



MONTCLAIR STATE

UNIVERSITY

Annual Institutional Profile Report

Fall 2017

September, 2017

PREFACE

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

Montclair State is currently in a period of significant growth and development with an enrollment of 21,000 students, new programs, new faculty and expanding physical facilities. Recent accomplishments include the opening of a new School of Nursing, construction of state-of-the-art learning and research facilities for students in the Feliciano School of Business, College of Science and Mathematics, The Graduate School, School of Nursing, and School of Communication and Media. The University received the largest philanthropic gift in its history — \$20 million to support the Feliciano School of Business — and met the Federal criteria for recognition as an Hispanic-Serving Institution. These activities are evidence of the University's commitment to steadily adapting and evolving to serve the educational needs of New Jersey, grounded in a mission of academic excellence and service. The University's full mission statement follows.

Institutional Mission

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

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

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

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

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



Dr. Susan A. Cole
President
Montclair State University

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II. DATA BY CATEGORY

A. Accreditation Status

Montclair State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. 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 (Didactic Program in Dietetics, Baccalaureate level; Dietetic Internship, Department of Health and Nutrition Sciences)
- CAATE - Commission on Accreditation of Athletic Training Education (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)
- 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 of Education and Human Services)
- 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 of Humanities and Social Sciences
- CAEP – Council for the Accreditation of Educator Preparation [Formerly NCATE] — for programs preparing elementary and secondary school teachers, as well as administrative and school service personnel
- CEPH - Council on Education for Public Health. (Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, Department of Public Health, College of Education and Human Services)

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- NASAD - National Association of Schools of Art and Design (Fashion Studies major, BA; Fine Arts major, concentrations in Art Education, Art History, Studio Art, BA; Animation/Illustration major, Filmmaking major, Fine Arts/Studio major, Graphic Design major, Industrial Design major, BFA; Studio Art major, MFA; 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 major, concentrations in Music Education, Music Therapy, Performance, and Theory/Composition, MA, John J. Cali School of Music, College of the Arts)
- NAST - National Association of Schools of Theatre (Theatre Studies major, BA; Theatre major concentrations in Acting and in Production/Design, BFA; Theatre major with concentration in Arts Theatre Studies, MA, Department of Theatre and Dance, School of the Arts)

Program approvals include:

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

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- 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 for Colleges for Teacher Education
- American Association of Collegiate Registrar's and Admissions Officers
- American Association of State Colleges and Universities
- American Council on Education
- Association for Gerontology in Higher Education
- Association of American Colleges and Universities
- Council of Graduate Schools
- Middle Atlantic Association of Colleges of Business Administration
- National Association of Graduate Admissions Professionals
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Personnel Administrators
- National Network for Educational Renewal
- New Jersey Association of Colleges for Teacher Education
- New Jersey Association of State Colleges and Universities
- North American Association of Summer Sessions
- Northeastern Association of Graduate Schools

B. Number of Students Served

Fall 2016 Undergraduates

In fall 2016, 16,810 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 35.9% from fall 2006, and up 2.9% from fall 2015.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2016		
	Number	Percent
Full-time	14,968	89.0%
Part-time	1,842	11.0%
Total	16,810	100.0%

The proportion of undergraduates studying full-time rose 6.7 percentage points between 2006 and 2016, from 82.3% in fall 2006 to 89.0% in fall 2016.

Fall 2016 Graduate Students

Montclair State University enrolled 4,177 graduate students in fall 2016 (see Table II.B.2). This graduate student headcount was up 12.6% from fall 2006, and 1.2% from fall 2015.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2016		
	Number	Percent
Full-time	1,448	34.7%
Part-time	2,729	65.3%
Total	4,177	100.0%

The proportion of graduate students studying full-time was higher than 10 years earlier. The percent of graduate students enrolled full-time rose 13 percentage points, from 21.7% in fall 2006 to 34.7% in fall 2016.

