



Photo credit: Bloomfield College of Montclair State University

Annual Institutional Profile Report

Fall 2025

PREFACE

Building on a distinguished history dating back to 1908, Montclair State University has evolved from an institution that was a recognized leader in teacher education to an R2 research institution ranked as one of the 100 best public doctoral universities in the nation. The University serves 23,000 undergraduate and graduate students with more than 300 doctoral, master's and baccalaureate programs provided by 14 colleges and schools.

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

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

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

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

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

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



Jonathan GS Koppell President

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DATA BY CATEGORY

A. Accreditation Status

In July 2023, Bloomfield College officially merged with Montclair State University, establishing the Bloomfield College of Montclair State University. The combined institution operates under a unified accreditation granted by the Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. Degree and certificate programs are authorized by the Office of the Secretary of Higher Education of the State of New Jersey (OSHE). Programs leading to New Jersey State certification are approved by the New Jersey Department of Education in accordance with the standards of the National Association of State Directors of Teacher Education and Certification.

Discipline-specific accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business

Baccalaureate and Graduate degree programs in business, *School of Business*

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

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

APA - American Psychological Association

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

CAATE - Commission on Accreditation of Athletic Training Education

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

CCNE – Commission on Collegiate Nursing Education

BSN in Nursing, *School of Nursing*

CAC/ABET - Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)

Computer Science major, concentration in Professional Computing, BS, Department of Computer Science, *College of Science and Mathematics*

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

CAA/ASHA - Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association (ASHA)

CAA has accredited the M.A. with concentration in Speech-Language Pathology; and the Doctoral program in Audiology (AuD) in the Department of Communication Sciences and Disorders, *College for Community Health*

CAEP – Council for the Accreditation of Educator Preparation

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

CEPH – Council on Education for Public Health

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

CSWE - Council on Social Work Education

Master of Social Work Program, Department of Social Work and Child Advocacy, *College of Humanities and Social Sciences*

NASAD - National Association of Schools of Art and Design

Fashion Studies major, BA; Visual Arts major, concentrations in Art Education, Studio Art, BA; Animation/Illustration major, BFA; Visual Communication Design major, BFA; Product Design major, BFA, Department of Art and Design, *College of the Arts*

NASD - National Association of Schools of Dance

Dance major, concentration Dance Education, BA; Dance major, BFA, Department of Theatre and Dance, *College of the Arts*

NASM - National Association of Schools of Music

Music Therapy major, BA; Music major, concentrations in Music Education, Jazz Studies, Performance, Theory/Composition, BMus; Music program, concentrations in Music Education, Performance, Theory/Composition, MA; Performance, concentrations in Instrumental, Keyboard, Woodwind Doubling, Vocal, Conducting, MM, John J. Cali School of Music, *College of the Arts*

NAST - National Association of Schools of Theatre

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

Program approvals include:

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE)

Health Education major, BS, initial teacher certification, P-12

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)

Physical Education major, BS, initial teacher certification, P-12

American Bar Association

Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post- baccalaureate Certificate Program in Paralegal Studies

American Chemical Society

Chemistry major, BS.

American Music Therapy Association

Music Therapy major, BA; Music major, concentration in Music Therapy, MA

Council for Exceptional Children

Early Childhood Special Education major, MEd; Inclusive Education major, MEd; Teacher of Students with Disabilities, post-master's certification; Communication Sciences and Disorders major, concentration in Speech Language Pathology, MA

Educational Leadership Constituent Council (ELCC)

Educational Leadership major, MA

International Reading Association (IRA)

Reading major, MA; Reading Specialist, postbaccalaureate educational services certification, P-12

National Association for the Education of Young Children (NAEYC)

Family and Child Studies major, concentration in Early Childhood, BA, initial teacher certification, P-3

National Association for Music Therapy

Music Therapy major, BA

National Council for the Social Studies (NCSS)

