MONTCLAIR STATE
UNIVERSITY

Annual Institutional Profile Report
Fall 2019

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, communication and media, healthcare, 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 Center for Computing and Information Science, the founding of the new University College, the opening and expansion of the School of Nursing, and construction of state-of-the-art learning and research facilities for students in the Feliciano School of Business, College of Science and Mathematics, and School of Communication and Media. The University met the Federal criteria for recognition as an Hispanic-Serving Institution, and half of its entering class each year are students of color. 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.

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Dr. Susan A. Cole
President
Montclair State University

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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

• CCNE – Commission on Collegiate Nursing Education (BSN in Nursing, School of Nursing)

• 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

• CSWE - Council on Social Work Education (Master of Social Work Program, Department of Social Work and Child Advocacy, College of Humanities and Social Sciences)

• NASAD - National Association of Schools of Art and Design (Fashion Studies major, BA; 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
- 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:

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

B. Number of Students Served

Fall 2018 Undergraduates

In fall 2018, 16,988 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 23.8% from fall 2008, and up 0.8% from fall 2017.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2018

	Number	Percent
Full-time	15,113	89.1%
Part-time	1,855	10.9%
Total	16,988	100.0%

The proportion of undergraduates studying full-time rose 4.6 percentage points over the past decade, from 84.5% in fall 2008 to 89.1% in fall 2018.

Fall 2018 Graduate Students

Montclair State University enrolled 4,127 graduate students in fall 2018 (see Table II.B.2). This graduate student headcount was up 10.1% from fall 2008, but down -0.8% from fall 2017.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2018

	Number	Percent
Full-time	1,414	34.3%
Part-time	2,713	65.7%
Total	4,127	100.0%

The proportion of graduate students studying full-time has risen over the past decade. The percent of graduate students enrolled full-time rose 10.8 percentage points, from 23.5% in fall 2008 to 34.3% in fall 2018.

FY18 (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 FY18, over 24,000 students attended MSU during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY18 (IPEDS 12-Month)

	Headcount	Credit Hours	FTE
Undergraduate	18,798	481,513	16,050
Graduate	5,166	65,381	2,724
Professional Practice	58	1,669	70
Total	**24,022**	**548,563**	**18,844**

C. Characteristics of Undergraduate Students

Fall 2018 First-time Undergraduates

A total of 14,324 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2018, up 17.9% from fall 2008. The University admitted 70.9% of these applicants, and 3,199 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 31.5%.

Fall 2018 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 3,199 first-time undergraduates, 94.2% were Regular Admits, 3.7% were admitted through the EOF program, and 2.1% 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 1,296 (40.5%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on Math and Evidence-based Reading and Writing scores submitted by first-time undergraduates.

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2018

Type	Full-Time				Part-Time			
	Number	Math	Number	ERW	Number	Math	Number	ERW
Regular	1,238	536	1,238	547	7	456	7	536
EOF	32	498	32	506	--	--	--	--
Special	19	534	19	531	--	--	--	--
All	1,289	535	1,289	545	7	456	7	536
Missing	1,879	--	1,879	--	24	--	24	--

In fall 2018, Montclair State University did not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses, Fall 2018

Total Fall 2018 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
16,988	0	0.0%

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
3,168	0	0.0%

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	0	0.0%

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) very good academic reputation (59%), b) good reputation for social and extracurricular activities (54%), c) affordability (49%), and d) a visit to the campus (49%). The Freshman Survey (CIRP) is run every three years, and is currently being administered to first-time undergraduates admitted for fall 2019.

The profile of the fall 2018 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Among all first-time undergraduates, 15.3% identified themselves as African American, 6.6% as Asian, 33.0% as Hispanic/Latinx, and 2.7% as belonging to two or more races. Females comprised 62.4% of all first-time undergraduates.

