

MONTCLAIR STATE UNIVERSITY

**EXCELLENCE & ACCOUNTABILITY
REPORT**

SEPTEMBER 1, 1998

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MONTCLAIR STATE UNIVERSITY
STUDENT SUCCESS
THROUGH
QUALITY TEACHING AND PROGRAM DIVERSITY
EXCELLENCE AND ACCOUNTABILITY REPORT
SEPTEMBER 1, 1998

For ninety years, Montclair State University has played a major role in educating citizens of New Jersey. Those who studied at Montclair have gone on to shape government, business, culture and society in this state and beyond. MSU has also become an important part of New Jersey's growing economy, providing an educated workforce, a cadre of expert consultants, and the brain power necessary for further economic development. Indeed, the University's International Trade Counseling Center received the 1998 Program Excellence Award from the National Association of Small Business International Trade Educators in recognition of its impact on business, industry, the community, state and nation.

This report will highlight some of the many ways Montclair State University furthered the education of its students and the well-being of the State of New Jersey this year.

MONTCLAIR STATE UNIVERSITY: HIGHLIGHTS FROM THE PAST YEAR
A COMMITMENT TO PUBLIC SERVICE

As a public university, Montclair State takes seriously its commitment to public service. Among its most ambitious undertakings is the work of its faculty in renewing public schools and improving education for those who learn and teach in these public schools.

Montclair State's Center for Pedagogy is not only a resource for educators but also the home of the *New Jersey Network for Educational Renewal*, a cross-departmental umbrella organization for the University's partnerships with public schools in cities throughout northern New Jersey. One of these partnerships, *The Clinical Schools Network*, uses the model of teaching hospitals as the paradigm for university-school partnerships, and the term Clinical Faculty was created to designate those administrators and teachers who see themselves as learners and teachers, who want to share their expertise and nurture junior faculty members, and who see critical thinking as central to their work with students.

In its role as a resource for education in New Jersey, Montclair State accomplished three particularly noteworthy achievements this year. First, the University established *Professional Development Schools* at three high schools to foster simultaneous renewal of schools and teacher education as an outgrowth of the National Education Association's Teacher Education Initiative. These Professional Development Schools provide a setting for cooperative learning between members of the University faculty and the high school

teachers. Second, MSU was invited to join the prestigious *Holmes Partnership*, a nationwide association of universities, schools and professional organizations concerned with education renewal, an invitation made more noteworthy by the fact that Montclair State University was one of the first comprehensive universities asked to join. Third, the University received a *Dodge Foundation grant* in recognition of its partnership with New Jersey school districts. This is the second consecutive year Montclair State received a Dodge grant, a highly unusual occurrence since Dodge Foundation education grants are traditionally awarded directly to K-12 schools.

As well, the University has been designated by the State of New Jersey as a Center of Excellence in the Fine and Performing Arts. Its role as a resource for the surrounding area is particularly noticeable in this area; cultural activities abound on campus. *TheatreFest* is MSU's summer professional Equity theatre in residence, offering a wide range of performances for the community.

Other cultural activities include MSU's *Artist in Residence Program*, which brings world renowned performers in dance, theatre, and music to the university and larger community. Montclair State's *Preparatory Center for the Arts* is a noncredit community school providing dance and musical education and training for all age groups. Classes and private lessons are offered.

Children are introduced to the excitement of theatre in *TheatreFest for Kids*. This past year saw the launching of *SCHOOLTIME*, a program that introduces those in grades Pre-K to 12 to various art forms.

The University's *Art Gallery* stages exhibits open to the University and the larger community. The sixth annual "National Juried Exhibition of Small Works" gave visitors a chance to see 52 artists' small works. This year's juror, *NY Times*' art critic Vivian Raynor, made her selection from over 400 applicants. Another exhibit, "Stitchings," brought the unique art of Japanese stitching to this area. The exhibit's value was enhanced by an artist's talk with the three artists, Tetsuo Fujimoto, Misao Tsubaki and Chiyu Uemae, as well as two demonstration workshops.

The University is also involved in public service activities through *The Nicholas Martini Center for Public Policy*, which is dedicated to heightening the public policy debate about prominent issues of major concern to New Jerseyans. Established through a grant from the Nicholas Martini Foundation, the Center offers a series of lectures open to the community.

The Center for Continuing Education serves the immediate and long range education and training needs of business and industry, community organizations, governmental agencies and individual learners. The Center provides quality educational programs and public service activities for which academic credit is not usually awarded. Examples of services include training programs for employee career mobility, professional certification

and recertification, instruction in English as a Second Language (ESL) and courses in international trade and computer literacy.

The Gifted and Talented Program serves thousands of children in first grade through high school with weekend enrichment classes and summer day camps, and offers workshops and seminars for both parents and teachers of the gifted.

MSU is the home of the *NJ School of Conservation*, located in Stokes State Forest. It is the largest college-based environment center in the world. Each year environmentalists from around the world come to study there.

The University also houses the *Psychoeducational Center*, which provides early intervention services for pre-school children, particularly infants and their parents and the *Hispanic Institute* offers psychological assistance for Spanish-speaking residents.

