



Photo credit: Bloomfield College of Montclair State University

Annual Institutional Profile Report

Fall 2024

PREFACE

Building on a distinguished history dating back to 1908, Montclair State University has evolved from an institution that was a recognized leader in teacher education to an R2 research institution ranked as one of the 100 best public doctoral universities in the nation. The University serves 22,000 undergraduate and graduate students with more than 300 doctoral, master's and baccalaureate programs provided by 13 colleges and schools.

Situated on a beautiful 252-acre campus just 12 miles from New York City, Montclair delivers the instructional and research resources of a large public university while retaining the supportive and personalized academic environment that provides a feeling of community more typical of smaller institutions. With a reputation as the state's premier public-service university, Montclair is highly engaged with the communities it serves, partnering with local governments, businesses, nonprofits, schools, community organizations and health-care providers to fashion solutions to urgent problems in areas ranging from education, public policy, health care, sustainability and more. The University has strong and growing partnerships in both Newark and Paterson that have been recognized as leading examples of campus-community engagement.

Montclair has seen record enrollment in the last few years, and today stands as one of New Jersey's most successfully diverse institutions, serving a minority-majority student population with significant numbers of Pell Grant recipients and students who are in the first generation in their families to attend college. The University is a leader among national universities in its graduation performance rates and is frequently recognized as one of the best for social mobility and value by publications that include *U.S. News & World Report*, *Forbes* and *Washington Monthly*.

The University is innovative and entrepreneurial. It has launched several new schools and colleges and dozens of new degree programs in recent years and established a number of important research centers and institutes. Montclair's faculty members are superb teachers and talented researchers, and they include winners of prestigious national awards including NSF CAREER grants, NEH grants and a MacArthur Foundation "Genius" grant.

The State of New Jersey formalized the union of Montclair and Bloomfield College in July 2023, completing a historic merger between a public research university and a private liberal arts college. As a result, Bloomfield's important mission will continue, and its students will be able to complete their education without interruption while benefiting from Montclair's lower tuition and fees and the support of the second largest public research university in New Jersey. Bloomfield is the only four-year institution in New Jersey that has been designated as a Predominantly Black Institution, a Hispanic-Serving Institution and a Minority Serving Institution. This partnership between two Essex County institutions is regarded as a national model.

I believe strongly that at a pivotal moment in higher education, Montclair – with our deep commitment to serving the public interest and advancing student success – has an opportunity to define the future. We continue to build on the University's strong foundation of excellence in bold, imaginative ways to contribute to the prosperity, health and well-being of New Jersey and the nation while creating hands-on learning opportunities that will prepare students to thrive in the 21st century.

Through all the decades and its substantial growth, Montclair State University has always remained true to the ideals on which it was founded: providing a rigorous, affordable education that is accessible to all students, regardless of their means, and which prepares them to serve society and to lead lives of purpose and meaning.



Jonathan GS Koppell President

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DATA BY CATEGORY

A. Accreditation Status

In July 2023, Bloomfield College formally merged with Montclair State University, resulting in the formation of Bloomfield College of Montclair State University. Both institutions now share a unified accreditation through the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. 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

BS and MS in Didactic Program in Dietetics; Dietetic Internship Program, Department of Nutrition and Food Studies, *College of Education and Engaged Learning*

APA - American Psychological Association

Ph.D. in Clinical Psychology, Department of Psychology, *College of Humanities and Social Sciences*

CAATE - Commission on Accreditation of Athletic Training Education

Athletic Training major, BS, Department of Exercise Science and Physical Education, *College for Community Health*

CCNE – Commission on Collegiate Nursing Education

BSN in Nursing, *School of Nursing*

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 for Community Health*

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 for Community Health*

CAEP – Council for the Accreditation of Educator Preparation

Baccalaureate and graduate level teacher certification programs that prepare early childhood, elementary, and secondary school teachers in the Department of Teaching and Learning, as well as the Educational Leadership programs for administrative and school service personnel programs in the Department of Educational Leadership in the College of Education and Engaged Learning.

CEPH – Council on Education for Public Health

Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, concentration in Health Systems Administration and Policy, Department of Public Health, *College for Community Health*

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; Visual Arts major, concentrations in Art Education, Studio Art, BA; Animation/Illustration major, BFA; Visual Communication Design major, BFA; Product Design major, BFA, 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 program, concentrations in Music Education, Performance, Theory/Composition, MA; Performance, concentrations in Instrumental, Keyboard, Woodwind Doubling, Vocal, Conducting, MM, John J. Cali School of Music, *College of the Arts*

NAST - National Association of Schools of Theatre

Theatre major, BA; Theatre major concentrations in Acting and in Production/Design/Management, BFA; Musical Theatre, BFA; Theatre major with concentration in Theatre Studies, MA, Department of Theatre and Dance, *College 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

Chemistry major, BS.