Anthropology major, BA, initial teacher certification, P-12; History major, BA, initial teacher certification, P-12; Political Science major, BA, initial teacher certification, P-12; Sociology major, BA, initial teacher certification, P-12; Geography major, BA, initial teacher certification, P-12; Economics major, BA, initial teacher certification, P-12; Social Studies, MAT, initial teacher certification, P-12; Social Studies, post-baccalaureate teacher certification, P-12

National Council of Teachers of English (NCTE)

English major, BA, initial teacher certification, 6-12; English, MAT, initial teacher certification, 6-12; English, post-baccalaureate teacher certification, 6-12

National Council of Teachers of Mathematics (NCTM)

Mathematics major (BS), initial teacher certification, 6-12; Mathematics, MAT, initial teacher certification, 6-12; Mathematics, post-baccalaureate teacher certification, 6-12

Teachers of English to Speakers of Other Languages (TESOL)

Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12

Memberships include:

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

B. Number of Students Served

Fall 2024 Undergraduates

In Fall 2024, 799 undergraduates enrolled at Bloomfield College of Montclair State University (see Table II.B.1).

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2024	
Full-time	695
Part-time	104
Total	799

FY24 (12-Month) Unduplicated Enrollments

While the majority of students are admitted and enrolled at the beginning of each academic year, additional students also enroll during the College’s winter, spring, and summer sessions. In FY24, a total of 967 students attended Bloomfield College during one or more of these academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY24 (IPEDS 12-Month)			
	Headcount	Credit Hours	FTE
Undergraduate	961	25,483	849
Graduate	6	90	4
Professional Practice	0	0	0
Total	967	25,573	853

C. Characteristics of the Students

Fall 2024 First-time Undergraduates

In Fall 2024, a total of 1,346 individuals applied for admission as first-time undergraduates to Bloomfield College of Montclair State University. The College admitted 67.7% of these applicants (N = 911), of whom 175 enrolled as first-time undergraduates.

The Fall 2024 incoming cohort of first-time undergraduates comprised students admitted through both the regular admissions process and the Educational Opportunity Fund (EOF) program. In total, the College enrolled 175 first-time undergraduates, including 148 students admitted as regular admits (84.6%) and 27 students admitted through the EOF program (15.4%).

Bloomfield College of Montclair State University employs a test-optional admission policy, supporting the University’s mission to serve a student body that reflects the socio-economic and ethnic diversity of New Jersey. A total of 2 students (1.2%) from Bloomfield's first-time, full-time undergraduate cohort voluntarily submitted SAT scores. Additional details on Math and Evidence-Based Reading and Writing scores submitted by first-time freshmen can be found in Table II.C.1.

Table II.C.1: Mean ERW* and Math SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2024								
	Full-time				Part-time			
Type	Math	N	ERW*	N	Math	N	ERW*	N
Regular	460	1	500	1	420	1	400	1
EOF	340	1	480	0	-	0	-	0
Special	-	0	-	0	-	0	-	0
Total	-	2	-	2	-	1	-	1
Missing Scores	-	165	-	165	-	6	-	6

Source: SURE Fall Enrollment file.
* ERW is Evidence-Based Reading & Writing.
** Prior to the 2024 Institutional Profile report, enrollment figures for this metric included non-degree students. As of the 2024 Institutional Profile report, enrollment figures for this metric exclude non-degree students.

Table II.C.2: Enrollment in Remedial Courses/Degree-seeking students, Fall 2024		
Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	127	0.76
Algebra	105	0.63
Reading	0	0
Writing	0	0
English	0	0

The CIRP Freshman Survey is administered by Montclair State University on a triennial basis. Although the next administration was initially scheduled for Fall 2025, the timeline has been adjusted, and the survey will instead be conducted in Fall 2026. As part of its integration with Montclair State University, Bloomfield College of Montclair State University will also administer the CIRP Freshman Survey concurrently, ensuring that both campuses collect comparable data at the same point in time.