FY16 (12-Month) Unduplicated Enrollments

While most students are admitted and enroll at the beginning of each academic year, thousands of additional students enroll during the University's other sessions that run in the winter, spring, and summer. During FY16, over 23,500 students attended MSU during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY16 (IPEDS 12-Month)			
	Headcount	Credit Hours	FTE
Undergraduate	18,348	474,265	15,809
Graduate	5,193	63,812	2,659
Professional Practice	48	1,546	64
Total	23,589	539,622	18,532

C. Characteristics of Undergraduate Students

Fall 2016 First-time Undergraduates

A total of 12,139 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2016, up 24% from fall 2006. The University admitted 66.1% of these applicants, and 2,997 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 37.3%. The fall 2016 admissions yield was 0.9 percentage points lower than in fall 2006.

Fall 2016 first-time undergraduates entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 2,997 first-time undergraduates, 93.3% were Regular Admits, 4.3% were admitted through the EOF program, and 2.4% were Special Admits (see Table II.C.1).

In fall 2015, Montclair State 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 State's test optional policy is designed to ensure that students selected for admission are capable of succeeding in the University's rigorous academic programs. It also supports the University's mission to serve a student body that reflects New Jersey's socio-economic and ethnic diversity.

A total of 1,233 (41.1%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on SAT scores that were submitted voluntarily by first-time undergraduates who entered the University as freshmen.

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2016

Type	Full-Time				Part-Time			
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	1,141	495	484	488	6	518	508	512
EOF	55	438	421	413	--	--	--	--
Special	31	497	490	470	--	--	--	--
All	1,227	493	481	485	6	518	508	512
Missing	1,750	--	--	--	14	--	--	--

In fall 2016, Montclair State University used the College Board’s suite of Accuplacer tests to assess college readiness in elementary algebra. Incoming freshmen failed to attain at least a B- score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer.

Between 2011 and 2016, the percentage of undergraduates enrolled in one or more remedial courses declined 2 percentage points to 2.3%, while the percentage of full-time, first-time undergraduates in remediation declined 10 percentage points to 11.4%.

Table II.C.2: Enrollment in Remedial Courses, Fall 2016

Total Fall 2016 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
16,810	381	2.3%
Total Number of Full-time, First-time Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Students Enrolled in One or More Remedial Course
2,977	338	11.4%
Remedial Subject Area	Number of FTFT Students Enrolled in	Percent of FTFT Students Enrolled in
Reading	0	0.0%
Writing	0	0.0%
Math Computation	0	0.0%
Elementary Algebra	338	11.4%

A CIRP survey administered to fall 2016 first-time undergraduates revealed that over 88% considered MSU to be their first or second choice among colleges. The survey also revealed that the top four reasons freshmen chose MSU were: a) its very good academic reputation (59%), b) its good reputation for social and extracurricular activities (54%), c) its affordability (49%), and d) a visit to the campus (49%). The Freshman Survey (CIRP) is run every three years, and will next be administered to first-time undergraduates in fall 2019.

The profile of the fall 2016 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 15.1% of first-time undergraduates identified themselves as African American, 6.6% as Asian, 30.2% as Latino/a, and 0.7% as non-resident aliens. Females comprised 63% of first-time undergraduates.

Fall 2016 Undergraduates

In fall 2016, a total of 20,987 students attended Montclair State University. Of this total, 16,810 (or 80.1% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 35.9% between fall 2006 and fall 2016. Eighty-nine percent of fall 2016 undergraduates attended the University full-time, up nearly 7 percentage points from fall 2006. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, 28.9% of undergraduates identified themselves as Latino/a, 12.9% as African American, 6.0% as Asian, 46.6% White, and 2.2% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2016

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	7	0.0%	3	0.2%	10	0.1%
African Amer.	1,791	12.0%	195	10.6%	1,986	11.8%
Asian	858	5.7%	106	5.8%	964	5.7%
Latino/a	3,934	26.3%	504	27.4%	4,438	26.4%
White	6,403	42.8%	746	40.5%	7,149	42.5%
Non-Res. Alien	288	1.9%	51	2.8%	339	2.0%
Unknown	1,687	11.3%	237	12.9%	1,924	11.4%
Total	14,968	100.0%	1,842	100.0%	16,810	100.0%

In fall 2016, 61.4% of all undergraduates were female, and the average age of the undergraduate population was 21.67 years (see Tables II.C.3.b and II.C.3.c).

