

MONTCLAIR STATE

UNIVERSITY

Annual Institutional Profile Report

Fall 2009

October 1, 2009

PREFACE

Now in its second century, Montclair State University has earned a national reputation for excellence and innovation. The University offers a broad array of undergraduate and graduate programs in the liberal arts and sciences, as well as in professional fields in business, the arts, and education. Recent recognition of the University's quality has come from Forbes Magazine, which recognized Montclair State University as the top public college or university in New Jersey, and from George Lucas Foundation which recognized the University education programs as among the top ten in the country.

Montclair State is currently in a period of significant growth and development with growing enrollments, new programs, new faculty, and expanding physical facilities. As the University enters its second century, it takes pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state.

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.



Dr. Susan A. Cole
President
Montclair State University

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II. DATA BY CATEGORY

A. Accreditation Status

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

Other academic accreditations include:

- AACSB International — The Association to Advance Collegiate Schools of Business (baccalaureate and graduate degree programs in business, School of Business)
- Commission on Accreditation of Allied Health Education Programs (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) (Computer Science major, concentration in Professional Computing, BS, Department of Computer Science, College of Science and Mathematics)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (master's (MA) major in Communication Sciences and Disorders, concentration in Speech-Language Pathology; doctoral (ScD) education program in Audiology, Department of Communication Sciences and Disorders, College of Humanities and Social Sciences)
- National Association of Schools of Art and Design (Fine Arts major, concentrations in Art History, Fine Arts Education, Studio, BA; Fine Arts/Studio major and concentrations in Industrial Design and in Filmmaking, BFA; Fine Arts major, concentration in Studio, MA; Studio Art major, MFA, Department of Art and Design, College of the Arts)
- National Association of Schools of Dance (Dance major and concentration in Musical Theatre, BFA, Department of Theatre and Dance, College of the Arts)
- National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Musical Theatre, Performance, Theory/Composition, BMus; Music major, concentrations in Music Education, Music Therapy, Performance, and Theory/Composition, MA, John J. Cali School of Music, College of the Arts)

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

Program approvals include:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE): Health Education major, BS, initial teacher certification, P-12
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE): Physical Education major, BS, initial teacher certification, P-12
- American Bar Association: Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post-baccalaureate Certificate Program in Paralegal Studies
- American Chemical Society: Biochemistry major, BS; Chemistry major, BS. Chemistry minor; Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- American Dietetic Association: Nutrition and Food Science major, concentration in Dietetics, Bachelor of Science; Preprofessional Practice Program (AP4)
- American Music Therapy Association: Music Therapy major, BA; Music major, concentration in Music Therapy, MA
- Council for Exceptional Children: Early Childhood Special Education major, MEd; Learning Disabilities major, MEd; Learning Disabilities Teacher-Consultant, post-master's certification; Communication Sciences and Disorders major, concentration in Speech-Language Pathology, MA
- Educational Leadership Constituent Council (ELCC): Educational Leadership major, MA
- International Reading Association (IRA): Reading major, MA; Reading, post-baccalaureate initial teacher certification, P-12; Reading Specialist, post-baccalaureate educational services certification, P-12
- National Association for the Education of Young Children (NAEYC): Family and Child Studies major, concentration in Early Childhood, BA, initial teacher certification, P-3
- National Association for Music Therapy: Music Therapy major, BA
- National Council for the Social Studies (NCSS): Anthropology major, BA, initial teacher certification, 7-12; History major, BA, initial teacher certification, 7-12; Political Science major, BA, initial teacher certification, 7-12; Sociology major, BA, initial teacher certification, 7-12; Geography major, BA, initial teacher certification, 7-12; Economics major, BA, initial teacher certification, 7-12; Social Studies, MAT, initial teacher certification, 7-12; Social Studies, post-baccalaureate teacher certification, 7-12

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- National Council of Teachers of English (NCTE): English major, BA, initial teacher certification, 7-12; English, MAT, initial teacher certification, 7-12; English, post-baccalaureate teacher certification, 7-12
- National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 7-12; Mathematics, MAT, initial teacher certification, 7-12; Mathematics, post-baccalaureate teacher certification, 7-12
- Teachers of English to Speakers of Other Languages (TESOL): Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12

B. Number of Students Served

Fall 2008 Undergraduates

In fall 2008, 13,725 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 5.4% from fall 2007, and 35.1% from fall 1999.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2008

	Number	Percent
Full-time	11,604	84.5%
Part-time	2,121	15.5%
Total	13,725	100.0%

The proportion of undergraduates studying full-time also rose over the 10-year period. The percent of undergraduates enrolled full-time increased 11 percentage points, from 73.5% in fall 1999 to 84.5% in fall 2008.

Fall 2008 Graduate Students

Montclair State University enrolled 3,750 graduate students in fall 2008 (see Table II.B.2). This graduate student headcount was up 0.8% from fall 2007, and 20.0% from fall 1999.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2008

	Number	Percent
Full-time	883	23.5%
Part-time	2,867	76.5%
Total	3,750	100.0%

The proportion of graduate students studying full-time was higher than 10 years earlier. The percent of graduate students enrolled full-time rose more than five percentages points, from 18.4% in fall 1999 to 23.5% in fall 2008.

FY08 Unduplicated Enrollments

Montclair State University enrolled over 20,000 students during the course of the entire 2007-2008 year (see Table II.B.4). The annualized full-time equivalent (FTE) enrollment was 14,411.

Table II.B.4: Unduplicated Enrollment, FY 2008

	Number	Credit Hours	FTE
Undergraduate	15,400	371,714	12,390
Graduate	4,961	48,503	2,021
Total	20,361	420,217	14,411

C. Characteristics of Undergraduate Students

Fall 2008 Freshmen

A total of 12,154 individuals applied for admission as first-time freshmen to Montclair State University in fall 2008, up 79% from fall 1999. The University admitted 52% of these applicants, and 2,271 of those who were admitted to the University enrolled as freshmen for a yield of 36%. The fall 2008 admissions yield was approximately nine percentage points lower than in fall 1999.

Fall 2008 freshmen entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of Montclair State University's 2,256 full-time, first-time freshmen, 86% were Regular Admits, 7% were admitted through the EOF program, and 7% were Special Admits (see Table II.C.1).

MSU's fall 2008 full-time, first-time freshmen had an average combined (Math and Critical Reading) SAT score of 991. Regularly admitted full-time entrants had a mean SAT score of 1,012, while EOF entrants and special admits had mean combined SAT's of 836 and 901, respectively. For all full-time freshmen, the average math SAT score (503) exceeded the average critical reading (488) and writing (494) scores (see Table II.C.1).

TABLE II.C.1: Mean Math and Verbal SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2008

Type	Full-Time				Part-Time			
	Number	Math	Read	Write	Number	Math	Read	Write
Regular	1,933	513	499	504	8	517	491	497
EOF	160	430	406	420				
Special	163	459	442	454	7	455	540	
All	2,256	503	488	494	15	503	502	497
Missing	-	24	24	40	-	6	6	8

In fall 2008, Montclair State University used the College Board's suite of Accuplacer tests to assess college readiness in elementary algebra. College readiness in writing was initially assessed using the SAT essay and writing scores, in combination, followed by a faculty review of early writing samples.

Incoming freshmen whose SAT-Math scores were below 550, or who failed to attain at least a B-score in Algebra II in high school, were required to take the Accuplacer elementary algebra portion of Accuplacer. Everyone's SAT-W and SAT-essay scores were examined for possible placement into developmental writing; followed by a faculty review of writing samples.

Less than 6% of fall 2008 undergraduates were enrolled in one or more remedial courses. Most of those enrolled in remediation were first-time freshmen.

Table II.C.2: Enrollment in Remedial Courses, Fall 2008

Total Fall 2008 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
13,725	792	5.8%
Total Number of Full-time, First-time Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Students Enrolled in One or More Remedial Course
2,257	585	25.9%
Remedial Subject Area	Number of FTFT Students Enrolled in	Percent of FTFT Students Enrolled in
Reading	0	0.0%
Writing	223	9.9%
Math Computation	0	0.0%
Elementary Algebra	432	19.1%

A survey administered to fall 2008 first-time freshmen revealed that nearly 88% considered MSU their first or second choice among colleges. The survey also revealed that the top three reasons freshmen chose MSU were: a) its good academic reputation (61%), b) the success of its graduates in finding good jobs (52%), and c) its affordability (51%).

The profile of the first-time freshman class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 9% of full-time, first-time freshmen identified themselves as African American, 7% as Asian, and 23% as Latino/a. Over 1% of freshmen were international students, and nearly 61% of entering freshmen were female.

Fall 2008 Undergraduates

In fall 2008, a total of 17,475 students attended Montclair State University. Of this total, 13,725 (or 78.5% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 16% between fall 2004 and fall 2008. Nearly 85% of fall 2008 undergraduates attended the University full-time, up four percentage points from fall 2004. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, nearly 21% of undergraduates identified themselves as Latino/a, 10% as African American, 6% as Asian, 57% White, and 6% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2008

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	26	0.2%	10	0.5%	36	0.3%
African Amer.	1,018	8.8%	214	10.1%	1,232	9.0%
Asian	724	6.2%	108	5.1%	832	6.1%
Latino/a	2,201	19.0%	446	21.0%	2,647	19.3%
White	6,249	53.9%	1,087	51.2%	7,336	53.4%
Non-Res. Alien	707	6.1%	42	2.0%	749	5.5%
Missing	679	5.9%	214	10.1%	893	6.5%
Total	11,604	100.0%	2,121	100.0%	13,725	100.0%

In fall 2008, 62% of all undergraduates were female, and the average age of the undergraduate population was 22.4 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2008

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	7,114	61.3%	1,341	63.2%	8,455	61.6%
Male	4,490	38.7%	780	36.8%	5,270	38.4%
Total	11,604	100.0%	2,121	100.0%	13,725	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2008

	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	21	0.2%	20	0.9%	41	0.3%
18-19	3,722	32.1%	43	2.0%	3,765	27.4%
20-21	4,456	38.4%	157	7.4%	4,613	33.6%
22-24	2,425	20.9%	685	32.3%	3,110	22.7%
25-29	626	5.4%	497	23.4%	1,123	8.2%
30-34	172	1.5%	207	9.8%	379	2.8%
35-39	79	0.7%	148	7.0%	227	1.7%
40-49	66	0.6%	253	11.9%	319	2.3%
50-64	36	0.3%	97	4.6%	133	1.0%
More than 64	0	0.0%	11	0.5%	11	0.1%
Unknown	1	0.0%	3	0.1%	4	0.0%
Total	11,604	100.0%	2,121	100.0%	13,725	100.0%

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During FY2008, 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 nearly \$4 million during FY08. During the same fiscal year, Federal grants, guaranteed loans, and work-study programs amounted to over \$55 million.

During FY08, MSU distributed over \$20 million in state-funded financial aid, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 8,107 awards were made to MSU students, including 617 Bloustein Scholar Awards and 272 Urban Scholar Awards.

Table II.C.4: Financial Aid from State-Funded Programs, FY2008

	Recipients	Awards	\$ Dollars	\$/Recipient	\$/Award
<u>STATE PROGRAMS</u>					
TAG	2,891	5,280	\$11,566,655	\$4,001	\$2,191
EOF	651	1,235	\$770,400	\$1,183	\$624
Bloustein Scholars	315	617	\$286,673	\$910	\$465
Urban Scholars	144	272	\$126,480	\$878	\$465
NJCLASS Loans		703	\$6,956,988		\$9,896
NJ Stars II (2007)	54		\$198,528	\$3,676	
OSRP	77		\$195,237	\$2,536	
<u>FEDERAL PROGRAMS</u>					
Pell Grants	3,454		\$10,023,000	\$2,902	
College Work Study	402		\$458,000	\$1,139	
Perkins Loans	354		\$676,000	\$1,910	
SEOG	678		\$741,000	\$1,093	
Stafford Loans (Subsidized)	6,059		\$23,400,000	\$3,862	
Stafford Loans (Unsubsidized)	3,538		\$13,519,000	\$3,821	
PLUS Loans	697		\$6,319,000	\$9,066	
<u>INSTITUTIONAL PROGRAMS</u>					
Grants/Scholarships	1,089		\$3,824,000	\$3,511	
Loans	0		\$0	\$0	

Of MSU's 2,257 full-time, first-time students who entered in fall 2008, over 97% were New Jersey residents (see Table II.C.5). Most were from Bergen (19%), Essex (14%), and Passaic (13%) counties.

Table II.C.5: Full-Time, First-Time Student Enrollment by State of Residence, Fall 2008

State Residents	Non-State Residents	Total Students	% State Residents
2,197	60	2,257	97.3%

Fall 2008 Graduate Students

Of the 17,475 students who attended Montclair State University in fall 2008, 3,750 (21%) were graduate students. Graduate student enrollment declined 2% between fall 2004 and fall 2008.

Most graduate students (77%) attended MSU part-time, taking fewer than nine credits per semester. Seventy-two percent of fall 2008 graduate students were female, and the average age of the graduate student population was 32 years. Excluding unknowns, 9% of graduate students identified themselves as African American, 4% as Asian, 6% as Latino/a, 76% as White, and 4% as non-resident aliens. Nearly 94% of MSU's graduate students are New Jersey residents.

D. Degrees Conferred/Characteristics of Graduates

During FY08, Montclair State University awarded 3,548 degrees, up over 20% from FY04. The University conferred 2,703 Baccalaureate degrees (76% of all degrees), 837 Master's degrees (24%), and 8 Doctoral degrees (>1%).

Table II.D.1.a: Degrees Conferred by Race/Ethnicity, FY 2008

	Baccalaureate		Master's		Doctoral	
	Number	Percent	Number	Percent	Number	Percent
Native American	7	0.3%	3	0.4%	0	0.0%
African American	292	10.8%	50	6.0%	0	0.0%
Asian	146	5.4%	30	3.6%	0	0.0%
Latino/a	423	15.6%	75	9.0%	0	0.0%
White, non-Hispanic	1,583	58.6%	571	68.2%	4	50.0%
Non-Resident Alien	85	3.1%	30	3.6%	2	25.0%
Missing	167	6.2%	78	9.3%	2	25.0%
Total	2,703	100.0%	837	100.0%	8	100.0%

Table II.D.1.b: Degrees Conferred by Sex, FY 2008

	Baccalaureate		Master's		Doctoral	
	Number	Percent	Number	Percent	Number	Percent
Female	1,753	64.9%	611	73.0%	3	37.5%
Male	950	35.1%	226	27.0%	5	62.5%
Total	2,703	100.0%	837	100.0%	8	100.0%

Of the 2,703 baccalaureate degrees awarded by the University during FY08, 17% were awarded in Family & Consumer Sciences, 17% in Business/Management, 10% in Psychology, 9% in Visual and Performing Arts, and 7% in Social Science (see Table II.D.2).