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; Inclusive Education major, MEd; Teacher of Students with Disabilities, 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, postbaccalaureate 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:

- The Association to Advance Collegiate Schools of Business
- American Association for Paralegal Education
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrar's and Admissions Officers
- American Association of State Colleges and Universities
- American Association of Hispanics in Higher Education
- American Association of University Administrators
- American Council on Education
- Association for Gerontology in Higher Education
- Association of American Colleges and Universities
- Association of Chief Academic Officers (ACAO)
- Association of Public and Land Grant Universities
- CAEL
- ChooseNJ
- Council of Graduate Schools
- Council on Undergraduate Research (CUR)
- EDUCAUSE
- Engage NJ - New Jersey Campus Connect
- Inter University Consortium for Political and Social Research
- Middle Atlantic Association of Colleges of Business Administration
- National Association of Graduate Admissions Professionals
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Personnel Administrators
- National Network for Educational Renewal
- New Jersey Association of Colleges for Teacher Education
- New Jersey Association of State Colleges and Universities
- North American Association of Summer Sessions
- Northeastern Association of Graduate Schools
- New Jersey Business & Industry Association
- New Jersey President's Council
- Newark Regional Business Partnership
- Online Learning Consortium
- Statewide Hispanic Chamber of Commerce of NJ
- Strada Collaborative
- Trainers of School Psychologists (TSP)
- Undergraduate Education at Research Universities
- University Professional and Continuing Education Association

B. Number of Students Served

Fall 2023 Undergraduates

In Fall 2023, 904 undergraduates enrolled at Bloomfield College of Montclair State University (see Table II.B.1).

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2023	
Full-time	833
Part-time	71
Total	904

Fall 2023 Graduate Students

Bloomfield College of Montclair State University enrolled 6 graduate students in Fall 2023 (see Table II.B.2).

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2023	
Full-time	4
Part-time	2
Total	6

Around Sixty-seven percent of graduate students enrolled full-time and 33.3% who enrolled part-time in Fall 2023.

FY23 (12-Month) Unduplicated Enrollments

While the majority of students are admitted and enrolled at the beginning of each academic year, additional students also enroll during the College's winter, spring, and summer sessions. In FY23, a total of 1,226 students attended Bloomfield College during one or more of these academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY23 (IPEDS 12-Month)			
	Headcount	Credit Hours	FTE
Undergraduate	1220	33,652	1,122
Graduate	6	21	1
Professional Practice	0	0	0
Total	1226	33,673	1,123

C. Characteristics of the Students

Fall 2023 First-time Undergraduates

In Fall 2023, a total of 3,491 individuals applied for admission as first-time undergraduates to Bloomfield College of Montclair State University. The College admitted 67.2% of these applicants (N = 2,347), of whom 182 enrolled as first-time undergraduates.

The incoming cohort of Fall 2023 first-time undergraduates included students admitted as regular admits, special admits, or through the Educational Opportunity Fund (EOF) program. By utilizing various admission criteria and categories, the College was able to accept a greater number of applicants. Of the 182 first-time undergraduates who enrolled, over 77.3% were Regular Admits (N = 140), 21.4% were admitted through the EOF program (N = 39), and 0.1% were Special Admits (N = 2).

Bloomfield College of Montclair State University employs a test-optional admission policy, supporting the University's mission to serve a student body that reflects the socio-economic and ethnic diversity of New Jersey. A total of 5 students (2.7%) from Bloomfield's first-time, full-time undergraduate cohort voluntarily submitted SAT scores. Additional details on Math and Evidence-Based Reading and Writing scores submitted by first-time freshmen can be found in Table II.C.1.

Table II.C.1: Mean ERW* and Math SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2023									
		Full-time				Part-time			
Type	<u>Total</u>	Math	N	ERW*	N	Math	N	ERW*	N
Regular	140	482	5	464	5	-	0	-	0
EOF	39	-	0	-	0	-	0	-	0
Special	2	-	0	-	0	-	0	-	0
All	181	-	5	-	5	-	0	-	0
Missing		-	176	-	176	-	2	-	2

Source: SURE Fall Enrollment file.

* ERW is Evidence-Based Reading & Writing.

** Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. As of the 2024 Institutional Profile report, enrollment figures for this metric exclude non-degree students.

Bloomfield College of Montclair State University does not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses/Degree-seeking students, Fall 2023

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Bloomfield College of Montclair State University will implement the Cooperative Institutional Research Program (CIRP) Survey starting in Fall 2025, in alignment with Montclair State University. This survey is designed to gather insights into the factors influencing students' decisions to enroll at Bloomfield College. Expected reasons for enrollment may include academic reputation, cost of attendance, job prospects following graduation, and proximity to home. The survey will be conducted every three years to continuously assess and enhance our understanding of student motivations.

Fall 2023 Undergraduates

Undergraduate Enrollment by Race/Ethnicity

In Fall 2023, a total of 910 students, comprising both undergraduate and graduate students attended Bloomfield College of Montclair State University. Of this total, 904 students (approximately 99.3%) were registered as undergraduates. Among the undergraduate population, 92.1% (N = 833) attended the College full-time, while 7.9% (N = 71) were enrolled part-time. The full-time undergraduate demographic was notably diverse, with 31.7% identifying as Hispanic, 48.7% as Black, 3.7% as Asian, and 7.0% as White (see Table II.C.3.a & notes).

Table II.C.3.a.: Undergraduate Enrollment by Race/Ethnicity, Fall 2023						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian	6	0.7%	0	0.0%	6	0.7%
Black	406	48.7%	31	43.7%	437	48.3%
Asian*	31	3.7%	2	2.8%	33	3.7%
Hispanic	264	31.7%	22	31.0%	286	31.6%
White	59	7.1%	12	16.9%	71	7.9%
Non-Resident Alien	30	3.6%	1	1.4%	31	3.4%
Unknown**	37	4.4%	3	4.2%	40	4.4%
Total	833	100.0%	71	100.0%	904	100.00%

* Includes Native Hawaiian and Other Pacific Islander.