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TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2016

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,271	61.9%	1,057	54.4%	10,328	61.4%
Male	5,697	38.1%	785	42.6%	6,482	38.6%
Total	14,968	100.0%	1,842	100.0%	16,810	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2016

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	27	0.2%	16	0.9%	43	0.3%
18-19	4,954	33.1%	62	3.4%	5,016	29.8%
20-21	5,923	39.6%	211	11.5%	6,134	36.5%
22-24	3,101	20.7%	640	34.7%	3,741	22.3%
25-29	669	4.5%	422	22.9%	1,091	6.5%
30-34	147	1.0%	160	8.7%	307	1.8%
35-39	66	0.4%	97	5.3%	163	1.0%
40-49	62	0.4%	127	6.9%	189	1.1%
50-64	18	0.1%	96	5.2%	114	0.7%
More than 64	1	0.0%	11	0.6%	12	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	14,968	100.0%	1,842	100.0%	16,810	100.0%

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During AY15-16, 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 million during the award year. Also in AY15-16, Federal grants, loans, and work-study programs amounted to over \$120.3 million.

MSU distributed an additional \$30.7 million in state-funded financial aid during AY15-16, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 6,079 State awards were made to MSU students, including 4,904 TAG Awards, 394 NJCLASS Loans, and 650 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY15-16

	Recipients	\$ Dollars	\$/Recipient
<u>STATE PROGRAMS</u>			
TAG	4,904	\$24,864,000	\$5,070
EOF	650	\$770,000	\$1,185
Distinguished Scholars	0	\$0	\$0
Urban Scholars	52	\$49,000	\$942
NJCLASS Loans	394	\$4,819,000	\$12,231
NJ Stars	79	\$174,000	\$2,203
OSRP	0	\$0	\$0
<u>FEDERAL PROGRAMS</u>			
Pell Grants	7,045	\$30,547,000	\$4,336
College Work Study	475	\$595,000	\$1,253
Perkins Loans	419	\$731,000	\$1,745
SEOG	1,107	\$836,000	\$755
Stafford Loans (Subsidized)	8,828	\$36,599,000	\$4,146
Stafford Loans (Unsubsidized)	9,237	\$32,372,000	\$3,505
PLUS Loans	1,614	\$18,666,000	\$11,565
SMART & ACG or other	0	\$0	\$0
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	1,464	\$5,063,000	\$3,458
Loans	0	\$0	\$0

Of MSU’s 2,997 first-time undergraduates who entered in fall 2016, 95% were New Jersey residents (see Table II.C.5). Most were from Bergen (482), Essex (440), and Passaic (419) counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2016			
State Residents	Non-State Residents	Total Students	% State Residents
2,857	140	2,997	95.3%

Fall 2016 Graduate Students

Of the 20,987 students who attended Montclair State University in fall 2016, 4,177 (19.9%) were graduate students. Graduate student enrollment rose 12.6% between fall 2006 (3,711) and fall 2016 (4,177).

Most graduate students (65%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-one percent of fall 2016 graduate students were female, and the average age of the graduate student population was 31.36 years. Excluding unknowns, 10.5% of graduate students identified themselves as African American, 4.5% as Asian, 16.3% as Latino/a, 61.1% as White, 5.8% as non-resident aliens, and 1.4% as multi-racial. Nearly 92.7% of MSU's graduate students are New Jersey residents.

D. Student Outcomes

Over 65% of all full-time, first-time freshmen who entered MSU in the fall of 2010 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 2010 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=185	58	31.4%	105	56.8%	119	64.3%
Asian						
Cohort=128	52	40.6%	79	61.7%	86	67.2%
Latino/a						
Cohort=429	146	34.0%	238	55.5%	261	60.8%
White						
Cohort=1,079	464	43.0%	704	65.2%	732	67.8%
Non-Res. Alien						
Cohort=37	15	40.5%	20	54.1%	21	56.8%
Other*						
Cohort=311	115	37.0%	174	55.9%	196	63.0%
Total						
Cohort=2,169	850	39.2%	1,320	60.9%	1,415	65.2%

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

Over 92% of all full-time, first-time undergraduates who entered MSU in fall 2015 re-enrolled in spring 2016, and 83.1% returned in fall 2016 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2015 to 2016

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	3,098	2,574	83.1%	524	16.9%
Part-time	17	7	41.2%	10	58.8%
Total	3,115	2,581	82.9%	534	17.1%

Transfer Student Outcomes

Of the 1,285 students who entered MSU as full-time transfer students in fall 2010, 55% earned their degrees within three years, 70% earned degrees within four years, and 75% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in fall 2015 was 84%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 25,102 alumni who earned Bachelor's degrees over an 11-year period were tracked to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 8,647 (34%) of these alumni continued their formal education, and of those who continued their education, 2,730 (32%) earned graduate degrees, including 213 doctorates and 2,517 Master's degrees.

