



Excellence and Accountability Report

Academic Year 2005

October 1, 2005

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II. DATA BY CATEGORY

Since its founding in 1908 and its early days as a teachers' college, Montclair State University has earned a reputation for excellence and innovation among New Jersey's higher education community. Its strong emphasis on the liberal arts and the sciences helped make MSU the first teachers' college accredited by the Middle States Association as a liberal arts institution. Early on, Montclair's graduate education was recognized as outstanding, enabling the college to award master's degrees as early as 1932. Responding to an early period of rapid state growth, the institution became Montclair State College in 1958 and by 1966 was recognized as a comprehensive institution offering degrees in many fields. In April 1994, Montclair State became New Jersey's first public teaching university; again in part due to its strong graduate division.

This is a particularly exciting, creative, and challenging time for Montclair State University. The university is once again responding to a rapid period of growth in the state's college bound population with several long-range capacity building initiatives. These initiatives translate into developing new academic programs and renewing established ones, increasing the faculty, expanding the physical facilities, and recruiting a larger student body while effectively helping undergraduate and graduate students successfully complete their academic programs.

As it approaches its Centennial in 2008, Montclair State University can take pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state. But this history is only the beginning, and Montclair State University is unwavering in its resolution to continue to build on its history and to be a great university for a great state. Because the University community understands that the actions it takes have long-reaching implications for the people of New Jersey and for the economic and cultural future of the state, the University has completed an extensive strategic planning process, looking ahead and outward to meet the future needs of the state.

Institutional Mission

Approved in Public Session by the Montclair State Board of Trustees on 10/31/02. (Replaces Mission Statement approved on 5/13/81 and revised 4/27/94)

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

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

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

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

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

A. Accreditation Status

Montclair State University is accredited by the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include:

- AACSB-The International Association for Management Education (baccalaureate and graduate degree programs in business, School of Business)
- American Association of Family and Consumer Sciences (Department of Human Ecology, College of Education and Human Services)
- American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences)
- Commission on Accreditation of Allied Health Education Programs (Athletic Training, Department of Health Professions, Physical Education, Recreation and Leisure Studies, College of Education and Human Services)
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) (undergraduate concentration in Professional Computing offered by the Department of Computer Science, College of Science and Mathematics)
- National Association of Schools of Art and Design (Department of Art and Design, School of the Arts)

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- National Association of Schools of Dance (Department of Theatre and Dance, School of the Arts)
- National Association of Schools of Music (Department of Music, School of the Arts)
- National Association of Schools of Theatre (Department of Theatre and Dance, School of the Arts)

B. Characteristics of Undergraduate Students

Fall 2004 Freshmen

Nearly 8,700 individuals applied for fall 2004 admission to Montclair State University, up 31% from fall 2000. The University admitted approximately half of these applicants, and 1,738 of those admitted to the University enrolled as full-time, first-time freshmen. The fall 2004 cohort of enrolled full-time, first-time freshmen was 31% larger than the cohort that entered in fall 2000.

Fall 2004 freshmen entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of Montclair State University's 1,738 full-time, first-time freshmen, 84% were Regular Admits, 9% were admitted through the EOF program, and 5% were Special Admits (see Table II.B.1).

The academic preparedness of MSU's full-time entrants improved from 2000 to 2004. MSU's fall 2004 full-time, first-time freshmen had an average combined SAT score of 1,033 (see Table II.B.1), up 27 points from fall 2000. Regularly admitted full-time entrants had a mean SAT score of 1,061, while EOF entrants and special admits had mean combined SAT's of 830 and 909, respectively. For all full-time freshmen, the average math SAT score (523) exceeded the average verbal score (510).

TABLE II.B.1: Mean Math and Verbal SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2004

Type	Full-Time			Part-Time		
	# Students	Math	Verbal	# Students	Math	Verbal
Regular	1,461	537	524	25	504	486
EOF	154	420	410	1	460	320
Special	94	461	448	1	490	420
All	1,709	523	510	27	502	478
Missing	29	-	-	20	-	-

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MSU assessed the skills of incoming freshmen using the Montclair State University Placement Test (MSUPT). The English component of the MSUPT was the New Jersey College Basic Skills Placement Test (NJCBSPT), while the Mathematics component was locally developed by faculty from the Department of Mathematics. Entering freshmen with SAT verbal scores ≥ 540 were exempt from taking the writing portion of the MSUPT, while entrants with SAT verbal scores ≥ 570 were exempt from taking both the reading and writing portions of the test.

Results of tests administered to fall 2004 first-time freshmen revealed that 18% had remedial needs in reading, 13% needed remediation in writing 23% needed remediation in math computation, and 18% had remedial needs in elementary algebra (see Table II.B.2). Overall, 54% of first-time freshmen needed remediation in one or more skill area.

TABLE II.B.2: Remediation/Developmental Education, Fall 2004

Total number of students tested and needing remediation in fall 2004	Total number of students tested	Number of students needing remediation	Number of recent HS graduates tested	Number of recent HS grads needing remediation
	1,961	989	1,922	950
First-time freshmen (FTF) needing remediation in fall 2004	Number of FTF	Percent of FTF	Number of FTF who are recent HS graduates	Percent of FTF who are recent HS grads
Subject Area				
Reading	316	18	310	98
Writing**	221	13	217	98
Math Computation	397	23	387	97
Elementary Algebra	319	18	307	96
First-time freshmen requiring remediation in at least one subject area in fall 2004	Number of FTF	Percent of FTF	Number of FTF who are recent HS graduates	Percent of FTF who are recent HS grads
Needing remediation in at least one subject area	943	54	917	97

** MSU awards credits toward graduation for this course.

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A survey administered to fall 2004 freshmen revealed that 89% considered MSU their first or second choice among colleges. The survey also revealed that among the important reasons freshmen chose MSU were its affordability (53%), its good academic reputation (51%), its proximity to their homes (42%), and the fact that its graduates get good jobs (39%). While affordability has become more important to MSU freshman choosing a college between 2000 and 2004, academic reputation has been the most powerful draw throughout the five-year period.

