

MONTCLAIR

STATE UNIVERSITY



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Annual Institutional Profile Report

Fall 2025

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 23,000 undergraduate and graduate students with more than 300 doctoral, master's and baccalaureate programs provided by 14 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
- 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
- New Jersey Association of Colleges for Teacher Education
- Northeastern Association of Graduate Schools
- New Jersey President's Council
- Newark Regional Business Partnership
- Online Learning Consortium
- Statewide Hispanic Chamber of Commerce of NJ
- Strada Information Group
- Trainers of School Psychologists (TSP)
- Undergraduate Education at Research Universities
- University Professional and Continuing Education Association

B. Number of Students Served

Fall 2024 Undergraduates

In Fall 2024, 18,712 undergraduates enrolled at Montclair State University, up from 15,885 in Fall 2014. This is a 17.8% increase in the past decade (see Table II.B.1).

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2024	
Full-time	17,222
Part-time	1,490
Total	18,712

Fall 2024 Graduate Students

Montclair State University enrolled 4,663 graduate students in Fall 2024, up from the 4,137 in Fall 2014 (see Table II.B.2). The graduate enrollment increased 12.7% in the past decade.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2024	
Full-time	2,227
Part-time	2,436
Total	4,663

Graduate students who study full-time has risen over the past decade. The percentage of graduate students enrolled full-time rose 62.1%, from 1,374 in Fall 2014 to 2,227 in Fall 2024.

FY24 (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 FY24, 25,785 students attended Montclair during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY24 (IPEDS 12-Month)			
	Headcount	Credit Hours	FTE
Undergraduate	20,151	526,710	17,557
Graduate	5,634	75,391	3,141
Professional Practice			50
Total	25,785	602,101	20,748

C. Characteristics of the Students

Fall 2024 First-time Undergraduates

A total of 26,257 individuals applied for admission as first-time undergraduates to Montclair State University in Fall 2024, up 110.7% from Fall 2014 (N= 12,462). The University admitted 87.9% of these applicants (N = 23,076), and 4,192 of those who were admitted to the University enrolled as degree-seeking first-time undergraduates for a yield of 18.2%.

Fall 2024 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 4,192 first-time, undergraduates, over 95.8% were Regular Admits (N = 4,033), 3.4% were admitted through the EOF program (N = 144), 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 365 (8.7%) 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 2024								
	Full-time				Part-time			
Type	Math	N	ERW*	N	Math	N	ERW*	N
Regular	517	350	548	350	-	0	-	-
EOF	480	11	517	11	-	-	-	-
Special	568	4	545	4	-	-	-	-
All	516	365	547	365	-	0	-	0
Missing	-	3811	-	3811	-	16	-	16

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 2024							
empty							

The most recent CIRP Freshman Survey, administered to Fall 2022 first-time undergraduates, indicated that 85% of respondents identified Montclair as their first or second choice among colleges. The top four factors influencing students' decision to enroll at Montclair were: (a) Montclair's strong academic reputation (94%), (b) the cost of attendance (93%), (c) favorable job prospects for Montclair graduates (87%), and (d) proximity to home (77%). The CIRP Freshman Survey is conducted every three years. While originally scheduled for Fall 2025, the next administration has been rescheduled for Fall 2026.

The profile of the Fall 2024 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Among all first-time undergraduates, 15.3% identified themselves as Black, 5.8% as Asian, 44.9% as Hispanic/Latino, and 2.3% as belonging to two or more races. Females comprised 56.9% of all first-time undergraduates.

Fall 2024 Undergraduates

Undergraduate Enrollment by Race/Ethnicity

In Fall 2024, a total of 23,375 undergraduate and graduate students attended Montclair State University. Of this total, 18,712 (or about 80% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose nearly 17.8% between Fall 2014 (N = 15,885) and Fall 2024. About 92.0% of Fall 2024 undergraduates (N = 17,222) attended the University full-time, up 24.2% from Fall 2014 (N = 13,879). Montclair's full-time undergraduate population was diverse, with 40.8% of undergraduates identifying themselves as Hispanic, 13.2% as Black, 6.1% as Asian, and 31.5% White (see Table II.C.3.a & notes).

Table II.C.3.a.: Undergraduate Enrollment by Race/Ethnicity, Fall 2024						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian	20	0.1%	3	0.2%	23	0.1%
Black	2,280	13.2%	188	12.6%	2,468	13.2%
Asian*	1,052	6.1%	95	6.4%	1,147	6.1%
Hispanic	7,026	40.8%	540	36.2%	7,566	40.4%
White	5,424	31.5%	498	33.4%	5,922	31.6%
Non-Resident Alien	296	1.7%	6	0.4%	302	1.6%
Unknown**	1,124	6.5%	160	10.7%	1,284	6.9%
Total	17,222	100.0%	1,490	100.0%	18,712	100.0%

* Includes Native Hawaiian and Other Pacific Islander.

** Includes Two or More Races.

Undergraduate Enrollment by Sex

In Fall 2024, 58.6% 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 2024						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	10,159	59.0%	808	54.2%	10,967	58.6%
Male	7,063	41.0%	682	45.8%	7,745	41.4%
Total	17,222	100.0%	1,490	100.0%	18,712	100.0%

Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2024						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	47	0.3%	154	10.3%	201	1.1%
18-19	6,400	37.2%	120	8.1%	6,520	34.8%
20-21	6,742	39.2%	259	17.4%	7,001	37.4%
22-24	2,954	17.2%	518	34.8%	3,472	18.6%
25-29	711	4.1%	219	14.7%	930	5.0%
30-34	183	1.1%	71	4.8%	254	1.4%
35-39	81	0.5%	47	3.2%	128	0.7%
40-49	77	0.5%	51	3.4%	128	0.7%
50-64	26	0.2%	34	2.3%	60	0.3%
More than 64	1	0.0%	17	1.1%	18	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	17,222	100.0%	1,490	100.0%	18,712	100.0%

Financial Aid

During AY23-24, Montclair's undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the Montclair Alumni Association and the Montclair Foundation sponsored a number of scholarships, and special Montclair program awards were substantial, amounting to more than \$23 million during the award year. Also, in AY24-25, Federal grants, loans, and work-study programs amounted to over \$121 million.

Montclair distributed an additional \$77.7 million in state-funded financial aid during AY23-24, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 10,885 State awards were made to Montclair students, including 7,433 TAG Awards, 204 NJCLASS Loans, and 687 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs AY23-24			
	Recipients	\$ Dollars	\$/Recipient
STATE PROGRAMS			
TAG	7,433	60,708,000	8,167.36
EOF	687	1,240,000	1,804.95
NJ Stars II Scholarship	49	114,000	2,326.53
Urban Scholars	31	30,000	967.74
NJCLASS Loans	204	3,267,000	16,014.71
Garden State Guarantee (GSG)	2,481	12,403,000	4,999.19
FEDERAL PROGRAMS			
Pell Grants	8,946	51,956,000	5,807.74
College Work Study	456	905,000	1,984.65
Perkins Loans	0	0	0
SEOG	2,624	1,255,000	478.28
Stafford Loans (Subsidized)	6,249	25,402,000	4,064.97
Stafford Loans (Unsubsidized)	6,550	22,645,000	3,457.25
PLUS Loans	1,157	19,501,000	16,854.80
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	7,500	23,746,000	3,166.13

First-Time Undergraduate Enrollment by State of Residence

Of Montclair's 4,192 degree-seeking first-time undergraduates who entered in Fall 2024, 94.7% were New Jersey residents (see Table II.C.5). Most were from Passaic, Essex, and Bergen counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2024			
State Residents	Non-state Residents	Total Students	% State Residents
3,969	223	4,192	94.7

Fall 2024 Graduate Students

Of the 23,375 students who attended Montclair State University in Fall 2024, 4,663 (19.9%) were graduate students. Graduate student enrollment rose nearly 12.7% between Fall 2014 (N = 4,137) and Fall 2024 (N = 4,663).

