



Annual Institutional Profile Report

Academic Year 2007

October 15, 2008

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II. DATA BY CATEGORY

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

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

As its Centennial year concludes, Montclair State University can take pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state, and look forward to an even more successful second century. Montclair State University is unwavering in its resolution to continue to build on its history and to be a great university for a great state. To this end, the University will again engage in an extensive strategic planning process, looking ahead and outward to meet the future needs of its students, the State, and its surrounding communities. Everyone at MSU understands that the actions it takes have long-reaching implications for the people of New Jersey and for the economic and cultural future of the State.

Institutional Mission

Approved in Public Session by the Montclair State Board of Trustees on 10/31/02. (Replaces Mission Statement approved on 5/13/81 and revised 4/27/94)

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.

A. Accreditation Status

Montclair State University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include:

- AACSB International — The Association to Advance Collegiate Schools of Business (baccalaureate and graduate degree programs in business, School of Business)
- Commission on Accreditation of Allied Health Education Programs (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)
- Computing Accreditation Commission (CAC) 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)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (master's (MA) major in Communication Sciences and Disorders, concentration in Speech-Language Pathology; doctoral (ScD) education program in Audiology, Department of Communication Sciences and Disorders, College of Humanities and Social Sciences)
- National Association of Schools of Art and Design (Fine Arts major, concentrations in Art History, Fine Arts Education, Studio, BA; Fine Arts/Studio major and concentrations in Industrial Design and in Filmmaking, BFA; Fine Arts major, concentration in Studio, MA; Studio Art major, MFA, Department of Art and Design, College of the Arts)
- National Association of Schools of Dance (Dance major and concentration in Musical Theatre, BFA, Department of Theatre and Dance, College of the Arts)
- National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Musical Theatre, 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)
- National Association of Schools of Theatre (Theatre major with concentrations in Acting and in Production/Design, BFA; Theatre major with concentrations in Arts Management, Production/Stage Management, and 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 Dietetic Association: Nutrition and Food Science major, concentration in Dietetics, Bachelor of Science; Preprofessional Practice Program (AP4)
- 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, post-baccalaureate initial teacher certification, P-12; 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, 7-12; History major, BA, initial teacher certification, 7-12; Political Science major, BA, initial teacher certification, 7-12; Sociology major, BA, initial teacher certification, 7-12; Geography major, BA, initial teacher certification, 7-12; Economics major, BA, initial teacher certification, 7-12; Social Studies, MAT, initial teacher certification, 7-12; Social Studies, post-baccalaureate teacher certification, 7-12
- National Council of Teachers of English (NCTE): English major, BA, initial teacher certification, 7-12; English, MAT, initial teacher certification, 7-12; English, post-baccalaureate teacher certification, 7-12

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- National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 7-12; Mathematics, MAT, initial teacher certification, 7-12; Mathematics, post-baccalaureate teacher certification, 7-12
- 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

B. Number of Students Served

Fall 2007 Undergraduates

In fall 2007, 13,017 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 5.3% from fall 2006, and 14.4% from fall 2003.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2007

	Number	Percent
Full-time	10,880	83.6%
Part-time	2,137	16.4%
Total	13,017	100.0%

The proportion of undergraduates studying full-time also rose over the five-year period. The percent of undergraduates enrolled full-time increased nearly five percentage points, from 79.0% in fall 2003 to 83.6% in fall 2007.

Fall 2007 Graduate Students

Montclair State University enrolled 3,719 graduate students in fall 2007 (see Table II.B.2). This graduate student headcount was up 0.2% from fall 2006, but down 2.9% from fall 2003.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2007

	Number	Percent
Full-time	758	20.4%
Part-time	2,961	79.6%
Total	3,719	100.0%

The proportion of graduate students studying full-time was slightly lower than five years earlier. The percent of graduate students enrolled full-time declined from 20.6% in fall 2003 to 20.4% in fall 2007.

C. Characteristics of Undergraduate Students

Fall 2007 Freshmen

A total of 10,112 individuals applied for admission as first-time freshmen to Montclair State University in fall 2007, up 21% from fall 2003. The University admitted 57% of these applicants, and 2,098 of those who were admitted to the University enrolled as freshmen for a yield of 37%. The fall 2007 admissions yield was approximately 2 percentage points lower than in fall 2003.

Fall 2007 freshmen 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 Montclair State University's 2,068 full-time, first-time freshmen, 83% were Regular Admits, 7% were admitted through the EOF program, and 10% were Special Admits (see Table II.C.1).

MSU's fall 2007 full-time, first-time freshmen had an average combined (Math and Critical Reading) SAT score of 1,003. Regularly admitted full-time entrants had a mean SAT score of 1,025, while EOF entrants and special admits had mean combined SAT's of 847 and 922, respectively. For all full-time freshmen, the average math SAT score (508) exceeded the average critical reading (495) and writing (497) scores (see Table II.C.1).

TABLE II.C.1: Mean Math and Verbal SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2007

Type	Full-Time			Part-Time				
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	1,702	518	507	509	14	534	525	522
EOF	148	429	419	413				
Special	188	473	449	457	1	350	560	
All	2,038	508	495	497	15	521	527	522
Missing	-	30	30	54	-	15	15	18

In fall 2007, Montclair State University used the College Board's suite of Accuplacer tests to assess college readiness in reading, computation, and elementary algebra. College readiness in writing was assessed using the SAT essay and writing scores, in combination.

Incoming freshmen whose SAT-Critical Reading scores were below 550 were required to take the Accuplacer reading test. All incoming freshmen were required to take both the computation and elementary algebra portions of Accuplacer, and everyone's SAT-W and SAT-essay scores were examined for possible placement into developmental writing; no exemption policies were in place in math and writing in fall 2007.

Approximately 11% of fall 2007 undergraduates were enrolled in one or more remedial courses. Most of those enrolled in remediation were first-time freshmen.

Table II.C.2: Enrollment in Remedial Courses, Fall 2007

Total Fall 2007 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
13,017	1,406	10.8%
Total Number of Full-time, First-time Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Students Enrolled in One or More Remedial Course
2,069	1,045	50.5%
Remedial Subject Area	Number of FTFT Students Enrolled in	Percent of FTFT Students Enrolled in
Reading	135	6.5%
Writing	151	7.3%
Math Computation	457	22.1%
Elementary Algebra	488	23.6%

A survey administered to fall 2007 first-time freshmen revealed that over 86% considered MSU their first or second choice among colleges. The survey also revealed that the top three reasons freshmen chose MSU were: a) its good academic reputation (59%), b) its affordability (50%), and c) the success of its graduates in finding good jobs (46%).

The profile of the first-time freshman class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 9% of full-time, first-time freshmen identified themselves as African American, 7% as Asian, and nearly 23% as Latino/a. Over 1% of freshmen were international students, and nearly 62% of entering freshmen were female.

