



Annual Institutional Profile Report

Academic Year 2007

October 15, 2008

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II. DATA BY CATEGORY

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

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

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

Institutional Mission

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

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

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

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

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

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

A. Accreditation Status

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

Other academic accreditations include:

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

Program approvals include:

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

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

B. Number of Students Served

Fall 2007 Undergraduates

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

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

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

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

Fall 2007 Graduate Students

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

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

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

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

C. Characteristics of Undergraduate Students

Fall 2007 Freshmen

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

Fall 2007 freshmen entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of Montclair State University's 2,068 full-time, first-time freshmen, 83% were Regular Admits, 7% were admitted through the EOF program, and 10% were Special Admits (see Table II.C.1).

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

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

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

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

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

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

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

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

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

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

Fall 2007 Undergraduates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fall 2007 Graduate Students

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

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

D. Degrees Conferred/Characteristics of Graduates

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

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

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

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

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

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

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

E. Student Outcomes

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

**TABLE II.E.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2001
Full-Time, First-Time Freshmen by Race/Ethnicity**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
African Amer.						
Cohort=178	41	23.0%	84	47.2%	94	52.8%
Asian						
Cohort=97	31	32.0%	46	47.4%	55	56.7%
Latino/a						
Cohort=208	38	18.3%	101	48.6%	118	56.7%
White						
Cohort=785	240	30.6%	451	57.5%	504	64.2%
Non-Res. Alien						
Cohort=34	5	14.7%	19	55.9%	25	73.5%
Other*						
Cohort=76	16	21.1%	42	55.3%	47	61.8%
Total						
Cohort=1,378	371	26.9%	743	53.9%	843	61.2%

* Includes Native American and Unknown Race/Ethnicity.

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

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

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

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

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

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

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

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

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

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

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

Fall 2007 New Transfer Students

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

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

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

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

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

Other Student Outcomes

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

F. Faculty Characteristics

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

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

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

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

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

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

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

G. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

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

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

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

3. URL

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

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

H. A Profile of the Institution

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

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

FALL 2006 ACTIVE DEGREE PROGRAMS (cont.)

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

FALL 2006 ACTIVE DEGREE PROGRAMS (cont.)

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

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

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

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

I. Major Research and Public Service Activities

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

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

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

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

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

AY 07-08 Highlights:

The core mission of the University is “serving the educational needs of New Jersey with programs characterized by academic rigor and currency in the development of knowledge and its applications. The University will offer a comprehensive range of baccalaureate, master's, and certificate programs and a focused portfolio of doctoral programs that are closely aligned with the University's academic strengths and the needs of the state” (MSU Mission Statement, 2002, <http://www.montclair.edu/welcome/msumission.html>). This year the University was approved for its **first Ph.D. program**, in Counselor Education in the College of Education and Human Services. We signed the **first-ever Memorandum of Understanding between an American University and the Environmental Protection Agency** to promote carbon reduction, waste recycling and energy efficient practices throughout the University.

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

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

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

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

College of the Arts

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

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

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

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

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

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

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

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

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

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

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

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

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

Significant Publications:

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

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

Books Published

- Coiro, J., Knobel, M., Lankshear, C., & Leu, D. (Eds.). (2008). *The handbook of research on new literacies*. Mahwah, NJ: Erlbaum.
- Lankshear, C., & Knobel, M. (Eds.). (2008/in press). *Digital literacies*. New York: Peter Lang.
- Knobel, M., & Lankshear, C. (Eds.). (2007). *A new literacies sampler*. New York: Peter Lang.
- Lankshear, C., & Knobel, M. (2007). *Pesquisa pedagógica: Do projeto à implantação*. (*A handbook for teacher research*. Portuguese edition). Porto Alegre, Brazil: Artmed Editora SA.
- Lankshear, C., & Knobel, M. (2007). *Les noves alfabetitzacions: El coneixement canviant i l'aprenentatge a l'aula*. Xàtiva, València, España. Edicions del CREC i Denes Editorial, edició valenciana. (Catalan translation of the first edition of "The New Literacies").
- Macrine, S., McLaren, P., & Hill, D. (Eds.). (In press, 2008). *Critical Pedagogy: In search of democracy, liberation and socialism*. London: Routledge Press.
- Bulkley, K.E., & Fusarelli, L. (Eds.). (2007). *The politics of privatization in education: The 2007 Yearbook of the Politics of Education Association*. Published as a special double issue of *Educational Policy*, 21(1).

Major Presentations

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

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

Major Grants

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

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

Grants

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

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

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

Peter Siegel 2008-2010

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

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

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

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

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

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

Books

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

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

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

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

Keenan, Julian. Comparative Social Cognition Keio University Press

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

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

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

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

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

Honors

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

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

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

AY08-09 Highlights: College of Science and Mathematics

Grant Activity:

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

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

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

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

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

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

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

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

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

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

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

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

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

Presentations:

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

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

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

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

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

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

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

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

Service Activities:

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

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

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

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

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

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

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

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

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

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

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

J. Major Capital Projects

Recently Completed Projects

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



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

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

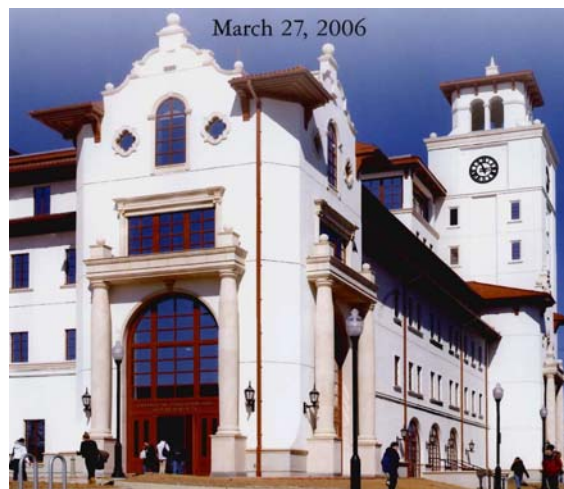


Chemistry Lab Renovations (\$2.1 million), completed in Summer 2004, provided for a complete renovation of existing chemistry labs and stockroom, including new laboratory equipment, flooring, lighting, fixtures, ducts and fume hoods.

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



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



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



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

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



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

Current Projects



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

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

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

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

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

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



Montclair State University - Panzer Athletic Center
January, 2008

Chick Eisen Miller
Architects
Interior
Landscape Architects

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

Finley Hall Renovation



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

New Student Housing Complex

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



MONTCLAIR
STATE
UNIVERSITY
The Heart of Learning in North Jersey

NEW STUDENT HOUSING COMPLEX

FLETCHER
THORNTON



MONTCLAIR STATE
UNIVERSITY

**Economic
Impact Report
2006-2007**

An Investment in
New Jersey's Future



MONTCLAIR
STATE
UNIVERSITY

President's Message



Montclair State University takes great pride in the caliber and commitment of its students and the quality of the education it provides to them. Montclair State's many thousands of graduates have gone on to lead purposeful and productive lives and have contributed to society in innumerable ways.

While the University exists for this educational purpose, it is also, itself, a positive contributor to the economy and quality of life of the state and the region. Montclair State employs thousands of workers, makes voluminous purchases from local vendors, and attracts tens of millions of dollars in out-of-state funding.

Over recent years, the University has experienced significant growth in enrollments, expansion of academic programs, and the addition of new and renovated facilities. In short, we are running a bigger and better university than we were just a few short years ago, and these advances have enabled us to contribute even more to New Jersey.

As Montclair State begins its second century, we are determined to ensure that the University continues to be an outstanding educational resource and engine of growth for New Jersey and the nation.

A handwritten signature in black ink that reads "Susan A. Cole". The signature is written in a cursive, flowing style.

Dr. Susan A. Cole



Economic Impact Report

Returning the State's Investment

As it approaches its Centennial, Montclair State University can take pride in its rich history of bold educational innovation and vital service to the state. Although the University's core mission lies in higher education, it is also an integral part of the New Jersey economy and a steady driver of its growth. In fact, its impact extends well beyond its students and employees to create income and employment for thousands of people throughout the state, many of whom have no direct connection to the University. Returning the state's investment many times over, this tangible economic benefit makes Montclair State an exceptional investment for New Jersey.

2006 Highlights

- **The economic activity traceable to Montclair State (\$338.2 million) was almost four and a half times larger than its state appropriation (\$77.3 million) in 2006.***
- **Montclair State accounts for a large and growing number of jobs.** Including both jobs at the University and jobs that result from its in-state expenditures, about 7,332 New Jersey jobs were attributable to Montclair State in 2006, an increase of 6% over 2004.
- **Montclair State provides more jobs for New Jerseyans than most large companies.** If the University had been a public corporation in January 2003, it would have ranked 39th in terms of New Jersey-based employees, ahead of such prominent companies as J.P. Morgan Chase, A&P, Aventis Pharmaceuticals, and GM.
- **Montclair State supports New Jersey vendors,** making almost 82% of its purchases from in-state vendors.
- **Montclair State serves as a major source of funds available for investment,** about \$115 million.

- **Montclair State brings significant amounts of money into New Jersey**, about \$23 million from out-of-state sources in 2006.
- **Montclair State has rapidly increased seats available to New Jersey students**, boosting graduate enrollments by 12% and undergraduate enrollments by more than 21% since fall 2000.
- **The skills Montclair State provides its students stay in New Jersey**. About ninety percent of students who earned degrees between 1990 and 2006 work in New Jersey.
- **Montclair State achieved all these positive outcomes as New Jersey's support for the University's operations declined from 55.2% of its operating budget in 1995 to 32.9% in 2006.**

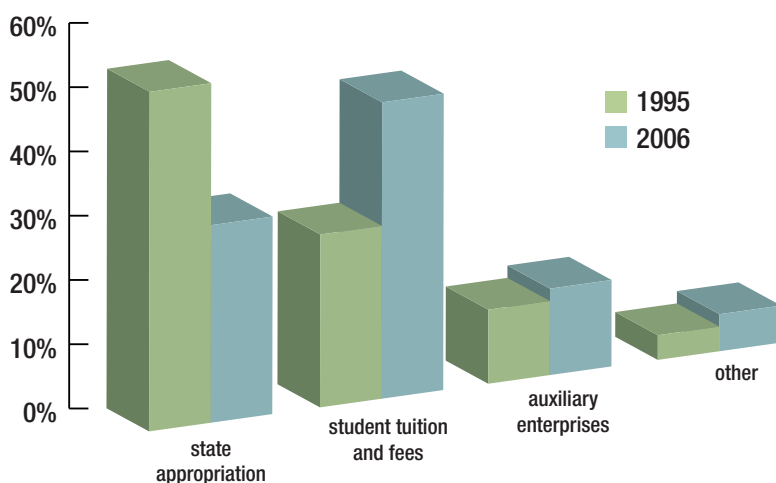
*Unless otherwise noted, all references are to *fiscal* years.

