MONTCLAIR STATE UNIVERSITY

Annual Institutional Profile Report

Fall 2020

PREFACE

Founded as the New Jersey State Normal School at Montclair in 1908, Montclair State University today is a preeminent center of research, education, and scholarship. The University offers a broad array of undergraduate and graduate programs in the liberal arts and sciences, as well as in the professional fields of business, communication and media, healthcare, the arts, and education. Substantial growth in research activity and doctoral-level education has earned Montclair State designation by the State of New Jersey as a public research university, and by the Carnegie Classification of Institutions of Higher Education as a national research doctoral university (R2, high research).

Montclair State continues on its course of significant growth and development with an enrollment of 21,000 students, new programs, new faculty, and expanding physical facilities. Recent accomplishments include the opening of the Center for Computing and Information Science, the founding of University College, the opening and expansion of the School of Nursing, and construction of state-of-the-art learning and research facilities for students in the Feliciano School of Business, College of Science and Mathematics, and School of Communication and Media. Faculty have won numerous awards including, NSF CAREER grants and a MacArthur Foundation "Genius" grant. In fall 2020, the University will open the completely renovated original campus building, College Hall, to be repurposed as the new centralized location for all student services. In response to the Governor's Executive Order 175, allowing the reopening of higher education institutions during the pandemic, Montclair State offered a mix of online, hybrid and face-to-face instruction for fall 2020. The University met the Federal criteria for recognition as an Hispanic-Serving Institution, and serves a minority-majority student population with more than half of its entering class each year being students of color. These activities are evidence of the University's commitment to steadily adapting and evolving to serve the educational needs of New Jersey, grounded in a mission of academic excellence and service. The University's full mission statement follows.

Institutional Mission

Montclair State University is committed to serving the educational needs of New Jersey with programs characterized by academic rigor and currency in the development of knowledge and its applications. The University will offer a comprehensive range of baccalaureate, master's and certificate programs and a focused portfolio of doctoral programs that are closely aligned with the University's academic strengths and the needs of the state.

The University will recruit faculty with exceptional academic or professional credentials and a deep commitment to the pursuit of their development as teachers and scholars. The University will admit to study with this faculty, students who have demonstrated the potential for high achievement, diligence in the pursuit of their education, and high aspirations for using their education. The University will be inexorably committed to the maintenance of a learning community that is deeply and broadly reflective of the diverse population of New Jersey.

All University programs will develop in students the ability to discover, create, evaluate, apply, and share knowledge in a climate characterized by tolerance and openness in the exploration of ideas. Curricular and co-curricular programs will cultivate the ability to think critically, to act ethically, and to become informed citizen-participants prepared to assume leadership roles in a democracy. Recognizing the increasing connectedness of the world, the University will ensure that all students develop an understanding of global issues and of their responsibilities as citizens of the world.

The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge and as a center for pedagogical and artistic excellence and creativity. The University seeks to focus the professional activities of its faculty and the educational endeavors of its students on the enduring disciplines that will continue to constitute the knowledge base of an educated citizenry in the 21st century, as well as on the more specific and changing areas of study that have particular relevance to the region served by the University.

The University will play a role beyond the campus community, partnering and collaborating at the local, state, national and international levels to make positive contributions to addressing issues of importance to society, to enable students to experience their ability to use knowledge in constructive ways in the world, and to share the rich array of intellectual and cultural resources of the University with the people of New Jersey.

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Dr. Susan A. Cole
President
Montclair State University

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DATA BY CATEGORY

A. Accreditation Status

Montclair State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. Programs leading to a degree or certificate (not certification) are approved by the Office of the Secretary of Higher Education of the State of New Jersey. Programs leading to NJ State certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Discipline-specific accreditations include:

- AACSB International — The Association to Advance Collegiate Schools of Business (Baccalaureate and Graduate degree programs in business, School of Business)

- ACEND - Accreditation Council for Education in Nutrition and Dietetics of the Academy of

Nutrition and Dietetics (Didactic Program in Dietetics, Baccalaureate level; Dietetic Internship, Department of Health and Nutrition Sciences)

- CAATE - Commission on Accreditation of Athletic Training Education (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)

- CAC/ABET - Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) (Computer Science major, concentration in Professional Computing, BS, Department of Computer Science, College of Science and Mathematics)

- CACREP - Council for the Accreditation of Counseling and Related Education Programs (Counseling, Ph.D., Counseling, M.A., Department of Counseling and Educational Leadership,

College of Education and Human Services)

- CAA/ASHA - Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association (ASHA). CAA has accredited the M.A. with concentration in Speech-Language Pathology; and the Doctoral program in Audiology (AuD) in the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences

- CAEP – Council for the Accreditation of Educator Preparation [Formerly NCATE] — for programs preparing elementary and secondary school teachers, as well as administrative and school service personnel

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

- CEPH - Council on Education for Public Health. (Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, Department of Public Health, College of Education and Human Services

- CSWE - Council on Social Work Education (Master of Social Work Program, Department of Social

Work and Child Advocacy, College of Humanities and Social Sciences)