Most graduate students (52.2%) attended Montclair part-time, taking fewer than nine credits per semester. Nearly 69.5% of Fall 2024 graduate students were female, and the average age of the graduate student population was 30 years. Among Montclair State University's graduate students, 9.35% of graduate students identified themselves as Black, 4.07% as Asian, 20.87% as Hispanic, 32.88% as White, 18.04% as non-resident aliens, and 1.89% as multi-racial. Of Montclair's 4,663 graduate students, 77% are New Jersey residents.

D. Student Outcomes

Approximately Sixty-five percent of all degree-seeking full-time, first-time freshmen who entered Montclair in Fall 2018 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 2018 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 = 482	194	40.2	258	53.5	279	57.9
Asian Cohort = 208	104	50.0	137	65.9	143	68.8
Hispanic Cohort = 1,043	423	40.5	588	56.4	634	60.8
American Indian/Alaska Native Cohort = 5	3	60.0	4	80.0	4	80.0
Native Hawaiian/Other Pacific Islander Cohort = 6	1	16.7	2	33.3	2	33.3
White Cohort = 1,185	626	52.8	804	67.8	830	70.0
Non-Resident Alien Cohort = 29	15	51.7	17	58.6	17	58.6
Two or More Races Cohort = 86	40	46.5	54	62.8	58	67.4
Unknown Cohort = 122	53	43.4	73	59.8	80	65.6
Total Cohort = 3,166	1,458	46.1	1,937	61.2	2,047	64.7

Approximately 78% of all full-time, first-time undergraduates who entered Montclair in Fall 2023 returned in Fall 2024 (see Table II.D.2).

Table II.D.2: First Year Retention of First-Time Undergraduates, Fall 2023 to 2024			
	Original Cohort	Retained	
	N	N	%
Full-time	4,016	3,128	77.9
Part-time	20	8	40.0
Total	4,036	3,136	77.7

Transfer Student Outcomes

Of the 1,413 students who entered Montclair as full-time transfer students in Fall 2018, 72.5% earned their degrees within four years, 76.1% earned degrees within five years, and 77.6% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in Fall 2023 was 87%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 3,392 alumni who earned Bachelor's degrees in 2014-15 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 2008 (59.2%) of these alumni continued their formal education, and of those who continued their education, 966(48.1%) earned one or more graduate degrees, including 87 doctorates and 947 Master's degrees.

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

Faculty assess Student Learning Outcomes within each academic program. Assessment data are collected, analyzed, and reported to inform programmatic and instructional improvements. The CAA maintains a centralized database containing student learning outcome goals, assessment methods, and results submitted by academic departments, ensuring systematic tracking and accessibility of assessment information.

OIRE evaluates additional student outcomes, including engagement and satisfaction, by developing and monitoring a range of key performance indicators. These outcomes are informed by data collected from students, faculty, and staff through participation in national surveys such as the National Survey of Student Engagement (NSSE), the Ruffalo Noel Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of entering freshmen and graduating seniors. Faculty and staff perspectives on student outcomes are captured through instruments including the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) faculty survey, and the Ruffalo Noel Levitz Institutional Priorities Survey.

Collectively, these ongoing assessment initiatives provide a comprehensive understanding of Montclair State University's effectiveness, highlight institutional strengths and challenges, and inform evidence-based strategies for continuous improvement.

E. Faculty Characteristics

In Fall 2024, Montclair State University employed 705 full-time instructional staff (see Table II.E.1). The number of full-time instructional staff increased nearly 15.2% from Fall 2014 (N=612) to Fall 2024 (N=705). Over this 10-year period, the number of full-time female instructors rose nearly 24.3% (296 to 368), while the number of full-time males rose almost 6.6% (316 to 337). 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 2024																				
	<u>American Ind.</u>		<u>Asian</u>		<u>Black</u>		<u>Hispanic</u>		<u>Pacific Islander</u>		<u>Non-Resident Alien</u>		<u>Race Unknown</u>		<u>2 or More Races</u>		<u>White</u>		<u>Total</u>	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Tenured																				
Professors	0	0	20	20	7	4	12	7	0	0	1	0	8	4	1	0	67	64	116	99
Associate Prof.	0	0	15	16	7	9	5	9	0	0	0	0	12	15	1	2	63	56	103	107
Assistant Prof.	0	0	0	1	0	1	1	0	0	0	0	0	0	1	0	0	2	5	3	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	35	37	14	14	18	16	0	0	1	0	20	20	2	2	132	125	222	214
Without Tenure																				
Professors	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	3	0
Associate Prof.	0	0	0	3	1	1	0	0	0	0	1	0	2	3	0	0	8	7	12	14
Assistant Prof.	0	0	13	13	4	5	5	6	0	0	9	9	7	11	1	0	12	14	51	58
All Others	0	0	5	5	1	7	2	9	0	0	3	1	11	16	2	0	25	44	49	82
TOTAL	0	0	19	21	6	13	7	15	0	0	14	10	20	30	3	0	46	65	115	154
Professors	0	0	21	20	7	4	12	7	0	0	2	0	8	4	1	0	68	64	119	99
Associate Prof.	0	0	15	19	8	10	5	9	0	0	1	0	14	18	1	2	71	63	115	121
Assistant Prof.	0	0	13	14	4	6	6	6	0	0	9	9	7	12	1	0	14	19	54	66
All Others	0	0	5	5	1	7	2	9	0	0	3	1	11	16	2	0	25	44	49	82
TOTAL	0	0	54	58	20	27	25	31	0	0	15	10	40	50	5	2	178	190	337	368

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 2024						
Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
5251	2545	48.5	2262	43.1	444	8.5

*non-instructional employees

Table II.E.3 shows IPEDS headcounts of Fall 2024 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (N = 705) 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 2024					
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
N	%	N	%	N	%
705	33.2	1416	66.8	2121	100

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	4	2	1	1	0	1	0	9
Female	3	0	0	0	0	0	0	3
Total	7	2	1	1	0	1	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.
Quentin Ocampo	Student	Montclair State University
Jonathan Koppell, ex officio	President	Montclair State University
Anthony Abrantes	Assistant Executive Secretary	Eastern Atlantic State Regional Council of Carpenters
Anthony Abrantes	Assistant Executive Secretary	Eastern Atlantic State Regional Council of Carpenters
Modia Butler	Partner	Mercury Public Affairs
Sheila Rostiac	Senior Vice President	PSEG