Fall 2007 Undergraduates

In fall 2007, a total of 16,736 students attended Montclair State University. Of this total, 13,017 (or 77.8% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 14% between fall 2003 and fall 2007. Nearly 84% of fall 2007 undergraduates attended the University full-time, up five percentage points from fall 2003. MSU's undergraduates were racially/ethnically diverse, with over 19% identifying themselves as Latino/a, 10% as African American, 6% as Asian, 55% White, and 5% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2007

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	24	0.2%	8	0.4%	32	0.2%
African Amer.	1,046	9.6%	220	10.3%	1,266	9.7%
Asian	662	6.1%	106	5.0%	768	5.9%
Latino/a	2,039	18.7%	474	22.2%	2,513	19.3%
White	6,096	56.0%	1,070	50.1%	7,166	55.1%
Non-Res. Alien	566	5.2%	52	2.4%	618	4.7%
Missing	447	4.1%	207	9.7%	654	5.0%
Total	10,880	100.0%	2,137	100.0%	13,017	100.0%

In fall 2007, 61% of all undergraduates were female, and the average age of the undergraduate population was 22.7 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2007

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	6,665	61.3%	1,374	64.3%	8,039	61.8%
Male	4,215	38.7%	763	35.7%	4,978	38.2%
Total	10,880	100.0%	2,137	100.0%	13,017	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2007

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	16	0.1%	28	1.3%	44	0.3%
18-19	3,509	32.3%	59	2.8%	3,568	27.4%
20-21	3,958	36.4%	148	6.9%	4,106	31.5%
22-24	2,418	22.2%	644	30.1%	3,062	23.5%
25-29	595	5.5%	460	21.5%	1,055	8.1%
30-34	178	1.6%	245	11.5%	423	3.2%
35-39	92	0.8%	193	9.0%	285	2.2%
40-49	85	0.8%	244	11.4%	329	2.5%
50-64	27	0.2%	108	5.1%	135	1.0%
More than 64	2	0.0%	7	0.3%	9	0.1%
Unknown	0	0.0%	1	0.0%	1	0.0%
Total	10,880	100.0%	2,137	100.0%	13,017	100.0%

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During FY2007, MSU's undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the MSU Alumni Association and the MSU Foundation sponsored a number of scholarships, and special MSU program awards were substantial, amounting to over \$5 million during FY07. During the same fiscal year, Federal grants, guaranteed loans, and work-study programs amounted to nearly \$61 million.

During FY07, MSU distributed over \$18 million in state-funded financial aid, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 8,112 awards were made to MSU students, including 617 Bloustein Scholar Awards and 274 Urban Scholar Awards.

Between FY03 and FY07, the total number of financial aid awards rose 27%, while the total amount of aid dollars distributed increased nearly 74%.

Table II.C.4: Financial Aid from State-Funded Programs, FY2007

	Recipients	Awards	\$ Dollars	\$/Recipient	\$/Award
TAG	2,905	5,305	\$11,623,852	\$4,001	\$2,191
EOF	654	1,238	\$772,000	\$1,180	\$624
Bloustein Scholars	315	617	\$286,905	\$911	\$465
Urban Scholars	145	274	\$127,410	\$879	\$465
NJCLASS Loans	--	524	\$4,900,931	--	\$9,353
NJ Stars II (2007)	45	--	\$93,060	\$2,068	--
OSRP	--	109	\$270,375	--	\$2,481

Of MSU's 2,099 full-time, first-time students who entered in fall 2007, nearly 97% were New Jersey residents (see Table II.C.5). Most were from Bergen (18%), Passaic (13%), and Essex (13%) counties.

Table II.C.5: Full-Time, First-Time Student Enrollment by State of Residence, Fall 2007

State Residents	Non-State Residents	Total Students	% State Residents
2,003	66	2,069	96.8%

Fall 2007 Graduate Students

Of the 16,736 students who attended Montclair State University in fall 2007, 3,719 (22%) were graduate students. Graduate student enrollment declined 3% between fall 2003 and fall 2007.

Most graduate students (80%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-three percent of fall 2007 graduate students were female, and the average age of the graduate student population was 33 years. Nine percent of graduate students identified themselves as African American, 4% as Asian, 8% as Latino/a, 76% as White, and 4% as non-resident aliens. Nearly 94% of MSU's graduate students are New Jersey residents.

D. Degrees Conferred/Characteristics of Graduates

During FY07, Montclair State University awarded 3,402 degrees, up over 26% from FY03. The University conferred 2,589 Baccalaureate degrees (76% of all degrees), 804 Master's degrees (24%), and 9 Doctoral degrees (>1%).

Table II.D.1.a: Degrees Conferred by Race/Ethnicity, FY 2007

	Baccalaureate		Master's		Doctoral	
	Number	Percent	Number	Percent	Number	Percent
Native American	14	0.5%	1	0.1%	0	0.0%
African American	238	9.2%	66	8.2%	1	11.1%
Asian	166	6.4%	29	3.6%	1	11.1%
Latino/a	373	14.4%	41	5.1%	1	11.1%
White, non-Hispanic	1,477	57.0%	570	70.9%	5	55.6%
Non-Resident Alien	103	4.0%	35	4.4%	1	11.1%
Missing	218	8.4%	62	7.7%	0	0.0%
Total	2,589	100.0%	804	100.0%	9	100.0%

Table II.D.1.b: Degrees Conferred by Sex, FY 2007

	Baccalaureate		Master's		Doctoral	
	Number	Percent	Number	Percent	Number	Percent
Female	1,673	64.6%	584	72.6%	7	77.8%
Male	916	35.4%	220	27.4%	2	22.2%
Total	2,589	100.0%	804	100.0%	9	100.0%

Of the 2,589 baccalaureate degrees awarded by the University during FY07, 19% were awarded in Business/Management, 14% in Family & Consumer Sciences, 10% in Psychology, 8% in Social Science, and 8% in Visual and Performing Arts (see Table II.D.2).

Table II.D.2: Degrees Conferred by General Field, FY 2007						
IPEDS CIP CODE - MAJOR CATEGORY	Baccalaureate		Master's		Doctoral	
	No.	Pct.	No.	Pct.	No.	Pct.
Area Studies	7	0.3%	0	0.0%	0	0.0%
Biological & Biomedical Sciences	151	5.8%	18	2.2%	0	0.0%
Business/Management	483	18.7%	110	13.7%	0	0.0%
Communications	109	4.2%	9	1.1%	0	0.0%
Computer Science	32	1.2%	9	1.1%	0	0.0%
Education	156	6.0%	453	56.3%	2	22.2%
English/Letters	148	5.7%	10	1.2%	0	0.0%
Family & Consumer Sciences	377	14.6%	14	1.7%	0	0.0%
Foreign Languages	56	2.2%	21	2.6%	0	0.0%
Health Professions	14	0.5%	19	2.4%	7	77.8%
History	92	3.6%	0	0.0%	0	0.0%
Legal Studies	12	0.5%	16	2.0%	0	0.0%
Liberal Arts & Sciences	28	1.1%	0	0.0%	0	0.0%
Mathematics	47	1.8%	15	1.9%	0	0.0%
Multi/Interdisciplinary Studies	156	6.0%	0	0.0%	0	0.0%
Natural Resources & Conservation	2	>0.1%	17	2.1%	0	0.0%
Parks/Recreation	33	1.3%	0	0.0%	0	0.0%
Philosophy/Religion	11	0.4%	0	0.0%	0	0.0%
Physical Sciences	25	1.0%	4	0.5%	0	0.0%
Psychology	241	9.3%	30	3.7%	0	0.0%
Public Administration	25	1.0%	7	0.9%	0	0.0%
Social Sciences	183	7.1%	18	2.2%	0	0.0%
Visual/Performing Arts	201	7.8%	34	4.2%	0	0.0%
TOTAL	2,589	100.0%	804	100.0%	9	100.0%

E. Student Outcomes

Over 61% of all full-time, first-time freshmen who entered MSU in the fall of 2001 earned a degree within six years of entry (see Table II.E.1.a). Six-year graduation rates were 53% or higher for all racial/ethnic groups, with Non-Resident Alien students having the highest graduation rate of 74%.

**TABLE II.E.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2001
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=178	41	23.0%	84	47.2%	94	52.8%
Asian						
Cohort=97	31	32.0%	46	47.4%	55	56.7%
Latino/a						
Cohort=208	38	18.3%	101	48.6%	118	56.7%
White						
Cohort=785	240	30.6%	451	57.5%	504	64.2%
Non-Res. Alien						
Cohort=34	5	14.7%	19	55.9%	25	73.5%
Other*						
Cohort=76	16	21.1%	42	55.3%	47	61.8%
Total						
Cohort=1,378	371	26.9%	743	53.9%	843	61.2%

* Includes Native American and Unknown Race/Ethnicity.