- NASAD - National Association of Schools of Art and Design (Fashion Studies major, BA; Fine Arts major, concentrations in Art Education, Art History, Studio Art, BA; Animation/Illustration major, Filmmaking major, Fine Arts/Studio major, Graphic Design major, Industrial Design major, BFA; Studio Art major, MFA; Department of Art and Design, College of the Arts)

- NASD - National Association of Schools of Dance (Dance major, concentration Dance Education,

BA; Dance major, BFA, Department of Theatre and Dance, College of the Arts)

- NASM - National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Music Education, Jazz Studies, Performance, Theory/Composition, BMus; Music major, concentrations in Music Education, Music Therapy, Performance, and

Theory/Composition, MA, John J. Cali School of Music, College of the Arts)

- NAST - National Association of Schools of Theatre (Theatre Studies major, BA; Theatre major concentrations in Acting and in Production/Design, BFA; Theatre major with concentration in Arts Theatre Studies, MA, Department of Theatre and Dance, School of the Arts)

Program approvals include:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE): Health Education major, BS, initial teacher certification, P-12
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE): Physical Education major, BS, initial teacher certification, P-12
- American Bar Association: Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post-baccalaureate Certificate Program in Paralegal Studies

- American Chemical Society: Biochemistry major, BS; Chemistry major, BS. Chemistry minor; Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- American Music Therapy Association: Music Therapy major, BA; Music major, concentration in Music Therapy, MA
- Council for Exceptional Children: Early Childhood Special Education major, MEd; Learning Disabilities major, MEd; Learning Disabilities Teacher-Consultant, post-master's certification; Communication Sciences and Disorders major, concentration in SpeechLanguage 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:

- American Association for Colleges for Teacher Education
- American Association for Paralegal Education
- American Association of Collegiate Registrars and Admissions Officers
- American Council on Education
- Association for Gerontology in Higher Education
- Association of Public and Land-Grant Universities
- Council of Graduate Schools
- Middle Atlantic Association of Colleges of Business Administration
- National Association of Graduate Admissions Professionals
- National Association of Student Personnel Administrators
- National Network for Educational Renewal

- New Jersey Association of Colleges for Teacher Education
- North American Association of Summer Sessions
- Northeastern Association of Graduate Schools
- The Association to Advance Collegiate Schools of Business

B. Number of Students Served

Fall 2019 Undergraduates

In fall 2019, 16,687 undergraduates enrolled at Montclair State University, up from 14,139 in fall 2009. This is a 18% increase in the past decade (see Table II.B.1).

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2019		
Full-time	14,859	89%
Part-time	1,828	11%
Total	16,687	

Fall 2019 Graduate Students

Montclair State University enrolled 4,320 graduate students in fall 2019, up from the 4,032 in fall 2009 (see Table II.B.2). The graduate enrollment increased 7% in the past decade.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2019		
Full-time	1,545	35.76%
Part-time	2,775	64.24%
Total	4,320	

The proportion of graduate students studying full-time has risen over the past decade. The percent of graduate students enrolled full-time rose 9%, from 27% in fall 2009 to 36% in fall 2019.

FY20 (12-Month) Unduplicated Enrollments

While most students are admitted and enrolled at the beginning of each academic year, thousands of additional students enroll during the University's other sessions that run in the winter, spring, and summer. During FY20, over 24,000 students attended MSU during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY20 (IPEDS 12-Month)			
	Headcount	**Credit Hours**	**FTE**
Undergraduate	19,009	481,938	16,065
Graduate	5,176	64,461	2,686
Professional Practice	50	1,521	63
Total	**24,235**	**547,919**	**18,814**

C. Characteristics of The Students

Fall 2019 First-time Undergraduates

A total of 12,729 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2019, down 5.5% from fall 2009. The University admitted 76.3% of these applicants, and 3,101 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 31.9%.

Fall 2019 first-time undergraduates entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 3,101 first-time undergraduates, 95% were Regular Admits, 4% were admitted through the EOF program, and 1% were Special Admits (see Table II.C.1).

In fall 2015, Montclair State became the first public university in New Jersey to adopt an ACT/SAT test optional policy. The decision was based upon studies showing that SAT and ACT test scores were less effective predictors of college success than student performance in high school courses. Test scores are considered if students voluntarily choose to submit them, but applicants are neither hindered nor advantaged by standardized test scores alone.

Montclair State's test optional policy is designed to ensure that students selected for admission are capable of succeeding in the University's rigorous academic programs. It also supports the University's mission to serve a student body that reflects New Jersey's socio-economic and ethnic diversity.

A total of 1,357 (44%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on Math and Evidence-based Reading and Writing scores submitted by first-time undergraduates.