A COMMITMENT TO DIVERSIFYING ITS FINANCIAL RESOURCES

Recognizing the need to diversify its economic base, the University launched its first capital campaign. The campaign surpassed its original goal of \$8 million and raised \$10.1 million in support of a wide variety of academic and scholarship programs, including the construction of new buildings as well as refurbishing existing ones. During Fiscal Year 1998, the first post-campaign development year, more than \$1.5 million was raised by the University's development efforts through the MSU Foundation and Alumni Association. This is the largest amount received by the Foundation in any non-campaign year.

The Foundation's Annual Fund received \$73,113 in gifts this year, nearly double last year's amount. This significant increase is attributable to a phonathon campaign by parents and a successful direct mail appeal to the University community: faculty, professional staff and members of the University and Foundation Boards of Trustees.

MSU entered a unique \$18 million partnership with a private venture, Floyd Hall Enterprises, that resulted in the creation of a new ice skating arena and a new baseball stadium on campus. The ice arena is the site of recreational skating, athletics program classes, and area hockey league practice sessions. The Yogi Berra Stadium is the home of the University's baseball team in the spring and the New Jersey Jackals, a minor league team, during the summer.

The University's Alumni Annual Fund, conducted under the auspices of the MSU Alumni Association, experienced the most successful year in its long history. To date, a total of \$257,817 has been received from 4,761 alumni; already an increase of 37 percent over last year's figure. A good deal of this success is attributable to an expanded phonathon effort. These efforts were well rewarded; the campaign's goal of \$40,000 was more than met, reaching \$82,265.

Alumni support of the University, which increased during the capital campaign remains strong, as the following figures show:

ALUMNI CONTRIBUTIONS

Fiscal Year	Number of Alumni Donors	Total Gifts
FY 90	4,402	\$210,396
FY 91	4,705	\$277,846
FY 92	3,454	\$271,045
*FY 93	3,292	\$509,608
*FY 94	3,917	\$288,277
*FY 95	4,343	\$974,816
*FY 96	4,394	\$1,144,967
*FY 97	3,974	\$1,774,223
FY 98	5,170	\$712,670

* Capital Campaign years

NOTE:

FY 98: Figures are as of 8/3/98. An upward revision is anticipated.

While monetary donations are the most common form of alumni support, there are many other ways alumni show their gratitude to and fondness for MSU. These gifts more immediately illuminate how the University touches the lives of its students and how they remember MSU. The charming carillon that chimes the hours on top of College Hall was made possible by donations from alumni. The beautiful plantings that make up Alumni Green, dedicated in May of 1996 and initiated with two alumni bequests, delight students, staff and visitors alike. Some of the trees on campus have been purchased by alumni to mark a significant event or memory of their time here on campus. One professor, Joseph Attanasio, for example, purchased a tree to commemorate meeting his wife here. Two benches, where students and faculty can stop a moment to rest or chat, were Alumni purchases. A former campus chaplain, purchased a bench in honor of his mother who was an alumna. The touching dedications inscribed on the commemorative bricks alumni purchase for installation on walks along the green tell of the impact MSU made on their lives.

Besides diversifying the University's economic base, these successful development and alumni endeavors also serve as examples of the kind of external support the University's activities generate.

PERFORMANCE ON KEY COMMON INDICATORS

1. STUDENT INFORMATION

A. Student Goal: *To obtain access to post-secondary education in New Jersey.*

As a New Jersey public institution of higher education, the University is particularly committed to accessible education for all qualified students. Looking at a profile of Fall 1997 undergraduates shows that:

a) thirty-four percent of undergraduate students were from various minority ethnic and racial backgrounds: 11 percent were African American, four percent Asian and 15 percent Latino/a;

HEADCOUNT ENROLLMENT BY ETHNICITY, FALL 1997

UNDERGRAD	NRA	AF AM	NAT AM	ASIAN/PI	LATINO/A	WHITE	UNK	TOTAL
FULL-TIME	256	760	20	323	1053	4390	226	7028
PART-TIME	54	247	11	89	367	1763	192	2723
TOTAL	310	1007	31	412	1420	6153	418	9751

nra=nonresident alien; Af Am=African American; Nat Am=Native American; Asian/PI=Asian/Pacific Islanders

b) undergraduates were predominantly New Jersey residents; 98 percent were residents of the state. Twenty-five percent came from Essex County; another 23 percent from Bergen County; 20 percent from Passaic, ten percent from Morris and nine percent from Hudson Counties.

c) almost 29 percent of all undergraduates attending were 25 years or older. For part-time students this percent was much higher, 71 percent.

HEADCOUNT ENROLLMENT BY AGE CATEGORIES, FALL 1997

UNDERGRAD	LT17-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+
FULL-TIME	2066	2326	1746	541	177	66	78	16	2
PART-TIME	107	166	518	623	466	303	402	111	20
TOTAL	2173	2492	2264	1164	643	369	480	127	22

To further ensure access, the University admits freshmen as EOF (Educational Opportunity Fund) and special admit freshmen.