Fall 2024 Undergraduates

Undergraduate Enrollment by Race/Ethnicity

In Fall 2024, a total of 799 students, comprising only undergraduate students attended Bloomfield College of Montclair State University. Among the undergraduate population, 87.0% (N = 695) attended the College full-time, while 13.0% (N = 104) were enrolled part-time. The full-time undergraduate demographic was notably diverse, with 33.5% identifying as Hispanic, 45.8% as Black, 3.1% as Asian, and 6.1% as White (see Table II.C.3.a & notes).

Table II.C.3.a.: Undergraduate Enrollment by Race/Ethnicity, Fall 2024						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian	3	0.4%	0	0.0%	3	0.4%
Black	328	47.2%	38	36.5%	366	45.8%
Asian*	19	2.7%	6	5.8%	25	3.1%
Hispanic	234	33.7%	34	32.7%	268	33.5%
White	37	5.3%	12	11.5%	49	6.1%
Non-Resident Alien	32	4.6%	7	6.7%	39	4.9%
Unknown**	42	6.0%	7	6.7%	49	6.1%
Total	695	87.0%	104	13.0%	799	100%

* Includes Native Hawaiian and Other Pacific Islander.

** Includes Two or More Races.

Undergraduate Enrollment by Sex

In Fall 2024, 57.8% of all undergraduates were female, and the average age of the undergraduate population was 21.6 years (see Tables II.C.3.b and II.C.3.c).

Table II.C.3.b.: Undergraduate Enrollment by Sex, Fall 2024						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	399	57.4%	63	60.6%	462	57.8%
Male	296	42.6%	41	39.4%	337	42.2%
Total	695	100%	104	100%	799	100%

Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2024						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	9	1.3%	14	13.5%	23	2.9%
18-19	237	34.1%	11	10.6%	248	31.0%
20-21	248	35.7%	18	17.3%	266	33.3%
22-24	132	19.0%	31	29.8%	163	20.4%
25-29	33	4.8%	13	12.5%	46	5.8%
30-34	17	2.5%	12	11.5%	29	3.6%
35-39	11	1.6%	2	1.9%	13	1.6%
40-49	5	0.7%	0	0.0%	5	0.6%
50-64	3	0.4%	3	2.9%	6	0.8%
More than 64	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	695	100.0%	104	100.0%	799	100.0%

Financial Aid

During AY2023-2024, undergraduates at Bloomfield College of Montclair State University received financial aid from a variety of sources, including federal, state, university, and private funding. This aid encompassed grants, scholarships, loans, and special waivers.

In addition, Bloomfield College of Montclair State University distributed \$4.84 million in state-funded financial aid during AY2023-2024. A total of 758 state awards were granted to Bloomfield College of Montclair State University students, comprising 599 Tuition Aid Grants (TAG), 2 NJ Stars II Scholarships, and 153 Educational Opportunity Fund (EOF) awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs AY23-24			
	Recipients	\$ Dollars	\$/Recipient
STATE PROGRAMS			
TAG	599	\$4,538,293	7,576.45
EOF	153	\$261,000	1,705.88
NJ Stars II Scholarship	2	5,000.00	2,500.00
Urban Scholars	1	\$1,000	1,000.00
NJSTARS	2	\$3,750	1,875.00
Garden State Guarantee (GSG)	3	\$36,910	12,303.33
FEDERAL PROGRAMS			
Pell Grants	677	\$3,763,095	5,558.49
College Work Study	49	\$145,059	2,960.39
Perkins Loans	0	\$0	#DIV/0!
SEOG	406	\$201,219	495.61
Stafford Loans (Subsidized)	783	\$2,054,997	2,624.52
Stafford Loans (Unsubsidized)	809	\$1,582,394	1,955.99
PLUS Loans	88	\$886,919	10,078.63
SMART & ACG or other	13	\$25,473	1,959.46
CARES ACT-HEERF	5	\$7,825	1,565.00
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	346	\$2,518,234	7,278.13

First-Time Undergraduate Enrollment by State of Residence

Of the 175 first-time undergraduates who enrolled at Bloomfield College of Montclair State University in Fall 2024, 88.6% were residents of New Jersey (refer to Table II.C.5). The majority of first-time undergraduates resided in Essex, Union, and Bergen counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2024			
State Residents	Non-state Residents	Total Students	% State Residents
155	20	175	88.6%