Fall 2018 Undergraduates

In fall 2018, a total of 21,115 students attended Montclair State University. Of this total, 16,988 (or 80.5% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 23.8% between fall 2008 and fall 2018. Eighty-nine percent of fall 2018 undergraduates attended the University full-time, up 4.6 percentage points from fall 2008. MSU's undergraduate population was diverse, with 29.1% of undergraduates identifying themselves as Hispanic/Latinx, 13.4% as African American, 6.2% as Asian, 40.1% White, and 2.8% as members of two or more races (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2018

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	14	0.1%	4	0.2%	18	0.1%
African Amer.	2,068	13.7%	204	11.0%	2,272	13.4%
Asian*	980	6.5%	114	6.1%	1,094	6.4%
Hispanic/Latinx	4,405	29.1%	546	29.4%	4,951	29.1%
White	6,090	40.2%	725	39.1%	6,815	40.1%
Non-Res. Alien	287	1.9%	54	2.9%	341	2.0%
Unknown**	1,289	8.5%	208	11.2%	1,497	8.8%
Total	**15,133**	**100.0%**	**1,855**	**100.0%**	**16,988**	**100.0%**

* Includes Native Hawaiian and Other Pacific Islander.
** Includes Two or More Races.

In fall 2018, 60.9% of all undergraduates were female, and the average age of the undergraduate population was 21.65 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2018

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,321	61.6%	1,032	55.6%	10,353	60.9%
Male	5,812	38.4%	823	44.4%	6,635	39.1%
Total	**15,133**	**100.0%**	**1,855**	**100.0%**	**16,988**	**100.0%**

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2018

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	34	0.2%	6	0.3%	40	0.2%
18-19	4,999	33.0%	86	4.6%	5,085	29.9%
20-21	5,802	38.3%	250	13.5%	6,052	35.6%
22-24	3,239	21.4%	677	36.5%	3,916	23.1%
25-29	753	5.0%	377	20.3%	1,130	6.7%
30-34	151	1.0%	162	8.7%	313	1.8%
35-39	68	0.4%	86	4.6%	154	0.9%
40-49	58	0.4%	111	6.0%	169	1.0%
50-64	27	0.2%	86	4.6%	113	0.7%
More than 64	2	0.0%	14	0.8%	16	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	**15,133**	**100.0%**	**1,855**	**100.0%**	**16,988**	**100.0%**

During AY17-18, 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 $10 million during the award year. Also in AY17-18, Federal grants, loans, and work-study programs amounted to over $125.6 million.

MSU distributed an additional $37.0 million in state-funded financial aid during AY17-18, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 7,480 State awards were made to MSU students, including 6,392 TAG Awards, 315 NJCLASS Loans, and 671 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY17-18

	Recipients	$ Dollars	$/Recipient
STATE PROGRAMS			
TAG	6,392	$31,647,000	$4,951
EOF	671	$802,000	$1,195
Distinguished Scholars	0	$0	$0
Urban Scholars	48	$46,000	$958
NJCLASS Loans	315	$4,389,000	$13,933
NJ Stars	54	$114,000	$2,111
OSRP	0	$0	$0
FEDERAL PROGRAMS			
Pell Grants	7,808	$35,559,000	$4,554
College Work Study	563	$739,000	$1,313
Perkins Loans	226	$795,000	$3,518
SEOG	1,495	$1,100,000	$736
Stafford Loans (Subsidized)	8,592	$35,847,000	$4,172
Stafford Loans (Unsubsidized)	8,451	$28,722,000	$3,399
PLUS Loans	1,666	$22,837,000	$13,708
SMART & ACG or other	0	$0	$0
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	3,582	$10,145,000	$2,832
Loans	0	$0	$0

Of MSU's 3,199 first-time undergraduates who entered in fall 2018, 95% were New Jersey residents (see Table II.C.5). Most were from Bergen (536), Essex (519), and Passaic (432) counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2018

State Residents	Non-State Residents	Total Students	% State Residents
3,035	164	3,199	94.9%

Fall 2018 Graduate Students

Of the 21,115 students who attended Montclair State University in fall 2018, 4,127 (19.5%) were graduate students. Graduate student enrollment rose 10.1% between fall 2008 (3,750) and fall 2018 (4,127).

Most graduate students (65.7%) attended MSU part-time, taking fewer than nine credits per semester. Nearly 73% of fall 2018 graduate students were female, and the average age of the graduate student population was 31.03 years. Among Montclair State University's graduate students, 10.8% of graduate students identified themselves as African American, 4.9% as Asian, 16.2% as Hispanic/Latinx, 54.4% as White, 5.8% as non-resident aliens, and 1.8% as multi-racial. Of MSU's 4,127graduate students, 97.3% are New Jersey residents.