The Educational Opportunity Fund (EOF) program was created by the state to ensure meaningful access to higher education for New Jersey students with historical backgrounds of economic and educational disadvantage, regardless of ethnicity, gender, religion or national origin.

The program serves low-income students with strong potential and high motivation, who lack sufficient academic preparation to gain admission under the institution's regular standards of admission. The EOF program provides two equally necessary forms of assistance: financial aid to cover costs (including fees, books, room and board) and campus-based developmental and academic enrichment services. Last fall, MSU admitted 141 EOF students. All told, the number of EOF students attending MSU in Fall 1997 was 655.

Special admittance promotes accessibility by encouraging students who do not meet the regular standard for admission but are not EOF eligible or have a demonstrated talent, such as music or athletic ability, to apply for admission to the University. Last fall, 140 full-time freshmen were accepted as special admit students. Two examples of MSU's special admit programs are:

- The Program for Academic and Student Support (PASS) is designed to provide a higher education opportunity for a select group of highly motivated but educationally underprepared students who do not meet the income eligibility requirement for the Educational Opportunity Fund (EOF) program. The PASS program provides students with special services, such as individual and group counseling and tutoring. Special workshops are also offered to enhance academic and personal skills
- The Weekend College offers courses leading to a bachelor's degree with classes that meet Friday evenings through Sundays. The program has both part-time and full-time students, and contains an ethnolinguistic mix of students whose primary language is English and those whose primary language is Spanish. The cross-cultural experience is especially beneficial to students seeking careers requiring bilingual/bicultural knowledge and abilities.

Other MSU programs that recognize students' differing academic needs and abilities are:

- the Honors Program which provides an intellectually challenging interdisciplinary curriculum for academically superior students; and
- articulation agreements with the University of Medicine and Dentistry of New Jersey (UMDNJ). Two offer accelerated joint degree programs for Montclair State students pursuing degrees in dentistry and medicine and a third agreement, aimed at groups underrepresented in the health sciences, assures highly able students in the Health

Careers program, acceptance to the medical school upon completion of the bachelor's degree program at MSU; and

- an active Cooperative Education program that enables students to blend on-the-job work experiences with their academic careers. Students consistently praise their cooperative education experiences. Typical is this response from a survey of 1997 graduates one year after graduating from Montclair State University that the University administrators.

"I think the co-op program at MSU is an excellent experience. It really helped to bridge the gap between the classroom and the work world for me. It was my first 'real job' and fortunately, I'm still working there – for more money and I have more responsibility. It's been almost three years now and I plan to continue working there part time while I take graduate courses and am a Graduate Assistant in the English Department. MSU has served and continues to serve me well!"

The following chart looks more closely at the Fall 1997 freshman class of 1,148 full-time first-time students.

PROFILE OF ADMITTED FIRST-TIME, FULL-TIME FRESHMEN, FALL 1997

ADMIT TYPE	AVERAGE MATH SAT SCORE (MSAT)	AVERAGE VERBAL SAT SCORE (VSAT)	AVERAGE COMBINED SAT SCORE (CSAT)	NUMBER ADMITTED
EOF	428	420	848	141
SPECIAL	435	440	875	140
REGULAR	533	529	1062	867
ALL ADMIT TYPES	509	506	1015	1148

Access is clearly linked to affordability. The University strives to maintain program excellence and keep tuition and fees as low as possible. In Fiscal Year 1997-98 a full-time (16 credits per semester), in-state undergraduate student was able to get a quality education for \$3,762. Annual room and board costs were an additional \$3,826 and \$1,686, respectively.

For those who need assistance in meeting these costs, the University has a wide range of resources. In academic year 1997-98, \$32,667,000 was distributed to undergraduates through the University's Financial Aid Office. The following table summarizes some of the larger awards.

TYPE, NUMBER AND AMOUNT OF FINANCIAL AID AWARDS, FALL 1997

TYPE OF AWARD	NUMBER OF AWARDS	TOTAL DOLLAR AMOUNT
STATE PROGRAMS		
EDUCATIONAL		
OPPORTUNITY FUND (EOF)	679	\$ 622,830
GARDEN STATE SCHOLARS		
DISTINGUISHED	221	\$ 110,500
GARDEN	43	\$ 10,750
URBAN	174	\$ 87,000
NJ CLASS LOAN	27	\$ 111,030
TUITION ASSISTED GRANT (TAG) (UNDUPLICATED)	2,535	\$ 4,700,856
FEDERAL PROGRAMS		
PARENT LOAN	698	\$3,303,000
PELL GRANT	2,279	\$4,168,000
STAFFORD LOAN	3,248	\$11,356,000
UNSUBSIDIZED STAFFORD	2,036	\$7,591,000
WORK-STUDY	421	\$380,000

Finally, the University encourages attendance by providing a large array of quality programs from which to choose. MSU offers 46 undergraduate baccalaureate programs, an undergraduate certificate in Paralegal Studies and a combined BA/MA degree in Applied Anthropology as well as numerous interdisciplinary programs, minors and concentrations. Degrees are offered through three colleges and two schools: The College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts and School of Business. A full list of program offerings is found in the appendix.

