

**MONTCLAIR STATE UNIVERSITY**  
**EXCELLENCE AND ACCOUNTABILITY REPORT**  
**ACADEMIC YEAR 2004**

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**MONTCLAIR STATE UNIVERSITY  
EXCELLENCE AND ACCOUNTABILITY REPORT  
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Montclair State University, New Jersey's second largest public university, continues to grow -- in the variety of the degrees it offers, in the number of student applications it receives and the number of students enrolled, in the student services it provides and in the number of facilities on-campus. Its vibrancy and excitement are felt particularly in the classroom where a highly qualified faculty is engaged with a diverse student body from all over the state and throughout the world, in teaching and learning.

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

The university's mission continues to set the stage for continuing Montclair State University's advancements. At the undergraduate level, a strong general education requirement complements the discipline-specific emphasis of the university's individual undergraduate degree programs. Together they yield a graduate who can communicate effectively; is able to think critically; is prepared to become a productive and responsible member of the local, national and global community; and who is ready to be a life-long learner. At the graduate level, the university currently offers two doctoral programs in Pedagogy and Environmental Management to better serve the citizens of New Jersey. The aim is education, not merely training.

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

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

The University is committed to serving local and state communities through its many school collaborations, faculty research projects, and student service-learning projects. Several of these endeavors and research projects are highlighted within this report.

## **A. ACCREDITATION STATUS**

The University has earned accreditation from 10 different agencies including the two Institutional accreditations from Middle States Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education (NCATE). A complete list of accrediting agencies is as follows:

- AACSB International-The Association to Advance Collegiate Schools of Business
- American Association of Family and Consumer Sciences
- American Speech-Language-Hearing Association
- Commission on Higher Education of the Middle States Association of Colleges and Schools
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET)--undergraduate concentration in Professional Computing offered by the Department of Computer Science, College of Science and Mathematics
- National Association of Schools of Art and Design
- National Association of Schools of Dance
- National Association of Schools of Music
- National Association of Schools of Theatre
- National Council for the Accreditation of Teacher Education

## **B. CHARACTERISTICS OF STUDENTS**

### **1. UNDERGRADUATE STUDENTS**

#### **a. The Fall 2003 Freshman Class**

More than 8,200 persons applied for fall 2003 admission to Montclair State University, an almost 11 percent increase over the previous year and an almost 28 percent increase from 1999. In fall 2003, 1,618 full-time freshmen entered MSU. Not surprisingly, this year's CIRP Freshman Survey indicated that almost 60 percent of the entering first-time full-time freshmen indicated that MSU was their first choice among the colleges to which they applied and another 27 percent indicated it was their second choice.

The freshman profile reflects the continuing commitment of the university to an ethnically and racially diverse student body. More than 11 percent identified themselves as African American, almost 7 percent as Asian, and 17 percent as Latino/a. An additional 2 percent were international students. Over 58 percent were female and 95 percent were between 18 and 20 years of age. Most freshmen, 96 percent, came from New Jersey, with a higher representation from the following four counties: Bergen, 16 percent; Essex, 16 percent; Passaic, 14 percent; and Hudson, 9 percent.

On average, regular admit full-time, first-time freshmen had a combined SAT score of 1,074 (Math=543, Verbal=531). The University has several admission categories that enables it to meet the needs of more of its applicants. Students coming from disadvantaged backgrounds who qualify as EOF students had combined SAT scores of 834 (see table II.B.1).

#### **b. Fall 2003 Entering Transfer Students**

Montclair received over 3,000 applications from transfer students, an increase of 23 percent since 1999. Full- and part-time transfer students (1,250) make up over a third of the fall 2003 entering class. Most transfer students coming to MSU are from New Jersey's two-year public community colleges. Bergen Community College, County College of Morris and Essex County College are the three largest feeder colleges. Slightly more than 50 percent come to Montclair with 60 or more transfer credits.

### **c. Undergraduate Students**

Over 15,000 students attended Montclair State University in fall 2003; almost 75 percent were enrolled as undergraduates. The following is a brief demographic portrait of Montclair's undergraduate student body.