D. Student Outcomes

Over 71% of all full-time, first-time freshmen who entered MSU in the fall of 2012 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 2012 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=201**	84	41.8%	119	59.2%	126	62.7%
Asian **Cohort=113**	53	46.9%	83	73.5%	85	75.2%
Latinx **Cohort=487**	224	46.0%	333	68.4%	358	73.5%
White **Cohort=1,178**	581	49.3%	819	69.5%	855	72.6%
Non-Res. Alien **Cohort=21**	7	33.3%	11	52.4%	11	52.4%
Other* **Cohort=201**	89	44.3%	131	65.2%	136	67.7%
Total **Cohort=2,201**	**1,038**	**47.2%**	**1,496**	**68.0%**	**1,571**	**71.4%**

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

Over 91% of all full-time, first-time undergraduates who entered MSU in fall 2017 re-enrolled in spring 2018, and 79.5% returned in fall 2018 (see Table II.D.2).

TABLE II.D.2: *Third-Semester Retention of First-Time Undergraduates, Fall 2017 to 2018*

	Original Cohort Number	Retained		Not Retained	
		Number	Percent	Number	Percent
Full-time	3,004	2,387	79.5%	617	20.5%
Part-time	13	5	38.5%	8	61.5%
Total	**3,017**	**2,392**	**79.3%**	**625**	**20.7%**

Transfer Student Outcomes

Of the 1,254 students who entered MSU as full-time transfer students in fall 2012, 62% 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 2017 was 86%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 2,675 alumni who earned Bachelor's degrees in 2008-09 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1,131 (42.3%) of these alumni continued their formal education, and of those who continued their education, 658 (24.6%) earned one or more graduate degrees, including 62 doctorates and 608 Master's degrees.

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 the University's 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 years, on a three-year cycle, CUE has 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.

Last time the CLA+ was administered to a random sample of freshmen and seniors during AY2016-17. Results show that the performance of MSU students closely matches national averages. Faculty continued to analyze the results to determine ways to improve learning in general education even further.

CUE also worked 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.

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 2018, Montclair State University employed 645 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 2018

	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**	**4**	**3**	**21**	**5**	**10**	**2**	**1**	**18**	**12**	**17**	**6**	**4**	**39**
Tenured	7	7	3	0	17	5	9	0	0	14	12	16	3	0	31
Untenured	0	0	1	3	4	0	1	2	1	4	0	1	3	4	8
Asian	**10**	**23**	**3**	**1**	**37**	**17**	**17**	**5**	**3**	**42**	**27**	**40**	**8**	**4**	**79**
Tenured	10	22	1	0	33	17	17	0	0	34	27	39	1	0	67
Untenured	0	1	2	1	4	0	0	5	3	8	0	1	7	4	12
Latinx	**5**	**8**	**4**	**4**	**21**	**10**	**7**	**3**	**1**	**21**	**15**	**15**	**7**	**5**	**42**
Tenured	5	8	0	0	13	10	6	1	0	17	15	14	1	0	30
Untenured	0	0	4	4	8	0	1	2	1	4	0	1	6	5	12
White	**64**	**66**	**28**	**33**	**191**	**68**	**76**	**26**	**20**	**190**	**132**	**142**	**54**	**53**	**381**
Tenured	64	64	5	0	133	68	73	5	0	146	132	137	10	0	279
Untenured	0	2	23	33	58	0	3	21	20	44	0	5	44	53	102
Non-Res. Alien	**0**	**1**	**8**	**0**	**9**	**0**	**1**	**11**	**1**	**13**	**0**	**2**	**19**	**1**	**22**
Tenured	0	1	1	0	2	0	0	1	0	1	0	1	2	0	3
Untenured	0	0	7	0	7	0	1	10	1	12	0	1	17	1	19
Missing	**1**	**7**	**24**	**13**	**45**	**3**	**9**	**18**	**7**	**37**	**4**	**16**	**42**	**20**	**82**
Tenured	0	2	1	0	3	2	8	0	0	10	2	10	1	0	13
Untenured	1	5	23	13	42	1	1	18	7	27	2	6	41	20	69
Total	**87**	**112**	**71**	**54**	**324**	**103**	**120**	**65**	**33**	**321**	**190**	**232**	**136**	**87**	**645**
Tenured	86	104	11	0	201	102	113	7	0	222	188	217	18	0	423
Untenured	1	8	60	54	123	1	7	58	33	99	2	15	118	87	222

The number of full-time instructional staff increased 23.1% from fall 2008 (N=524) to fall 2018 (N=645). Over this 10-year period, the number of females rose 30.6% (248 to 324), while the number of males rose 16.3% (276 to 321).