The freshman profile reflects the continuing commitment of the University to an ethnically and racially diverse student body. Nearly 12% of freshmen identified themselves as African American, over 7% as Asian, and over 16% as Latino/a. An additional 2% were international students. In addition, over 58% of entering freshmen were female.

Fall 2004 Undergraduates

In fall 2004, a total of 15,637 students attended Montclair State University. Of this total, 11,819 (or 75.6% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 16% between fall 2000 and fall 2004. Nearly 81% of fall 2004 undergraduates attended the University full-time, up six percentage points from fall 2000. MSU's undergraduates were racially/ethnically diverse, with 16% identifying themselves as Latino/a, 10% as African American, 6% as Asian, 56% White, and 4% non-resident aliens (see Table II.B.3.a).

TABLE II.B.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2004

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	42	0.4%	10	0.4%	52	0.4%
African Amer.	972	10.2%	245	10.7%	1,217	10.3%
Asian	547	5.7%	106	4.6%	653	5.5%
Latino/a	1,451	15.2%	413	18.1%	1,864	15.8%
White	5,403	56.7%	1,220	53.4%	6,623	56.0%
Non-Res. Alien	417	4.4%	57	2.5%	474	4.0%
Missing	704	7.4%	232	10.2%	936	7.9%
Total	9,536	100.0%	2,283	100.0%	11,819	100.0%

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In fall 2004, 61% of all undergraduates were female, and the average age of the undergraduate population was 23.2 years (see Tables II.B.3.b and II.B.3.c).

TABLE II.B.3.b: Undergraduate Enrollment by Sex, Fall 2004

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	5,805	60.9%	1,433	62.8%	7,238	61.2%
Male	3,731	39.1%	850	37.2%	4,581	38.8%
Total	9,536	100.0%	2,283	100.0%	11,819	100.0%

TABLE II.B.3.c: Undergraduate Enrollment by Age, Fall 2004

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	26	0.3%	24	1.1%	50	0.4%
18-19	2,903	30.4%	59	2.6%	2,962	25.1%
20-21	3,254	34.1%	182	8.0%	3,436	29.1%
22-24	2,313	24.3%	610	26.7%	2,923	24.7%
25-29	608	6.4%	485	21.2%	1,093	9.2%
30-34	208	2.2%	266	11.7%	474	4.0%
35-39	90	0.9%	228	10.0%	318	2.7%
40-49	104	1.1%	311	13.6%	415	3.5%
50-64	30	0.3%	104	4.6%	134	1.1%
More than 64	0	0.0%	12	0.5%	12	0.1%
Total	9,536	100.0%	2,283	100.0%	11,819	100.0%

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During FY2004, MSU's undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the MSU Alumni Association and the MSU Foundation sponsored a number of scholarships, and special MSU program awards were substantial, amounting to over \$5.8 million during FY04. During the same fiscal year, Federal grants, guaranteed loans, and work-study programs amounted to more than \$45.2 million.

During FY04, MSU distributed over \$12.1 million in state-funded financial aid (see Table II.B.4). Over 7,700 awards went to more than 4,000 recipients, including 267 Bloustein Scholars and 127 Urban Scholars.

Between FY00 and FY04, the total number of financial aid awards rose more than 76%, while the total amount of aid dollars distributed increased nearly 139%.

Table II.B.4: Financial Aid from State-Funded Programs, FY2004

	Recipients	Awards	\$ Dollars	\$/Recipient	\$/Award
TAG	2,884	5,220	\$8,805,617	\$3,053	\$1,687
EOF	739	1,375	\$786,375	\$1,064	\$572
Bloustein Scholars	267	521	\$260,500	\$976	\$500
Urban Scholars	127	239	\$119,500	\$941	\$500
NJCLASS Loans	--	245	\$1,849,137	--	\$7,548
OSRP	--	130	\$319,218	--	\$2,465

Of MSU's 1,738 full-time, first-time freshmen who entered in fall 2004, nearly 97% were New Jersey residents (see Table II.B.5). Most were from Bergen (18%), Essex (15%), and Passaic (13%) counties.

Table II.B.5: Full-Time, First-Time Freshman Enrollment by State of Residence, Fall 2004

State Residents	Non-State Residents	Total Students	% State Residents
1,677	61	1,738	96.5%

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Fall 2004 Graduate Students

Of the 15,637 students who attended Montclair State University in fall 2004, 3,818 (24%) were graduate students. Graduate student enrollment increased 15% between fall 2000 and fall 2004.

Most graduate students (78%) attended MSU part-time, taking fewer than nine credits per semester. Nearly 72% of fall 2004 graduate students were female, and the average age of the graduate student population was 33.2 years. Nine percent of graduate students identified themselves as African American, 4% as Asian, 8% as Latino/a, 74% as White, and 4% as non-resident aliens. Nearly 93% of MSU's graduate students are New Jersey residents.

C. Degrees Conferred/Characteristics of Graduates

During FY04, Montclair State University awarded 2,253 baccalaureate degrees, up nearly 29% from FY00. Graduates were 12% African American, 5% Asian, 14% Latino/a, 58% White, and 6% non-resident alien (see Table II.C.1.a). Sixty-six percent of graduates were female (Tables II.C.1.b).