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2019								
	Full-time				**Part-time**			
Type	**Number**	**Math**	**Number**	**ERW**	**Number**	**Math**	**Number**	**ERW**
Regular	1,277	539	1,277	549	7	554	7	549
EOF	57	492	57	504	*	*	*	*
Special	16	567	16	541	*	*	*	*
All	1,350	537	1,350	547	7	550	7	549
Missing	1,732		1,732		12		12	

In fall 2019, Montclair State University did not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses/Degree-seeking students, Fall 2019		
Total Fall 2019 Undergraduate Enrollment	**Number of Students Enrolled in One or More Remedial Courses**	**Percent of Total**
16,477	0	0.00%
Total Number of Full-time, First-time Students	**Number of FTFT Students Enrolled in One or More Remedial Courses**	**Percent of FTFT Students Enrolled in One or More Remedial Course**
3,082	0	0.00%
Remedial Subject Area	**Number of FTFT Students Enrolled in**	**Percent of FTFT Students Enrolled in**
Reading	0	0.00%
Writing	0	0.00%
Math Computation	0	0.00%
Elementary Algebra	0	0.00%

A CIRP survey administered to fall 2019 first-time undergraduates revealed that 90% considered MSU to be their first or second choice among colleges. The survey also revealed that the top four reasons freshmen chose MSU were: a) very good academic reputation (62%), b) good reputation for social and extracurricular activities (57%) c) affordability (60%), and d) a visit to the campus (52%). The Freshman Survey (CIRP) is run every three years.

The profile of the fall 2019 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Among all first-time undergraduates, 14.3% identified themselves as African American, 6.9% as Asian, 30.6% as Hispanic/Latinx, and 3.7% as belonging to two or more races. Females comprised 63.7% of all first-time undergraduates.

Fall 2019 Undergraduates

In fall 2019, a total of 21,007 students attended Montclair State University. Of this total, 16,687 (or about 80% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 8.5% between fall 2009 and fall 2019. About 89% of fall 2019 undergraduates attended the University full-time, up 23 percentage points from fall 2009. MSU's full-time undergraduate population was diverse, with 30% of undergraduates identifying themselves as Hispanic/Latinx, 14% as African American, 6% as Asian, and 40% White.(see Table II.C.3.a & notes).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2019						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native American	18	0.12%	3	0.16%	21	0.13%
African American	2,083	14.02%	244	13.35%	2,327	13.94%
Asian*	945	6.36%	121	6.62%	1,066	6.39%
Hispanic/Latinx	4,440	29.88%	569	31.13%	5,009	30.02%
White	6,036	40.62%	693	37.91%	6,729	40.32%
Non-Resident Alien	290	1.95%	35	1.91%	325	1.95%
Unknown**	1,047	7.05%	163	8.92%	1,210	7.25%
Total	14,859	100%	1,828	100%	16,687	100%

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

In fall 2019, 61% of all undergraduates were female, and the average age of the undergraduate population was 21.59 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2019						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,171	61.72%	1,056	57.77%	10,227	61.29%
Male	5,688	38.28%	772	42.23%	6,460	38.71%
Total	14,859	100%	1,828	100%	16,687	100%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2019						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	38	0.26%	29	1.59%	67	0.40%
18-19	5,000	33.65%	70	3.83%	5,070	30.38%
20-21	5,715	38.46%	247	13.51%	5,962	35.73%
22-24	3,092	20.81%	648	35.45%	3,740	22.41%
25-29	711	4.78%	405	22.16%	1,116	6.69%
30-34	167	1.12%	142	7.77%	309	1.85%
35-39	57	0.38%	96	5.25%	153	0.92%
40-49	53	0.36%	99	5.42%	152	0.91%
50-64	25	0.17%	71	3.88%	96	0.58%
More than 64	1	0.01%	21	1.15%	22	0.13%
Unknown						
Total	14,859	100%	1,828	100%	16,687	100%

During AY18-19, 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 more than $10 million during the award year. Also in AY18-19, Federal grants, loans, and work-study programs amounted to over $124 million.

MSU distributed an additional $40 million in state-funded financial aid during AY18-19, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 7,499 State awards were made to MSU students, including 6,475 TAG Awards, 285 NJCLASS Loans, and 643 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY18-19			
	Recipients	**$ Dollars**	**$/Recipient**
STATE PROGRAMS			
TAG	6475	34414000	5320
EOF	643	811000	1261
NJ Stars II Scholarship	57	117000	2053
Urban Scholars	42	39000	929
NJCLASS Loans	282	3985000	14131
FEDERAL PROGRAMS			
Pell Grants	7972	37574000	4713
College Work Study	581	715000	1231
SEOG	1587	1109000	699
Stafford Loans (Subsidized)	8294	33788000	4074
Stafford Loans (Unsubsidized)	8215	28269000	3441
PLUS Loans	1694	23439000	13836
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	3970	11296000	2845

Of MSU's 3,101 first-time undergraduates who entered in fall 2019, 94% were New Jersey residents (see Table II.C.5). Most were from Bergen (507), Passaic (480), and Essex (478) counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2019			
State Residents	**Non-State Residents**	**Total Students**	**% State Residents**
2,924	177	3101	94.29%

Fall 2019 Graduate Students

Of the 21,007 students who attended Montclair State University in fall 2019, 4,320 (20.5%) were graduate students. Graduate student enrollment rose 7.1% between fall 2009 (4,032) and fall 2019 (4,320).