The University's full-time instructional staff members were supported 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 2018

No. of Sections	# taught by F-T Instr. Staff	% taught by F-T Instr. Staff	# taught by P-T Instr. Staff	% taught by P-T Instr. Staff	# taught by Others	% taught by Others
4,810	2,340	48.6%	2,129	44.3%	341	7.1%

Table II.E.3 shows IPEDS headcounts of fall 2018 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (645) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2018

Total No. of Instructional Staff	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,892	645	34.1%	1,247	65.9%

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

Gender	White	Black	Hispanic	Asian	American Indian	Two or more races	Other	Total
Male	9	1	0	0	0	0	0	10
Female	4		0	0	0	1	0	5
Total	13	1	0	0	0	1	0	15

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

Name	Title	Affiliation
Rose C. Cali	Education Advocate	
Mary A. Comito	Financial Advisor	State Farm Insurance
Francis M.C. Cuss	Retired Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb	
Jean Marc de 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
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.
Nikita Williams	Student	Montclair State University
Susan A. Cole, ex officio	President	Montclair State University
Fathia Balgahoom, ex officio	Student	Montclair State University

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2018:

FALL DEGREE PROGRAMS 2018	
DEGREE PROGRAMS	***CIP CODE***
BACHELOR OF ARTS	
ANTHROPOLOGY	450201
ARABIC	161101
CHILD ADVOCACY AND POLICY	440701
CLASSICS	161201
COMMUNICATION AND MEDIA ARTS	90199
COMMUNICATION STUDIES	90101
DANCE	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENDER, SEXUALITY & WOMEN STUDIES	50207
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
HUMANITIES	240103
ITALIAN	160902
JOURNALISM	90401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MEDICAL HUMANITIES	240199
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
PUBLIC RELATIONS	90902
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905

TELEVISION AND DIGITAL MEDIA	90701
THEATRE STUDIES	500501
VISUAL ARTS	500701

BACHELOR OF FINE ARTS

ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
PRODUCT DESIGN	500404
THEATRE	500501
VISUAL COMMUNICATION DESIGN	500409

BACHELOR OF MUSIC

MUSIC	500903

BACHELOR OF SCIENCE

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

BACHELOR OF SCIENCE IN NURSING	
NURSING (RN to BSN)	513801
NURSING	513801
MASTER OF ARTS	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
ENGLISH	230101
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
FAMILY AND CHILD STUDIES	190101
FRENCH	160901
INDUSTRIAL ORGANIZATIONAL PSYCH	422804
LAW AND GOVERNANCE	229999
MUSIC	500901
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	90101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
MASTER OF ARTS IN TEACHING	
TEACHING	130101
MASTER OF BUSINESS ADMINISTRATION	
BUSINESS ADMINISTRATION	520201
MASTER OF EDUCATION	
INCLUSIVE EDUCATION	131001
SPECIAL EDUCATION	131001
MASTER OF FINE ARTS	
DANCE	500301
STUDIO ART	500702
MASTER OF MUSIC	
PERFORMANCE	500903
MASTER OF NURSING	513801
NURSING	
MASTER OF PUBLIC HEALTH	
PUBLIC HEALTH	512201

MASTER OF SCIENCE	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOLOGY	260101
BUSINESS ANALYTICS	521301
CHEMISTRY	400501
COMPUTER SCIENCE	110101
CLINICAL PSYCHOLOGY	422801
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
INFORMATION TECHNOLOGY	110103
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
MASTER OF SOCIAL WORK	
SOCIAL WORK	440701
DOCTOR OF AUDIOLOGY (Au.D.)	
AUDIOLOGY-CLINICAL	510202
DOCTOR OF PHILOSOPHY (Ph.D.)	
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELING	131102
COUNSELOR EDUCATION	131102
ENVIRONMENTAL MANAGEMENT	30201
FAMILY STUDIES	190701
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVELOPMENT	131299