B. Student Goal: *To obtain access to post-baccalaureate education in New Jersey.*

Almost a quarter of enrolled MSU students are in the Graduate School. Accessibility for graduate students is also an important University goal. A profile of Fall 1997 graduate students shows that:

- a) seventeen percent identify themselves as members of a racial or ethnic minority group;
- b) graduate students are also predominantly from New Jersey and the following counties are especially served by the University: 28 percent originate from Essex County; another 26 percent from Bergen; 17 percent from Passaic; 13 percent from Morris County and five percent from Union county.

The University offers 36 graduate programs. Students can pursue programs leading to a masters degree, teacher certification or a certificate in paralegal studies. A full list of graduate programs is also found in the appendix.

Scholarships also help make MSU accessible to graduate students. Efforts to expand graduate scholarships have been quite successful. The Saul and Adelaide Goldfarb Graduate Scholarships are new awards, made through the Goldfarbs' generous contributions and the efforts of the MSU Foundation.

In addition to scholarships, the Graduate School offers over 130 assistantships to qualified graduate students. Awards vary, but can include the cost of tuition and a stipend of \$5000. All told, the Financial Aid Office awarded \$3.5 million in graduate assistance in AY 97-98.

C. Student Goal: *To complete a program of study.*

Montclair State University awarded 1,526 baccalaureate and 580 master's degrees in FY 1997. Sixteen percent of the undergraduate matriculated student population graduated in fiscal year 1997. The five undergraduate majors with the most graduates are: Business Administration, Psychology, English, Human Ecology, and Political Science. The graduate masters programs with the most graduates are: Counseling, Human Services and Guidance, Education, Communication Sciences and Disorders, Business Administration, Administration and Supervision and Environmental Studies. A complete list of majors and degrees awarded is listed below.

NUMBER OF DEGREES AWARDED, FISCAL YEAR 1997

MAJOR	BACHELOR'S	MASTER'S	TOTAL
ADMINISTRATION & SUPERVISION	--	46	46
ALLIED HEALTH SERVICES	14	--	14
ANTHROPOLOGY	11	2	13
BIOLOGY	66	16	82
BIOCHEMISTRY	14	--	14
BUSINESS ADMIN.	294	46	340
BUSINESS EDUCATION	12	3	15
CHEMISTRY	14	10	24
CLASSICS	2	--	2
COMMUN. DISORDERS	1	61	62
COMPUTER SCIENCE	26	17	43
COUNSEL, HUM SERV & GUIDANCE	--	100	100
DANCE	4	--	4
ECONOMICS	16	--	16
EDUCATION	--	77	77
EDUCATIONAL PSYCHOLOGY	--	18	18
ENGLISH	146	11	157
ENVIRONMENTAL STUDIES	--	34	34
FINE ARTS	63	9	72
FRENCH	8	3	11

(Continued)

NUMBER OF DEGREES AWARDED, FISCAL YEAR 1997

MAJOR	BACHELOR'S	MASTER'S	TOTAL
GEOGRAPHY	17	--	17
GEOSCIENCE	7	4	11
GERMAN	4	--	4
HEALTH EDUCATION	11	13	24
HISTORY	58	--	58
HUMAN ECOLOGY	141	3	144
HUMANITIES	11	--	11
INDUSTRIAL TECH & ED	19	--	19
ITALIAN	4	--	4
LATIN	0	--	0
LINGUISTICS	3	4	7
MATHEMATICS	20	6	26
MOLECULAR BIOLOGY	10	--	10
MUSIC	24	14	38
MUSIC THERAPY	7	--	7
PHILOSOPHY	5	--	5
PHYSICAL EDUCATION	50	17	67
PHYSICS	2	--	2
POLITICAL SCIENCE	86	--	86
PSYCHOLOGY	174	5	179
READING	--	16	16
RECREATION PROFESSIONS	31	--	31
RELIGIOUS STUDIES	4	--	4
SOCIOLOGY	59	2	61
SOCIAL SCIENCES	--	24	24
SPANISH	17	0	17
SPEECH AND THEATRE	71	6	77
STATISTICS	--	4	4
TECHNOLOGY EDUCATION	--	9	9
TOTAL	1526	580	2106

NOTE: Students wishing to pursue teacher education are now required to apply to the teacher certification program and to complete an academic major. This figure reflects those who are finishing under earlier requirements when it was possible to have a major in elementary education.

Today's students have complicated lives with many demands to meet in addition to those of being a college student. Most work off campus and many have family obligations. Graduating in four years is no longer the norm. On average, it takes MSU undergraduates slightly over five years to earn a baccalaureate degree.

Using a cohort analysis of 1991 full-time first-time freshmen we find that after six years, 50 percent have graduated. Of those not returning after six years, nine percent were attending another New Jersey senior college or university and nine percent were attending a New Jersey community college. The six year graduation rate for regular admit students, the majority of entering freshmen, is 60 percent.

How do students transferring into Montclair State University fare? In 1991, the University admitted 334 transfer students from various community colleges. After two years 10 percent graduated. In four years 65 percent completed their degrees and after six years 73 percent had earned an undergraduate degree.

