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- Gurvinder Khaneja, Associate Director, Office of Institutional Research, ex-officio member
- Diana Biazzo, Graduate Student Member
- Undergraduate Student Member

The Steering Committee gratefully acknowledges the work of more than 80 members of the various subcommittees who provided input and compiled the draft version of the Self-Study. Their dedication is very much appreciated.
As it approaches its centennial anniversary, Montclair State University is a changing and dynamic comprehensive University with a proud history of bold educational innovation, inspired teaching, and vital service to the state - all underscored with a strong vision for continued effectiveness for the future.
A. GENERAL BACKGROUND OF MONTCLAIR STATE UNIVERSITY

Founded in 1908 as a normal school, Montclair State University (MSU) is today New Jersey’s second largest and fastest growing university. MSU is a comprehensive university that offers the advantages of a large university—a broad undergraduate curriculum, an extensive array of master’s and certificate programs, select doctoral programs, a large and diverse faculty and student body, and robust co- and extra-curricular programs—with a level of attention to students more typically found at small colleges. Consistent with its nearly 100-year tradition of educational innovation, inspired teaching, highly regarded scholarly achievement, and beneficial service to the state and professions, MSU provides access to affordable excellence in baccalaureate and post-baccalaureate education to its 16,076 undergraduate and graduate students as well as a comprehensive array of intellectual, cultural, civic, and athletic opportunities to the wider community it serves.

The instructional mission of the University is carried out by 493 tenured and tenure-track faculty, 35 faculty in temporary appointments, and 679 adjunct faculty members who, together, form the intellectual framework for the more than 250 majors, minors, and concentrations at the baccalaureate and master’s levels and the three doctoral programs currently offered by the University—the nation’s only Ed.D. in Pedagogy, a multidisciplinary D.Env.M. in Environmental Management and a Sc.D. in Audiology. Over 50% of the full-time members of the faculty have been hired in the past eight years to a mix of new and replacement positions. As would be expected with such significant changes in the composition of the faculty, the percentage of tenured faculty has dropped since the last Self-Study was completed in 1996 from 78.1% to 64.9%. Doctoral degrees or other terminal degrees appropriate to their fields are held by over 95% of the faculty. Faculty appointments are allocated among 35 departments in four colleges and one school— the College of the Arts, the College of Humanities and Social Sciences, the College of Science and Mathematics, the College of Education and Human Services, and the School of Business. No faculty are assigned to The Graduate School, which administers graduate programs at the University.

Reflecting the region served, the student body is quite diverse. At the undergraduate level, 37% of the students are persons of color and 60% of the students are female. At the post-baccalaureate level, 22% of the students are persons of color and 73% are female. The geographic diversity is extensive as well with students from each of the 21 counties in New Jersey, 34 states, and almost 100 countries studying at the University, according to census enrollment data. Of the total of 16,076 students, 12,365 are undergraduate students and 3,711 graduate students (includes 73 doctoral students). Over 82% of the undergraduate students and 22% of the graduate students are full-time.
CHAPTER I

INTRODUCTION

B. BRIEF HISTORY OF MONTCLAIR STATE UNIVERSITY

From its founding in 1908, Montclair State University has been characterized by change, growth and distinction. Established as a normal school in 1908 in response to the growing demand for professionally trained teachers, the institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four-year Bachelor of Arts degree program. Part-time programs, as well as extension and summer courses, were added to meet the professional needs of teachers. In 1932 Montclair was authorized to offer its first master’s degree.

With its strong emphasis on the liberal arts and sciences, Montclair in 1937 became the first teacher’s college to be accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late 1940s and 1950s with an expanded curriculum and faculty, the campus became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966. Recognizing the strengths of its academic programs and faculty and the commitment to excellence in instruction and research, the Board of Higher Education designated Montclair State a university on April 27, 1994.

C. REVIEW OF MAJOR ACCOMPLISHMENTS OF THE PAST 10 YEARS

Montclair State University responded quickly to recommendations made in the 1997 Middle States Commission report in the areas of data-based decision-making and optimal use of technology in enrollment management, in instruction, and in enabling more systematic budget and planning procedures. Systems now in place, supported by a technology infrastructure that is particularly robust, have enabled the University to comply with, and extend, the intent of the recommendations.

Beyond addressing the recommendations of the Middle States Commission, the University has changed in remarkable and significant ways since the completion of the last Self-Study and the Periodic Review Report submitted to Middle States in 2002. The driving force for many of these changes was the realization that student demographics were about to exacerbate the already critical lack of capacity in public higher education in New Jersey. As described in “Montclair State University at the Centennial 1908-2008”, the University’s current Strategic Plan which was adopted in fall 2002, the University community made a commitment to increase enrollment significantly in response to rapidly increasing student demand. This, in turn, led to other key changes at the University. Expansion of the faculty, major investment in physical facilities, and extensive curriculum review and development were accomplished at an unusually fast pace for an institution of higher education. Managing change has, thus, become a major activity at the University. The key to the successful management of change at Montclair State University has been the firm foundation established by a restatement of the University’s Mission Statement, adopted at the same time as the Strategic Plan in fall 2002. These two documents, fully embraced by the University community, have guided MSU in making significant investments in its future, and the future of the state, at a time of level or decreasing state support for operations and no state support for critical facilities projects.

President Susan A. Cole arrived at the University in fall 1998, one year after the last Middle States visit.
She has worked with the Board of Trustees and the faculty to develop and implement a challenging vision for the University that realizes its full potential for excellence in teaching, learning, scholarship, and creative endeavors while at the same time addressing the urgent need of the state for more capacity in higher education at all degree levels. Under her leadership, virtually all of the objectives identified in the Strategic Plan have been attained or exceeded, providing greater accessibility to a high quality, in-state education to both baccalaureate and post-baccalaureate students and playing a significant role in minimizing the historical brain drain caused by the export of students to out-of-state universities and colleges.

The adoption of the goals of significantly growing the institution and expanding its mission had immediate impact throughout the University. Change was pervasive in all units and at all levels of the institution, as will be evident in this document. Many of the changes that have occurred in the four years since the adoption of the Strategic Plan may be broadly categorized in five overarching areas: a) increasing the number of faculty, enhancing expectations for scholarly activity, and providing new levels of support for the faculty, b) increasing student success, enriching student life, and becoming a more residential university, c) revising and expanding the curriculum, d) providing more, and more appropriate, space in new and renovated facilities, and e) strengthening faculty and administrative leadership for the management of change. The remainder of this chapter provides a brief introduction, organized around these five themes, to the changes that have occurred and that will be described in more detail in the body of the Self-Study.

The faculty at MSU has undergone significant changes in the past 10 years, especially in the last four years, in order to accommodate the needs of a growing university with an evolving mission. It has changed both in terms of total number and in the scholarly aspirations and commitment to teaching and learning of new hires and tenured faculty. In 1996 there were 444 tenured or tenure-track faculty members on campus, dedicated to teaching and service and engaged, to a lesser extent, in scholarly research and artistic creativity. In fall 2006, 493 positions were filled by tenured or tenure-track faculty. Many of the 336 individuals hired into tenure track lines in the 10 recruitment cycles since the last Middle States visit, and all of the 146 hired since the adoption of the Strategic Plan, have met a new standard that seeks in successful candidates evidence of productive and well-regarded scholarship or creativity, or the strong potential of becoming productive and well-regarded scholars or artists. The standard also seeks candidates who have demonstrated a commitment to, and evidence of, excellence in teaching and learning, or the potential to achieve excellence in teaching and learning. (See Chapter VII, section B for additional information about faculty expectations.) Finally, the University has recently established a Teaching and Learning Resource Center with the intent of merging the two areas of scholarship and teaching as it seeks to become a center for the advancement of the scholarship of teaching and learning.

In spite of challenging budgets, the University has continued to invest resources to support faculty in their efforts to meet the institution’s evolving expectations. Examples include the Teaching and Learning Resource Center and the new Vice Provost for Instruction who will also serve as director of the Center; the continuing expansion of the services provided by the Office of Research and Sponsored Programs; and revisions to the
program that provides reassigned time for faculty engaged in scholarly activities, now called the Faculty Scholarship Program.

Improving student graduation rates has been a focal point for change on the campus over the past 10 years. One measure of success was the selection of the University by American Association of Schools Colleges and Universities (AASCU), The Education Trust, and the National Association of System Heads to host a team of visiting educators to determine the conditions and programs on campus that led to retention and graduation rates that are among the very highest nationally for institutions of MSU’s type. They determined that an extensive network of support activities, a willingness to communicate, and, above all, a commitment from the President to enhance retention and graduation rates established a climate that led to success. One of those support activities is the New Student Experience Program, a seminar and support network required for first-time, full-time freshmen as part of the General Education Program, that recently began providing students with year-round support as they adjust to university life. Finally, the University continues to provide additional housing so that a larger proportion of the student body can take full advantage of the academic, co-, and extra-curricular opportunities offered by the University. The most recent addition is The Village at Little Falls, a five-building, 850-bed apartment-style complex that brought MSU’s total beds up to 3,000, or 42% of the final goal of 7,200 beds.

New academic programs have been thoughtfully created to build upon Montclair State University’s long-standing reputation of providing first-rate education in the Liberal Arts, Sciences, Education, Fine and Performing Arts, and Business. More than 129 undergraduate majors and concentrations and 50 minors in a variety of disciplines continue to evolve and grow at the University in response to the state’s needs. Baccalaureate degrees (BA, BS and BFA) and minors are offered across all five colleges and schools (Undergraduate Catalog). Such programs provide the academic framework within which students become effective communicators, critical thinkers, lifelong learners, and responsible citizens while being prepared to meet the needs of corporate, industrial, educational, and public employers in New Jersey.

The growth in enrollment and the resultant growth in the number of faculty have afforded the University a remarkable opportunity intentionally to build world class programs in selected areas. Those programs, identified as “foci of excellence” for the University, are unique in the region and/or highly relevant to the needs of New Jersey. Recognizing the increasingly cross-disciplinary nature of the issues with which the University is confronted, many of the foci have evolved from interdisciplinary curriculum initiatives at the graduate and undergraduate levels. Once a focus is identified, faculty hiring is managed in a manner that builds a critical mass of faculty with expertise related to the focus either within a single department or across several departments. By their very nature, doctoral programs at the University become foci, but foci are not limited to doctoral areas and additional foci are growing around baccalaureate and master’s programs as well. Doctoral programs clearly attract a level of faculty talent that strengthens and enriches cognate baccalaureate and master’s programs and enables a better balance to be attained between learning and scholarship across the campus. For most programs, the master’s degree will remain the most advanced degree available and the
University is committed to revitalizing and expanding the master’s degrees and certificate programs currently offered that provide students many opportunities for advanced credentials and professional development (Graduate Catalog).

The University is in the midst of an ambitious physical facilities expansion program that will enable it to accommodate at least 18,000 undergraduate and graduate students by 2008, the year of its centennial. The program includes completion of approximately $283 million in capital construction projects involving building new structures, improving existing structures, and upgrading campus infrastructure. Major structures completed recently include University Hall (an academic classroom building housing the College of Education and Human Services, the Division of Information Technology, and The Conference Center at MSU), The Village at Little Falls (a residence hall complex with accompanying recreational facilities), the Children’s Center (which serves as a preschool program and incorporates a laboratory school mission and function), the Red Hawk Parking Garage located in the center of campus, the NJ Transit Train Station and Parking Garage (a partnership between NJ Transit and the University), and the Alexander Kasser Theater that is rapidly becoming a center for the performing arts paralleling those found in New York City.

Important recent renovations include the complete restoration of all chemistry teaching laboratories, restoration of the Fox Studio Theatre, and upgrade of the campus inter-building infrastructure (electrical, steam, condensate, sewage, and communications). A student recreational center will soon be completed, and initial planning is under way for a School of Business building, another science building, additional residence halls, and a second parking garage at the north end of the campus. Design has been completed to convert Chapin Hall into a music building and recital hall to house the John J. Cali School of Music. A cyber café is being built in Sprague Library. Design is proceeding to alter Finley Hall to provide a new center for foreign language and linguistics programs.

The governance of a public university is an inherently complex activity involving the faculty, the University Senate, the administration, the President, and the Board of Trustees. Faculty are encouraged to be engaged in the shared governance process at the department and college/school levels. At the University level, faculty participate through the University Senate, which exists to discuss and make recommendations on a broad range of issues of interest to the campus community, as well as on a wide range of committees such as the Graduate Council, University Undergraduate Curriculum Committee, Academic Computing Committee, University Planning Committee, the University Safety Committee, and the President’s Commission on Affirmative Action, which serve the same function as the University Senate in specialized areas. In addition, a team of administrators has been carefully assembled to provide effective leadership and change management in an environment characterized by rapid growth and pervasive change. As is typically the case in higher education, the faculty exercises significant autonomy in matters dealing with curriculum and input into faculty personnel decisions.

Organizational charts for the various administrative, governance, and leadership offices and bodies are found at various MSU links, in the Employee Handbook or the Faculty Handbook, and in the Middle States Commission on Higher Education.
Resource Room. They include the Office of the President, Administration, Office of the Provost, Division of Student Development and Campus Life, Board of Trustees, University Senate, Human Resources, and University Advancement.

D. SELF-STUDY DESIGN: EXPLANATION OF MSU’S SELF-STUDY PROCESS

It was immediately clear at the outset of the Self-Study process that the report structure most clearly capturing the excitement and challenges generated by the changes sweeping through the campus over the last eight years would be a comprehensive report with special emphasis on managing growth and change. Having decided on a theme for the Self-Study, the University community has diligently and carefully undertaken the development of the Self-Study document, using this as an opportunity to assess the campus in a thorough and comprehensive manner. The development of the Self-Study was accomplished under the direction of a Self-Study chair who was a member of the faculty and the Middle States Steering Committee, with the help of seven subcommittees consisting of faculty, staff, and students, all of whom were appointed in spring 2005. Following the creation of the charge questions that would serve as the instruments of research for the Self-Study, the subcommittees collected data during fall 2005, analyzed the information that was gathered, and devoted the spring 2006 semester to write individual draft chapters of the Self-Study.

The structure employed for writing the Self-Study report’s nine chapters is intended to provide analysis, rather than description, of how Montclair State University meets or addresses the 14 standards documented in the Characteristics of Excellence in Higher Education provided by the Middle States Commission on Higher Education. All chapters address two or more Middle States standards, which are indicated in parentheses following the chapter title. Auxiliary materials mentioned in the Self-Study are listed in the appendices, in paper copy housed in the Middle States Resource Room, and electronically where noted by the websites cited within the report.
Montclair State University provides high quality programs for undergraduate and graduate students who have the potential for high achievement and who are broadly reflective of the diverse population of New Jersey.
A. OVERVIEW OF MONTCLAIR STATE UNIVERSITY’S MISSION

The current MSU Mission Statement was approved in public session by the Montclair State University Board of Trustees on 10/31/02, replacing the Mission Statement initially approved on 5/13/81 and revised on 4/27/94. The Statement was developed in draft form by faculty, staff and students, finalized by the Provost and President, and recommended to the Board of Trustees with the express intent to guide University plans and policies. Posted on the MSU website for the University community and public to view, the Mission Statement embodies the values of the campus community. The MSU Mission Statement informs planning and programming decisions, curricular matters, faculty hiring, service offerings to the region, and decisions regarding new facilities and construction efforts.

Institutional Context

Montclair State University is a comprehensive public university with a liberal arts focus whose programs are carried out by a strong teaching, research, and service-oriented faculty within a carefully considered institutional philosophy and a vision grounded in excellence. The University’s mission has evolved over the past century through its history of embracing institutional change and renewal in anticipation of the changing needs of society. This ideology is reflected in the current period of growth and change at the University through a careful vision for planning and implementation.

Originating as a teacher preparation institution, Montclair State University has matured into a comprehensive liberal arts university with strong graduate programs, including a growing portfolio of doctoral programs. Its commitment to serve the educational and cultural needs of the people of New Jersey is evident in the comprehensive range of baccalaureate, master’s, doctoral and certificate programs. Beyond instruction, the University understands its role as a publicly supported institution in sharing its rich intellectual, cultural, and athletic life with its students and area residents.

This University plays a key role in preparing students to become active citizen-participants in a democracy through exposure to robust general education and liberal arts degree programs. The University is committed to offering programs that provide students with the means and the desire to lead productive and rewarding lives as critical and engaged members of society through the acquisition of logical and quantitative reasoning, critical thinking, effective communication, aesthetic appreciation, and competence in interpersonal relations.

Defining Whom Montclair State University Serves

One of the basic aims of Montclair State University is to attend to the accessibility and capacity dilemma facing New Jersey by providing sufficient post-secondary educational opportunities for students, predominantly
recent high school graduates and full-time and part-time graduate students. New Jersey ranks 45th in the nation in providing classroom seats for students in public higher education and has the highest net out-migration of students in the nation. Many of these graduates do not return to New Jersey, thus draining the state of their intelligence, skills, and energy. A fundamental objective at MSU is to serve students known as the “baby boom echo.” Because New Jersey is experiencing one of the highest national increases in high school graduates, it is imperative that adequate space in higher education be created. In addition, the University’s student population continues to be highly diverse and includes a very large percentage of incoming students who will be the first in their family to attend college.

Montclair State University will continue to be accessible and affordable to the citizens of New Jersey and the region, and is committed to providing access to qualified potential students. To that end, the University’s tuition and fees are in the lower one third when compared to other state colleges and universities in New Jersey.

Finally, the University offers a rich array of cultural and intellectual opportunities to the citizens of the state through its arts and other public service programs featuring the environment, education, civic awareness, historical topics, literary themes, and international issues as well as programs for K-12 students in the very popular gifted and talented program.

**The University’s Aspirations and Expectations**

Montclair State University is well known for its commitment to the creation, application, and sharing of knowledge in a climate that is open to the exploration of ideas. Furthermore, this commitment extends to encouraging and developing well-rounded citizens through its distinct curricular and co-curricular programs. As stated in the Strategic Plan, the University will continue to be known for developing new knowledge and innovative applications.

Montclair State University has also focused on internationalizing the campus in a variety of ways by helping its students recognize their connectedness to the world and develop an understanding of their role in that world. The University’s values are clearly cited in the Mission Statement and articulated both through General Education courses and in campus-wide academic, social, and artistic programs.

MSU is addressing the increasingly more demanding needs of business, education, and the labor force by offering a range of advanced educational opportunities. Montclair State University fulfills a unique and critical niche in New Jersey’s higher education by continuing to offer high quality undergraduate programs, timely master’s programs, certificate programs, and a small number of doctoral programs. As a comprehensive, growing university, MSU embodies those qualities strongly grounded in the tradition of solid liberal education, with a commitment to service in the greater community and a dedication to helping students understand themselves as members of a social and political democracy.