Table II.D.2: Degrees Conferred by General Field, FY 2008						
IPEDS CIP CODE - MAJOR CATEGORY	Baccalaureate		Master's		Doctoral	
	No.	Pct.	No.	Pct.	No.	Pct.
Biological & Biomedical Sciences	161	6.0%	30	3.6%	0	0.0%
Business/Management	465	17.2%	113	13.5%	0	0.0%
Communications	110	4.1%	7	0.8%	0	0.0%
Computer Science	30	1.1%	8	1.0%	0	0.0%
Education	123	4.6%	468	55.9%	2	25.0%
English/Letters	136	5.0%	15	1.8%	0	0.0%
Family & Consumer Sciences	470	17.4%	8	1.0%	0	0.0%
Foreign Languages	53	2.0%	17	2.0%	0	0.0%
Health Professions	18	0.7%	28	3.3%	4	50.0%
History	124	4.6%	0	0.0%	0	0.0%
Legal Studies	17	0.6%	6	0.7%	0	0.0%
Liberal Arts & Sciences	28	1.0%	0	0.0%	0	0.0%
Mathematics	37	1.4%	14	1.7%	0	0.0%
Multi/Interdisciplinary Studies	137	5.1%	0	0.0%	0	0.0%
Natural Resources & Conservation	6	0.2%	8	1.0%	2	25.0%
Parks/Recreation	21	0.8%	0	0.0%	0	0.0%
Philosophy/Religion	14	0.5%	0	0.0%	0	0.0%
Physical Sciences	27	1.0%	16	1.9%	0	0.0%
Psychology	276	10.2%	26	3.1%	0	0.0%
Public Administration	17	0.6%	18	2.2%	0	0.0%
Social Sciences	201	7.4%	16	1.9%	0	0.0%
Visual/Performing Arts	232	8.6%	39	4.7%	0	0.0%
TOTAL	2,703	100.0%	837	100.0%	8	100.0%

E. Student Outcomes

Over 62% of all full-time, first-time freshmen who entered MSU in the fall of 2002 earned a degree within six years of entry (see Table II.E.1.a). Six-year graduation rates were 59% or higher for all racial/ethnic groups, with Asian students having the highest graduation rate of 64%.

**TABLE II.E.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2002
Full-Time, First-Time Freshmen by Race/Ethnicity**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
African Amer.						
Cohort=159	40	25.2%	82	51.6%	97	61.0%
Asian						
Cohort=74	23	31.1%	44	59.5%	47	63.5%
Latino/a						
Cohort=227	58	25.6%	112	49.3%	134	59.0%
White						
Cohort=925	264	28.5%	517	55.9%	584	63.1%
Non-Res. Alien						
Cohort=39	17	43.6%	22	56.4%	24	61.5%
Other*						
Cohort=46	8	17.4%	22	47.8%	27	58.7%
Total						
Cohort=1,470	410	27.9%	799	54.4%	913	62.1%

* Includes Native American and Unknown Race/Ethnicity.

Income appeared to have some influence on graduation rates for members of the 2002 cohort of full-time, first-time freshmen. While all income groups were graduated at higher than 60% rates over six years, students who were classified as “non-low income” students had a six-year graduation rate that was approximately 4 percentage points higher than that achieved by low income students (see Table II.E.1.b). It should be noted that this gap was down from 8 percentage points last year for the 2001 cohort.

**TABLE II.E.1.b: Four-, Five-, and Six-Year Graduation Rates of Fall 2002
Full-Time, First-Time Freshmen by Income**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
Low Income*						
Cohort=280	74	26.4%	147	52.5%	170	60.7%
Non-Low Inc.						
Cohort=836	244	29.2%	473	56.6%	538	64.4%
Unknown						
Cohort=354	92	26.0%	179	50.6%	205	57.9%
Total						
Cohort=1,470	410	27.9%	799	54.4%	913	62.1%

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

Nearly 82% of all full-time, first-time freshmen who entered MSU in fall 2007 re-enrolled in fall 2008 (see Table II.E.2.a).

**TABLE II.E.2.a: Third-Semester Retention of Full-Time, First-Time Freshmen
by Race/Ethnicity, Fall 2007 to Fall 2008**

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Native Amer.	3	3	100.0%	0	0.0%
African Amer.	181	144	79.6%	37	20.4%
Asian	136	117	86.0%	19	14.0%
Latino/a	446	349	78.3%	97	21.7%
White	1,175	972	82.7%	203	17.3%
Non-Res. Alien	23	16	69.6%	7	30.4%
Missing	105	92	87.6%	13	12.4%
Total	2,069	1,693	81.8%	376	18.2%

The one-year retention rate for non-low income students was slightly higher than the retention rate for low income students from the fall 2007 entering cohort (see Table II.E.2.b).

TABLE II.E.2.b: Third-Semester Retention of Full-Time, First-Time Freshmen by Income, Fall 2007 to Fall 2008

	Original Cohort		Retained		Not Retained	
	Number		Number	Percent	Number	Percent
Low Income*	339		271	79.9%	68	20.1%
Non-Low Inc.	1,323		1,090	82.4%	233	17.6%
Unknown	407		331	81.3%	76	18.7%
Total	2,069		1,692	81.8%	377	18.2%

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

Fall 2008 New Transfer Students

MSU received 4,028 applications from students hoping to transfer to the University, up 64% from the 2,452 transfer applications received in fall 1999. The University accepted 57% of these applicants (acceptance rate), and 59% of those accepted enrolled at the University (yield). The fall 2008 cohort of newly enrolled transfer students was 32% larger than the cohort that entered in fall 1999.

Full- and part-time transfer students made up 32% of the fall 2008 entering class (see Table II.E.3), which is down 7 percentage points from fall 1999. Bergen Community College (250), County College of Morris (112), and Essex County College (102) sent the most transfer students to MSU in 2008.

TABLE II.E.3: Entering Undergraduates by Admission Status And Attendance Status, Fall 2008

	New Transfer (all are Degree-seeking)		All First-Time (incl. Degree & Non-Degree)		Total First-Time Undergrads at MSU	
	Number	Percent	Number	Percent	Number	Percent
Full-Time	1,119	28.8%	2,770	71.2%	3,889	100.0%
Part-Time	241	70.9%	99	29.1%	340	100.0%
Total	1,360	32.2%	2,869	67.8%	4,229	100.0%

The six-year graduation rate for full-time transfer students who entered MSU in fall 2002 was 74%. The one-year retention rate for full-time transfer students who entered in fall 2007 was 83%.

Other Student Outcomes

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

Montclair State University participates in the Voluntary System of Accountability (VSA) that is co-sponsored by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) with support from the Lumina Foundation. As indicated on the VSA web site (www.voluntarysystem.org) "The Voluntary System of Accountability is an initiative by public 4-year universities to supply basic, comparable information on the undergraduate student experience to prospective students, families, and other higher education stakeholders through a common web report – the College Portrait." MSU is one of only six institutions in New Jersey that voluntarily share information about student outcomes to all interested parties, clearly demonstrating our commitment to both data transparency and the continuous improvement of student learning outcomes. Montclair State University's VSA College Profile can be viewed at www.collegeportraits.org by clicking on "College Profiles," and selecting New Jersey under the "Colleges by State" tab.

Local assessment efforts are led by the Taskforce on Assessment and University Effectiveness (TAUE). During the past year, TAUE assessed student learning in general education, and propagated guidelines to academic departments on procedures for assessing learning in the major. During the current year, TAUE will reach out to non-academic units to involve them in the assessment of even broader areas of institutional effectiveness.

TAUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the 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 Noel-Levitz Institutional Priorities Survey. These national surveys are supplemented with a number of local surveys of alumni, entering transfer and graduate students, and University employees (both faculty and staff).

F. Faculty Characteristics

In fall 2008, Montclair State University employed 524 full-time faculty members (see Table II.F.1).

TABLE II.F.1: Full-time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2008															
	Female					Male					Total				
	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
Native Amer.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Untenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Amer.	5	6	13	0	24	5	7	2	1	15	10	13	15	1	39
Tenured	5	5	7	0	17	5	6	1	0	12	10	11	8	0	29
Untenured	0	1	6	0	7	0	1	1	1	3	0	2	7	1	10
Asian	4	10	6	1	21	18	12	4	0	34	22	22	10	1	55
Tenured	4	7	2	0	13	16	11	0	0	27	20	18	2	0	40
Untenured	0	3	4	1	8	2	1	4	0	7	2	4	8	1	15
Latino/a	2	7	6	0	15	3	8	2	0	13	5	15	8	0	28
Tenured	2	7	2	0	11	3	6	1	0	10	5	13	3	0	21
Untenured	0	0	4	0	4	0	2	1	0	3	0	2	5	0	7
White	59	43	51	4	157	79	65	44	6	194	138	108	95	10	351
Tenured	56	40	16	0	112	77	61	15	2	155	133	101	31	2	267
Untenured	3	3	35	4	45	2	4	29	4	39	5	7	64	8	84
Non-Res. Alien	0	1	12	0	13	0	0	12	0	12	0	1	24	0	25
Tenured	0	0	1	0	1	0	0	3	0	3	0	0	4	0	4
Untenured	0	1	11	0	12	0	0	9	0	9	0	1	20	0	21
Missing	3	3	10	2	18	5	1	2	0	8	8	4	12	2	26
Tenured	2	0	0	0	2	1	0	0	0	1	3	0	0	0	3
Untenured	1	3	10	2	16	4	1	2	0	7	5	4	12	2	23
Total	73	70	98	7	248	110	93	66	7	276	183	163	164	14	524
Tenured	69	59	28	0	156	102	84	20	2	208	171	143	48	2	364
Untenured	4	11	70	7	92	8	9	46	5	68	12	20	116	12	160

The number of full-time faculty in fall 2008 (524) was up approximately 16% from fall 2004 (453). Between fall 2004 and fall 2008, the number of full-time male faculty members rose 3% (269 to 276), while the number of full-time female faculty members increased 35% (184 to 248).

MSU's full-time faculty was augmented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff. In fall 2008, full-time faculty taught over 56% of all course sections, while adjunct faculty taught 37%, and staff taught 7% (see Table II.F.2).

Table II.F.2: Percent of Course Sections Taught By Full-Time Faculty, Fall 2008						
No. of Sections	# taught by F-T Faculty	% taught by F-T Faculty	# taught by P-T Faculty	% taught by P-T Faculty	# taught by Others	% taught by Others
3,526	1,995	56.6%	1,296	36.7%	235	6.7%

The total headcount of faculty who taught at MSU in fall 2008 was 1,397. Of these, 873 (63%) were part-time adjunct professors or visiting specialists (see Table II.F.3).

Table II.F.3: Headcount Ratio of Full- to Part-Time Faculty, Fall 2008				
Total No. of Faculty	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,397	524	37.5%	873	62.5%

G. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	9	1	2					12
Female	5							5
Total	14	1	2	0	0	0	0	17

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

Name	Title	Affiliation
Susan L. Blount	Senior Vice President and General Counsel	Prudential Financial, Inc.
Rose C. Cali	Education Advocate	Founder, Yogi Berra Museum and Learning Center
Francis M.C. Cuss	Senior Vice President	Bristol-Myers Squibb Company
Mitchell E. Hersh	President and CEO	Mack-Cali Realty
George J. Hiltzik	Senior Executive	N.S. Bienstock, Inc.
Ian Honauer	Student	Montclair State University
Douglas L. Kennedy	President, NJ Division	Capital One Bank
Ralph A. LaRossa	President and Chief Operating Officer	PSE&G
Patrick G. LePore	President and CEO	Par Pharmaceutical
John L. McGoldrick	Senior Vice President	International AIDS Vaccine Initiative
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Marilyn H. O'Connell		Retired
Carlos G. Ortiz	Vice President and General Counsel	Goya Foods
Christine L. Padilla	President and Owner	BIT Solutions, LLC
Preston D. Pinkett III	Vice President, Social Investments	Prudential Financial, Inc.
Susan A. Cole, <i>ex officio</i>	President	Montclair State University
Louis Castano, <i>ex officio</i>	Student	Montclair State University

3. URL

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

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

H. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2008:

FALL 2008 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF ARTS</i>	
ANTHROPOLOGY	450201
BROADCASTING	090701
CLASSICS	161201
COMMUNICATION STUDIES	090101
DANCE EDUCATION	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
HISTORY	540101
ITALIAN	160902
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
THEATRE STUDIES	500501
WOMEN'S & GENDER STUDIES	050207
<i>BACHELOR OF FINE ARTS</i>	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
THEATRE	500501

FALL 2008 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>BACHELOR OF MUSIC</i>	
MUSIC	500903
<i>BACHELOR OF SCIENCE</i>	
AQUATIC AND COASTAL SCIENCES	309999
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
HEALTH EDUCATION	131307
INFORMATION TECHNOLOGY	110103
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
SCIENCE INFORMATICS	309999
<i>MASTER OF ARTS</i>	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY	440701
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101
EDUCATIONAL LEADERSHIP	130401
EDUCATIONAL PSYCHOLOGY	421801
ENGLISH	230101
ENVIRONMENTAL STUDIES	030103
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
FAMILY AND CHILD STUDIES	190101
FINE ARTS	500701
FRENCH	160901
HEALTH EDUCATION	131307
HISTORY	540101
LAW AND GOVERNANCE	229999
MUSIC	500901
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501