Last year, the State of New Jersey unveiled the New Jersey Education to Employment Data System (NJEEDS), which combines data from the Department of Education, the Department of Labor and Workforce Development, and the Office of the Secretary of Higher Education into a single repository for both pure and applied research. It is hoped that this system will enable New Jersey's postsecondary institutions to finally have access to valid and reliable data on employment, employment industry, and salaries of their graduates spanning a number of years and graduating classes.

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

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

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

The CLA+ was administered to a random sample of freshmen and seniors during AY2016-17, and an initial analysis of results has been completed. Results show that the performance of MSU students closely matches national averages. Faculty will continue to analyze the results during the coming academic year to determine ways to improve learning in general education even further.

CUE also works closely with Administrative Divisions (Budget and Planning, Finance and Treasury, Human Resources, Information Technology, Student Development and Campus Life, University Advancement, and University Facilities) to involve them in the assessment of even broader areas of institutional effectiveness. The current focus of this effort is on summarizing what was achieved under the current University Strategic Plan approved in October 2011. This will be accomplished by utilizing assessment data stored in the Nuventive Improve, cloud-based database.

Work has begun on a new, University Strategic Plan that will again engage faculty and staff from both the Academic and Administrative areas. This effort will be led by the Provost and Vice President for Academic Affairs.

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

E. Faculty Characteristics

In fall 2016, Montclair State University employed 620 full-time instructional staff (see Table II.E.1).

TABLE II.E.1: Full-time Instructional Staff by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2016															
	Female					Male					Total				
	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
Native Amer.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Untenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Amer.	7	7	5	2	21	6	11	2	0	19	13	18	7	2	42
Tenured	7	7	3	0	17	6	9	0	0	15	13	16	4	0	32
Untenured	0	0	2	2	4	0	2	2	0	4	0	2	4	2	8
Asian	11	20	4	0	35	14	17	9	2	42	25	37	13	2	77
Tenured	11	18	1	0	30	14	17	1	0	32	25	35	2	0	62
Untenured	0	2	3	0	5	0	0	8	2	10	0	2	11	2	15
Latino/a	5	9	1	5	20	8	9	2	2	21	13	18	3	7	41
Tenured	5	9	0	0	14	8	7	1	0	16	13	16	1	0	30
Untenured	0	0	1	5	6	0	2	1	2	5	0	2	2	7	11
White	54	77	34	33	198	68	72	40	22	202	122	149	74	55	400
Tenured	54	74	6	0	134	67	69	9	0	145	121	143	15	0	279
Untenured	0	3	28	33	64	1	3	31	22	57	1	6	59	55	121
Non-Res. Alien	0	2	4	0	6	0	1	6	0	7	0	3	10	0	13
Tenured	0	2	0	0	2	0	0	1	0	1	0	2	1	0	3
Untenured	0	0	4	0	4	0	1	5	0	6	0	1	9	0	10
Missing	0	2	14	10	26	2	7	9	5	23	2	9	23	15	49
Tenured	0	2	0	0	2	2	6	0	0	8	2	8	0	0	10
Untenured	0	0	14	10	24	0	1	9	5	15	0	1	23	15	39
Total	77	117	62	50	306	98	117	68	31	314	175	234	130	81	620
Tenured	77	112	10	0	199	97	108	12	0	217	174	220	22	0	416
Untenured	0	5	52	50	107	1	9	56	31	97	1	14	108	81	204

The number of full-time instructional staff increased 26.3% from fall 2006 (N=491) to fall 2016 (N=620). From fall 2006 to fall 2016, the number of full-time male faculty members rose 15.0% (273 to 314), while the number of full-time female faculty members increased 40.4% (218 to 306).