Income appeared to have some influence on graduation rates for members of the 2001 cohort of full-time, first-time freshmen. Students who were classified as “non-low income” students had a six-year graduation rate that was nearly 8 percentage points higher than that achieved by low income students (see Table II.E.1.b).

TABLE II.E.1.b: Four-, Five-, and Six-Year Graduation Rates of Fall 2001 Full-Time, First-Time Freshmen by Income

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
Low Income*						
Cohort=283	60	21.2%	138	48.8%	158	55.8%
Non-Low Inc.						
Cohort=786	241	30.7%	449	57.1%	498	63.4%
Unknown						
Cohort=309	70	22.7%	156	50.5%	187	60.5%
Total						
Cohort=1,378	371	26.9%	743	53.9%	843	61.2%

* A low income student is one who has a NJ Eligibility Index between 1 and 2,499.

Nearly 82% of all full-time, first-time freshmen who entered MSU in fall 2006 re-enrolled in fall 2007 (see Table II.E.2.a).

TABLE II.E.2.a: Third-Semester Retention of Full-Time, First-Time Freshmen by Race/Ethnicity, Fall 2006 to Fall 2007

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Native Amer.	0	N/A	N/A	N/A	N/A
African Amer.	212	175	82.5%	37	17.5%
Asian	124	101	81.5%	23	18.5%
Latino/a	375	304	81.1%	71	18.9%
White	1,261	1,030	81.7%	231	18.3%
Non-Res. Alien	24	17	70.8%	7	29.2%
Missing	22	18	81.8%	4	18.2%
Total	2,018	1,645	81.5%	373	18.5%

The one-year retention rates for both low income and non-low income students were nearly identical (see Table II.E.2.b).

TABLE II.E.2.b: Third-Semester Retention of Full-Time, First-Time Freshmen by Income, Fall 2006 to Fall 2007

	Original Cohort		Retained		Not Retained	
	Number		Number	Percent	Number	Percent
Low Income*	344		279	81.1%	65	18.9%
Non-Low Inc.	1,290		1,053	81.6%	237	18.4%
Unknown	384		313	81.5%	71	18.5%
Total	2,018		1,645	81.5%	373	18.5%

* A low income student is one who has a NJ Eligibility Index between 1 and 2,499.

Fall 2007 New Transfer Students

MSU received 3,188 applications from students hoping to transfer to the University, up 6% from the 3,011 transfer applications received in fall 2003. The University accepted 63% of these applicants (acceptance rate), and 66% of those accepted enrolled at the University (yield). The fall 2007 cohort of newly enrolled transfer students was 5% larger than the cohort that entered in fall 2003.

Full- and part-time transfer students made up 34% of the fall 2007 entering class (see Table II.E.3), which is down 7 percentage points from fall 2003. Bergen Community College (233), County College of Morris (121), and Essex County College (102) sent the most transfer students to MSU.

TABLE II.E.3: Entering Undergraduates by Admission Status And Attendance Status, Fall 2007

	New Transfer (all are Degree-seeking)		All First-Time (incl. Degree & Non-Degree)		Total First-Time Undergrads at MSU	
	Number	Percent	Number	Percent	Number	Percent
Full-Time	1,062	30.7%	2,401	69.3%	3,463	100.0%
Part-Time	236	66.1%	121	33.9%	357	100.0%
Total	1,298	34.0%	2,522	66.0%	3,820	100.0%

The six-year graduation rate for full-time transfer students who entered MSU in fall 2001 was 73%. The one-year retention rate for full-time transfer students who entered in fall 2006 was 85%.

Other Student Outcomes

A survey of recent graduates revealed that, one year after graduation, 21% of respondents were enrolled in graduate school, and 88% were gainfully employed. A majority (89%) of employed alumni said they were contributing to the State's economy by working in New Jersey, and over 70% said they held jobs that were "somewhat" to "very" related to their MSU majors.

F. Faculty Characteristics

In fall 2007, Montclair State University employed 509 full-time faculty members (see Table II.F.1).

TABLE II.F.1: Full-time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2007															
	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.	5	4	12	0	21	4	8	2	1	15	9	12	14	1	36
Tenured	5	3	5	0	13	4	7	1	0	12	9	10	6	0	25
Untenured	0	1	7	0	8	0	1	1	1	3	0	2	8	1	11
Asian	4	9	5	0	18	14	13	6	0	33	18	22	11	0	51
Tenured	4	6	3	0	13	13	12	1	0	26	17	18	4	0	39
Untenured	0	3	2	0	5	1	1	5	0	7	1	4	7	0	12
Latino/a	2	7	5	1	15	3	7	3	0	13	5	14	8	1	28
Tenured	2	7	2	0	11	3	5	2	0	10	5	12	4	0	21
Untenured	0	0	3	1	4	0	2	1	0	3	0	2	4	1	7
White	61	42	56	2	161	80	56	53	8	197	141	98	109	10	358
Tenured	53	35	13	0	101	78	50	18	2	148	131	85	31	2	249
Untenured	8	7	43	2	60	2	6	35	6	49	10	13	78	8	109
Non-Res. Alien	0	1	11	0	12	1	0	11	0	12	1	1	22	0	24
Tenured	0	0	2	0	2	0	0	0	0	0	0	0	2	0	2
Untenured	0	1	9	0	10	1	0	11	0	12	1	1	20	0	22
Missing	2	1	4	0	7	4	0	1	0	5	6	1	5	0	12
Tenured	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1
Untenured	2	1	4	0	7	3	0	1	0	4	5	1	5	0	11
Total	74	64	93	3	234	106	84	76	9	275	180	148	169	12	509
Tenured	64	51	25	0	140	99	74	22	2	197	163	125	47	2	337
Untenured	10	13	68	3	94	7	10	54	7	78	17	23	122	10	172

The number of full-time faculty in fall 2009 (509) was up more than 7% from fall 2003 (477). Between fall 2003 and fall 2007, the number of full-time male faculty members was unchanged (276 to 275), while the number of full-time female faculty members increased 16% (201 to 234).

MSU's full-time faculty was augmented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff. In fall 2007, full-time faculty taught 58% of all course sections (including lectures, labs, seminars, and studio courses, but excluding independent study courses and co-ops), while adjunct faculty taught 34%, and staff taught 8% of all sections (see Table II.F.2).

No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty	# taught by Others	% taught by Others
3,044	1,763	57.9%	1,045	34.3%	236	7.8%

Of the 1,275 faculty members who taught at MSU in fall 2007, 766 (60%) were part-time adjunct professors or visiting specialists (see Table II.F.3).

Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,275	509	39.9%	766	60.1%

G. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	8	1	1					10
Female	6							6
Total	14	1	1	0	0	0	0	16

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

Name	Title	Affiliation
Susan L. Blount	Senior Vice President and General Counsel	Prudential Financial, Inc.
Rose C. Cali	Founder	Yogi Berra Museum and Learning Center
Mitchell E. Hersh	President and CEO	Mack-Cali Realty
George J. Hiltzik	Attorney	N.S. Bienstock
Douglas L. Kennedy	President	New Jersey Division, Capital One Bank
Ralph A. LaRossa	President and Chief Operating Officer	PSE&G
Patrick G. LePore	President and CEO	Par Pharmaceutical
John L. McGoldrick	Senior Vice President	International AIDS Vaccine Initiative
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO; Business Manager, Iron Workers Local 11
Marilyn H. O'Connell	Chief Marketing Officer	Verizon Communications
Carlos G. Ortiz	Vice President and General Counsel	Goya Foods
Christine L. Padilla	President and Owner	BIT Solutions, LLC
Preston D. Pinkett III	Vice President, Social Investments	Prudential Financial, Inc.
Heather McCarty	Student	Montclair State University
Susan A. Cole, <i>ex officio</i>	President	Montclair State University
Ian Honauer, <i>ex officio</i>	Student	Montclair State University

3. URL

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

URL <http://www.montclair.edu/bot/>

H. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2007:

FALL 2007 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF ARTS</i>	
ANTHROPOLOGY	450201
BROADCASTING	090701
CLASSICS	161201
COMMUNICATION STUDIES	090101
DANCE EDUCATION	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
HISTORY	540101
ITALIAN	160902
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC	500901
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
THEATRE STUDIES	500501
WOMEN'S STUDIES	050207
<i>BACHELOR OF FINE ARTS</i>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
THEATRE	500501

FALL 2006 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
AQUATIC AND COASTAL SCIENCES	309999
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
HEALTH EDUCATION	131307
INFORMATION TECHNOLOGY	110103
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
SCIENCE INFORMATICS	309999
<i>MASTER OF ARTS</i>	
ADMINISTRATION & SUPERVISION	130401
APPLIED LINGUISTICS	160102
CHILD ADVOCACY	440701
COMMUNICATION SCIENCES & DISORDERS	510201
COMMUNICATION STUDIES	090101
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
EDUCATIONAL PSYCHOLOGY	421801
ENGLISH	230101
ENVIRONMENTAL STUDIES	030103
FINE ARTS	500701
FRENCH	160901
HEALTH EDUCATION	131307
LEGAL STUDIES	229999
MUSIC	500901
PHYSICAL EDUCATION	131314
PSYCHOLOGY	420101
READING	131315
SOCIAL SCIENCES	450101
SPANISH	160905
TEACHING MIDDLE GRADE MATHEMATICS	131311
THEATRE	500501

FALL 2006 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF SCIENCE</i>	
AQUATIC AND COASTAL SCIENCES	309999
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MATHEMATICS	270101
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
STATISTICS	270501
<i>MASTER OF ARTS IN TEACHING</i>	
TEACHING	130101
<i>MASTER OF BUSINESS ADMINISTRATION</i>	
BUSINESS ADMINISTRATION	520201
<i>MASTER OF EDUCATION</i>	
EARLY CHILDHOOD & ELEMENTARY EDUC.	139999
EARLY CHILDHOOD SPECIAL EDUCATION	131015
EDUCATIONAL TECHNOLOGY	130501
LEARNING DISABILITIES	131011
SPECIAL EDUCATION	131001
TEACHER LEADERSHIP	139999
<i>MASTER OF FINE ARTS</i>	
STUDIO ART	500702
<i>DOCTOR OF EDUCATION</i>	
EDUCATION (PEDAGOGY)	130101
<i>DOCTOR OF ENVIRONMENTAL MGMT</i>	
ENVIRONMENTAL MANAGEMENT	030201
<i>DOCTOR OF SCIENCE</i>	
AUDIOLOGY	510202

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

- Accounting, graduate
- Advanced Counseling, graduate
- American Dietetic Association, graduate
- Artist Diploma, graduate
- Child Advocacy, graduate and undergraduate
- CISCO, graduate and undergraduate
- Collaborative Teaching for Inclusive Settings, graduate
- Food Safety Instructor, graduate
- Gerontology, undergraduate
- Health Education, graduate

Human Sexuality Education, graduate
International Business, graduate
Management, graduate
Music Therapy, graduate
Nutrition and Exercise Science, graduate
Object Oriented Computing, graduate
Paralegal Studies, graduate
Performer's Certificate, graduate
Philosophy for Children, graduate
School Counseling, graduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Translation and Interpretation in Spanish, graduate and undergraduate
Water Resource Management, graduate

I. Major Research and Public Service Activities

During FY07, Montclair State University reported current fund expenditures amounting to over \$1.3 million for separately budgeted research and development in the sciences and engineering (including indirect costs). Over \$1 million was financed by federal sources, while nearly \$200,000 was from institutional resources.

TABLE II.I.1: R&D Expenditures, FY07*

	Amount
Federally Financed Academic R&D Expenditures	\$1,087,000
Institutionally Financed Academic R&D Expenditures	\$174,000
Total Academic R&D Expenditures	\$1,341,000**

* Source: NSF Survey of R&D Expenditures at Universities and Colleges.

****This figure is limited to expenditures for science and engineering grants, and does not include other disciplines. The actual research grants portfolio for MSU for last year was \$6.8 million.**

AY 07-08 Highlights:

The core mission of the University is “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” (MSU Mission Statement, 2002, <http://www.montclair.edu/welcome/msumission.html>). This year the University was approved for its **first Ph.D. program**, in Counselor Education in the College of Education and Human Services. We signed the **first-ever Memorandum of Understanding between an American University and the Environmental Protection Agency** to promote carbon reduction, waste recycling and energy efficient practices throughout the University.

It is evident from the detailed quantitative summary of Montclair provided with this Annual Institutional Profile that we are flourishing and enjoying great success in achieving our mission. The data reveal that our enrollments remain healthy and have increased steadily over the past decade. Additionally, we have been exemplary in our effort to support those students we enroll. **The University enjoys persistence and retention rates that compare very favorably with our peers in the State of New Jersey and surpass those of most other institutions in our Carnegie category** throughout the nation. As a natural outgrowth of this, the University is graduating

students at the baccalaureate, masters and doctoral levels in steadily increasing numbers, thereby supplying the State of New Jersey with the educated and capable workforce it needs to thrive.

Also fundamental to our mission and another area where Montclair has enjoyed great success is the University's ability to recruit and retain an outstanding faculty. These 509 outstanding individuals are the heart and soul of the institution and without them none of the outcomes reported above would have been possible. Our faculty are deeply committed and actively engaged in every facet of academic life. During the period under review, Montclair's faculty was highly productive in the arenas of research, scholarship, publication, teaching and public service. **During the 2007/2008 academic year, our faculty produced 102 books**, contributed **339 articles** in refereed professional journals, **17 book reviews**, and they were awarded **46 grants** for scholarly research from federal, state and private funding entities **worth nearly \$7 million** in total. In addition, our extraordinary faculty received **25 honors and awards** from their academic and professional peers, and led workshops or made **presentations at 72 professional meetings** of their peers. **Our faculty make significant contributions to the arts and media** in the New York Metropolitan Area as evidenced by the **commissioning of over 250 illustrations** during the reporting period, as well as production of **65 broadcast television items** including full length programs, documentaries and interviews, several solo art exhibitions and a half-dozen musical/composition and opera performances. Finally, our they exhibit an abiding commitment to public service with **membership on 36 advisory and governing boards** as well as membership in 9 community service organizations.

Following are some among the most extraordinary achievements of the institution derived from the efforts of our community of scholars.

College of the Arts

In one way or another, nearly all members of the **School of Music** were involved in the productions of Prof. Robert Aldridge's award-winning opera, *Elmer Gantry*. Robert Aldridge (composer), Heather Buchanan (chorus preparation), Jeffrey Gall (role preparation), and Paul Hostetter (conductor) were the primary full-time faculty members involved in preparing the performances of *Elmer Gantry*, but other participants included V.S. Jenny Rivera in the lead role of Sharon Falconer; Prof. David Singer (clarinet); V.S. Barry Centanni (percussion); V.S. Harry Searing (bassoon); staff member Gina Balestracci (chorus).

Work continues on new building in anticipation of our summer 2009 Move.