The undergraduate population increased by almost 12 percent over the past five years, from 10,159 in fall 1999 to 11,375 this fall. Last fall, almost 79 percent of our undergraduates attended as full-time students -- taking 12 or more credits per semester. Sixty-two percent of the students were female and the average age was 23.5 years. Almost 24 percent were 19 years old or younger, while almost 29% were in the age range of 21-24 years. Sixteen percent identified themselves as Latino/a, 11 percent as African American, over 5 percent as Asian, and 56 percent as White. Slightly more than 4 percent were international or foreign-born students. For 95 percent of the undergraduate population, New Jersey was their state of residence. Most students came from Essex, Bergen and Passaic counties (tables II B.3.a –c).

The number of international students continues to grow. Since 1999, international, undergraduate students increased by almost 30 percent. Students come from all over the world with the top ten countries being: Kenya, Korea(s), India, Poland, Columbia, Turkey, Japan, China, Cyprus and Nigeria.

Our freshman survey tells us that our students come to MSU because of the reputation of our majors and the affordability of its programs. Undergraduates can currently choose from 46 undergraduate degree programs in the arts, sciences, social sciences, humanities and business. The five undergraduate majors with the largest enrollments are: business administration, human ecology, psychology, English, and biology. As well, 377 undergraduates are taking courses to meet the New Jersey requirements for teacher certification. Many of these students are studying to become elementary teachers, English teachers or physical education and health instructors. A list of undergraduate programs offered at MSU is found in section G of this report.

While NJ State funding for public colleges and universities has not regained earlier levels of support, Montclair State remains committed to keeping its programs affordable. The fall 2003 freshman survey reports that freshmen apply to MSU because of the university's good academic reputation, because the university has low tuition, it was closer to home and that this college offers special education programs. Even with reasonable tuition, as many as 54 percent of these freshmen indicated they had some concern about paying for college. They also expect to finance some of their college through federal and state financial aid programs.

For those who need financial assistance, the MSU Alumni Association and the MSU Foundation sponsor a number of scholarships. Students are also eligible for federal and state loan and grant programs. In fiscal year 2003, the financial aid office disbursed state and federal aid awards to several thousand undergraduates; some awards are based on need and others on merit. For FY 2003, MSU distributed over \$9.8 million in state-funded financial aid to 3,850 students. TAG awards made up three-quarters of all state dollars. There were 239 Bloustein scholars and 132 Urban scholars (table II.B.4).

Slightly more than \$41.0 million were distributed in financial aid awards from federally funded programs. Stafford and Stafford Plus loans accounted for almost 70% of the federal monies.

## **2. GRADUATE STUDENTS**

Of the 15,204 students who attended Montclair State University in fall 2003; over 25 percent were graduate students. The following is a brief demographic portrait of the Montclair graduate student body based on student reported information.

In fall 2003, 3,829 graduate students were enrolled at MSU, continuing last year's increase in enrollments. Most graduate students, over 79 percent, attended as part-time students, taking fewer than nine credits per semester. Approximately 71 percent were female and the average age of a graduate student was 33.5 years. More than 9 percent identified themselves as African American, 4 percent as Asian, over 7 percent as Latino/a, and 75 percent as White. Four percent were foreign-born. Those who live in-state were predominantly from Bergen, Essex, Passaic and Morris counties. Seven percent came from outside of the New Jersey area.

Graduate students can choose from 34 graduate programs, including MSU's new doctoral programs in pedagogy and environmental management. Pedagogy offers specializations in mathematics education and philosophy for children and is the only program of its kind in the nation. Graduate students also have the opportunity to enroll in numerous post-baccalaureate certification and certificate programs. A list of graduate programs offered at MSU is also found in section G of this report.

## **STUDENT OUTCOMES**

The University, of course, strives to deliver a quality education effectively and efficiently. Some of the traditional student indicators that are used to measure this are discussed below. Later in the report other institutional indicators are reviewed.

### **C. DEGREES CONFERRED**

The number of undergraduate degrees Montclair State awarded in this academic year again surpassed the previous years. The University awarded 2,033 undergraduate degrees in a variety of areas: 20 percent in Business Management, 13 percent in social sciences, 12 percent in psychology, 9 percent in foreign languages and over 8 percent in visual and performance arts. A detailed list of graduates by areas of interest is found in the appendix of this report (tables II.C.1.a & C.2).

Almost 13 percent of the graduating class was Hispanic, another 10 percent was African American, almost 5 percent Asian, and less than 1 percent was Native American, while international students made up another 5 percent. More than 62 percent of the recipients were female (tables II.C.1 a & b).