Comparing the GPA (grade point average) of juniors who entered the University as freshmen to the GPA of transfer students who entered MSU as juniors shows that transfer juniors do almost as well as native juniors, 2.9 and 3.0 respectively.

2. FACULTY INFORMATION

At Montclair State University the development and support of faculty is an important University goal. Our faculty are dedicated scholars and educators. One way the University supports faculty interests is through the Faculty Scholarship Incentive Program. FSIP releases faculty from teaching one course for short periods of time so that they can devote that time to research. This research often leads to significant contributions to their fields and to their teaching. For example during this last year:

- following her stay as a fellow at the Woodrow Wilson Center for International Scholars, *Professor Ernestine Schlant (German and Russian)* received a University FSIP award to continue her work on her book, THE LANGUAGE OF SILENCE: West German Literature and the Holocaust;
- *Professor Agnes N. O'Connell (Psychology)* continued her work on her book, Models of Achievement: Reflections of Eminent Women in Psychology, Vol. 3. The work involved in preparing the book was incorporated into the courses Professor O'Connell teaches "The Psychological Foundations of Personality" and "The Psychology of Women"; and
- *Professor Amy Gilman Srebnick (History)* will be following up on her groundbreaking book, The Mysterious Death of Mary Rodgers: Sex and Culture in Nineteenth-Century New York, with further research into the cultural meaning and social consequences of criminal events in 19th century America.

MSU's recognition that we are living and working in a global environment has led to a strong international presence on campus. One of the major ways the University fosters this is through *the Global Education Center*, which helps to arrange faculty and student exchanges, scholarly visits, conferences and seminars that promote greater global awareness. In addition, it is a major source of campus funds for international study and research by faculty and students. Close to 40 percent of the faculty have received grants from the Center. During the past year:

- *Professor Duke Ophori (Earth and Environmental Studies)* received a short term travel grant to conduct preliminary field study of the petroleum hydrogeology of the Niger Delta of Nigeria;

- *Professor William D. Solecki (Earth and Environmental Studies)* received a grant to develop a new international curriculum on environmental management in megacities;
- *Professor Patricia Lay (Fine Arts)* received a short term travel grant to participate as an artist-in-residence at the month-long 10th annual International Ceramics Symposium in Slovakia;
- *Professor Diane Schultz (Accounting, Law and Taxation)* received a short term travel grant to teach an MBA auditing course at the University of International Business and Economics in China; and
- *Professor Linda Gould Levine (Spanish/Italian; Women's Studies Program)* received a grant to develop new curriculum for a course on issues in global feminism which focuses on a range of women's issues in various countries.

The international interests of our faculty are also seen in the many Fulbright scholars MSU has had over the years. In the past year *Professor Carla Petievich (History)*, studied in Pakistan as a Fulbright Scholar and *Professor Sara McWilliams (English)* continues her studies in China. MSU also serves as a host university. This past year saw visits from: Ieva Rocena, Latvia, a graduate student in Philosophy for Children; Pablo Cevallos-Estrellas, a graduate student in critical thinking as well as a professor at Catholic University in Ecuador; and Susumu Imazeki, an administrator in the international office at Senshu University in Japan. The Political Science Department is gearing up to host Dr. Amos Mhina of Tanzania as a Fulbright Scholar in Residence.

The University is committed to expanding faculty use of computers in the classrooms and for research. Several new staff positions have been added to augment Academic Computing services. The multimedia developer assists individuals and small groups of faculty and staff in the use of presentation software and authoring systems and assists faculty in the new Faculty Technology Development Lab. A whole new approach to training has been put in place by the new training manager. Faculty and staff can learn about the Internet, Excel, graphing and charting, word processing etc. Traditional instructor-led classes are still available but faculty now have the option of tailoring a training session specifically to their needs. Scheduled workshops will give faculty and staff a chance to bring in their own projects to work on, with a knowledgeable facilitator nearby to answer questions and offer suggestions.

A. Faculty Goal -- *To provide a profile of Montclair State University Faculty*

A profile of Montclair State University's faculty shows that in Fall 1997:

- a) nearly 91 percent of full-time faculty held a doctorate or terminal degree in their field;

b) almost 74 percent are tenured; 19 percent are in tenure-track positions and seven percent are in non-tenure track positions; and

c) 38 percent of full-time faculty are female and 21 percent identify themselves as members of a racial or ethnic minority group.

The percents for newly hired faculty are somewhat higher as the following table shows. For the last five academic years, on average, 35 percent of the new faculty are from a racial/ethnic minority group and 47 percent are female.

d) the full-time to part-time faculty ratio is 18:1; for every one part time faculty there are 18 full time faculty.