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

Table II.E.2: Percent of Course Sections Taught By Full-Time Instructional Staff, Fall 2016

No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty	# taught by Others	% taught by Others
4,673	2,309	49.4%	2,011	43.0%	353	7.6%

Table II.E.3 shows IPEDS headcounts of fall 2016 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (620) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves (i.e., not all of these 620 taught in the fall).

Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2016

Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,846	620	33.6%	1,226	66.4%

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F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	11	2						13
Female	3							3
Total	14	2	0	0	0	0	0	16

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

Name	Title	Affiliation
Rose C. Cali	Education Advocate	
Mary A. Comito	Insurance and Financial Advisor	State Farm Insurance
Hasani Council	Student	Montclair State University
Francis M.C. Cuss	Retired Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb	
Jean Marc de Grandpre	General Manager	New York Red Bulls
George J. Hiltzik	Senior Executive	Hiltzik Strategies
Lawrence R. Inserra, Jr.	President	Inserra Supermarkets, Inc.
Douglas L. Kennedy	Chief Operating Officer	Peapack Gladstone Bank
Ralph A. LaRossa	President and Chief Operating Officer	PSE&G
Thomas Maguire	Retired Senior Vice President	
John L. McGoldrick	Past Chairman of the Board	Zimmer Holdings
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Preston D. Pinkett III	Chief Executive Officer	City National Bank of New Jersey
Kent Sluyter	Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Susan A. Cole, <i>ex officio</i>	President	Montclair State University
George Koutsouradis, <i>ex officio</i>	Student	Montclair State University

3. URL

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

URL <http://www.montclair.edu/board-of-trustees>

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2016:

FALL 2016 ACTIVE DEGREE PROGRAMS

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF ARTS</i>	
ANTHROPOLOGY	450201
CHILD ADVOCACY AND POLICY	440701
CLASSICS	161201
COMMUNICATION AND MEDIA ARTS	090199
COMMUNICATION STUDIES	090101
DANCE	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENDER, SEXUALITY & WOMEN STUDIES	050207
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
ITALIAN	160902
JOURNALISM	090401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
PUBLIC RELATIONS	090902
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
TELEVISION AND DIGITAL MEDIA	090701
THEATRE STUDIES	500501
<i>BACHELOR OF FINE ARTS</i>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602

FALL 2016 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF FINE ARTS (CONT.)</i>	
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
THEATRE	500501
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE	310505
INFORMATION TECHNOLOGY	110103
MARINE BIOLOGY & COASTAL SCIENCES	261302
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
PUBLIC HEALTH	512201
SCIENCE INFORMATICS	309999
SUSTAINABILITY SCIENCE	303301
<i>MASTER OF ARTS</i>	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FRENCH	160901
INDUSTRIAL ORGANIZATIONAL PSYCH	422804
LAW AND GOVERNANCE	229999
MUSIC	500901

FALL 2016 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF ARTS (CONT.)</i>	
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
<i>MASTER OF ARTS IN TEACHING</i>	
TEACHING	130101
<i>MASTER OF BUSINESS ADMINISTRATION</i>	
BUSINESS ADMINISTRATION	520201
<i>MASTER OF EDUCATION</i>	
INCLUSIVE EDUCATION	131001
SPECIAL EDUCATION	131001
<i>MASTER OF FINE ARTS</i>	
DANCE	500301
STUDIO ART	500702
<i>MASTER OF PUBLIC HEALTH</i>	
PUBLIC HEALTH	512201
<i>MASTER OF SCIENCE</i>	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE	131314
MARINE BIOLOGY	261302
MATHEMATICS	270101
MATHEMATICAL & COMPUT'L MODELING	270304
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
SUSTAINABILITY SCIENCE	303301
<i>DOCTOR OF AUDIOLOGY (Au.D.)</i>	
AUDIOLOGY-CLINICAL	510202
<i>DOCTOR OF PHILOSOPHY (Ph.D.)</i>	
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELING	131102
ENVIRONMENTAL MANAGEMENT	030201

FALL 2016 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>DOCTOR OF PHILOSOPHY (Ph.D.)</i>	
FAMILY STUDIES	190701
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVEL.	131299

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

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

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Teaching Writing, graduate

Translation and Interpreting in Spanish, graduate

Water Resource Management, graduate

H. Major Research and Public Service Activities

In FY16, faculty received 60 research awards and \$11.5 million in funding, with most awards coming from the State of New Jersey (17), National Science Foundation (5), the U.S. Department of Education (4), and the National Oceanic and Atmospheric Administration (4). FY16 research expenditures approached \$6.3 million.