Table II.C.1.a: Baccalaureate Degrees Conferred by Race/Ethnicity, FY 2004		
	Number	Percent
Native American	7	0.3%
African American	263	11.7%
Asian	120	5.3%
Latino/a	319	14.2%
White, non-Hispanic	1,307	58.0%
Non-Resident Alien	128	5.7%
Missing	109	4.8%
Total	2,253	100.0%

Table II.C.1.b: Baccalaureate Degrees Conferred by Sex, FY 2004		
	Number	Percent
Female	1,486	66.0%
Male	767	34.0%
Total	2,253	100.0%

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Of the 2,253 baccalaureate degrees awarded by the University during FY04, 21% were awarded in Business/Management, 11% in Psychology, 10% in Social Science, 9% in Home Economics, and 7% in Visual and Performing Arts (see Table II.C.2).

Table II.C.2: Baccalaureate Degrees Conferred by General Field, FY 2004

IPEDS CIP CODE - MAJOR CATEGORY	Number	Percent
Area Studies	6	0.3%
Business/Management	471	20.9%
Communications	68	3.0%
Computer Science	66	2.9%
Education	138	6.1%
Foreign Languages	59	2.6%
Health Sciences	12	0.5%
History	72	3.2%
Home Economics	191	8.5%
Law	17	0.8%
Letters	131	5.8%
Liberal Studies	32	1.4%
Life Sciences	140	6.2%
Mathematics	38	1.7%
Multi/Interdisciplinary	107	4.7%
Parks/Recreation	32	1.4%
Philosophy/Religion	10	0.4%
Physical Sciences	25	1.1%
Psychology	249	11.1%
Public Administration	15	0.7%
Social Sciences	213	9.5%
Visual and Performing Arts	161	7.1%
TOTAL	2,253	100.0%

An additional 694 graduate degrees were awarded by MSU, including 690 master's degrees and 4 doctoral degrees.

D. Student Outcomes

Nearly 57% of all full-time, first-time freshmen who entered MSU in the fall of 1998 earned a degree within six years of entry (see Table II.D.1.a). This is significantly higher than the national rate of approximately 43 percent seen at comparable public universities. Six-year graduation rates were generally 50% or higher for all racial/ethnic groups, with Asian students having the highest graduation rate of 63%.

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**TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 1998
Full-Time, First-Time Freshmen by Race/Ethnicity**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
African Amer.						
Cohort=129	22	17.1%	54	41.9%	64	49.6%
Asian						
Cohort=68	20	29.4%	36	52.9%	43	63.2%
Latino/a						
Cohort=221	49	22.2%	96	43.4%	116	52.5%
White						
Cohort=637	153	24.0%	351	55.1%	387	60.8%
Non-Res. Alien						
Cohort=20	7	35.0%	10	50.0%	10	50.0%
Other*						
Cohort=31	1	3.2%	6	19.4%	8	25.8%
Total						
Cohort=1,106	252	22.8%	553	50.0%	628	56.8%

* Includes Native American and Unknown Race/Ethnicity.

While income may have influenced graduation rates for members of the 1998 cohort of full-time, first-time freshmen, six-year graduation rates were generally 50% or higher for all income groups (see Table II.D.1.b).

**TABLE II.D.1.b: Four-, Five-, and Six-Year Graduation Rates of Fall 1998
Full-Time, First-Time Freshmen by Income**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
Low Income*						
Cohort=253	42	16.6%	109	43.1%	126	49.8%
Non-Low Inc.						
Cohort=529	125	23.6%	290	54.8%	329	62.2%
Unknown						
Cohort=324	85	26.2%	154	47.5%	173	53.4%
Total						
Cohort=1,106	252	22.8%	553	50.0%	628	56.8%

* A low income student is one who has a NJ Eligibility Index between 1 and 24,999.

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Over 84% of all full-time, first-time freshmen who entered MSU in fall 2003 re-enrolled in fall 2004 (see Table II.D.2.a). One-year retention rates were 80% or higher for all racial/ethnic groups.

TABLE II.D.2.a: Third-Semester Retention of Full-Time, First-Time Freshmen by Race/Ethnicity, Fall 2003 to Fall 2004

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Native Amer.	7	7	100.0%	--	--
African Amer.	178	150	84.3%	28	15.7%
Asian	106	86	81.1%	20	18.9%
Latino/a	267	223	83.5%	44	16.5%
White	973	833	85.6%	140	14.4%
Non-Res. Alien	29	17	58.6%	12	41.4%
Missing	35	28	80.0%	7	20.0%
Total	1,595	1,344	84.3%	251	15.7%

The one-year retention rate was higher for low income students than for non-low income students (see Table II.D.2.b).

TABLE II.D.2.b: Third-Semester Retention of Full-Time, First-Time Freshmen by Income, Fall 2003 to Fall 2004

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Low Income*	248	214	86.3%	34	13.7%
Non-Low Inc.	960	821	85.5%	139	14.5%
Unknown	387	309	79.8%	78	20.2%
Total	1,595	1,344	84.3%	251	15.7%

* A low income student is one who has a NJ Eligibility Index between 1 and 24,999.

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The six-year graduation rate for transfer students who entered MSU in fall 1998 as full-time students was approximately 57%. For those who came from New Jersey public community colleges as either full- or part-time students, the six-year graduation rate was nearly 70%.

Fall 2004 New Transfer Students

MSU received over 3,000 applications from students hoping to transfer to the University, up 32% from fall 2000. The University admitted roughly two thirds of these applicants, and 1,182 of these admits enrolled at the University. The fall 2004 cohort of newly enrolled transfer students was 20% larger than the cohort that entered in fall 2000.