**B. THE STRATEGIC PLAN: MSU AT THE CENTENNIAL 1908-2008**

The Strategic Plan carefully outlines the University’s goals and objectives as set forth in the Mission
MISSION, GOALS AND INSTITUTIONAL GROWTH AND RENEWAL

CHAPTER II

(Addresses Standards 1 and 2)

Statement. Both documents were thoughtfully developed and approved by the University community and formally adopted by the Board of Trustees (Mission Statement and Strategic Plan). The Strategic Plan articulates educational and operational goals that define the actions and plans needed to fulfill the expectations of the institution’s mission, both on campus and beyond the campus. The Montclair State University community has identified nine goals in its strategic plan that defines how the University’s mission will be accomplished. By systematically addressing these important goals that guide faculty, administration, staff, and governing bodies, the University will fulfill the challenge to achieve continuous institutional improvement.

Teaching

Montclair State University will be a recognized center for excellence in teaching and learning. To enhance instructional excellence, the Teaching and Learning Resource Center was established in spring 2006 under the directorship of a nationally known expert in the field, Dr. Kenneth Bain. The Center will focus on instructional practices and will foster a reinvigorated recognition of the critical nature of effective teaching.

Learning opportunities for students continue to be enhanced at both the undergraduate and graduate levels by the University’s commitment to improving its curricular offerings as well as the quality of the faculty providing the instruction. Programs are consistently evaluated, updated, and often altered as a result of departments’ participation in the five-year Visiting Committee procedures (See Visiting Committee Documents in the Resource Room). Over the past five years, 34 new undergraduate and graduate programs have been added in response to a professional market analysis and the evolving needs of society. Twenty-four programs were terminated or suspended. In 2005-2006, the University conducted an extensive review of master’s and certificate programs and is now moving to improve and strengthen 21 programs identified as having high potential for growth.

At the graduate level, the University is particularly committed to providing the scholarly research-oriented environment that is essential to the success of doctoral programs. Doctoral programs in Pedagogy, Environmental Management, and Audiology were created or adopted to help meet the changing needs of New Jersey students and the state. At the master’s level, programs are increasingly seeking to provide the just-in-time, current knowledge that students need to be competitive in their careers.

Collaboration and articulation agreements continue to be developed with sister and feeder institutions, enabling the University to offer more specialized programs on a regional basis and more opportunities for New Jersey students to earn baccalaureate degrees. Articulation agreements and collaborative initiatives with Rutgers University and the University of Medicine and Dentistry of New Jersey provide students opportunities to attain professional degrees and post-baccalaureate professional certificates.

The University has revised the General Education Program into a distributive model with the aim of preparing lifelong learners and developing in students a tendency for inquiry, critical thinking, and cultural and global appreciation.
Research

Montclair State University will be a source of new knowledge and the application of knowledge. Through the acquisition of increased funds from external sources, research has been greatly augmented in the past decade as the University aspires to enhance research opportunities for faculty and for students who work with research-active faculty. Research activities have increased on campus in direct correlation to the expectations of many of the more recently hired faculty. Newer faculty members have brought to the University well-developed scholarly agendas and grant-funded projects, ready to take advantage of the Faculty Scholarship Program alongside senior faculty members whose scholarship has been widely recognized within their disciplines.

The results of the scholarly and creative activity of faculty members are expected to be shared widely with disciplinary colleagues via rigorous, peer reviewed, processes—the norm for all faculty and necessary for favorable reappointment, promotion, and tenure actions. The University is committed to supporting its increased expectations in a variety of ways, including expansion of the services provided by the Office of Research and Sponsored Programs and the New Faculty Program.

Students are often involved in these scholarly and creative activities that bring recognition to the University at the state, national, and international levels and provide students with experience in generating, disseminating, and applying knowledge.

Accessibility

Montclair State University will provide expanded opportunities within a richly diverse setting. As the undergraduate and graduate student population grows closer to 18,000, Montclair State University has been very successful in recruiting faculty and students who reflect the state’s and region’s diverse population. Additionally, within the context of a robust enrollment management program, emphasis is placed on increasing the proportion of full-time students at both the undergraduate and graduate levels and the percentage of out-of-state students attending the University.

Satellite locations at Brookdale and Cumberland Community Colleges offer additional educational programs, and alternate delivery systems are in place for students who are working professionals.

The University’s commitment to diversity, equal opportunity, inclusion, and access is illustrated by a number of initiatives and indicators. The President’s Commission on Affirmative Action (PCAA) identifies areas for improvement in minority and female employment and provides recommendations. It also proposes policies and procedures to assist in the development, maintenance, and implementation of the University’s Equal Employment Opportunity and Affirmative Action programs. The Commission ensures that the University fulfills its legal responsibilities and its moral commitment to equal opportunity and affirmative action without regard to race, color, religion, national origin, gender, sexual orientation, age, or physical/mental disability.

The Center for Academic Advising and Adult Learning (CAAAL) helps students in the exploration, development, and achievement of their educational goals and is a tangible expression of the University’s commitment to providing academic support for non-traditional age students.
The Presidential Task Force on Student Achievement (PTFSA) examined graduation rates among various racial and ethnic groups, leading to recommendations for recruitment and increased enrollment of students of color and for strengthening a reputation for leadership in diversity education through the General Education cultural diversity requirement. The Task Force identified target support services and opportunities impacting student retention and graduation rates that include Academic Advising, Basic Skills, Freshman English, Freshman Orientation, Admissions, New Student Experience, Tutorial Services, Honor Programs, Health Careers, Student Services, Financial Aid, Residence Life, and Educational Opportunity Program.

The Task Force recommended several measures for achieving higher retention rates and supporting student success in underrepresented groups at MSU. Given the diverse population that has been historically underrepresented in higher education, Montclair State University has capitalized on innovative support services to ensure student achievement. Our success in this important area was recognized nationally by the selection of the University as one of twelve universities selected to be profiled in the recent Graduation Rate Outcomes study sponsored by AASCU, The Education Trust, and the National Association of System Heads Graduation Rate Outcomes Study.

**Growth**

*Montclair State University will provide the resources to accommodate the planned expansion.* Since the University is undergoing significant and dramatic change and growth, it is important to assess what has been undertaken, primarily to judge whether the resources required for expansion are being appropriately allocated and utilized. Expansion is seen in nearly every aspect of University life including student enrollment, new faculty lines, hiring key support personnel, upgrading and adding to the campus’ physical facilities, and ensuring technological support. To sustain both growth and quality, Montclair State University is undertaking the following tasks: 1) selectively increasing the size of the tenured/tenure-track faculty by approximately 100 new lines by 2008; 2) constructing new buildings and renovating buildings for classroom, office, laboratory, living, parking and recreational space; 3) increasing access to library resources; 4) embarking on a major capital campaign titled “The Campaign for the Second Century”; 5) conducting a major curricular review of graduate and professional offerings; and 6) augmenting professional, managerial, and support staff. Each of these key areas will be assessed as part of the work of a task force dealing with assessment and University effectiveness, in accordance with the directions outlined in the University’s Strategic Plan.

**Technology**

*Montclair State University will embrace the pervasive and transforming use of technology.* With nearly two-thirds of the faculty utilizing Blackboard as their course management system, the University has entered a new age of instructional technology for the millennial learners now on campus. Course design support personnel are available to assist faculty in the creation of innovative instruction using technology. A pilot project promoting the universal use of laptops has been successfully instituted in the School of Business. The University recently became the first institution in the nation to implement a revolutionary new mobile phone
program that enables students to customize their service to access all the information and resources needed to manage their academic, community, and social lives on campus.

The ability to engage state of the art technology in instruction, scholarship, and administration is related to the development, since the last accreditation visit, of a technology infrastructure that places the University in the forefront of similar institutions nationwide in our ability to take advantage of the newest technology available.

Globalization

Montclair State University will become a center for global study and understanding. The use of Global Education Grants administered by the Global Education Center offer incentives for faculty to teach and work in international settings continues to internationalize the campus. Programs for study abroad experiences, visiting scholars, and various special initiatives to bring foreign students to the University have enhanced and broadened the campus perspective to encompass a much larger world. Montclair State University is participating in the American Council on Education (ACE) initiative to internationalize the campus. President Cole and the University have received accolades from other institutions abroad for her efforts to support international projects. MSU’s program was one of 14 cited by NAFSA, The Association of International Educators for globalizing efforts at the national level.

Achievement

Montclair State University will foster a vibrant sense of community in which each student will be challenged to attain her or his full potential. Student services continue to enrich students’ campus experiences through increased recreational opportunities, efforts to increase already high retention and graduation rates, and other student-centered mechanisms to ensure that students develop into well-educated, productive citizens.

Service

Montclair State University will serve as a resource for the local and regional community. The University is a remarkable repository of people and program resources for the region encompassing expertise in the arts, sciences, environment, education, professional training, business, and humanities. Montclair State University continues to reach out to address identified needs in business, industry, education, artistic ventures, and community building through a large number of enterprises and institutes. The Coccia Institute is focused on Italian initiatives and the Institute for the Humanities reaches out to bring secondary students and teachers to participate in a broad range of programs including Classics Day and Sports and Ethics programming. Other opportunities for P-12 students through the MSU Network for Educational Renewal, the MSU Gifted and Talented Program, and the Clifton High School project (which allows selected seniors to take courses at the University. The University has a strong commitment to external constituencies.

Accountability

Montclair State University will adopt a plan to measure its progress in meeting its key goals. Montclair State University is creating a blueprint to measure its progress in meeting key goals through a series of actions initiated by a task force charged with assessing University effectiveness. The Task Force on Assessment and
University Effectiveness (TAUE) has oversight of all assessment initiatives across the campus.

C. GROWTH OF THE UNIVERSITY

For the University to achieve all it has set out to accomplish, student enrollments must continue to grow. The goal of enrolling 18,000 students by 2008 is being met, step by step, through careful planning and management. Particular attention is being paid to recruitment efforts, admissions work, and retention endeavors aimed at retaining students through completion of their studies. The number of enrolled students is over 16,000 in fall 2006, thus indicating MSU’s commitment to providing opportunities for the baby boom echo specifically and for students in the underserved higher education sector of New Jersey generally. With the increasing number of students, there has been a concomitant increase in services and support systems.

The relatively flat enrollment in fall 2006 is directly attributable to the very large reduction in the FY 2007 state appropriation experienced by all public institutions in the state. The reduction required the elimination of lower enrollment programs and courses, scholarships for transfer students and the reduction in various services that were reflected in fewer than otherwise anticipated enrollments.

D. ASSESSMENT AND USE OF ASSESSMENT RESULTS

The concept of continuing assessment of Montclair State University’s institutional effectiveness is inherent in the University’s Mission Statement. Data from the Office of Institutional Research, Admissions, the Center for Academic Advising, Enrollment Management, the Graduate School and other offices is regularly examined to help determine how well MSU is fulfilling its purposes and meeting accountability expectations.

To measure MSU’s accountability and the integrity of institutional practices, the Provost has instituted a council known as the Task Force on Assessment and University Effectiveness (TAUE) to monitor, oversee, support, and promote assessment activities and analysis of effectiveness for the full range of University divisions, departments, and programs through:

- Establishing and maintaining a library of assessment materials
- Maintaining a comprehensive list of University assessment activities
- Providing support and resource persons
- Coordinating all assessment activities
- Providing University-wide data summaries from various surveys including, but not limited to the National Survey of Student Engagement, the Faculty Survey of Student Engagement, and the one-year-out alumni survey.
- Providing support for departmental assessment survey efforts
- Identifying other University assessment information needs and tools.

As the following chapters will show, a wide variety of assessment measures – both quantitative and qualitative – are used to understand the effectiveness of enrollment management, faculty growth, facilities...
planning, financial planning, student services, governance, and academic program planning. Assessment results are used on a regular basis and have resulted in institutional improvement. While critical support and data are provided by the Office of Institutional Research, other areas also gather important assessment information. The University community is encouraged to find innovative ways to establish assessment measures.

According to initiatives outlined by TAUE, each unit (faculty, administration, and staff) is charged to establish its objectives and to find ways to accomplish them. There is collaboration and cooperation among the levels to ensure that mission, goals, and objectives are known throughout the campus community and strategies are undertaken to bring about results and meet the desired outcomes.

E. CONCLUSION

The 2002 Mission Statement has provided, as intended, the impetus for change that initiated a period of dramatic growth and extensive institutional development. The 2002 Strategic Plan provided specific goals and benchmarks by which the evolution and revitalization of the University could be managed and measured. Together, they have provided the framework for the Montclair State University of the Twenty-First Century.

F. STRENGTHS

The Strategic Plan, which envisioned a very different University than that which existed in 2002, was clearly understood and strongly endorsed by the University community.

The Strategic Plan has enabled the University to create a public image that is clearly differentiated from its colleague institutions within the State.

In spite of the steadily declining level of State support for the University as a proportion of total University spending, the University has successfully managed its way to achieving virtually all of the ambitious goals established in its Strategic Plan.

G. AREAS FOR GROWTH

- Begin planning for the next iteration of the University’s Strategic Plan now that most goals in the existing Plan have been achieved and the University is approaching the outer time period, 2008, to which the plan applied.
- Continue to develop the infrastructure supporting faculty activities in the area of teaching and scholarship.
- Develop a university-wide framework for assessment/accountability that will allow for the unique differences of programs while ensuring consistency in the outcomes of assessment and accountability initiatives.
Montclair State University builds and maintains an environment conducive to effective and successful teaching and learning with a pledge to develop the full potential of all members of the University community.
A. OVERVIEW

Montclair State University plays an important role in retaining the state’s intellectual capital and assisting in the development of public higher education opportunities in New Jersey. To help the University meet the future needs of the state, the University completed a rigorous campus-wide strategic planning process in 2002. The resulting plan called for significant growth in the University’s programs and physical facilities. Major goals include increasing student enrollments by more than 25%, increasing the size of the tenured/tenure-track faculty to support the student enrollment growth adequately, maintaining and increasing academic and administrative support structures where required, and completing major expansion and improvement of its physical facilities. The University is well on its way to realizing each of these important goals.

B. FISCAL RESOURCES

To meet the growth targets, it is critical that the University effectively allocate its financial resources. Uncertain financial support from the state also requires the University to increase other sources of revenue and to ensure efficient allocation of resources. State appropriations as a percentage of overall University revenues have decreased from 49% in FY 1998 to 31% in FY 2007.

See Trend of Revenue Proportions in the following graph.
Through a systematic budget and planning process, the University has been successful in allocating resources to key areas identified in the Strategic Plan, which provide the framework for the annual budget process.

The University Operating Budget – Fiscal Year 2007 Operating Budget

<table>
<thead>
<tr>
<th>Fiscal Year 2007 Operating Budget</th>
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<tbody>
<tr>
<td><strong>Revenues</strong></td>
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<tr>
<td>General Revenues:</td>
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<td>Student Tuition</td>
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<td>Fees</td>
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<td>Other Sources</td>
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CHAPTER III
(Addresses Standards 2, 3 and 6)

PLANNING AND INSTITUTIONAL RESOURCES

<table>
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<tr>
<th>Subtotal General Revenues</th>
<th>$ 209,133</th>
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</thead>
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<tr>
<td>Auxiliary Enterprises</td>
<td>$ 36,745</td>
</tr>
<tr>
<td>TOTAL CURRENT REVENUES</td>
<td>$ 245,878</td>
</tr>
</tbody>
</table>

Expenditures

Educational & General:
- Instruction $ 71,043
- Research $ 798
- Public Service $ 7,690
- Academic Support $ 18,558
- Student Services $ 16,752
- Institutional Support $ 36,569
- Operation & Maintenance of Plant $ 13,286
- Utilities $ 12,602
- Scholarship & Fellowship $ 10,062
- Debt Service $ 10,753
- Transfers $ 11,848

Subtotal Educational & General $ 209,960

Auxiliary Enterprises:
- Operating Expenditures $ 28,238
- Debt Service $ 7,681

Subtotal Auxiliary Enterprises $ 35,919

TOTAL CURRENT EXPENDITURES $ 245,878

C. ALLOCATION OF RESOURCES: THE BUDGET PROCESS

Each year, the University submits its proposed budget for operating expenses to the New Jersey State Treasurer’s Office. The state sets the parameters for anticipated expenditure growth as well as other budgetary assumptions. Many University offices are involved in the development of enrollment projections, revenue and expense forecasts, and other programmatic and performance data that help formulate the planning and budget process. The Office of the Dean of Enrollment Management and the Graduate School work collaboratively with the University’s colleges and schools to develop and manage measurable strategic initiatives related to enrollment and student retention. Enrollment and retention figures are tracked carefully because the University has become increasingly dependent on tuition revenues.

See Office of Institutional Research tables indicating undergraduate and graduate enrollment growth in the following graphs:
CHAPTER III
(Addresses Standards 2, 3 and 6)
After the Governor submits the state budget to the Legislature for approval, the University conducts its annual budget call (See Documents in the Resource Room). Guidelines are set by the President based on parameters included in the Governor’s budget. At this time, departments begin to develop their fiscal year budget proposals through the University’s web-based budget process system. Departments are responsible for identifying the resources needed to achieve the goals set forth in both departmental and University Strategic Plans.

Fiscal agents and department heads consult with their deans and vice presidents to ensure that budgets are developed with a long-term perspective that is linked to the University’s Strategic Plan. The guiding principles in the budget development process include the protection of core academic programs to preserve the University’s essential teaching and research mission; the preservation of faculty positions and the recruitment and hiring of new faculty to facilitate the continuing growth and development of the University’s academic programs; and the streamlining of the workflow process to improve administrative efficiencies and ensure more efficient management of non-personnel expenditures.

These principles were especially useful in providing guidance to academic and administrative units for managing the significant under-funding of the University’s State appropriation for fiscal year 2006. Units were required to reallocate existing resources to ensure that the highest priorities in each division were maintained, and that, collectively, the principles were honored. Each division of the University prepared and presented its budget to the President, who, in consultation with the vice presidents and deans, finalized the operating budget for the University following approval of the fiscal 2007 State budget by the Legislature. The University’s senior budget office reviews the developing budget and budget parameters with the Budget and Finance Committee consisting of representatives of the faculty and administration prior to its review and approval by the President.

D. IMPROVING REVENUE RESOURCES

The Office of Institutional Research (OIR) and the Office of Budget and Planning continuously gather data and establish benchmarks by studying contemporary trends in higher education, the national and local economy, and demographics and their potential impact on the University. Benchmark measures from five peer institutions identified in the Strategic Plan are used to help assess progress in meeting goals. OIR prepares the annual Fact Book that provides the University community with accurate and reliable information as a basis for planning and budgeting activities. OIR also oversees the administration of a cycle of student survey instruments that aid in the University planning process. The Office of Budget and Planning provides multi-year revenue and expenditure projections that help the University assess the potential future availability of financial resources.