NEW FULL-TIME FACULTY BY RACE/ETHNICITY & SEX, OVERTIME

YEAR	% AFR AM	% LATINO/A	% ASIAN	% FEMALE	TOTAL NUMBER HIRED
1997-98	6.0	13.0	13.0	31.0	32
1996-97	10.0	10.0	10.0	45.0	18
1995-96	22.0	0.0	0.0	56.0	9
1994-95	11.0	11.0	0.0	67.0	18
1993-94	46.0	8.0	23.0	54.0	13

Afr Am=African American

FACULTY HEADCOUNT BY RACE/ETHNICITY & SEX, FALL 1997

FACULTY	WHITE	AFR AM	LATINO/A	ASIAN	NAT AM	NRA	UNK	TOTAL
FULL-TIME								
MALE	217	17	14	24	1	1	0	274
FEMALE	135	13	12	8	1	1	0	170
PART-TIME								
MALE	8	0	1	0	0	0	0	9
FEMALE	14	0	1	0	0	0	0	15
ADJUNCTS								
MALE	--	--	--	--	--	--	160	160
FEMALE	--	--	--	--	--	--	173	173
TOTAL	374	30	28	32	2	2	333	801

Afr Am=African American, Nat Am=Native American, NRA=Nonresident alien, Unk=Unknown

NUMBER OF TENURED FACULTY BY RACE/ETHNICITY AND SEX, FALL 1997

TENURED	WHITE	AFR AM	LATINO/A	ASIAN	NAT AM	TOTAL
FULL-TIME						
MALE	175	10	8	16	0	209
FEMALE	101	5	4	7	1	118
TOTAL	276	15	12	23	1	327

Afr Am=African American, Nat Am=Native American, NRA=Nonresident alien

B. Faculty Goal -- To provide information about faculty vitality and community activities.

Community Activities

Faculty in several of the University's schools and colleges work collaboratively to support centers and institutions that supply expertise to community organizations. In the area of economic development two contributions from the School of Business faculty stand out:

- *The New Jersey Center of Regional Business* fosters partnerships among Montclair State University, business leaders, and public policy makers, addressing major business and public policy issues that have direct impact on New Jersey. The Center offers a resource base of information, consultation, educational presentations, analytical support and technical expertise.
- *The International Trade Counseling Center (ITCC)* provides "one-stop shopping," including counseling and resources for companies that wish to conduct business internationally. Working in collaboration with federal and state commerce agencies, MSU's School of Business faculty maintain this significant computer data base.

Building upon its foundation as a normal school for the training of teachers, faculty in the School of Education and Human Services are involved in many projects that not only serve local communities but also the global community. For example:

- *The Institute for the Advancement of Philosophy for Children* is internationally recognized. The institute attracts scholars from around the world to learn about the application of logical thinking to the elementary school classroom. Closer to home, faculty affiliated with the institute are involved in *Project THISTLE* (Thinking Skills in Teaching and Learning) which focuses on improving the basic skills of urban, college-bound students by working with teachers in the Newark public schools.
- *Four Professional Development Schools* are operated in partnership with local education agencies. As a professional development site, Montclair High School teachers are able to work with MSU faculty in developing improved curricula and teaching methods.
- *The Institute for Critical Thinking* has been recognized as a national model for faculty and curriculum development, offering workshops, seminars, colloquia and other collaborative projects designed to explore both the theoretical aspects of critical thinking and their implications for teaching and learning at all levels.
- *The Great Ideas in Science Consortium at MSU*, funded by a grant from the National Science Foundation brings together the faculty from two colleges and six departments to model exemplary teaching methods in science, mathematics and technology. A twofold approach is used: faculty work with undergraduates at

Montclair State, as well as with local school teachers in East Orange and Jersey City, NJ.

- *The College of Science and Mathematics Faculty Consulting Services* matches faculty expertise in mathematical, scientific and technical areas to industrial, education and community problems.

Vitality

Faculty vitality can be seen in the grant activities of the past year. The number of funded proposals reached 60 and nearly \$2,000,000 was received in grant monies from external and internal sources. Research areas include such diverse topics as: historical Native American archeology research; water table contamination from sediment sources; tailored messaging on cancer risk behavior; transition metal imidazole complexes and ancient evidence of monsoons in Mongolia. Some more specific examples are:

- *Professor Naomi Liebler (English)* received a residential fellowship from the Folger Shakespeare Library for her project on the Old-Spelling critical edition of Richard Johnson's The Most Famous History of the Seven Champions of Christendom (1596-97), in which she attended particularly to generic distinctions and their political and social implications, to the ideologies of "championship" and to the immense popularity of the text during the 17th century; and
- UNESCO is assisting *Professor Mathew Lipman*, founder of MSU's Institute for the Advancement of Philosophy for Children, by organizing and subsidizing a conference to explore how Philosophy for Children can be disseminated worldwide. Training workshops for teachers from China were conducted at the Philosophy in Schools Program at the University of Hawaii and at Montclair State. As well, the U.S. Department of Education's finding that Philosophy for Children is an educational program worthy of federal dissemination has been renewed and extended to 2001; and Dr. Lipman has been nominated for the Frankel Prize, the National Humanities Medal conferred by the National Endowment for the Humanities.

Granting organizations are equally diverse and numerous. Some examples of these funding agencies are: the National Science Foundation, the US Department of Education, the Corporation for National Service, the NJ Department of Education/Bilingual Equity Issues division, the NJ Department of Health and Senior Services, the Council for the International Exchange of Scholars/US Information Agency, the American Chemical Society, the Mid-Atlantic Arts Foundation and the NJ State Council on the Arts.