Sources of Revenue

University revenue in 2006 was \$235 million. Montclair State is a public university, but while the state budget increased 54.8% between 2000 and 2007, New Jersey's appropriation for its nine state colleges and universities rose only 1.2%, and although the state debt rose 117.8% during that period, not one dollar of that \$17.8 billion in new state debt went to those schools. To put that in perspective, between 2005 and 2007, New Jersey's appropriations for higher education rose 5.0% versus a U.S. average of 14.4% — the state ranked 46th in the nation — and between 2006 and 2007, New Jersey's appropriations actually *dropped* by 2.7%, sending its one-year ranking to 50th in the nation. The state appropriation of \$77.3 million to the University in 2006 amounted to less than 0.3% of the state budget, and state appropriations provided only 32.9% of the University's operating budget, down sharply from 55.2% in 1995.

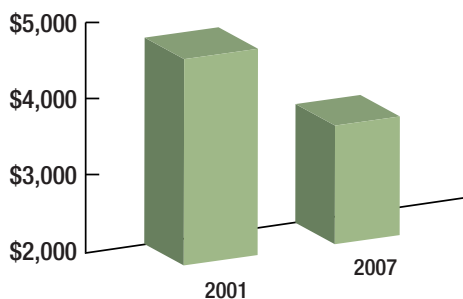
While the state budget increased 54.8% between 2000 and 2007, New Jersey's appropriation for its nine state colleges and universities rose only 1.2%.

Sources of Revenue, 1995 versus 2006



As a result of declining state support for higher education and Montclair State's conscious decision to address growing demand by New Jersey's high school graduates for places in the state's public universities, the University's per-student state allocation plummeted by a quarter — from \$4,795 to \$3,608 — between 2001 and 2007. (To put those numbers in context, New Jersey's average per-student support for K-12 education is nearly \$13,000.) Among New Jersey's dozen senior public institutions, Montclair State ranks dead last in its per-student state allocation. As a result, the University has become more dependent on other revenue sources. Student tuition and fees in particular rose from 28% of revenue in 1995 to 48.5% in 2006.

Montclair State's Declining Per-Student State Allocation



The University has redoubled its efforts to attract private money. The Montclair State University Foundation has received about \$72 million in gifts and pledges from more than 30,000 donors over the last 20 years, and the Foundation is now in the midst of an ambitious \$50 million "Campaign for the Second Century." The University is also aggressively seeking grants and contracts to supplement its budget. It succeeded in attracting almost \$31 million of such money from 2000 to 2006, of which more than half came from non-state sources.

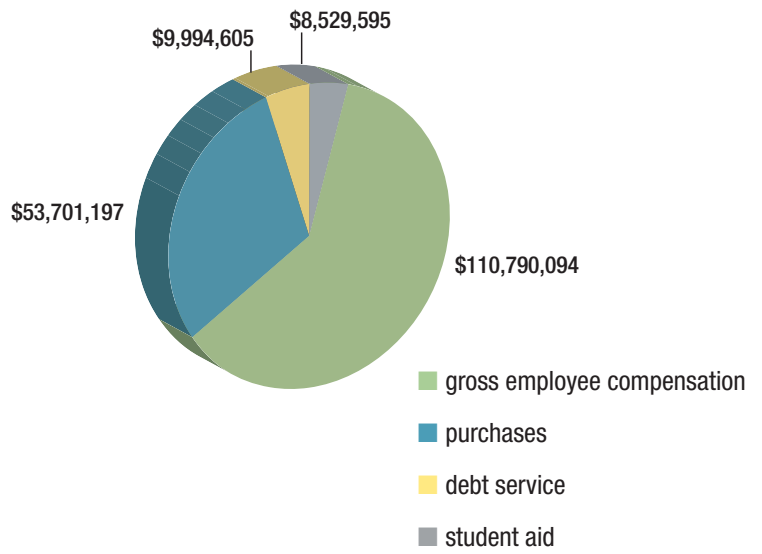
Montclair State brought almost \$23 million into New Jersey from out-of-state sources in 2006. The primary source of these funds was charges to out-of-state students, which amounted to \$11.2 million. Federal student assistance accounted for another \$9 million.



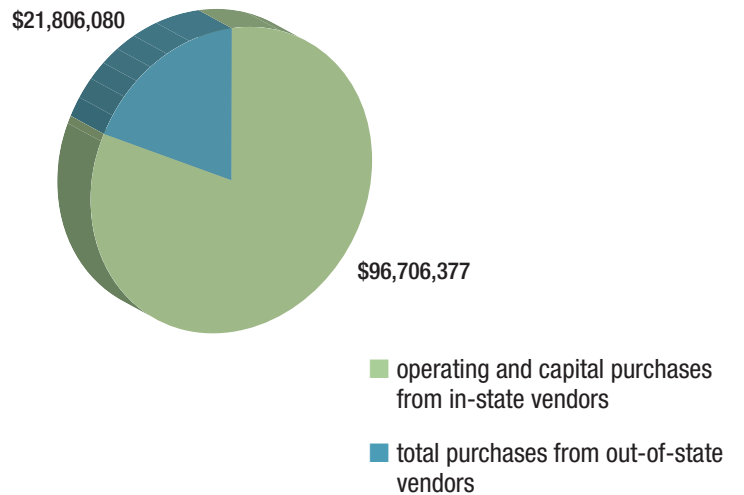
Expenditures

Montclair State spent \$183 million on operating expenditures and another \$64.8 million on capital expenditures in 2006. Gross employee compensation accounted for 60.5% of the operating budget, followed by purchases from vendors (29.3%), debt service (5.5%), and student aid (4.7%). Of the \$118.5 million of purchases from vendors for both operating and capital expenditures, almost 82% went to New Jersey vendors.