G. Profile of the Institution

FALL 2024 DEGREE PROGRAMS	CIP CODE
Bachelor of Arts	
Advertising	090903
Anthropology	450201
Arabic	161101
Asian Languages Cultures	160300
Biology	260101
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
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 2024 DEGREE PROGRAMS	CIP CODE
Music Therapy	512305
Philosophy	380101
Policy Studies	440501
Political Science	451001
Psychology	420101
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 2024 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 Leadership Innovation	430103
Justice Studies	309999
Law and Governance	229999
Mathematics Education	131311
Music	500901
Physical Education	131314
Physical Education	131315
Psychological Sciences	420101
Psychology	420101
Public & Organizational Relations	090101

FALL 2024 DEGREE PROGRAMS	CIP CODE
Reading	131315
Social Research & Analysis	450102
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

FALL 2024 DEGREE PROGRAMS	CIP CODE
Exercise Science and Phys Ed	131314
Geoscience	400601
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	422703
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)
Artist Diploma (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)
General Education Studies (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 (Graduate)
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 2024, Montclair faculty received a record 108 new awards and \$23.93 million in external sponsored projects funding. Awards totaling \$19.9 million were received from federal agencies, including (but not limited to) the National Science Foundation, the National Institutes of Health, the US Department of Justice, and the U.S. Department of Education. Awards totaling \$3.02 million were received from the State of New Jersey, municipal agencies, and international research programs and foundations. Funding from private sponsors such as the John Templeton Foundation, Spencer Foundation, the Carnegie Corporation, and the Robert Wood Johnson Foundation totaled \$1.01 million. Montclair’s notable new research awards during FY24 included a \$3M grant from the National Science Foundation. This project supports STEM experiential learning through the integration of psychoeducational counseling into internship and research experiences. A new \$1.38M grant from the National Institutes of Health addresses children with speech sound disorder (SSD). This project aims to develop methods for broader implementation of technology-enhanced treatment, investigating telepractice service delivery and AI-powered technology to extend speech-language pathologist (SLP) services. Additionally, \$1.05 million was received from the Corporation for National and Community Service in support of the “Healthy Communities Corps.”

Table II.H.1: R&D Expenditures, FY24 [1]	
Source of Funds	Amount
U.S. Federal Government	\$7,489,000
State and Local Government	\$682,000
Non-Governmental Grants and Contracts	\$1,321,000
Institutional Funds (incl. Montclair Foundation)	\$34,306,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$43,798,000
[1] Source: NSF Higher Education Research and Development Survey	
Expenditures on Other Sponsored Programs, FY24 [2]	
Source of Funds	Amount
U.S. Federal Government	\$
State and Local Government	\$10,086,000
Business and Non-Profit Organizations	\$3,797,000
Institutional Funds (incl. Montclair Foundation)	\$2,787,000
Total of Expenditures on Sponsored Programs Other Than Research	\$2,870,000
Grand Total of Expenditures (All Disciplines and Sources)	\$19,540,000
[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 705 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 (2024-2025), the University's full-time 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 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.

STATISTICAL OVERVIEW OF SCHOLARLY ACTIVITY, 2024-2025 MONTCLAIR STATE UNIVERSITY										
Activities	Total	College for Community Health	College for Educatio n and Engaged Learning	College of Humanities and Social Sciences	College of Science and Mathematics	College of the Arts	Feliciano School of Business	School of Nursing	Library	Other Department
Published Books & Book Chapters	106	12	12	55	3	10	7	3	1	3
Published Works**	477	58	25	152	74	13	129	2	6	18
Performance s & Exhibitions	180	16	27	69	8	40	0	1	9	10
Presentations	544	102	49	144	58	25	117	5	32	12
Boards	90	14	5	28	11	10	11	0	7	4
Awards & Grants	113	18	13	27	13	6	20	3	0	13
Other	59	6	4	16	4	7	0	3	17	2
Total	1569	226	135	491	171	111	284	17	72	62

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

** The Appendix titled [University Authors 2023-2024](#) 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.

Student Center North Access Redevelopment (In Design)

Montclair State University is seeking to re-envision and revitalize the northern edge of South Campus through a focused masterplan for the overall project area that reorganizes the pedestrian, vehicular, and service circulation paths, while creating meaningful spaces for the campus community to enjoy. The overall project will analyze six areas within this zone of campus: Student Center North Entrance, Loading Areas and Service Drive, University Hall Bus Loop and Drop Off, Pedestrian Connection from Car Parc Diem to University Promenade and Student Center Annex, Lot 17, Student Center Annex Patio and the Eastern Sidewalk adjacent to the Student Center. A portion of the overall project area (to be determined) will be designed for immediate construction to be completed in 2028. The areas not approved for immediate construction will be included in the overall masterplan for this zone of campus.

Village Kitchen Upgrades (In Design)

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 kitchens within this complex are showing significant signs of deterioration and need refurbishment. The project is intended to replace all the cabinetry, countertops, appliances, flooring and loose furniture. As part of the scope of work the plumbing and the electrical services will be upgraded, and all disturbed areas will be freshly painted. This is a multi-year-phased renovation as there are approximately 50 plus kitchens per building and 3 of the 4 buildings are occupied during the summer months.

Life Hall Virtual Reality Classroom & Development Lab Renovation (In Construction)

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.

Freeman Hall Classroom Conversion to Music Rooms (In Construction)

Freeman Hall is a mixed use 85,000 GSF building containing student residence rooms, a cafeteria, office space and classrooms on its lowest level. There are four classrooms on this lower level and make up approximately 1,500 square feet with a dividing corridor and restrooms. The scope of the project is to install 9 prefabricated self-contained sound booths to provide the adjacent Cali School of Music with some much-needed additional music practice space. The units are independent and require infrastructure connectivity for electric, ventilation and fire alarm systems.

Blanton Hall Upper Roof Replacement (In Construction)

As part of the 5-year capital plan an overall project budget of \$1,05,000 was approved for the Blanton Hall upper Roof. Blanton Hall is a five-story 160,000 GSF residence hall building originally built in 1982 with an external gross roof area of approximately 42,000 square feet. Ten years ago, the lower level of this roof was replaced, leaving the remaining upper roof as it was in good condition at the time. The remaining 18,000 SF of the upper roof is now in need of replacement as there are some leaks in various locations. The project scope includes a full replacement of this roof with a new system that is warrantied for a minimum of 20 years.

Space Utilization & Occupancy Study (Complete)

Senior Leadership is seeking to quantify our long-term space needs based on how faculty, staff, and leaders use space today and on expected future changes, including growth, future changes in work patterns and future changes in how space is managed and allocated. The goal is to find ways to optimize space utilization across the campus, enabling us to get more value out of the existing assets and right-size future investments. Output from this effort can be used to help guide the development of a comprehensive campus master plan. The scope of this project includes all staff and faculty offices, workstations and meeting spaces on the Montclair campus. Specifically, those spaces are within Cole Hall, University Hall, Dickson Hall and the 3rd floor at Overlook. Our approach is to gather comprehensive data on the real-time utilization of workspaces and learning spaces, as well as data on the impact that spaces have on faculty, staff and students. With both types of data, we will evaluate the efficiency and effectiveness of existing spaces and develop recommendations not just for determining the right quantity of future spaces but also the right types of spaces and the right policies, technologies and services needed to optimize their use.