** Includes Two or More Races.

Undergraduate Enrollment by Sex

In Fall 2023, 59.6% of all undergraduates were female, and the average age of the undergraduate population was 21 years (see Tables II.C.3.b and II.C.3.c).

Table II.C.3.b.: Undergraduate Enrollment by Sex, Fall 2023						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	498	59.78%	41	57.75%	539	59.62%
Male	335	40.22%	30	42.25%	365	40.38%
Total	833	100.0%	71	100.0%	904	100.0%

Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2023						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	0	0.0%	199	11.1%	0	0.0%
18-19	253	30.4%	180	10.0%	257	28.4%
20-21	300	36.0%	281	15.7%	310	34.3%
22-24	181	21.7%	573	31.9%	204	22.6%
25-29	54	6.5%	282	15.7%	65	7.2%
30-34	23	2.8%	99	5.5%	35	3.9%
35-39	10	1.2%	49	2.7%	12	1.3%
40-49	9	1.1%	70	3.9%	12	1.3%
50-64	3	0.4%	44	2.5%	8	0.9%
More than 64	0	0.0%	17	1.0%	1	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	833	100.0%	71	100.0%	904	100.00%

Financial Aid

During AY22-23, undergraduates at Bloomfield College of Montclair State University received financial aid from a variety of sources, including federal, state, university, and private funding. This aid encompassed grants, scholarships, loans, and special waivers. Additional financial support was provided through the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Higher Education Emergency Relief Fund (HEERF II). These federal funding packages were designed to offer direct cash assistance to students affected by the disruption of campus operations due to the COVID-19 health emergency, enabling them to cover various expenses related to their education. For more information on CARES Act reporting, please visit: <https://www.montclair.edu/red-hawk-central/financial-aid/montclair-cares-act-grant-program-faq/cares-act-reporting/> (source: Montclair State University website).

In addition, Bloomfield College of Montclair State University distributed \$7.66 million in state-funded financial aid during AY22-23, which included both scholarships and NJCLASS loans (see Table II.C.4). A total of 931 state awards were granted to Bloomfield College of Montclair State University students, comprising 766 Tuition Aid Grants (TAG), 2 NJ Stars II Scholarships, and 163 Educational Opportunity Fund (EOF) awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs AY22-23			
	Recipients	\$ Dollars	\$/Recipient
STATE PROGRAMS			
TAG	766	7,198,923.00	9,398.07
EOF	163	451,625.00	2,770.71
NJ Stars II Scholarship	2	5,000.00	2,500.00
Urban Scholars	0	0.00	0.00
NJCLASS Loans	0	0.00	0.00
FEDERAL PROGRAMS			
Pell Grants	835	4,421,213.28	5,294.87
College Work Study	90	277,294.80	3,081.05
Perkins Loans	0	0.00	0.00
SEOG	308	269,847.00	876.13
Stafford Loans (Subsidized)	1,009	2,937,353.00	2,911.15
Stafford Loans (Unsubsidized)	1,087	2,486,599.00	2,287.58
PLUS Loans	142	1,581,601.00	11,138.04
CARES ACT-HEERF	1	1,400.00	1,400.00
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	1,157	15,112,551.33	13,061.84

First-Time Undergraduate Enrollment by State of Residence

Of the 182 first-time undergraduates who enrolled at Bloomfield College of Montclair State University in Fall 2023, 97.25% were residents of New Jersey (refer to Table II.C.5). The majority of first-time undergraduates resided in Passaic, Essex, and Bergen counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2023			
State Residents	Non-state Residents	Total Students	% State Residents
177	5	182	97.25%

Fall 2023 Graduate Students

Of the 910 students enrolled at Bloomfield College of Montclair State University in Fall 2023, 6 (0.7%) were graduate students. Among these, 66.7% attended the College full-time, and enrolled in fewer than nine credits per semester. The graduate population was predominantly female, comprising 66.7% of the total and the average age was 30 years. Additionally, among Bloomfield College of Montclair State University's graduate students, 50% identified as Black, 33.3% as Hispanic, and 16.7% as Asian. Notably, all graduate students were residents of New Jersey.

D. Student Outcomes

Thirty-one percent of all full-time, first-time freshmen who entered Bloomfield College of Montclair State University in Fall 2017 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 2017 Full-time, First Time Freshmen by Race/Ethnicity						
	Graduated in 4 Years		Graduated within 5 Years		Graduated within 6 Years	
	N	%	N	%	N	%
Black Cohort = 229	27	11.8%	51	22.3%	58	25.3%
Asian Cohort = 3	0	0.0%	0	0.0%	0	0.0%
Hispanic Cohort = 114	29	25.4%	40	35.1%	44	38.6%
American Indian/Alaska Native Cohort = 2	1	50.0%	1	50.0%	1	50.0%
Native Hawaiian/Other Pacific Islander Cohort = 1	1	100.0%	1	100.0%	1	100.0%
White Cohort = 34	13	38.2%	17	50.0%	17	50.0%
Non-Resident Alien Cohort = 9	2	22.2%	2	22.2%	2	22.2%
Two or More Races Cohort = 3	0	0.0%	0	0.0%	1	33.3%
Unknown Cohort = 14	2	14.3%	3	21.4%	3	21.4%
Total Cohort = 409	75	18.3%	115	28.1%	127	31.1%

Approximately 59.3% of all full-time, first-time undergraduates who entered Bloomfield College of Montclair State University in Fall 2022 returned in Fall 2023 (see Table II.D.2).