Expenditures, 2006



Supporting New Jersey Vendors, 2006



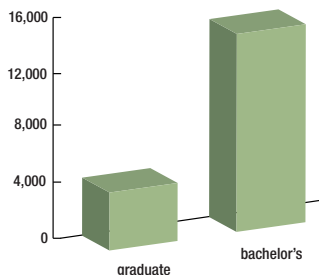
Major construction projects, including the beautiful Alexander Kasser Theater, provide construction jobs in the state.

Training a Work Force

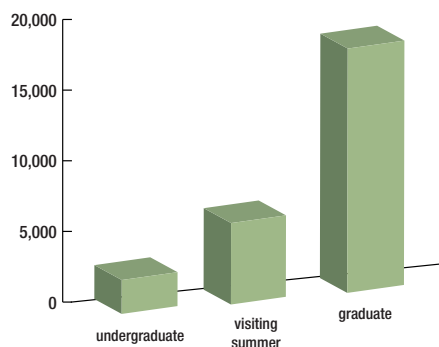
New Jersey cannot compete economically without a sophisticated work force, yet in 2006, it ranked a disappointing 45th among states in seats for students in public, four-year institutions of higher education on a per capita basis. New Jersey ranked 50th — dead last in the entire nation — in seats per 100 high school graduates. New Jersey is far and away the largest net exporter of students in the entire United States: more than 24,000 students, or about 57% of high school graduates who attend four-year colleges, leave the state. (All three of New Jersey's neighbors — New York, Pennsylvania, and Delaware — are net *importers* of college students.) Many of these expatriates never return to live or work in New Jersey, thereby denying the state the benefits of their intelligence, ambition, and energy. That prospect grows even more threatening given that over the next decade, New Jersey ranks among the top dozen states in the nation in its expected increase in high school graduates. This population spike will further restrict access to public higher education. Those students who are left out will be forced to attend college elsewhere or, worse, forgo college altogether. With its knowledge-driven economy, New Jersey has no choice but to increase capacity in its historically under-built system of higher education.

The second largest university in New Jersey, Montclair State has been doing its part to address this grave problem. In academic years 2000 to 2006, it conferred 14,520 baccalaureate and 4,408 graduate degrees. The University has served comparable numbers of non-degree students: During those same years, non-degree undergraduate enrollments in the fall and spring totaled 2,287, visiting summer enrollments amounted to 5,769, and non-degree graduate programs enjoyed enrollments of 19,085. More to the point, Montclair State has been growing quickly: Between fall 2000 and fall 2006, it boosted undergraduate enrollments by more than 21% and graduate enrollments by more than 12%. Adopted in the fall of 2002, the University's Strategic Plan commits it to increasing the size of the student body to at least 18,000.