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 CO2 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.

Village Bedroom Furniture Replacement (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 University has been on a multi-year effort to replace the bedroom furniture in all 53 apartments at these four buildings in the Village Complex. Two of the buildings have been completed, most recently in 2020 and

previously in 2018. At this point in time, SDCL/UF has been approved for funding to replace furniture in the 3rd building and has selected the same manufacturer (Sauder Education) via a cooperative agreement as previously used at both buildings

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 (Complete)

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.

Gourmet Dining Venue Renovations (Complete)

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.

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.

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.

Current Technology Investments

- The University continues to invest in technologies to enhance the effectiveness and efficiency of its academic and administrative functions. The technology investments aim to:
 - Establish a robust, proactive cybersecurity framework that safeguards institutional data, systems, and user information against evolving threats. Fortify security controls, promote a shared responsibility culture, and continuously monitor for vulnerabilities.
 - Stabilize, streamline and modernize core administrative systems to improve efficiency, workflow, and promote data-driven decision-making.
 - Improve response times, streamline processes, leverage modern technologies, and foster a culture of continuous improvement to increase efficiency, reduce costs, and elevate the overall campus experience in an environmentally sustainable manner.
 - Enhance teaching environments to support the latest pedagogical approaches and methodologies while supporting institutions' R1 ambition by enhancing external partnerships and research infrastructure.
 - Create a seamless, equitable digital campus experience by providing a unified, friendly platform for easy access to all student-facing services and systems utilizing innovative frameworks, technology, and methodologies
- The University is migrating its student ERP systems suite to a cloud-based, more modern, and robust platform for enhanced functionality, analytics, availability, support and cost effectiveness. improve and streamline processes across the University, from recruiting and enrollment, to student financials and financial aid, to registration and graduation.
Students, faculty, and staff will have instant access to more information, all in one place, and spend less time on administrative tasks.
- The University is continuously improving information security through the strengthening of Multifactor Authentication across student, faculty and staff functions; and enhancement of incident response capabilities. The University is also focusing on assessing and mitigating cybersecurity risks including annual online cybersecurity awareness training and phishing simulation tests for all full-time employees; improved user awareness campaigns; 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; expansion of the University's digital repository web platform to publicize and facilitate public access to research and scholarly deliverables; and deploying critical network and communications infrastructure for new Interdisciplinary Sciences Building.
- 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. The University has rolled out a new and improved student portal and is in the process of further enhancing it, as well as launching an intranet to strengthen communication and collaboration.

- Initiatives to expand and strengthen the capacity, performance and reliability of the campus technology infrastructure include: 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. The University plans to deploy a Unified communication solution – a modern communications system that unifies communication solutions, including phones, online meetings, and contact center platforms. This will improve capabilities while also reducing operational costs by replacing traditional phone systems with a cloud-based solution.
- The University has expanded its IT Service Management Solution 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. The University is continually expanding its ITSM solution and services, including the launch of a mobile app, the adoption of asset management, and the expansion into other administrative areas.
- 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 ensures that the University has access to current technology, thereby minimizing potential downtime.

Appendix - University Authors 2024-25

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

College for Community Health Titles

Raising Loving Siblings: How to Stop the Fighting and Help Your Kids Connect by Jonathan Caspi

"Be nice to your sister!" "Stop picking on your brother!" "That's a time-out for both of you." When nothing works to stop the incessant battles, what can exhausted parents do? Sibling expert and family therapist Jonathan Caspi offers research-based insights and highly practical advice in this supportive, compassionate guide. Clear principles, dos and don'ts, and loads of stories give readers a fresh understanding of why siblings fight and what to do about it. The book shines a spotlight on family dynamics. Dr. Caspi explains how to quell sibling struggles without taking sides, ways to make kids feel valued without comparing them, when to intervene (and when to step back), how to handle parenting-related couple conflicts, and ways to teach kids the crucial relationship skills they need. -- The Guilford Press

ISBN: 9781462556588

Publication Date: 2025

Professor Caspi is in the Department of Family Science and Human Development

College for Education and Engaged Learning Titles

How to QuantCrit: Applying Critical Race Theory to Quantitative Data in Education by Wendy Castillo, Kamden K. Strunk

How to QuantCrit equips researchers and users of quantitative data with practices to alter how they collect and analyze quantitative data. Using Quantitative Critical Race Theory (QuantCrit) as a framework, this book develops the foundation for an iterative praxis to explore a range of questions that prompt practitioners and stakeholders to be engaged critics in working towards a more just and equitable society. The book begins with an overview of QuantCrit and its five tenets: (1) the centrality of racism; (2) numbers are not neutral; (3) categories are neither natural nor given; (4) the importance voice and insight (data cannot speak for themselves); and (5) a social justice/equity orientation. Each subsequent chapter begins with a more detailed explanation and exploration of the tenet. Then, the chapters move into actionable steps that researchers and data users can take to implement QuantCrit into applied practice. Finally, the book closes with thoughts on working to use quantitative data for racial justice. This book is intended for researchers, data users, and graduate students in education and education-related disciplines. It offers insights and suggested actions that range from working with existing data sets in more racially just ways to more radically reimagining the entire educational research process. As such, the book offers ideas and information that can be useful for anyone working with quantitative educational data. -- Routledge, Taylor & Francis Group

ISBN: 9781032552903

Publication Date: 2025

Professor Castillo is in the Department of Educational Foundations

An At-home Guide to Children's Sensory and Behavioral Problems: Qigong Sensory Treatment for Parents and Clinicians by Linda Garofallou, Louisa Silva

"An At-Home Guide to Children's Sensory and Behavioral Problems gives a new perspective on sensory and behavior problems, one that sees those behaviors as stemming from a child's immature sensory nervous system and regulation difficulties. This book offers an effective at-home parent intervention, the Qigong Sensory Treatment (QST), that addresses the often-overlooked sensory issues underlying problem behaviors and calms the nervous system while fostering communication, connection and the capacity for self-regulation. It introduces the reader to a new and clinically useful model to understand sensory development, the four Early

Childhood Self-regulatory Milestones which are critical to the emotional and behavioral health and regulation for all children. With clear step-by-step instructions, diagrams, and a link to online instructional videos, it teaches parents how to implement the daily QST hands-on routine. Unique to the treatment model is that it guides and focuses parents on how to recognize, interpret and respond to their child's shifting non-verbal body and behavioral responses and cues. An extensive workbook section navigates parents through a year-long process of learning and implementing QST at home. Weekly letters include those written by the authors, parents who share their own personal experiences with the routine, and by QST Master Trainers who offer their years of experience and special tips. The 52 letters are timed to anticipate and answer typical questions or stumbling blocks that parents commonly encounter at key points, guiding them to success with their child's sensory and behavior problems while making for happier and less-stressful times with their child. This guide will be indispensable to parents and clinicians looking to understand and work on their child's sensory and behavioral difficulties"-- Routledge

ISBN: 9781032419299

Publication Date: 2024

Consultant Garofallou is in the Center for Autism and Early Childhood Mental Health