TABLE II.H.1: R&D Expenditures, FY16 [1]

Source of Funds	Amount
U.S. Federal Government	\$2,771,000
State and Local Government	\$1,481,000
Business and Non-Profit Organizations	\$614,000
Institutional Funds (incl. MSU Foundation)	\$1,454,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$6,320,000

[1] Source: NSF Higher Education Research and Development Survey, FY16.

Expenditures on Other Sponsored Programs, FY16 [2]

Source of Funds	Amount
U.S. Federal Government	\$1,956,000
State and Local Government	\$2,723,000
Business and Non-Profit Organizations	\$156,000
Institutional Funds	\$1,247,000
Total of Expenditures on Sponsored Programs Other Than Research	\$6,083,000
Grand Total of Expenditures on R&D and Other Sponsored Programs	\$12,403,000

[2] Source: FY16 Audit schedule.

Selected Montclair State University Faculty Accomplishments

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

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 620 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 (2016-2017), MSU faculty published 145 books and book chapters, and 635 articles, reviews, and other works. Faculty in the College of the Arts presented 572 exhibitions and performances, and faculty from across the University made over 735 presentations, ranging from papers delivered at professional conferences, to talks given to community groups and organizations. One hundred sixteen members of the faculty served on national, state, and/or local boards, and 179 received grants or other awards for their contributions to their professions or the wider community.

The following table summarizes the accomplishments of MSU faculty teaching in the College of the Arts, the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, and The Feliciano School of Business.

Activity	TOTAL	CART	CEHS	CHSS	CSAM	SBUS
Published Books & Book Chapters	145	22	22	59	35	7
Published Works	635	65	73	155	164	178
Performances & Exhibitions	577	572	0	4	1	0
Presentations	735	193	60	200	208	74
Boards	116	50	10	16	24	16
Awards & Grants	179	39	16	52	64	8

The publication titled University Authors, 2016-2017 is included as Appendix 1 of this report.

I. Major Capital Projects

Campus Projects Completed Since 2013

School of Communication and Media (2017)

A ribbon-cutting ceremony on September 26, 2017 marked the official opening of the new, high-tech, multimedia School of Communication and Media Building at Montclair State University. Described as “the most technologically advanced media and production facility of any university in North America,” the new building is a 105,000-square-foot facility that joined together Morehead and Life Halls into a single, multi-functional communications and multimedia facility. The building features a range of tools and resources – from broadcast-ready 4K and HD studios and control rooms to multimedia labs and an advanced audio production center – designed and implemented through a strategic partnership between the University and Sony Electronics’ Professional Solutions Americas. The new building is equipped with a leading-edge, multi-platform “newsroom of the future,” along with a 150-seat presentation hall, broadcast studios, integrated media lab, film screening room, and acting and dance studios



Partridge Hall Renovation (2017)

Partridge Hall is the home of The Graduate School and the School of Nursing. Construction on this 50,000 square foot renovation was completed in 2017. The Nursing portion of Partridge Hall includes mediated classrooms and specialized spaces, such as a nursing skills lab, an anatomy lab, high-fidelity simulation labs outfitted with state-of-the-art computer interfaced mannequins, a home care lab, a mock quarantine room and computer labs, as well as faculty offices and student and faculty/staff gathering and meeting spaces. Much of the ground floor of Partridge is designed as a gathering and study space for graduate and nursing students



Center for Environmental and Life Sciences (2015)



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

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

The Feliciano School of Business (2015)



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

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

Center for Clinical Services (2015)

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

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

Combined Heating, Cooling, and Power Project (2013)

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

Current Campus Projects

College Hall Renovation

This project consists of a phased renovation of the University's original building to facilitate centralizing the academic support services of: Admissions; Financial Aid; Advising; EOF; CADA; Adult Services Center; ASRP; Career Services; Cooperative Education; DRC; Registrar; Student Account Services; Enrollment Management; and the Office of the VP Student Development and Campus Life. Along with the aforementioned functional changes, this project will life cycle renovate this 105 year old building.

Phase One will be the construction of an addition on the first floor of the building.