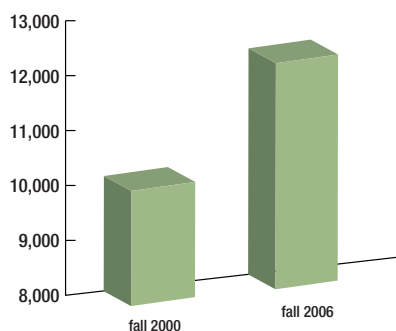
Degrees Conferred
AY2000-06



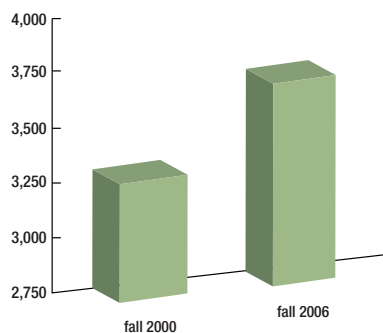
Non-Degree Enrollments
AY2000-06



Growth in Undergraduate Enrollments



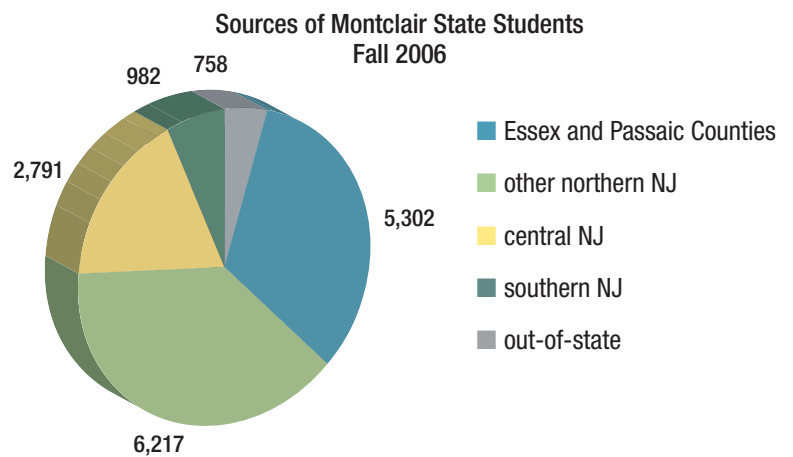
Growth in Graduate Enrollments



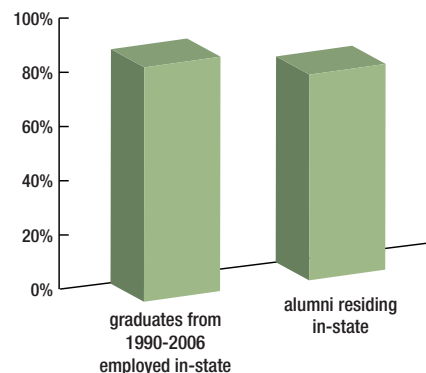


Montclair State is a true opportunity university. In the fall of 2006, 35.6% of full-time, first-time freshmen were minority students, and 32.9% of these freshmen estimated that their family income was below \$50,000. Only 38.7% of these students had a father and 38.6% a mother who had earned a college degree, so many students were the first member of their family to attend college. Montclair State draws students from an ever-widening geographic base. In the fall of 2006, although 33% of all degree and non-degree undergraduate and graduate students hailed from Essex and Passaic Counties, 39% came from the rest of northern New Jersey (Bergen, Hudson, Morris, and Sussex Counties), 17% from central New Jersey, and 6% from the south of the state. Every one of New Jersey's 21 counties was represented. The 5% of students who came from elsewhere were particularly diverse: 32 states and the District of Columbia and 99 foreign countries were represented, with the largest international contingents coming from Kenya (32), India (28), and the Republic of Korea (25).

Although it attracts growing numbers of out-of-state applicants, Montclair State's primary contribution is to the human capital of New Jersey, amply repaying the state for its investment in their education. Of students who earned degrees between 1990 and 2006 whose employers are known to the University, 90% work in New Jersey. Of the 84,272 living graduates whose whereabouts are known, almost 79% live in New Jersey. The skills of many of these graduates would have been lost to New Jersey if they had attended out-of-state universities.



Montclair State Graduates Remain in New Jersey





A Major New Jersey Employer

Montclair State University has a strong, direct impact on the state economy by means of the jobs it provides. In October 2006, the University employed 3,607 people. If the University had been a public corporation in January 2003, it would have ranked 39th in terms of New Jersey-based employees, just after IBM, and ahead of such prominent companies as J.P. Morgan Chase, A&P, Aventis Pharmaceuticals, and GM.

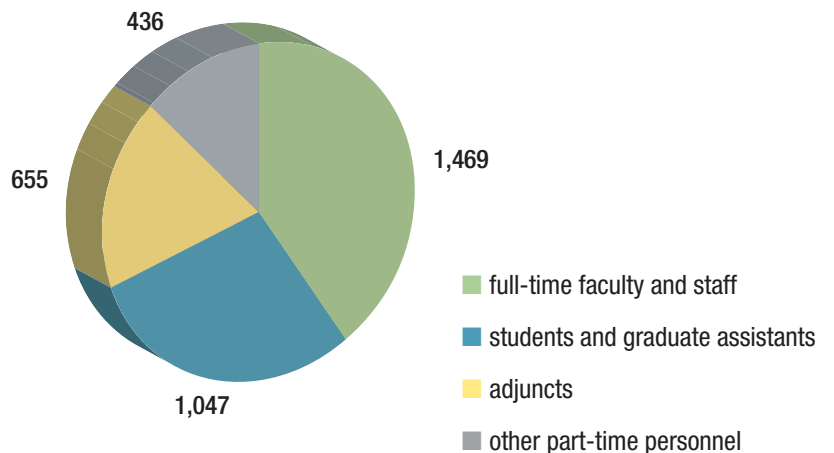
Top 100 Employers—Public Corporations

(as of December 31, 2002)

rank	company	NJ-based employees
37	The Chubb Corp.	3,743
38	IBM	3,700
	Montclair State	3,581
39	J.P. Morgan Chase	3,540
40	A&P	3,511
41	Aventis	3,500
42	Metropolitan Life	3,383
43	General Motors	3,369

About 92% of Montclair State's employees live in-state, paying New Jersey property, income, and sales taxes. And the University draws its employees from across New Jersey. Many employees live in Essex and Passaic Counties, but more than 52% live elsewhere in the state, including about 680 employees from central and southern New Jersey.

Jobs at Montclair State
Fall 2006



Stimulating New Jersey's Economy

To calculate their short-term economic impact, many universities have relied on the Ryan-New Jersey Model, a modified form of the classic Caffrey and Isaacs Model developed for the American Council on Education. These models estimate 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, in-state expenditures (including capital expenditures) totaled \$97.1 million in 2006. University employees and students accounted for another \$42.4 million and \$29.6 million respectively, making for total direct expenditures within New Jersey of \$169.1 million.*



This figure actually underestimates the University's true impact. First, it does not attempt to include the effects of hosting visitors at athletic, artistic, and other events. From 2000 through 2006, athletic events at Montclair State enjoyed attendance of over 201,000 spectators. Even without counting more than 179,000 children who enjoyed shows on campus, theatrical performances alone drew almost 161,000 guests to the campus during the same period. Of that number, about 105,000 were paying. Attendance at the University's art gallery rose by 20% between 2000 and 2003 and another 10% from 2004 to 2005, when it attracted about 7,500 visitors. Despite being closed for renovations for half the year, the gallery attracted in excess of 5,000 visitors in 2006. 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." Given Montclair State's growing collaboration with industries like pharmaceuticals, its experience sponsoring highly regarded conferences focusing on issues related to business, and the breadth of expertise represented by its faculty, the University is a major resource supporting the New Jersey business community.