College of Humanities and Social Sciences Titles

Sacred Resistance: Eco-Activism and the Rise of New Spiritual Communities by Mark Clatterbuck

"Chronicles five eco-activist movements and the spiritualities that support eco-activism in the US today."--

Orbis Books

ISBN: 9781626985988

Publication Date: 2025

Professor Clatterbuck is in the Department of Religion

Where I Went Wrong by David Galef

"Tony Maza is no stranger to bad days; in fact, they often seem to define his life, including stints at a real estate agency, a bike shop, and a bar. After his latest job, as a hospital orderly, he faces jail time for driving off in a stolen ambulance. 'Where did I go wrong?' he often wonders as he thinks back on his failed relationships, disastrous investment, and family challenges dating back to high school and earlier... all the way back to his birth, as recounted by his much-put-upon mother... [A] novel that blends action with rueful reflection, examining the complexities of failure and success. [This novel] poses the question of why some people lose out while others get away with little short of murder, offering a narrative both comic and profoundly serious." --

Regal House Publishing

ISBN: 9781646035861

Publication Date: 2025

Professor Galef is in the Department of English

American Democracy Now by Brigid Callahan Harrison, Jean Harris, Michelle Deardorff

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

ISBN: 9781266425820

Publication Date: 2025

Professor Harrison is in the Department of Political Science and Law

Mapping Queerness in Times of Uncertainty: Stories of Struggle, Invisibility and Space by Arnaud Kurze, Sarah Sturken, Steve Thwe

"This book offers a new critical perspective on emerging and alternative 'spaces' for emancipation within lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities. It considers these across various geographic regions, and in times of social, political, and ecological uncertainty and change. The work delves into complex, often invisible spaces where queer communities navigate social, political, and ecological upheavals. Through a blend of critical theory, digital mapping, and rich case studies from regions like the Middle East, North Africa, Singapore, Poland, and Russia, the authors illuminate the intersecting challenges of neocolonial legacies, religious conservatism, and political repression. A must-read for scholars and advocates involved with human rights and LGBTQ organizations, this book provides a nuanced, interdisciplinary perspective on the evolving landscapes of queer emancipation and resistance. As such, it will appeal to scholars and students of queer studies, political sociology, social inequality, international relations, global studies, international justice, development studies, and the digital humanities"-- Routledge

ISBN: 9781032934389

Publication Date: 2025

Professor Kurze is in the Department of Justice Studies

Milestones in Feminist Performance by Tiina Rosenberg, Fawzia Afzal-Khan, Sandra D'Urso

"This accessible introduction challenges fixed understandings of the geographical or conceptual 'origins' of feminist performance, offering a fresh and open-ended guide to the moments and movements that have come to define this vital field. Designed for weekly use on performance studies courses, each of the book's ten chapters highlights the key works of feminist performance, including performance art, live art, body art, activism, and theatre. These milestones are all linked to acts of rupture and political reanimation, as artists broke with dominant and understandings of gender, art, and value, that were taken to be insurmountable and static. Milestones are a range of accessible textbooks, breaking down the need-to-know moments in the social, cultural, political and artistic development of foundational subject areas"-- Routledge

ISBN: 9781032389912

Publication Date: 2025

Professor Afzal-Khan is in the Department of English

Justicecraft: Imagining Justice in Times of Conflict by Lauren Balasco, Eliza Garnsey, Arnud Kurze, Christopher K. Lamont

"This book is about the making of justice. Despite the growing scholarship on transitional and transformative justice, contested struggles for justice in times of political change fail to get the nuanced attention we think they deserve. It seeks to understand how the making of justice is a craft and how this process of craft making is itself a source of political change. The authors introduce a new and novel conceptual framework of justicecraft which sheds light upon political change by unpacking five key elements--the skills, knowledge, labor, affect, and materiality--involved in contested struggles for justice. Justicecraft illuminates the stories and struggles for justice, enabling a greater understanding of accompanying social, political, and cultural shifts in society which unfold during times of conflict. By framing justice as craft, the authors offer a more fluid understanding of how people are producing justice on the ground--and identify the means, the instruments, the language, and claims involved in the process. Each chapter applies the framework of justicecraft to diverse global case illustrations of struggles against past, present, and future injustices and wrongdoings and draws out the key elements embedded in these processes." -- Cham, Switzerland: Palgrave Macmillan, an imprint of Springer Nature Switzerland

ISBN: 9783031581595

Publication Date: 2024

Professor Kurze is in the Department of Justice Studies

The Spirit of Aristophanes: Essays in Honor of Jeffery Henderson by Dustin W. Dixon, Mary C. English

The Spirit of Aristophanes is a wide-ranging collection of new studies of ancient literature and culture from fifth-century drama to the Roman novel. The essays use an array of approaches that will appeal to scholars and students interested in classical studies, gender and sexuality, literary history, performance and textual criticism.

– amazon.com

ISBN: 9781399511971

Publication Date: 2024

Professor English is in the Department of Classics and General Humanities

Hruščov je lagao: dokazi da su sva “otkrovenja” o Staljinovim (i Berijinim) “zločinima”, izneta u čuvenom “Tajnom referatu” Nikita Hruščova na 20. kongresu Komunističke Partije Sovjetskog Saveza 25. februara 1956. godine, dokazivo lažna by Grover Furr

ISBN: 9788690659425

Publication Date: 2024

Professor Furr is in the Department of English

Nuove prove della cospirazione di Trotsky by Grover Furr

ISBN: 9798340375957

Publication Date: 2024

Professor Furr is in the Department of English

Τα ψέματα του Χρουστσόφ = Ta Psēmata tou Khroustsóf by Grover Furr

ISBN: 9786188735507

Publication Date: 2024

Professor Furr is in the Department of English

Trotsky's Comintern Conspiracy - the Case of Osip Pyatnitsky by Grover Furr, Vladimir L. Bobrov

"On December 1, 1934, Leningrad Party leader Sergei M. Kirov was shot to death in the Party HQ. His murderer, Leonid Vasil'evich Nikolaev, was arrested on the spot. After first claiming he had acted alone, Nikolaev began to identify the other persons in his underground conspiratorial group. These men were arrested; some gave additional names, and the list of conspirators grew. In this way, an extensive group of conspiracies was eventually identified including Zinovievites, or followers of Grigori Zinoviev, Trotskyites (followers of Leon Trotsky), Rightists, and military conspirators. In the present book we examine the conspiracy within the Comintern by studying the investigation file of Osip Aronovich Pyatnitsky, head (secretary) of the Executive Committee of the Communist International (ECCI) from 1923 to 1935. All of these conspiracies were connected to Leon Trotsky, who was exiled from the USSR in 1929. All were aware that Trotsky was collaborating with Nazi Germany and militarist Japan for espionage and sabotage against the USSR. Pyatnitsky's investigative file contains a great deal of evidence, allowing us to see for the first time, the vast extent of this combination of interconnected conspiracies. Included is a transcript, translated into English, of Pyatnitsky's confessions, and of Pyatnitsky's indictment, trial, and sentence." -- Erythros Press and Media

ISBN: 9798218509293

Publication Date: 2024

Professor Furr is in the Department of English

Stalin scagionato: esame dei fatti sulla morte di Solomon Mikhoels by Grover Furr, Vladimir L. Bobrov, Fabio Rocca