An additional 612 students earned graduate degrees from MSU. Almost 59 percent were master's degrees (MA); 16 percent were master in teaching (MAT), 10 percent were master of science degrees (MS) and 14 percent were master of business administration (MBA).

### **D. OTHER STUDENT OUTCOMES**

The One-Year-Out Alumni Survey the University conducts found that 90 percent, of the undergraduates who graduated in academic year 2002 and responded to the survey, were employed full-time and almost 18 percent were attending graduate school on full-time basis. A large majority of those who are employed are contributing to the New Jersey economy. As well, almost 81 percent report they are employed in areas very or somewhat related to their MSU majors.

Today's undergraduates live complex lives, with many responsibilities competing for students' time and attention. Along with college commitments, large numbers are employed on- and off-campus, and many have family obligations as well. The average credit load for full-time students is 13 credits a semester, less than the traditional 16 credits needed to graduate in four years. Not surprisingly, the median time to degree completion for undergraduates is about 5 years.

Fifty-six percent of the first-time full-time freshmen who entered MSU in the fall of 1997 graduated from the University (the State funding indicator benchmark is 50 percent). This is significantly higher than the national rate, usually around 43 percent, for comparable public universities. For the fall 1998 freshman cohort, preliminary figures show that the graduation rate is almost 57 percent, continuing the upward trend for six-year graduation rates.

Graduation rates are sensitive to student characteristics and can vary accordingly. For example, for the fall 1997 freshman cohort, the graduation rate for women was over 58 percent and for men it was 52 percent.

Almost 40 percent of the entering class was transfer students. The overall graduation rate for transfer students who entered MSU in the fall of 1997 was almost 70 percent, and for those who came from New Jersey public community colleges it was 72 percent. Transfer students who enter as if they were freshmen, with fewer than 32 credits, do slightly better in terms of graduating than native (those who are first time college goers at MSU) freshmen, over 57 percent and 56 percent respectively.

## **E. FACULTY CHARACTERISTICS**

Montclair State University has 458 full-time faculty. (table II.E.1 & 2). Ninety-one percent have doctoral or other terminal degrees in their fields. Forty-one percent are female, 23 percent are from various minority ethnic and racial groups and 66 percent are in tenured positions.

## **F. BOARD OF TRUSTEES**

Montclair State University is governed by a Board of Trustees. Voting trustees are appointed by the Governor and serve six year terms. The Board meets six times a year and reflects the diversity of the State. Of the thirteen appointed members, two are female, one is Hispanic and one is African American. Members include two student trustees, one voting and one non-voting. Both representatives are female and white.

## **G. INSTITUTIONAL PROFILE**

The University offers a wide variety of programs and majors at the undergraduate and graduate levels. MSU's currently active degree programs are listed here.

### **MSU CURRENTLY ACTIVE DEGREE PROGRAMS**

<b>DEGREE PROGRAMS</b>	<b>CIP CODE*</b>
<b>UNDERGRADUATE</b>	
ANTHROPOLOGY	450201
BROADCASTING	90701
CLASSICS	161201
ECONOMICS	450601
ENGLISH	230101
FINE ARTS	500701

FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
HISTORY	450801
HUMAN ECOLOGY	190101
ITALIAN	160902
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102

Continued

MUSIC THERAPY	512305
MUSIC	500901
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
SPEECH COMMUNICATION	90101
THEATRE STUDIES	500501
WOMENS STUDIES	240101
DANCE	500301
FINE ARTS STUDIO	500701
THEATRE	500501
MUSIC (BA)	500903
MUSIC (BMUS)	500901
ALLIED HEALTH SERVICES	519999
BIOLOGY	260101
BIOCHEMISTRY	260202
BUSINESS ADMINISTRATION	520201
BUSINESS EDUCATION	131303
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
HEALTH EDUCATION	131307
HUMAN ECOLOGY	190101
TECHNOLOGY EDUCATION	131309
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
PHYSICAL EDUCATION	131314
PHYSICS	400801
RECREATION PROFESSIONS	310301

**GRADUATE**

ADMINISTRATION & SUPERVISION	130401
APPLIED LINGUISTICS	160102
APPLIED SOCIOLOGY	451101
BUSINESS EDUCATION	131303
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING, HUMAN SERVICES & GUIDANCE	131101
EDUCATIONAL PSYCHOLOGY	130802