FALL 2008 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
<i>MASTER OF SCIENCE</i>	
ACCOUNTING	520301
AQUATIC AND COASTAL SCIENCES	309999
BIOLOGY	260101
CHEMISTRY	400501
CHEMISTRY: CHEMICAL BUSINESS	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MATHEMATICS	270101
MOLECULAR BIOLOGY	260204
NUTRITION AND FOOD SCIENCE	190501
STATISTICS	270501
<i>MASTER OF ARTS IN TEACHING</i>	
TEACHING	130101
<i>MASTER OF BUSINESS ADMINISTRATION</i>	
BUSINESS ADMINISTRATION	520201
<i>MASTER OF EDUCATION</i>	
EARLY CHILDHOOD & ELEMENTARY EDUC.	139999
EARLY CHILDHOOD SPECIAL EDUCATION	131015
LEARNING DISABILITIES	131011
SPECIAL EDUCATION	131001
TEACHER LEADERSHIP	139999
<i>MASTER OF FINE ARTS</i>	
STUDIO ART	500702
<i>DOCTOR OF EDUCATION</i>	
EDUCATION (PEDAGOGY)	130101
MATHEMATICS PEDAGOGY	131399
<i>DOCTOR OF ENVIRONMENTAL MGMT</i>	
ENVIRONMENTAL MANAGEMENT	030201
<i>DOCTOR OF SCIENCE</i>	
AUDIOLOGY	510202

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

- Accounting, graduate
- Advanced Counseling, graduate
- American Dietetic Association, graduate
- Artist Diploma, graduate
- Child Advocacy, graduate and undergraduate
- CISCO, graduate and undergraduate
- Collaborative Teaching for Inclusive Settings, graduate
- Conflict Management in the Workplace, graduate

Finance, graduate
Food Safety Instructor, graduate
Gerontology, undergraduate
Geographic Information Science, graduate
Gifted & Talented Education, graduate
Health Education, graduate
Human Sexuality Education, graduate
International Business, graduate
Makeup Artistry, graduate
Management, graduate
Management Information Systems, graduate
Marketing, graduate
Molecular Biology, graduate
Music Therapy, graduate
Nutrition and Exercise Science, graduate
Object Oriented Computing, graduate
Paralegal Studies, graduate
Performer's Certificate, graduate
Philosophy for Children, graduate
School Counseling, graduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Translation and Interpretation in Spanish, graduate and undergraduate
Water Resource Management, graduate

I. Major Research and Public Service Activities

Montclair State University serves the citizens of New Jersey and its local communities in numerous ways that are described more fully in Appendix 1, “A Report on Contributions to the Community 2008.” First and foremost, the University prepares New Jersey’s youth to lead socially responsible, professionally rewarding, and personally enriching lives. Beyond that, the University’s faculty and staff serve as a rich, human resource to both the State and the communities in which they reside, and the University’s facilities and programming, particularly in the arts, provide cultural enrichment to residents across New Jersey. Finally, expenditures and investments attributable to the University have a significant impact on both State and local economies and job markets.

Responding to a National Science Foundation (NSF) survey of research expenditures, Montclair State University reported FY08 expenditures amounting to over \$1.4 million for separately budgeted research and development in the sciences and engineering (including indirect costs). Nearly \$1.2 million was financed by federal sources, and over \$100,000 was from institutional resources. Adding FY08 research expenditures from other disciplines, total expenditures for FY08 exceeded \$1.6 million.

TABLE II.I.1: R&D Expenditures, FY08 [1]

	Amount
Federally Financed Academic R&D Expenditures - Science and Engineering Only (Line 1110, NSF Form #411)	\$1,183,000
Institutionally Financed Academic R&D Expenditures - All Disciplines (Line 1160, NSF Form #411)	\$105,000
Total of Academic R&D Expenditures Reported (Line 1100, NSF Form #411)	\$1,405,000 [2]
Federally Financed Academic R&D Expenditures – Non-Science and Engineering (not reported to NSF)	\$202,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	\$1,607,000 [3]

[1] Source: NSF Survey of R&D Expenditures at Universities and Colleges (Form #411).

[2] Line 1100 on NSF Form #411, “Total Academic R&D Expenditures,” **includes** \$6,000 from State and local governments (Line 1125), and \$111,000 from other sources (Line 1175).

[3] This Grand Total of R&D Expenditures includes expenditures for non-science and engineering disciplines, as well as the \$6,000 and \$111,000 mentioned above. **While accurately depicting expenditures for FY08, the actual research grants portfolio for MSU for FY08 was \$6.5 million.**

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 524 full-time faculty members, and all those who support them in part-time instructional roles, represent the heart and soul of the institution. Without them, none of the excellent outcomes described above could be achieved.

During the 2008-2009 academic year, faculty members were actively engaged in research, scholarship, and other forms of artistic and creative expression, while also performing service to the University and wider communities. A sampling of these activities revealed that MSU faculty published more than 20 books, over 310 book chapters and articles in refereed professional journals, and nearly 100 book reviews, papers in conference proceedings, and other instructional materials. Well over 20% of the full-time faculty presented papers at regional, national, and international professional conferences. Faculty in the arts mounted 12 solo exhibitions, 25 group exhibitions, and over a dozen productions and performances from Carnegie Hall to stages in France and Italy. Five Montclair State University faculty members received prestigious awards from national and regional professional associations, and over 20 additional faculty members received new research awards during the academic year. Overall, grant expenditures from both new and continuing research grants totaled \$5.6 million during FY08. Finally, six faculty members from the University held editorships of important journals in their respective disciplines.

"Faculty Authors 2006-2008," presented by the Office of the Provost, highlighted the recent scholarly productivity of MSU faculty. This celebration of faculty books can be accessed at: (http://library.montclair.edu/library_news/article.php?ArticleID=3648), or by following this link (<http://oit.montclair.edu/InstResearch/assessment/index.html#Excellence>) to a PDF version of the document under "Annual Institutional Profile Report 2009 pt 3."

The following list represents a small sample of faculty activities and accomplishments during the 2008-2009 academic year. Only one activity per faculty member has been presented here in order to save space.

Selected Montclair State University Faculty Accomplishments

School of Business

Chang, Chiaho

(2008). Mechanism Design and Supply Chain Management. *Review of Business Research*, 8(5), 36-50.

DiGabriele, James A.

(2008). The Sarbanes-Oxley Act and the private company discount: An Empirical Investigation.. *Critical Perspectives on Accounting*, 19(8), 1105-1121.

Hughes, Peggy Ann

w/Jeffers, A. & Burgess, D. (2008). Ethical Issues Associated with International Transfer Pricing. *International Journal of Business Research (IJBR)*, Volume 8(Number 5), 101-112.

Jeffers, Agatha E.

(2008). Development of A Framework to Measure the Financial & Managerial Implications of Green Accounting in U.S. Corporations. *Review of Business Research*, Volume 8(Number 6), 72-84.

Lauricella, Leonard J.

(2009). Tax Implications of Investment Losses From The Madoff Ponzi Scheme. *Practical Tax Strategies*, 82(5), 271-278.

Lin, Beixin

w/Jaggi, B., Govindaraj, S. & Lee, P. (2009). The Value Relevance of Corporate Restructuring Charges. *Review of Quantitative Finance and Accounting*, 32(2), 101-128.

Poon, Wing W.

w/Yang, J. (2009). A Comparison between the New and the Old Accounting Standards for Business Combinations. *Clarion Business and Economic Review*, 8(1), 21-33.

Yang, James G.S.

(2009). Step Acquisition in Consolidated Financial Statements Under FASB No. 141R and 160. *Journal of 21st Accounting*, Volume 9(Number 1), Pages 1-13.

Hollister, Kimberly K.

w/Berenson, M. (2009). Proctored Versus Unproctored Online Exams: Studying the Impact of Exam Environment on Student Performance. *Decision Sciences Journal of Innovative Education*, 7(1), 271-295.

Flint, Harold

(2009). Economic Aspects of Real Estate. *The Graduate Realtors Institute Series*, 71.

Kim, Sang-Hoon

w/Yu, S. (2009). Analysis of Business Week Hot-Growth Stocks: Momentum and Fundamental Investment Approaches. *Journal of Asset Management*, 10(3).

Lord, Richard

(2008). Financial Performance of Mexican ADR's Listed on US Exchanges Surrounding the 1995 Peso Crisis. *Journal of International Finance and Economics*, 44-48.

Meziani, Aboubaker Seddik

(2009). *Exchange Traded Funds-Conceptual and Practical Investment Approaches*. London, England: Risk Books.

Ozenbas, Deniz

(2009). *Volatility and Price Discovery in Stock Markets*. VDM Verlag Publishing House.

Pirouz, Kamrouz

(2008). The Truman-Churchil Proposal to Resolve ther Iran-UK Oil nationalization Dispute. *Comparative Studies of South Asia, Africa, and the Middle East*.

Rawlins, Glenville

(2009). Using Currency Devaluations as a Tool to improve The Trade Balance: The Experience of Central America and the Caribbean.. *Journal of American Business and Economics*, 10(4).

Rezvani, Farahmand

w/Pirouz, K. (2008). US offshore outsourcing with reference to India. *Review of Business Research*.

Ricci, Cecilia W.

(2008). "Upward Trending Days Payable Outstanding: A Cause for Pause?". *Credit and Financial Management Review*, 14(4), 23-30.

Sohn, Ira

(2008). Reflections on long-term projections of minerals and suggestions for a way forward.. *Journal of Applied Business and Economics*, 8(2), 67-80.

Yu, Susana

(2009). Reinganum's Trading Strategies Revisited: Structuring Profitable Strategies Based on Updated Filter. *Managerial Finance*, 35(4), 357-384.

Chakraborty, Chandana

w/Nunnenkamp, P. (2008). Economic Reforms, FDI, and Economic Growth in India: A Sector Level Analysis. *World Development/Elsevier*, 36(7), 1192-1212.

Ekeledo, Ikechi

(2008). Internationalization of Firms From Emerging Economies: Entry Mode Strategies and Research Propositions. *International Journal of Business Strategy*, 8(1), 53-66.

Jayachandran, Chinnappa N.

w/Subramanian, R. & Misra, R. (2008). Infosys Technologies Limited: The Global Talent Program. *Asian Case Research Journal*, 12(2), 249-273.

Kim, Dong-Kyoon

w/Lee, T. (2008). International Equity Parity with Exchange Risk. *Journal of Academy of Business and Economics*, 8(3), 156-162.

San Vicente Portes, Luis

(2008). Foreign Direct Investment and Inequality. *International Journal of Business Research*, 8(2).

Xia, Jun

w/Tan, J. & Tan, D. (2008). Mimetic entry and bandwagon effect: The rise and decline of international joint venture equity in China. *Strategic Management Journal*, 29(2), 195-217.

Berenson, Mark L.

w/Levine, D.M. & Krehbiel, T. C. (2009). *Business Statistics: A First Course, 5th ed.*. Upper Saddle River, NJ: Prentice Hall.

Bewayo, Edward

(2009). Family Business in Africa: A comparison with the U.S. Western Model. *The Journal of Global Business Issues*, 3(1), 171-181.

Chen, Qiyang

(2008). Object Discovery in Database Systems. *The Journal of American Academy of Business*, 14(1), 185-190.

Cho, Jeewon

w/Kim, S. (2009). Procedural Justice and Organizational Citizenship Behaviors: A Social Identity Motive. *International Journal of Business Research*.

Flanigan, Eleanor J.

(2008). Digital Business Portfolios:Categories,Content,and Production. *Encyclopedia of Information Technology, Curriculum Integration*, p. 221-226.

Kessler, Stacey

(2008). Organizational Violence Climate and Exposure to Violence and Verbal Aggression.. *Work & Stress*, 22, 108-124.

Kim, Soo Kyung

w/Cho, J. (2009). Procedural Justice and Organizational Citizenship Behaviors: A Social Identity Motive. *International Journal of Business Research*.

Koppel, Nicole

w/Hollister, K. (2009). Retention Assessment of Core Operations Management Topics For Business Administration Students. *American Journal of Business Education*, 2(2).

Lin, Li-Chun

w/Wang, Y., Weston, S. & Kim, S. (2009). *Segmenting the mature travel market with data mining tools* (vol. IV, pp. 1759-1764). *The Encyclopedia of Data Warehousing and Mining* (2nd Ed.).

Malaga, Ross

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Misra, Ram B.

(2008). The Use of Outsourcing As a Business Strategy: a case study. *Journal of Information Technology Research*, 1(4), 11-24.

Oppenheim, Alan J.

w/Gitlow, H. S., Oppenheim, R. & Levine, D. M. (2008). *Quality Management (3rd ed.) (published in Chinese)*. Beijing: China Machine Press.

Park, Insu

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Peterson, Richard L.

w/Berenson, M., Misra, R. & Radosevich, D. (2008). An evaluation of factors regarding students' assessment of faculty in a business school. *Decision Sciences Journal of Innovative Education*, 6(2), 375-402.

Subramanian, Ramachandran

(2009). Relationship Between Market Orientation and Performance in Family-Owned Firms: a Context-Specific Investigation. *International Journal of Business Innovation and Research*, 3(5), 500-514.

Wang, John

w/Yan, R., Hollister, K. & Xing, R. (2009). A Relative Comparison of Leading Supply Chain Management Software Packages. *International Journal of Information Systems and Supply Chain Management*, 2(1), 81-96.

Xing, Ruben

w/Wang, J., Xia, J. & Zhang, Y. (2009). Broadband Challenge Facing Global Competitiveness. *International Journal of Society Systems Science*, 1(3), 293-305.

Yao, James E.

w/Wang, J., Xing, R. & Lu, J. (2008). Using organizational information processing maturity as a predictor of information technology adoption. *International Journal of Information and Decision Sciences*, 1(2), 221-233.

Zhang, Yanli

w/Wang, Y., Y., Xia, J. & Wang, Z. (2008). Segmenting the mature travel market by motivation. *International Journal of Data Analysis Techniques and Strategies*, 1(2), 193-209.

Chatterjee, Patrali M.

(2008). *Returns on E-Branding Investment: Linking Pre-Acquisition Marketing Activity to Customer Profitability* (pp. 60-76). Hershey, PA: Contemporary Research on E-Branding/ Idea Group Publishing.

Mukherjee, Avinandan

(2009). Call centre services: The good, the bad, and the ugly. *Journal of Services Marketing*, 23(5).

Saladino, Mary

(2008). The Proliferation of Product Placement as a Means of Advertising Communication. *Journal of International Business Ethics*.

Wang, Yawei

w/Zhang, Y., Xia, J. & Wang, Z. (2008). Segmenting the mature travel market by motivation. *International Journal of Data Analysis Techniques and Strategies*, 1(2), 193-209.