ISBN: 9798303249158

Publication Date: 2024

Professor Furr is in the Department of English

Variation in University Student Writing: A Communicative Text Type Approach by Larissa Goulart

"This book provides a comprehensive description of the situational and linguistic characteristics of undergraduate student writing, considering both assignment type and discipline. Drawing on a corpus of more than 900 undergraduate student assignments from four disciplinary groups (Arts and Humanities, Social Sciences, Physical Sciences, and Life Sciences), the book combines corpus-based analyses of linguistic features

with analyses of communicative purposes and text characteristics. Variation in University Writing takes a new approach to register variation by grouping assignments by their communicative purpose (to argue, to explain, to compare, to describe, to narrate a personal event, to give a procedural recount, to give personal advice, and to propose), rather than register categories. A multidimensional analysis provides a detailed description of the linguistic patterns of undergraduate writing. The findings presented in this book will be of interest to teachers of writing, instructors of English for Academic Purposes (EAP), and researchers of university writing"-- John Benjamins Publishing Company

ISBN: 9789027215000

Publication Date: 2024

Professor Goulart is in the Department of Linguistics

Take Me With You Next Time: Stories by Janis Hubschman

Janis Hubschman's debut collection *Take Me With You Next Time* runs the gamut of emotion with characters who confront crises of infidelity, addiction, death, and dementia. These stories feature women held captive by heartbreak, misguided desire, and bewildering grief, who grapple with past choices and must make new ones. They search for answers from psychics, hypnotists, old lovers, Charles Darwin, and the stars— until, at last, they discover they already possess the courage and insight they seek. With impeccable sentences and unerring details, Hubschman's fearless, lucid writing unlocks the worlds of her characters to reveal the human needs and longings we recognize as our own. In "Wild Quaker Parrot" a sneaky green parrot who may or may not be a reincarnated old boyfriend forces a painter to confront her reckless teenage self. In "After the Party" a fired golf pro unable to reconcile her husband's infidelity, follows in Ted Kennedy's scandalous footsteps on Chappaquiddick. Morally complex and often wryly funny, *Take Me With You Next Time* showcases the unpredictable ways smart, resilient women persevere to transcend troublesome events and difficult emotions.

— amazon.com

ISBN: 9798987719732

Publication Date: 2024

Professor Hubschman is in the Department of English

Urbanización X by Marta López-Luaces

"A fines del siglo XXI, los desastres ecológicos y climáticos han modificado la vida en el planeta de manera drástica. Los seres humanos, la principal causa de esta situación, viven ahora en urbanizaciones organizadas de la A a la X. Las primeras pertenecen a la élite mientras que las urbanizaciones más bajas -donde prevalecen la miseria, la violencia desenfrenada y están devastadas por la contaminación, las temperaturas extremas y la falta de aire y agua- fueron controladas por un cartel organizado como red criminal. Uxía es hija del líder de ese cartel y en el año 2099 escribe sus memorias en un blog para contar cómo se construyó a sí misma y "progresó" hasta salir de la urbanización X para acceder a la D. Este relato, lo sabremos con el transcurrir de la historia, también busca dar respuesta a oscuras sospechas que recaen sobre ella. Urbanización X es una novela estremecedora sobre el poder, la violencia, el control social y económico y, al mismo tiempo, sobre la disidencia de quienes buscan otro camino. Con destreza narrativa y una mirada tan aguda como actual, Marta López Luaces construye una obra coral que transcurre en un futuro distópico que ya está entre nosotros." -- Seix Barral

ISBN: 9786316598141

Publication Date: 2024

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

Handbook for Social Work Writing by Susan E. Mason, Wendy Zeitlin

"This concise, accessible, and engaging handbook offers a companion for social work students to acquire professional and competency-based writing skills" -- Routledge

ISBN: 9780367768270

Publication Date: 2024

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

Colonial Discourse and the Jesus-fication of King Chaka: How Thomas Mofolo's Chaka Turned the

Zulu Monarch into a Messiah by Daniel M. Mengara

This book offers a re-reading of Chaka to show that Mofolo astutely deconstructs, and then reconstructs, King Chaka into a messianic figure whose life trajectory and destiny mirrors that of Jesus Christ in the Bible's New Testament in order to subvert the colonial ethos of the time. -- Lexington Books/Fortress Academic

ISBN: 9781793650955

Publication Date: 2024

Professor Mengara is in the Department of World Languages and Cultures

Critical Insights: Frankenstein; or, The Modern Prometheus by Laura Nicosia, James Nicosia

"Amidst rapid technological advancements, moral dilemmas, and ethical questions surrounding scientific progress, Mary Shelley's iconic 1818 novel, Frankenstein; or, The Modern Prometheus, still resonates in contemporary society. The novel remains profoundly relevant, serving as a warning against the unchecked pursuit of knowledge and the potential dangers of manipulating the forces of nature. It continues to captivate readers with its timeless themes and cautionary lessons about scientific ambition and the consequences of playing God. The frame-tale novel, often overshadowed by subsequent film versions, is groundbreaking in giving a voice to the monster via its epistolary embedded-narrative form. In today's world, where advancements like gene editing and human augmentation are becoming a reality, Shelley's novel urges us to reflect on the ethical boundaries humanity should set for itself and the potential consequences of crossing them. The novel also has compelled readers for over two centuries for its insight into the consideration of alienation and Otherness. Victor's monster, as an outsider, brings to light the question of what is to be human as he grapples with his own isolation, a concept humans increasingly identify with in the twenty-first century. The novel also remains pertinent for its environmental concerns, as ecological critics remind readers of the responsibility humans have toward the environment. Essays in this volume will introduce readers to these topics and more."

-- Salem Press

ISBN: 9781637007327

Publication Date: 2024

Professors Nicosia are in the Department of English

Interviewing Children: The Science of Conversation in Forensic Contexts (2nd Edition) by Debra Ann Poole, Jason Dickinson

"Presents an updated flexible, evidence-based approach to interviewing children in forensic contexts to reduce the ambiguities and errors in children's responses" -- American Psychological Association

ISBN: 9781433843204

Publication Date: 2024

Professor Dickinson is in the Department of Psychology

Roctogenarians: Late in Life Debuts, Comebacks, and Triumphs by Mo Rocca, Jonathan Greenberg

"Eighty has been the new sixty for about twenty years now. In fact, there have always been late-in-life achievers, those who declined to go into decline just because they were eligible for social security. Journalist, humorist, and history buff Mo Rocca and coauthor Jonathan Greenberg introduce us to the people past and present who peaked when they could have been puttering--breaking out as writers, selling out concert halls, attempting to set land-speed records--and in the case of one ninety-year-old tortoise, becoming a first-time father ... In the vein of Mobydaries, Roctogenarians is a collection of entertaining and unexpected profiles of these unretired titans--some long gone (a cancer-stricken Henri Matisse, who began work on his celebrated cut-outs when he could no longer paint), some [until recently] still living (the original EGOT, Rita Moreno). The amazing cast of characters also includes Mary Church Terrell, who at eighty-six helped lead sit-ins at segregated Washington, DC, lunch counters in the 1950s, and John Goodenough, who was more than good enough to score a Nobel Prize at ninety-seven for inventing the lithium-ion battery. Then there's Peter Mark Roget, who began working on his thesaurus in his twenties but completed it at ninety years old" -- Simon & Schuster