Larry Londino continued to serve as Executive Producer of *CARPE DIEM*, producing over 30 half-hour editions of the weekly television production carried on multiple cable systems. This program is collaboration with the DuMont Television Center and the Department of Political Science. Served as a principal participants for developing programming ideas for a proposal that would consider establishing a university broadcasting network through the facilities of New Jersey Network (NJN).

David Sanders organized the official New Jersey event for *Global Days for Darfur* in April. The "Torch Walk and Rally for Darfur" drew 1,000 people to Montclair, including Governor Corzine, several Olympic athletes, and genocide survivors from around the world. He wrote original music, directed interfaith choir, and developed ceremonial aspects of the event, and worked with MSU broadcasting students to give them an opportunity to interview the governor and other dignitaries. The event was

covered in local and state newspapers as well as on MY9 news, and raised over \$20,000 for Doctor's Without Borders.

Catherine Bebout was the recipient of the 2008 New Jersey State Council on the Arts Fellowship Award in Printmaking, and of a Fulbright Senior Research Scholar Award to study printmaking and papermaking in India.

Christopher Gash: completed over 250 illustration commissions, including a cover illustration for *Forbes Magazine*, as well as work for *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Los Angeles Times*, *The Boston Globe*, *Conde Nast Traveler*, *Newsweek*, *Nickelodeon*, and others.

Nancy Goldring: was one of the principal organizers of the Italian Festival at MSU. She participated in the MSU exhibition, "An Italian Sense of Place II."

Klaus Schnitzer: was one of four invited U.S. journalists to report on the Concorso d'Eleganza at Villa d'Este, Italy and the design conference at Villa Erba, Italy. Professor Schnitzer secured a major donation of photographic equipment with the approximate value of \$50,000.

Elizabeth Valdez del Alamo: gave the papers "Acrobats at Heaven's Gate: The Puerta de las Virgenes of Silos" at the University of Wisconsin-Madison, and "The Cloister, Symbolic Jerusalem" at Santiago de Compostela, Spain. She published the articles "Touch Me, See Me: The Emmaus and Thomas Reliefs in the Cloister of Silos" in *Spanish Medieval Art: Recent Studies* and "Arte e culto in onore del Santo Patrono. Santo Domingo in Silo" in *Benedetto. L'eredita artistica*. She also reviewed the article "Pictorial Narrative in the Romanesque Cloister: Cloister Imagery & Religious Life in Medieval Spain." She was appointed to the Electronics Committee of The International Center of Medieval Art.

Anne Betty Weinschenker: gave the papers "Sculpture as Intermediary between Life and Death" at the XIIe Congres international des Lumieres, Montpellier, and "Give Mignard a Mason': The Roles of Sculptors During the Ancien Regime" at the Collage Art Association Annual Meeting, Houston, TX. She published the article "Supernatural Confrontation: Ancien Regime Illustrations for Moliere's Don Juan" in *Mediterranean Studies*.

Harry Partch's *Delusion of the Fury* was the centerpiece of the Japan Society's gala anniversary celebrations. Prof. Dean Drummond, Newband, and some student performers were at the center of this highly acclaimed performance.

Since December 2007, six full-time faculty members of the John J. Cali School of Music (in addition to the Shanghai Quartet and several part-time faculty) have received reviews in the New York Times and ALL of them positive.

Significant Publications:

Kelshaw, T., Lazarus, F., & Minier, J. (Eds.) (in press). *Partnerships for Service-learning: Impacts on Communities and Students*. San Francisco: Jossey-Bass.

AY 07-08 Highlights: College of Education and Human Services

Books Published

Coiro, J., Knobel, M., Lankshear, C., & Leu, D. (Eds.). (2008). *The handbook of research on new literacies*. Mahwah, NJ: Erlbaum.

Lankshear, C., & Knobel, M. (Eds.). (2008/in press). *Digital literacies*. New York: Peter Lang.

Knobel, M., & Lankshear, C. (Eds.). (2007). *A new literacies sampler*. New York: Peter Lang.

Lankshear, C., & Knobel, M. (2007). *Pesquisa pedagógica: Do projeto à implantação*. (*A handbook for teacher research*. Portuguese edition). Porto Alegre, Brazil: Artmed Editora SA.

Lankshear, C., & Knobel, M. (2007). *Les noves alfabetitzacions: El coneixement canviant i l'aprenentatge a l'aula*. Xàtiva, València, España. Edicions del CREC i Denes Editorial, edició valenciana. (Catalan translation of the first edition of "The New Literacies").

Macrine, S., McLaren, P., & Hill, D. (Eds.). (In press, 2008). *Critical Pedagogy: In search of democracy, liberation and socialism*. London: Routledge Press.

Bulkley, K.E., & Fusarelli, L. (Eds.). (2007). *The politics of privatization in education: The 2007 Yearbook of the Politics of Education Association*. Published as a special double issue of *Educational Policy*, 21(1).

Major Presentations

CEHS Faculty Members Who Presented Papers at the Annual Meeting of the American Educational Research Association, New York, March 2008

Amanda Birnbaum, Health and Nutrition Sciences; Tiffany Brown, Family and Child Studies; Donna DeGennaro, Curriculum and Teaching; Jennifer Goeke, Curriculum and Teaching; Emily Klein, Curriculum & Teaching; Pauline Garcia-Reid, Family and Child Studies

Major Grants

Shahla Wunderlich: Department of Health and Human Services, Hudson County Office on Aging, Nutrition and Wellness program, \$180,000.00 for 2008.

AY 07-08 Highlights: College of Humanities and Social Sciences

Grants

The Center for Child Advocacy received a \$1.2 million grant from the Department of Child and Families (DCF) to provide training to DYFS workers in the northern counties of New Jersey.

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The Center for Child Advocacy received \$59,000 from the Division of Youth and Family Services (DYFS) to develop a computer assisted version of their Post-BA Certificate in Child Advocacy. They will begin to offer the Certificate in September online.

Ilse Wambacq: Received a grant from the Deafness Research Foundation for the period of July 1, 2007-June 30, 2008 for \$20,000. Her grant is entitled, "Neurophysiological and psychoacoustic indices of binaural processing in adults". Her co-Principal Investigators are Joan Besing & Janet Koehnke.*

Peter Siegel 2008-2010

2008-2009 National Geographic Society, Committee for Research and Exploration. Grant #8438-08. /Historical Ecology in the Pre-Columbian Caribbean/

2008-2010 National Science Foundation, Archaeology Program. Senior Research Grant (BCS-0718819 renewal). Contacted by the NSF archaeology program director that the proposal was highly rated by both the archaeology and the geography and regional sciences programs and an award will be made by this summer. *Historical Ecology in the Pre-Columbian Caribbean*. (\$116,426.00).

2008-2009 National Geographic Society, Committee for Research and Exploration. Grant #8438-08. *Historical Ecology in the Pre-Columbian Caribbean*. (\$27,100.00).

2007-2009 National Science Foundation, Archaeology and Geography and Regional Science Programs. Senior Research Grant (BCS-0718819). *Historical Ecology in the Pre-Columbian Caribbean*. (\$90,726.00).

Peter Vietze: AmeriCorps Community Early Intervention Program, (To Community Access Resources and Extended Services) NYS Office of Community and Family Services, \$126,000.

Elizabeth Wishnick: Received a \$60,000 Smith Richardson Junior Faculty fellowship (May-December 2008) to work on a book project, China as a Risk Society.

Books

Elbert, Monika. Enterprising Youth: Social Values and Acculturation in 19th-Century American Literature, is due out in late April, by Routledge.

Fitzpatrick, E. (ed.) 2007. Corpus Linguistics Beyond the Word; Corpus Research from Phrase to Discourse. Amsterdam: Rodopi.