D. Student Outcomes

Thirty-eight percent of all full-time, first-time freshmen who entered Bloomfield College of Montclair State University in Fall 2018 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 2018 Full-time, First Time Freshmen by Race/Ethnicity						
	Graduated in 4 Years		Graduated within 5 Years		Graduated within 6 Years	
	N	%	N	%	N	%
Black Cohort = 188	39	20.7%	57	30.3%	64	34.0%
Asian Cohort = 3	1	33.3%	1	33.3%	1	33.3%
Hispanic Cohort = 140	31	22.1%	59	42.1%	64	45.7%
American Indian/Alaska Native Cohort = 2	1	50.0%	1	50.0%	2	100.0%
Native Hawaiian/Other Pacific Islander Cohort = 0	0	0.0%	0	0.0%	0	0.0%
White Cohort = 21	3	14.3%	5	23.8%	5	23.8%
Non-Resident Alien Cohort = 13	6	46.2%	6	46.2%	6	46.2%
Two or More Races Cohort = 5	2	40.0%	3	60.0%	3	60.0%
Unknown Cohort = 19	4	21.1%	4	21.1%	4	21.1%
Total Cohort = 391	87	22.3%	136	34.8%	149	38.1%

Approximately 59.4% of all full-time, first-time undergraduates who entered Bloomfield College of Montclair State University in Fall 2023 returned in Fall 2024 (see Table II.D.2).

Table II.D.2: First Year Retention of First-Time Undergraduates, Fall 2023 to 2024			
	Original Cohort	Retained	
	N	N	%
Full-time	180	107	59.4%
Part-time	2	0	0.0%
Total	182	107	58.8%

Transfer Student Outcomes

Of the 121 students who entered Bloomfield College of Montclair State University as full-time transfer students in Fall 2018, 72 (59.5%) earned their degrees within four years. Additionally, 74 students (61.2%) earned their degrees within five years, and 78 student (64.5%) graduated within six years. Furthermore, the one-year retention rate for full-time transfer students who enrolled in Fall 2023 was 71.8%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 289 alumni who earned Bachelor's degrees in 2014-15 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 106 (36.7%) of these alumni continued their formal education, and of those who continued their education, 76 (71.7%) earned one or more graduate degrees, including 75 doctorates and 4 Master's degrees.

Montclair State University and Bloomfield College of Montclair State University operate under a unified accreditation framework and are jointly supported in their assessment and accreditation efforts by the Provost's Office of Curriculum, Assessment, and Accreditation (CAA) and the Office of Institutional Research and Effectiveness (OIRE). Faculty play a central role in assessing Student Learning Outcomes (SLOs) within each academic program, with results systematically collected, analyzed, and reported to guide programmatic and instructional improvements. The CAA maintains a centralized database of SLO goals, assessment methods, and departmental submissions, ensuring consistency, accountability, and accessibility of assessment information across the institution.

Complementing this work, OIRE evaluates additional measures of student success, including engagement, satisfaction, and overall outcomes, by developing and monitoring key performance indicators derived from institutional data and national benchmarking instruments. These include student-focused surveys such as the National Survey of Student Engagement (NSSE), the Ruffalo Noel Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of both entering freshmen and graduating seniors. Faculty and staff perspectives are captured through instruments such as the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) Faculty Survey, and the Ruffalo Noel Levitz Institutional Priorities Survey.

Together, these coordinated assessment initiatives provide a comprehensive view of institutional effectiveness, highlight areas of strength and opportunity, and inform evidence-based strategies that advance continuous improvement across Montclair State University and Bloomfield College of Montclair State University.

E. Faculty Characteristics

In Fall 2024, Bloomfield College of Montclair State University employed 32 full-time faculty members (refer to Table II.E.1).