Most graduate students (64.2%) attended MSU part-time, taking fewer than nine credits per semester. Nearly 71% of fall 2019 graduate students were female, and the average age of the graduate student population was 31.09 years. Among Montclair State University's graduate students, 10.7% of graduate students identified themselves as African American, 5.8% as Asian, 17.4% as Hispanic/Latinx, 54% as White, 4.5% as non-resident aliens, and 1.7% as multi-racial. Of MSU's 4,320 graduate students, 91.1% are New Jersey residents.

D. Student Outcomes

Sixty-seven percent of all full-time, first-time freshmen who entered MSU in the fall of 2013 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 2013 Full-Time, First-Time Freshmen by Race/Ethnicity						
	Graduated in 4 years		Graduated within 5 years		Graduated within 6 years	
	Number	Percent	Number	Percent	Number	Percent
African American Cohort = 293	116	40	179	61	197	67
Asian Cohort = 173	71	41	97	56	109	63
Latinx Cohort = 683	262	38	408	60	447	65
White Cohort = 1,436	706	49	936	65	977	68
Non-Resident Alien Cohort = 43	20	47	26	61	27	63
Two or More Races = 114	44	39	65	57	72	63
Unknown Cohort = 279	129	46	182	65	196	70
Total Cohort = 3,027	1,350	45	1,896	63	2,029	67

Over 80% of all full-time, first-time undergraduates who entered MSU in fall 2018 returned in fall 2019 (see Table II.D.2).

TABLE II.D.2: First Year Retention of First-Time Undergraduates, Fall 2018 to 2019					
	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	3,168	2,538	80.11%	630	19.89%
Part-time	31	13	41.94%	18	58.06%
Total	3,199	2,551	79.74%	648	20.26%

Transfer Student Outcomes

Of the 1,277 students who entered MSU as full-time transfer students in fall 2013, 60.5% earned their degrees within three years, 73.1% earned degrees within four years, and 74% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in fall 2018 was 84.3%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 2,784 alumni who earned Bachelor's degrees in 2009-10 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1,178 (42.3%) of these alumni continued their formal education, and of those who continued their education, 751 (27%) earned one or more graduate degrees, including 77 doctorates and 721 Master's degrees.

University assessment efforts are led by the Committee on University Effectiveness (CUE). During the past years, on a three-year cycle, CUE has collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major, and assessed student learning in general education using the collegiate Learning Assessment Plus (CLA+) instrument.

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

CUE also worked closely with Administrative Divisions (Budget and Planning, Finance and Treasury, Human Resources, Information Technology, Student Development and Campus Life, University Advancement, and University Facilities) to involve them in the assessment of even broader areas of institutional effectiveness identified in the strategic plan.

CUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the Ruffalo Noel Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of entering freshman and exiting seniors. Faculty and staff perspectives on student outcomes are revealed through the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) survey of faculty, and the Ruffalo Noel Levitz Institutional Priorities Survey. Together, these on-going assessment efforts provide a comprehensive view of Montclair State University's effectiveness and help identify areas of continuous improvement.

E. Faculty Characteristics

In fall 2019, Montclair State University employed 643 full-time instructional staff (see Table II.E.1).

TABLE II.E.1: Full-time Instructional Staff by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2019

		Female					Male					Total				
		Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Grand Total
Non-Resident Alien	Tenured		1	1		2		1	1		2		2	2		4
	Untenured			6		6		1	11	1	13		1	17	1	19
Hispanic	Tenured	6	6	1	1	14	10	5	1	1	17	16	11	2	2	31
	Untenured			4	4	8		1	3	1	5		1	7	5	13
Asian	Tenured	12	19		3	34	15	13		3	31	27	32		6	65
	Untenured			4	1	5			6	5	11			10	6	16
Black	Tenured	6	6	2	1	15	5	9			14	11	15	2	1	29
	Untenured			3	3	6		1	4	1	6		1	7	4	12
White	Tenured	57	54	5	9	125	55	61	4	18	138	112	115	9	27	263
	Untenured		2	23	33	58		3	25	21	49		5	48	54	107
Multi	Tenured		1			1	1	3			4	1	4			5
	Untenured			1	1	2			1		1			2	1	3
Unknown	Tenured	1	2	1		4	2	3		2	7	3	5	1	2	11
	Untenured	1	4	20	10	35	1	1	22	6	30	2	5	42	16	65
Grand Total		83	95	71	66	315	89	102	78	59	328	172	197	149	125	643

The number of full-time instructional staff increased 16.3% from fall 2009 (N=553) to fall 2019 (N=643). Over this 10-year period, the number of full-time female instructors rose 17.5% (268 to 315), while the number of full-time males rose 15% (285 to 328). The University's full-time instructional staff members were supplemented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff (see Table II.E.2).