ENGLISH	230101
ENVIRONMENTAL STUDIES	30102
FINE ARTS	500701
FRENCH	160901
HEALTH EDUCATION	131307
HUMAN ECOLOGY	190101
LEGAL STUDIES	220199
MUSIC	500901
PRACTICAL ANTHROPOLOGY (BA/MA)	450201
Continued	
PHYSICAL EDUCATION	131314
PSYCHOLOGY	420101
READING	131315
SOCIAL SCIENCES	450101
SPANISH	160905
SPEECH & THEATRE	500501
TECHNOLOGY EDUCATION	131309
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MATHEMATICS	270101
STATISTICS	270501
TEACHING (MAT)	130101
EDUCATION (MED)	130101
BUSINESS ADMINISTRATION	520201
STUDIO ARTS	500702
EDUCATION (PEDAGOGY) (EDD)	130101

CIP REFERS TO CLASSIFICATION OF INSTRUCTIONAL PROGRAMS, A TAXONOMY OF INSTRUCTIONAL PROGRAMS DEVELOPED BY THE U.S. DEPARTMENT OF EDUCATION'S CENTER FOR EDUCATION STATISTICS.

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

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

Water Resource Management certificate, graduate

## H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

### Notable Recognitions

Several faculty members have recently earned recognition at the national or international level including the following:

- Cynthia Eller/Philosophy & Religion – NEH Fellowship for AY04/05 to work on her latest book;
- Jess Row/English – NEA Fellowship in Fiction for Spring 05 to work on his latest book and a recipient of a 2004 Whiting Writers Award;
- Paul Locher/Psychology – elected to serve as president of Division 10 of the American Psychological Association (Society for the Psychology of Aesthetics, Creativity, and the Arts) [2004/05] and, simultaneously, elected to serve as president of the International Association of Empirical Aesthetics [2004/06]; and
- Ana Maria Villegas/Curriculum & Teaching – 2004 Margaret Lindsey Award for Distinguished Research in Teacher Education from the American Association of Colleges of Teacher Education.

Professors Eller and Row join the growing list of faculty members who have benefited from the University's Faculty Fellowship program in which individuals who garner support via national competitions for prestigious fellowships may have their stipends supplemented by the University so that their income remains at their University salary level while they are on leave. The list now includes Elizabeth DelAlamo/Art & Design/Howard, Mary Call/Linguistics/Fulbright Robert Aldridge/Music/Guggenheim, Carla Petievich/History/American Council of Learned Societies, and Johnny Lorenz/English/Fulbright.

### Grants Activity

It is clear that grant active faculty members are thinking in significantly more expansive terms than previously – the average request growing by over 250% from \$242,000 to \$866,000. MSU is increasing the size of the staff in the ORSP to provide more support to faculty in the pre- and post- award phases of the grants process as well as to bring the University into conformance with the latest human subjects regulations.

The National Science Foundation (NSF), through its Major Research Instrumentation program, awarded \$100,000 to **Dr. Roman Zaritski** (Computer Science Department), along with his collaborators **Dr. Lora Billings** (Mathematical Sciences Department) and Dr. A. Pertsov (SUNY Upstate Medical University), to build a powerful Opteron-CPU Linux computer cluster at MSU. This new cluster is the third to be established in Dr. Zaritski's Parallel Processing Laboratory. Among other applications, this research project is directly related to cardiac arrhythmias - the leading cause of death in industrialized nations. Because of the obvious difficulties with studying arrhythmias *in vivo*, most experiments are done *in silico*; i.e., by modeling with a computer the evolution of electrical abnormalities in the human heart. Using clusters, simulation time has been cut from weeks to days and from days to hours opening new exciting possibilities for defibrillation research.

**Dr. Lora Billings** (Mathematical Sciences) was awarded a \$129,969 36-month National Science Foundation grant for her project entitled "An analysis of infectious disease dynamics" to develop a thorough understanding of emergent dynamics in epidemiological models as a practical way to prevent disease outbreaks.

**Baojung Song** (Mathematical Sciences) and collaborator C. Castillo-Chavez published their article "Dynamical Models of Tuberculosis and Their Applications" in the journal *Mathematical Biosciences and Engineering*.