Table II.E.1: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2024																				
	<u>American Ind.</u>		<u>Asian</u>		<u>Black</u>		<u>Hispanic</u>		<u>Pacific Islander</u>		<u>Non-Resident Alien</u>		<u>Race Unknown</u>		<u>2 or More Races</u>		<u>White</u>		<u>Total</u>	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Without Tenure																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	2	3	5	5
Associate Prof.	0	0	0	1	1	0	1	0	0	0	0	0	1	3	0	0	2	5	5	9
Assistant Prof.	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2	0	4
All Others	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2	2
TOTAL	0	0	0	2	1	1	1	1	0	0	0	0	4	6	0	0	6	10	12	20
Professors	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	2	3	5	5
Associate Prof.	0	0	0	1	1	0	1	0	0	0	0	0	1	3	0	0	2	5	5	9
Assistant Prof.	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2	0	4
All Others	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2	2
TOTAL	0	0	0	2	1	1	1	1	0	0	0	0	4	6	0	0	6	10	12	20

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

Table II.E.2: Percentage of Course Sections Taught by Full-time Faculty, Fall 2024						
Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	N	%	N	%	N	%
290	135	46.6%	137	47.2%	18	6.2%

*non-instructional employees

Table II.E.3 shows IPEDS headcounts of Fall 2024 employees in instructional titles. Note that the IPEDS headcount of full-time faculty members (N = 32) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves.

Table II.E.3: Ratio of Full- to Part-time Faculty, Fall 2024					
<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
N	%	N	%	N	%
32	30.8%	72	69.2%	104	100.0%

F. Characteristics of the Trustees

Race/Ethnicity and Gender of Governing Board

Gender	White	Black	Hispanic	Asian	American Indian	Two or more races	Other	Total
Male	4	2	1	1	0	1	0	10
Female	3	0	0	0	0	0	0	2
Total	7	2	1	1	0	1	0	12

Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Mary A. Comito	Financial Advisor	State Farm Insurance
Francis M.C. Cuss	Retired	Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb
Jean Marc de Grandpré	General Manager	New York Red Bulls
Sreeni Kutam	President, Global Product and Innovation	ADP
Preston D. Pinkett III	Banking Executive	Independent Consultant
Kent Sluyter	Former Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Quentin Ocampo	Student	Montclair State University
Jonathan Koppell, ex officio	President	Montclair State University
Tracy Higgins	Law Professor	Fordham University
Anthony Abrantes	Assistant Executive Secretary	Eastern Atlantic State Regional Council of Carpenters
Modia Butler	Partner	Mercury Public Affairs
Sheila Rostiac	Senior Vice President	PSEG

G. Profile of the Institution

FALL 2024 DEGREE PROGRAMS	CIP CODE
Accounting	52.0301
Applied studies	30.9999
Biology	26.0101
Computer Science	11.0701
Creative Arts & Technology - Game Development	50.0101
Creative Arts & Technology - 2D Animation	50.0101
Creative Arts & Technology -3D Animation	50.0101
Creative Arts & Technology - Music Technology	50.0101
Creative Arts & Technology - Graphic Design	50.0101
Criminology And Social Justice	45.0401
Game Programming	50.0411
Nursing	51.3801
Nursing - Pre-Nursing	51.3801
Psychology - General	42.0101
Sociology - General	45.1101
Non-Matriculated	24.0102

H. Major Research and Public Service Activities

In FY 2024, the following expenditures for Research & Development and Other Sponsored Programs are reported in the table below for Bloomfield College. These expenditures include grant awards from the National Science Foundation and the United States Department of Education, as well as State and municipal governments

Table II.H.1: R&D Expenditures, FY24 [1]	
Source of Funds	Amount
U.S. Federal Government	\$54,000
State and Local Government	\$0
Non- Governmental Grants and Contracts	\$0
Institutional Funds (incl. Montclair Foundation)	\$0
Total Expenditures on Sponsored Programs Other Than Research	\$54,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$54,000
[1] Source: NSF Higher Education Research and Development Survey	
Expenditures on Other Sponsored Programs, FY24 [2]	
Source of Funds	Amount
U.S. Federal Government	\$886,000
State and Local Government	\$606,000
Business and Non-Profit Organizations	\$0
Institutional Funds (incl. Montclair Foundation)	\$272,000
Total of Expenditures on Sponsored Programs Other Than Research	\$0
Grand Total of Expenditures (All Disciplines and Sources)	\$ 1,764,000
[2] Source: Sponsored award dashboard workday data	

Selected Bloomfield College of Montclair State University Faculty Accomplishments

Faculty and staff at the College 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.