Table II.E.2: Percent of Course Sections Taught By Full-Time Instructional Staff, Fall 2019						
No of Sections	# taught by F-T Instr. Staff	% taught by F-T Instr. Staf	# taught by P-T Instr Staff	% taught by P-T Instr. Staff	# taught by Others	% taught by Others
4801	2657	55.3%	2105	43.8%	39	0.8%

Table II.E.3 shows IPEDS headcounts of fall 2019 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (643) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

Table II.E.3: Headcount of Full- and Part-Time Instructional Staff, Fall 2019				
Total No. of Instructional Staff	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1877	643	34.3%	1234	65.7%

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	0	0	0	0	9
Female	3	2	0	0	0	1	0	5
Total	11	3	0	0	0	1	0	14

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

Name	Title	Affiliation
Rose C. Cali	Education Advocate	
Mary A. Comito	Financial Advisor	State Farm Insurance
Francis M.C. Cuss	Retired Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb	
Jean Marc de Grandpre	General Manager	New York Red Bulls
George J. Hiltzik	Senior Executive	Hiltzik Strategies
Lawrence R. Inserra, Jr.	President	Inserra Supermarkets, Inc.
Douglas L. Kennedy	Chief Operating Officer	Peapack Gladstone Bank
Ralph A. LaRossa	President	
William T. Mullen	Past Chairman of the Board	Zimmer Holdings
Preston D. Pinkett III		NJ State Building and Construction Trades Council AFL-CIO
Kent Sluyter	Chief Executive Officer	City National Bank of New Jersey
Nikita Williams	Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Susan A. Cole, ex officio	Student	Montclair State University
Fathia Balgahoom, ex officio	President	Montclair State University
	Student	Montclair State University

G. A Profile of the Institution

FALL 2019 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	**CIP CODE***
Bachelor of Arts	
Anthropology	450201
Arabic	161101
Child Advocacy and Policy	440702
Classics	161200
Communication and Media Arts	090199
Communication Studies	090101
Dance	131324
Economics	450601
English	230101
Family Science and Human Development	190701
Fashion Studies	500407
Fine Arts	500701
French	160901
Geography	450701
German	160501
History	540101
Humanities	240103
Italian	160902
Journalism	090401
Jurisprudence, Law and Society	229999
Justice Studies	309999
Language, Business, and Culture	300000
Latin	161203
Linguistics	160102
Medical Humanities	240199
Music	500901
Music Therapy	512305
Philosophy	380101
Political Science	451001
Psychology	420101
Public Relations	090902
Religious Studies	380201
Sociology	451101
Spanish	160905
Television and Digital Media	090701

Theatre Studies	500501
Women's and Gender Studies	050207
Bachelor of Fine Arts	
Animation & Illustration	500499
Dance	500301
Filmmaking	500602
Fine Arts	500701
Musical Theatre	500901
Product Design	500404
Theatre	500501
Visual Communication Design	500409
Bachelor of Music	
Music	500903
Bachelor of Science	
Accounting	520301
Athletic Training	510913
Biochemistry	260202
Biology	260101
Business Administration	520201
Chemistry	400501
Computer Science	110101
Data Science	309999
Earth and Environmental Science	400601
Exercise Science	310505
Health Education	131307
Hospitality Management	520901
Information Technology	110103
Marine Biology and Coastal Sciences [Comb. B.S./M.S.]	261302
Mathematics	270101
Molecular Biology	260204
Nutrition & Food Science	190501
Physical Education	131314
Physics	400801
Public Health	512201
Sustainability Science	303301
Bachelor of Science in Nursing	
Nursing	513801
Master of Arts	
Applied Linguistics	160102
Child Advocacy and Policy	440701
Clinical Psychology	422801
Communication Sciences & Disorders	510201
Counseling	131102
Educational Leadership	130401

English	230101
Family Science and Human Development	190701
French	160901
Health Education	131307
History	540101
Industrial Organizational Psychology	422804
Law and Governance	229999
Music	500901
Psychological Sciences	420101
Public and Organizational Relations	090101
Reading	131315
Social Research and Analysis	450102
Spanish	160905
Teaching Middle Grades Mathematics	131311
Theatre	500501
Visual Arts	500701
Master of Arts in Teaching	
Teaching	130101
Master of Business Administration	
Business Administration	520201
Master of Education	
Early Childhood & Elementary Education	139999
Educational Technology	130501
Inclusive Education	131001
Learning Disabilities	131011
Special Education	131001
Teacher Leadership	139999
Master of Fine Arts	
Dance	500301
Fine Arts	500702
Master of Music	
Music	500903
Master of Public Health	
Public Health	512201
Master of Science	
Accounting	520301
Applied Mathematics	270301
Athletic Training	510913
Biology	260101
Business Analytics	521301
Chemistry	400501
Computational Linguistic	160102
Computer Science	110101
Cybersecurity	111003