**Dr. Jeffrey Toney** (Chemistry & Biochemistry) and his research team, in collaboration with a group from U. Penn Medical School, have successfully identified a potential compound against SARS. The American Chemical Society cited their research in the "New and Noteworthy" section of its Modern Drug Discovery publication.

For the past 20 years **Dr. Jacalyn Willis**, director of PRISM (Professional Resources in Science and Mathematics) has studied wildlife on Barro Colorado Island (BCI) in the Panamanian rainforest for a month each year, carrying out a long-term census of mammals to study how populations of different species on the island change from year to year. Located in Gatun Lake, part of the Panama Canal waterway, BCI is a field station operated by the Smithsonian Tropical Research Institute. During each field season, Dr. Willis and her collaborators arrange a live video conference, enabling primary and secondary school students to talk directly with the researchers at the field station.

**Dr. Mark Chopping** (Earth and Environmental Studies), principal investigator in NASA's Earth Science Enterprise program, is the recipient of a \$481,000 three-year award from NASA. He will be using data from NASA's Earth Observation System satellites to map carbon pools in the desert vegetation of southwestern United States.

In April and May 2004, Earth and Environmental Studies professor **Stephanie Brachfeld** (Earth & Environmental Studies) spent one month aboard the Antarctic Research Vessel *Laurence M. Gould*. She was part of a National Science Foundation-funded international team studying Antarctica's climate history along with partner institutions Hamilton College, Colgate University, Southern Illinois University, and Queen's University Ontario. Ice shelves on both sides on the Antarctic Peninsula have been disintegrating over the past 60 years. However, in the past decade the disintegration has been catastrophic. They planned to collect sediment samples from the sea floor but found fresh volcanic rock on a seamount. This newly discovered underwater volcano is relatively far away from the few known active volcanoes in the Antarctic Peninsula region, which makes it puzzling but very exciting. They plan to revisit this volcano and the other two seamounts in 2005/2006, at which time they hope to have better luck reaching the Larsen Ice Shelf.

#### Service Activities

The **Passaic River Institute** for Environmental Research and Education (PRI), recently established at MSU, welcomes its new director **Dr. Kirk Barrett**. The PRI represents faculty, research associates, visiting colleagues, students, programs, and facilities dedicated to a coordinated approach to examining the various environmental issues associated with the Passaic River watershed. The long-term research goals include the study of contaminant biological uptake, regional toxicity, pollutant fate, transport and distribution, and ecosystem degradation and restoration. Plans are underway to establish a field research station and environmental interpretation center on the riverfront. Particularly active in Passaic River contamination research are Earth & Environmental Studies professor **Huan Feng** and Research Associate **Eric Stern**.

**New Jersey School of Conservation** (NJSOC) is the environmental field campus of MSU, located in Stokes State Forest of Sussex County. This unique site is one of the largest undeveloped tracts in New Jersey and an ideal setting for education and research in biological sciences and is the oldest university operated environmental field center in the United States. For MSU students, the NJSOC represents a unique opportunity to conduct scientific research in one of the most beautiful natural settings in the Northeast. Students led by **Dr. Scott Kight** (Biology & Molecular Biology) spent the summer developing and conducting original research projects involving the comparative ecology of two lakes on or near the NJSOC campus. Specific research projects included investigations of antipredator mechanisms in eastern red-spotted newts, *Notophthalmus viridescens*, reproductive ecology of bluegill sunfish, *Lepomis macrochirus*, and population biology of fishing spiders, *Dolomedes triton*. Other research efforts at the NJSOC facilities included collaboration between professors **James Campanella**, **John Smalley** and **Scott Kight** (Biology and Molecular Biology) investigating the molecular genetics of bluegill sunfish populations in the lakes, assisted by MSU students. These initial endeavors to utilize the NJSOC as a field

research station have been tremendously successful. MSU researchers were able to address unique research questions that would be difficult to address without exclusive long-term access to relatively undisturbed habitats.