Bloomfield College of Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The College’s 32 full-time faculty 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 academic year (2024-2025), the College’s faculty and staff published 1 book, and 3 articles, reviews, and other works. They also offered 10 exhibitions and performances, and made 15 presentations ranging from papers delivered at professional conferences to talks given to community groups and organizations. Two received grants or other awards for their contributions to their professions or the wider community.

STATISTICAL OVERVIEW OF SCHOLARLY ACTIVITY, AY 2024-2025							
BLOOMFIELD COLLEGE OF MONTCLAIR STATE UNIVERSITY							
Published Books & Book Chapters	Published Works	Performances & Exhibitions	Presentations	Boards	Awards & Grants	Other	Total
1	3	10	15	2	2	1	34

I. Major Capital Projects

New Interdisciplinary Sciences Building (In Design)

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

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

Student Center North Access Redevelopment (In Design)

Montclair State University is seeking to re-envision and revitalize the northern edge of South Campus through a focused masterplan for the overall project area that reorganizes the pedestrian, vehicular, and service circulation paths, while creating meaningful spaces for the campus community to enjoy. The overall project will analyze six areas within this zone of campus: Student Center North Entrance, Loading Areas and Service Drive, University Hall Bus Loop and Drop Off, Pedestrian Connection from Car Parc Diem to University Promenade and Student Center Annex, Lot 17, Student Center Annex Patio and the Eastern Sidewalk adjacent to the Student Center. A portion of the overall project area (to be determined) will be designed for immediate construction to be completed in 2028. The areas not approved for immediate construction will be included in the overall masterplan for this zone of campus.

Village Kitchen Upgrades (In Design)

The Village is a five building – 407,000 gross square foot Residence Life complex consisting of 4 residence halls (Williams, Fenwick, Basie and Paul Halls) and the Abbott and Costello center, an administration center building. This complex was constructed in 2003, houses approximately 850 upperclassmen and graduate residents. The kitchens within this complex are showing significant signs of deterioration and need refurbishment. The project is intended to replace all the cabinetry, countertops, appliances, flooring and loose furniture. As part of the scope of work the plumbing and the electrical services will be upgraded, and all disturbed areas will be freshly painted. This is a multi-year-phased renovation as there are approximately 50 plus kitchens per building and 3 of the 4 buildings are occupied during the summer months.

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

The University is forming a Partnership with a virtual reality developer and is looking to convert the existing Life Hall – L. Howard Fox Theater into a Virtual Reality Classroom and Development Lab. The intent of this new academic program is to revolutionize education through the skillful use of virtual reality experiences by combining the power of movie-quality storytelling and cinematic visuals with proven educational principles. Their objective is not to replace traditional classroom education, but to supplement it with “hands-on” labs

conducted in virtual reality. This virtual reality developer is dedicated to transforming education through the integration of cinematic storytelling, cutting edge immersive technologies and advanced pedagogy. This program is structured to provide 15 minutes of immersive experiences for every three hours of traditional learning by using the creativity and flexibility of virtual worlds, combined with Hollywood-style storytelling, to engage students in an interactive narrative that keeps them focused while addressing specific learning goals. The existing theater space will be transformed into four main areas: The Lounge, the Immersive Classroom, the Lab/Development Area and the Free Roam Demo/Development Pod.

Freeman Hall Classroom Conversion to Music Rooms (In Construction)

Freeman Hall is a mixed use 85,000 GSF building containing student residence rooms, a cafeteria, office space and classrooms on its lowest level. There are four classrooms on this lower level and make up approximately 1,500 square feet with a dividing corridor and restrooms. The scope of the project is to install 9 prefabricated self-contained sound booths to provide the adjacent Cali School of Music with some much-needed additional music practice space. The units are independent and require infrastructure connectivity for electric, ventilation and fire alarm systems.