ISBN: 9781668052501

Publication Date: 2024

Professor Greenberg is in the Department of English

Constructing Religious Martyrdom: A Cross-Cultural Study by John Soboslai

"This diverse study offers insights into practices of martyrdom within specific socio-political contexts. Analyzing martyrdom through political theology, John Soboslai examines self-sacrifice in four religious traditions during social and political crises, from second century Christianity in Asia Minor to 21st century Tibetan Buddhism" -- Cambridge University Press

ISBN: 9781009483001

Publication Date: 2024

Professor Soboslai is in the Department of Religion

Quakers and the Future of Peacemaking by Lonnie Valentine, Paul N. Anderson, Christy Randazzo

"After the introductory section, essays in Part I by Doug Gwyn, Jennifer Buck, and Paul Anderson explore the origin and development of the Quaker Peace Testimony. Essays in Part II by Richard Miller, Mike Heller, Sherrema A. Oom-Dove, Cherice Bock, and Christine Ashley develop particular stories in the development of peacemaking issues among Friends over the years. Work accomplished and yet to be done is addressed meaningfully in this section. Part III includes essays on the theory and practice of peacemaking, and the contributions of Diana and John Lampen, Eric Ginsburg, Laura Rediehs, David Gross, Sue Williams, and Ron Mock further those concerns. Essays by Chuck Fager, Barbara Birch, Diane Randall, Gray Cox, Laura Rediehs, and Daniel Snyder in Part IV address the problems and promise of peacemaking in a number of meaningful ways; and in Part V, Daniel Hunter sketches reflections and prospects as we consider the future of peacemaking among friends, in addition to its present and past developments" – amazon.com

ISBN: 9781963403107

Publication Date: 2024

Professor Randazzo is in the Department of Religion

Language Contact and Linguistic Aspects of Bilingualism by Longxing Wei

This book consolidates earlier insights and proposes a model of contact linguistics and an innovative approach to the study of bilingualism. It explores the nature of major language contact phenomena, especially lexical borrowing, mixed languages, bilingual lexical and grammatical processing and representations, second language acquisition, codeswitching, and interlanguage. It examines the universal principles governing grammatical structures of languages in contact and differentiates the lexical and grammatical features of morphemes as outcomes of language contact. The proposed approach describes and explains some outstanding linguistic aspects of bilingualism with a focus on the mechanisms of the bilingual mind during bilingual processing and production at several levels of abstract lexical structure. Abundant naturally occurring examples support the claim that the languages in contact are never equally activated and that language-specific abstract entries in the bilingual mental lexicon are in contact, resulting in mutual influence during codeswitching, second language learning, and interlanguage development. -- Cambridge Scholars Publishing

ISBN: 9781036448196

Publication Date: 2024

Professor Wei is in the Department of Linguistics

Gothic Melville by Jeffery Andrew Weinstock, Monika M. Elbert

In a famous review of Nathaniel Hawthorne's *Mosses from an Old Manse*, Herman Melville took the critics to task for missing the darkness as the heart of Hawthorne's writing—a blackness "ten times black," as Melville put it, that fascinated him. Ironically, Melville has been subject to the same treatment by critics who have in large measure steered clear of Melville's darkness. The contributors to *Gothic Melville* reveal that, if Hawthorne's darkness is ten times black, then Melville's is a hundred times so, as his works repeatedly raise questions about what the truth is or if truth exists at all.

This edited collection of scholarly essays makes up for the critical neglect of Melville's Gothicism by arguing that the Gothic is so extensively interwoven into the fabric of his writing that Melville must at last be recognized as among the genre's most important practitioners. – amazon.com

ISBN: 9781837721474

Publication Date: 2024

Professor Elbert is in the Department of English

Cursed Images by Reuben Dendinger

"Driven by the cruelty of market society into wildernesses of neurasthenic horror, artists and lovers seek out phantoms of forgotten beauty. Cursed Images is a dream-journal of late capitalism, a Gothic tarot of desire and fear." -- Hyperidean Press

ISBN: 9781916376786

Publication Date: 2023

Professor Dendinger is in the Department of Writing Studies

Yezhov contro Stalin : La verità sulle repressioni di massa e sul cosiddetto "Grande Terrore" in URSS by Grover Furr

ISBN: 9798863577050

Publication Date: 2023

Professor Furr is in the Department of English

College of Science and Mathematics

When Animals Die: Examining Justifications and Envisioning Justice by Katja M. Guenther, Julian Keenan

"Incorporating insights from leading experts across a range of disciplines, including the social sciences, the humanities, and the biological sciences, When Animals Die offers a fascinating and comprehensive examination of animal death, one of the most fraught aspects of human relations with other-than-human animals" -- New York University Press

ISBN: 9781479818891

Publication Date: 2024

Professor Keenan is in the Department of Biology

College of the Arts

Igniting the Spark: Activating Your Creative Mind by Phoebe Farber, David Strobbe, Christopher Parker, Douglas Chapman

Igniting the Spark: Activating Your Creative Mind is a book about the field, application and practice of creativity. This book is geared toward students and is designed to help them understand from a theoretical and practical perspective what it means to be a creative person and live a creative life. Creativity is defined as "using the imagination to make something new". The chapters focus on a list of concepts that the authors believe are central to the cultivation of a creative mindset. The book begins with the concept of openmindedness and describes how being open to new experiences and perspectives is central to the practice of creativity. Other concepts covered in the book include the imagination, inspiration, play, daydreaming, intuition and optimism. – amazon.com

ISBN: 9798385174348

Publication Date: 2025

Professors Farber, Strobbe, Parker, and Chapman are in the Department of Theatre and Dance

Midnight Moment: A Decade of Artists in Times Square by Jean Cooney, Charlotte Kent

"The first and only book on Times Square's iconic Midnight Moment series, the world's largest and longest-running digital public art program. Presented nightly to millions of viewers each year, Midnight Moment showcases the work of contemporary artists on one of the world's most iconic canvases the electronic billboards of Times Square in New York City. A collaboration between Times Square Arts and artists - both established

and emerging - this is a coordinated display of cutting-edge moving-image content and has earned the distinction of being the world's largest and longest-running digital public-art program. Synchronized on over 90 billboard screens in the heart of Times Square nightly from 11:57 pm to 12:00 am, Midnight Moment has brought innovative and accessible public art to local and global visitors for more than a decade. A celebration of this monumental platform for public art, this eponymous retrospective memorializes ten years of the more than 130 artists that have participated in the program. The complex and immersive experience of public art in Times Square is brilliantly captured in this book with reflections from some of the program's most notable artists; and behind-the-scenes information about how it's coordinated, executed, and commemorated. Featured artists include Jeffrey Gibson, Shantell Martin, Christian Marclay, William Kentridge, Rashaad Newsome, Nick Cave, Pipilotti Rist, Laurie Anderson, Yoko Ono, Tracey Emin, Björk, JR, Isaac Julien, Ryan McGinley, Alfredo Jaar, Charles Atlas, Marco Brambilla, Andy Warhol, Shahzia Sikander, Fischli & Weiss, Alex Da Corte, Alex Prager, Sophie Calle, Chitra Ganesh, Peter Campus, Lucy Raven & 13BC, Allison Janae Hamilton, David Hockney, Studio DRIFT, Cory Arcangel, and Joan Jonas" -- Monacelli, a Phaidon Company