Weston, Susan A.

w/Wang, Y., Lin, L., & Kim, S. (2009). *Segmenting the mature travel market with data mining tools* (vol. IV, pp. 1759-1764). *The Encyclopedia of Data Warehousing and Mining* (2nd Ed.).

College of Science and Mathematics

Billings, Lora

w/Schwartz, I.B., M.I. Dykman and A. Landsman (2009). "Predicting extinction rates in stochastic epidemic, models." *Journal of Statistical Mechanics: Theory and Experiment*, P01005.

Brachfeld, Stefanie

Received from NSF's ARRA funding of \$119,406 on a project titled, "Enhancing Holocene ice Sheet and ice Shelf Geochronology using Geomagnetic Paleointensity Variations." (year 1).

Bologna, Paul

w/Kontos, C. (2008). Assessment of Fish and Decapod use of Mangrove and Seagrass Habitats in St. John, U.S.V.I. *Bull. NJ Academy of Sciences*, 52: 7-11.

Chopping, Mark

Will lead a MSU/NASA/USDA field and lidar aerial remote sensing campaign in New Mexico, in support of NASA's \$750M DESDynI Mission.

Cutler, Jonathan

(2009). "Trees through specified vertices." *Discrete Mathematics*. 309, pp. 2749-2754.

Du, Chunguang

w/Lopatto, D., C. Alvarez, D. Barnard, C. Chandrasekaran, H.M. Chung, et al (2008). "Genomics education partnership." *Science*, 322, pp. 684-685.

Feldman, Anna

w/B. Loenneker-Rodman (eds.) (2009). *Proceedings of the North-American Chapter of Association for Computational Linguistics - Human Language Technologies*.

Feng, Huan Edward

w/D. Yu and W. Zhang (2008). "Coastal sustainability study and environmental management." in Wagner, L.N. (ed.). *Urbanization: 21st Century Issues and Challenges*. Hauppauge, NY: Nova Science Publishers, Inc., pp. 155-173.

Galster, Joshua

w/F.J. Pazzaglia and D. Germanoski (2008). "Measuring the impact of urbanization on two watersheds using historic aerial photographs and modern surveys." *Journal of the American Water Resources Association*, 44, pp. 948-960.

Goodey, Nina M.

w/S.J. Benkovic (2008). "Allosteric regulation and catalysis emerge via a common route." *Nature Chemical Biology*, 4:8, pp. 474-482.

Hazard, Lisa

w/D. Shemanski, and K.A. Nagy. 2009. "Nutritional quality of natural foods of juvenile Desert Tortoises (*Gopherus agassizii*): Energy, nitrogen, and fiber digestibility." *Journal of Herpetology*, 43:1 pp. 38-48.

Konas, David W.

w/Ilagan, R.P., M. Tiso, C. Hemann, D. Durra, R. Hille and D.J. Stuehr (2008). "Differences in a conformational equilibrium distinguish catalysis by the endothelial and neuronal nitric-oxide synthase flavoproteins." *Journal of Biological Chemistry*, 283:28, pp. 19603-19615.

Korky, John K.

(2008). "Notes on the 2007 breeding season of the natterjack toad *Epidalea Calamita* Laurenti I (Anura: Bufonidae) in Ireland." *Bulletin of the Irish Biogeographical Society*, 32, pp. 21-33

Kowalski, Ludwik

(2008). "Interpreting SPAWAR-type dominant pits." *Applied Physics*, 44, pp. 287-290.

Li, Aihua

w/Brennan, J.P. & Q. Huo (2009). "Advancing Lattice Path Models for Nanoparticle Percolation of Conductivity in a Non-conductive Matrix." *Journal of Computational and Theoretical Nanoscience*, 6:3, pp. 519-524(6).

Munakata, Mika

w/Jones, M. (2009). "Coloring and Counting Rectangles on the Board." In B. Hopkins (ed.) *Discrete Mathematics Resource Guide*. MAANotes Series #74. Washington D.C. Mathematical Association of America.

Nita, Bogdan G.

(2009). "An algorithm for imaging and amplitude correction derived from scattering theory." *International Journal of Tomography and Statistics*, 11:FA9,

Ophori, Duke

w/Barry, F., J. Hoffman and R. Canace (2008). "Groundwater flow and capture, zone analysis of the Central Passaic River Basin, New Jersey. Environmental." *Geology*, 56:8, pp. 1593-1603.

Passchier, Sandra

w/Haywood, A.M., J.L. Smellie, A.C. Ashworth, D.J. Cantrill, F. Florindo, M.J. Hambrey, D. Hill, C.D. Hillenbrand, S.J. Hunter, R.D. Larter, C.H. Lear and R. van de Wal (2009). "Middle Miocene to Pliocene History of Antarctica and the Southern Ocean." In Florindo, F. and M. Siebert (eds.) *Antarctic Climate Evolution, Developments in Earth and Environmental Sciences*, 8, Elsevier, The Netherlands, pp. 401-463.

Pope, Greg

Currently engaged in research on the New Jersey Pine Barrens as part of a team undertaking a broad system and holistic assessment of the role of fire and fire management in the Pine Barrens under the direction of Dr. Walter Bien (Drexel).

Prezant, Robert

w/Rollins, H. & R. Toll (2008). "Human exploitation of the quahog *Mercenaria mercenaria* in Eastern North America: Historical patterns and controls." In Antczak, A. and R. Cipriani (eds.) *British Archaeological Reports International Series - Early Human Impact on Megamolluscs, 1865*, pp. 23-32.

Roberts, Helen

Awarded \$50,000 from the N.J. Department of Education for a project titled, "Financial Services to the Classroom: To prepare Second Career Mathematics Teachers in New Jersey."

Robila, Stefan

Received a grant of \$88,398 from NSF for his project on Montclair REU Site in Imaging and Computer vision (iImagine).

Sarkar, Dibyendu

w/S.S. Andra, S.K. Saminathan and R. Datta (2008). "Chelant-aided enhancement of lead mobilization in residential soils." *Environmental Pollution*, 156, pp. 1139-1148.

Schelvis, Johannes P.M.

w/Eisenberg, A.S. (2008). "Contributions of the 8-methyl group to the vibrational normal modes of flavin mononucleotide and its 5-methyl semiquinone radical." *Journal of Physical Chemistry A*, 112, pp. 6179-6189.

Singh, Harbans

(2007). "Managing Water" in the *Journal of Man And Environment*, 29:3, pp. 71-80.

Stevens, J.G.

w/L. Liang and J.T. Farrell (2009). "A dynamic adaptive chemistry scheme for reactive flow computations." *Proceedings of the Combustion Institute*, 32, pp. 527-534.

Varde, Aparna S.

w/J. Pei (2008). "Advances in information and knowledge management." *SIGIR Forum*, 42:1, pp. 29-35.

Wang, Dajin

w/Wang, J. and A. Li (2008) . "Goal programming and its variants." In Adam, F. (ed.) *Encyclopedia of Decision Making and Decision Support Technologies*, 1:A-Lm. Hershey, PA: Information Science Reference, pp. 410-417.

Yu, Danlin

w/Luo, J. and X. Miao (2008). "Modeling urban growth of Springfield, MO with GIS and Remote Sensing." *GIScience and Remote Sensing* , 45:4, pp. 426-442 .

Willis, Jacalyn

Received \$1,035,250 for Years 2 and 3 of e-CUSP: Elementary Creative University School Partnerships.

Wolff, Kenneth

Was awarded a \$1,185,382 grant from NSF for a project entitled, "Fellows in the Middle: Partnerships for Inquiry and Interdisciplinary Middle School Science and Mathematics."

College of Humanities and Social Sciences

Carnevale, Nancy

2009. *A New Language, A New World: Italian Immigrants in the United States, 1890-1945*. Carbondale, IL: University of Illinois Press.

Edstrom, Anne

w/J. Ewald (eds.) 2008. *El español a través de la lingüística: Preguntas y respuestas*. Sommerville, MA: Cascadilla.

Feldman, Anne

w/B. Loenneker-Rodman (eds.) 2009. *Proceedings of the North American Chapter of Association for Computational Linguistics – Human Language Technologies (NAACL-HLT 2009) Workshop on Computational Approaches to Linguistics Creativity*. Boulder, Colorado.

Franke, Richard W.

2009. *Estado Kerala India: Una experiencia de planificación participativa descentralizada*. Caracas: Miranda International Center.

Lapp, Benjamin

w/H.H. Herzog & T. Herzog (eds.) 2008. *Rebirth of a Culture: Jewish Writing and Identity in Germany and Austria Today*. New York and Oxford: Berghahn Books.

Mengara, Daniel

2008. *Le chant des chimpanzées*. Paris: L'Harmattan.

Spitzer, Jaclyn

w/J.J. Montano (2009) *Adult Audiologic Rehabilitation*. San Diego: Plural Publishing.

Annual Institutional Profile of Montclair State University, 2009

Salzman, Patricia

w/G. Lively (eds.). 2009. *Latin Elegy and Narratology: Fragments of a Story*. Columbus: Ohio State Press.

Woodward, James

2009. *A Place in Politics: São Paulo, Brazil, from Seigniorial Republicanism to Regionalist Revolt*. Durham, NC: Duke University Press.

Zilney, Lisa

w/Laura Zilney. 2009. *Reconsidering Sex Crimes and Offenders: Prosecution or Persecution?* Westport, CT: Praeger Press.

Besen-Cassino, Yasmin

Received W.E. Upjohn Foundation Grant for \$5,000.

Call, Mary

w/D. Townsend (PI), received \$199,356 from the National Institutes of Health for “Eye-Tracking Analysis of Temporal Processing in Sentence comprehension.”

Curcio, Susan

Received \$61,026 from the New Jersey Department of Children and Families for “The Trial and Investigation of Crimes against Children.”

Reid, Robert

w/R. McCormick (Co-PI), received grant of \$1.67 million for Minority Substance Abuse/HIV Prevention Initiative. U.S. Department of Health and Human Services (DHHS), Substance Abuse and mental Health Services Administration (SAMHSA), Center for Substance Abuse Prevention (CSAP), 2008-2013.

Wambacq, Ilse

w/J. Besing & J. Koehnke (Co-PIs), received grant of \$20,000 from the Deafness Research Foundation for “Psychoacoustic and Neurophysiological Indices of Binaural Processing in Adults.”

Wei, Longxing

Received \$150,000 from the Office of the Chinese Language Council International in support of the Confucius Institute, Montclair State University.

Annual Institutional Profile of Montclair State University, 2009

Miele, Gina M.

Received UNICO National Mill Grazie Award, 2008.

Rothstein, Frances

Received Fulbright Garcia Robles Award (Research and Teaching) (San Cosme Mazatecochoco and Universidad Iberoamericana, Mexico City, Mexico), Fall, 2009.

McCaffrey, Katherine

Serves as General Editor, *Anthropology Now: A Journal of Culture in Contemporary Life* (Paradigm Publishers)

Emery, Elizabeth

Serves as Co-editor, *Romance Studies* (Maney Publishing).

English, Mary

Serves as Editor, *Classical Outlook* (American Classical League);

Gallope, Raul

Serves as Editor, *Journal of Latin American Urban Studies* (Montclair State University and St. John's University).

Elbert, Monica

Serves as Editor, *Nathaniel Hawthorne Review* (Nathaniel Hawthorne Society).

Pastor, Peter

Serves as Editor, *Studies in Hungarian History* (Columbia University Press).

College of Education and Human Services

Ahluwalia, Muninder K.

w/Zaman, N. (2009). Counseling Muslims and Sikhs in a post-9/11 world. In J. G. Ponterotto, M. Casas, L. A. Suzuki, and C. Alexander (Eds.), *Handbook of Multicultural Counseling* (3rd ed.).

Bulkley, Katrina E.

w/Bifulco, R. (2008). "Charter schools." In H.F. Ladd and E.B. Fiske (eds.), *Handbook of Research in Education Finance and Policy*. Mahwah, NJ: Lawrence Erlbaum.

Desirioscioli, Domenica

Received Distinguished Leadership Award presented at the 2009 Annual Conference of the New Jersey Association for Health, Physical Education, Recreation and Dance.

Davis, Danne and Shin, Minsun

(2009). The lives of Sesame Street: The impact of foreclosures on young children and families. *Contemporary Issues in Early Childhood*, 10 (2), 184-186.

Domine, Vanessa

(2008). *Rethinking technology in schools: A primer*. New York: Peter Lang Publishing.

Erwin, Elizabeth J.

w/Brotherson, M. J., Cook, C. & Weigel, C. (2008). Understanding self-determination and families of young children with disabilities in home. *Journal of Early Intervention*, 31, 22-43.

Feldman, Charles and Bauer, Kathleen

(2008). Flavoring culture: How the universally recognized spice *cassia-cinnamomum* gains and losses prestige throughout history. *Anthropology of Food*.
<http://aof.revues.org/sommaire5152.html>

Fisher, Michele M.

(2009). Children and exercise: Appropriate practices for grades K-6. *The Journal of Physical Education, Recreation and Dance*, 80(4), 18-23, 29.

Fives, Helenrose

w/Buehl, M.M. (2009). Exploring teachers' beliefs about teaching knowledge: Where does it come from? Does it change? *The Journal of Experimental Education*, 77(4), 367-407.

Goldstein, Sara E. and Chesir-Teran, Daniel

w/McFaul, A. (2008). Profiles and correlates of relational aggression in young adults' romantic relationships. *Journal of Youth and Adolescence*, 37, 251-265.

Gregory, Maughn

(2009). "Making the break: The ethics of disassociation and exclusion in a value-oriented educational association," *Theory in Action*, Vol.2, No. 3, 75-86.

Grinberg, Jaime

(2009). Del margen al centro: Comentarios sobre precedentes históricos en relación al acceso e inclusión en las escuelas publicas de los Estados Unidos. In *Educacão*, 32 (1), 7-15.

Henry, Mary E.

w/Natale, D. (2009). *Student developed learning objectives, anticipated service experiences and modifications to objectives in a service-learning course: A qualitative analysis of five semesters of student reflections*. Paper presented at the Association for Gerontology in Higher Education 35th Annual Meeting and Educational Leadership Conference, San Antonio, Texas, February 27, 2009.

Klein, Emily J.

w/McDonald, J. & Riordan, M. (2009). *Going to scale with new school designs: Reinventing high school*. NY: Teachers College Press.