Full- and part-time transfer students made up 38% of the fall 2004 entering class (see Table II.D.3). This proportion was nearly identical to that of transfers entering in fall 2000. Most students who transferred to MSU came from public community colleges in New Jersey, with Bergen Community College, County College of Morris, and Essex County College sending the most students.

**TABLE II.D.3: Entering Undergraduates by Admission Status
And Attendance Status, Fall 2004**

	New Transfer		First-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Full-Time	968	35.3%	1,772	64.7%	2,740	100.0%
Part-Time	214	58.3%	153	41.7%	367	100.0%
Total	1,182	38.0%	1,925	62.0%	3,107	100.0%

Other Student Outcomes

A survey of post-collegiate activities of alumni who earned their baccalaureate degrees in FY 2002 revealed that, one year after graduation, 18% of respondents were enrolled in graduate school, and 88% were gainfully employed. A majority (85%) of employed alumni said they were contributing to the State's economy by working in New Jersey, and over 76% said they held jobs that were "very" or "somewhat" related to their MSU majors.

E. Faculty Characteristics

In fall 2004, Montclair State University employed 462 full-time faculty members, up more than 11% from fall 2000 (see Table II.E.1). Between fall 2000 and fall 2004, the number of male faculty members rose 2%, while the number of female faculty members increased 26%.

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TABLE II.E.1: Full-time Faculty by Race/Ethnicity, Sex, and Tenure Status, Fall 2004

	Female		Male		Total	
	Number	Column Percent	Number	Column Percent	Number	Column Percent
Native Amer.	0	0.0%	0	0.0%	0	0.0%
Tenured	0	0.0%	0	0.0%	0	0.0%
Untenured	0	0.0%	0	0.0%	0	0.0%
African Amer.	22	11.0%	13	5.0%	35	7.6%
Tenured	10	9.3%	12	6.5%	22	7.6%
Untenured	12	12.9%	1	1.3%	13	7.6%
Asian	13	6.5%	29	11.1%	42	9.1%
Tenured	4	3.7%	20	10.9%	24	8.2%
Untenured	9	9.7%	9	11.5%	18	10.5%
Latino/a	15	7.5%	14	5.3%	29	6.3%
Tenured	9	8.4%	9	4.9%	18	6.2%
Untenured	6	6.5%	5	6.4%	11	6.4%
White	130	65.0%	189	72.1%	319	69.0%
Tenured	84	78.5%	143	77.7%	227	78.0%
Untenured	46	49.5%	46	59.0%	92	53.8%
Non-Res. Alien	15	7.5%	17	6.5%	32	6.9%
Tenured	0	0.0%	0	0.0%	0	0.0%
Untenured	15	16.1%	17	21.8%	32	18.7%
Missing	5	2.5%	0	0.0%	5	1.1%
Tenured	0	0.0%	0	0.0%	0	0.0%
Untenured	5	5.4%	0	0.0%	5	2.9%
Total	200	100.0%	262	100.0%	462	100.0%
Tenured	107	100.0%	184	100.0%	291	100.0%
Untenured	93	100.0%	78	100.0%	171	100.0%

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MSU's full-time faculty was augmented by a highly-trained cadre of adjunct professors and visiting specialists. In fall 2004, full-time faculty taught 56% of all course sections, while part-time faculty members taught 44% of all sections (see Table II.E.2).

Table II.E.2: Percent of Course Sections Taught By Full-Time Faculty, Fall 2004				
No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty
2,686	1504	56.0%	1,182	44.0%

Of the 1,089 faculty members who taught at MSU in fall 2004, 627 (58%) were part-time adjunct professors or visiting specialists (see Table II.E.3).

Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2004				
Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,089	462	42.4%	627	57.6%

F. Characteristics of the Trustees

Montclair State University is governed by a Board of Trustees. The current Board consists of 13 voting members appointed to six-year terms by the Governor, two student trustees elected by the student body (one voting and one non-voting), and the President serving *ex officio*.

Of the 13 current Board members appointed by the Governor, three are female, two are Hispanic, and one is African American. Students are represented on the Board by an African American female, and a White female.

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2004:

FALL 2004 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF ARTS</i>	
ANTHROPOLOGY	450201
BROADCASTING	090701
CLASSICS	161201
COMMUNICATION STUDIES	090101
ECONOMICS	450601
ENGLISH	230101

FALL 2004 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
FINE ARTS	500701
FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
HISTORY	540101
HUMAN ECOLOGY	190101
ITALIAN	160902
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC	500901
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
THEATRE STUDIES	500501
WOMEN'S STUDIES	050207
<i>BACHELOR OF FINE ARTS</i>	
DANCE	500301
FINE ARTS STUDIO	500701
THEATRE	500501
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
ALLIED HEALTH SERVICES	510000
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
BUSINESS EDUCATION	131303
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
HEALTH EDUCATION	131307
HOSPITALITY MANAGEMENT	520901
HUMAN ECOLOGY	190101
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
PHYSICAL EDUCATION	131314
PHYSICS	400801

FALL 2004 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
RECREATION PROFESSIONS	310301
SCIENCE INFORMATICS	309999
<i>MASTER OF ARTS</i>	
ADMINISTRATION & SUPERVISION	130401
APPLIED LINGUISTICS	160102
APPLIED SOCIOLOGY	451101
CHILD ADVOCACY	440701
COMMUNICATION SCIENCES & DISORDERS	510201
COMMUNICATION STUDIES	090101
COUNSELING, HUMAN SERV. & GUIDANCE	131101
EDUCATIONAL PSYCHOLOGY	421801
ENGLISH	230101
ENVIRONMENTAL STUDIES	030103
FINE ARTS	500701
FRENCH	160901
HEALTH EDUCATION	131307
HUMAN ECOLOGY	190101
LEGAL STUDIES	229999
MUSIC	500901
PHYSICAL EDUCATION	131314
PSYCHOLOGY	420101
READING	131315
SOCIAL SCIENCES	450101
SPANISH	160905
TEACHING MIDDLE GRADE MATHEMATICS	131311
THEATRE	500501
<i>MASTER OF SCIENCE</i>	
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MATHEMATICS	270101
NUTRITION AND FOOD SCIENCE	190501
STATISTICS	270501
<i>MASTER OF ARTS IN TEACHING</i>	
TEACHING	130101
<i>MASTER OF EDUCATION</i>	
EARLY CHILDHOOD SPECIAL EDUCATION	131015
EDUCATION	130101
EDUCATIONAL TECHNOLOGY	130501
LEARNING DISABILITIES	131011