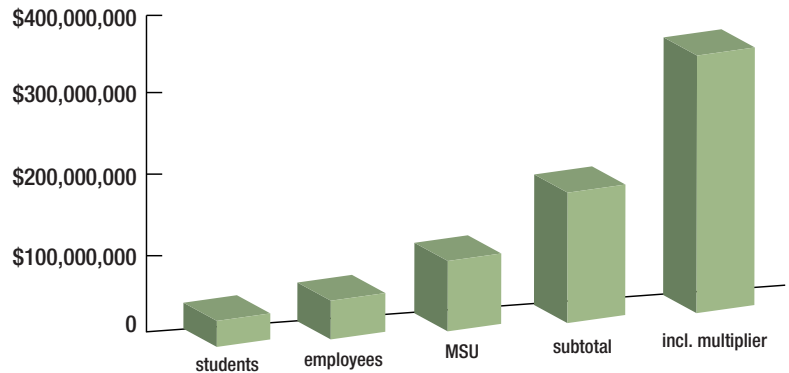


Finally, to measure short-term economic impact accurately, it is necessary to apply a multiplier to direct spending to capture the indirect, "ripple effect" of an institution's expenditures. The individuals and businesses whose incomes are directly affected by an institution's spending themselves spend or invest some of those dollars locally, creating additional income and employment for thousands of people, many of whom have no direct connection to the institution. Economic impact studies produced by other universities in the region conservatively estimate that every dollar spent generates another dollar's worth of in-state economic activity. If this multiplier of 2 is applied to estimate the combined effect of direct and indirect spending, Montclair State's total short-term economic impact on New Jersey in 2006 becomes \$338.2 million — almost four and a half times the state's \$77.3 million appropriation to the University.

* 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.

University graduates are likely to spend more, save and invest more, and pay more in taxes than peers who lack university degrees, and at least 67,000 Montclair State alumni are spending, saving, and investing their money and paying taxes here in New Jersey.

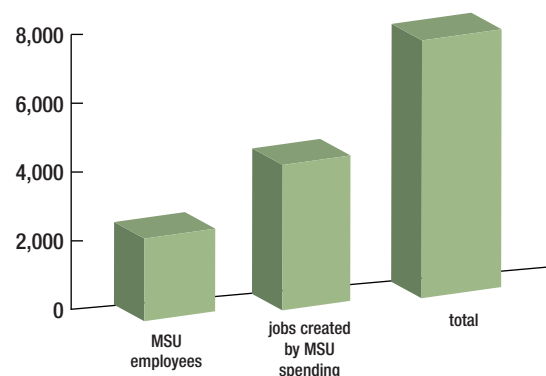
In-State Expenditures Attributable to Montclair State, 2006



Spending naturally translates into jobs. Applying a conservative coefficient to expenditures of \$169.1 million yields an estimate of 4,701 jobs attributable to direct spending by the University, its employees, and its students. Even without counting graduate assistants and student workers, when its own employees are included, a total of 7,332 New Jersey jobs could be attributed to Montclair State in 2006, and in just two short years, between 2004 and 2006, the University's contribution to New Jersey's labor market grew 6%. Montclair State not only drives job growth, but also heightens wages and salaries throughout the state. 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 it. As a result, Montclair State's presence benefits *all* workers in New Jersey.

The University also makes a sizeable contribution to New Jersey's credit base. At the end of 2006, Montclair State's cash balance in banks totaled \$22.2 million, and the market value of Montclair State University Foundation investments and other University investments amounted to \$30 million and \$33.5 million respectively. University and employee contributions to retirement systems added another \$9.7 million, and it is estimated that Montclair State employees who are New Jersey residents generated roughly \$19.9 million in savings and mortgage payments. All told, the University was thus a source of almost \$115.3 million in investment funds.

New Jersey Jobs Attributable to Montclair State, 2006





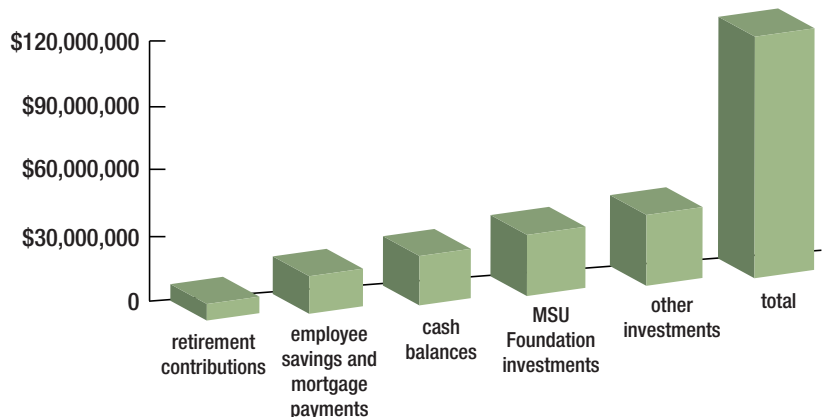
The Long-Term Economic Impact of Higher Education

All the facts and figures cited above speak only to Montclair State's short-term impact. The University's long-term impact is measured by its contribution to students' earnings. There is a powerful relationship between education and economic success. The U.S. Census Bureau projects that the work-life income of the average associate's degree earner will exceed the total income of the average high school graduate by about \$400,000, and that the average bachelor's degree earner can expect to make about \$500,000 more over his or her lifetime than someone with an associate's degree. University graduates are thus likely to spend more, save and invest more, and pay more in taxes than peers who lack university degrees, and at least 67,000 Montclair State alumni are spending, saving, and investing their money and paying taxes here in New Jersey.