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

Academy of Nutrition and Dietetics graduate
Accounting, graduate
Adolescent Advocacy, graduate
Advanced Counseling, graduate
Artist Diploma, graduate
Arts and Health, graduate
Business Analytics, 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
Developmental Models of Autism Intervention, graduate
Digital Marketing, graduate
Educational Assessment, graduate
Entrepreneurship, graduate
Environmental Forensics, graduate
Family/Civil Forensic Psychology, graduate
Forensic Accounting, graduate
Geographic Information Science, graduate
Homeland Security, graduate
Human Resources Management, 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
Project Management, graduate
Spanish Translation, undergraduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Translation and Interpreting in Spanish, graduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

In FY 2018, Faculty received 116 awards and $13.6 million in funding, with most awards coming from the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, the State of New Jersey, and a number of private sponsors, to include (but not limited to) the John J. Templeton Foundation and the Spencer Foundation.

TABLE II.H.1: R&D Expenditures, FY18 [1]

Source of Funds	Amount
U.S. Federal Government	$3,504,591
State and Local Government	$556,000
Business and Non-Profit Organizations	$3,871,000
Institutional Funds (incl. MSU Foundation)	$49,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	$7,980,000

[1] Source: NSF Higher Education Research and Development Survey, FY18.

Expenditures on Other Sponsored Programs, FY18 [2]

Source of Funds	Amount
U.S. Federal Government	$4,258,000
State and Local Government	$2,334,000
Business and Non-Profit Organizations	$108,000
Institutional Funds (incl. MSU Foundation)	$1,179,000
Total of Expenditures on Sponsored Programs Other Than Research	**$7,879,000**
Grand Total of Expenditures on R&D and Other Sponsored Programs	**$15,859,000**

[2] Source: FY18 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 645 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 (2018-2019), the University's full-time instructional staff members published 105 books and book chapters, and 681 articles, reviews, and other works. They also offered 772 exhibitions and performances, and made 877 presentations ranging from papers delivered at professional conferences to talks given to community groups and organizations. Over 450 instructional staff served on national, state, and/or local boards, and 293 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	105	12	32	47	11	3
Published Works	681	83	98	211	217	72
Performances & Exhibitions	772	747	0	1	24	0
Presentations	877	109	102	302	287	77
Boards	455	17	32	243	51	112
Awards & Grants	293	16	41	94	92	50

The publication titled University Authors, 2018-2019 is included as Appendix 1 of this report.

I. Major Capital Projects

Mallory Hall Renovation (2018)

The Mallory Hall Renovation project converted a 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 added a fourth floor to the existing building, which houses classrooms, faculty offices, meeting rooms, student study and project spaces, and specialized research/instructional spaces. The facility also houses several specialized Biology research laboratories. The building was also 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.

School of Communication and Media (2017)

The School of Communication and Media 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 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 Center for Environmental and Life Sciences (CELS) includes approximately 100,000 gross square feet of academic and research space. The 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.

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.

Richardson Hall

This project consists of a three-phase, multi-year renovation to the 75,000 gross square foot science and mathematics building. Built in 1972, Richardson Hall has had dozens of interior renovations to a variety of teaching spaces, office suites, and research/computer labs. Now, 46 years later, the original mechanical equipment has reached the end of its useful life, making this renovation a necessity.
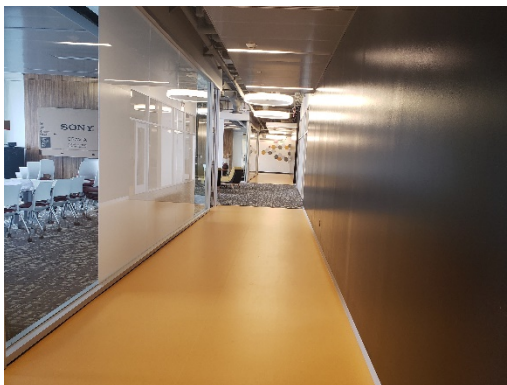
Phase One Complete renovation of the offices, classrooms, and labs on the second floor. This includes vertical ductwork leading to and from the air handling units in the upper floor and will facilitate the future renovations to the first and third floors. This renovation also includes improvements and preparatory work within ceiling of the first floor to accommodate piping and utility corridors for mechanical and laboratory piping leading to and from the second floor.