FALL 2004 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF BUSINESS ADMINISTRATION</i>	
BUSINESS ADMINISTRATION	520201
<i>MASTER OF FINE ARTS</i>	
STUDIO ART	500702
<i>DOCTOR OF EDUCATION</i>	
EDUCATION (PEDAGOGY)	130101
<i>DOCTOR OF ENVIRONMENTAL MGMT</i>	
ENVIRONMENTAL MANAGEMENT	030201

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

Artist Diploma, graduate
Child Advocacy certificate, graduate
CISCO certificate, graduate
CISCO certificate, undergraduate
Collaborative Teaching for Inclusive Settings certificate, graduate
Food Safety Instructor certificate, graduate
Health Education certificate, graduate
Molecular Biology certificate, graduate
Nutrition and Exercise Science certificate, graduate
Object Oriented Computing certificate, graduate
Paralegal Studies certificate, graduate
Performer's Certificate, graduate
Philosophy for Children certificate, graduate
Teaching English to Speakers of Other Languages certificate, graduate
Teaching Middle Grades Mathematics certificate, graduate
Translation and Interpretation in Spanish certificate, graduate
Translation and Interpretation in Spanish certificate, undergraduate
Water Resource Management certificate, graduate

H. Major Research and Public Service Activities

Notable Recognition

Bettina Brandt [Modern Languages and Literatures] was awarded a National Endowment for the Humanities fellowship to research Contemporary Transnational German Literature.

Esperanza Brizuela-Garcia [History] was awarded a Rockefeller Foundation grant to continue her research of African culture at the University of Illinois, Urbana-Champaign.

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James Woodward [History] was awarded a Fellowship at the Center for Humanistic Inquiry at Emory University in Atlanta to continue his work on Latin American history.

Joan Besing [Communication Sciences and Disorders] is associate editor of *The American Journal of Audiology*.

Brett Martin [Communication Sciences and Disorders] is assistant editor of the *Journal of the American Academy of Audiology*.

Kelly Shea-Miller [Communication Sciences and Disorders] is assistant editor of the *Journal of the American Academy of Audiology*.

Mary English [Classics and General Humanities] is editor of *Classical Outlook*.

Julian Keenan [Psychology] is editor of the *Journal of Social Neuroscience*.

Paul Locher [Psychology] is editor of *Empirical Studies of the Arts*.

Edwin Lamboy and **Marta Lopez-Luaces** [Spanish/Italian] are co-editors of the journal *Galerna*.

Mark Korlie was elected to a four-year term as Chair of the MAA (Mathematical Association of America) - NJ Section in Fall 2004.

Kirk Barrett, Director of the Passaic River Institute, was elected vice-chair of the Essex County Environmental Commission.

John Berger and **Robert Prezant** established the College of Science and Mathematics' first academic-industrial business venture with Regensis LLC, a home and skin care product company. The venture brings to MSU patent share, royalty awards, and graduate student financial support while providing laboratory resources to the Departments of Chemistry and Biochemistry.

Jacalyn Willis appeared in the following TV programming, which aired many times on the Discovery Channel and affiliates throughout the USA, Europe, Asia, and Latin America. The programs highlighted some of her research on rainforest mammals in Panama included the BBC production: "Animal Camera" and "Spy On the Wild" featured on the Discovery Channel.

Faculty in the College of Humanities and Social Sciences published more than 50 articles, books, chapters, and monographs in the past year.

Faculty in the College of Education and Human Services published 6 books, 36 journal articles, 25 book chapters, 6 conference proceedings, 10 curriculum reports and more than 100 national and international conference presentations.

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Grant Activity

Acquisition of a Vibrating Sample Magnetometer at Montclair State University, S. Brachfeld (P.I.) with co-P.I.s Z. Feng, M. Goring, G. Pope, M. West, \$197,649, National Science Foundation, Major Research Instrumentation, Earth Sciences Division, 8/15/05-8/14/06.

Integrated Mineralogic and Rock Magnetic Study of Synthetic Martian Basalt: Implications for Understanding Crustal Magnetic Anomalies, S. Brachfeld (P.I.), \$33,621, National Aeronautics and Space Administration, Mars Fundamental Research Program, 8/1/05 – 7/30/07.

Tracing Antarctic Sediment Transport Pathways and Antarctic Ice Sheet Stability Using Iron-titanium Oxide Magnetic and Chemical fingerprints, S. Brachfeld, (P.I.), \$400,301, National Science Foundation Office of Polar Programs, 07/01/04-06/30/09.

Collaborative Research, Paleohistory of the Larsen Ice Shelf: Phase II, S. Brachfeld, (P.I.), \$140,274, National Science Foundation Office of Polar Programs, 04/01/04-03/31/07.

Collaborative Research: Holocene Climatic Changes in the Mongolian Plateau, \$147,130 of \$370,641, Z. Feng (P.I.) and S. Brachfeld (co-P.I.), National Science Foundation, Earth Systems History, 07/01/04- 06/30/06.