Data Science	303001
Earth and Environmental Science	400601
Exercise Science & Physical Education	131314
Information Technology	110103
Marine Biology and Coastal Sciences [Comb. B.S./M.S.]	261302
Mathematical and Computational Modeling	270304
Mathematics	270101
Molecular Biology	260204
Nursing	513801
Nutrition Sciences	301901
Pharmaceutical Biochemistry	512004
Statistics	270501
Sustainability Science	303301
Master of Social Work	
Social Work	440701
Doctor of Audiology	
Audiology (clinical track)	510202
Doctor of Education	
Pedagogy and Philosophy	130101
Doctor of Philosophy	
Clinical Psychology	422801
Communication Sciences & Disorders	510201
Counseling	131102
Environmental Management	030104
Family Science and Human Development	190701
Industrial and Organizational Psychology	422804
Mathematics Education	131399
Teacher Education and Teacher Development	131299

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

Academy of Nutrition and Dietetics, graduate
Accounting, graduate
Adolescent Advocacy, graduate
Artists Diploma, graduate
Arts and Health, graduate
Certified Alcohol & Drug Counselor, graduate
Child Advocacy and Policy, undergraduate
Child Advocacy and Policy, graduate
Cisco, undergraduate
Cisco, graduate
Collaborative Teaching For Inclusive Settings, graduate
Computational Linguistics, graduate
Computing Technology, graduate
Conflict Management in the Workplace, graduate
Criminal Forensic Psychology, graduate

Data Collection and Management, graduate
Developmental Models in Autism Intervention, graduate
Digital Marketing, graduate
Early Childhood Inclusive Education, graduate
Educational Assessment, graduate
Entrepreneurship, graduate
Environmental Forensics, graduate
Family Civil Forensic Psychology, graduate
Forensic Accounting, graduate
Geographic Information Science, graduate
Gifted and Talented Education, graduate
Homeland Security, graduate
Human Resources Management, graduate
Infant and Early Childhood Mental Health, graduate
Makeup Artistry, undergraduate
Molecular Biology, graduate
Music, graduate
Music Education, undergraduate
Music Therapy, graduate
New Literacies/Digital Technologies and Learning, graduate
Nutrition & Exercise Science, graduate
Paralegal Studies, graduate
Paralegal Studies, graduate
Performers Certificate, graduate
Professional French Translation, graduate
Professional Selling & Sales Management, undergraduate
Program Evaluation, graduate
Project Management, graduate
Spanish Translation, undergraduate
Studio Art, graduate
Teaching Bilingual Learners in Early Childhood and Elementary Settings, graduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Translation and Interpretating in Spanish, graduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

In FY 2019, Faculty received 76 awards and $12,581,253 in funding, with most awards coming from the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, the State of New Jersey, and a number of private sponsors, to include (but not limited to) the John J. Templeton Foundation and the Spencer Foundation.

Table II.H.1: R&D Expenditures, FY19 [1]	
Source of Funds	**Amount**
U.S. Federal Government	$4,163,698
State and Local Government	$331,743
Non- Governmental Grants and Contracts	$117,146
Institutional Funds (incl. MSU Foundation)	$4,709,051
Total Expenditures on Sponsored Programs Other Than Research	$903,638
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	$10,225,276
[1] Source: NSF Higher Education Research and Development Survey	
Expenditures on Other Sponsored Programs, FY19 [2]	
Source of Funds	**Amount**
U.S. Federal Government	$4,466,579
State and Local Government	$3,203,832
Business and Non-Profit Organizations	$993,522
Institutional Funds (incl. MSU Foundation)	
Total of Expenditures on Sponsored Programs Other Than Research	**$8,663,933**
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	$18,889,209
[2] Source: FY19 NSF Higher Education Research and Development Survey.	

Selected Montclair State University Faculty Accomplishments

Faculty members at the University enhance their teaching by actively engaging in research, scholarship, and other forms of creative expression. These activities also serve to improve their local communities and the wider society.

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 643 full-time instructional staff members, along with those who serve in part-time instructional roles, have repeatedly demonstrated their excellence through their professional activities and their engagement with their communities.

During the past academic year (2019-2020), the University's full-time instructional staff members published 152 books and book chapters, and 711 articles, reviews, and other works. They also offered 628 exhibitions and performances, and made 957 presentations ranging from papers delivered at professional conferences to talks given to community groups and organizations. One hundred fifty-four instructional staff served on national, state, and/or local boards, and 263 received grants or other awards for their contributions to their professions or the wider community.

The following table summarizes the accomplishments of MSU faculty teaching in the College of the Arts, the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, and The Feliciano School of Business.

Activity	TOTAL	CART	CEHS	CHSS	CSAM	SBUS
Published Books & Book Chapters	152	32	16	79	16	9
Published Works	711	86	32	199	287	107
Performances & Exhibitions	628	561	0	3	64	0
Presentations	957	145	63	355	242	152
Boards	154	64	29	2	34	25
Awards & Grants	263	48	5	65	92	53

The publication titled University Authors, 2019-2020 is included as Appendix 1 of this report.