Grover Furr. Anti-Stalinist Villany published by "Algoritm"

Harrison, Brigid C. (with Thomas R. Dye). Power and Society: An Introduction to the Social Sciences. 2008. Belmont, Ca.: Wadsworth/Cengage.

Keenan, Julian. Comparative Social Cognition Keio University Press

Kimmel, Michael S and Yasemin Besen. Jessie Bernard. Paradigm Press: CO..

Michael S Kogan. *Opening the Covenant, A Jewish Theology of Christianity* Oxford University Press

Martines, Daniell. *Multicultural Competencies in School Psychology: A Practical Guide* Sage Publications, Thousand Oaks, CA.

Sessa, V.I. & London, M. (Eds.) (2008). *Work group learning: Understanding, improving, & assessing how groups learn in organizations.* Lawrence Erlbaum & Associates: New York, NY.

Zilney, Lisa. (2008) *Animal Cruelty and Family Violence* Cambria Press

Honors

Marilyn Tayler, Schusterman Center for Israel Studies. Fellowship Summer 2008 at Brandeis University and in Israel.

Jonathan Greenberg's high level of scholarship has also received external validation through receiving an award. He was recently given the Andrew J. Kappel Prize in Literary Criticism. The judge who selected his article from numerous submissions is one of the country's leading scholars in African-American literature.

Greg Waters, Served as a consultant for NEH to evaluate their state programs in Georgia, and in June will serve as a member of the faculty for an NEH funded Institute in Chicago to prepare scholars to lead Literature and Medicine discussions for physicians, nurses and other health care professional at hospitals around the country; will assume the chairmanship of the New Jersey Council for the Humanities in the Fall, having served again this year as vice chair.

AY08-09 Highlights: College of Science and Mathematics

Grant Activity:

A \$30,000 grant has been award from the New Jersey Water Resources Research Institute for a proposal from the team of Josh Galster, Huan Feng and Kirk Barrett (Passaic River Institute) entitled "Identifying the source of excess fine-grained sediments in New Jersey rivers using radionuclides." This is the first grant ever awarded to Montclair State by this funding agency.

Kirk Barrett: Awarded \$39,888 from the US Environmental Protection Agency for the project, Passaic River Environmental Education and Monitoring Organization, (PREEMO) to conduct scientific studies of the Passaic River. Teachers and high schools students from Wallington, Passaic Valley, Barringer and Newark Academy will receive hands-on training in the science of monitoring water quality along the environmentally-challenged river and its tributaries. Kirk Barrett (Passaic River Institute) and Nicholas Smith-Sebasto (Earth & Environmental Studies) were awarded \$35,700 from the Victoria Foundation, Inc., The Landsberger Foundation and BMW America for a "Summer Program in Environmental Science, Ecology and Computer Technology" for 7th and 8th grade students from Newark.

Lora Billings: grant from the US Army Research Office was renewed for a second year. The title is "Controlling interacting systems in noisy environments" and is for \$38,729.

Stefanie Brachfeld: received a five-year \$247,456 grant from the National Science Foundation Antarctic Integrated Systems Science for "Collaborative Research in IPY: Abrupt Environmental Change in the Larsen Ice Shelf System, a Multidisciplinary Approach, Cryosphere & Oceans, Marine and Quaternary Geosciences, & Marine Ecosystems."

Stefanie Brachfeld: received a \$264,579 acquisition of a Scanning Electron Microscope at MSU from the National Science Foundation Major Research Instrumentation Program.

Mark Chopping: received a three-year \$192,994 grant from the NASA Earth System Science Research Using Data and Products from the Terra, Aqua, and ACRIMSAT Satellites program for "A New Approach for Mapping Woody Plants in the Southwestern United States."

Reginald Halaby: received a \$2.1 million 5-year, National Institutes of Health's MARC (Minority Access to Research Careers) Undergraduate Student Training in Academic Research (U*START) Award on June 1, 2007. The MARC Program will provide MSU undergraduate students majoring in the departments of Biology and Molecular Biology, Chemistry and Biochemistry, and Earth and Environmental Studies with the research experience and guidance they need to ensure their success in post-graduate studies. These are students who have expressed interest in a biomedical research career and who intend to pursue postgraduate education leading to the Ph.D., M.D./Ph.D., or other combined professional degree/Ph.D.

Aihua Li: recently received \$19,900 NSF CURM (Center for Undergraduate Research in Mathematics) grant to support mathematics research of four undergraduate students during the academic year 2007/2008.

Mika Munakata: has obtained a \$100,000 supplemental grant from the National Science Foundation that adds an interesting and exciting international component to the GK-12 grant. Mika, with the help of Aihua Li who coordinated with colleagues in Beijing, developed the four-year proposal to enhance the GK-12 grant.

Sandra Passchier: received a federal grant of \$46,068 to participate as an "on-ice" scientists in fall 2007 in the multi-national Antarctic geological drilling program (ANDRILL). The goal of the 2007 drilling was to extract a core of up to 17 million year old rocks from the seafloor of the McMurdo Sound to unravel Antarctica's climate history during a time of major global climate change.

Johannes Schelvis: Research in DNA damage and repair which he began at New York University and is now continuing at Montclair State University, is funded by a \$390,000 grant from the National Science Foundation. The broader research interest in the Schelvis laboratory is focused on the structure-function relationship of enzymes, and an array of spectroscopic methods is used. Dr. Schelvis' area of expertise is in Raman spectroscopy, which is a powerful, structural technique.

Jacalyn Giacalone-Willis: Awarded by Bristol-Myers Squibb Grants for Teaching Excellence, \$50,000 for the establishment of competitive grant awards to schools for the improvement of science and math teaching through innovative professional development programs. Also, from Bristol-Myers

Squibb Foundation- “Bristol-Myers Squibb Center for Science Teaching and Learning” (\$500,000 facilities construction funding: \$100,000 each year for 5 years, 2004-2009). Dr. Willis was also awarded the Bristol-Myers Squibb Research and Development Curriculum Implementation Award, \$25,000 to assist schools in the effective use of the BMS curriculum on Pharmaceutical Research and Development. Awarded through the Creative University-School Partnerships (CUSP): by No Child Left Behind legislation funds through the NJDOE at \$875,000 for year-3, (\$2.3 million over 3 years, 2004-2007), for professional development in science and mathematics for teachers of grades 5-9 in 27 school districts. Ended August 2007. Also, Elementary-Creative University-School Partnerships (e-CUSP): funded by No Child Left Behind legislation funds through the NJDOE for 2007- 2010 to provide professional development in science and mathematics for teachers of grades 3 and 4 in 24 school districts. \$675,000 for Year-1 and \$520,000 for Year-2. Began July 2007. Awarded by the NJ Statewide Systemic Initiative Regional Center for \$90,000 every year since 1999, to maintain services to school districts to improve science and math teaching. Funded by the Martinson Family Foundation school science initiative, funded at \$40,000 for 2006 and for \$150,000 for 3 years until 2008 for the Rainforest Connection and school science enrichment programs. The Turrell Fund, funded at \$25,000 for Year-Twelve for Living Laboratory school science enrichment. Ambrose Monell Foundation for \$25,000 per year for 3 years for PRISM operating costs for the Rainforest Connection and other projects. Project GEAR-UP 5-year grant for the Passaic Public Schools Project - for 5 years, \$80,000 in Year-1 and \$48,000 for Year-2, to provide professional development in mathematics for teachers in the Passaic Middle School and High School.