Table II.D.2: First Year Retention of First-Time Undergraduates, Fall 2022 to 2023			
	Original Cohort	Retained	
	N	N	%
Full-time	231	137	59.3%
Part-time	4	0	0.0%
Total	235	137	58.3%

Transfer Student Outcomes

Of the 151 students who entered Bloomfield College of Montclair State University as full-time transfer students in Fall 2017, 70 (46.7%) earned their degrees within four years. Additionally, 7 students (4.6%) earned their degrees within five years, and 1 student (0.7%) graduated within six years. Furthermore, the one-year retention rate for full-time transfer students who enrolled in Fall 2022 was 78.1%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 305 alumni who earned Bachelor's degrees in 2013-14 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 132 (43.3%) of these alumni continued their formal education, and of those who continued their education, 75 (56.8%) earned one or more graduate degrees, including 5 doctorates and 73 Master's degrees.

University assessment efforts are led by the Provost's Office of Curriculum, Assessment Accreditation (CAA) and the Office of Institutional Research and Effectiveness (IRE).

Student Learning Outcomes are assessed in each academic program by the faculty. The data is collected, analyzed, reported and used by faculty to determine program and teaching improvements. The CAA maintains a database of collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major.

IRE assesses other student outcomes such as student engagement and student satisfaction by developing and tracking a range of key performance indicators. These student outcomes are informed by data gathered from students, faculty, and staff through the University's participation in various National surveys including: 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. Together, these on-going assessment efforts provide a comprehensive view of Montclair State University's effectiveness and help identify areas of strength as well as challenges and subsequently inform the university's continuous improvement efforts.

E. Faculty Characteristics

In Fall 2023, Bloomfield College of Montclair State University employed 31 full-time faculty members (refer to Table II.E.1).

Table II.E.1: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2023																				
-	<u>American Ind.</u>		<u>Asian</u>		<u>Black</u>		<u>Hispanic</u>		<u>Pacific Islander</u>		<u>Non-Resident Alien</u>		<u>Race Unknown</u>		<u>2 or More Races</u>		<u>White</u>		<u>Total</u>	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Tenured																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Without Tenure																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	2	3	5	5
Associate Prof.	0	0	0	0	0	0	1	0	0	0	0	0	2	4	0	0	2	5	5	9
Assistant Prof.	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	2	1	3
All Others	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2	1
TOTAL	0	0	0	0	0	1	1	1	0	0	0	0	6	6	0	0	6	10	13	18
Professors	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	2	3	5	5
Associate Prof.	0	0	0	0	0	0	1	0	0	0	0	0	2	4	0	0	2	5	5	9
Assistant Prof.	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	2	1	3
All Others	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2	1
TOTAL	0	0	0	0	0	1	1	1	0	0	0	0	6	6	0	0	6	10	13	18

Table II.E.2 shows the percentage of course sections taught by full-time faculty.

Table II.E.2: Percentage of Course Sections Taught by Full-time Faculty, Fall 2023						
Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
314	125	39.8%	189	60.2%	0	0

*non-instructional employees

Table II.E.3 shows IPEDS headcounts of Fall 2023 employees in instructional titles. Note that the IPEDS headcount of full-time faculty members (N = 31) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

Table II.E.3: Ratio of Full- to Part-time Faculty, Fall 2023					
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
N	%	N	%	N	%
31	24.0%	98	76.0%	129	100.0%

F. Characteristics of the Trustees

Race/Ethnicity and Gender of Governing Board

Gender	White	Black	Hispanic	Asian	American Indian	Two or more races	Other	Total
Male	8	1	0	1	0	0	0	10
Female	2	0	0	0	0	0	0	2
Total	10	1	0	1	0	0	0	12

Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
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 Grandpré	General Manager	New York Red Bulls
Sreeni Kutam	President, Global Product and Innovation	ADP
Preston D. Pinkett III	Banking Executive	Independent Consultant
Kent Sluyter	Former Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Artem Belavsk	Student	Montclair State University
Jonathan Koppell, ex officio	President	Montclair State University
Tracy Higgins	Law Professor	Fordham University
Anthony Abrantes	Assistant Executive Secretary	Eastern Atlantic State Regional Council of Carpenters

G. Profile of the Institution

FALL 2023 DEGREE PROGRAMS	CIP CODE
Accounting	52.0301
Applied studies	30.9999
Biology	26.0101
Business Administration - General Management	52.0201
Business Administration - Finance	52.0201
Business Administration - Marketing	52.0201
Business Administration - Economics	52.0201
Business Administration - Management Information Systems	52.0201
Business Administration - International Business Management	52.0201
Business Administration - Supply Chain Management -CERT	52.0203
Chemistry - General	40.0501
Chemistry - Biochemistry	40.0501
Computer Science	11.0701
Creative Arts & Technology - Game Development	50.0101
Creative Arts & Technology - 2d Animation	50.0101
Creative Arts & Technology - Music Technology	50.0101
Creative Arts & Technology - Interactive Multimedia	50.0101

H. Major Research and Public Service Activities

In July 2023, Bloomfield College of Montclair State University reported significant research and development expenditures, highlighting its commitment to advancing academic inquiry and innovation. The college secured over \$100,000 from the National Science Foundation (NSF) through its Higher Education Research and Development program. In total, Bloomfield College of Montclair State University spent over \$2 million to support sponsored programs and other research.

The college's expenditures on Other Sponsored Programs further reflects its strategic engagement. Notably, it received \$1,643,489 from the U.S. Federal Government, and \$582,698 from State and Local Government. Institutional funds, including contributions from the Montclair Foundation, added \$252,373 to the total.