I. Major Capital Projects

Mallory Hall Renovation (2018)

The Mallory Hall Renovation project converted a 52-year old building from a 34,400 GSF building into a state-of-the-art 43,800 GSF instructional and research facility for the computer sciences. The project added a fourth floor to the existing building, which houses classrooms, faculty offices, meeting rooms, student study and project spaces, and specialized research/instructional spaces. The facility also houses several specialized biology research laboratories. The building was also life cycle renovated to include a new heating and cooling system, plumbing and electrical upgrades, life safety systems replacement, environmental systems remediation, new flooring, ceilings, walls, and a new exterior façade and roof system.

School of Communication and Media (2017)

The School of Communication and Media building is a 105,000 square-foot facility that joined Morehead and Life Halls into a single, multi-functional communications and multimedia facility. The building is equipped with a leading-edge, multi-platform "newsroom of the future," along with a 150-seat presentation hall, broadcast studios, integrated media lab, film screening room, and acting and dance studios.

Partridge Hall Renovation (2017)

Partridge Hall is the home of The Graduate School and the School of Nursing. Construction on this 50,000 square foot renovation was completed in 2017. The Nursing portion of Partridge Hall includes mediated classrooms and specialized spaces, such as a nursing skills lab, an anatomy lab, high-fidelity simulation labs outfitted with state-of-the-art computer interfaced mannequins, a home care lab, a mock quarantine room, and computer labs, as well as faculty offices, student and faculty/staff gathering and meeting spaces. Much of Partridge's ground floor is designed as a gathering and study space for graduate and nursing students.

Center for Environmental and Life Sciences (2015)

The Center for Environmental and Life Sciences (CELS) includes approximately 100,000 gross square-feet of academic and research space. The facility consolidates and fosters a new identity and hub of activity for the University's science programs.

Key components of the CELS building include: seven trans-disciplinary research lab group suites, six core research labs, a large lecture hall, five office suites, and lounge/study areas for students.

The Feliciano School of Business (2015)

The Feliciano School of Business is a six-story, 143,000 square foot structure located adjacent to University Hall. The facility houses instructional spaces, administrative offices, conference and seminar rooms, departmental suites, group study rooms, large common lobby and lounge spaces, a café, and a surface parking lot**.**

The building's design complements and draws from the Spanish Mission architectural design vocabulary used in University Hall. The building exemplifies the University's commitment to sustainable design and its intent to achieve a Silver LEED rating. Audio/Visual and technology systems shall be designed as an integral part of the building's infrastructure to support the teaching curriculum.

Richardson Hall

This project consists of a three-phase, multi-year renovation to the 75,000 gross square-foot science and mathematics building. Built in 1972, Richardson Hall has had dozens of interior renovations to various teaching spaces, office suites, and research/computer labs. Forty-six years later, the original mechanical equipment has reached the end of its useful life, making this renovation necessary.

Phase One - Complete the renovation of the offices, classrooms, and labs on the second floor. The projects will include vertical ductwork leading to and from the air handling units on the upper floor, facilitating future renovations to the first and third floors. This renovation also includes improvements and preparatory work within the ceiling of the first floor to accommodate piping and utility corridors for mechanical and laboratory piping leading to and from the second floor. Due to determination roof issues with the façade, the phase two roof replacement, façade repair, and window replacements were included as part of the phase one project. It was completed in Fall 2019.

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

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

Campus Microgrid

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

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

The next step was implementing a campus-wide Microgrid that would be local, independent, and automated – able to isolate itself from the regional electric grid. The Microgrid's automation features allow it to input electrical load data, respond to off-campus power disturbances in milliseconds, and determine how much, when, and where the Microgrid supplies power to or takes additional power from the local utility. It is protected by a layered set of cybersecurity measures, further helping to ensure an uninterruptible power supply. The Microgrid became fully operational in January 2019.

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

Current Campus Projects

College Hall Renovation

The College Hall renovation initially consisted of a limited phased renovation of the University's original building. This included minor architectural changes to the 2nd and 3rd floors only, minimally invasive MEP improvements, and a new addition. The current project completely life cycle renovates all the utility systems within the 108-year-old historic building with dramatic and contextual sensitive architectural improvements to this reimagined facility, spaces and floors. This project will facilitate centralizing all the admissions and academic support services. After a thorough review of the Central Staffing Plan resulting in an expanded space program, the trending construction climate, the historic nature of this building, the environmental challenges, and the innovative design associated with this world-class Student Services Center, the University has increased their project budget from $30,000,000 to $56,000,000. Construction is complete, and the building will be occupied in October 2020.

Red Hawk Deck Rehabilitation

The Red Hawk Deck parking garage, built in 2003, is an eight-level, self-park, open parking structure that is approximately 360,000 square feet and has a capacity of 1,008 cars. The rectangular structure consists of three bays, with the center bay, which is ramped, providing access between all 3 parking levels. The structural system consists of precast concrete; the floor system consists of mainly 12" wide precast double tees with cast-in-place pour strips over the girders and along the perimeter. The exterior façade consists of precast spandrels which support the double tees at the north and south ends of the structure. The rehabilitation project consists of: replacing the expansion joints and caulking material, repair of all spalled, cracked and delaminated concrete, reconstruction of all deteriorated tee flange connectors, installation of additional supports where lateral movement of tees has occurred, and application of a waterproof, non-skid coating to the surface of all levels of the garage.