Presentations:

On May 5, 2007 the College of Science and Mathematics, the College of Humanities and Social Science and the MSU Chapter of Sigma Xi hosted its premiere Student Research Symposium. This important academic event showcased and awarded outstanding scholarship and research by students who shared their work through poster displays and oral presentations. There were 116 undergraduate and graduate students who conducted research (with 51 faculty mentors) that resulted in 32 oral presentations and 53 poster presentations.

Kirk Barrett: Presented about investigation of trends in stream baseflow in New Jersey at the National Water Monitoring Conference and at the annual conference of the NJ chapter of the American Waterworks Association.

Sandra Passchier provided a lecture on the initial results of the Antarctic Geological Drilling (ANDRILL) project during the “Focus the Nation” climate awareness event on January 31, 2008.

Robert S. Prezant: presented “Population snapshots: Laternulid bivalves of Kungkrabaen Bay, Thailand” coauthored with C. Sutcharit and K. Chalermwat at the January 2008 meeting of Society for Integrative and Comparative Biology in San Antonio, TX and “Is molluscan biodiversity enhanced in a Northern New Jersey urban pond?” with E.J. Chapman and R. Shell at the 2007 Meadowlands Symposium II. Dean Prezant also organized and presented within a panel session on *Academia and Industry* at the 2007 CCAS meeting. He was also recently appointed as a member of the Hudson Bay at 400 years planning council and with Mark Heimedinger, is the recipient of a \$7,500 Investors Savings Bank Foundation Undergraduate Research Initiative grant.

Danlin Yu: presented two collaborated papers, “Tobacco outlet density in New Jersey: Exploring the impact of non-normality on spatial non-stationarity in GWR analyses” and “Modeling urban growth with Geographically Weighted Multinomial Logistic Regression” in the 54th North American Regional Science Association International (RSAI) Annual Conference from November 8-11, 2007 in Savannah, Georgia. He also as faculty advisor for the Montclair State University Summer 2007 Campus Mapping Project: Integration of Survey, AutoCAD, Remote Sensing and GIS Data.

Carl Bredlau: presented “JVMVIEWER: An Interactive Bytecode Interpreter For Java,” at the 23rd Annual CCSC (Consortium of Computing Sciences in Colleges) Eastern Conference in October 2007.

Aihua Li: organized and chaired a special session, “Algebraic Methods and Algorithms in Modeling Discrete Dynamical Systems,” at the Sixth European Congress on Modeling & Simulation held in Ljubljana, Slovenia. Her presentation in the special session is titled: “Algebraic Methods in Multivariate Polynomial Interpolation” and in October she gave a short presentation on “Conductive Paths” in the Graph Theory Day 54 conference at Manhattan College.

Bogden G. Nita: Presented “Imaging the wavefield at depth without the velocity ... forward and inverse diagrams point the way” at the Mission-Oriented Seismic Research Program Annual Meeting, University of Houston, TX, June, 2007 and “Imaging conditions in geophysical depth migration algorithms” at the AMS Contributed Paper Session, AMS/MAA Joint Meetings, New Orleans, LA, January 2007.

Service Activities:

The Passaic River Institute (PRI) held a workshop on floatable pollution in the Passaic River here at Montclair State. The workshop attracted 80 attendees and featured speakers from the USEPA, the NJDEP, consulting firms and nonprofit groups. The workshop was the impetus for a story of floatables that aired on WNBC Channel 4 TV news, which included a mention of the workshop and brief footage of the workshop. PRI participates in the NJDEP-organized “Watershed Watch Network” for volunteer water monitoring groups. Exhibited a model of groundwater flow at several environmental fairs including the Rand School (Montclair, NJ) ecofair and the Essex County BioBlitz at South Mountain Reservation

John M. Berger: Has been confirmed as the Committee Chairman for 52nd meeting of the American Society of Pharmacognosy (ASP) to be held in New York City during the summer of 2011. The ASP is an organization dedicated to the study of natural products and is responsible for the publication of the *Journal of Natural Products*.

Paul Bologna: Presented “Population structure and demise of bay scallops (*Argopecten irradians*) at National Shellfisheries Association Meeting in New Jersey, 2008. Presented “Eelgrass community structure in New Jersey: does episodic recruitment of blue mussels dictate system structure?” at the Benthic Ecology Meeting, 2008.

Last May, 2007, 15 middle school teachers where award \$1,000 each from a \$20,000 grant through the MSU-Roche Middle School STEM Teaching Excellence Award. The grant was provided by Roche for the College of Education and Human Services and the College of Science and

Mathematics to recognize excellent science, technology/engineering and mathematics teaching in grades 5 through 8 to all middle school in New Jersey.

A positive review of “The Sprinkler Problem: A Mathematician Waters the Lawn” by Mike Jones (Mathematical Sciences) and Jan Stonick appeared in Media Highlights of the November 2007 issue of *The College Mathematics Journal*. He organized the 7-hour AMS Special Session on Voting Theory at the 2008 Joint Meetings. Dr. Jones gave a talk at Towson University in Maryland (Dec. 2007) on “A Sports Trilogy: The Application of Mathematics to Football, Golf, and Horse Racing” and “Successful Mentoring of Undergraduate Students on Research Projects” as part of the MAA Session on Research and Professional Development Activities for Math Majors at the Joint Meetings of the American Mathematical Society (AMS) and Mathematical Association of America (MAA). Furthermore, Dr. Jones was re-appointed for another 3-year term as a member of the Editorial Board of the MAA Spectrum (book) Series.

Kevin Olsen: completed a report, "Anthropogenic PAH distribution in the sediments found within Gateway NPS as Determined by Thermal Extraction GC/MS," for the National Park Service for the sediment chemistry of the Gateway National Recreation Area.

Kirk Barrett Served on the Board of Trustees of the Association of New Jersey Environmental Commissions; Participated in a radio forum regarding flooding on the Upper Delaware River. Dr. Barrett was selected for the panel because of his expertise in surface water hydrology. The forum was moderated by Mr. Anthony DePalma, environmental reporter of the New York Times. Additional participants included Mr. James Tierney, Assistant Commissioner of Water Resources for the New York State Department of Environmental. Serves on the multi-agency New Jersey Water Monitoring Coordinating Council. Gave keynote address at the State of Rahway River Conference. Serves on the River Greenway Committee for the Township of South Orange Village.

Duke Ophori: Presented “Modeling effects of pumping on groundwater levels in the Mid Passaic Basin” to the Morris County Planning Board. Presented about the hydrogeology of the Whippany River basin to the Whippany River Watershed Action Committee.

Paul Bologna (Biology & Molecular Biology) presented, “Assessment of Eelgrass (*Zostera marina*) Community Structure in New Jersey, 1998-2006” at the Estuarine Research Federation Meeting, 2007.

Dr. Paul Bologna (Biology & Molecular Biology) presented, “Seagrass Loss, Recovery, and Restoration in New Jersey at the Hudson River Foundation, 2007.

J. Major Capital Projects

Recently Completed Projects

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



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

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

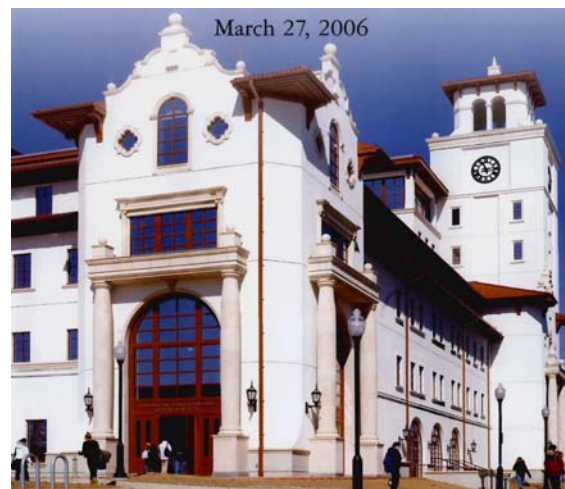


Chemistry Lab Renovations (\$2.1 million), completed in Summer 2004, provided for a complete renovation of existing chemistry labs and stockroom, including new laboratory equipment, flooring, lighting, fixtures, ducts and fume hoods.