Tuition

Tuition is set by the Montclair State University Board of Trustees, subject, in recent years, to caps on increases mandated by the Legislature in appropriation legislation. For fiscal year 2007, annual undergraduate
tuition is $6,028 for a full-time student (a flat rate covering 12 to 18 credits per semester) and graduate tuition for New Jersey residents is $450 per credit (tuition for MBA, MFA and doctoral programs is somewhat higher).

**Alternative Sources of Revenue**

The Strategic Plan recognizes the need to generate additional financial resources above the University’s state appropriations. The primary source of alternate revenue for the University has been significantly increased tuition revenues, derived from the growth in enrollment and from tuition increases. The University also initiated a major capital campaign to raise $50 million by the University’s centennial in 2008. The capital campaign will support major capital projects, scholarships, new academic programs, and library and information technology needs. Additional financial resources are being sought through increased federal grants and auxiliary revenues.

**Monitoring Expenditures**

The assessment of the effective and efficient use of financial resources is an ongoing and evolving process. The budget is structured and controlled through the automated Financial Reporting System (FRS). During the fiscal year, managers and fiscal agents review their budgeted funds versus actual expenditures in their accounts through FRS. Unit heads are responsible for keeping their units fiscally prudent, and significant over- or under-expenditure in a department budget triggers review processes to ensure close adherence to the University’s resource plan. This review continues throughout the fiscal year to ensure that unit goals are being met and allow for the reallocation of resources or increased allocations based on the availability of funds. The Office of the Vice President for Finance and Treasurer and the Office of Budget and Planning prepare monthly financial reports to track ongoing budget performance. In addition, quarterly financial reports are submitted to the Board of Trustees. The annual budget process, occurring in the last quarter of the fiscal year, effectively provides units with an opportunity to evaluate goals against outcomes and resources.

The University has several administrative offices to ensure appropriate responsibility and accountability in the use of financial resources. The Vice President for Finance and Treasurer is responsible for ensuring compliance with both the University’s internal and external policies concerning accountability and reporting requirements and for the implementation of purchasing procedures that reflect sound business practices and adhere to applicable governmental laws and regulations. The Office of Budget and Planning is responsible for reviewing and monitoring the budget, working closely with each division to ensure that budgetary controls are followed. The Budget Policies and Procedures Manual sets forth the guidelines and procedures for operating and capital budgets. The Office of Budget and Planning also conducts a year-end review of department budgets, and the results are incorporated into the planning process for subsequent fiscal years.

At the close of the fiscal year (June 30), the University is subject to a financial audit by an external certified public accounting firm. The results of the annual audit are presented to the Board of Trustees. After several years in which the University engaged external auditors to conduct similar audits on an as-needed basis, in 2005, the University refilled the position of Director of Internal Audit to conduct independent financial,
PLANNING AND INSTITUTIONAL RESOURCES

CHAPTER III

(Addresses Standards 2, 3 and 6)

operational, and compliance audits of University departments and programs (excluding those related to curriculum and the other traditional prerogatives of the faculty) and to evaluate the system of internal controls.

E. FACILITIES RESOURCES

In 2006, the University embarked on the largest capital improvement program in its history in response to needs resulting from dramatic growth in student enrollments, the inadequacies of existing facilities, and the existence of substantial deferred maintenance. The capital program needs of the University are an essential component of the University’s Strategic Plan. Many of the improvements and new facilities described in the Strategic Plan have been completed or are under way, and are directly linked to the major goals of the University.

In conjunction with the issuance of its Series 2006A and 2006B bonds, the University has been assigned ratings by Moody’s Investors Services (A2) and Fitch Ratings (A).

Since 2002, Montclair State University has constructed the largest academic facility on campus, four new residence halls, a parking garage, a state-of-the-art performing arts facility, a children’s center, and an on-campus diner, an art gallery, and a cyber café addition to the Library. The University has also renovated all its chemistry labs and totally rebuilt the entire campus underground infrastructure of water, steam, electrical, and sewer lines. In collaboration with the University, a train station and 1500-car parking garage were built by New Jersey Transit. A new student recreation center will be completed in 2007, and the significant renovation of older academic buildings has commenced. Projects on which construction will soon commence include the rebuilding of Chapin Hall to provide a home for the John J. Cali School of Music, the renovation of Finley Hall to provide a new center for foreign languages and linguistics, and the renovation of Panzer Gymnasium for the intercollegiate athletic program. Design and planning is currently underway for additional student parking structure and the next phase of residence facilities. Longer-term projects under consideration include a new facility for the School of Business, a new laboratory facility for the Life and Environmental Sciences and continuing major renovation of academic, administrative, and residence facilities on the oldest public college campus in New Jersey. In each case, once a major capital project is approved the end-users of the facility are engaged extensively in the detailed planning process for the facility.

During the past six years, more than $220 million in new construction projects, $44 million in renovation projects, and more than $19 million in infrastructure upgrades have been undertaken. With the exception of approximately $18 million of capital funding from the State of New Jersey, all of these capital improvements have been financed with University resources. Additional new construction projects totaling $107 million currently are under construction or in design, and are also being financed exclusively with University resources. Montclair State University has an additional $77 million of other critical new construction and renovation projects in the early planning phase.

Financing of construction activities is a critical part of the strategic planning process. Growing student
enrollment, tuition pricing flexibility, and balanced financial operations have enabled the University to secure tax-free financing. In addition, debt service on some capital projects (e.g., student residences, parking garage, and recreation center) is financed through revenue generated from students and other users. However, for the vast majority of capital improvements on the campus, the University has had to rely on its own resources. The virtual elimination of state capital support poses significant challenges to the University’s ability to ensure access to high quality programs and to expand capacity for New Jersey’s growing college-bound student population. The University’s President has been collaborating with other New Jersey senior public higher education leaders and working with state officials to authorize a higher education bond issue for voter referendum. To support this initiative, the University regularly updates its five-year capital program for the state and provides comparative analysis ranking of New Jersey’s support of capital funding for higher education against capital funding support in other states.

Projects included in the five-year capital plan are part of the University’s Campus Master Plan. The Master Plan is an ongoing collaborative effort among University departments to ensure that strategic planning goals are being achieved. The University employs a detailed and inclusive capital budget process. Departments have the opportunity to request projects for inclusion in the capital program during the annual budget call, during the summer capital projects call, and on an as-needed basis throughout the year. Departments may consult with the Facilities Management leadership when preparing project proposals. Projects consistent with the Strategic Plan goals receive priority funding. All projects require final approval by the Associate Vice President for Facilities Management and, ultimately, the President. The Facilities Management division provides the President’s Management Council with a Capital Project Status Report on a monthly basis and quarterly facilities reports are submitted to the Board of Trustees. A manager is assigned to each project and works closely with the department to ensure the user’s needs are being met.

Once a project is approved, a detailed budget estimate is submitted by Facilities Management to the Office of Budget and Planning for review. Procedures for the establishment, approval, and expenditure of capital projects are set forth in the Capital Budget Policies and Procedures. The Office of Procurement Services is responsible for ensuring that requirements for the bidding of contracts and payment of vendors are followed. To ensure financial accountability, the Vice President for Finance and Treasurer prepares a monthly Summary of Expenditures and Outstanding Encumbrances report for active capital projects and conducts routine meetings with Construction and Engineering project management staff and the Office of Budget and Planning.

The University’s Master Plan also includes preservation and maintenance projects. These projects address major repairs to building structures and the repair, replacement, rehabilitation, and upgrade of building systems (electrical, heating, ventilation, air conditioning, plumbing, fire and safety). The University prepares an annual update of preservation and maintenance projects, which are prioritized and projected over a seven-year period. Routine or systematic maintenance needs are provided by the Office of Facilities Operations. The Facilities Service Desk provides a knowledgeable point of contact between the Physical Plant and the campus community.
Requests for services, operations, and maintenance work are processed through the Work Order Request System. Users can submit work requests directly over the web and are able to track the status of their work orders online.

**F. INFORMATION TECHNOLOGY RESOURCES/LIBRARY RESOURCES**

The Office of Information Technology (OIT) strives to align operational plans with the objectives articulated in the University’s Strategic Plan. The OIT’s strategic vision acknowledges the University’s need to respond to the multifaceted challenges presented by the persistent growth and change that characterize the region served by the University as well as the rapid expansion of MSU’s physical plant, its growing student enrollment, and the changing demographics and diversity of the University’s student population. Additionally, the reality that information technology infuses every facet of students’ lives drives the OIT’s commitment to ensure that graduates are thoroughly prepared to live successful and productive lives in this digitally transformed world. Accordingly, the Office of Information Technology affirms the University’s commitment to “embrace the pervasive and transforming use of technology” in every aspect of students’ higher education experience while at Montclair.

In the context of its unprecedented growth and change, the University has pursued a very aggressive strategy to expand its information technology capacity and applications capabilities in a manner that will ensure its ability to meet the needs of the additional thousands of “net generation” learners in the years ahead. The OIT has created a state-of-the-art environment in which students learn the use of the latest information technologies to prepare them to enter New Jersey’s workforce with the skills necessary for the 21st century. In addition, these efforts establish the University as a leader in the creative use of digital technologies.

The University is keenly aware of the enormous benefits to be realized from emerging information technologies and undeterred in its commitment to performing necessary infrastructure upgrades. MSU invested in the hardware, applications, and professional development required to keep the University’s technological infrastructure and use of information technology capacity at the cutting edge in support of teaching, learning, research, and student-centered administrative applications and services. The University offers a comprehensive suite of web-enabled resources to faculty, staff, and students. The Blackboard learning management and content management systems are augmented with various content capture, redistribution, and podcasting tools. There are approximately 1,200 state-of-the-art computers distributed throughout the campus in teaching and learning laboratories and in public computing facilities, and some of these are open 24/7 throughout the year.

Always mindful of the trend toward omnipresent mobile computing and the virtualization of teaching and learning resources and services, the University is well on its way to building a wireless LAN that covers the entire campus. Many of the main academic and administrative buildings are already outfitted with wireless connectivity, including the Library, where students may bring their own laptop or borrow one.

The OIT has implemented a computer life cycle replacement program to ensure that each member of
the faculty and staff has a new computer every three years. In addition, a classroom technology life cycle replacement program ensures that the rich media-capable equipment available to faculty, staff, and students remains state-of-the-art. All of these computers and media devices interconnect using one of the finest networks in the region, running the latest 10-gigabit Ethernet backbone, and connecting to the World Wide Web through fully redundant dual DS3 connections.

Montclair State University is a member of the New Jersey Higher Education Network consortium, which is a high-speed network dedicated solely to educational use. Through the consortium, MSU has access to Internet 2 and the videoconferencing master control unit that provides for research and learning collaborations with students, faculty, and industry leaders in statewide and worldwide networks. Using these capabilities, the University has emerged as a recognized leader in the use of e-conferencing technology with 12 e-conference class/meeting rooms that are capable of H323, ISDN, and broadcast quality video creation, management, and redistribution. There are 170 fully mediated classrooms distributed throughout the campus that permit faculty to integrate digital content from their own laptop computers or from the Internet into their course content.

Sprague Library features more than 100 thousand square feet of space to offer its resources and services to the students, faculty, and staff of the University and the public. The collections contain over 400,000 volumes in all subject areas that are taught at the University and support the research needs of the students and faculty. Each year over 100,000 items are circulated from the collections and over 18,000 items are circulated from the Reserve collection. Over 6,000 interlibrary borrowing and lending transactions are processed each year. Materials not held in the library are obtained through interlibrary services through Online Catalog Library Consortium (OCLC), an international consortium with a bibliographic database of over 36 million items. Membership in various consortia and organizations enables libraries to establish reciprocal borrowing privileges and to share materials through the Internet transmission, mail, and a delivery system. The library’s homepage provides access to the Sprague Library Online Catalog and to other information about the library’s resources and services.

The library subscribes to over 3,000 serials (magazines, journals, newspapers, annuals, and yearbooks) in print and microform formats. The library subscribes to over 50 online indexes and abstracts that provide bibliographic citations to thousands of serial/periodical publications. There are also over 20 indexes and abstracts in print format. The library has a large collection of videos and DVDs (films, plays, dance, and instructional/educational subjects), CDs (music, literature, and instructional/educational), audiocassettes, and software. Over 1,000,000 items are in microform format. These include journals, magazines, newspapers, reports, and monograph collections in all subject areas. Subscriptions to materials in microform have significantly decreased since more materials are now available online. The library is a depository for United States and New Jersey government publications that are available in print, microform, CD, and online formats. The majority of the titles can be located by using the Sprague Library Online Catalog.

The library has data connections and wireless capability in nearly all areas of the building for patrons who
bring their own laptop computers. The Library’s Multimedia Resources Department, in cooperation with Information Technology, loans laptops to students, faculty, and staff. With the establishment of the new internet café, additional technological opportunities for faculty and student research will become available.

The McKenzie Online Library Classroom is used for library instruction, for staff development workshops, and for professional library organization workshops. The Student Technology Resource Room, located on the lower level in the Multimedia Resources Department, is staffed by graduate students and provides multimedia technology that enables students to work on academic projects such as creating and editing graphics and editing audio and video for presentations. Information Technology maintains a computer lab on the upper level of the Library where students may search the Internet, use campus computer programs, send and receive e-mail, and work on assignments using various software programs.

G. ASSESSMENT OF INSTITUTIONAL RESOURCES

Many formal and informal assessment procedures are in place across the campus with regard to evaluating various institutional resources from OIT to the financial well being of the University. The Vice President for Finance and Treasurer, the Office of Budget and Planning, the Vice President for Information Technology, the Associate Vice President for University Facilities, the Dean of Enrollment Management, the Office of Procurement Services, and Management Council track data, project revenues, and oversee the growth of the University. Independent financial analyses provided by KPMG and other external firms review MSU’s management of fiscal resources. The Internal Auditor is responsible for ensuring that the policies and procedures utilized to assess resources are appropriate and properly applied.

H. CONCLUSION

The mandate for fundamental change and significant growth articulated in the Strategic Plan has necessitated significant changes in the University’s planning procedures as well as the managing of University fiscal and capital resources. In general, the tempo and intensity have increased significantly as the complexity of the issues has increased. A premium has been set on the ability to sort out priorities and to communicate clearly and openly with the campus community to ensure that the individual steps toward achieving the vision found in the Strategic Plan are fully understood. The fact that the University has evolved in very significant ways in the last four years suggests that the management team has effectively negotiated the early steps in the evolution of the University.

I. STRENGTHS

- The University has implemented a set of fiscal guidelines that has allowed it to successfully manage rapid growth through a period of declining State support.
- The University has maintained strong ratings in the bond market, allowing it to move forward with its substantial facilities expansion and renovation program.
The University maintains a technology infrastructure which enables cutting-edge applications as it seeks to educate the Millennial Students now arriving on campus.

J. AREAS FOR GROWTH

• Develop an advanced administrative computing system that would improve the University’s ability to manage student services, including financial aid and student records as well as human resource data and curricular databases.
• Continue paying careful attention to enrollments, student retention, and graduation rates with goals and targets carefully communicated across the campus.
• Develop a planning process that enables the several campus constituencies to be more regularly involved in resource allocation and budgeting within their areas of interest.
• Secure additional and a more appropriate level of funding from the state for capital projects and operating budgets.
• Develop a more robust set of benchmarks for assessing planning, facilities, and fiscal activities and a process for utilizing the information generated to improve the services provided.
• Closely integrate the functions in Information Technology and Academic Affairs that will further the inclusion of technology in the instructional process.
As Montclair State University plans for the future, it does so within a framework of values and traditions that have evolved over time with intelligibility and guidance from the campus community - students, faculty, and administration - who have laid the foundation for the University’s achievements.
A. OVERVIEW OF MSU’S LEADERSHIP

Describing the patterns of governance, organization and administration as “complex and multilayered,” the MSU Faculty Handbook separates this subject into four categories: Administration, University Senate, University Committees, and Student Government. While not listed as a separate entity in this section, the Board of Trustees is addressed in the introduction as exercising “the powers and duties necessary for the control and management of University affairs” and the composition of the Board is described. The constituencies for the governing organizations outlined in this section include, but are not limited to, faculty, staff, students, alumni, the state government, and accrediting groups. In some cases, these governance structures encompass more than one group (e.g., while the Student Government Association is the primary representative of the undergraduate student body, the work of the University Senate represents faculty, staff, and students).

A descriptive overview of each entity is provided in this chapter and includes, where applicable, primary responsibilities of the organization, representation, and the organization’s purpose. For information about the state wide collective bargaining agreement, the reader is referred to the American Federation of Teachers (AFT) Contractual Rights and Obligations document in the Resource Room.

The University’s website lists Academic and Administrative Departments. The Organizational Charts for the Office of the President and the eight divisions (Academic Affairs, Student Development and Campus Life, Finance and Treasurer, Human Resources, University Advancement, Information Technology, Budget and Planning, and University Facilities) encompass all offices and departments on campus. These charts effectively outline the reporting structure within each division and the areas overseen by the vice presidents and their direct reports.

As noted above, an additional overview of the areas of responsibility for the senior members of the administration is available in the Faculty Handbook under “Administration.” The President’s Executive Council, which includes the vice presidents and key members of the President’s Office, meets regularly as does the Management Council, which includes members of the Executive Committee as well as the deans and other senior administrators. These meetings provide the opportunity to consider matters that cross boundaries of individual responsibility.

B. SHARED GOVERNANCE

Shared governance is primarily implemented through the dispersed responsibilities of the academic departments and the college and school faculties as well as through the University Senate. MSU’s community
is committed to the principle of shared governance, with the Senate functioning secondarily to the faculty structure. The Senate clearly sets forth in its constitution preamble the requirement for “open discussion, frequent and timely communication, and direct involvement in the affairs and decision-making processes of the University.” While the Senate is the primary leg of the functionality of shared governance, the concept continues throughout the matrix of University leadership and administration. Department and college committees and councils, student organizations, and University offices all incorporate enhanced communication and planning through fair representation by shared governance. As an example, a number of individual departments, centers, and offices adopt language for shared governance within their mission statements.

Policies and responsibilities for governing units are clearly outlined and typically readily available (for instance, open to viewing on University websites), affording enhanced transparency and increased campus understanding of broad University functions.

The University Senate

The University Senate was created to provide a forum for faculty, administrators, librarians, administrative professionals, professional staff, and students to discuss and recommend policy on University issues to the administration. The University Senate’s recommendations are advisory in nature, though requiring full consideration of these recommendations as reflecting a representative voice of the University community. In turn, the President of the University must communicate to the University Senate the rationale for rejecting or modifying University Senate recommendations. The 59 members of the University Senate include 37 voting and 22 non-voting representatives of the faculty, librarians, professional staff, students, deans, vice presidents, Chairs’ Council, administrative professionals, and Local AFT 1904 Union. The shared governance process also occurs through a variety of standing and ad hoc committees established through the Senate. A more detailed account of the University Senate functions and organization is found in its constitution at the University Senate website.