Faculty attended conferences and presented papers in their areas of expertise. Some examples are:

- *Professor Dajin Wang (Math and Computer Science)* presented a series of seminars on the diagnosis of hypercubes; and

- **Professor Joy Stone (Reading and Educational Media)** participated in the seminar, *The Dynamics of the New South Africa*.

The vitality of the faculty is also evidenced in the many published books and articles written by MSU faculty. Faculty members are often on the cutting edge in their fields. For example:

- **Professor Lois Oppenheim's (French)** study of the as-yet unpublished correspondence between Samuel Beckett and Georges Duthuit, the art critic, editor of the influential Transition magazine, and son-in-law of Henri Matisse. Professor Oppenheim, President-elect of the international Samuel Beckett Society, is one of the very few scholars to have had access to these letters, housed at the Foundation of the Matisse estate. Her account of these texts appears in her book entitled, The Painted Word: Samuel Beckett's Dialogue with Art;
- **Professor Diana Guemarez-Cruz's (Spanish and Italian)** article on Juan Ramon Jimenez in the Bulletin of Hispanic Studies;
- **Professor Tamara Lucas' (Educational Foundations)** book on immigrant youths in American schools, Into, Through, and Beyond Secondary School;
- **Professor Fawzia Afzal-Khan's (English)** "Introducing a New Course: Muslim Women in Twentieth-Century Literature," in The National Women's Studies Association Journal; and
- **Professor Mark Korlie's (Math and Computer Science)** article in SCIENCE NEWS, "Pumping the Fizz into Liquid Simulations."

The School of the Arts faculty exhibited works in this country and internationally. Again several examples best illustrate the creativity and work interests of this school's faculty.

- Last fall **Professor Nancy Goldring's (Fine Arts)** *Distillations*, an art exhibit from three different series, *Tunnel Visions*, *At Sea* and *Arnaravati*, was offered by the Centre of Photography as an Art Form in Mumbai, India;
- **Professor Robert Browning (Fine Arts)** participated in a Jewelry and Precious Stones Symposium in Turnov, Czech Republic. Along with 13 other metalworkers he participated in a group show, lectured and designed and created a piece accepted as part of the permanent collection of the Muzeum Czeskeho Raje.

For MSU, faculty vitality is epitomized by **Professor Carol Byrd-Bredbrenner (Human Ecology)**. Dr. Byrd-Bredbrenner received the Excellence in College and University Teaching Award from the U.S. Department of Agriculture and the National Association of State Universities and Land Grant Colleges. She is the first professor from a non-research institution to receive the award.

Research, teaching and community service all converge in Project C.A.R.E. (Community Awareness and Relationship Education). Funded by a major grant from the US Department of Health and Human Services, this project works with area teachers certified in health education, assisted by counselors and school nurses. The project's goal is to prevent adolescent pregnancy by developing self-esteem and appropriate decision-making skills among students in participating schools. Project Director *Professor Joseph Donnelly* and co-investigator *Professor Eva Goldfarb's (Health Professions, Physical Education, Recreation and Leisure Studies)* study involves two counties and 11 schools in northeastern NJ. School personnel are trained in the use of the Sex Can Wait curriculum. The grant also affords a wonderful opportunity for a graduate assistant and a research assistant to learn research and administrative skills. Undergraduate students also are able to take advantage of work experiences related to the grant.

In conclusion, Montclair State University strives to be a vital and forward looking university, proud of its heritage and prepared to respond to the challenges and opportunities that lie ahead. With the strength of its faculty and the comprehensiveness of its programs, Montclair State University expects to continue as a major contributor to the cultural and educational life of the students and the region it serves.

APPENDICES

A profile of Members of the Board of Trustees by occupation, sex and ethnicity.

**BOARD OF TRUSTEES
1998-1999**

NAME	TITLE	OCCUPATION	SEX	ETH
Mr. Murray L. Cole	Chair	Attorney	M	W
Mr. William Wimberly	Vice Chair	President Wim Management Corp.	M	B
Ms. Rose Cali	Secretary	Community volunteer	F	W
Dr. Robert A. Altman	Trustee	Consultant Educational Testing	M	W
Ms. Susan L. Blount	Trustee	Attorney	F	W
Mr. George Hiltzik	Trustee	Attorney N. S. Bienstock, Inc.	M	W
Dr. Lily K. Lai	Trustee	President First American Development Corporation	F	A
Mr. Carlos Q. Ortiz	Trustee	Attorney	M	H
Dr. Jonathan Spicchandler	Trustee	President Schering-Plough Research Institute	M	W
Mr. Vitaly Satanovsky	Student Trustee	Student	M	W
Ms. Lauren Stephens	Student Trustee (non- voting)	Student	F	W
Dr. Susan Cole	Ex Officio	President Montclair State University	F	W