Mukherjee, Arup: National Science Foundation, Satellite Reconnect Project, 6/1/05/-6/30/06, \$39,878.00

Campanella, James. Biology & Molecular Biology, Co-PI, New Jersey, Sea Grant (2005) \$77,000, “Assessing the Genetic population structure of eelgrass (*Zostera marina*)”

Michael A. Jones - CCLI A&I NSF, 7/1/04-8/31/05-2005. “A sophomore level transition course” \$52,217.00

Du, Chunguang, Biology & Molecular Biology, Develop and/or Use Molecular Tools to Identify and Clone Desirable Genes from Rangeland Plants. USDA. Co-PI. \$311,213. Kirk Barrett, Director of the Passaic River Institute, received a \$47,000 grant from US Dept of Agriculture to study the effect of urbanization on water supply in NJ.

Lora Billings, awarded a \$129,969 36-month National Science Foundation grant for her project entitled “An analysis of infectious disease dynamics to develop a thorough understanding of emergent dynamics in epidemiological models as a practical way to prevent disease outbreak.”

“Bristol-Myers Squibb Center for Science Teaching and Learning.” (\$500,000 award). Creative University-School Partnerships: funded by the NJDOE at \$866,000 for year-2.

The NJ Statewide Systemic Initiative Regional Center funded at \$95,000.

The Living Laboratory, school science initiative, funded at \$39,000 for Year-3 by the Martinson Family Foundation, and for \$30,000 for Year-10 by loyal supporters in the Turrell Fund.

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Bonnie Lustigman. IH Grant “Bridges to the Doctorate-MSU and UMDNJ” Total \$560,916 for 2004-2006.

Mark Chopping. \$481,000 award from the National Aeronautics and Space Administration (NASA) (Earth Observing System), to run from June 2004 - May 2007. A post-doctoral research associate, Dr. Lihong Su, was selected and appointed to work on this project.

Jacalyn Willis, as director of CSAM's science and mathematics education center, PRISM, is PI for the following grant-funded projects: 1) “Bristol-Myers Squibb Center for Science Teaching and Learning” (\$500,000 award). 2) Creative University-School Partnerships: funded by the NJDOE at \$866,000 for year two. 3) The NJ Statewide Systemic Initiative Regional Center funded at \$95,000. 4) The Living Laboratory, school science initiative, funded at \$39,000 for Year-3 by the Martinson Family Foundation, and for \$30,000 for Year-10 by loyal supporters in the Turrell Fund.

John Berger was awarded \$5,000 from the American Society of Pharmacognosy, “Validation and Implementation of Bioassays Detecting Heme Detoxification Inhibitors,” and also \$5,000 for the “Isolation and Identification of Antimicrobial Compounds from Marine Epiphytic Bacteria” from the New Jersey Marine Science Consortium (Seagrant).

Huan Feng. Montclair State University Technical Support for Water Resources Development Act (WRDA) Program New York/New Jersey Harbor Contaminated Sediment Processing and Decontamination Technologies. PI, Granted by US EPA – DOE Brookhaven National Laboratory through Interagency Agreement, \$47,457. 06/01/2005 - 12/31/2005.

Huan Feng. Micro-Scale Characterization of Physical Property of Methane Hydrates Sediments. PI, Granted by Department of Energy through Brookhaven National Laboratory. \$10,000.

Zhadong Feng has secured these grants:

- PI: Holocene Climatic Changes in the Mongolian Plateau (National Science Foundation, \$380,000, in collaboration with Dr. Kam-biu Liu at Louisiana State University and Dr. Prokopenko at University of South Carolina).
- Co-PI (PI: Dr. Brachfeld): Acquisition of a Vibrating Sample Magnetometer at Montclair State University, \$197,649, National Science Foundation, Major Research Instrumentation, Earth Sciences Division, 8/15/05-8/14/06.
- Environmental Changes in Northwest China (Hong Kong Lee-Jiacheng Foundation, \$62,000)
- Climate changes in the Mongolian Plateau (Chinese National Science Foundation, \$150,000)
- Arid-Semiarid areas of East Central Asia, Global Changes (Chinese National Science Foundation, \$100,000).

John Taylor. 1) DOE Climate Change prediction program, co-PI, \$4 million. 2) EPA, co-PI, \$500,000; and 3) NSF grant “Collaborative Research: The Role of the Continental Wetland Systems in Regional Climate,” funded for \$37,547.

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Robert Taylor secured: 1) a \$50,000 Grant from New Jersey Board of Utilities for Energy Conservation Program; and 2) received an award from the New Jersey Department of Community Affairs, Office of Smart Growth, Sitemart Program for C-MAP Project (Community-Municipality-Academic Partnership Program) for Brownfield Site Investigations in the City of Paterson, N.J.

Service Activities

Robert Prezant, Michael Kruge and Kirk Barrett, are serving on technical advisory committees for the NJ Highlands Council

Kirk Barrett is serving as chair of the Mid-Atlantic Conference of the American Water Resources Association, to be held at NJ School of Conservation in June 2006.

The Passaic River Institute and the NJ School of Conservation are collaborating to develop the New Jersey Skylands Environmental Research and Monitoring Station at NJSOC.

Evan Maletsky, Coauthor- Navigating through Measurement in Grades 9-12, a series published by the National Council of Teachers of Mathematics in conjunction with Principles and Standards for School Mathematics.

Brownfields and Restoration Redevelopment Effort in Northern New Jersey. New Jersey Technology Council hosted at Montclair State College of Science and Mathematics.

MSU hosted the G.I.S. Panel discussion for the NJ Technology Council.