Blanton Hall Upper Roof Replacement (In Construction)

As part of the 5-year capital plan an overall project budget of \$1,05,000 was approved for the Blanton Hall upper Roof. Blanton Hall is a five-story 160,000 GSF residence hall building originally built in 1982 with an external gross roof area of approximately 42,000 square feet. Ten years ago, the lower level of this roof was replaced, leaving the remaining upper roof as it was in good condition at the time. The remaining 18,000 SF of the upper roof is now in need of replacement as there are some leaks in various locations. The project scope includes a full replacement of this roof with a new system that is warrantied for a minimum of 20 years.

Space Utilization & Occupancy Study (Complete)

Senior Leadership is seeking to quantify our long-term space needs based on how faculty, staff, and leaders use space today and on expected future changes, including growth, future changes in work patterns and future changes in how space is managed and allocated. The goal is to find ways to optimize space utilization across the campus, enabling us to get more value out of the existing assets and right-size future investments. Output from this effort can be used to help guide the development of a comprehensive campus master plan. The scope of this project includes all staff and faculty offices, workstations and meeting spaces on the Montclair campus. Specifically, those spaces are within Cole Hall, University Hall, Dickson Hall and the 3rd floor at Overlook. Our approach is to gather comprehensive data on the real-time utilization of workspaces and learning spaces, as well as data on the impact that spaces have on faculty, staff and students. With both types of data, we will evaluate the efficiency and effectiveness of existing spaces and develop recommendations not just for determining the right quantity of future spaces but also the right types of spaces and the right policies, technologies and services needed to optimize their use.

Ice Arena Refrigeration Upgrade (In Design)

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

Village Bedroom Furniture Replacement (In Construction)

The Village is a five building – 407,000 gross square foot Residence Life complex consisting of 4 residence halls (Williams, Fenwick, Basie and Paul Halls) and the Abbott and Costello center, an administration center building. This complex was constructed in 2003, houses approximately 850 upperclassmen and graduate residents. The University has been on a multi-year effort to replace the bedroom furniture in all 53 apartments at these four buildings in the Village Complex. Two of the buildings have been completed, most

recently in 2020 and previously in 2018. At this point in time, SDCL/UF has been approved for funding to replace furniture in the 3rd building and has selected the same manufacturer (Sauder Education) via a cooperative agreement as previously used at both buildings

Underground Feeder Maintenance (In Planning)

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

University Police Structural & Site Repairs (Complete)

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

Gourmet Dining Venue Renovations (Complete)

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

Currently underway as part of this initiative are:

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

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

Village Exterior Façade Repairs (In Construction)

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

cleaning and coating, installation of new control and expansion joints, replacement of sealant joints and caulking, replacement of EPS molding, crack repair, and selective stucco replacement. It is anticipated that the construction schedule will be phased over a four-year period from 2023 through 2026.

Yogi Berra Turf Conversion and Stadium Improvements (Complete)

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

Science Hall Roof Replacement (Complete)

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

Sprague Library Roof Replacement (Complete)

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

Current Technology Investments

- The University continues to invest in technologies to enhance the effectiveness and efficiency of its academic and administrative functions. The technology investments aim to:
 - Establish a robust, proactive cybersecurity framework that safeguards institutional data, systems, and user information against evolving threats. Fortify security controls, promote a shared responsibility culture, and continuously monitor for vulnerabilities.
 - Stabilize, streamline and modernize core administrative systems to improve efficiency, workflow, and promote data-driven decision-making.
 - Improve response times, streamline processes, leverage modern technologies, and foster a culture of continuous improvement to increase efficiency, reduce costs, and elevate the overall campus experience in an environmentally sustainable manner.
 - Enhance teaching environments to support the latest pedagogical approaches and methodologies while supporting institutions' R1 ambition by enhancing external partnerships and research infrastructure.
 - Create a seamless, equitable digital campus experience by providing a unified, friendly platform for easy access to all student-facing services and systems utilizing innovative frameworks, technology, and methodologies
- The University is migrating its student ERP systems suite to a cloud-based, more modern, and robust platform for enhanced functionality, analytics, availability, support and cost effectiveness. improve and streamline processes across the University, from recruiting and enrollment, to student financials and financial aid, to registration and graduation.

