -- Introducción
ISBN: 9786125078995
Publication Date: 2023
Professor Guemárez-Cruz is in the College of Humanities and Social Sciences

The Routledge Handbook of Memory Activism by Yifat Gutman (Editor), Jenny Wüstenberg (Editor), Irit Dekel (Editor), Kaitlin M Murphy (Editor), Benjamin Nienass (Editor), Joanna Wawrzyniak (Editor), Kerry Whigham (Editor) "This handbook is the first systematic effort to map the fast-growing phenomenon of memory activism and to delineate a new field of research that lies at the intersection of memory and social movement studies. From Charlottesville to Capetown, from Santiago to Sydney, we have recently witnessed protesters demanding that symbols of racist or colonial pasts be dismantled and that we talk about histories that have long been silenced. But such events are only the most visible instances of grassroots efforts to influence the meaning of the past in the present. Made up of more than 80 chapters that encapsulate the rich diversity of scholarship and practice of memory activism by assembling different disciplinary traditions, methodological approaches, and empirical evidence from across the globe, this handbook establishes important questions and their theoretical implications arising from the social, political, and economic reality of memory activism. Memory Activism is multi-faceted, takes place in a variety of settings, and has diverse outcomes - but it is always crucial to understanding the constitution and transformation of our societies, past and present. This volume will serve as a guide and establish new analytic frameworks for scholars, students, policy makers, journalists, and activists alike. " -- Routledge Taylor & Francis Group
ISBN: 9780367650391
Publication Date: 2023
Dr. Nienass is in the Department of Political Science and Law

Principles of Forestry & Conservation by James F. Nicosia (Editor), Jake D. Nicosia (Editor) " Principles of Forestry & Conservation offers a solid grounding in conservation and its history, forestry techniques, and forest biomes. The volume begins with a thorough Editor's Introduction to this important topic by James F. Nicosia. It is then organized into five sections, beginning with a section on general principles before narrowing the focus to fires (both beneficial and harmful), the principal forest biomes, related organizations, and a final large section on some of the world's most well-known and important forest environments. The crucial role forests play in mitigating climate change is discussed in relation to forest management and conservation. Each entry includes relevant Fields of Study, a brief Abstract highlighting the subject matter, a list of Principal Terms, and a list of sources for Further Reading. A comprehensive chronology of the conservation movement is also included toward the end of the volume to help readers see how forestry concepts have played out in the real world. " -- Salem Press
ISBN: 9781637007235
Publication Date: 2023
Dr. Nicosia is in the English Department

Critical Insights : All the Pretty Horses by Laura M. Nicosia (Editor), James F. Nicosia (Editor) " Cormac McCarthy's All the Pretty Horses is one of the most well-known works of the last four decades. The first of McCarthy's Border Trilogy, it won both the National Book Critics Circle Award and the National Book Award. Taking place in 1949, the novel explores the intimate story of relationships while at the same time presenting a global consideration of the American economic expansion that would set the tone for the second half of the twentieth century. The novel also highlights a homogenization of North America thanks to

the increase in jobs across the continent as well as the expansion of the transportation system. With America and Mexico sharing an unprecedented period of growth, Americans like McCarthy's sixteen-year-old protagonist, John Grady Cole, and his best friend Lacey Rawlins could cross the border with ease, bringing into focus how both countries alternatingly accepted and resisted assimilation. As a sociocultural, political, and economic tour de force, McCarthy's novel remains compelling and provocative thirty years after it first captured the attention of the literary world in 1992. This collection examines McCarthy's book from various perspectives—historical, cultural, social, economic, ethnic, and literary." – Salem Press
ISBN: 9781637004364
Publication Date: 2023
Dr. Laura Nicosia and Dr. James Nicosia are in the English Department

New York Politics: A Tale of Two States by Edward V. Schneier, Antoinette Pole, Anthony Maniscalco "This book examines New York's governing institutions and policy processes. The authors provide a candid, in-depth exploration of the state's key political stakeholders, interest groups and parties, as well as the competing fiscal and ideological priorities of New York's metropolitan regions versus its upstate communities." -- Cornell University Press
ISBN: 9781501767265
Publication Date: 2023
Dr. Pole is in the Department of Political Science and Law

Limited Editions by Carole Stone " A poetry collection that is a portrait of a marriage, of a wife's caretaking, the experience of grief and recovery and, eventually, the unexpected discovery of joy in the author's new identity as a widow." -- CavanKerry Press
ISBN: 9781960327000
Publication Date: 2023
Professor Stone is in the College of Humanities and Social Sciences