Lewis, Tyson

w/Kellner, D., Cho, D. & Pierce, C. (Eds.). (2009). *Marcuse's challenge to education*. Lanham: Rowman & Littlefield.

Lucas, Tamara, Villegas, Ana Maria, & Freedson-Gonzalez, Margaret

(2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361-373.

Naditch, Fernando, Grinberg, Jaime, and Price, Jeremy

(2009). Schooling and social class. In S. Steinberg (Ed.), *Diversity and multiculturalism: A reader* (265-278). New York: Peter Lang.

Navarro Silvera, Stephanie A.

w/Mayne, S. ., Risch, H., Gammon, M.D., Vaughan, T., Chow, W-H. & Dubrow, R. (2008). Food group intake and risk of subtypes of esophageal and gastric cancer. *International Journal of Cancer*, 123, 852-860.

Oluwole, Joseph

(2008). *The Supreme Court and whistleblowers: Teachers and other public employees*. VDM Verlag Publishing House.

Onore, Cynthia, Goeke, Jennifer, Taylor, Monica, and Klein, Emily J.

(Summer 2009). Teacher leadership: Amplifying teachers' voices. *Academic Education Quarterly*.

Price, Jeremy and Grinberg, Jaime

(2009). *A brief history of American public schools: Selected documents*. Dubuque, IA: Kendall-Hunt.

Puig, Victoria

w/Recchia, S.L. (2008). The Early Childhood Professional Mentoring Group: A forum for parallel learning. *Journal of Early Childhood Teacher Education*, 29(4), 340-354.

Robinson, Jennifer and Gregory, Maughn

Received \$20,000 grant from Victoria Foundation for "Classroom Inquiry Project" for Newark Public Schools.

Sharp, Ann M.

(2009). Philosophy for Children and educational reform. In *Saeed Naji Journal of Culture*, Tehran, Iran: IHCS Press.

Sheely-Moore, Angela

(2008). "Understanding how multicultural issues 'play out' in school counseling." Paper presented for the North Atlantic Regional Association for Counselor Education and Supervision, Portland, ME.

Shin, Minsun

w/Lee, Y. J. (2009). Changing the landscape of teacher education via online teaching and learning. *Techniques*. 84(1), 32-33.

Spencer, Tamara G.

(2009). Scripting local literacies: Young children's experiences with a "scientifically based" reading program. Scholarly paper presented for the 30th Urban Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Taylor, Monica

w/Coia, L. (2009). Co/autoethnography: Exploring our teaching selves collaboratively. In D. Tidwell, L. Hamilton, & M. Heston (Eds.), *Research methods for the self-study of practice*. Dordrecht, The Netherlands: Springer Press.

Wunderlich, Shahla and Bai, Yeonkyung

(2009). Measuring the impact of nutrition education and physical activity on older adults participating in a government-sponsored program. 7th International Conference on Diet and Activity Methods (ICDAM). Washington, D.C.

College of the Arts

Friedman, Jeff

Served as Producer/Director/Production Manager for the Newark Public Schools cable television series, "A Closer Look with Dr. Clifford B. Janey."

Weiner, Larry

Established partnerships with the Metropolitan Opera Guild, the Seeing Eye Institute, the New Jersey Aviation Hall of Fame, the New Jersey After School Partnership, and Penny Lane.

Haines, Harry

Panelist, *Assessment of Our Students, Our Programs and Our Discipline*, New Jersey Communication Association Convention, March 2009, Kean University, NJ.

Curnutt, Hugh

Selected to participate as a Fellow in the 2009-2010 Research Academy for University Learning Teaching Fellows Program

Dumova, Tatyana

w/Fiordo, R. (Eds.). (2010). *Handbook of research on social interaction technologies and collaboration software: Concepts and trends* (in 2 volumes). Hershey, PA: Information Science Reference.

Lemesianou, Christine

April, 2009. Top Paper Award, Media Ecology Interest Group, Eastern Communication Association, Pennsylvania, Philadelphia.

Kelshaw, Todd

w/Gastil, J. (2008). When citizens and officeholders meet (Part 2): A typology of face-to-face public meetings. *International Journal of Public Participation*, 2(1), 33-54.

Weiner, Larry

Spring, 2009, Successful Managers Versus Effective Managers. *Forbes.com*

Londino, Larry

Panelist. Fifth International Conference on Technology, “Knowledge and Society Incorporating New Technologies to Enhance ‘Travel Learn’ International Experience,” Huntsville, Alabama.

Sanders, David

Produced 27th Annual American Eagle Awards for the National Music Council (June 2008).

Piroh, Patty

Received 3rd Place as Best Humanitarian Documentary for *A Ripple in the Water: Healing through Art*, Bayou City Inspirational Film Festival, Houston, Texas (August 2008).

Bebout, Catherine

Solo Exhibition. Ruchika Art Gallery, Goa, India, the Prince of Wales Museum, Mumbai, India, and at Lalit Kala Akademi, Chennai, India.

Feigler, Denis

Presented a paper at the Industrial Designers Society of America (IDSA) conference in Scottsdale, AZ

Foti, Eileen

Group exhibitions. Ben Shahn Gallery, William Paterson University, Wayne, NJ, the Leroy Nieman Center, New York, NY, the Pierro Gallery, South Orange, NJ, the International Print Center, New York, NY, and Haystack Mountain School of Craft, ME.

Friedman, Roberta

New York producer for a \$2 million feature film, tentatively titled *A Kiss for Justin*, financed by the Irish Film Board in Dublin and currently shooting.

Goldring, Nancy

Solo exhibition. KIKA Gallery, Parma, Italy, which was reviewed in the *Gazzetta di Parma* and in the June 2009 issue of *Art and Antiques Magazine*.

Gordley, Scott

Solo exhibitions. Hanafin Gallery, New London, CT, and at the Apollo Theater Gallery, New York, NY. He had a group exhibition at the WIT Gallery, Lenox, MA.

Heffernan, Julie

Solo exhibitions. Mark Moore Gallery, Los Angeles, CA and Catharine Clark Gallery, San Francisco, CA, both accompanied by catalogues, as well as at the Brooklyn Academy of Music, Brooklyn, NY, where she was Guest Artist for the Spring 2009 season.

Inciong, Anthony and Luttrupp, John

Co-presented “Graphic Design, Beginning I: A New Approach” at the American Institute of Graphic Arts (AIGA) Future History 3 Conference

Lillethun, Abby

Published refereed proceedings “Black Silk, Brown Silk: China and Beyond – Traditional Practice Meets Fashion” in *Textiles as Cultural Expressions: Proceedings of the Textile Society of America’s Tenth Biennial Symposium*, The Textile Society of America.

McCreath, William

Invited to show his work in “Gill Hong Han,” an exhibition of South Korean, Japanese, and American ceramic artists.

Steinhauer, Eddy

Curated two exhibitions at Long Island University’s Selena Gallery, Brooklyn, NY, and Five Myles Gallery, Brooklyn, NY.

Swales, Walter

Group exhibition. Amos Eno Gallery, New York, NY

Valdez del Alamo, Elizabeth

Presentation: “Imágenes para una reina: la lauda sepulchral de Doña Blanca en Nájera” for *Espacios funerarios and sepulcros monumentales en el románico español*, at the University of Zaragoza in Jaca, Spain.

Weinberg, Mimi

Solo exhibition. “Loca Papyri: Babatha’s Texts” at Walsh Gallery, Seton Hall University, South Orange, NJ.

Weinshenker, Anne Betty

2008. *A God or a Bench: Sculpture as a Problematic Art during the Ancien Régime*. Pieterlen, BE, Switzerland: Peter Lang.

Buchanan, Heather

Prepared the University Singers' recording of *Ascension Variations* with Meredith Monk & Company on the ECM label in November 2009

Butts, Robert

Artistic Director and Conductor for the 2009 Summer Festival of Baroque Music, August 16-23, Madison, New Jersey.

Gall, Jeffrey

Directed a production of Purcell's *Dido and Aeneas* in August 2008 in conjunction with the Teatro Colón's Instituto Superior in Buenos Aires.

Goodman, Karen D.

"Cracking Up and Back Again: Transformation Through Music and Poetry," presented at the 8th Global Conference: Making Sense of Health, Illness and Disease at Mansfield College, Oxford, UK.

Heller, Marsha

Performed Bach's Concerto for Oboe and Violin with violinist Robert Zubrycki and the Queen's Chamber Band at the Moravian Church, New York, NY. March 2009.

Ho, Ting

Presented "The Online Music Course" at the 30th Northeast Regional Conference of the College Music Society in Quincy, MA, in March, 2009.

Hostetter, Paul

Led a conducting workshop on June 4th sponsored by the New York Philharmonic, New York Pops, and the New York City Board of Education at the Nola Studios in New York, NY.

Kolker, Siobhan

Premiered her duo cabaret act about mothers and daughters, *Mother Said: A Momplicated Relationship* at Germano's Cabaret in Baltimore.

Kunkel, Jeffrey

Honored with a Lifetime Achievement Award in Jazz Education by NJAJE, the New Jersey Association for Jazz Education, in a ceremony at NJPAC in Newark

Lipsey, Michael

In residence at University of Virginia and Harvard with the percussion quartet, Talujon, and performed with composer Steve Reich in London, Madrid, Lisbon and Perth, Scotland.

Louprette, Renee Anne

Toured England and Ireland in 2009 performing organ recitals at Westminster Abbey in London, the Dunloaghair Festival in Dublin, and Galway Cathedral.

Mazzocchi, Anthony

Invited to perform at the annual NJ Music Educators Association (NJMEA) Convention.

McCauley, Thomas

Published "High Definition Rehearsals" and "Life Lessons Learned" in *The Instrumentalist* magazine.

Pakman, Mark and Stephen Oosting

Performed a recital at St. Alban's Church in Davidson, NC in November, 2008.

Searing, Harry

Invited by the Interlochen Arts Academy to play the Heckelphone for the US Premiere of Finnish composer Kalevi Aho's *Concerto for Contrabassoon and Orchestra*.

Singer, David

Recorded Aldridge and Copland Clarinet Concerti, with "A Far Cry."

Smith, Joseph

Performed at Carnegie Hall with baritone Gregg Baker in a concert to Honor the Voice, and at the American Cathedral, Paris, France in a solo piano recital.

Toth, Gwendolyn

Released solo CD, *Meantone Organ Music from Holland*.

Witten, David

Performed solo piano recital at San Andrea Spring Concert Series in Melzo, Italy.

Trauth, Suzanne

w/Lisa Brenner. Co-scripted *Katrina: The K Word*.

Otte, Debra

2008. Contributor to *Bobbi Brown Makeup Manual: For Everyone from Beginner to Pro*. w/Bobbi Brown and Sally Wadyka (contributor), Springboard Press.

Mugleston, Randy

Created lighting design for the Army Community Theatre in Honolulu, Hawaii

Jenkins, Jay T.

Taught at the Ailey Center, and choreographed for Nickelodeon.

Susan Kerner

Directed Caryl Churchill's *Cloud 9* (August 2008) and Christopher Hampton's *Les Liaisons Dangereuses* (August 2009) at the American Academy of Dramatic Arts, New York, NY.

J. Major Capital Projects

Recently Completed Projects

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



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

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

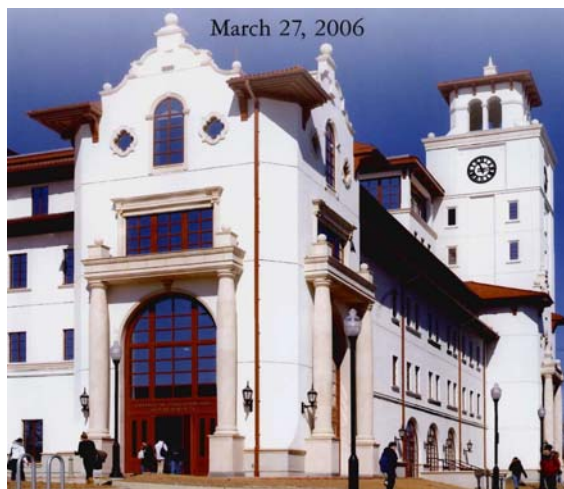


Chemistry Lab Renovations (\$2.1 million), completed in Summer 2004, provided for a complete renovation of existing chemistry labs and stockroom, including new laboratory equipment, flooring, lighting, fixtures, ducts and fume hoods.

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



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



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



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

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



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



The **John J. Cali School of Music** is an adaptive re-use project that transforms a former dormitory and classroom building into a state-of-the-art teaching, practice and performance facility. Opened for classes in fall 2009, the School of Music creates a new “gateway” building for the campus.

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

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

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

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

Reopened in fall 2009 following extensive renovation, **Panzer Gymnasium** (approximately 70,000 gross square feet) received upgrades to the competition gym, a new building entrance (façade) on College Avenue, interior upgrades, a new electrical system, and extensive upgrades to the present HVAC system.



Montclair State University - Panzer Athletic Center
January, 2005

Chick Eisen Miller
Architects
Planning
Landscape Architects

Current Projects

New Parking Structure

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



Finley Hall Renovation



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

Frank Sinatra Hall

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



Wireless Local Area Network

The University continues to improve upon the technology infrastructure and resources available to the University community to ensure they are able to effectively carry out the University's teaching, learning and research mission.

The University is upgrading its wireless network infrastructure to the high speed, backbone class 802.11n protocol and expanding the coverage to ensure pervasive access to the University's information resources throughout the campus. This \$5 million project will ensure that members of the University community have wireless service in every residence hall, academic space, and administrative building. Coverage will extend to all outdoor areas, including parking lots and garages.

Replacement of the University's Business Systems

Work is well underway on a project to replace the University's legacy business systems with the Oracle/PeopleSoft suite of applications. The program plan for this nearly \$30 million project, known as the Bell Tower Initiative, calls for replacement of all of our major business systems for finance and accounting, human resources and student information and services as well as the addition of a community portal and data warehouse and business intelligence services. The entire project is slated for completion by the end of December 2011.



**MONTCLAIR STATE
UNIVERSITY**

**A Report on
Contributions
to the Community
2008**



**MONTCLAIR
STATE
UNIVERSITY**

LITTLE FALLS

CLIFTON

MONTCLAIR

NEWARK



Montclair State provides economic, educational, and community-service benefits to its host communities.