ISBN: 9781580936699

Publication Date: 2024

Professor Kent is in the Department of Visual Arts

The Audiovisual Teacher by Julian Costa

"A young boy growing up in rural China, reared by a loving family and surrounded by the arts, decides that he wants to become a teacher. After beginning his adult life, he sets his sights on the United States to continue his adventure and hone his craft as an educator. A fascination with technology establishes his niche and paves the way for a prolific career. His appreciation for technology was peripheral to his dedication toward teaching, learning, and communication. Unfortunately, many viewed him as out of touch with the ever-steepening curve of progress that diminished his acclaim. Through adversity and doubt, he found peace through creative expression and a life-long love of the humanities. The Audiovisual Teacher shares the story of Dr. Hamilton Lee, a native of Shantung, China, whose life and career remind us that we should not be blinded by the allure of new technology, but instead seek to understand how it can help us to better embrace our vocations." -- Parisian Phoenix Publishing

ISBN: 9781957863276

Publication Date: 2024

Professor Costa is in the College of Communication and Media

Contemporary Absurdities, Existential Crises, and Visual Arts by Katherine Guinness, Charlotte Kent

"The absurd is a lens on the disturbances of our moment and a challenge to the propositions about and solutions for the world. The absurd shakes off the paralysis that what we know must be the only thing we (re)produce. Those willing to recognize that truth and confront it, rather than flee from it, are thereby introduced to the political writ large. Critical art allows the absurd a space within which audiences can observe their own tendencies and assumptions. The absurd in art reveals our inculcation into hegemonic belief structures and the necessity to question the systems to which we subscribe. Today we see the absurd in memes, performative politics, and art, expressing the confusion and disorientation wrought by the endless, emerging crises of our 24/7 relations. This edited collection, featuring contributions by well-known artists and scholars, adopts ideas and practices associated with the absurd to explain how the contemporary moment is absurd and how absurdity is a useful, potentially radical tool within the contemporary." -- Intellect

ISBN: 9781789389067

Publication Date: 2024

Professor Kent is in the Department of Visual Arts

Babe in the Woods: or, The Art of Getting Lost by Julie Heffernan

"From acclaimed painter Julie Heffernan, a wholly original and visually stunning four-color graphic work of autofiction about a young mother who--lost overnight on a hike with her infant son--experiences an extraordinary journey of memory, remorse, and rebirth that offers her a new way of seeing the world; for readers of Alison Bechdel, Roz Chast, and Marjane Satrapi. One summer day, a young artist with a newborn--sleep-

deprived, desperate to escape her hot, cramped apartment and her oblivious husband--sets off on a hike in the country with her baby boy, Sam, strapped to her front and her senses fully attuned to the colors, the sounds, and the flora and fauna in the woods around her. During her journey, Julie reflects on her childhood, her parents, her marriage, and her path to becoming a painter. Her memories soon merge with the imaginative pictorial worlds she invents in her work, creating a glorious and perturbing narrative. When Julie suddenly realizes that they are lost, with few supplies, as darkness begins to set in, she must come to terms with the sudden gravity of her situation and invent tools for coping. She then discovers her own resourcefulness: snacking on wild garlic and fixing a torn shoe; tucking herself and her baby into a cave for the night; climbing a tall tree for a better vantage point. Each step in the unknown terrain of the forest leads her deeper into a reckoning with survival and unresolved past issues. She invokes the struggles of painters like Artemesia Gentileschi, women's strength in Rubens' Rape of the Daughters of Leucippus, and the plights of activists like Julia Butterfly Hill, illuminating how great art can be a vehicle for perspective--how it teaches us how to see, think, and navigate obstacles and wonders and find one's way out into a capacious and self-determined life. Beautifully told and illustrated by an established fine painter whose work has been collected around the world, Julie Heffernan's *Babe in the Woods* is an extraordinary journey of memory, remorse, and rebirth, and a powerful lesson in trust in one's self, offering a new way of seeing for anyone who feels lost in the world.” -- Algonquin Books of Chapel Hill

ISBN: 9781643755595

Publication Date: 2024

Professor Heffernan is in the Department of Visual Arts

Feliciano School of Business

Auditing Evolution: A Data Analytics Approach (2nd Edition) by Deniz, Appelbaum, Hossein Nouri, Ting Sun

ISBN: 9781119785996

Publication Date: 2025

Professor Appelbaum is in the Department of Accounting and Finance

Reshaping Environmental Science Through Machine Learning and IoT by Rajeev Kumar Gupta, Arti Jain, John Wang, Rajesh Kumar Pateriya

"This book provides a theoretical and practical understanding of IoT, ML, and Artificial Intelligence (AI) technologies to the readers, including their fundamental principles, components, and relevance to environmental sciences" -- IGI Global

ISBN: 9798369347560

Publication Date: 2024

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

Discoveries Through Personal Agility by Raji Sivaraman, Michal Raczka

"This book explores the nuances of different aspects of agility on a personal level. Agility brings personal value, leadership navigation, managing the tides of knowledge, and putting on the captain's hat of resilience. As the winds change and the tides swell high, the Personal Agility Lighthouse (PALHTM) model in this book will guide you to safe shores. Navigating through the seven colors of agility such as education, change, emotional, political, cerebral, learning, and outcomes agilities, the anchor is dropped effortlessly. It is built on these seven competencies, and by using the Individual Personal Agility self-analysis assessment (see Appendix), swaying personal visions leading them up to organizational goals." -- Business Expert Press

ISBN: 9781952538025

Publication Date: 2020

Professor Sivaraman is in the Department of Management

School of Nursing

Psychiatric-Mental health Guidelines for Advanced Practice Nurses by Brenda Marshall, Julia Bliss, Suzanne Drake

"Psychiatric-Mental Health Guidelines for Advanced Practice Nurses offers a comprehensive guide for advanced practice nurses (APNs) specializing in psychiatric-mental health. The book provides an extensive historical overview of the field, tracing its evolution from the late 19th century to the present and highlighting the development of educational programs and certifications that enhance professional credibility. Key topics include evidence-based practice, interdisciplinary care models, and the integration of psychopharmacology and psychotherapy in patient treatment. The text also explores the legal and ethical dimensions of psychiatric nursing, underscoring the necessity of adherence to professional standards. Special considerations are given to diverse populations, including children, adolescents, and older adults, to ensure tailored approaches to care. Cultural competence is emphasized, advocating for the integration of patients' cultural backgrounds into their care plans. The book also addresses the intersection of medical and psychiatric disorders, highlighting the importance of accurate differential diagnosis. End-of-life care is discussed with a focus on supporting both patients and caregivers. This book is an invaluable resource for APRNs, providing the knowledge and tools necessary to deliver high-quality psychiatric-mental health care" -- Springer Publishing Company

ISBN: 9780826180513

Publication Date: 2025

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