First Floor:
- Major improvements to three classrooms including heating, ventilation, and air conditioning, audio visual equipment, painting, ceiling, flooring and furniture.
- Minor improvements to four classrooms including painting, ceiling, flooring, and furniture

Second Floor:
- Major improvements to 30+ renovated offices including heating, ventilation, and air conditioning, painting, ceiling, flooring, and furniture.
- A new chemistry teaching lab, new chemistry instrumentation, two new chemistry research labs, a new physics teaching and storage lab, a new conference room, a new lounge, and three new offices with a reception/waiting area.

Phase Two – the roof replacement, façade repair and exterior window replacement – is underway. The façade repair and new roof will be completed by early fall 2019.

Campus Microgrid

Montclair State is the first university in New Jersey with an innovative Microgrid that can function independently and generate its own power, basically guaranteeing that the lights will never go off, essentially, allowing MSU to operate as an energy producing "island."

The first step was completion, in 2013, of a new, modern co-generation facility, replacing a power plant that was at the point of failure at the end of its useful life. Our co-generation facility harvests that heat through a Heat Recovery Steam Generator and uses that steam to power chillers and boilers to provide campus-wide cooling and heating in addition to generating electricity. The result is an increase in efficiency to upwards of 80%, dramatically reducing our carbon footprint.

The next step was the addition of a campus-wide Microgrid that would be local, independent and automated – able to isolate itself from the regional electric grid. The automation features of the Microgrid allow it to input electrical load data, respond to off-campus power disturbances in milliseconds, and determine how much, when and where the Microgrid supplies power or needs to take additional power from the local utility. It is protected by a layered set of cybersecurity measures, further helping ensure no power interruptions. The Microgrid became fully operational in January 2019.

The University's new power plant combined with its Microgrid saves the University in excess of $4 million annually by lowering total energy costs and managing and controlling on-campus energy use.

Current Technology Investments

Student Success Strategies

Montclair State University continues to invest in processes, staff and technology to monitor and facilitate student success, as measured for example by timely and cost-effective completion of degrees that lead to fulfilling post-graduate lives. Technologies rolling out in 2019 to further enable student success include:

- **EAB Navigate**, a new system that will facilitate more effective advising of students through the sharing of data and notes needed by advisors and other support functions to informatively assist students.

- **CampusLogic**, a new financial aid platform that will assist student submission of materials supporting their financial aid applications and that will streamline evaluation of applications and award of aid by the Financial Aid Office

- **ServiceNow** ticketing system for the Red Hawk Central Office, our one-stop service center for students, facilitating more responsive and effective resolution of student requests for administrative support

Teaching and Learning Technologies

Montclair State University is committed to continually investing in and supporting technology enabling lead-edge pedagogy. 2019 investments include:

- Continued upgrade of the **technologies in classrooms** across campus on a 5-year refresh schedule

- Opening of the **Mallory Computer Science building** with new classrooms equipped with the best technologies

- Continued growth of **online programs and courses** – particularly for Nursing, MBA, and Applied IT

- Strengthened University commitment to making all of our systems, websites and electronic course materials **broadly accessible** to individuals with disabilities of any kind

Campus Administrative Systems

Montclair State University continues to enhance core administrative systems resulting in better support and greater efficiencies for our faculty, staff and students. In 2019 we are launching:

- **New Identity and Access Management system** modernizing the software that underlies our NetIDs and optimizing the processes that manage access to our systems and data

- Support for use of **"preferred" names** in place of legal names in administrative systems where legal names are not required, facilitating greater privacy particularly for transgender students and employees

- **New Workday Employee Recruiting system** improving effectiveness and efficiency of defining and filling open positions

- Enhanced **employee performance management processes and supporting Workday system** to enable more effective (going live January 2020)

- Enhanced **Finance processes and supporting Workday system** to enable more effective procurement, accounting, grants financial management, capital projects management, budgeting, and expense management (going live January 2020)

- Continued rollout of **Interfolio** to streamline the administrative demands associated with faculty promotion and tenure decisions.

- **Annual online cybersecurity awareness training** for all full-time employees

Campus Network, Processing and Storage Infrastructure

Montclair State also continues to expand and strengthen the capacity, performance and reliability of our campus technology infrastructure. In 2019 we:

- Opened a new **data center** (one of two on campus)

- Added a new **core network operations center**

- Expanded the **backbone fiber** of the campus network

- Enhanced the **disaster recovery capabilities** of the campus infrastructure