The Contractor (Schnell Construction Systems LLC) has completed the Red Hawk Deck's structural repairs under budget and ahead of schedule. The work scope included: selective demolition and patching of concrete decking, beams, and columns, repair and replacement of concrete deck joint connections, and application of a waterproofing membrane on the deck surface of Level 8 and parts of Level 7. The project was originally scheduled to be completed in two phases - between Summer 2020 and Summer 2021. However, due to the garage's low occupancy, the construction was completed in a single phase, on time, and under budget.

Kasser Theater Façade Repairs

Kasser Theater, constructed in 2004, requires exterior repairs and enhancements to the stucco façade, which in turn shall improve the building's visual appearance and thermal envelope. The project is a repair of the existing stucco façade, which has experienced significant staining, discoloration, minor water infiltration, damaged gutters, broken roof tiles, and biological growth. The work scope will include cleaning, coating, installing of weep screeds, spot roof repairs, replacing the sealant joints, and caulking and future-proofing to minimize damage over time.

This contract work is complete and partially in the close-out phase of the project. A roof leak was recently discovered in the atrium rooftop, and a repair is being executed as a change order. Due to the long lead time to procure the roof's specialized tile, the work cannot be completed until October. At this point, the cleaning, repairs, and repainting of the façade are complete. The remaining work is scheduled to be completed by October 2020, and the project is on schedule and under budget.

Bohn Hall Hot Water Piping Replacement

Bohn Hall is a sixteen-story, three-wing residence hall, built in 1972 in need of a life cycle renovation to its core mechanical systems. The existing heat and hot water piping, fin tube radiant heating systems, equipment covers, and adjacent mechanical piping systems are original to the building and need replacement. Additionally, the building is negatively pressured, which affects air distribution and comfort. The installation of air handling units on all roofs will remediate the issue and adequately pressurize the buildings.

The contractor (K&D Contractors) previously completed the installation of all rooftop-mounted equipment and the installation of all new heat and hot water piping throughout the building. The contract work for the project is completed.

Current Technology Investments

Enhanced Technologies and Processes Supporting Remote Learning and Working Due to COVID-19

2020 represented a unique year of safety concerns and precautions due to the COVID-19 pandemic, requiring:

- Pivoting of 3,700 **spring class sections from face-to-face to fully online** delivery within two weeks, for fully online spring and summer class schedules due to the health concerns imposed by the coronavirus

- Preparation for a **fall class schedule representing a dramatic shift to online plus hybrid** classes enabling students the option of remote and/or on-campus learning

- Vast increase in **faculty training, development, and consulting** offerings to increase teaching effectiveness in online and hybrid environments

- Upgrade of 64 teaching spaces to enable **simultaneous teaching in the classroom while "zooming"** to remote students

- Expansion of **virtual and remotely accessed student computing labs** to enable student access from off-campus, allow students to access lab-based software via their own personal devices, and lower operating costs

- Transition of campus call centers, service desks, and all administrative functions to **operate remotely as well as on-campus,** including modification of underlying technologies and automation of many workflows

- Design and implementation of **symptoms self-screening tool, online training modules, contact tracing support, and many reports** aiding in the training and monitoring of students and employees on campus during the COVID-19 pandemic

Continued Student Success Strategies

Montclair State University continues to invest in processes, staff, and technology to monitor and facilitate student success, including:

- Continued enhancement of **EAB Navigate**, a new system facilitating more effective and personalized monitoring, advising, and support of students

- Continued rollout and enhancement of **CampusLogic**, a new financial aid platform that assists student submission of materials and streamlines evaluation of applications and award of aid

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

- Launch of **PeopleGrove** alumni community platform to foster increased alumni/student engagement

- Integration across our **ServiceNow** ticketing systems for our one-stop student services center and our IT service desk

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

- Refresh/upgrade of AV equipment in many **classrooms and clinical spaces** across campus

Campus Administrative Systems

Montclair State University upgraded core administrative systems such as:

- New integrated **Workday Finance and HR system** improving effectiveness and efficiency and reducing costs of our Finance and HR business processes
- Continuing enhancement of our **Identity and Access Management system** to enhance security and reduce time to provision network ids and system access
- Deployment of **call center technologies** in many service areas including Admissions, One-Stop Student Services Center, IT Service Desk, and Workday Customer Care Center
- Continued annual **online cybersecurity awareness training** for all full-time employees

Campus Network and Systems Infrastructure

Montclair State also expanded and strengthened the capacity, performance and reliability of our campus technology infrastructure through the following initiatives:

- Major **renovation of College Hall**, MSU's original campus building, to house student services including our one-stop student service center along with major administrative offices. Implementation of networking, AV and desktop technologies required by the new facility
- **Migration of all campus network** and cabling to route through a new IT Vault within the renovated College Hall
- Completion of the **northern campus telecommunications fiber ring expansion**
- Upgrade of **network bandwidth management** technologies
- Upgrade of our **University Conference Center** with state of the art communications and AV technologies