Additional service activities were offered during the academic year and included these entities:

- Professional Resources in Science & Mathematics (PRISM)
- Bristol-Myers Squibb Center for Science Teaching and Learning
- Margaret & Herman Sokol Science Lectures
  - Laurie Garrett, Science Journalist, Fall 2003 “The Coming Plague”
  - Rita Colwell, Past Director of NSF, Spring 2004 “Global Infectious Diseases in the Era of Bioterrorism”
  - Andrew Knoll, Evolutionary Biologist, Fall 200-4 “Are We Alone in the Universe”
  - Steve Olson, Freelance Science Writer, Spring 2005, “Mapping Human History”
  
- PharmFest 2004
- Northern Regional Science Olympiads
- Middle School Mathematics Day
- Science Day
- Visiting Professors Program
- Weston Scholars Program
- Workshops for Pfizer
- New Jersey Technology Council panel discussion on Brown Fields with a Technology Tour of CSAM
- Passaic River Conference
- Envirothon held at the School of Conservation

#### Global and International Education Initiatives

Thirty-seven faculty members received Global Education grants and an additional six received incentive grants from the Global Education Center. Faculty travel to 20 countries was supported – Australia, Brazil, China, Cuba, Denmark, England, Germany, Hungary, Ireland, Israel, Italy, Japan, Mexico, Morocco, New Zealand, Russia, Scotland, South Africa, Spain, and Trinidad/Tobago.

Just as important, the University hosted thirty-four scholars from 16 countries for varying lengths of time. The total included two Global Education Visiting International Scholars (Kyrgyzstan and Korea) and a Fulbright Scholar (Palestine). In October, the University is hosting a delegation from Uzbekistan as part of the Open Doors program sponsored by the U.S. Department of State.

## **K. MAJOR CAPITAL PROJECTS**

### **RECENTLY COMPLETED PROJECTS**

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

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

Construction of the **Alexander Kasser Theater** (\$26 million) was completed in September 2004. This performing arts facility, featuring a 500-seat auditorium, orchestra pit and Presidential boxes at stage left and stage right, a green room, star suite and concession area, provides a professional venue for theater, dance and musical events. An outdoor stage is located on the north side of the building at the newly renovated 1,533-seat amphitheater, originally constructed in the 1930's.

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

## **CURRENT PROJECTS**

Presently in the construction phase is a new **Children's Center** (\$6.9 million). To be completed in Summer 2005, this 21,000 square foot facility will serve approximately 500 children and will also provide a new home for three exceptional University programs serving young children and their families; the Demonstration Program, the Jeffrey Dworkin Early Childhood Program, and the Child Care Center.

During the present reporting period, construction on the **New Academic Building** (\$80 million) was commenced. To be completed in Fall 2005, this 270,000 square foot facility will house the College of Education and Human Services; office and instructional space including a dean's suite; 125 faculty offices; eight specialized learning labs; six department offices; 28 adjunct faculty work stations; the ADP Center for Teacher Preparation and Learning Technology; the Center of Pedagogy; a Literacy Enrichment Center; and the Institute for the Advancement of Philosophy for Children. Classroom space includes eight 100-seat lecture halls and 29 classrooms with 30 to 40 seats. A Conference Center on the 7<sup>th</sup> floor of the building, providing panoramic views of the Manhattan skyline, will accommodate groups of up to 500 persons. Also, all network operations and the University's data center as well as training classrooms, offices and workstations for the Office of Information Technology will be housed in the facility.

Presently in the final stages of construction are **Campus Utility Upgrades** (\$16 million). To be completed in Summer 2005, this project includes significant upgrades to gas, steam condensate, sanitary and storm infrastructure throughout the campus, in order to provide utility service to the growing campus.

In the final stages of design is a new **Student Recreation Center** (\$23 million). Scheduled for a Summer 2006 completion, this 72,000 square foot facility will contain a multi-purpose gymnasium, three basketball courts, elevated running track, a fitness center, multi-purpose rooms and a swimming pool.

**APPENDIX**

**TABLES FOR THE FALL SEMESTER, AY 2004**

**Montclair**  
**Table II.B.1:**  
**Mean Math and Verbal SAT for First-Time Freshmen,**  
**by Admission Status and Overall, Fall 2003**

	Full-Time Students				Part-Time Students			
	<u>Math</u>	<u>N</u>	<u>Verbal</u>	<u>N</u>	<u>Math</u>	<u>N</u>	<u>Verbal</u>	<u>N</u>
Regular Admits	543.20	1,316	530.74	1,316	498.11	37	508.92	37
EOF Admits	421.78	135	412.07	135	390.00	3	386.67	3
Special Admits	446.27	110	441.36	110				
All Admits	525.87	1,561	514.18	1,561	490.00	40	499.75	40
Missing Scores		34		34		19		19