OFFICERS OF THE UNIVERSITY

NAME	TITLE
Dr. Susan Cole	President
Dr. Richard A. Lynde	Provost and Vice President for Academic Affairs
Dr. Gregory L. Waters	Deputy Provost and Vice President for Institutional Advancement
Dr. Patricia Hewitt	Vice President for Business and Finance
Mr. Harry P. Schuckel	Vice President for Budget, Planning, and Information Technology
Dr. Karen L. Pennington	Vice President for Student Development and Campus Life

DEGREES AND PROGRAMS OFFERED AT MONTCLAIR STATE UNIVERSITY

UNDERGRADUATE	DEGREE
ALLIED HEALTH SERVICES	BS
ANTHROPOLOGY	BA
APPLIED ECONOMICS	BA
BIOCHEMISTRY	BS
BIOLOGY	BS
BUSINESS ADMINISTRATION	BS
BUSINESS EDUCATION	BS
CHEMISTRY	BS
CLASSICS	BA
COMPUTER SCIENCE	BS
DANCE	BFA
ECONOMICS	BA
ENGLISH	BA
FINE ARTS	BA
FINE ARTS	BFA
FORENSIC SCIENCE	BS
FRENCH	BA
GENERAL HUMANITIES	BA
GEOGRAPHY	BA
GEOSCIENCE	BS
GERMAN	BA
HEALTH EDUCATION	BS
HISTORY	BA
HUMAN ECOLOGY	BA
HUMAN ECOLOGY	BS
ITALIAN	BA
LATIN	BA
LINGUISTICS	BA
MATHEMATICS	BS
MOLECULAR BIOLOGY	BS
MUSIC	BA
MUSIC *	BAM
MUSIC	BMus.
MUSIC THERAPY	BA
PHILOSOPHY	BA
PHYSICAL EDUCATION	BS
PHYSICS	BS
POLITICAL SCIENCE	BA
PRACTICAL ANTHROPOLOGY	BA/MA
PSYCHOLOGY	BA
RECREATION PROFESSIONS	BS
RELIGIOUS STUDIES	BA
SOCIOLOGY	BA
SPANISH	BA
SPEECH AND THEATRE	BA
TECHNOLOGY EDUCATION	BS
THEATRE	BFA
CERTIFICATE	
PARALEGAL STUDIES	CERTIF.

*Combined program -- BM/BA Music

DEGREES AND PROGRAMS OFFERED AT MONTCLAIR STATE UNIVERSITY

GRADUATE	DEGREE
ACCOUNTING	MS
ADMINISTRATION & SUPERVISION	MA
APPLIED ECONOMICS	MA
APPLIED LINGUISTICS	MA
APPLIED SOCIOLOGY	MA
BIOLOGY	MS
BUSINESS ADMINISTRATION	MBA
BUSINESS EDUCATION	MA
COMMUNICATION ARTS	MA
CHEMISTRY	MS
COMMUNICATION SCIENCES AND DISORDERS	MA
COMPUTER SCIENCE	MS
COUNSELING, HUMAN SERVICES AND GUIDANCE	MA
EDUCATION	MED
EDUCATIONAL PSYCHOLOGY	MA
ENGLISH	MA
ENVIRONMENTAL STUDIES	MA
FINE ARTS	MA
FINE ARTS	MFA
FRENCH	MA
GEOSCIENCE	MS
HEALTH EDUCATION	MA
HUMAN ECOLOGY	MA
LEGAL STUDIES	MA
MATHEMATICS	MS
MUSIC	MA
PHYSICAL EDUCATION	MA
PRACTICAL ANTHROPOLOGY *	BA/MA
PSYCHOLOGY	MA
READING	MA
SOCIAL SCIENCE	MA
SPANISH	MA
SPEECH	MA
STATISTICS	MS
TEACHING	MAT
TECHNOLOGY EDUCATION	MA
THEATRE	MA

*Combined BA/MA degree

8/20/98

ACCREDITATIONS AND MEMBERSHIPS

ACCREDITATIONS

Middle States Association of Colleges and Schools

The National Council for the Accreditation of Teacher Education

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.

The American Association of Family and Consumer Sciences, American Dietetic Association (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)

National Association of Schools of Art and Design (Department of Fine Arts, School of the Arts)

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)

National Recreation and Park Association (Department of Health Professions, Physical Education, Recreation and Leisure Studies, College of Education and Human Services)

The undergraduate concentration in Professional Computing offered by the Department of Mathematical Sciences, College of Science and Mathematics, is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA) and the United States Department of Education

The undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, College of Humanities and Social Sciences, has been approved by the American Bar Association

Programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics, have been approved by the American Chemical Society

The undergraduate program in Music Therapy offered by the Department of Music, School of the Arts, has been approved by the National Association for Music Therapy

MEMBERSHIPS

American Assembly of Collegiate Schools of Business

American Association of Colleges for Teacher Education

American Association of State Colleges and Universities

American Council on Education

Association of American Colleges

Association for Gerontology in Higher Education

Council of Graduate Schools in the United States

National Network for Educational Renewal and the Holmes Partnership

New Jersey Association of Colleges and Universities

New Jersey Association of Colleges for Teacher Education

North American Association of Summer Sessions

Northeastern Association of Graduate Schools

Women graduates of Montclair State are accepted for membership in the American Association of University Women