As it celebrates its Centennial, Montclair State can take pride in its rich history of bold educational innovation and vital service to the state. The University has provided tangible economic benefits, educational benefits, and community-service benefits to its host counties of Essex and Passaic, its host communities of Montclair, Clifton, and Little Falls, and the nearby city of Newark.

Highlights



Montclair State has 2,273 alumni living in Clifton, 885 in Little Falls, 1,473 in Montclair, and 943 in Newark.

- **In fiscal year 2007, Montclair State generated \$76.5 million worth of economic activity in its host communities of Montclair, Clifton, and Little Falls and another \$4.7 million of economic activity in Newark.**
- **Montclair State boosts local employment.** In the fall of 2007, 333 of Montclair State's 1,516 full-time employees — more than a fifth of the total — were residents of Clifton, Little Falls, or Montclair. These local, full-time employees earn annual salaries of \$23 million. Seventy-one full-time employees from Newark earn annual salaries of \$2.7 million. An additional 1,500 local and Newark residents not employed by Montclair State owe their jobs to the economic activity generated by the University.
- **Montclair State supports local vendors.** In fiscal year 2007, the University purchased more than \$10.4 million worth of goods and services from vendors in its host communities and another \$1 million from vendors in Newark.
- **Montclair State draws hundreds of thousands of visitors to the area.** During academic years 2000 through 2007, athletic events at Montclair State enjoyed attendance of over 229,000, theatrical performances attracted attendance of about 179,000, and children's performances drew attendance of 212,000, with 18,400 of those seats going to children from Little Falls, Montclair, and Clifton.
- **Montclair State educates local youth.** In academic years 1997 through 2007, 4,830 students from Montclair, Clifton, and Little Falls and another 1,532 from Newark enrolled at Montclair State. In fall 2007 alone, the University enrolled a total of 1,260 students from our host communities and another 437 from Newark.
- **Montclair State assists local school districts.** The Montclair State University Network for Educational Renewal promotes the renewal of public schools and teacher education by means of collaboration between and among the University and the school districts of Montclair, Clifton, Little Falls, Newark, and 20 other towns. A wide variety of other University programs assist neighboring school districts and individual schools.
- **Montclair State assists local nonprofit organizations.** Through the University's Service-Learning Program, hundreds of Montclair State students are serving over 1,300 residents of Montclair, more than 300 residents of Clifton, and over 500 residents of Newark.

Montclair State has a strong, direct impact on its host communities by means of the jobs it provides.



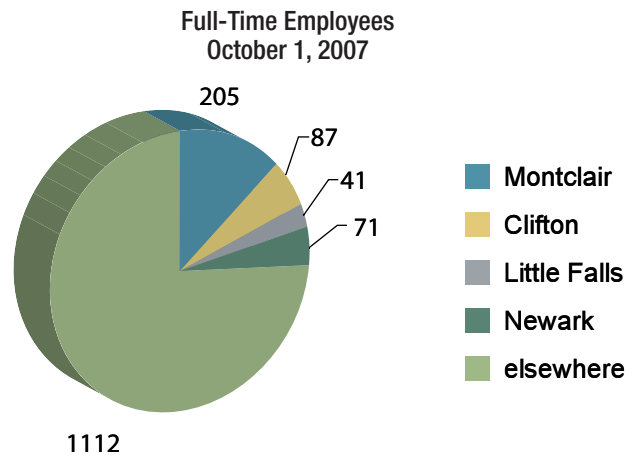
Montclair State provides over 1,500 full-time jobs.

ECONOMIC BENEFITS

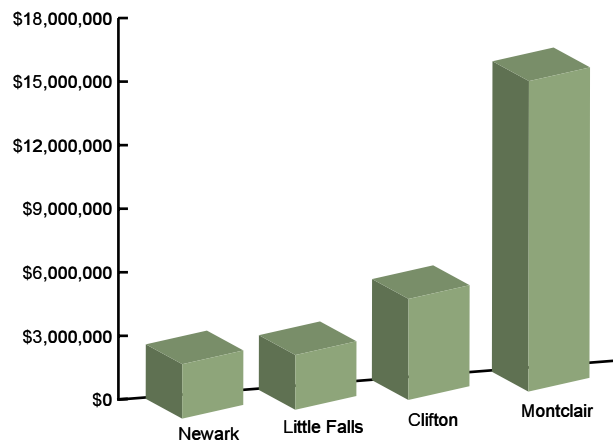
Although the University's core mission lies in higher education, it is also an integral part of the local economy and a steady driver of its growth.

A Major Employer

Montclair State has a strong, direct impact on its host communities by means of the jobs it provides. In the fall of 2007, 333 of Montclair State's 1,516 full-time employees — more than a fifth of the total — were residents of Little Falls, Montclair, or Clifton. These full-time employees earn annual salaries of \$23 million, and the University employed an additional 175 local residents on a part-time basis. Newark provided 71 full-time and 17 part-time employees, with its full-time employees earning annual salaries of \$2.7 million.



Annual Salaries Earned by Full-Time Employees
October 1, 2007



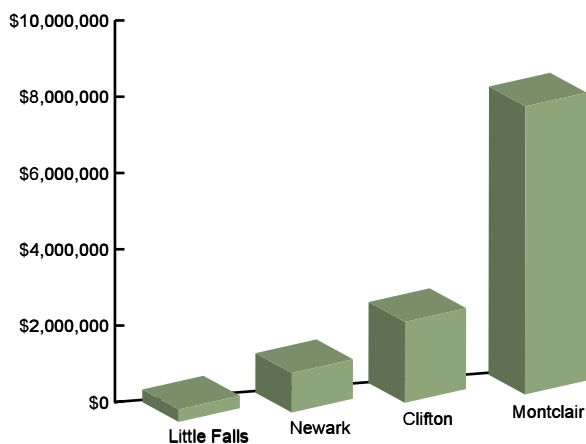
Theatrical performances draw attendees from throughout the region and the greater New York City area.



Stimulating the Local Economy

The University's economic impact extends well beyond its own staff to create income and employment for hundreds and hundreds of people in our host communities, many of whom have no direct connection to Montclair State. To calculate their total economic impact, many universities rely on the Ryan-New Jersey Model, which estimates an institution's economic impact by means of the direct and indirect contributions it makes to cash flow in its host economy. Montclair State's direct expenditures (including capital expenditures) in its host communities in fiscal year 2007 totaled \$51 million, including \$10.4 million by the University, \$11 million by employees, and \$29.6 million by students.¹

University Purchases from Local Vendors, FY2007



This figure of \$51 million actually underestimates the University's true economic impact. First, it does not attempt to include the effects of hosting visitors at athletic, artistic, and other events. During academic years 2000 through 2007, athletic events at Montclair State enjoyed attendance of over 229,000. During that period, theatrical performances drew attendance of about 156,000 paying customers. At the same time, TheatreWorks USA enjoyed attendance of 212,000 for children's performances at the University, and 18,400 of those seats went to children from Clifton, Little Falls, and Montclair. The University's art gallery attracted about 19,000 visitors in academic years 2005-07.

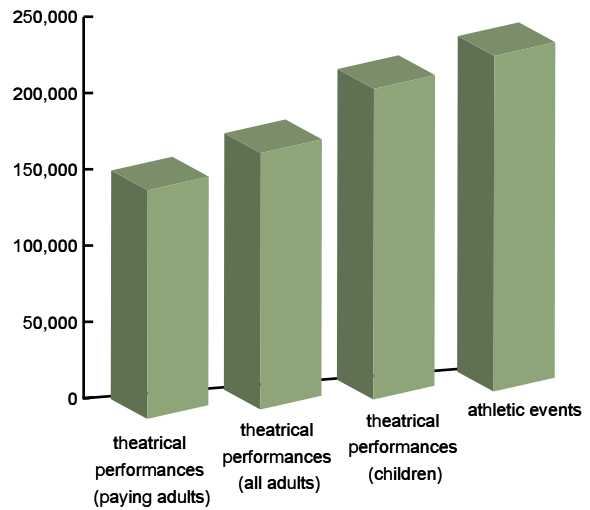
¹ This report relies on data from the U.S. Census Bureau, the U.S. Department of Labor's Bureau of Labor Statistics, and the U.S. Department of Commerce's Bureau of Economic Analysis to derive conservative estimates of consumer spending.



From 2000-2007, athletic events at Montclair State enjoyed attendance of over 229,000.

In fiscal year 2007, Montclair State's total economic impact on Little Falls, Montclair, and Clifton amounted to \$76.5 million and its economic impact on Newark totaled \$4.7 million.

Attendance at Montclair State Events, FY2000-07



Second, as Montclair State's Mission Statement declares, "The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge." Montclair State's growing collaboration with regional industries and its sponsorship of highly regarded conferences focusing on issues related to business are a major resource supporting the local business community.

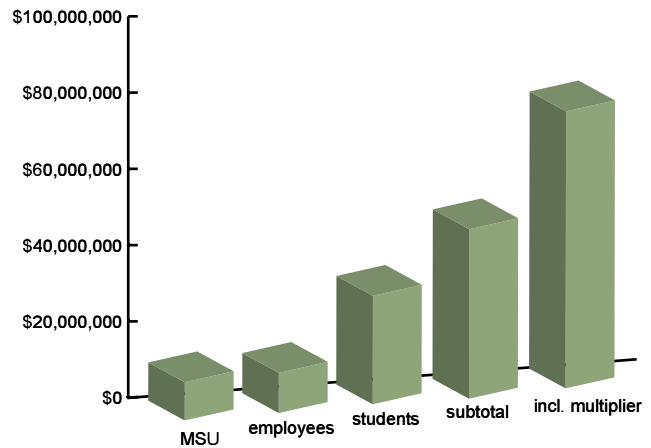
Finally, to measure economic impact accurately, it is necessary to apply a multiplier to direct spending to capture the indirect, "ripple effect" of an institution's expenditures. The individuals and businesses whose incomes are directly affected by an institution's spending themselves spend or invest some of those dollars locally, creating additional income and employment for many people outside the institution. Economic impact studies produced by other universities in the region estimate that every dollar spent generates another dollar's



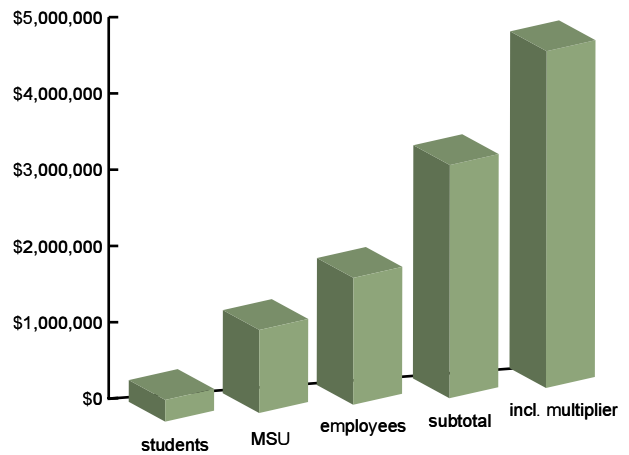


worth of local economic activity. If we apply an even more conservative multiplier of 1.5 to estimate the combined effect of direct and indirect spending in fiscal year 2007, Montclair State's total economic impact on Little Falls, Montclair, and Clifton amounted to \$76.5 million and its economic impact on Newark totaled \$4.7 million.

**Spending Within Host Communities
Attributable to Montclair State, FY2007**



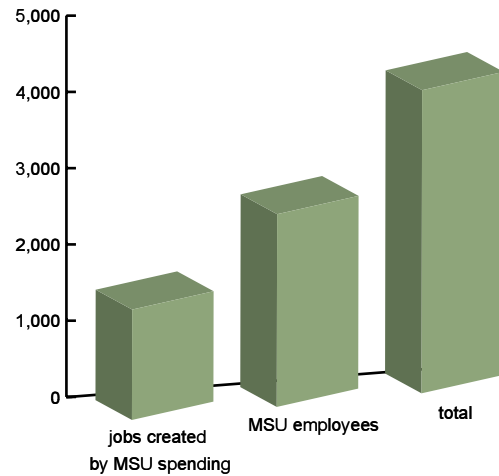
**Spending Within Newark
Attributable to Montclair State, FY 2007**



Spending naturally translates into jobs. Applying a conservative coefficient to Montclair State's local expenditures yields an estimate of 1,416 jobs generated in our host communities and another 88 in Newark by direct spending by the University, its employees, and its students. Even without counting graduate assistants and student workers, when its own full- and part-time employees are included, a total of 4,138 jobs in the area could be attributed to Montclair State in 2007.



Local Jobs Attributable to Montclair State, FY2007



Montclair State not only drives job growth, but also heightens wages and salaries. Because the University both stimulates demand for local businesses and directly competes with them for employees, average compensation in the area is higher than would be the case without the presence of the University. As a result, the University's presence benefits *all* workers in Montclair, Clifton, and Little Falls. And because Montclair State's economic impact has only grown over time, with enrollments and expenditures having risen steadily for years, the University has made a positive and stabilizing contribution to local communities' economies even as other sectors have experienced downturns.



EDUCATIONAL BENEFITS

Enrolling Local Applicants

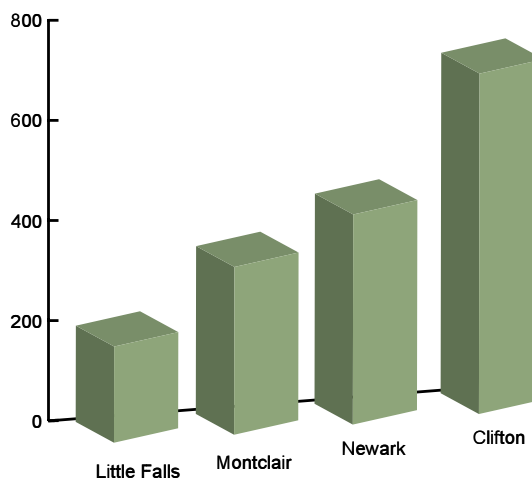


Close to 70% of the applicants accepted from Clifton, Montclair, and Little Falls enroll at the University.

New Jersey cannot compete economically without a highly prepared work force, but in 2006, New Jersey ranked a disappointing 45th among states in per-capita seats for students in public, four-year institutions of higher education. New Jersey ranked 50th — dead last in the entire nation — in seats per high school graduate. New Jersey is far and away the largest net exporter of students in the entire United States: more than 26,600 students, or about 57 percent of high school graduates who attend four-year colleges, leave the state.