Phase Two will complete the second and third floors of the addition and the renovation of the original building. The addition will be located on the northern side of the building, where the bridge exists today, and will be oriented towards the center of campus.

Within the addition on the first floor will be a new Utilities Infrastructure Vault that will house critical services such as steam, chilled water and electrical distribution systems, a telecommunications equipment room, and network operations center. The second floor will be a two-story atrium and home to Red Hawk Central, the campus hub for all admissions and academic support services



Mallory Hall Renovation

The Mallory Hall Renovation project will convert the 52-year old building from a 34,400 GSF building, into a state-of-the-art 43,800 GSF instructional and research facility for the Computer Sciences. The project will add a fourth floor to the existing building, which will eventually house classrooms, faculty offices, meeting rooms, student study and project spaces, and specialized research and instructional spaces. The facility will also house several specialized Biology research laboratories. The building will also be life cycle renovated to include a new heating and cooling system, plumbing and electrical upgrades, life safety systems replacement, environmental systems remediation, new flooring, ceilings, and walls, and a new exterior façade and roof system.



Technology Investments

New Administrative Computer Systems Operational

The launch of Workday human resource systems in summer 2016 and Banner student administrative systems in fall 2016 marked the successful continuation of a multi-year University technology investment project known as OneMontclair. The OneMontclair project has involved replacement of virtually all of the University's outdated legacy systems in the Budget and Planning, Finance, Human Resources, and Student areas, along with the hundreds of integrations between core and third-party applications.

The new administrative systems are benefiting prospective students, enrolled students, employees, and the University's many vendors and suppliers by providing greater access to systems, enhanced usability, smoother work flows, and superior efficiency.

Continuing to Leverage and Extend New Administrative Computer Systems

With the new administrative systems in place, efforts continue to improve business processes in all operational areas by taking full advantage of all new system features and capabilities. Additionally, we are improving the reports and analytic capabilities available to mine and leverage information stored in the new systems to enable more effective data-driven decisions across the community impacting both administrative efficiencies and student success. Finally, a 2017-18 initiative will replace the homegrown identity and access management programs leveraged by all campus systems. New highly robust software and processes will streamline provisioning, deprovisioning, authentication, and monitoring of access based on roles, enabling increased efficiencies and continuing enhancement of security as necessitated by the ever evolving risks and threats in today's society.

Upgraded Campus Network

The University is completing a comprehensive campus-wide network upgrade to provide increased speed, capacity, reliability, and security to all academic, administrative, and residential buildings, as well as outdoor areas. Final phases of this upgrade will conclude in 2017-2018 including:

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

Evolving Classroom Technologies

The University continues to upgrade the quality and integration of audio-visual, broadcasting, and learning management technologies supporting our traditional and virtual classrooms. Our campus includes more than 350 mediated spaces that support teaching and learning. A multi-year classroom technology refresh is assuring that all these spaces provide current, relevant, innovative technologies supporting the education of our students and accommodating specialized needs. Concurrently, our offerings of online and hybrid courses and programs continue to rise, complementing traditional classroom formats.

Of special note is the September 2017 opening of the new facility for the School of Communication and Media, featuring broadcast and media production technologies for education superior to those found at other universities across North America. The innovative new facility, made possible through a unique strategic partnership with Sony Electronics, includes four television production control room/studio suites comparable to those used by commercial broadcasters, a multimedia newsroom used for teaching and for live broadcasts, and extensive digital content creation and editing technologies.

Institutional Repository Housing Faculty Research and Other Institutional Scholarship

In 2017-18 Montclair State will launch an Institutional Repository, hosted by the Digital Commons repository service, bringing all of Montclair State's research and creative works into one platform, with an aim to preserve and provide access to that research. Examples of content that will be made more widely accessible are faculty research; student research, theses and dissertations; annual reports; arts and cultural programming media; newsletters; and conference/symposium materials.

Extensive Web Site Refresh and Enhancement

In 2017-18 Montclair State is also rolling out an extensive redesign of the Montclair.edu web site, enhancing communication, search and navigation capabilities across all of Montclair State's educational and research resources and services. This redesign will also focus on optimizing the accessibility of the site to assure that all web content is perceivable, operable, understandable and robust for all audiences, including those with disabilities.