Table II.H.1: R&D Expenditures, FY23 [1]	
Source of Funds	Amount
U.S. Federal Government	\$100,720
State and Local Government	N/A
Non- Governmental Grants and Contracts	N/A
Institutional Funds (incl. Montclair Foundation)	N/A
Total Expenditures on Sponsored Programs Other Than Research	\$2,478,560
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$100,720
[1] Source: NSF Higher Education Research and Development Survey	
Expenditures on Other Sponsored Programs, FY23 [2]	
Source of Funds	Amount
U.S. Federal Government	\$1,643,489
State and Local Government	\$582,698
Business and Non-Profit Organizations	N/A
Institutional Funds (incl. Montclair Foundation)	\$252,373
Total of Expenditures on Sponsored Programs Other Than Research	\$2,478,560
Grand Total of Expenditures (All Disciplines and Sources)	\$2,579,280
[2] Source: Sponsored award dashboard workday data	

Selected Bloomfield College of Montclair State University Faculty Accomplishments

At Bloomfield College of Montclair State University, our commitment to excellence in teaching is deeply intertwined with our faculty and staff’s active participation in research, scholarship, and creative expression. These endeavors not only enhance the educational experience but also contribute meaningfully to local communities and the broader society.

Over the past academic year (2023-2024), our dedicated faculty, consisting of 31 full-time members and numerous part-time instructors, have achieved remarkable milestones in their professional pursuits. They have published books and book chapters, alongside articles, reviews, and other scholarly works. Furthermore, our faculty showcased their talents through exhibitions and performances, and delivered presentations ranging from professional conference papers to engaging talks for community organizations.

The impact of their efforts extends beyond academia; two faculty members were recognized with grants and awards, reflecting their significant contributions to both their fields and the community. These accomplishments highlight the culture of scholarship and engagement at Bloomfield College, fostering an environment where faculty can continually enhance their teaching and inspire their students.

As we move forward, we remain committed to supporting our faculty and staff in their ongoing pursuit of knowledge and creativity, ensuring that our educational offerings remain relevant and impactful.

STATISTICAL OVERVIEW OF SCHOLARLY ACTIVITY, AY 2023-2024 BLOOMFIELD COLLEGE OF MONTCLAIR STATE UNIVERSITY							
Published Books & Book Chapters**	Published Works**	Performances & Exhibitions	Presentations	Boards	Awards & Grants	Other	Total
2	10	11	7	0	2	20	52

** The Appendix titled [University Authors 2023-2024](#) includes a listing of highlighted University publications.

I. Major Capital Projects

New Interdisciplinary Sciences Building (In Design)

As a center of research excellence with the R2 institution, the College of Science and Mathematics (CSAM) will continue to expand its presence in the sciences and the goal of this project is to create a state-of-the-art interdisciplinary science facility to educate the diverse population of the University and create the next generation of scientists and science educators in New Jersey. A thorough analysis by a consulting architect, with an expertise in laboratory and science facilities planning, has identified a 106,000 GSF space deficit to meet CSAM's 5-year strategic plan projections in enrollment and research activity. After exploring several design and financing options, the most cost-efficient solution is the construction of a new building on the site of Webster Hall. The new building will be 4 stories in height, 3 of which are dedicated to the expanding academic needs and the 4th floor will be preserved as shell space for tenant fit-outs with future University partners. The proposed new construction is envisioned as an exemplary building that will be deeply responsive to the mission and culture of the University, which is to provide supportive, safe space for its students and embody the core principles of environmental stewardship.

This project was awarded a \$60M grant from the OSHE Summer 2022 Cycle of Facilities Grant Programs. On March 18, 2024, the University funded the advancement of the project to the next phases of design. A project kickoff meeting was held on May 3, 2024 which included the Architect, Provost and the President's office. Space programming and visioning is currently underway with the Provost office. Meanwhile, environmental abatement is underway at Webster Hall and is expected to be completed by August 2024, with building demolition scheduled for the summer recess in 2025. The project is on schedule and budget for a new building completion forecast for the summer of 2028.

Campus Wifi and Firewall Upgrades (In Design)

The campus is challenged to support a larger number of wireless devices simultaneously on the network and the prevalent use of those devices for essential work while in classrooms, labs, administrative areas, offices, residential halls, and outdoor spaces. In addition, prevalent and escalating cybersecurity threats and assaults require increasingly advanced security risk monitoring, detection and mitigation capabilities.

In 2021-22, a vendor evaluated the wireless signal profile of all campus buildings and developed a comprehensive design and implementation plan to upgrade our wireless network infrastructure to Wi-Fi 6 with potential additional implementation of Wi-Fi 6E as it becomes available. Wi-Fi 6 and 6E technologies allow for more devices per network access point, much higher bandwidth, and lower latency than our existing equipment. The survey and design work were completed in June 2022, and produced a plan for deploying network access points in all campus buildings, the surrounding outdoor areas, the Overlook office space, and the Audiology building at 1515 Broad Street. The design includes assessment of cabling improvements and back-end network switching equipment required to support the new Wi-Fi 6 infrastructure.

Bloomfield College's network infrastructure faces a similar challenge with older technology that is struggling to meet the needs of today's students, faculty, and staff who rely primarily on the wireless network for their coursework, research activities, and business operations. In addition to migrating to the latest Wi-Fi 6 signaling technology, this project will allow Bloomfield to see a dramatic increase in their effective Internet bandwidth by leveraging Montclair's dual 10Gb uplinks via a direct fiber connection between both campuses.