Conclusion

Montclair State University is committed to serving the educational needs of New Jersey. The University has also had a significant impact on New Jersey by serving as an engine of economic growth for the entire state. And because Montclair State's impact has only grown over time, with enrollments and expenditures having risen for years, the University has continued to make a positive and stabilizing contribution to New Jersey's economy even as other sectors have experienced downturns. Although this contribution comes as a by-product of the University's core mission of teaching and scholarship, it represents a tangible economic impact that materially benefits the citizens of New Jersey and returns their investment many times over.

Montclair State as a Source of Investment Funds, 2006





Calculation Variables Used in 2006-2007 Economic Impact Study		
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-state expenditures for employees and students	0.75	2002 Economic Census, U.S. Census Bureau
Estimate of the percentage of state residents who rent	0.33	2005 American Community Survey, U.S. Census Bureau
Estimate of the state-wide median monthly rent	\$935	2005 American Community Survey, U.S. Census Bureau
Estimate of annual in-state 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	MSU Financial Aid Office (as reported in 2005-06 Common Data Set)
Estimate of average annual college-related expenditures by part-time students	\$1,300	MSU Financial Aid Office
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce
Multiplier	2.0	Based on economic impact studies conducted at Rutgers and other regional universities

Appendix: A Note on Methodology

The methodology used to calculate short-term 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.[†] A number of institutions have relied on the Ryan/New Jersey model over the past two decades, and it has undergone several modifications.^{††}

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 in-state expenditures for employees and students; (3) an estimate of the percent of New Jersey residents who rent; (4) an estimate of the median rent in New Jersey; (5) an estimate of in-state spending on non-housing items 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 table to the left presents the calculation variables used in this study and their sources.

[†] 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.

^{††} 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.

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**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.



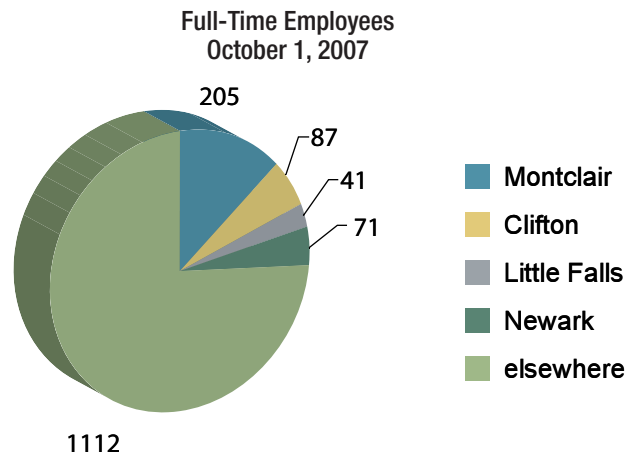
Montclair State provides over 1,500 full-time jobs.

ECONOMIC BENEFITS

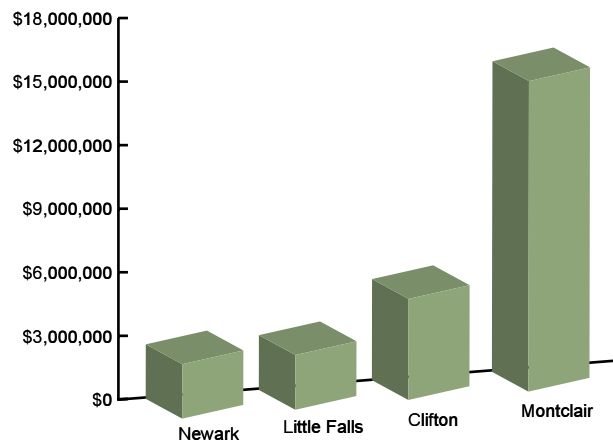
Although the University's core mission lies in higher education, it is also an integral part of the local economy and a steady driver of its growth.

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



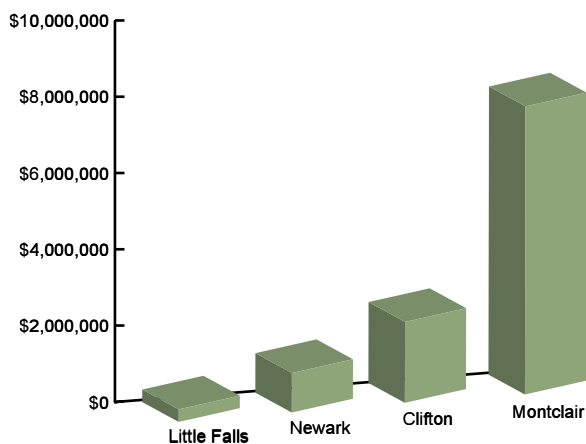
Theatrical performances draw attendees from throughout the region and the greater New York City area.



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.