The Student Government Association

The Student Government Association (SGA) at Montclair State University is an independent and incorporated organization. All fee-paying undergraduate students are part of the SGA and are eligible for its services. The SGA has three branches of government – Executive, Legislative, and Judicial. The Executive branch consists of a President, Vice President, Secretary, and Treasurer. The SGA President has a cabinet consisting of directors of Residence Life, Commuter Affairs, Academic Affairs, University Affairs, Multicultural Affairs, Greek Life, Non-Traditional Student Affairs, Recreation and Athletics, Marketing and Publicity, Programming, Class II and III organizations, and Educational Funding. The Legislative branch consists of up to 65 legislators and is presided over by the Vice President. The Legislature also includes committees on Government and Administration, Appropriations, Constitutional Review, and Public Relations. The Judicial branch consists of up to seven justices and is presided over by the Chief Justice. There are also two student members on the MSU Board of Trustees, a voting member and a non-voting member who becomes the voting
member the next year. Individual constitutions, bylaws, and mission statements for the various organizations of the Student Government Association are found on the SGA web page.

The SGA President or designee serves on numerous University committees including the University Senate, President’s Commission on Affirmative Action, Safety, Parking, Utility Management, and Honorary Degree. In addition, most University committees (both Senate and ad hoc, including those of this Self-Study) solicit student opinion and participation. Administrative offices – for instance, the President and various deans – make a regular practice of seeking student input and advice during open discussion sessions scheduled throughout the year. The President and the Vice President for Student Development and Campus Life have a regularly scheduled meeting with student leadership on a monthly basis.

C. MONTCLAIR STATE UNIVERSITY ADMINISTRATION

Board of Trustees

Members of the Board of Trustees “reflect and represent the public interest in governance, policies, and development of the University within the spirit and intent of the laws and regulations governing the Board and the University.” In carrying out its charge to govern the University, the Board of Trustees has the power and duty to determine the educational curriculum and program; determine the policies for the organization, administration and development of the University; establish tuition and fees; disburse all monies appropriated to the University and all monies received from tuition, fees, auxiliary services and other sources; manage the University’s property; appoint and fix compensation of the President and other professional members of the academic, administrative and teaching staffs; and confer degrees. The membership of the Board is set by statute and comprises 15 citizens of the state of New Jersey, two students elected by the student body (one non-voting), and the President of the University (non-voting).

Conflict of interest, integrity, contractual relations, impartiality, and remuneration for trustees are addressed in the Board’s Statement of Responsibilities and in the New Jersey State College/University Trustees’ Reference Guide. Citizens are appointed by the Governor and affirmed by the State Senate and student members are chosen through election by the student body.

The Board of Trustees has several standing committees including Academic Planning, Audit and Finance, Facilities, and Personnel, as well as an ad hoc Investment Committee and an Appeals Committee.

The Board of Trustees is the entity with ultimate responsibility for certification and accreditation endeavors which represent crucial measures of periodic and objective assessment of the University. Periodic review and assessment of Board activities is set forth under item IV.Q in the “Summary of Board’s Responsibilities” found on the Board’s website.

President and Senior Administration

As the chief executive officer, the President is appointed by and reports to the Board of Trustees. The
Leadership, Governance and Administration

President is responsible for providing the leadership necessary for the achievement of the University’s goals and the fulfillment of its mission. The President is the key figure leading the University toward its goals in the fulfillment of its mission, particularly relevant given the University’s dynamic recent and near future growth.

Eight senior-level administrators report directly to the President and include the Provost and Vice President for Academic Affairs, the Vice President for Student Development and Campus Life, the Vice President for Finance and Treasurer, the Vice President for Human Resources, the Vice President for University Advancement, the Vice President for Information Technology, and the Associate Vice President for University Facilities and the Director of Budget and Planning.

The Provost/Vice President for Academic Affairs is the chief academic officer and oversees the four colleges, two schools, and the Library. The Provost has overall responsibility for undergraduate and graduate academic program development and instruction, and personnel matters related to hiring, promoting, and reappointing faculty. The Vice Provost for Instruction concurrently serves as Director of the Teaching and Learning Resource Center. The two Associate Vice Presidents handle academic personnel matters, resource planning, and oversee the New Faculty Program, the Registrar’s Office, curriculum administration, and special programs such as Honors, Summer Sessions, Global Education Center, and youth programs. All senior officers in the Office of the Provost share responsibility for faculty development efforts.

The Vice President for Student Development and Campus Life (SDCL) coordinates and supervises the activities of admissions and enrollment management, student financial aid, student residences, student activities, and functions related to student well being, including health, protection, and security for the University community overall. The Dean of Students and University Athletics also report to the Vice President for SDCL. The Faculty Guide is an important resource for the campus community produced by SCDL.

The Vice President for Finance and Treasurer oversees all accounting functions, bonding and long-term financing, procurement, real estate management, and other financial/business arrangements including the oversight of all business contracts.

The Vice President for Human Resources is responsible for all operations of human resource services including training and development, employee relations, the compensation and benefits program, personnel services, and payroll. The Vice President is the chief management negotiator and/or representative to management negotiating teams at the local level and primary institutional liaison to statewide negotiations. The Vice President provides leadership in developing policies related to employees of the University and ensures that the policies are implemented in a manner consistent with law, University regulations, and a commitment to a fair and equitable working environment.

The Vice President for University Advancement has overall management and fiscal responsibility for the institution’s external relations, encompassing Alumni Relations, Development, Career Development, Communications, and the MSU Foundation. The functions of community and public events and public relations also fall under this division. The Office of Alumni Relations has made great strides recently in reaching out to
CHAPTER IV

ADDRESSING STANDARDS 4, 5 AND 6

LEADERSHIP, GOVERNANCE AND ADMINISTRATION

former students, particularly through three initiatives: communication through the Alumni Relations website, the e-Newsletter “Alumni Connections”, and the Montclair State Alumni Magazine. The development of alumni chapters throughout the United States and the development of affinity groups that provide connections among alumni who share common interests are also priorities for this office. The Office of Career Services provides alumni with access to career fairs and assistance with job searches.

The Vice President for Information Technology oversees the Office of Information Technology (OIT) and the Office of Institutional Research. OIT is responsible for all academic and administrative computing, technology procurement, and network operations.

The Associate Vice President for University Facilities is responsible for the oversight of Montclair State University’s facilities, including the planning, development and management of new construction and renovation projects, campus planning, and maintenance of the University’s buildings, land and infrastructure.

The Office of Budget and Planning is responsible for reviewing and monitoring the University’s budget by working closely with each division to ensure that budgetary controls are followed as set forth in the Budget Policies and Procedures Manual. The Office of Budget and Planning also conducts a year-end review of department budgets, and the results are incorporated into the planning process for subsequent fiscal years.

According to Human Resources figures, roughly 40% of recent administrative vacancies (including vice presidents, deans, and chairs) were filled by existing MSU personnel, creating an informal enculturation and training. Formalized training is provided by Human Resources, the Office of Information Technology, existing structures including the Deans’ Council and Chairs’ Council, and interactions between and among groups. Examples of training include regular workshops and informational meetings for department chairs and a variety of programs on the operations of instructional technology, human resources, finances, and student advising.

The realization of the University’s work and goals requires effective communication and sharing of ideas and responsibilities across all sectors, departments and levels of the University. Grassroots engagement and leadership is encouraged through the democratic selection of department heads, faculty and staff councils, and committee representation. Shared governance, maintained through the governance structures of academic departments, colleges and schools, as well as the University Senate, with advocacy from the unions, supports leadership and administrative decision-making and input about University functions.

D. USE OF ASSESSMENT RESULTS

The University is in varying stages of creating and adopting a comprehensive outcomes and assessment strategy. Some units (notably the College of Education and Human Services, the School of Business, the College of the Arts, and departments such as Computer Science and Communication Sciences) are strongly tied to existing assessment standards as part of long-standing accreditation requirements, so that assessment is already part of the administrative culture. Other units are now adopting more comprehensive assessment practices and methods.
The Office of Institutional Research provides a variety of data to assist administrative and governance groups to assess effectiveness. The bulk of campus data reflects the needs of the prime clientele – students – and the direct needs of those serving them. This includes, for example, the employee and financial facts and a recent survey gauging faculty opinions (see HERI and FSSE surveys, available in the Resource Room); some data collected pertain to administration relations and procedures. Non-academic administrative or operational units are creating strategies for assessment, but tend to be less well-developed overall.

E. CONCLUSION
Montclair State University maintains a coordinated and functioning system of leadership, governance, and administration. A hierarchy of administrative function flows from the Board of Trustees through the Office of the President to the individual departments and offices. Individuals in the University community – students, faculty, and staff – participate directly in the succession of administration, with capability to organize “grassroots” initiatives. Representatives of the community participate in the University Senate and Student Government Association as part of a long-standing system of shared governance as well as in all the governing structures of the colleges, schools, and departments.

F. STRENGTHS
• Shared governance is established and institutionalized across all constituencies in the University community.
• Information on the nature and roles of administration and leadership is fully available.
• The administration is firmly monitoring the wise and careful expansion of the University in accordance with the Mission Statement. Efforts are made to adjust and streamline as necessary to meet new and expanded roles.
• The administration has been a powerful voice in support of the University in surrounding communities, in the state, and to other institutions. MSU owes its present strength and status to this advocacy.

G. AREAS FOR GROWTH
• As the University expands, it is vital that shared governance receive particular vigilance. Rapid growth has the potential to isolate and leave behind constituents. Shared governance provides the voice for inclusion and democratic process.
• As the University has improved information dissemination (by centralized data collection and by widespread and transparent communication from individual units of the University), it becomes apparent that assessment procedures are unequally applied or available for review. For effective administration and leadership to continue to take place, attention to transparent and readily available assessment and evaluation procedures and outcomes is warranted.
CHAPTER V

INSTITUTIONAL ASSESSMENT AND OUTCOMES ASSESSMENT
(Addresses Standards 6, 7 and 14)

Evaluating the effectiveness of the institution is a priority which guides the University in its academic planning, the effectiveness of instruction, the successes of departments and units across the campus - all with the goal of continuous improvement of all segments of the campus.
A. OVERVIEW

Montclair State University takes seriously its commitment to the assessment of programs, personnel, operations, and administrative and academic units. The Mission Statement and Strategic Plan guide the institution’s changing goals and objectives as it strives to meet contemporary challenges and needs and lends structure to evaluating units on the campus. In this context of a commitment to assessment, it is important to remember that MSU is a large, complex institution operating on the scale of a small city. While it is the University’s goal to have comprehensive assessment mechanisms in place, it must also be recognized that the many layers of decisions and operational hierarchies necessarily impose that some assessment procedures will stand alone, but will be incorporated into the overall fabric of measuring ourselves against our goals and expected outcomes by unit, department, division, and institution. MSU knows well its obligation to inform stakeholders as well as campus constituencies about what is working well and what needs improvement, and assessment will be the key to meeting that obligation.

B. TASK FORCE ON ASSESSMENT AND UNIVERSITY EFFECTIVENESS

The most significant new development in the University’s assessment activities was the establishment of the Task Force on Assessment and University Effectiveness (TAUE) in 2006. The TAUE’s purpose is to serve as an oversight group that coordinates efforts to gather data for the analysis of Montclair State University’s effectiveness in five areas: instruction and student learning; research activity and productivity that may be used as an index of academic vitality; student services; public service; and University administrative support services. A complete description of the TAUE’s purpose, structure, focus, and assessment methods is found in the document titled Task Force on Assessment and University Effectiveness.

The creation of the TAUE is intended to encourage the development of a University-wide culture of continuous accountability. Divisions and departments have developed unit strategic plans consistent with the University’s plan with additional support will be provided by the TAUE. All MSU departments and divisions are expected to engage in systematic assessment activities (MSU Periodic Review Report, June 1, 2002). Many programs have developed assessment plans, and some of those programs have already begun implementing their plans. There are, however, significant differences in the approach to assessment by individual programs, and the quality of assessment material is uneven at this point. Further, isolated assessment activities have not yet translated into a coordinated, campus-wide assessment effort, and information on existing assessment efforts is not centralized or widely disseminated to the campus community. While the University expects
to become much stronger in overall outcomes assessment activities under the guidance of the TAUE, it has already developed significant strength in several areas of institutional effectiveness, including student learning outcomes.

C. IMPLEMENTATION OF INSTITUTION-WIDE ASSESSMENT: LINKING PLANNING TO UNIVERSITY GOALS

A strategic planning process, linking the identification of resources to the creation of plans in all units is beginning to take shape across the campus. As this strategic planning process becomes institutionalized in University procedures it will become the road map for assisting in the assessment of the achievement of University goals. Please view the MSU planning website found under Vision 2008, within Budget and Planning.

Survey research geared to outcomes assessment is an integral function of the Office of Institutional Research (OIR). Historically, both local instruments and national instruments have been used to collect information about various aspects of the University’s activities. Some of these surveys are administered annually, while others are administered at various times to address specific issues. The results of these surveys are shared with the campus community in the form of reports that provide executive summaries, detailed reports and peer comparison reports for the users.

D. USE OF ASSESSMENT RESULTS

For over a decade, MSU has administered to freshmen the Cooperative Institutional Research Profile, a national survey offered by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA). The results are consistently shared with the University community. The survey assists the institution in taking the pulse of its incoming freshman class for the purpose of serving them well. The report that is prepared annually details information regarding MSU freshmen and compares their responses with their peers at four-year public institutions in the nation.

For the past six years, the University has also participated in the National Survey of Student Engagement to gauge the level of engagement of students during their first and senior years. The instrument is based on Chickering and Gamson’s (1987) Seven Principles of Good Practice in Undergraduate Education. The results have been shared annually with the University community.

Another survey that has been administered annually is the New Alumni Post-baccalaureate Survey. This instrument is designed to collect information about the activity of MSU students one year after graduation. The locally designed instrument, developed with assistance from the Office of Career Development and the Office of Academic Affairs, yields important information regarding the employment and educational endeavors of MSU graduates. The detailed report of the result, by major, is posted annually on the University website. Additionally, the Office of Career Development provides highlights via the web.

Various departments use the
data from the survey for their accreditation purposes as well.

In 2005, MSU began administering to graduating seniors the College Student Survey, another national survey from HERI at UCLA. This instrument provides information regarding the perceptions, attitudes, career goals, and aspirations of responding seniors. Important information regarding their gains at the University, satisfaction with the institution, and preparedness for employment or higher education are captured through this survey.

A national HERI survey has also been administered to the faculty for over a decade. The survey, which is administered every three years, measures attitudes, involvement, and satisfaction of faculty at MSU.

Although the Office of Institutional Research has been actively pursuing the survey research agenda, one development in this area is the Survey Calendar. The Survey Calendar details an ambitious agenda and targets students, faculty, staff, and community who may or may not have been surveyed previously. The Survey Calendar projects survey research for 13 years and is expected to provide important information related to outcomes assessment for the University.

Additionally, various statistical reports are produced and updated regularly every year or semester and are posted on the OIR website to assist the University community in planning, decision-making, and management of the institution. Admission and enrollment reports for graduates and undergraduates, student semester hour reports, enrollment tracking reports, course history reports, graduation reports, and graduation and retention statistics are updated on a regular basis and shared with internal and external constituencies.

The University has put particular emphasis on gathering data in regard to retention and graduation rates of incoming freshmen and transfer students. MSU has had higher than expected graduation rates given the University’s demographic composition and consequently was selected to participate in a Graduation Rate Outcomes Study along with 12 other institutions in a study sponsored by the American Association of State Colleges and Universities, the National Association of System Heads, and Education Trust. The institutions were selected based on higher-than-predicted graduation rates or higher-than-predicted improvement in graduation rates. The report details the leadership characteristics and strategies, as well as campus policies and practices that contribute to higher graduation rates at the participating institutions. The report on MSU is available in the Resource Room.

The Office of Institutional Research is committed to providing statistics pertaining to retention and graduation rates to the University community and the state. First-time full-time freshmen and full-time transfer students are tracked each fall for up to 150% of the mandated graduation time, i.e. six years. Additionally, in order to assist various departments, these rates are provided by majors and many of the demographic variables (e.g., gender, race, admissions profile, such as SAT scores, GPA, etc., admit type, number of credits transferred, and transfer institutions). The detailed analysis provides important information about sub-groups and is expected to assist the institution in launching new initiatives to improve these benchmarks. More information on retention and graduation rates is available in chapter 4 of the MSU Fact Book.
The Office of Institutional Research also participates in a national study titled Consortium for Student Data Exchange from the University of Oklahoma. The Consortium was established in 1994 to collect retention and graduation information regarding entering freshmen nationally. The study provides a comparison of retention and graduation rates for institutions based on the selectivity of the institutions, as determined by scores on standardized tests, primarily the SAT of incoming freshmen. The study enables MSU to compare students’ retention and graduation rates and aspirations with their peers in New Jersey and nationwide.

Assessment of Educational Programs and Units

With regard to curriculum, MSU functions within an assessment-rich operational framework. All academic programs undergo an external review on a five-year cycle (Visiting Committee Procedures, see Resource Room Documents) and many programs are also subject to accreditation by national and professional organizations. There are many disciplines that require the University to participate in accreditation reviews, program reviews, and site visits on a cyclical basis. Several very comprehensive assessment initiatives have been established in response to external agencies such as the Association to Advance Collegiate Schools of Business (AACSB), National Council for the Accreditation of Teacher Education (NCATE), Computing Sciences Accreditation Board (CSAB), American Chemical Society, National Association of Schools of Dance, National Association of Schools of Theater, and National Association of Schools of Music. The AACSB accredited School of Business has been in the forefront of assessment at the University since the existence of robust student outcomes assessment is a critical requirement for attaining and maintaining this accreditation. The same is true for the College of Education and Human Services, which was recently re-accredited by the NCATE. The Institutional Report submitted by CEHS to NCATE for the 2005 accreditation review was identified as exemplary and was posted as a resource for other institutions on the NCATE website. The Computer Science department also received re-accreditation by the Computer Science Accreditation Commission of the CSAB, a process that requires systematic assessment of student outcomes.

The College of Humanities and Social Sciences (CHSS) uses an assessment plan that places the primary responsibility on the individual department. Departments, in turn, carry out their charge to evaluate students through assessment committees. Some departments have also created positions for assessment coordinators. Each department develops an assessment plan that reflects the goals and objectives of that academic unit. An associate dean oversees the process.