The estimated \$15 million initiative to upgrade the main campus wireless network to Wi-Fi 6 and 6E technology includes implementation of a next-generation edge firewall to help protect the University's network from emerging and more sophisticated security threats. Specifications and design documentation produced by the completed survey efforts are ready for issuance of a Request for Proposal that will guide obtaining current pricing and selecting an implementation partner. Obtaining required funds will enable completing the campus network upgrade over the subsequent 12 months. The University is estimating an

additional \$4.5M to expand and improve Bloomfield College's wireless infrastructure, including necessary upgrades to in-building wiring to support the higher throughput of Wi-Fi 6 as well as a 10Gb fiber connection between the Bloomfield and Montclair campuses.

Life Hall Virtual Reality Classroom & Development Lab Renovation (In Design)

The University is forming a Partnership with a virtual reality developer and is looking to convert the existing Life Hall – L. Howard Fox Theater into a Virtual Reality Classroom and Development Lab. The intent of this new academic program is to revolutionize education through the skillful use of virtual reality experiences by combining the power of movie-quality storytelling and cinematic visuals with proven educational principles. Their objective is not to replace traditional classroom education, but to supplement it with “hands-on” labs conducted in virtual reality. This virtual reality developer is dedicated to transforming education through the integration of cinematic storytelling, cutting edge immersive technologies and advanced pedagogy. This program is structured to provide 15 minutes of immersive experiences for every three hours of traditional learning by using the creativity and flexibility of virtual worlds, combined with Hollywood-style storytelling, to engage students in an interactive narrative that keeps them focused while addressing specific learning goals. The existing theater space will be transformed into four main areas: The Lounge, the Immersive Classroom, the Lab/Development Area and the Free Roam Demo/Development Pod.

The project kick-off meeting was held in 2023 which included the Architect, University Facilities, Office of Information Technology, Dreamscape Learn and the President's office. The Architect is complete with the construction drawings, FM Global has completed their review, and the project is ready for bidding. At the present time the project is temporarily on hold, while we are looking into external funding solutions and grant opportunities.

Ice Arena Refrigeration Upgrade (In Design)

The Montclair State University Ice Arena is a 110,000 gross square foot full service facility located on our campus which contains two ice rinks. We will be undergoing a refrigeration upgrade which involves replacing the current Freon based system with a new CO2 based system. The previous system was gas powered and will be replaced with a new system that will be electric powered. We are currently evaluating several options for providing the additional electric power required for this new system. It is our desire to have this work performed during the summer of 2025 with minimal impact to the Ice Arena operations.

Underground Feeder Maintenance (In Planning)

The existing underground feeder duct bank is in severe disrepair and in dire need of replacement. This concrete encased electrical duct bank contains five major electrical feeders that serve the following buildings: Calcia Hall, School of Nursing, Chapin Hall, Panzer Gymnasium, Freeman Hall, Russ Hall, Kasser Theater, Sprague Library, School of Business and Cole Hall. The duct bank requires excavation approximately 1,500 LF long and the construction of four electrical manholes. Within the duct bank there will be installed multiple 4" PVC conduits with inter-duct, over 26,000 LF of new 5kV rated cabling, fire proofing tape, and once installed all code required and high-performance testing on the five new cable runs will be completed. The plan to complete this work is during Summer 2024.

University Police Structural & Site Repairs (In Construction)

The existing University Police Headquarters located at the corner of College/Carlisle Avenue is 4,500 GSF, single story facility built and first occupied in 1992. The building is experiencing structural deformation issues due to water infiltration along the north eastern foundation wall of the building. The water infiltration has created unstable floor joists which is telescoping into uneven floors in the conference room, armory, mechanical room and locker room. Immediate attention was required to temporarily shore up the rotted floor joists, as they were no longer being supported by the box beam and foundation wall. The result of this project will permanently resolve the structural issues and remedy the drainage pattern on the site and exterior that is contributing to the building deficiencies.

Bohn Hall Community Kitchen (In Construction)

Bohn Hall is a sixteen-story residence hall originally constructed in 1972 which accommodates over 500 undergraduate students each semester. Room 301, located on the building's east side, is currently being used as a storage space. This project seeks to transform the space into a Community Kitchen and dining space for building residents and provide lounge seating in the elevator lobby. This kitchen will be a warm and inviting space that responds to student needs and desires to customize food choices, spend time with the community, study, socialize, and gather for events and special occasions. A community kitchen will allow for their ability to prepare food outside of dining hall hours, that might fit better in their budget, allow for consideration of dietary needs being met, as well as provide an opportunity shared cooking events and other experiences. This will be more than just a kitchen – it will be a place for students to create memories

Gourmet Dining Venue Renovations (In Construction)

The current Dining Services Program consists of Retail Dining, Residential Dining, Vending, Campus wide Catering. There are 4,753 residents, with over 4,464 meal plan holders and 1,834 full time faculty/staff and 1,528 part time faculty/staff. FY22 net revenues were \$21.8M. Gourmet Dining shall be the Universities strategic and operational partner for seven years in ensuring that the Dining Services Program fully aligns with and supports the University's needs, culture, and standards of excellence. They shall be responsible for providing comprehensive and high-quality programs and services for the following service lines: a. Residential Dining (two residential dining facilities) b. Retail Dining (19 venues including 2 convenience stores) c. Catering & Conference Services and d. Vending Services.