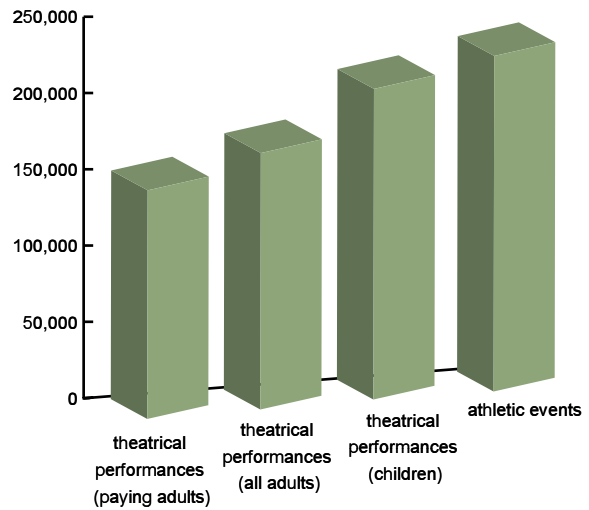
¹ This report relies on data from the U.S. Census Bureau, the U.S. Department of Labor's Bureau of Labor Statistics, and the U.S. Department of Commerce's Bureau of Economic Analysis to derive conservative estimates of consumer spending.



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.

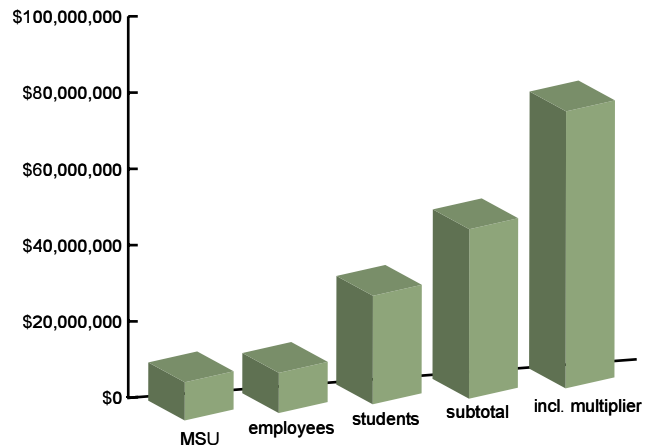
Finally, to measure economic impact accurately, it is necessary to apply a multiplier to direct spending to capture the indirect, "ripple effect" of an institution's expenditures. The individuals and businesses whose incomes are directly affected by an institution's spending themselves spend or invest 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



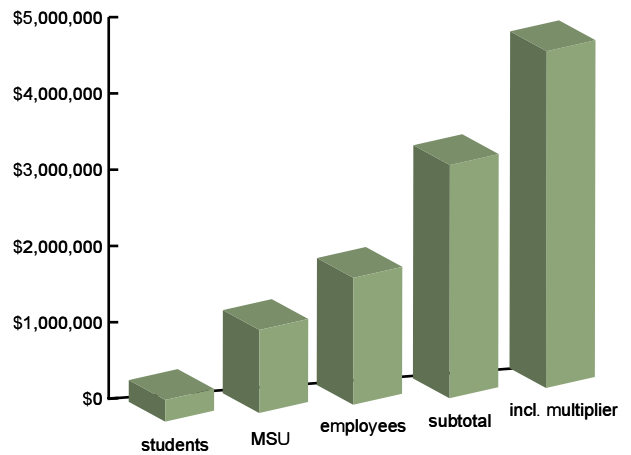


worth of local economic activity. If we apply an even more conservative multiplier of 1.5 to estimate the combined effect of direct and indirect spending in fiscal year 2007, Montclair State's total economic impact on Little Falls, Montclair, and Clifton amounted to \$76.5 million and its economic impact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

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



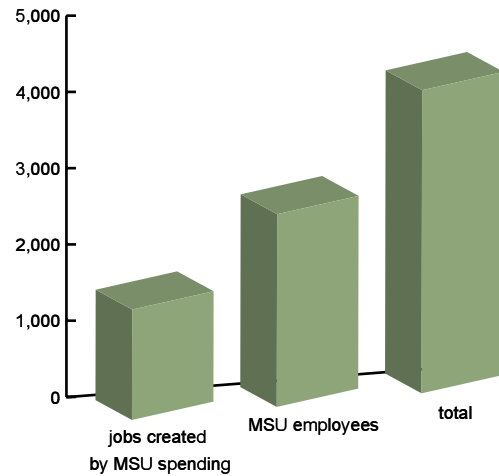
**Spending Within Newark
Attributable to Montclair State, FY 2007**



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

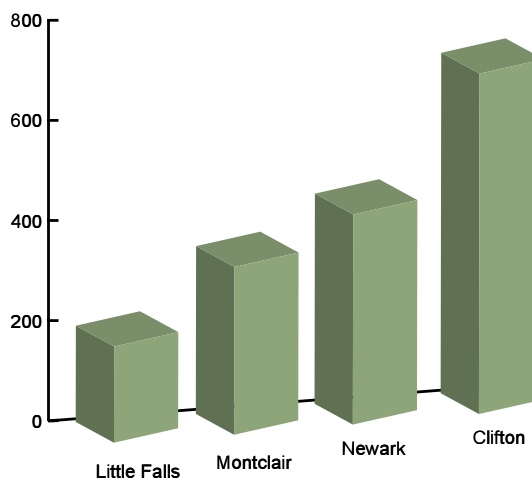


Close to 70% of the applicants accepted from Clifton, Montclair, and Little Falls enroll at the University.

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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