Robert Prezant , serves on the Liberty Science Center Learning & Teaching Advisory Committee, the New Jersey Sea Grant Oversight Council, and the New Jersey Highlands Council Brownfields Redevelopment Technical Advisory Committee.

Professional Resources in Science & Mathematics (PRISM) has moved into the newly constructed “Bristol-Myers Squibb Center for Science Teaching and Learning” in Blanton Hall (\$500,000 award).

John Berger, moderator for “Science Crime Busters,” Northern Regional New Jersey Science Olympiad in February 2005.

Multiple faculty were involved in the American Chemical Society Project SEED Project designed to encourage economically disadvantaged high school students to pursue career opportunities in the chemical sciences. This year, Chemistry & Biochemistry hosted 3 Project SEED students, mentored by Saliya deSilva, John Berger and Jeffrey Toney.

Jeffrey Toney was an Invited Member on a National Institutes of Health study section: Specific Emphasis Panel, "Assay Development for High Throughput Molecular Screening", National Institutes of Neurological Disorders and Stroke (June 2005).

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Margaret and Herman Sokol Science Lecture Series and other campus speakers:

- Andrew Knoll, “Are We Alone in the Universe?”, Nov. 3, 2004
- Steve Olson, “Mapping Human History”, March 9, 2005
- Sandra Steingraber, “Contamination Without Consent”, Oct. 26, 2005
- Roald Hoffman, "Chemistry's Essential Tension: The Same and Not The Same", April 6, 2006

Global and International Education Initiatives

Forty nine faculty members received Global Education Grants for projects in 23 countries, and an additional 3 received grants from the Global Education Center for other targeted activities. Countries visited by faculty for purposes of research, presenting papers at scholarly meetings, and in exchanges involved these countries: Argentina, Australia, Brazil, China, Czech Republic, Cyprus, Finland, France, Germany, Greece, Hungary, Italy, Mexico, Poland, Romania, Russia, Slovakia, Spain, South Korea, Sweden, Taiwan, Thailand, United Kingdom.

The University hosted 53 scholars from 21 countries, including a delegation from Siberia, as part of the Open World program sponsored by the Academy for Educational Development and the Library of Congress and a Fulbright scholar from Russia.

There was a substantial increase in numbers of students studying abroad, which totaled 152. For the first time MSU hosted an undergraduate IREX (International Research and Exchanges Board) student from Kazakhstan. This is a very competitive program where thousands of students from the former Soviet Union compete for a one year study at a US university. For the 2005-06 academic year, MSU is hosting a student from Ukraine.

Additional international initiatives:

The SBUS co-sponsored its 9th International Conference on Global Business and Economic Development in Seoul, Korea. Current plans are being made for the 10th conference to be held in Budapest, Hungary.

Jacalyn Willis (CSAM-PRISM) spent six weeks conducting field research on tropical mammal populations in Panama at the Smithsonian Tropical Research Institute (STRI). She was part of a STRI-funded environmental monitoring program for tracking long-term changes in forest ecology.

Jeffrey Toney, invited speaker and Session Chairman at an international conference: “*Search For A New Chemical Class Of Metallo-Lactamase Inhibitors: Reversing Bacterial Antibiotic Resistance*,” World Conference on Magic Bullets, celebrating Paul Ehrlich’s 150th Anniversary of his birth in Nuremberg, Germany, Sept. 2004.

Aihua Li, was invited to: 1) give a one-hour presentation in Beijing Jiaotong University. The topic was: “Development and Applications of Modern Mathematics – College Mathematics Education in the United States;” 2) give a two-hour presentation in the University of Petroleum of China on the topic of “A Current Trend of College Mathematics Education in the United States: Mathematics

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Modeling in Classrooms;” 3) present to topic “Symbolic Computation in Modeling Discrete Time Series,” in the International Workshop of Numeric-Symbolic Computation held in Xi’an, China; 4) present in “The 5th IASTED International Conference on Modeling, Simulation, and Optimization (MSO 2005)” on the topic of “Linearity of Polynomial Models of Discrete Time Series,” co-authored by Serpil Saydam of the University of Louisiana at Monroe.

Lee H. Lee. Study of the Effects of Heavy Metals on the Growth of *Anacystis nidulans*. National Taiwan University and Academia Sinica, Taiwan, Jan. 6th, 2004

Lee H. Lee. Bioinformatic Analysis of Cyanophage AS-1 and Cyanobacteria *Anacystis nidulans*. National Taiwan University and Academia Sinica, Taiwan, Jan. 6th, 2004

Auxin Conjugate hydrolysis from an evolutionary perspective. Jutta Ludwig Mueller and James Campanella. International Symposium on Auxins and Cytokinins in Plant Development Symposium (July, 2005) Prague, Czech Republic

Urban Dimensions of Environmental Change conference, Shanghai, China. Advisory Committee (2004) - several faculty from MSU - Huan Feng, Robert Taylor, Robert Prezant, Duke Ophori, etc.

Robert Prezant, International Bivalve Workshop, Research in Kungkrabaen Bay, Thailand - summer 2005

The Rainforest Connection Live! Videoconference programs for lessons and live chats between scientists in Panama and students in NJ, NY, and TX. Scientists in 96 class contacts included Smithsonian researchers as well as CSAM’s Jacalyn Willis and Robert Prezant.

Jacalyn Willis, Helen Earles, Anna Mazzaro, and Beth Ebler traveled to Taiwan to present papers at the annual conference of the International Society for Teacher Education. They established contacts with educators in Asia for future videoconference exchanges with PRISM partner schools.

CSAM-PRISM staff, Jacalyn Willis and Anna Mazzaro, presented 3 days of hands-on workshops on science education in Quito, Ecuador for 70 educators from International Schools from 12 countries. As invited workshop presenters, they joined the conference tour of selected sites in the Galapagos Islands.