A brief over of the goals intended to be completed under this contract include: a. Significantly improve student usage of, and satisfaction with the residential dining experience; b. Maximize and improve Dining Facilities to enhance food production, queueing and/or other operational functions in specific venues to better meet customer demands and maximize revenue potential. c. Facilitate wayfinding to dining venues and infuse wow factor at dining venues through upgraded customer entry experiences, exterior and interior signage and graphics that identify/market each dining location. d. Possible relocation/replacement of Red Hawk Diner e. Pursue, cultivate and implement local partnerships in the provision of food on campus, and add to mix of national and regional brands. f. Consider implementation of ghost kitchen(s), contactless pick-up lockers, and other contemporary solutions where appropriate.

Currently underway as part of this initiative are:

Student Center Pub Renovation: Demolition started June 13th. Work in progress includes floor tile removal and disposal, removal of the light fixtures, folding partition and existing millwork/cabinetry. Work remaining includes new porcelain tile floor, light fixtures, wood wall panels and bar with wood veneer, and all mechanical, electrical and plumbing connections. Furniture and recreational gaming equipment to follow once base work is completed. Work is planned to be complete in September 2024.

Sprague Library- Starbucks Café: Construction started mid-April. Work completed includes rough carpentry, electrical, plumbing and mechanical work, drywall installation and spackling. Work in progress includes painting, flooring, roofing, finishes, casework, equipment, furniture and signage. The grand opening is scheduled for August 26, 2024.

Village Exterior Façade Repairs (In Construction)

The Village is a five building – 407,000 gross square foot Residence Life complex consisting of 4 residence halls (Williams, Fenwick, Basie and Paul Halls) and the Abbott and Costello center, an administration center building. This complex was constructed in 2003, houses approximately 850 upperclassmen and graduate residents. The Project is a repair of the existing stucco facade, which has experienced significant staining, discoloration, failed control joints, water infiltration, and delamination. The scope of work will include cleaning and coating, installation of new control and expansion joints, replacement of sealant joints and caulking, replacement of EPS molding, crack repair, and selective stucco replacement. It is anticipated that

the construction schedule will be phased over a four-year period from 2023 through 2026.

Yogi Berra Turf Conversion and Stadium Improvements (Complete)

Originally built in the 1998 Yogi Berra Stadium is the home to the Yogi Berra Museum, the University Athletics Red Hawk baseball team, various intramural sports and was previously where the New Jersey Jackals played from 1998 – 2022. As part of the original construction the stadium includes seating for 3,100 with room for an additional 4,000 lawn seats, a natural grass field with a clay infield, VIP viewing box, a press box, field level dugouts, bullpen area, batting cages, locker rooms for the home and visiting teams, concessions and multiple building support rooms. The existing natural grass is challenging to maintain considering the heavy-use a premier facility with stadium lighting gets throughout the year. The project described is to replace the existing natural grass and clay infield with a new state of the art artificial turf surface, dugout upgrades, outfield wall replacement, a new storage building, new bullpens and batting cages, improved VIP and press boxes, cosmetic upgrades to both locker rooms and a potential renovation to the novelty space to support an additional locker room and showers.

Calcia Hall Multimedia Classroom 135 Renovation (Complete)

Calcia Hall is a two-story building built in 1968 and is approximately 38,000 gross square feet. The existing lecture hall multimedia classroom, known as room 135, is 1,600 SF and needs a renovation for both aesthetic and functional reasons. The existing fixed seating is failing and all fixtures and features of the room, with the exception of recently installed Audio-Visual equipment, are in poor condition. This goal is to create a Lecture Hall that can be reliable and functional for the College of the Arts (CART) and the University as a whole. All existing walls, and a portion of flooring at the back of the room will be removed to accommodate four code required wheelchair & companion seats, a new glass railing and a new AV closet. A total of 100 new fixed tablet arm seats will be installed between two perimeter aisles. New carpet will be installed throughout, and the existing inset wood flooring on the stage will be refinished. Acoustic wall panels will be installed, any areas not covered by the panels shall receive new paint and a new grid ceiling and lighting are also proposed.

Science Hall Roof Replacement (Complete)

Science Hall is a five-story building built in 1999 and is approximately 53,000 gross square feet. The building is home to the College of Science and Math, Department of Biology and has a direct link to Richardson Hall on multiple levels. It is a multi-faceted structure and has a total of 11 different roofs of varying sizes. The roofs are currently in varying conditions and are most likely in need of replacement. The purpose of this project is to evaluate the condition of each roof segment and determine whether or not the roof is in acceptable condition, in need of repair, or replacement.

Sprague Library Roof Replacement (Complete)

Sprague Library is a three-story building originally built in 1962 on the Montclair State University campus. It has an external gross roof area of approximately 48,000 square feet. The building is multi-faceted and has a total of 8 different roofs of varying sizes. The roofs are currently in varying conditions and the purpose of this study is to evaluate the condition of each roof segment and to urgently issue construction documents for replacement of the black roof shown in the attached photo as it is in severe disrepair.

CarParc Diem Parking Garage Waterproofing Repairs (Complete)

CarParc Diem is an eight-story parking garage serving 1,500 vehicles for general and commuter parking, located in the northern part of campus and was built in 2010. The parking deck has experienced significant wear and tear allowing for stormwater runoff to infiltrate the precast concrete decking at several locations. The scope of work for the project will include, but not be limited to, replacement of concrete joint caulking, routing and sealing significant concrete cracks and construction joints, repair of expansion joints, and any associated concrete repairs.