**Montclair**  
**Table II.B.3.a**  
**Undergraduate Enrollment by Race/Ethnicity, Fall 2003**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	5,165	57.5%	927	10.3%	1,370	15.3%	508	5.7%	25	0.3%	428	4.8%	560	6.2%	8,983	100.0%
Part-time	1,251	52.3%	282	11.8%	431	18.0%	101	4.2%	7	0.3%	75	3.1%	245	10.2%	2,392	100.0%
Total	6,416	56.4%	1,209	10.6%	1,801	15.8%	609	5.4%	32	0.3%	503	4.4%	805	7.1%	11,375	100.0%

**Table II.B.3.b**  
**Undergraduate Enrollment by Sex, Fall 2003**

	<u>Full-time</u>				<u>Part-time</u>				<u>Total</u>						
	<u>Male</u>	<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Total</u>	<u>Male</u>	<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Total</u>	<u>Male</u>	<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Total</u>
	3,483	38.8%	5,500	61.2%	8,983	869	36.3%	1,523	63.7%	2,392	4,352	38.3%	7,023	61.7%	11,375

**Table II.B.3.c**  
**Undergraduate Enrollment by Age, Fall 2003**

		<u>LT 18</u>	<u>18-19</u>	<u>20-21</u>	<u>22-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-49</u>	<u>50-64</u>	<u>65+ Inknown</u>	<u>Total</u>	
		Full-time	Num	35	2,624	3,105	2,163	605	207	113	97	31	0
	Pct	0.4%	29.2%	34.6%	24.1%	6.7%	2.3%	1.3%	1.1%	0.3%	0.0%	0.0%	100.0%
Part-time	Num	28	88	178	595	516	277	243	326	121	19	1	2,392
	Pct	1.2%	3.7%	7.4%	24.9%	21.6%	11.6%	10.2%	13.6%	5.1%	0.8%	0.0%	100.0%
Total	Num	63	2,712	3,283	2,758	1,121	484	356	423	152	19	4	11,375
	Pct	0.6%	23.8%	28.9%	24.2%	9.9%	4.3%	3.1%	3.7%	1.3%	0.2%	0.0%	100.0%

**Montclair**  
**Table II.B.4:**  
**Financial Aid from State-Funded Programs, FY 2003**

	<u>Recipients</u>	<u>Awards</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>	<u>\$/Award</u>
TAG	2,760	5,027	7,468,982	2,706.15	1485.77
EOF	719	1,341	707,825	984.46	527.83
Bloustein Scholars	239	468	222,300	930.13	475.00
Urban Scholars	132	253	120,175	910.42	475.00
NJCLASS Loans		181	1,167,273		6449.02
OSRP		123	295,400		2401.63

**Montclair**  
**Table II.B.5**  
**First-time Full-time Freshman in Fall 2003 Enrollment**  
**by State Residence**

<u>State Residents</u>	<u>Non-State Residents</u>	<u>Total</u>	<u>% State Residents</u>
1,533	62	1,595	96.1%

**Montclair**  
**Table II.C.1.a:**  
**Baccalaureate Degrees Conferred by Race/Ethnicity, FY 2003**

<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
1282	63.1%	201	9.9%	258	12.7%	96	4.7%	2	0.1%	103	5.1%	91	4.5%	2033	100.0%

**Table II C.1.b:**  
**Baccalaureate Degrees Conferred by Sex, FY 2003**

<u>Men</u>		<u>Women</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
769	37.8%	1264	62.2%	2033	100.0%

**Montclair**  
**Table II.C.2:**  
**Baccalaureate Degrees Conferred by General Field, FY 2003**

<b><u>IPEDS CIP Code</u></b> <b><u>Major Category</u></b>	<b><u>No.</u></b>
Area Studies	8
Communications	86
Computer Science	84
Education	89
Foreign Languages	56
Home Economics	181
Letters	142
Liberal Studies	26
Life Sciences	107
Mathematics	28
Multi/Interdisciplinary	55
Parks/Recreation	31
Philosophy/Religion	16
Physical Sciences	9
Psychology	233
Social Sciences	274
Visual/Performing Arts	173
Health Sciences	15
Business/Management	420
<b>TOTAL</b>	<b>2,033</b>

**Montclair**  
**Table II.D.1.a**  
**Four-, Five- and Six-Year Graduation Rates of Fall 1997 Full-time First-time Freshmen by Race/Ethnicity**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 1997 Cohort	648		162		211		58		23		46		1,148	
Graduates after 4 Years	144	22.2%	32	19.8%	28	13.3%	14	24.1%	5	21.7%	6	13.0%	229	19.9%
Graduates after 5 Years	338	52.2%	73	45.1%	79	37.4%	33	56.9%	13	56.5%	14	30.4%	550	47.9%
Graduates after 6 Years	392	60.5%	83	51.2%	97	46.0%	36	62.1%	14	60.9%	18	39.1%	640	55.7%

\* Other includes American Indian and Unknown Race.