It is a great advantage to have a high-quality institution of higher education in the neighborhood, and local students take full advantage of it. In academic years 1997 through 2007, Montclair State accepted a total of 6,955 applicants from Little Falls, Montclair, and Clifton, and 4,830 — close to 70 percent — of those applicants enrolled at the University. During that same period, Montclair State accepted 2,751 applicants from Newark, 1,532 of whom (56 percent) enrolled. In fall 2007, the University enrolled a total of 1,260 students from our host communities and another 437 from Newark.

Total Local Enrollments, Fall 2007



It is a great advantage to have a high-quality institution of higher education in the neighborhood, and local students take full advantage of it.

COLLEGE OF EDUCATION AND HUMAN SERVICES PROGRAMS



Montclair State collaborates closely with local elementary schools.

The Montclair State University Network for Educational Renewal —

The University's educational benefits extend far beyond enrolling local applicants. The Montclair State University Network for Educational Renewal (MSUNER) promotes the renewal of public schools and teacher education by means of collaboration between and among Montclair State and 24 local school districts. As active members of MSUNER, the Montclair, Clifton, Little Falls, and Newark school districts profit from a wide array of programs. Among other things, the University dispatches student teachers, sponsors mini-courses on professional development, runs annual summer conferences, promotes educational leadership among administrators as well as teachers, and enrolls clinical faculty, who may apply for all grant opportunities, attend special professional development activities, co-teach mini-courses, and mentor Montclair State student teachers.

Participants in the MSU Network for Educational Renewal, AY2007

Activity	Montclair	Clifton	Little Falls	Newark
Student Teachers (from MSU)	88	37	12	85
Professional Development Series	17	46	5	10
Summer Conference	11	16	5	27
Leadership Associates	28	0	0	24
Clinical Faculty	108	102	17	117

The Arts Initiative at Benjamin Franklin Elementary School (Newark) — Newark Public Schools and the Newark Museum partner with Montclair State faculty and students, elementary school teachers, schoolchildren and their families, and museum staff to infuse arts education into the Benjamin Franklin School.

The Bradford School (Montclair) — Montclair State collaborates especially closely with this elementary school. Every Bradford student participates in at least one University-designed teaching experience during each of the year's three marking periods, student teachers from the University apprentice in Bradford classrooms, Bradford students have access to Montclair State facilities, and University professors teach seminars at Bradford.

Future Educators Association Clubs — Montclair State recruits and supports future teachers for Newark's schools with a special emphasis on teachers of color. The University supports 16 Future Educators clubs in Newark elementary and high schools, hosts campus visits, and holds an annual conference for middle school clubs.

New Jersey Consortium for Urban Education — Montclair State collaborates with New Jersey City University, William Paterson University, Kean University, Newark, and other urban school districts in New Jersey to recruit, prepare, and support new teachers for positions in mathematics, the sciences, and special education.

P-3 Modified Alternate Route Program — Since 2002, this program at Montclair State has provided the courses necessary for nearly 1,000 teachers to apply for P-3 licensure. The program primarily targets teachers in Abbott districts employed in pre-kindergarten through third grade classrooms, more than 150 of which are in Newark.

Partnership for Instructional Excellence in Quality Education — This P-12 program recruits, prepares, mentors, and retains both new and continuing urban teachers for Newark Public Schools. More than 200 teachers and administrators from elementary through high schools participate in activities to build a strong teacher development continuum.

Prudential Teaching Scholars — This three-year project recruits, prepares, and supports 45 new math and science teachers for Newark high schools. In combination with other induction curricula, intensive mentoring ensures that Prudential Scholars succeed, and that they will be inclined to remain in urban teaching.

Teacher Recruitment for Urban Schools of Tomorrow — This project has recruited 45 new, postbaccalaureate mathematics and science teacher candidates, many of whom have become teachers in Newark and other urban public school districts in New Jersey.

COLLEGE OF THE ARTS



The University's art gallery attracted 19,000 visitors during academic years 2005-2007.

Thinking Skills in Teaching and Learning — This project has enrolled more than 500 Newark teachers over the past 21 years. At a time when teacher turnover is a serious problem, more than 95 percent of these teachers have remained in their districts.

The Urban Teaching Academy — In collaboration with Essex and Passaic County Community Colleges, this initiative is improving the recruitment and retention of new teachers at Newark Public Schools and corresponding early childhood centers. Montclair State has already prepared nearly 100 new teachers.

Arts Days — Offered throughout the year at no charge, these full days of activities engage students through hands-on workshops in dance, music, theater, and the visual arts as well as live theater, music, and dance performances, career talks, and audition/interview preparation sessions. Montclair State conducts targeted outreach at three high schools in Montclair, one each in Clifton and Little Falls, and 16 in Newark.

Arts Education/Curriculum

- **American Spring** — After attending a performance of “Machinal,” Montclair High School students will, in April 2008, prepare a mock-trial team to reenact and explore the civil-liberties themes of the play in preparation for a classroom visit and discussion by a scholarly interpreter and the cast.
In another “American Spring” program, Newark students will spend a day at the Montclair Art Museum with University staff examining Modernist art and then watch a presentation of Martha Graham’s “Steps in the Streets” performed by Montclair State dance majors.
- **Ballroom!** — This February 2007 program developed an appreciation for different styles of dance among students at the Bradford School and culminated in a performance opportunity on the stage of the University’s Memorial Auditorium.
- **Montclair Reads!** — The University has developed arts-based activities in support of this town-wide literacy project. For example, about 600 students in grades K-8 from the Bradford School and Glenfield Middle School participated on campus in the creation of a collective work of art, *The Mandala*.
- **New Jersey Core Curriculum Content Standards (NJCCCS)**— The University is assisting Essex County Technical Schools, which serve Newark students, in the design and implementation of a 9- to 12-week visual/performing arts component to align the existing curriculum with the NJCCCS.
- **The Workshop: An Arts-Based Model** — This 12-week (September-December 2008), arts-inspired program will cater to the autism spectrum disorder community by providing motivational and experiential program modules.

Enrichment/Performance Opportunities

- **Art Galleries Tour + Workshop** — Available to school groups and families, this program offers an age-appropriate tour of the current show or the University’s permanent collection, lively discussion and review, and a hands-on arts project related to the discussion. The program serves more than 500 K-12 students annually from public schools in Montclair, Clifton, Little Falls, and Newark.
- **“In Tune with Autism”** — A concert benefiting the autism spectrum disorder community will be held for the third year in May 2008.
- **Intergenerational master class in dance** — Liz Lerman will teach a class in April 2008 that involves dancers of all ages. The University has teamed up with the Montclair Arts Council Creative Aging Initiative to host senior citizens and teach the class on campus with the participation of University dance students.
- **Pre- or post-performance talks** — During the 2007-08 season, Montclair State is hosting ten talks based on the work presented. Free and open to the public, they have included meetings with four composers and a special dialogue with choreographer Bill T. Jones and John Rockwell, former dance critic for *The New York Times*.

- The Preparatory Center for the Arts — This center serves approximately 300 Essex and Passaic County students from age four up, offering comprehensive musical education.
- Wednesdays at One Concerts — These concerts are free and open to the general public.

Community Organizations/Affiliations — University faculty and staff lend their time and expertise to such community organizations as the Montclair Arts Council, the Montclair Office of Art and Cultural Affairs, the Montclair Public Schools Arts Advisory Board, and, in Newark, the Essex County Advisory Board of the Arts, the Essex County Division of Cultural and Historic Affairs, and the Theater Academy at The New Jersey Performing Arts Center.

Professional Development for Teachers — Approximately 60 teachers from schools in Clifton, Little Falls, and Montclair attended Theatre Day for Teachers, a training and networking event, held in January 2008.

Adopt a Professor— This program provides faculty members who are “adopted” by K-12 classes in surrounding communities, specifically to enhance science and math instruction.

The Center for Environmental Management and Analysis — The Center addresses issues of energy, air and water quality, solid and hazardous waste, sediment and land contamination, and coastal resource management. It has partnered with business, government, consultants, and nonprofit organizations to solve environmental problems.

The New Jersey School of Conservation — The oldest university-operated environmental education center in the nation, the School annually provides environmental education programs for nearly 9,000 elementary and secondary school students and nearly 1,000 teachers from about 100 schools.

The Passaic River Institute — The Institute conducts problem-oriented research, delivers environmental education programs, and hosts conferences and workshops. Its biennial Passaic River Symposium, for example, brings together 300 community members, industry leaders, and scientists. Students and teachers from Passaic Valley High School in Little Falls are participating in a river study funded by the Environmental Protection Agency.

PharmFest — Held every other year, PharmFest brings together over 300 college students, high school students, educators, community members, and professionals from the pharmaceutical industry for discussion and information sharing.

Professional Resources in Science and Mathematics — This center fosters partnerships among Montclair State, school districts, museums, industry, and other science centers to improve K-16 science, mathematics, and technology teaching. It has provided planning assistance to 25 New Jersey school districts, curriculum development training to 700 teachers, and science and math enrichment programs to 14,000 K-12 students.

The Rainforest Connection Live! — Live videoconference programs link researchers at a tropical forest research center in Panama with 450 students in New Jersey and 2,600 nation-wide. The program enables professionals to stimulate student enthusiasm for their respective fields, especially among urban schoolchildren who have little firsthand experience with nature.

The Margaret and Herman Sokol Science Lecture Series — This series, which has featured such eminent speakers as Oliver Sacks, Brian Greene, Rita Colwell, and Nobel laureate Roald Hoffmann, is open to the public and heavily attended by residents of all our host communities.

Telescope Night — Every Thursday evening when the weather is clear, telescopes are set up outside for the general public to view the constellations, the moon, planets, double stars, and nebulae. Groups like the Girls Scouts and Cub Scouts, astronomy enthusiasts, and elementary school classes from surrounding communities attend these sessions.

COLLEGE OF SCIENCE AND MATHEMATICS PROGRAMS



Local high school students conduct scientific studies of the Passaic River under the guidance of professors and staff from Montclair State University.

SCHOOL OF BUSINESS PROGRAMS

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES PROGRAMS



Montclair State's Center for Hearing and Balance provides audiology services for area residents.

EDUCATIONAL OPPORTUNITY PROGRAMS

Upward Bound Project — This intensive, five-week, residential summer program annually provides 50 public school students from Newark and other cities the skills and motivation to complete an undergraduate course of study in the sciences that might lead to enrollment in a medical, dental, veterinary, podiatry, or optometry school. The summer program is followed by 20 Saturday academic sessions during the school year.

Weston Scholars — As many as 48 talented, motivated students from Montclair High School who demonstrate high potential for achievement in science, mathematics, and related fields attend this summer program each year to work on research projects with Montclair State scientists.

Volunteer Income Tax Assistance — For several years, Montclair State accounting majors have been assisting older adults and low-income residents from Clifton and neighboring communities with the preparation of their federal and state income tax returns. The program is conducted at the Clifton Public Library on Saturdays from February until April. In 2007, students helped 88 individuals.

The Joseph and Elda Coccia Institute for the Italian Experience in America — The Institute sponsors lectures, seminars, presentations, and exhibits that welcome local residents. It offers programs for children through an Italian language and culture summer program, and for high school students through its Annual New Jersey Italian and Italian-American Student Symposium, and Teach the Teachers Symposium. The 2007 student symposium hosted over 400 New Jersey high school and college students and teachers.

Speech–Language–Hearing Services

- **Center for Hearing and Balance** — Since March 2006, the Center has provided diagnostic services to about 230 community residents who have, or suspect they have, hearing loss, auditory processing problems, or balance problems.
- **Screenings** — In October 2007, University staff and students provided speech, language, and hearing screenings to children enrolled in the Montclair Child Development Center (Head Start). It has also provided hearing screenings to the Clifton community surrounding St. Phillips Church.
- **Communication Disorders Center** — In 2007, Montclair State began providing speech and language therapy and diagnostic services to local residents.

Educational Opportunity Fund — This program offers special admissions criteria, financial aid, and academic support services to provide greater access to higher education for under-represented, low-income students, students of color, and other educationally disadvantaged students. University staff recruit at Montclair High School and a dozen Newark high schools and college fairs. In fall 2007, the University admitted an additional 149 students to this program for a total enrollment of 739.

Human Relations and Leadership Development Association — Students who have developed a record of service activities through participation in high school, church, community, or employment-related activities or organizations exercise these skills by joining the Student Leadership Corps, which carries out 40 projects and annually provides over 2,000 hours of labor to human service organizations in surrounding communities.

The Health Careers Program — This program prepares highly motivated and academically capable students of color from disadvantaged backgrounds for careers in health professions or the sciences. In fall 2007, Montclair State admitted an additional 27 students to this program for a total enrollment of 103.

ADDITIONAL PROGRAMS AT MONTCLAIR STATE UNIVERSITY



The Children's Center provides services to over 100 children from Little Falls, Montclair, and Clifton.

GRANT ACTIVITY

The Children's Center — The Center provides a nurturing environment in which children with disabilities from birth to six years of age learn, play, and grow alongside typically developing peers of the same age. In fall 2007, the Children's Center provided services to about 280 children (180 inside and 100 outside the Center), of whom 114 were from Little Falls, Montclair, or Clifton.

Clifton High School at Montclair State — Each year, a group of high-achieving seniors from Clifton High School has the opportunity to enroll in courses at Montclair State. In academic years 2006-08, 104 Clifton students took advantage of this program.

Information Technology Support for Public Schools — The University provided support for the Blackboard course-management system to Passaic Valley High School in Little Falls. In particular, staff supported a 24-hour "Around the World" videoconference in May 2007. Afterwards, students and instructors and their counterparts overseas accessed a Blackboard community created by Montclair State to discuss topics raised during the videoconference. Thanks to additional training supplied by the University, courses are migrating to Moodle, an inexpensive, open-source alternative to Blackboard. Montclair State has also trained administrators at Montclair Public Schools in Moodle.

Sprague Library — Adult residents of Essex and Passaic Counties make full use of the University's library resources, including borrowing privileges. Materials not held in the collection can be obtained through interlibrary services. Whether in person, over the phone, or by e-mail, staff offer reference assistance and instruct high school students in the use of a library.