Dioguardi Track Surfacing Repairs (Complete)

Dioguardi Track and Field is an eight-lane running track and artificial turf field operated by University

Athletics and Campus Recreation sports located to the north of Arena Drive and to the west of Yogi Berra Stadium. A sinkhole had previously developed and been repaired on the east side of the running in 2013. The field was equipped with artificial turf in 2017. The scope of work for the project will include, a geotechnical evaluation of the track, field, and surrounding area subgrade and prepare a formal report presenting the finds and proposed recommendations for the repair work. Upon acceptance, the development of Construction Documents is required to address the repairs of the sinkhole and any related deficiencies as may have been discovered by the site and geotechnical inspections.

Current Technology Investments

- The University continues to invest in technologies to enhance the effectiveness and efficiency of its academic and administrative functions, by:
 - Continue to enhance its student, finance, human resources, identity management, and call center technologies to meet changing needs and drive greater efficiencies.
 - Continue the migration of our student systems suite to a cloud-based, more modern, and robust platform for enhanced functionality, analytics, availability, support and cost effectiveness.
 - Continuously improving information security through the rollout of Multifactor Authentication across student, faculty and staff functions.
 - Continue investing in student, finance, human resources, security management, and systems to meet the changing needs of the higher education space.
 - Continuously exploring and investing in AI and LLM (Language Models) technologies for opportunities to enhance the student experience and drive task automation.
 - Continuously investing in Cloud First technologies to minimize the carbon footprint on campus operations.
 - Continuously investing in network infrastructure, unified communications, and wireless to meet the campus's growing data consumption needs
 - Continuously investing in security apparatus to support cybersecurity hardening initiatives
 - Continue to focus on assessing and mitigating cybersecurity risks including annual online cybersecurity awareness training and phishing simulation tests for all full-time employees; periodic vulnerability scanning, analysis and mitigation; and risk assessment programs targeted at higher areas of risk.
- The University is increasing its investment in research technologies consistent with its broadening research focus and Carnegie R2 designation. Initiatives include: expansion of research administration systems to facilitate grant applications and award tracking; continuing membership in the State's Research with NJ web platform; and expansion of the University's digital repository web platform to publicize and facilitate public access to research and scholarly deliverables.
- The University also continues expanding delivery of online and hybrid as well as traditional academic programs and courses including integration of technologies to enhance student engagement and improve learning outcomes. The University increasingly leverages technology platforms to enhance all aspects of the student experience including orientation, recreation and athletics, advising, and clinical therapy as well as academics.
- New programs to expand and strengthen the capacity, performance and reliability of the campus technology infrastructure include: completion of a campus network backbone fiber ring; upgrade of network bandwidth management capabilities; upgrade of the Virtual Private Network (VPN) infrastructure supporting secure remote access; upgrade of the wireless network facilitating connectivity to all student residential halls; upgrade of processing and storage infrastructure including hardware-based encryption of data; expansion of single sign-on and multi-factor authentication requirements to secure information and applications; and continued enhancement of the disaster

recovery capabilities of the campus infrastructure. The University has also secured State HETI funding to upgrade the wireless network facilitating connectivity to all academic and administrative buildings across the Montclair campus as well as upgrades to the wireless and wired network infrastructure on the Bloomfield College campus.

- Information Technology has expanded our IT Service Management Solution, ServiceNow, to several departments and divisions outside of Information Technology (central/distributed) including Human Resources, Finance and Treasury, and Undergraduate Admissions. We have invested in staff and training to ensure that our tracking of incidents, problems, and requests is as accurate as needed and have created a user-friendly portal. We have begun to expand ServiceNow into different aspects including asset management and management of incidents within Bloomfield College.
- Information Technology continues to operate a robust campus computer lifecycle replacement program that ensures the replacement of full-time faculty, staff, and computing labs computers on a 60-month basis. This program guarantees that the University has access to current technology, ultimately minimizing any potential downtime.
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Appendix - University Authors 2023-24

Descriptions of a few published works are available below:

Boeri, N. (2023). Informal Work and the Appropriation of Social Reproduction in Home-Based Work in India. Feminist Economics, 29(3), 130–152.

Home-based work is among the largest forms of employment in the informal economy in India and is overwhelmingly represented by women. Employing a social reproduction framework that reframes what is counted as labor, this article asks how women's unpaid work activities are appropriated as labor in subcontracted home-based work. Applying this analytical framework, it becomes clear that domestic work in the home, often completed by women, is needed and exploited in this production process as a result of gendered constructs of care. The contribution considers how unpaid work is directly appropriated by capital as surplus value. The context of informal work is key here because of the irregular and fragmented production process, the space where work occurs, and the use of unpaid family workers. The goal of this research is to offer empirical evidence that broadens analytical perspectives to account for the context of informality in the Global South.

Dr. Natascia Boeri is in the Sociology department at Bloomfield College of Montclair State University.

Review: Drama Based Pedagogy: **Activating Learning Across the Curriculum**, by Kathryn Dawson and Bridget Kiger Lee. Partake: A Journal of Performance as Research (Spring 2024)

Dr. Fiona Harris-Ramsby is a Professor in the Division of Humanities at Bloomfield College of Montclair State University.

Ruby's Supernatural Snacking: Dualism, Selfhood, and Performative Materiality, Women in Supernatural. (With Bloomfield College student Samaya Turner Jones), McFarland Publishing Company (Spring 2025)

Dr. Fiona Harris-Ramsby is a Professor in the Division of Humanities at Bloomfield College of Montclair State University.