The assessment plan for the College of Humanities and Social Sciences has encompassed all aspects of Montclair State University’s super-ordinate learning goals which reflect a commitment to serving the community at large, supporting alumni success in the workplace, creating an environment conducive to keeping intellectual resources in the state, and providing students with a strong liberal arts base to their university education.

The CHSS assessment plan relies on a series of instruments designed to collect meaningful data on student learning that can be used to enhance learning at the course, program, and institutional levels. In addition to the
data derived from these instruments, the CHSS Assessment Council appointed in 2005 will draw upon research already conducted by the Office of Institutional Research and the Office of the Provost (retention and attrition rates, course rotation information) and the recommendations of Visiting Committees to ensure the success of graduating students.

In the College of Science and Mathematics (CSAM), outcomes assessment is as varied as the departments and disciplines within the College. Most of the departments have implemented assessment procedures within the past one or two years. For example, the Computer Science Department also received re-accreditation by the Computing Accreditation Commission (CAC) under ABET (Accreditation Board for Engineering and Technology) a process that requires systematic assessment of student outcomes. The Department of Chemistry and Biochemistry uses a standardized examination published by the American Chemical Society Committee on Professional Training to monitor student performance in the program. The Department also recently instituted a capstone course in which the students can improve their communication skills. Both the Department of Earth and Environmental Studies and the Department of Biology and Molecular Biology assess students at the beginning, middle, and end of their academic studies. The Department of Earth and Environmental Studies is following guidelines from the NCTLA Assessment Institute Resource Notebook and planning to institute an assessment exam from the National Association of State Boards of Geology. The Department of Mathematical Sciences has four Special Interest Groups (SIGs): Pure and Applied Mathematics, Mathematics Education, Statistics, and Physics. Each SIG has its own mission statement, goals, and assessment method in addition to the overall department mission statement and goals.

Outcomes assessment is not new to the Department of Computer Science. In 2000, ABET/CAC, the accrediting agency overseeing computer science and engineering adopted an outcomes assessment self-study model based on the Department mission, goals, and program objectives. The Department engages in periodic reviews, and student exit questionnaires and interviews focused on performance objectives.

The School of Business (SBUS) has a thorough and comprehensive assessment program that gathers information about student satisfaction, student learning, and faculty scholarship in addition to the routine assessment of courses. Examples of SBUS assessment activities include:

- Assessment of the quality of curriculum. All required SBUS core courses are reviewed by the School’s curriculum committee on a three-year cycle. This feedback is used to improve courses and foster integration with other courses.
- Assessment of student satisfaction. For five years, SBUS has participated in a comprehensive student survey developed by the Educational Benchmarking Institute (EBI). Approximately 70% of graduating seniors participate in this study, which includes questions on multiple dimensions of students’ experience at MSU and in SBUS. (See the EBI survey information in the Resource Room). MBA students participate in an internally developed survey focusing on satisfaction with the program.
- Assessment of student learning. SBUS has launched a comprehensive assessment of learning program.
that is overseen by a newly formed Assessment Committee. In 2005-2006, graduating seniors’ quantitative technical and writing skills were assessed. In the next round of assessment protocols, students’ knowledge of the business disciplines, disciplinary competence, oral communication skills, and ethical awareness will be assessed. The foundation of the program consists of original, faculty-developed assessments that directly measure outcomes of student learning.

- Assessment of progress on the SBUS Strategic Plan. Starting in 2006, a five-page document required by the AACSB will be prepared summarizing progress on each of the School’s strategic goals.
- Assessment of faculty scholarship. Annually, all faculty members submit reports on their scholarship for the year to their department chair. Previously, these reports were aggregated in an annual SBUS report. Now, this information is fed into a faculty database that will include historical data on faculty accomplishments, experience, area of specialty, and workload.
- SBUS enrollments, and those of each department, are routinely tracked, as are student semester hours produced by SBUS faculty.

In addition to these regularly scheduled assessments, SBUS has administered surveys of alumni satisfaction with their education and employers’ impressions of the preparation of SBUS graduates. Every Department in the School of Business has contributed to the assessment process and the assessment results to date have been shared at a specially scheduled full faculty meeting.

The College of Education and Human Services’ (CEHS) assessment system is guided by four principles: (a) providing access to knowledge for all children and youth; (b) developing educators who nurture the well-being of every child; (c) ensuring responsible stewardship of schools; and (d) fostering in the young the skills, dispositions, and knowledge necessary for effective participation in a democracy. These principles and several sets of professional standards served as the foundation for the development of three sets of MSU Standards (for Initial Teacher Programs, for Advanced Teacher Programs, and for Programs for Other School Professionals) that explicitly articulate the knowledge, skills, and dispositions expected of graduates of all CEHS education programs. Every assessment is explicitly aligned with the MSU Standards. The CEHS assessment system, expanded beyond reliance on course grades, assesses the developing knowledge, skills, and dispositions of candidates in programs to prepare educators at different stages throughout the program. A centralized assessment system is used for all initial teacher programs at MSU; advanced teacher programs and programs for other types of school professionals have adopted their own systems, within a set of common guidelines. (For a detailed explanation of the assessment system for initial teacher certification programs, see CEHS Performance Assessment System.)

As part of the CEHS’s assessment system, program faculty pay particular attention to teacher candidates’ performance on key tasks (e.g., designing an instructional unit, adapting an instructional plan to an English language learner and a student with a disability). Each assessment task is carefully designed to mirror a central task candidates will need to carry out as professionals in schools. To determine candidates’ competence in
these key areas, the CEHS faculty embed these performance assessments throughout the coursework phase of the program. Candidates’ performance on each task is evaluated with the use of a rubric created by faculty specifically for that purpose. In addition, during their professional semester (in which candidates do student teaching), their performance is assessed with the use of a carefully designed rubric. (For copies of the actual assessment tasks and rubrics, see CEHS Performance Assessment Tasks.)

While candidate assessment is continuous from the time a student enters the program until completion of it, the results of those assessments are considered at three critical points. For the teacher education program, these are: at admission to the teacher education program, just prior to entering the professional semester, and upon completion of student teaching. The results are used to give feedback to students and make decisions regarding their readiness to move into the next phase of the program.

The results are also reviewed by a college-wide Assessment Committee each semester with the goal of identifying the strengths of the program as well as areas in need of improvement. The results of these analyses are presented and discussed at meetings of the Teacher Education Policy Committee, the body that oversees programs for the preparation of teachers. Several important policy changes have been made over the past year based on the results of candidate performance data, the most salient of which has called for a greater infusion of field assignments throughout courses in the professional education sequence. In addition to the College-wide Assessment Committee, another assessment committee—the Advanced Program Assessment Consortium—was established in fall 2006. This committee is made up of coordinators of advanced programs for teachers and other school professionals. The goal of the committee is to develop a common assessment system across these programs that will allow the central collection, analysis, and reporting of advanced program data, similar to the system for initial teacher programs.

To supplement the performance assessments described above, program areas also collects data on student performance and program quality from regularly administered surveys of program completers, graduates, and employers. These survey instruments were designed to collect data relative to the MSU standards for education programs. They ask for ratings of students’ and graduates’ knowledge, skills, and dispositions and for ratings of the effectiveness of different program components and courses. These data are regularly reported to the CEHS Assessment Committee and to other relevant individuals (e.g., program coordinators) and groups (e.g., the Teacher Education Policy Committee). Other programs within CEHS such as Health and Nutrition Sciences as well as Exercise Science and Physical Education also embody assessment practices regarding student learning.

The College of the Arts (CART) is guided by MSU’s Strategic Plan in the areas of assessment and curriculum development, professional development, student and faculty recruitment and retention, and services provided to internal and external constituencies. The College of the Arts has a clearly defined long-range Strategic Plan that emerged from the strategic plans developed by each academic unit. The required end-of-year reports from each academic unit provide basic assessment in the following areas:
• Graduate and undergraduate enrollment and retention.
• Unit, program, and CART faculty productivity which are reflected in the undergraduate and graduate student semester hours.
• Faculty development and achievements with regard to scholarship and service to MSU and broader communities.
• Student participation in theatre and dance competitions.
• Appropriate development of academic and certificate programs and courses responding to new disciplinary directions and professional needs.
• Ongoing accreditation of existing and new programs (e.g., the National Association of Schools of Dance and the National Association of Schools of Theatre, and the National Association of Schools of Music).
• Assessment of progress toward strategic goals, which forms the basis for budget, equipment, facilities, and new faculty line allocations.

While the College of the Arts has no overarching outcomes assessment program, individual academic units use varied assessment strategies with regard to student learning:
• Standardized examination for all majors using pitch assessment evaluation rubric developed by the Department of Broadcasting.
• Juries and portfolio reviews conducted by the Departments of Theatre and Dance and Art and Design.
• Internship site evaluation rubrics developed independently by the Departments of Communication Studies and Broadcasting.
• Alumni surveys conducted by various departments.

Assessment of Services to Faculty, Staff and Administration

Many units of the University provide services to faculty, staff, and administration. These services are assessed in a variety of ways. Some forms of assessment for faculty and staff are dictated by union contracts and others by administrative policy. Other forms of assessment are built into the process of awarding grants, released time, reappointment, and promotions. Some examples follow.

The creation of the Teaching and Learning Resource Center represents a major institutional commitment both to the improvement of teaching and learning and to the assessment of teaching based on learning. The primary goal of the new Center is the enhancement of teaching that will produce deeper and more extensive learning among all of our students. Key to this goal is the necessity for careful assessment and evaluation of teaching and learning to identify areas that may be strengthened. Thus, the Center will work collegially and thoughtfully with faculty members to help develop a comprehensive plan to evaluate teaching based on learning objectives and outcomes and the success in reaching students educationally. It will help faculty members engage in the scholarship of learning and teaching in which they create environments that research and experience suggest will best foster the deep learning of all of our students, assess the learning outcomes of those
environments, and use those assessments to make adjustments in the environments. It will work with the Office of Institutional Research to determine the patterns of learning among our students so that schools, departments, and faculty members can better address any uneven patterns of learning by different types of students. To assess its own work, the Center will look at both surveys of faculty users and careful and extensive analysis of learning outcomes in programs and courses with which it works.

The Office of Information Technology (OIT) provides centralized training and technical support, as well as specialized services for individual schools and colleges. Periodic campus-wide surveys are administered by the OIT to understand the needs of their users better and to evaluate the effectiveness of their services.

Sprague Library participated in a national assessment survey, LIBQUAL, which assesses user expectations of services, and has begun to institute changes and improvements based on the information gleaned from the survey. Currently, the Library is conducting a web usability survey in anticipation of a redesign of its website. Comments and suggestions about library resources and services may be made by users through the website, forms available at service points, in person, and by telephone. Statistics regarding resources, services, and finances are collected and reviewed annually.

For administrative units, the major vehicle used for driving goals and objectives is the reappointment process in which all professional staff and managers participate. Contractual regulations for professional staff allow for the potential of multi-year reappointments (based on length of service). The reappointment cycle for managers is annual. In all instances, goals and objectives are established at the beginning of the reappointment cycle and monitored during the course of the cycle, contributing to the ultimate reappointment or non-reappointment decision at the end of the cycle. The CWA union members are evaluated with the Performance Evaluation System two times per year and receive an interim and final rating of satisfactory or unsatisfactory. Opportunities to improve are discussed and improvement programs are established to help unsatisfactory employees (Employee Handbook).

The Division of Student Development and Campus Life (SDCL) uses the Council for the Advancement of Standards (CAS) in Higher Education as its preeminent assessment guide. These standards were derived from theories and conceptual models implicit within human development, group dynamics, student learning, organizational management, and higher education administration that inform the work of student affairs administrators, student development educators, and student support providers. Standards and guidelines included in the CAS cover academic advising, admissions programs, campus activities, college health programs, commuter student programs, counseling services, disability services, financial aid programs, fraternity and sorority advising programs, housing and residential life programs, judicial programs, learning assistance programs, orientation programs, and other educational opportunity programs. The standards were established for institutions’ student support programs and services to use for program development, program self-study, and staff development purposes.

The New Student Experience Program uses Educational Benchmarking to provide a comprehensive,
credible, comparative, and confidential assessment in support of continuous improvement efforts. More specifically, the Educational Benchmarking process enabled the assessment of the relative utility of course readings for the New Student Seminar; whether the course aided students in improving study strategies; whether the course improved a student’s ability to manage priorities; connection with peers; and whether the pedagogy was engaging.

E. CONCLUSION

Assessment is emerging on campus as a priority in many systematic and appropriate pathways. The University is in early stages of the development of a uniform framework within which individual units establish goals and objectives, assess performance, and analyze outcomes to inform performance and programmatic modification. (See Budget and Planning on the MSU webpage which deals with Vision 2008 outlining a campus wide strategic planning process.)

All departments and units of the campus have developed goals and objectives that are consistent with the University Strategic Plan, most are assessing performance, and some units are using the results of the assessment to improve programs and services.

F. STRENGTHS

• The implementation of the Task Force on Assessment and University Effectiveness has provided a very visible presence for assessment, and will solidify a culture of assessment, on campus.
• The University participates in a rich array of national assessment projects which provide a significant amount of comparative institutional.
• Institutional Research regularly provides data tailored to the specific needs of the campus and undertakes special studies for members of the campus community.
• Many individual units—colleges and departments—are already actively engaged in assessment and the analysis of outcomes as a mechanism of strengthening their programs.
• Assessment of teaching and the use of outcomes-based feedback are important side products of the activities of the Teaching and Learning Resource Center and will have a major impact on the quality of teaching at the University.

G. AREAS FOR GROWTH

• TAUE needs additional time to become part of the University landscape and to ignite a culture of assessment on campus.
• Because of the size and complexity of the University, it is unlikely that the assessment process will ever be standardized. One of the primary goals of TAUE will be to develop an assessment framework that will form the foundation upon which unit specific assessment can be achieved in all units on campus. While all academic programs are engaged in assessment activities, the quality of the data is not always
uniformly high. With the help of TAUE, units need to seek and employ the assessment schemes that will be most effective for each unit.

- While some departments are using assessment data to identify strategies to improve their programs, this logical extension of the assessment process is still not uniformly practiced. With TAUE providing support, all units will engage in program improvement activities based on assessment data.
- The primary goal of the Teaching and Learning Resource Center is to enhance the quality and effectiveness of teaching and learning at the University. In order to achieve this goal it is necessary to develop effective assessment mechanisms of teaching and learning on the campus. This will be a primary focus of the Center in its formative years on campus.
Montclair State University fosters a vibrant sense of community in which each student is challenged to attain his or her full potential through expanded academic and developmental opportunities within a richly diverse setting.
A. OVERVIEW

Montclair State University’s student body is composed of undergraduate degree seeking, graduate degree seeking, certificate, post-baccalaureate, certification, non-degree, and visiting student categories. The largest constituency is full-time undergraduate students who commute to campus, followed by full-time undergraduate students who live in residence halls on campus. The remainder of the student body includes part-time undergraduate students; full- and part-time graduate students, most of whom commute to campus to attend classes that are offered in late afternoon and early evening; a small but growing cadre of doctoral students; non-degree students; and students pursuing post-baccalaureate certificates. There is an increasing representation of out-of-state students and a large number of international students from approximately 80 different countries of origin at both the undergraduate and graduate levels (OIR website, Enrollment Reports, Table 15). This population, taken as a whole, continues to increase in size and is very racially, ethnically, and linguistically more diverse.

Providing a vibrant student life for such a varied population and delivering services that are necessary and that add to the quality of all students’ experiences during their time in college, is without a doubt a complex undertaking. As the Mission Statement notes, MSU seeks to attract students who “have strong potential for achievement, allowing admission to the University to continue to be moderately difficult.” The University’s admissions goals include the recruitment of a highly-qualified graduate student population that will constitute approximately 25-30% of total student enrollment (Fact Book, Table 3.1). Once students are attracted and enrolled, they must also be retained and afforded an environment in which they can be academically successful and can achieve the individual goals that attracted them to the University.

Clearly, the co-curricular life and the services that make Montclair State a community where students can live and work during this important period in their lives are key factors in determining why students stay at MSU and why they leave as satisfied, successful alumni.

B. STUDENT RETENTION AND STUDENT LIFE

The primary mission of student development is to support and enhance the educational mission of the University and to assist students in reaching their goals. Division personnel work in a cooperative relationship with faculty, staff, and students to provide a safe and secure environment that fosters intellectual, psychological, physical, social, and career development of students. All departments and programs work in a coordinated fashion to support the goals of recruitment, retention, and graduation.
CHAPTER VI
(Addresses Standards 6, 8 and 9)

STUDENT LIFE AND STUDENT SERVICES

Admissions
Montclair State University’s ambitious vision to reach a total enrollment of 18,000 students by 2008 is a challenge that has engaged the entire campus community. As college-bound populations continue to grow, a public policy document released by the New Jersey Association of State Colleges and Universities reveals that the number of high school graduates in 2008 will rise to over 100,000 from its level in the 1990s of approximately 85,000. While the demand for higher education in New Jersey will eventually plateau, growth is projected even beyond 2008 to an estimated 105,746 students by 2009.

The University’s Office of Undergraduate Admissions seeks to manage enrollment growth so that it is accompanied by an increase in the academic profile and ethnic diversity of the entering classes, as well as a strengthening of the regional image and reputation of the University. The Office has identified five themes as the driving force behind its activities to recruit prospective undergraduate students to Montclair State.

- To intensify an on-campus recruiting program that targets traditional freshman, transfer, and location-bound adult prospective students (see Chapter 4 of the Fact Book for related information).
- To upgrade the academic profile and ethnic diversity of entering undergraduate classes and increase the efficiency and sophistication of recruitment efforts by using technology to target select populations.
- To target New Jersey’s community college system as a source of enrollment growth through continued collaboration and articulation agreements.
- To elevate Montclair State’s image through increased recruitment activities and relationship-building efforts with key constituents in the tri-state area.
- To increase the acceptance-to-enrollment yield through “conversion activities” that generates excitement and pride about admission to Montclair State (see Table 1, Admissions Report).

Financial Aid
The mission of the Office of Student Financial Aid is to provide assistance to students who otherwise would be unable to begin or continue their education at the University. Recognizing that a student’s academic career may be adversely affected by personal, social, and/or financial difficulties, the office provides advice and information on assistance available to help meet educational expenses.

The overall objective is to promote higher education opportunity for qualified students, to ensure access, and to contribute to the University’s mission of helping students become well-educated individuals, productive citizens, and compassionate members of the global society. Montclair State has established a record of diversity and commitment to educationally and economically disadvantaged students. Seventy percent of the student body receives financial aid.