In fiscal years 2006 and 2007, Montclair State was awarded a total of \$13 million in grants, and millions of dollars have gone for local education projects. To cite a few recent grants:

- From December 2006 through July 2007, Montclair State received \$814,000 from the New Jersey Department of Education to study the effectiveness of 15 school districts, including Newark's.
- From September 2004 through August 2007, the New Jersey Department of Education awarded the University close to \$2.3 million to improve the quality of science and math education for grades 5-8. Clifton, Little Falls, and Montclair Public Schools were among 26 participating school districts.
- The Department of Education followed up this grant with a \$675,000 award to Montclair State from July 2007 through June 2008 for a partnership designed to improve the teaching and learning of science and mathematics in grades 3-5. Montclair Public Schools is one of 26 participating school districts.
- The U.S. Department of Education has awarded the University \$2.46 million from 2002 through 2008. In conjunction with other institutions of higher education and the school districts of Newark, Paterson, and Jersey City, the program aims to recruit, prepare, and retain teachers through an alternate route of certification.

Nationally recognized for its teacher preparation programs, the University received three major grants in mid-2007 to improve the teaching of math and science in New Jersey schools:

- \$2.8 million from the National Science Foundation to promote math and science education in middle schools by having the University's graduate students serve as teaching fellows in five northern New Jersey school districts;
- \$1.6 million from The Prudential Foundation to recruit, educate, and mentor 45 new math and science teachers to work in the Newark public schools; and
- \$2.4 million from the New Jersey Department of Education to have Montclair State faculty work with third- and fourth-grade math and science teachers in 26 school districts, including Montclair Public Schools.

Together, these grants will enable Montclair State to work with 30 school districts, impacting 257 teachers, and touching more than 10,000 students.

SERVICE LEARNING PROJECTS FOR NONPROFIT ORGANIZATIONS



Intergenerational activities provide social service benefits for area residents.

COMMUNITY SERVICE BENEFITS

The University integrates service to the community with academic coursework. Current priorities include service to the elderly, substance abuse prevention, and peer mentoring. Hundreds of University students are serving over 1,000 residents of Montclair, more than 300 Clifton residents, and over 500 residents of Newark. (Figures of community residents served are from academic year 2006-2007 and the fall of 2007.)

American Civil Liberties Union of New Jersey — In October 2007, the “Race Still Matters” conference in Newark gathered community members, leaders, and organizations to discuss issues of racial justice in New Jersey and develop comprehensive solutions for lasting change. Montclair State students provided assistance to the 387 community members at the conference and in planning, preparing, and promoting the event.

American Red Cross (Montclair) — Montclair State students assist with such activities as blood banks and food drives. The University holds two blood drives a semester, and sometimes an additional drive over the summer. Montclair State occasionally holds bone marrow registration drives in conjunction with the blood drives.

Boys and Girls Club of Clifton — Montclair State students facilitate programs for approximately 350 middle school children on substance abuse, alcoholism, and teen pregnancy.

Family Services Bureau of Newark — Montclair State students help provide mental health services, counseling, crisis intervention, substance-abuse services, specialty services, and an employee-assistance program.

First Montclair House — Montclair State students play games with older adults and work together on semester-long projects.

Hispanic Development Corporation (Newark) — Montclair State students assist this community outreach program in the provision of ESL classes, computer training, employee assistance, literacy programs, and immigration services.

Life Management — Montclair State students assist agency staff with activities that serve approximately 150 isolated, homebound, older adults of northern Essex County.

Mobile Meals of Essex — Montclair State students package meals, update emergency contact files, and conduct research on the medical conditions of more than 200 clients.

Montclair Board of Education

- STARS Program — Montclair State students provide tutoring and guidance to over 200 elementary school children in an after-school literacy and math enrichment program.
- Glenfield Middle School — Montclair State students mentor 35 at-risk children.

Montclair High School

- Special Education — Montclair State students tutor 27 special-education high school students.
- Writer’s Room — Montclair State students serve as writing coaches for 58 middle and high school students.
- Sister to Sister — Montclair State students mentor 30 high school girls by means of a weekly rap and lecture series.

The Montclair Inn — Montclair State students help 35 older adults by organizing and participating in discussion groups, baking sessions, language instruction, and games.

Montclair Recreation — Montclair State students help set up and clean up afternoon meetings for older adults at the American Red Cross.

Montclair YMCA — Montclair State students participate in exercise and activity programs for 50 older adults.

Pine Ridge Manor (Montclair) — Montclair State students collect oral histories from residents regarding memorable experiences and document how those experiences have an impact on their lives today.

Protestant Community Centers (Newark) — Montclair State students help the Centers provide education, literacy training, recreation and wellness activities, and housing assistance to over 60 at-risk children and disadvantaged residents.

Senior Care and Activities Center — Montclair State students assist the Montclair Recreation Department by leading group activities, discussion groups, craft activities, and sing-alongs for 80 older adults.

Toni's Kitchen (Montclair) — Montclair State students help with the preparation and clean up of hot meals for over 50 community residents.

Union Congregational Church (Montclair)

- The Side Door — Montclair State students chaperone weekly, after-school activities for 100 middle school children.
- Suburban Cultural Educational Enrichment Program — Montclair State students mentor and tutor at-risk, elementary school-aged children.

Van Dyk Manor (Montclair) — Montclair State students assist during meal time, serve as group leaders at current event sessions, document oral histories, photograph events, provide entertainment, and celebrate birthdays with 60 nursing home residents.

OTHER COMMUNITY-SERVICE COLLABORATIONS



The University provides training for local law enforcement agencies.

Aid to Local Police — In addition to handling all campus calls for service, emergencies, investigations, and traffic violations, the highly trained members of the Montclair State University Police Department regularly assist the police forces of Montclair, Clifton, and Little Falls with motor vehicle stops and accident investigations, burglaries, translation services, traffic coordination, and emergency response, among other things. University Police provide training opportunities for other police agencies, including seminars on violence against women, an active shooter drill, and a terrorist bombing drill — one of the first of its kind in New Jersey. University Police also generate substantial revenues for our host communities from motor vehicle violations and criminal summonses. In 2006, for example, University Police issued over 1,200 motor vehicle summonses and made 229 arrests, which resulted in significant fines and fees, all of which revenue is paid to the courts and municipalities of jurisdiction. More than \$100,000 in fines and fees for arrests and motor vehicle summonses was collected that year for the State and the municipality in Little Falls alone.

Aid to Local Fire Departments — Montclair State receives valuable services from the fire departments of its host communities and provides a number of services in return. The University's Department of Fire Safety has annually provided the Montclair Fire Department with fit-testing equipment to ensure that breathing equipment fits each firefighter properly. This service, which has also been offered to Clifton and Little Falls, would have cost over \$100 per firefighter. The University provides fire extinguisher equipment for training. Montclair State permits local fire departments to conduct training at its buildings. Little Falls used a University building that was coming down in 2007 to hold a department drill, for example, and Montclair firefighters staged their physical fitness test on campus. The University contributed \$5,000 to help Little Falls mark the 100th anniversary of its fire department. In January 2008, in what Little Falls hopes to make an annual event, Montclair State hosted a Little Falls Fire Department training seminar for 250 firefighters from as far away as Oakhurst, New Jersey.



Supporting the education of local K-12 students is an important mission of the University.

Aid to Local Charities — A variety of student organizations assist local charities. To cite just a few examples, Active Students Serving in Society Together (ASSIST) holds biweekly coffeehouses and semiannual dances to raise money for such charities as: Apostles' House Soup Kitchen (Newark), Meals on Wheels of Essex County, the children's ward at Mountainside Hospital (Montclair), New Jersey Battered Women's Services (Newark), and Planned Parenthood of Metropolitan New Jersey (Montclair). The Newman Catholic Center has gathered supplies for interfaith food pantries throughout Essex County and donated food to St. John's Soup Kitchen in Newark.

Assessment Center — The Center provides individualized educational and psychological evaluations for school-age children who are experiencing learning or behavioral difficulties. Referrals come from community members, and school personnel may recommend for evaluation students who would not be eligible for assessment services at school. Services are offered on a sliding-scale basis to ensure access for all families.

Community Board Service — The staff of Montclair State's Center for Career Services and Community-based Learning address issues of public concern by sitting on the governing boards of bodies like the Montclair Public Schools Health and Wellness Advisory Board, the Montclair School/Community Tutorial Advisory Board, the Mountainside Community Benefits Committee, Programs for Parents, and United Way of North Essex.

Montclair Arts Council — Current and ongoing partnership projects include: recruitment of older adults for the University's Older Adult Tuition Waiver Program; needs assessment for community-based, older adult creative services; attracting and transporting older adults to theatrical performances at discounted rates; and design of an intergenerational master dance class at Montclair State.

Project Excellence — Run in cooperation with the Township of Montclair, Trinity Presbyterian Church, and the United Way of North Essex, this summer program helps 30 to 40 young people develop interpersonal and problem-solving skills, gain a sense of empowerment, and grasp what it takes to plan, research, and prepare for a career.

Services to Seniors Resource Center — This resource center offers rich social and learning environments for approximately 280 senior citizens and helps integrate seniors within the larger community. It provides University students with materials, activity guides, orientations, and workshops to give them creative ideas for working with seniors.

Service-Learning Conference — Held at Montclair State in collaboration with campus and community partners, the Annual K-16 Service-Learning Conference brings the combined knowledge and experience of national leaders and University faculty members, staff, and students to bear on the vital role played by engaged learning.



CONCLUSION

In addition to fulfilling its core missions of education and scholarship, Montclair State University significantly and tangibly benefits our host communities of Montclair, Clifton, Little Falls, and nearby Newark by serving as an engine of economic growth and providing innumerable community services. Dedicated to building positive relationships with local governments, private and nonprofit organizations, the business community, and the community at large, the University is a powerful force for good in Essex and Passaic Counties, the state, and the region.

LITTLE FALLS

CLIFTON

MONTCLAIR

NEWARK



Variables Used in Host Community Economic Impact Calculations		
Variable	Estimate	Source
Estimate of non-housing expenditures for “complete income reporters” in the New York Metropolitan Statistical Area	0.75	2004-05 Consumer Expenditure Survey, Bureau of Labor Statistics, U.S. Dept. of Labor (Table 21)
Estimate of in-area expenditures for employees and students	0.65	2002 Economic Census, U.S. Census Bureau
Estimate of the percentage of local area residents who rent	0.39	2006 American Community Survey, U.S. Census Bureau
Estimate of the local area’s median monthly rent	\$1,030	2006 American Community Survey, U.S. Census Bureau
Estimate of annual in-area spending on non-housing items by non-local, full-time employees	\$2,000	Based on economic impact studies conducted at CUNY and other regional universities
Estimate of average annual college-related expenditures by full-time students	\$2,094	Montclair State University Financial Aid Office (as reported in 2005-06 Common Data Set)
Estimate of average annual college-related expenditures by part-time students	\$1,300	Montclair State University Financial Aid Office
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce
Multiplier	1.5	Based on economic impact studies conducted at Rutgers and other regional universities; assumes “leakage” to commercial centers in Bergen County and West Paterson

Appendix: A Note on Methodology

The methodology used to calculate economic impact is commonly referred to as the Ryan/New Jersey model. It represents a modified form of the classic economic impact model developed by Caffrey and Isaacs for the American Council on Education.² A number of institutions have relied on the Ryan/New Jersey model over the past two decades, and it has undergone several modifications.³

The major difference between the Caffrey and Isaacs and Ryan/New Jersey models is that the latter substitutes estimated values derived from available data for information collected from surveys of faculty, staff, and students. Many institutions found that they needed to make this substitution because survey response rates were often very low due to the sensitive nature of the information being requested.

The calculation variables substituted for survey data are: (1) an estimate of non-housing expenditures for an average middle-income family in New Jersey; (2) an estimate of employees' and students' expenditures within the local area; (3) an estimate of the percentage of local residents who rent; (4) an estimate of the median rent in the local area; (5) an estimate of spending on non-housing items in the local area by non-local, full-time employees; (6) an estimate of average annual college-related expenditures by full-time students; (7) an estimate of average annual college-related expenditures by part-time students; (8) the coefficient for estimating jobs attributable to University expenditures; and (9) the "multiplier." The tables on pages 20 and 21 present the calculation variables used in this study and their sources.

² John Caffrey and Herbert H. Isaacs, 1971, *Estimating the Impact of a College or University on the Local Economy*, Washington, D.C.: American Council on Education.

³ Research and Planning Committee, 1983, *Handbook for Conducting a Study of the Economic Impact of a Community College*, Lincroft, NJ: Council of County Colleges of New Jersey. G. Jeremiah Ryan, 1985, "A Shortcut to Estimating Economic Impact," *Community/Junior College Quarterly* 9:197-214. College Outcomes Evaluation Program, 1989, *Procedures Manual for the Assessment of Community/Society Impact at New Jersey Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. College Outcomes Evaluation Program, 1990, *Handbook for Calculating Short-Term Economic Impact at New Jersey's Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. G. Jeremiah Ryan and Patricia Malgieri, 1992, *Economic Impact Studies in Community Colleges: The Short Cut Method*, Second Edition, Resource Paper No. 48, National Council for Resource Development.

Variables Used in Newark Economic Impact Calculations		
Variable	Estimate	Source
Estimate of non-housing expenditures for "complete income reporters" in the New York Metropolitan Statistical Area	0.75	2004-05 Consumer Expenditure Survey, Bureau of Labor Statistics, U.S. Dept. of Labor (Table 21)
Estimate of in-area expenditures for employees and students	0.65	2002 Economic Census, U.S. Census Bureau
Estimate of the percentage of local area residents who rent	0.75	2006 American Community Survey, U.S. Census Bureau
Estimate of the area's median monthly rent	\$787	2006 American Community Survey, U.S. Census Bureau
Estimate of in-area spending on non-housing items by non-local, full-time employees	\$20	Represents 1% of estimate used in Montclair State's statewide economic impact study
Estimate of average annual college-related expenditures by full-time students	\$21	Represents 1% of estimate used in Montclair State's statewide economic impact study
Estimate of average annual college-related expenditures by part-time students	\$13	Represents 1% of estimate used in Montclair State's statewide economic impact study
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce
Multiplier	1.5	Based on economic impact studies conducted at Rutgers and other regional universities; assumes "leakage" to NYC and other commercial centers in Essex, Bergen, and Passaic Counties

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