College of Science and Mathematics Titles

Self-Face Recognition and the Brain: How the Neuroscience of Mirror Recognition Has Changed Psychology, Psychiatry, and Evolution by Julian Paul Keenan (Editor), Karina Quevedo (Editor), William D. Hopkins (Editor) "Self-Face Recognition and the Brain explores a fundamental cornerstone of human consciousness; how recognizing ourselves leads to a better understanding of the brain and higher-order thinking. Featuring contributions from an interdisciplinary range of researchers, each chapter provides a unique insight into one aspect of self-face recognition. The book begins by introducing readers to the concept of self-face recognition, covering issues like the mirror-test and whether animals can recognize themselves, before addressing the role of neural correlates and attempts at localizing consciousness. It then discusses various disorders and the impact they can have on self-face recognition before considering how neuroscience can heighten our understanding of the field." -- Routledge
ISBN: 9781032019536
Publication Date: 2024
Dr. Keenan is the Director of the Cognitive Neuroimaging Laboratory

Data Analytics and Statistics by Andrew McDougall " The motivation for this book arose from teaching undergraduate and graduate students who required a methods-based course in statistics for their major degree program. For most students, this would be their first real exposure to data analytics and statistical inference. For undergraduate students across a broad spectrum of disciplines who require a basic knowledge of statistics for their major, this book is for you." -- Cognella
ISBN: 9781793563064
Publication Date: 2024
Dr. McDougall is in the School of Computing

Treatise on Geomorphology. Volume 3, Weathering and Soil Processes by John F. Shroder, (Editor), Gregory A. Pope (Editor) "Treatise on Geomorphology, Second Edition, Eleven Volume Set is organized into eleven volumes built on the outstanding success of the first edition. This comprehensive introduction to the large and diverse discipline of geomorphology provides a key reference tool for undergraduate geology students looking for term paper topics, graduate students starting a literature review for their thesis work, and for professionals seeking a concise summary of a particular topic. The tools available to understand geomorphology have greatly advanced in recent years, hence this new release will complement the work of a variety of professionals who are interested in topics such as GIScience, Remote Sensing and Karst." -- Academic Press
ISBN: 9780323990677
Publication Date: 2022
Dr. Pope is in the Earth and Environmental Studies Department

Feliciano School of Business Titles

Artificial Intelligence Tools and Technologies for Smart Farming and Agricultural Practices by Rajeev Kumar Gupta, (Editor) Arti Jain, (Editor) John Wang, (Editor) Santosh Kumar Bharti (Editor), Samir Patel (Editor) "Artificial Intelligence Tools and Technologies for Smart Farming and Agriculture Practices discusses various tools and technologies that can be used in smart farming and agriculture practice and explores the role of different emerging technologies like the internet of things, big data, machine learning, deep learning, and AI from agricultural prospects. Covering key topics such as farming, pests, soil, and weeds, this premier reference source is ideal for environmentalists, farmers, agriculturalists, industry professionals, researchers, academicians, scholars, practitioners, instructors, and students." -- IGI Global, Engineering Science Reference
ISBN: 9781668485163
Publication Date: 2023
Dr. Wang is in the Department of Information Management and Business Analytics

Technological Leapfrogging and Innovation in Africa : Digital Transformation and Opportunity for the Next Growth Continent by Ethné Swartz (Editor), Caren B. Scheepers (Editor), Adam Lindgreen (Editor), Shumaila Y. Yousafzai (Editor), Marianne Matthee (Editor) " Offering invaluable insights into technologically-driven change in Africa, this incisive book envisions myriad positive economic changes brought about by new technologies and innovations. Rooted in original research from contributors who have worked and taught in Africa, it encapsulates developments and breakthroughs throughout the continent." -- Edward Elgar Publishing
ISBN: 9781800370388
Publication Date: 2023
Dr. Swartz is a Professor of Information Management and Entrepreneurshi

Translation Titles

Stalin : aspettando... la verità by Grover Furr, E F Rocca (Translator) Italian translation of: Stalin, waiting for ... the truth.
ISBN: 9798854706094
Publication Date: 2023
Dr. Furr is in the English Department

Le falsità anti-Stalin di uno scrittore "socialista" : risposta all'articolo di Alex Skopic : "Stalin non sarà mai recuperabile" by Grover Furr and Fabio Rocca (Translator) Italian translation of: Anti-Stalin falsehoods from a "socialist" writer -- refuting Alex Skopic's article "Stalin will never be redeemable"

Dr. Furr is in the English Department

Khroshchef Dorough Goft : Barresi-e خروشچف دروغ گفت :بررسی سخنرانی محرمانه «خروشچف علیه استالین **"Sokhanrani-e Mahramaneh-ye" Khroshchef Alayhe Stalin by Grover Furr, Bahman Taghizadeh (Translator)** Farsi translation of: Khrushchev lied.
Dr. Furr is in the English Department