New Student Experience
The purpose of the New Student Experience (NSE) program is to ensure that first-year students make a successful transition to the University and that they are provided with the tools to be successful. The program serves all incoming first-year students.
The NSE provides students with information about academic life, student services, student activities, and student responsibility. Since these students are by definition “in transition,” such information is provided to them on multiple occasions and in multiple forums throughout the first year, including Orientation, individual and group advising sessions, the Freshman Seminar the First-Year Programming Series, and the Residential Experience Programming Series.

The Freshman Seminar course is a vital part of the transitional experience as it prepares students for the rigors of college life. It infuses students with information about policies and procedures as well as curricular and academic programs intended to assist students in making their transition successful at Montclair State. The New Student Experience for undergraduates and New Student Orientation for graduate students are the formal mechanisms to ensure that students know where to find academic policies and to help students become aware of their responsibility to read, understand, and abide by them upon entrance to the University.

Recent efforts have also targeted freshmen in the attempt to create a sense of campus community at the very beginning of the student’s college career. Fall Frenzy is a month-long calendar of activities and events scheduled at the beginning of each academic year. These programs are a collaborative effort by many offices, including NSE, Student Activities, Residence Life, and University Police.

**Educational Opportunity Fund Program**

Through continued participation in New Jersey’s Educational Opportunity Fund Program, Montclair State seeks to support the strong representation of low-income and educationally disadvantaged students in higher education and to improve the graduation rates for such students. Montclair State has had great success with this program as demonstrated by the fact that retention and graduation rates for EOF students currently exceed those of the general population. Further information about this program is available through the Dean for Enrollment Management Office.

**Residence Life**

Students have opportunities to grow and learn from a variety of offerings through residence life experiences. Currently housing is only available for approximately 3,000 on campus and the demand for additional housing is great. The University is actively pursuing options for adding bed space and increasing the on-campus population to 40% of the total student body.

**Center for Community-Based Learning**

The CCBL was established in 1999 to address community needs and advance the civic and professional development of students. Growing out of the resources and partnerships of the Cooperative Education and Service Learning programs, the Center serves as a catalyst for campus/community engagement by providing experiential education programs, facilitating interdisciplinary projects, highlighting campus/community achievements, and encouraging institutional change to support the scholarship of engagement.

Over the course of its existence, the CCBL has served over 4,500 students in 181 courses facilitated by over 100 faculty members through the Cooperative Education and Service Learning programs. In academic
year 2005-2006 alone, 53 faculty members have been affiliated with the Center; 3,501 student semester hours have been earned by students enrolled in cooperative education and service learning courses; and 277 campus/community partnerships have been established between Montclair State and businesses and not-for-profit agencies. The Center also currently oversees the American Democracy Project, an initiative affiliated with the American Association of State Colleges and Universities (AASCU) which promotes civic development of students.

Career Development

The mission of the Career Development Center is to help Montclair State students explore, clarify, and make decisions about career choices and post-baccalaureate education, and to provide students with opportunities to prepare effectively for work, graduate school, and productive roles in society. The Center offers students career counseling, computer-assisted career planning, workshops, resume critiques, job search instruction, on-campus recruitment, job listings, career fairs, and employment trend data.

International Student Services

The mission of the Office of International Services at Montclair State is to support and promote the general growth, development, and welfare of international students, scholars, and faculty on campus. The Office acts as an advocate for such students, scholars, and faculty in all matters pertaining to the attainment of their goals, provides support in the area of cross-cultural adjustment, and serves in an advisory capacity with respect to immigration regulation. In addition, the Office serves as a liaison with academic departments, administrative offices, and community programs in any matter pertaining to international students, scholars, and faculty. Perhaps most importantly, it serves as a liaison between the University and the U.S. State Department, the U.S. Department of Homeland Security, and foreign and U.S. embassies and consulates.

University Health and Counseling Services

This department consists of the following units:

- The Health Center is a comprehensive outpatient health care facility for all registered MSU students. It is staffed by registered nurses, nurse practitioners, and physicians from Mountainside Family Practice Associates.
- Wellness Education is an advocacy, information, and referral service that assists students with such issues as alcohol and drugs, diversity, STDs, HIV, body image, nutrition, and smoking. It conducts events, outreach activities, and workshops in wellness education for students.
- Counseling and Psychological Services offers both individual and group counseling to students as well as a variety of educational and consulting services designed to promote emotional well being among clients across the campus community.
- Services for Students with Disabilities provides the accommodations and services mandated by federal and state law that may be necessary to equalize access for students with physical, sensory, learning, psychological, and chronic medical disabilities.
Women’s Center

The Women’s Center aids in the education of women and men with respect to their changing roles, rights, and responsibilities in today’s world. Programs, workshops, and weekly discussion groups offered each semester address the current needs of the campus community. A reference library and referral service are also available to students at the Center. The Center encourages the personal growth and empowerment of women through personal coaching, a mentoring service, and advocacy, and also serves as a safe place on campus for all women.

Equity and Diversity Programs

Equity and Diversity Programs reflects Montclair State’s commitment to life within a global, diverse community. These initiatives serve students, cultural organizations, and the University community by promoting an environment that fosters and values human understanding and by seeking to provide services and events that will instill University-wide appreciation of and tolerance for diverse perspectives, equitable participation, and inclusiveness of all members of the campus community. Popular programs include Conversations on Race study circles, the Diversity Council, and the inter-faith “Building Bridges” dialog series.

Computer Laboratories and Technological Support

The University continues to make strides in its efforts to afford students ample access to educational technology. With the Office of Information Technology’s move to the fifth floor of University Hall and the creation of the Information Commons at that location, students now have access to four computer laboratories on campus. Five additional labs are dedicated as classrooms for teaching, and 12 campus buildings offer wireless accessibility. The Residential Hall Network (RESNet) provides high-speed Ethernet connections to all student residence hall rooms. Help Desk telephone support is available to students on a 24-hour basis, with walk-in support available from 8 AM to midnight seven days a week during the academic year.

Campus Safety

Montclair State University is committed to the safety of all members of the community. The University employs a fully sworn police force of 26 officers and includes a Detective Bureau and Community Policing operation. Other safety areas include:

- Sexual Assault Response Team – composed of members of the University Police Department, Health Center, Counseling and Psychological Services, and specially trained individuals from local advocacy agencies. The team allows victims the ability to receive full forensic, criminal, and counseling services on campus.
- Emergency medical service unit – 24-hour EMS service.
- Center for Non-Violence and Prevention Programs.
- Community Emergency Response Team.
- RAVE Guardian – GPS-enabled mobile phone tracking system.
- Campus-wide Emergency Plan.
C. STUDENT LIFE

Student Activities, Clubs, and Organizations

Montclair State University offers a wide variety of programs and activities for students. The University website provides specific information about these offerings under the Campus Life heading.

These programs and activities include 125 student organizations, 33 fraternities and sororities, the Student Activities Office, Commuter Association Resources and Services (CARS), Weekend Programming, Campus Recreation, Student Leadership Programs, Student Government Association, and Campus Ministries. In academic year 2005-2006, 801 programs were registered with the Student Activities Office, representing a 12% increase from the previous academic year. According to College Student Survey Report data, 36.5% of graduating seniors in 2005 had joined student clubs and organizations. In addition, a higher proportion of Montclair State students participated in student activities (with the exception of athletic activities) than did their peers in other four-year public institutions. (For example, “awareness workshops” were taken advantage of by 22.0% of students, compared to 15.1% at other schools.) The survey does not differentiate between commuter students and resident students.

According to the same survey, 44.2% of students were satisfied with recreation facilities on campus. However, as the student body continues to grow, so does the demand for programming and programming space. University Hall and the completion of the Recreation Center will help alleviate some of the scheduling pressures on facilities. It is also hoped that the Recreation Center will create a vibrant new center for student life and that more students will take advantage of what the campus has to offer.

Spirituality

Montclair State does not have a formal house of worship. However, students’ needs are met through religious groups that are chartered by the Student Government Association. These include Chi Alpha Christian Fellowship, Intervarsity Christian Fellowship, Hillel, Baha’i, Muslim Student Organization, and Montclair Protestant Foundation. The Newman Center (Catholic campus ministry) is also located on campus.

Diversity

Diversity in its many forms is an important part of the University’s identity. Over 700 programs were offered by student organizations and departments during academic year 2005-2006, and over one-third of these were multicultural programs. The Women’s Center and Equity/Diversity Programs are particularly involved in creating programming to increase awareness of different cultures and perspectives and to educate students about living in a diverse society. Many Student Clubs and Organizations on campus are based upon ethnic commonalities. These include the Arabic Student Association, Haitian Student Association, Indian Culture Club, Japan Club, Latin American Student Organization, Native American Student Organization, Spanish Club, and Unified Asian American Student Organization.

Throughout the year, the University also sponsors a variety of programs and educational workshops that promote inclusion. These include Diversity Week, All Together Different Training, Building Bridges (a
faith-based program through Campus Ministries), and a full-day Fall Student Leadership Diversity Conference. The Global Education Center and the International Students Organization sponsor activities for international students and events that introduce students on campus to different cultures. The Global Education Center also directs study abroad and summer abroad programs that offer students the opportunity to live within another country/culture for an extended period of time.

Montclair State participates in the Safe Place Program to promote acceptance of gay, lesbian, bi-sexual, and transgendered individuals. A student organization, Spectrums, and a faculty/staff group, the Gay and Lesbian Faculty and Staff Association, also sponsor events and activities for their members and for the campus community as a whole.

Volunteerism

Montclair State students have a long tradition of providing service to both the local and larger communities. Student athletes, the Human Relations and Leadership Development Institute, Student Leadership Programs, sororities, fraternities, Active Students Serving in Society Together (ASSIST), the New Jersey Water Watch River Clean Up Program, and Helping Each Other and Redefining Tomorrow (HEART) are just a few of the many Student Service Groups that organize and carry out service projects in surrounding communities.

Campus Connect Program

Montclair State University has implemented a new mobile phone program that enables students to move beyond traditional cell phone services such as voice, IM and text messaging. The Campus Connect Program allows students to customize their mobile phone for 24/7 access to all the information and resources needed to manage their academic, community and social lives on campus by providing a fast and easy way to personalize, create and share timely traditional online media, user and community-generated content, and location-based information on mobile phones in the following ways:

- Receive real-time alerts and information from the university.
- Track the actual location of campus shuttle buses.
- Check class assignments and study hall availability.
- Identify popular events and happenings with friends.
- Enjoy and create entertaining personal mobile blogs.
- Coordinate group activities and trips.
- Access health and safety-related information and resources from the university.
- Learn about daily specials from campus proprietors, local shops and restaurants.
Montclair State University is also the first to use Mobile Guardian, a GPS-Based Mobile Phone Safety Service for students as part of the MSU Campus Connect program. A student who feels unsafe can simply activate a timer on the mobile phone that alerts University Police if it is not turned off within a set period of time. In the case where there is no answer or there is a problem, Mobile Guardian instantly displays the student’s location along with any other pertinent information such as medical conditions, photograph and local address. Since Mobile Guardian uses the same GPS technologies as E911 emergency centers, students can use it on or off-campus and anywhere in the U.S.

**Athletics**

The Montclair State University Department of Intercollegiate Athletics currently sponsors 17 varsity sports for men and women, including baseball, basketball, field hockey, football, soccer, softball, swimming, track, and volleyball. In academic year 2005-2006, 455 students (317 men and 138 women) participated in varsity athletics.

Montclair State competes in Division III of the NCAA. The Division III philosophy promotes a broad-based athletic program focusing on the participation experience of student athletes rather than spectator entertainment. The athletic department works collaboratively with departments across campus to promote teams and sponsor special events. In academic year 2005-2006, these events included football game day barbecues, Homecoming festivities, Basketball Blast-Off, Student Athlete Day, Annual Hall of Fame Induction, Staff Appreciation Days, and the Annual All Sports Banquet. The student advisory council known as TALON (Teaching Athletes Leadership Opportunities Now) is involved in community service projects on and off campus, including food and toy drives, game promotions with local youth groups, reading projects in the surrounding schools, participation in the Special Olympics, and a Student Athlete Spring Formal.

In addition to the varsity sports program, the Department of Intercollegiate Athletics sponsors programs that provide links to the community such as the Red Hawk Swim Club, a community-oriented program of instructional and competitive swimming for young people, and summer camps and clinics in football, basketball, field hockey, swimming, and softball hosted by the University’s teams.

The Department of Intercollegiate Athletics is advised by the Intercollegiate Athletic Council, which is composed of faculty, staff, and students from across the University.

**D. USE OF ASSESSMENT RESULTS**

The use of assessment tools is an important component of defining and improving services. Examples of those used in recent years include:

- The 2005 College Student Survey.
- Cooperative Institutional Research Program.
- National Survey on Student Engagement.
- The International Association of Campus Law Enforcement (IACLEA) (external review of the University Police Department).
• Association of College and University Housing Officers (ACUHO)  
  (external review of the Office of Residence Life).

E. CONCLUSION

Montclair State continues to strive to admit students who will reflect the population served by the University and whose abilities and goals suggest that they have a strong likelihood of benefiting from a University education. The various units responsible for student life and student support services at the University continue to provide services at a standard of excellence that serves the strengths and needs of students while promoting their complete and holistic development.

F. STRENGTHS

• MSU’s wide range of support services and systems.
• Commitment of faculty and staff to student retention efforts.
• Improvements, since the last Middle States Review and Periodic Review. Report, in the New Student Experience Program, which now provides students with a solid, year-round foundation to begin their academic careers at Montclair State and the tools they need to be successful.
• Technological advancements that have led to improved communication about programs to students and other constituencies (including the greater University community and alumni) and to student access to University processes (such as housing assignments).

G. AREAS FOR GROWTH

• Keep pace and continue to pursue a standard of excellence in student life and student services that will require added attention to budgets, infrastructure, staffing, resident housing, and diversity of programming as the student population continues to grow.
• Make all possible efforts to meet the financial needs of students and make education affordable.
• Make a continued effort to open the Montclair State community to the graduate student population and expand and improve student life and student services for them.
• Provide more student housing.
• Continue to improve the internal public transportation system, since student life and student services are so heavily dependent on this system, particularly at night and on weekends.
• Improve the technological infrastructure which supports student life and student services.
• Further develop and collect data through which students not only assess their academic programs, but the whole of their Montclair State experience.
A diverse faculty exhibits an unreserved dedication to the highest quality in teaching, scholarship, creativity, and research - striving for excellence in a changing environment.
A. OVERVIEW

At the core of the mission and at the center of every academic activity on the Montclair State University campus exist the interdependent populations of teachers and students; they are the heart of the University. At MSU, the faculty represent solid expertise in their fields and demonstrate highly developed skills in promoting student learning; researching and producing scholarship; and contributing to the life of their professions and of the University. This chapter focuses on the faculty, their composition, productivity, goals and the ways they are evaluated as the University undergoes its transition.

In keeping with the MSU Mission Statement, “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,” MSU’s faculty members are engaged, creative, and increasingly complementing their long-admired teaching skills with research centered on scholarly agendas. There is no central systematic method for keeping track of faculty publications. However, the increase in externally funded grants, the participation of over two-thirds of the faculty in the Faculty Scholarship Program that affords reassigned time for scholarly activities, and the individual college and school lists of publications provide ample evidence of significant scholarly accomplishments by members of the faculty. The University and its faculty are poised to enter a new era of promoting teaching, learning, and research, and the assessment of these endeavors.

B. FACULTY

In response to an increase in student population of 22.5% over the last ten years, the number of MSU tenured, tenure track and temporary faculty increased by 18.9%, growing from 444 in fall 1996 to 528 in fall 2006. Over the past eight years, during which time faculty hiring has been a priority at the University, 280 persons, or 53% of the current faculty, have been hired into tenure track lines. As would be expected with such a massive infusion of new faculty, the average age of the faculty decreased from 52.6 years in fall 1996 to 50.4 years in fall 2006. The number of adjuncts has also increased, growing from 401 in fall 1996 to 666 in fall 2006. However, because the number of sections taught increased over the ten year period, the percentage of courses taught by adjuncts changed very little, from 30.0% in fall 1996 to 33.7% in fall 2006. The average class size for undergraduate courses is 24.1 and for graduate programs is 16.1 students. (Fact Book, 2004-2005 Table 3.11)

In keeping with the evolving mission of the University during this period of unprecedented growth, expectations for professors have changed. Newer faculty members arrive on campus with more extensive
publication records and grant activity than faculty hired in previous years. Regular and adjunct faculty are highly qualified, professionally prepared, and approved according to departmental criteria. In fall 2006, 95.4% of the faculty had doctoral or appropriate terminal degrees. Adjuncts are required to hold the master’s degree or be professionally qualified, and many hold an appropriate terminal degree.

Faculty Tables Indicating Ethnicity and Gender

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am.</td>
<td>12</td>
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<td>15</td>
<td>16</td>
<td>27</td>
<td>37</td>
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<td>20</td>
<td>21</td>
<td>34</td>
<td>28</td>
<td>54</td>
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<tr>
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<td>15</td>
<td>13</td>
<td>14</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
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<td>4</td>
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<td>2</td>
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<td>White</td>
<td>137</td>
<td>172</td>
<td>220</td>
<td>203</td>
<td>357</td>
<td>375</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>171</strong></td>
<td><strong>245</strong></td>
<td><strong>273</strong></td>
<td><strong>283</strong></td>
<td><strong>444</strong></td>
<td><strong>528</strong></td>
</tr>
</tbody>
</table>

The rapid growth of the faculty has created a large cohort of newer faculty who encompass a view of scholarship that differs from faculty who have worked at MSU for, in some cases, decades and were employed under different scholarly expectations than newer faculty. The University has employed a number of strategies to bridge the gap. For example, deans have been proactive in teaming long-standing faculty members and more recently hired faculty in research and grant activities, with the result that the number of long-term faculty actively pursuing scholarly agendas has increased significantly. The University has consciously defined scholarship quite broadly, encouraging a wide spectrum of faculty accomplishment and submission of that work to the assessment of peers. Finally, the University has been quite specific about the nature of our expectations for faculty (Faculty Roles and Expectations, and Scholarly Agenda) ensuring that all faculty members are working with the same set of expectations when tenured, long-time faculty are evaluating their newer colleagues for personnel decisions.

The high expectations for teaching effectiveness that pertain to both the older faculty and the newer faculty members form a natural link between the two groups; one in which the “senior” faculty can regularly serve as mentors to their “junior” colleagues. With the arrival of Millennial students on campus, all faculty face the prospect of significantly altering their pedagogical approaches to their disciplines, placing both groups in the position of learners of new teaching strategies. The Teaching and Learning Resource Center (TLRC) will provide the place and the opportunity for long term faculty and newer faculty hires to collaborate on the development and implementation of learning strategies that will result in effective learning for students who learn in remarkably different ways from students of the past.