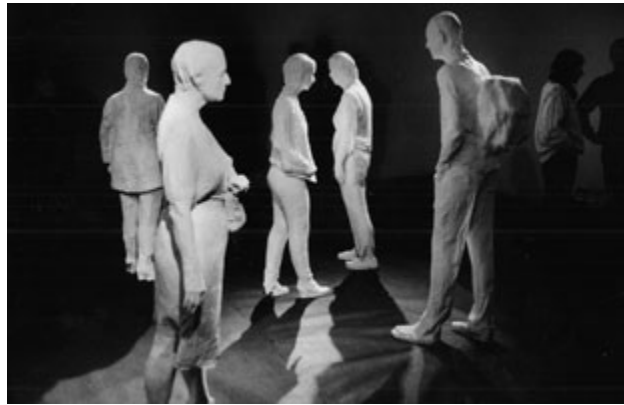
A new Children's Center (\$6.9 million) was dedicated in September 2005. This 21,000 square foot facility serves approximately 500 children, and provides a new home for three exceptional University programs serving young children and their families: the Demonstration Program, the Jeffrey Dworkin Early Childhood Program, and the Child Care Center.



University Hall, a major new academic building (\$80 million), was officially opened in March 2006. Opened for classes in spring 2006, this 270,000 square foot facility houses the College of Education and Human Services; office and instructional space, including a dean's suite; 125 faculty offices; eight specialized learning labs; six department offices; 28 adjunct faculty work stations; the ADP Center for Teacher Preparation and Learning Technology; the Center of Pedagogy; a Literacy Enrichment Center; and the Institute for the Advancement of Philosophy for Children. Classroom space includes eight 100-seat lecture halls and 29 classrooms with 30 to 40 seats. A Conference Center on the 7th floor of the building, providing panoramic views of the Manhattan skyline, accommodates groups of up to 500 persons. Also, all network operations and the University's data center as well as training classrooms, offices and workstations for the Office of Information Technology are housed in the facility.



In April 2006, Montclair State University hosted the grand opening celebration for The George Segal Gallery. Located adjacent to the Alexander Kasser Theater Complex, the 7,200-square-foot Gallery is the only gallery space named for Segal in the world. George Segal's sculpture, *Street Crossing*, was installed on The Alexander Kasser Theater plaza in anticipation of the opening.



Construction of a new 77,000 square foot student recreation center (\$23 million) was completed in March 2008. The Recreation Center features a six-lane swimming pool, locker rooms, two-court gymnasium with elevated running track, two racquetball courts, strength and cardio training areas, offices and a snack bar.

The new facility is located at the Northern end of the campus between Blanton Hall and the Yogi Berra Museum. Modern state of the art exercise equipment has been installed in the exercise areas which are located on the first and second floor. The second floor treadmills provide the user with a breathtaking view of the New York City skyline



Two multi-purpose rooms will host various activities such as yoga, kick boxing, dance, aerobics, etc. The two main buildings were constructed with reinforced concrete and structural steel, and designed in the campus' Spanish-mission style architecture. The buildings are connected via a glazed curtain wall entry space with terrazzo floors and a monumental staircase.

Current Projects



The John J. Cali School of Music is an adaptive re-use project that transforms a former dormitory and classroom building into a state-of-the-art teaching, practice and performance facility, and creates a new “gateway” building for the campus.

Built in 1928 in the Spanish Mission Style, the building originally known as Chapin Hall served as a dormitory until a later renovation transformed it into a classroom and departmental office facility. In 2005, the University commissioned Hillier Architecture to renovate and expand the original structure to establish a new home for the John J. Cali School of Music.

The program calls for a 250-seat recital hall; teaching studios; music practice and rehearsal rooms; and faculty offices. Another goal of the project is to achieve a rating under the U.S. Green Building Council’s Leadership in Energy & Environmental Design (LEED) Sustainable Design Rating System.

To accommodate the program, the design proposes a new 23,000-square-foot, 2-story addition to the original 5-story, 29,000-square-foot structure, for a total of 52,000 square feet. The need for superior acoustics required the design team to overcome several challenges posed by the building’s existing tight floor-to-floor heights and older mechanical systems. Practice rooms and teaching studios are designed as a “box within a box” for acoustic isolation from other rooms. Innovative HVAC design accommodates the low floor-to-floor height (9’8”) of the existing building for superior soundproofing and optimal humidity and temperature control.

Exterior renovations to the building reorient the main entrance to face College Avenue, a major thoroughfare on campus, rather than the quadrangle, where the original entry was located. The new façade offers a picturesque interpretation of the original Spanish Mission Style and provides a formal gateway to the campus.

A 5-1/2 story parking structure situated on a site encompassing what exists now as Lot 25 adjacent to Floyd Arena. The structure will utilize existing site conditions to provide approximately 1,100 parking spaces with a net of approximately 850 parking spaces. Design queues will consist of the University’s Spanish Mission Style for its overall theme with a major design element occurring at the Southern corner of the structure connecting this new facility with the existing University’s pedestrian circulation system. Advanced design elements will allow for future sustainable actions to occur paralleling the activities with University Hall and the United States Green Building Council.

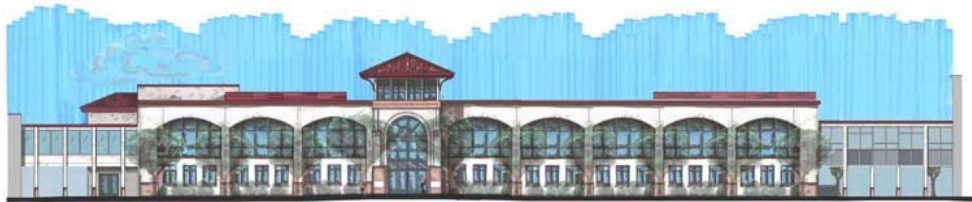


Montclair State University - Panzer Athletic Center
January, 2008

Chick Eisen Miller
Architects
Interior
Landscape Architects

The renovation of Panzer Gymnasium (approximately 70,000 gross square feet) includes upgrades to the competition gym, a new building entrance (façade) on College Avenue, interior upgrades, the electrical system, and extensive upgrades to the present HVAC system. The project is currently underway and we the facility to be completed by the summer of 2009.

Finley Hall Renovation



The project consist of complete renovation of 37,000 S.F. (\$15 million estimated) of an existing two story building down to existing structural elements and new construction to build new classrooms on the first floor and faculty offices on the second floor. The project includes construction of new entrance tower, a new elevator on the south side of the building and a new exterior wall system. This building is designated to be used by the Collage of Humanities and Social Sciences at Montclair State University

New Student Housing Complex

One of the key goals of this new 309 bed 88,655 sq. ft. residence hall is to create a vibrant and aesthetically pleasing atmosphere that meets the needs of the modern higher education student. The upper floors of the six story building will each house between 45-50 sophomores in six to eight bed suites, and provide a lounge that promotes social activity among residents. The first floor will include an entry foyer, community resident director suite, three additional bedroom suites, building storage and mechanical, and a multipurpose room to hold both social and academic events. Interior space planning will be cognizant of appropriate adjacencies for effective and efficient operations and residents who are physically challenged. The design will call for minimum energy consumption and maximum maintenance efficiency, while blending with the Spanish Mission architectural style inherent to the campus.

Annual Institutional Profile of Montclair State University, 2008



MONTCLAIR
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NEW STUDENT HOUSING COMPLEX

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