Jacalyn Willis, Anna Mazzaro, and Katrina Macht, led a group of 20 educators on a wildlife safari in Tanzania and Kenya to teach ecological concepts in several habitats: savannah, dry forest, and rainforest. This foreign field experience for educators was the 7th such program led by the PRISM staff.

Stefanie Brachfeld has participated in two marine geology expeditions to Antarctica, one marine geology expedition to the Arctic Ocean, one marine geology expedition to the North Atlantic Ocean, and sponsored two MSU students to participate on a third Antarctic expedition. All of these expeditions involve international partnerships and a substantial shipboard education for graduate and undergraduate students. Students participate in all aspects of equipment deployment, data collection, and sample processing.

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- 2005 U.S. Coast Guard Cutter Healy, Chuchki Sea, Arctic Ocean, paleoceanography. Four undergraduate student participants.
- 2005 RV Laurence M. Gould, Paleohistory of the Larsen Ice-shelf part II, cruise 2. A total of 11 students sailed on this expedition, representing the U.S., Canada, Spain, and England. MSU was represented by my two undergraduate advisees, Ms. Rachel Perez and Mr. Michael Cacciapuouti.
- 2004 RV Laurence M. Gould, Paleohistory of the Larsen Ice-shelf, part II, cruise 1. A total of seven students from the U.S. and Canada participated on this expedition. MSU was represented by my graduate advisee Ms. Gina Quiñones.
- 2003 RV Marion Dufresne, North Atlantic Deep Water Variability. The RV Marion Dufresne is a French Research Vessel. I participated on this expedition and assisted with shipboard education of students from France, Germany, Norway, Ireland, Italy, and Mexico.

Robert Taylor has worked with an Environmental Management Program as part of a consortium of Russian universities in conjunction with a Global Education Initiative. He has also collaborated on a joint program with Professors from the University of Guadalajara, Mexico on Mexican business activities in Northern New Jersey.

I. Major Capital Projects

Recently Completed Projects

The Village at Little Falls (\$70 million), completed in August 2003, features apartment-style housing for 848 students, a University Police substation, fitness center and swimming pool. With its white stucco exterior and red standing metal seam roofing, the complex mirrors the architecture of the older Spanish Mission style structures of the campus. Within each apartment, residents enjoy such amenities as fully-equipped kitchens complete with dishwashers, central air-conditioning, cable television and high-speed internet access.



A new 260-seat Women's Softball Stadium (\$2 million) complete with artificial playing surface, press box, locker rooms, and storage and concession areas celebrated its grand opening in Spring 2004.

Construction of the Alexander Kasser Theater (\$26 million) was completed in September 2004. This performing arts facility, featuring a 500-seat auditorium, orchestra pit and Presidential boxes at stage left and stage right, a green room, star suite and concession area, provides a professional venue for

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theater, dance and musical events. An outdoor stage is located on the north side of the building at the newly renovated 1,533-seat amphitheater, originally constructed in the 1930's.



Chemistry Lab Renovations (\$2.1 million), completed in Summer 2004, provided for a complete renovation of existing chemistry labs and stockroom, including new laboratory equipment, flooring, lighting, fixtures, ducts and fume hoods.

A new Children's Center (\$6.9 million) was dedicated in September 2005. This 21,000 square foot facility serves approximately 500 children, and provides a new home for three exceptional University programs serving young children and their families: the Demonstration Program, the Jeffrey Dworkin Early Childhood Program, and the Child Care Center.



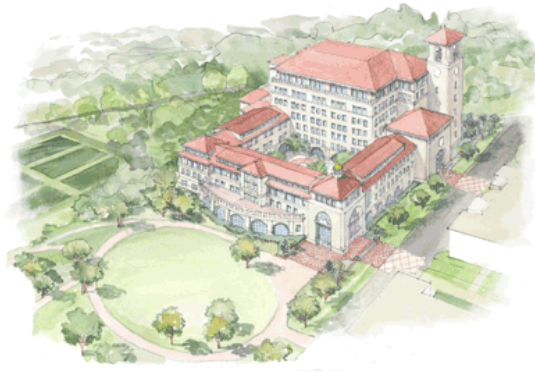
Current Projects

A number of projects related to Campus Utility Upgrades (\$16 million) are in their final stages. These include projects to improve the information technology infrastructure at the University in order to enhance campus connectivity. Other major infrastructure projects include significant upgrades to gas, steam condensate, sanitary, and storm systems throughout the campus which are designed to provide improved utility service to the growing campus.

Construction on University Hall, a major new academic building (\$80 million), is nearing completion. Scheduled to be ready for classes in spring 2006, this 270,000 square foot facility will house the College of Education and Human Services; office and instructional space, including a

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dean's suite; 125 faculty offices; eight specialized learning labs; six department offices; 28 adjunct faculty work stations; the ADP Center for Teacher Preparation and Learning Technology; the Center of Pedagogy; a Literacy Enrichment Center; and the Institute for the Advancement of Philosophy for Children. Classroom space includes eight 100-seat lecture halls and 29 classrooms with 30 to 40 seats. A Conference Center on the 7th floor of the building, providing panoramic views of the Manhattan skyline, will accommodate groups of up to 500 persons. Also, all network operations and the University's data center as well as training classrooms, offices and workstations for the Office of Information Technology will be housed in the facility.



Construction began in fall 2005 on a new Student Recreation Center (\$23 million). Scheduled for completion in summer 2006, this 72,000 square foot facility will contain a multi-purpose gymnasium, three basketball courts, elevated running track, a fitness center, multi-purpose rooms and a swimming pool.