The 2004-2005 HERI Survey presents informative data for the institution showing that MSU faculty are
overwhelmingly (97.3%) devoted to being good teachers which matches closely with statistics gathered from peer institutions (98.6%). One hundred percent of MSU faculty believe it is most important to develop in students the ability to think clearly (similar to peer institutions at 99.0%). On the other hand, 81.4% of MSU faculty indicate that in the past two years a source of stress was due to “institutional procedures and red tape” compared to 70.7% noted from peer institutions. Seven percent of MSU faculty believe that the phrase “Faculty are rewarded for being good teachers” is descriptive of the University compared to 17.1% reported by peer institutions. Overall, though, 78% of MSU faculty find their jobs satisfactory or very satisfactory compared to 75.4% of peer group institution faculty. (Table 15, HERI Faculty Trends Report, 1995-2004).

C. STANDARDS FOR APPOINTMENT, RETENTION, PROMOTION, AND TENURE

Policies and procedures that affect personnel decisions are widely published, distributed, and available online in the Faculty Handbook, the Administrative Calendar and the Collective Bargaining Agreement(s). Montclair State University faculty are represented by the Council of New Jersey College Locals NJAFT—AFL-CIO. All employees are provided copies of the bargaining unit’s contractual agreement with the State of New Jersey which contains information regarding guidelines and procedures for appointment, evaluation, retention, tenure, and promotion. Local procedures affecting implementation of certain provisions of the contract are included in the Local Selected Procedures Agreement between the University and Local 1904 of the AFT (Resource Room). The roles and responsibilities for faculty are clearly defined in the Faculty Handbook, which describes faculty roles and expectations and notes that tenure decisions are determined by weighting the areas as follows: Teaching 40%, Scholarship 40%, and Service 20%.

Montclair State University has a mature, stable, and well-documented process for conducting reappointment and tenure decisions. The description of faculty roles and expectations provides a sound blueprint for guiding faculty and administration in these important personnel decisions.

D. RECRUITMENT AND RETENTION

In the Periodic Review Report of 2002 presented by Montclair State University to the Middle States Commission on Higher Education, the University acknowledged that in the recruitment of new faculty, while it continued “to expand the scholarly credentials of the faculty” it recognized the need for “faculty members who are committed to teaching as well as a full range of other activities traditionally pursued by members of the faculty.” Accordingly, the interim report indicated that new faculty hires should meet a set of eight criteria established to address the goals of the institution. Four of these criteria directly relate to the teaching/research mission of Montclair State. Among other qualifications, successful candidates should be:

- Able to teach for learning.
- Able to be productive scholars within the Faculty Scholarship Program definition.
- Student centered.
• Able to remain vital and in touch with their discipline and the world.

Consequently, all published and implemented standards and procedures for faculty evaluation in the areas of recruitment, reappointment, tenure, and promotion focus on teaching, scholarship, and service.

E. FACULTY SCHOLARSHIP AND ASSESSMENT

The University supports the advancement and development of the faculty by providing opportunities through sponsored research funds, the Faculty Scholarship Program, and Global Education Grants. All faculty members are expected to be productive scholars/artists. The University purposely defines scholarship as broadly as possible in order to account for faculty engagement in a variety of both traditional and innovative activities that result in new knowledge and understanding. Consequently, scholarship is defined as “discipline-based, formal inquiry or creative expression that expands, enhances, or applies knowledge, which … is shared in significant and accepted national and/or international scholarly or artistic venues.”

Scholarly projects should yield materials that, following external peer review, are disseminated through published articles and books, juried shows and recitals and other venues accepted as equivalent. Scholarship is assessed for reappointment, tenure and promotion decisions through consideration of questions such as the following examples:

Goals: Does the scholar state the purposes of his/her work clearly?
Preparation: Does the scholar show an understanding of existing scholarship in the field?
Methods: Does the scholar use methods appropriate to the goals?
Collaborations: Where appropriate, does the scholar collaborate with other scholars or professionals within and beyond the University?
Results: Does the scholar achieve his/her goals?
Impact: Does the work result in publications, presentations, grants, fellowships, reviews or other professional recognition?
Presentation: Does the scholar use a suitable style and effective organization to present his/her work?
Critique: Does the scholar critically evaluate his/her own work?

Faculty scholarship is assessed by departmental personnel action committees, deans, and the Provost.

F. FACULTY TEACHING: DEVELOPMENT AND ASSESSMENT

As a core activity of the academic life of the University, all faculty members are expected to demonstrate excellence as teachers, whether in the traditional classroom or laboratory or in a service learning or distance learning course. Teaching also includes supervising independent studies, interns, and student teachers; mentoring students; and engaging in academic advisement. Teaching is assessed in the reappointment, promotion, and tenure processes through the consideration of such questions as the following examples:

Goals: Is there congruence between the candidate’s espoused goals and values in teaching, as found in the
CHAPTER VII
(Addresses Standards 6 and 10)

Statement on Teaching, and his/her enacted goals and values in teaching?
Preparation: Does the Statement on Teaching provide evidence of an intellectual understanding of, and engagement in the process of, improving teaching?
Methods: Does the candidate demonstrate a broad repertoire of pedagogical strategies and show evidence of knowing when and how to use them?
Results: Does the candidate demonstrate that she/he understands how to evaluate student learning in reliable and valid ways?
Critique: Does the candidate seek feedback on the effectiveness of his/her teaching?
Mentoring: What services has the candidate provided to students outside the instructional context?
Enhancement of Teaching: Does the candidate have clear goals for the ongoing development of his/her teaching expertise?

Based on the above criteria, feedback is given to the faculty member by the Departmental Personnel Action Committee, Dean, and Provost to be used in improving instruction.

G. FACULTY SERVICE: DEVELOPMENT AND ASSESSMENT

Faculty service is the foundation upon which shared governance is cultivated at the University. All faculty members are expected to participate in activities at the department, college/school, and University levels that contribute to the work of the institution. Curriculum development is a primary area of faculty service. The faculty are responsible for the creation and maintenance of the curriculum through a series of well-developed procedures outlined in the University’s Curriculum Handbook.

Faculty are also expected to contribute to organizations at the state, regional, and national levels relevant to their field of scholarship and to provide professional expertise to the community beyond the University. Service is assessed for reappointment, promotion and tenure decisions through consideration of responses to questions such as the following examples:

Goals: Do the candidate’s activities demonstrate service to the University, the profession, and the larger community?
Methods: Does the candidate demonstrate leadership and responsibility at the department, college/school, and University levels?
Service beyond the Campus: Does the candidate exercise academic leadership in his/her discipline at the regional, national, and international level?
Results: To what extent were the goals of the service achieved?
Engagement: Does the candidate, over time, assume increasing responsibility for providing leadership within the University or at the regional, national, and international level?

In addition to the publication of these evaluative criteria in the Faculty Handbook, individual colleges and schools take separate measures, whether formal or informal, to reinforce these standards of assessment as f
faculty prepare materials for reappointment, tenure, and promotion.

Tenured Faculty Assessment

Every five years, tenured faculty members are required to complete a self-assessment document detailing their activities and accomplishments during the preceding five-year period. Elected departmental assessment committees review the self-assessment statements and assessment reports prepared by the assessment committee are then forwarded to the dean of the college or school in which the faculty member teaches before being forwarded to the Provost. These reports are used to evaluate the continuing performance of tenured faculty and are instrumental in determining possible funding for Career Development Grants and other internal grants.

H. USE OF ASSESSMENT RESULTS

Faculty are making increasing use of data to enhance teaching and learning across campus. The Academic Affairs Council of the University Senate is closely examining data from the CIRP Freshman Survey, National Study of Student Engagement, Higher Education Research Institute studies, and Faculty Study of Student Engagement surveys to determine strengths and weaknesses of MSU’s programs and instruction. The Task Force on Assessment and University Effectiveness will also provide feedback to faculty relative to assessment results as TAUE becomes more actively involved in campus evaluations.

I. FACULTY DEVELOPMENT PROGRAMS

Teaching and Learning Resource Center

In May 2006 the Teaching and Learning Resource Center (TLRC) was instituted with the hiring of its first director. The TLRC is dedicated to helping faculty develop sound and effective teaching strategies responsive to a diverse range of student learning styles and needs, and to develop effective uses of technology as well as interdisciplinary and creative approaches to teaching and learning. The TLRC’s mission is to advance the scholarship of teaching and learning, help develop a faculty community around teaching and learning, and play a leading role in the University’s efforts to become one of the preeminent teaching and learning universities in the country.

New Faculty Program

The New Faculty Program attempts “to quickly integrate new faculty in the campus community” so that, as informed members, they are able to take full advantage of the resources offered at Montclair State University and quickly develop a “scholarly agenda.” The scholarly agenda becomes an item to be evaluated at the time of a tenure decision. The principles of cross-fertilization between fields and of the establishment of the habit of regular participation in professional development permeate the different activities planned for the semester-long program. Throughout the fall semester, faculty have the opportunity to interact with senior
faculty, administrators, and professional staff as well as – and maybe more importantly – among themselves. Though there are no formal meetings held with new faculty in the second semester, a reduced teaching load is in effect so that new faculty can begin to put into place their scholarly agenda. The TLRC plays a role in the development of the new faculty during seminars held in the first semester.

**Faculty Scholarship Program (FSP)**

The Faculty Scholarship Program (FSP), in existence for nearly a decade, is designed to help build scholarly activity by providing faculty with an option to pursue scholarship on a continuing basis within the scope of their career interests by reassigning up to one-quarter of their load to participation in the program. The Faculty Scholarship Program provides the flexibility for participating faculty to align their professional goals and objectives with the mission and goals of the University and the respective schools, colleges, and departments. Central to the FSP is the definition of scholarship as discipline-based, formal inquiry or creative expression that expands, enhances, or applies knowledge. The results of such scholarly or creative expression, after rigorous review, are shared in significant and accepted national and/or international scholarly or artistic venues. The description of faculty roles and expectations found in the Faculty Handbook is integral to the FSP application process and establishes criteria for the evaluation of the scholarly agenda supplied by the faculty member.

**Career Development Funds**

The Career Development Funds Program are to be used to expand into or develop a new area of expertise; to establish new skills or areas of expertise through attendance at meetings, workshops, symposia, short courses, and so on; and to enhance reputations as researchers, teachers, scholars, or artists by, for example, the presentation of papers, exhibition of work, performance, and presentations.

**Global Education**

The Global Education Center cultivates, supports, and coordinates international activities and programs campus-wide and serves as an international resource to students, faculty, and the community. It carries out bi-annual grant competitions for faculty to participate in international summer institutes, study tours, faculty exchanges, and summer institutes for international visitors. Annually, over 70 MSU individuals have opportunities to share their research at international conferences.

**Information Technology/Distance Learning**

The Technology, Training, and Integration Group (TTI), a division of the Office of Information Technology, is responsible for faculty and staff development in information technology. Employing various methods and technologies, the TTI demonstrates how technology can be integrated into teaching, learning, and administrative functions. To achieve these goals, the TTI group offers training workshops, faculty forums, technology pilots, instructional design support, online tutorials and documentation, video conferencing, distance learning, Blackboard, the Student Technology Resource Room, and the Digital Mentorship Program.

**Sabbatical Leaves**

Full-time tenured faculty members and librarians who have completed six or more years of consecutive
service are eligible to apply for a sabbatical leave for one year at half-salary or half a year at three-quarters salary. Those on leave are permitted to receive additional compensation in the form of fellowships, government grants, and honoraria for purposes related to the leave. They may also engage in part-time employment directly related to the leave at an institution where they are in residence for the purpose of study and research, in addition to the partial salary from the University. (See the **Provost’s Website** for information on Sabbatical leaves.)

**Faculty Fellowships**

Montclair State University recognizes the importance of prestigious fellowships to support the professional development of faculty and enhance the prominence of the University. In order to ameliorate the financial obstacles that sometimes prevent otherwise eligible faculty from pursuing such opportunities, the University encourages faculty members to apply for fellowships. The University provides financial compensation (salary and benefits) to supplement salary differences in such programs. It should also be noted that the tenure clock and years of service credit continue during the period (see Faculty Fellowships Document in Resource Room).

**University Distinguished Scholar Program**

This program recognizes members of the faculty who have distinguished records of scholarly or creative achievement. Awardees receive 12 hours of released time and a small stipend, to be used in a single semester to pursue scholarly or creative activities of a significant nature.

**University Distinguished Teacher Program**

This program, instituted in 1992, acknowledges faculty members who have chosen to dedicate their careers to the art and craft of teaching and are exceptional teachers. Awardees receive a summer stipend for the development of a new course as well as funding for the purchase of scholarly materials, supplies, travel to conferences, or other purposes related to the development of the course.

A faculty member recognized with the University Distinguished Teacher Award prepares a course in an area of special interest and expertise. Where possible, the course should be of wide interest, at the 100 or 200 level, and meet a General Education requirement. The course is widely advertised and taught during the academic year following receipt of the award.

**Internal Grants**

Overall internal grant activity, as described above, is graphed below for the 10-year period 1996-2005. Funding amounts for the internal awards of Separately Budgeted Research and Career Development have decreased over the past 10 years by 51% in order to support external funding proposal development through the Grant Development Program developed in 2002. The total amount of this internal set of funds stands at $46,000. The amount requested by the faculty each year for this particular internal award was over $80,000. Overall, the amount of funding available to support research over the past 10 years has remained relatively constant.
NB: On the preceding graph, year 1 corresponds with 1995; year 10 corresponds to 2004.

**Separately Budgeted Research (SBR)**

Office of Research and Sponsored Programs (ORSP) and its SBR funds, initially provided by the State of New Jersey but now provided by the University, support faculty projects involving scholarly, creative, and/or research efforts. Summer stipends enable a faculty member to do research on a full-time basis in the summer months, with additional funds for clerical or technical assistance. Recipients may not teach summer session courses.

**Student-Faculty Research Projects**

These funds are awarded through ORSP are awarded for projects that have an impact on the depth and breadth of education at Montclair State University and on research that involves students working cooperatively with faculty.

**Grant Development Program**

The Grant Development Program provides summer stipends to support faculty who commit to writing and submitting a grant proposal within the summer and ensuing academic year.

**External Grant Activity**

The MSU faculty has been active in obtaining external funding, with the number of proposals submitted increasing by 98% from 1995 to 2004.

### External Grant Data Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Proposals Submitted</th>
<th>Total Awards</th>
<th>Total Award Amounts</th>
<th>Percent Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>60</td>
<td>50</td>
<td>$2,000,000</td>
<td>83.33%</td>
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<tr>
<td>1996</td>
<td>59</td>
<td>30</td>
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<td>21</td>
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<td>36.84%</td>
</tr>
<tr>
<td>1998</td>
<td>60</td>
<td>28</td>
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<td>46.67%</td>
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<tr>
<td>1999</td>
<td>60</td>
<td>13</td>
<td>$1,220,297</td>
<td>21.67%</td>
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</tbody>
</table>
The ratio of total awards to submissions has decreased over the years due to the larger number of submissions to federal funding agencies. This is reflected in the larger award amounts, which have increased by 220% since 1995 (see ORSP Annual Reports in Resource Room).
these, and other, changes have occurred have raised an array of interesting managerial challenges which, for the most part, have been dealt with successfully. While there was a possibility of two faculty cultures on campus, that has not been the case as new faculty are welcomed as colleagues by more senior members of the faculty.

Clearly, the MSU faculty is a diverse and dedicated group of teacher/scholars with the following demonstrated strengths. In addition, the described areas for growth would contribute to sustaining and increasing faculty strengths in the next 10 years.

K. STRENGTHS

• A diverse faculty that has met high standards for scholarship, teaching, and service and that continues to strive for excellence in a changing environment.
• Well-documented, mature procedures for personnel decisions that are well-advertised and readily available to all faculty via the web in the Faculty Handbook, Administrative Calendar, and Collective Bargaining Agreement.
• Clearly articulated faculty expectations in the new FSP documents.
• The new Teaching and Learning Resource Center (TLRC) that enables faculty to encounter new ideas in pedagogy, share their skills with others, and emphasize the importance and value of teaching.
• A faculty that is committed to participating in all faculty-related personnel decisions and in the governance of the University.

L. AREAS FOR GROWTH

• Provide for assessment of the TLRC to determine the effectiveness of building community and collaboration among faculty from different disciplines; determine whether possibilities for sharing information about research and teaching are realized.
• Use “foci of excellence” as a model to foster a sense of community and to create opportunities for interdisciplinary programs, joint degree programs, and as a way to bring interested faculty together to engage in work around program development and research opportunities.
• Consider a central and systematic method for gathering updated resumes and lists of publications, projects, and performances by faculty in addition to the current system in which chairs and deans collect such materials.
• Continue to ensure that the needs of the growing faculty are met for career development, grant development, and separately budgeted research grants in dollars or staff or other resources.
• Increase the resources of the Office of Research and Sponsored Programs to keep pace with the increasing grant activity of the faculty.
• Continue to provide opportunities for international experiences for the faculty and for students.
Montclair State University continues to be recognized with distinction for its focus on teaching and learning with increased opportunities for students to attain degrees in a number of new academic programs identified as foci of excellence.
A. OVERVIEW OF UNDERGRADUATE EDUCATION

The faculty, librarians, and administration of Montclair State University offer undergraduate students a comprehensive education consisting of three primary components: 1) a broad-based, liberal arts foundation that prepares students for continued learning; 2) a comprehensive array of undergraduate major programs of high quality; 3) access to learning resources that support and complement the undergraduate programs of study. These educational offerings are congruent with the mission of the University to “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.” The academic programs provide sufficient content, breadth, and length and are conducted at levels of rigor appropriate to the University’s standards for quality. The commitment to high quality undergraduate programs of the institution is evidenced by the appointment of a Vice Provost for Instruction and Director of the Teaching and Learning Resource Center, a new office overseeing the enhancement of instruction by faculty and of learning on the part of students.

B. ENROLLMENT MANAGEMENT AND ADMISSIONS

The Office of the Dean of Enrollment Management develops and manages measurable strategic and operational initiatives relative to the enrollment and academic success of students. This office seeks to set and meet targets that support the mission of Montclair State University as a premier regional institution of higher learning.

The Office of Admissions reports to the Dean of Enrollment Management and works cooperatively with the academic deans and department chairpersons to ensure an ample supply of well qualified and diverse students for our academic programs. The office maintains regular communication with department chairs during the course of the recruiting year to allow decisions about instructional resources to be made in a timely fashion.

The Center for Academic Advising & Adult Learning (CAAAL) at Montclair State University is a tangible expression of the University’s commitment to provide academic support for traditional and non-traditional age students. The Center assists students in the exploration, development, and achievement of their educational goals.