**Montclair**  
**Table II.D.1.b**  
**Four-, Five- and Six-Year Graduation Rates of Fall 1997 Full-time First-time Freshmen by Income**

	<u>Low Income *</u>		<u>Non-Low Income</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 1997 Cohort	242		541		365		1,148	
Graduates after 4 Years	46	19.0%	114	21.1%	69	18.9%	229	19.9%
Graduates after 5 Years	121	50.0%	265	49.0%	164	44.9%	550	47.9%
Graduates after 6 Years	140	57.9%	306	56.6%	194	53.2%	640	55.7%

\* Low Income is defined as student with a NJ Eligibility Index between 1 and 24,999.

**Montclair**  
**Table II.D.2.a**  
**Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2002 to Fall 2003**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	759	82.1%	133	83.6%	186	81.9%	57	77.0%	3	100.0%	30	76.9%	32	74.4%	1,200	81.6%
Not Retained	166	17.9%	26	16.4%	41	18.1%	17	23.0%	0	0.0%	9	23.1%	11	25.6%	270	18.4%
Total	925	100.0%	159	100.0%	227	100.0%	74	100.0%	3	100.0%	39	100.0%	43	100.0%	1,470	100.0%

**Montclair**  
**Table II.D.2.b**  
**Third Semester Retention of Full-time First-time Freshmen by Income, Fall 2002 to Fall 2003**

	<u>Low Income *</u>		<u>Non-Low Inc.</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	203	87.1%	696	82.8%	301	76.0%	1,200	81.6%
Not Retained	30	12.9%	145	17.2%	95	24.0%	270	18.4%
Total	233	100.0%	841	100.0%	396	100.0%	1,470	100.0%

\* Low Income is defined as student with a NJ Eligibility Index between 1 and 24,999.

**Montclair**  
**Table II.D.3:**  
**Entering Undergraduates by Admission Status**  
**and Attendance Status, Fall 2003**

	<u>New Transfer</u>		<u>First-time</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	1,007	38.4%	1,617	61.6%	2,624	100.0%
Part-time	227	56.3%	176	43.7%	403	100.0%
Total	1,234	40.8%	1,793	59.2%	3,027	100.0%

**Montclair**  
**Table II.E.1:**  
**Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status, Fall 2003**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Tenure	234	78.0%	23	7.7%	18	6.0%	25	8.3%	0	0.0%	0	0.0%	0	0.0%	300	100%
Female	83	77.6%	11	10.3%	9	8.4%	4	3.7%	0	0.0%	0	0.0%	0	0.0%	107	100%
Male	151	78.2%	12	6.2%	9	4.7%	21	10.9%	0	0.0%	0	0.0%	0	0.0%	193	100%
Without Tenure	85	55.6%	12	7.8%	10	6.5%	17	11.1%	0	0.0%	28	18.3%	1	0.7%	153	100%
Female	40	51.9%	10	13.0%	5	6.5%	8	10.4%	0	0.0%	13	16.9%	1	1.3%	77	100%
Male	45	59.2%	2	2.6%	5	6.6%	9	11.8%	0	0.0%	15	19.7%	0	0.0%	76	100%
Total	319	70.4%	35	7.7%	28	6.2%	42	9.3%	0	0.0%	28	6.2%	1	0.2%	453	100%
Female	123	66.8%	21	11.4%	14	7.6%	12	6.5%	0	0.0%	13	7.1%	1	0.5%	184	100%
Male	196	72.9%	14	5.2%	14	5.2%	30	11.2%	0	0.0%	15	5.6%	0	0.0%	269	100%

**Montclair**  
**Table II.E.3:**  
**Ratio of Full- to Part-time Faculty, Fall 2003**

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
453	44.9%	556	55.1%	1009	100.0%