Students, faculty, and staff will have instant access to more information, all in one place, and spend less time on administrative tasks.

- The University is continuously improving information security through the strengthening of Multifactor Authentication across student, faculty and staff functions; and enhancement of incident response capabilities. The University is also focusing on assessing and mitigating cybersecurity risks including annual online cybersecurity awareness training and phishing simulation tests for all full-time employees; improved user awareness campaigns; periodic vulnerability scanning, analysis and mitigation; and risk assessment programs targeted at higher areas of risk.
- The University is increasing its investment in research technologies consistent with its broadening research focus and Carnegie R2 designation. Initiatives include: expansion of research administration systems to facilitate grant applications and award tracking; continuing membership in the State's Research with NJ web platform; expansion of the University's digital repository web platform to publicize and facilitate public access to research and scholarly deliverables; and deploying critical network and communications infrastructure for new Interdisciplinary Sciences Building.
- The University also continues expanding delivery of online and hybrid as well as traditional academic programs and courses including integration of technologies to enhance student engagement and improve learning outcomes. The University increasingly leverages technology platforms to enhance all aspects of the student experience including orientation, recreation and athletics, advising, and clinical therapy, as well as academics. The University has rolled out a new and improved student portal and is in the process of further enhancing it, as well as launching an intranet to strengthen communication and collaboration.
- Initiatives to expand and strengthen the capacity, performance and reliability of the campus

technology infrastructure include: upgrade of network bandwidth management capabilities; upgrade of the Virtual Private Network (VPN) infrastructure supporting secure remote access; upgrade of the wireless network facilitating connectivity to all student residential halls; upgrade of processing and storage infrastructure including hardware-based encryption of data; expansion of single sign-on and multi-factor authentication requirements to secure information and applications; and continued enhancement of the disaster recovery capabilities of the campus infrastructure. The University has also secured State HETI funding to upgrade the wireless network, facilitating connectivity to all academic and administrative buildings across the Montclair campus, as well as upgrades to the wireless and wired network infrastructure on the Bloomfield College campus. The University plans to deploy a Unified communication solution – a modern communications system that unifies communication solutions, including phones, online meetings, and contact center platforms. This will improve capabilities while also reducing operational costs by replacing traditional phone systems with a cloud-based solution.

- The University has expanded its IT Service Management Solution to several departments and divisions outside of Information Technology (central/distributed), including Human Resources, Finance and Treasury, and Undergraduate Admissions. We have invested in staff and training to ensure that our tracking of incidents, problems, and requests is as accurate as needed, and have created a user-friendly portal. The University is continually expanding its ITSM solution and services, including the launch of a mobile app, the adoption of asset management, and the expansion into other administrative areas.
- Information Technology continues to operate a robust campus computer lifecycle replacement program that ensures the replacement of full-time faculty, staff, and computing labs' computers on a 60-month basis. This program ensures that the University has access to current technology, thereby minimizing potential downtime.

Appendix - University Authors 2024-25

Bloomfield College Title

Black Saturation: Selected Works of Stephen E. Henderson (Margaret Walker Alexander Series in African American Studies)

Literary scholar Stephen E. Henderson (1925–1997) asked a vital question: What makes a poem Black? In *Black Saturation: Selected Works of Stephen E. Henderson*, his influential essays, presentations, and syllabi reveal how he linked form, source, function, and context to analyze African American poetry, especially from the Black Arts Movement. Henderson's framework of structure, theme, and saturation highlighted the deep ties between aesthetics and politics in the 1960s and '70s, leaving a lasting imprint on Black literary studies and offering contemporary readers a powerful critical lens.

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Professor Rutter is in the Department of English.