C. EDUCATION PROGRAMS AND CURRICULUM

The University offers a comprehensive range of Undergraduate Programs delivered through four colleges (College of the Arts, College of Education and Human Services, College of Humanities and Social Sciences,
and College of Science and Mathematics) and one school (School of Business). The goals of these programs are focused on student learning outcomes. Curricular, co-curricular, and all other experiences are periodically evaluated for effectiveness at the University, college, or departmental level.

As reflected by numerous accreditations, special recognitions, and peer reviews, these student-centered programs meet the highest standards of excellence. Through the University’s catalog, the requirements of the various majors, minors, and certifications as well as the expected student learning outcomes are distributed to students. The various programs also are summarized through numerous brochures developed by the colleges, schools, and departments. All of these are easily accessible to students, and examples of such brochures are housed in the Resource Room.

**College of Education and Human Services**

The undergraduate programs in the College of Education and Human Services (CEHS) are overseen by seven academic departments (Counseling, Human Development, and Educational Leadership; Curriculum and Teaching; Early Childhood, Elementary, and Literacy Education; Educational Foundations; Exercise Science and Physical Education; Family and Child Studies; Health and Nutrition Sciences), all housed in University Hall. The departments provide a number majors, concentrations, and minors some of which are accredited by national organizations. The CEHS established the nation’s first Center of Pedagogy, which serves as an outstanding learning and service resource for students and the greater educational community. The ADP Center provides a state-of-the-art facility for teachers in training and for in-service activities for professionals. In addition to serving the broad-based mission of the University through alignment with the University’s historical role, these education programs enhance the University’s reputation as an institution that fosters excellence in teaching. The teacher education programs exhibit a depth, breadth and rigor appropriate for collegiate learning as evidenced by the various visiting committee reports. Montclair was one of the first institutions in the nation to be accredited by the National Council for the Accreditation of Teacher Education (NCATE) and it has maintained that designation for over 50 years. Other programs such as the didactic program in Dietetics (DPD) is accredited by the American Dietetic Association. Every five years, the programs of each department are reviewed by a visiting committee and by student outcomes assessment processes.

**College of Humanities and Social Sciences**

The core of the liberal arts mission of the University is developed and presented within the College of Humanities and Social Sciences (CHSS). The CHSS has 13 departments (Anthropology; Classics and General Humanities; Communication Sciences and Disorders; English; History; Justice Studies, Linguistics; Modern Languages and Literature; Philosophy and Religion; Political Science and Law; Psychology; Sociology; Spanish and Italian) that provide 19 majors, 32 minors, and seven concentrations, most housed in Dickson Hall. In addition, teacher certification programs are offered in 21 academic areas. The CHSS oversees the Writing Center, a tutor-based initiative dedicated to complementing the classroom experience by developing and improving the writing skills of all students regardless of major. Every five years, the programs of each
department are reviewed through visiting committees and student outcomes assessment processes. The program offered by the Department of Communication Sciences and Disorders is accredited by the American Speech-Language-Hearing Association.

**College of Science and Mathematics**

The College of Science and Mathematics (CSAM) consists of five academic departments (Biology and Molecular Biology; Chemistry and Biochemistry; Computer Science; Earth and Environmental Studies; Mathematical Sciences including Physics) with 14 majors including 12 concentrations, five minors, and certification programs in all major areas. The CSAM is also home to several unique interdisciplinary degree programs at the undergraduate and graduate levels as well as an extensive Mathematics Laboratory program serving hundreds of MSU students each term in need of additional support in learning mathematics. In addition to the periodic visiting committee reports, the depth, breadth, and rigor of these programs also are reflected by the certifications received by the CSAM. For example, the BS in Chemistry has been certified by the American Chemical Society. The Computer Science Department’s Concentration in Professional Computing is accredited by the ABET/CAC (Accreditation Board for Engineering and Technology’s Computing Accreditation Commission). The National Council for the Accreditation of Teacher Education has certified all CSAM teacher education programs. Further evidence of the excellence of the curricula is provided by the articulation agreements that exist between the CSAM and the University of Medicine and Dentistry of New Jersey and Rutgers University, New Brunswick. Upon successful completion of specified undergraduate work in the mathematical and natural sciences at Montclair, qualified students receive a Montclair BS degree and can enter the Medical Doctor (MD) and Doctor of Dentistry (DDS) programs. A similar articulation agreement between the CSAM and the Ernest Mario School of Pharmacy at Rutgers University, New Brunswick, unique for its three-year BS component at MSU, offers students the opportunity to obtain a Pharm.D. In addition to the visiting committee process, the various departments have established student outcomes assessment processes. (See Chapter V for student assessment and outcomes.)

**College of the Arts**

Through the Bachelor of Arts, Bachelor of Music, and Bachelor of Fine Arts programs, the College of the Arts (CART) offers more than 50 majors, minors, and concentrations in art and design, broadcasting, communications studies, dance, music, and theater. Twice designated by the state as a Center of Excellence, the CART maintains a commitment to outstanding programs, providing academic education and professional training for students seeking careers as practitioners, educators, public servants and managers of the arts. The CART develops its academic programs through five academic departments (Art and Design; Broadcasting; Communication Studies; Music, Theater and Dance). Through academic education, the imparting of professional skills, and the development of creative performances, the CART contributes to the broad-based liberal arts mission of the University. The depth, breadth, and integrity of these programs are reflected by the awards and certifications received by the CART. For example, within the Department of Broadcasting,
the DuMont Television Center has won four major awards. The CART is regularly assessed by the primary accrediting institutions within the arts including the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association of Schools of Theatre, the National Association of Schools of Dance, and the American Music Therapy Association. Every five years, the programs of each department are reviewed by visiting committees and by student outcomes assessment processes.

**School of Business**

The **School of Business** (SBUS) consists of five departments (Accounting, Law and Taxation; Economics and Finance; International Business; Marketing; Management and Information Systems) and offers a Bachelor of Science in Business Administration with concentrations in all major areas as well as a Bachelor of Arts in Economics. Attesting to the excellent quality and academic appropriateness of its various undergraduate programs, the SBUS is accredited by the Association to Advance Collegiate Schools of Business (AACSB). In academic year 2004-2005, the faculty of the SBUS undertook a major strategic planning effort that included members of its advisory board, students, members of the business community, and members of its administration. These planning efforts culminated in a retreat (January 2005) during which these stakeholders formed a strategic plan that focused on developing initiatives to maintain AACSB accreditation and to further and strengthen the School’s ability to fulfill the University’s mission. Every five years, the depth, breadth, and rigor of the programs of each department are reviewed by visiting committees and student outcomes assessment processes.

**Electronic Delivery of Course Content**

Throughout all of the changes that are occurring at the University, the University’s commitment to undergraduate education will remain undeterred with a solid liberal arts foundation enduring as a primary focus of the University. Furthermore, the University expects that the primary cohort of undergraduate students will continue to be of traditional age – 17 to 21 years. The use of distance learning and online or hybrid courses is likely to grow in response to the needs and demands of these Millenial learners.

While the expectation for entire online programs will remain the exception, the University expects that offering hybrid courses will continue to grow and to become very common. The hybrid format has proven to be very suitable for undergraduate students with the increased use of the Blackboard content management system and the support of course instructional designers working directly with faculty. Estimates indicate that perhaps as many as 80% of MSU faculty are already integrating features of hybrid pedagogy in their courses, a trend that is likely to continue.

**D. GENERAL EDUCATION PROGRAM**

The current General Education Program (**GenEd 2002**) develops critical thinking skills through courses that are designed specifically to broaden and enrich the social, cultural, and intellectual capacities of students. The courses of GenEd 2002 were selected because they infuse competency in quantitative and communication
skills, a sense of history and literature, applications and principles of science, and endeavor to incorporate multicultural and transnational issues, issues of democracy, and issues of diversity and equity as related to gender, sexuality, race, disability, class, age, and ethnicity. In addition, GenEd courses provide information literacy and develop an understanding of the interdisciplinarity of knowledge. Through the selection of such courses, the GenEd 2002 program clearly contributes toward the achievement of the University’s mission of inculcating an understanding of national and global issues that emphasizes students’ responsibilities as citizens of the world and provides them with the core knowledge skills to act intelligently in that world.

**General Education Curriculum**

The GenEd 2002 program was developed by a committee composed primarily of representatives from the faculty. After extensive interaction among the faculty at large, the administration, and the committee, a final model was presented to the University community for discussion, modification, and final ratification. To form a coherent program of study, a broad-based consensus emerged that the General Education curriculum should be extensive—57 semester hours for the typical freshman BA or BS candidate—and should include four critical academic components (discussed below).

The first of the four critical components is an introduction to the University experience through the **New Student Seminar**. The second critical area consists of a strong disciplinary component that includes communication skills, literature, philosophy, history, the social sciences, mathematics, the natural and physical sciences, computer science, an understanding of international culture and world languages, physical education, and fine and performing arts.

Complementing the disciplinary component, an interdisciplinary component provides students with a shared experience of common themes among a set of courses that focus on contemporary national and global issues. The purpose of the common theme approach is to encourage greater communication among the students and to promote a stronger sense of a Montclair community. The interdisciplinary nature of this component is provided by course content and by the composition of the instructional teams selected for the courses. Each section is taught by a two-person faculty team, with each instructor coming from a different discipline. By applying alternative perspectives and alternative methodologies to analyze a given contemporary problem, students experience an opportunity to expand the depth and breadth of their knowledge in a way that emphasizes the interrelatedness of the various disciplines.

Finally, to enhance the ability of students to perform rigorous research, integrate knowledge, and develop and present logical arguments, there emerged a consensus that each GenEd 2002 course must contain a rigorous (2,000–word) writing requirement. This requirement is to be fulfilled employing Standard English along with formal in-text citations (or footnotes) and references (or bibliography).

The University’s catalog outlines the requirements of GenEd 2002.

**Assessment of GenEd 2002 and Student Outcomes**

The evaluation of general education begins with the establishment of academic policy and the selection of
the courses that constitute the General Education Program. The GenEd 2002 Committee evaluates each course in relation to a faculty-developed set of criteria that takes the form of a series of questions. The questions (Form I in the Curriculum Handbook) are designed to elicit detailed descriptions explaining how the proposed GenEd course will provide the depth and breadth of education appropriate to serve as the basis for continued learning. Courses that meet these rigorous criteria are accepted and added to the GenEd 2002 roster.

To complement the University’s overall outcomes assessment efforts, the GenEd 2002 Committee is developing a systematic program to measure the outcomes of the General Education Program. Elements of this effort include methods to assess writing capacities, critical thinking abilities, and the ability of students to apply the general education knowledge base to different contexts. Course syllabi will be reviewed to ensure that they reflect expected learning outcomes. The views of faculty, students and alumni are solicited. The results of these assessments will be incorporated into the curriculum.

E. SPECIAL PROGRAMS/CENTERS

Center for Academic Development and Assessment

The Center for Academic Development and Assessment (CADA) is an integral part of the Student Academic Services within the Division of Student Development and Campus Life. The mission of CADA is twofold: 1) To provide learning support programs that encourage academic success for students with the ultimate goal of helping each student become an independent lifelong learner; and, 2) To provide testing for the purpose of placement in English writing, reading, and mathematics courses. CADA accomplishes this mission by providing tutoring services, tutoring training and certification, longitudinal analysis to support long-term student success and retention, and study skills workshops.

Center for Community-Based Learning

See description in Chapter VI under Section B, Student Retention and Student Life.

Center of Pedagogy

The mission of the Center of Pedagogy is the continuing development of educators who promote students’ critical thinking and learning and develop their competence to participate actively and productively in democratic communities. The Center of Pedagogy facilitates the ongoing simultaneous renewal of the education of educators and the educational programs of the University and the public schools. Montclair is one of a few institutions of higher education in the country to have a Center of Pedagogy (CoP). Organizationally housed within the College of Education and Human Services, the CoP was established in 1995 as the administrative structure to centralize the operation of initial teacher education programs and coordinate the work of the three groups responsible for preparing teachers in education, the arts and sciences, and the public schools. The CoP administers academic, outreach, and grant-related programs for initial teacher education. It includes the Department of Teacher Education Admissions and Retention, the Fieldwork Department, the Montclair State University Network for Educational Renewal, the Agenda for Education in a Democracy, the Teacher Education
Advocacy Center, the Department of Urban Initiatives, the ADP Center for Teacher Preparation and Learning Technologies, and the Doctoral Program in Pedagogy.

**Global Education**

The University Mission Statement pledges to ensure “that all students develop an understanding of global issues and of their responsibilities as citizens of the world.” The Strategic Plan emphasizes existing programs that reflect ongoing global changes and new programs that cross disciplinary boundaries, setting up special priorities for the infusion of all programs with a global perspective. The creation of the Global Education Center (GEC) was a concerted initiative to internationalize the University. The Center was given the responsibility to advance international objectives across colleges and schools by coordinating all international activities on campus and planning new efforts. In 2003, the Center was selected by the Association of International Educators as one of 16 U.S. universities with the most outstanding internationalization programs. To motivate faculty to participate in this effort, the University institutionalized an incentive system that sought to award GEC grants for projects in 23 countries. In the same year, 53 scholars from 21 countries visited MSU to provide short- and long-term programs. The University has affiliations with approximately 200 programs in over 50 countries including exchange, study abroad, and international internship agreements. Numerous scholarships and exchange opportunities are open to students applying to study abroad.

**Health Careers Program**

The Health Careers Program, funded jointly by MSU and the New Jersey Educational Opportunity Fund, is an undergraduate program that prepares highly motivated and academically capable students from financially and educationally disadvantaged backgrounds for an opportunity for admission to health professions schools and careers in the sciences.

**Honors Program**

The goals and objectives of the Honors Program contribute directly to the University’s mission to serve the educational needs of the state with programs characterized by academic rigor and currency in the development of knowledge and its applications. The program also supports faculty in their development as teachers and scholars, and assists the University in its efforts to recruit students who have demonstrated potential for high achievement, diligence in the pursuit of their education and high aspirations. The program is rooted in the University’s goal of developing within students the ability to discover, create, evaluate, apply, and share knowledge in a climate characterized by tolerance and openness in the exploration of ideas. Many of the courses are explicitly designed to help students think critically, act ethically, and understand global issues and their responsibilities as citizens of the world.

**Institute for the Advancement of Philosophy for Children**

Recognized by the American Philosophical Association for excellence and innovation, the Institute for the Advancement of Philosophy for Children (IAPC), established in 1974, provides curriculum materials...
for engaging young people (pre-school through high school) in philosophical inquiry and provides teacher preparation in the pedagogy of the classroom community of inquiry. The IAPC publishes a peer-reviewed journal and conducts philosophical and empirical research in teaching pre-college philosophy and the uses of philosophy for educational objectives including critical and creative thinking, social democracy, and ethical judgment. Numerous visiting scholars from around the world visit the IAPC each year. The IAPC also supports the University’s masters and doctoral programs with concentrations in Philosophy for Children.

**New Jersey School of Conservation**

The [New Jersey School of Conservation](#) (NJSOC) is the environmental field campus of the University. It is located 60 miles from the main campus on a 240-acre tract in Stokes State Forest, Sussex County, New Jersey. The NJSOC is at the center of 30,000 acres of state forest and federal lands surrounded by the Delaware Water Gap National Recreation Area, Stokes State Forest, High Point State Park, and a mosaic of properties held by the Nature Conservancy and the Conservation Trust. The physical plant can accommodate 300 visitors and consists of two cafeterias, 15 visitor cabins, a lodge, housing for five graduate assistants, a 24/7 infirmary, and a library and computer laboratory. A staff of 37 maintains the campus with a teaching faculty of 10 providing environmental education programming. Established in 1949, the NJSOC is the oldest university-operated environmental field center in the United States. The NJSOC is a research site for undergraduates, master’s and doctoral students, faculty, and off-campus visitors. The educational program offers 25 Conservation Field Study graduate and undergraduate courses. The NJSOC is host to a variety of educational outreach and professional development programs for science teachers. In total, NJSOC serves over 9,000 students and teachers each year.

**Passaic River Institute**

The [Passaic River Institute](#) (PRI), housed within the CSAM, is an active center that promotes environmental research and education based on this important New Jersey watershed. The PRI works to help find solutions for environmental problems within the Passaic River Basin through development of research, monitoring, assessment, and education programs. The PRI actively cooperates and collaborates with public and private sectors including federal, state, and local agencies, corporations, schools, and environmental advocacy groups.

**PRISM and Bristol-Myers Squibb Center for Science Teaching and Learning**

PRISM ([Professional Resources in Science and Mathematics](#)) is located in the Bristol-Myers Squibb Center for Science Teaching and Learning and serves as an incubator for developing innovative approaches to improve the teaching of science and mathematics in the public schools of New Jersey.

**Sprague Library**

The [Harry A. Sprague Library](#) of Montclair State University provides information resources and instructional services that foster the effective discovery, creation, evaluation, and application of scholarship in support of the teaching, research, cultural, and outreach services of the University. The library provides effective, high-quality services with a staff that accommodates the teaching, learning, and research needs of the University community. The Library also provides a physical environment that supports efficient and productive
study and research for patrons and staff. In addition, the Library staff explores, acquires, and implements hardware and software to accommodate future technological changes and expanded library services. (See Chapter III, Section F, for a more complete description of the library services.)

F. ASSESSMENT OF UNDERGRADUATE PROGRAMS AND STUDENT OUTCOMES

The University identifies student learning goals and objectives, including knowledge and skills, for its undergraduate educational offerings. Assessment of student learning demonstrates that MSU students have attained the knowledge, skills, and competencies consistent with the institution’s mission and consistent with what is generally characterized as a collegiate learning experience of excellence.

The undergraduate program evaluation process begins with the development of courses and programs of study by the undergraduate curriculum committees lodged within each of the academic departments. Staffed by the faculty of the department, these committees develop proposals for majors, minors, and concentrations along with the requisite courses to support the proposal. Once the proposal is approved by the faculty of the originating department, it is forwarded to the appropriate college or school curriculum committee, which is composed of elected representatives from each of the departments within the college or school. The proposal is discussed and, if approved, forwarded to the University Undergraduate Curriculum Committee, which consists of elected members from each of the colleges and schools along with representatives from the administration. Again the proposal is discussed and, if approved, forwarded to the Provost. If approved, the Provost presents the program to the President and the Board of Trustees for consideration and ultimate approval, reconsideration, or rejection (See Curriculum Handbook in the Resource Room).

In addition, schools, colleges, departments, and program areas have developed a process for assessing student outcomes. These processes are discussed separately in conjunction with each college or school. (See Chapter V, Institutional Assessment and Outcomes Assessment, for additional information.)

G. CONCLUSION

Undergraduate education continues to be a primary focus for the University. As can be seen by the number of programs, projects, centers, and opportunities for the development of undergraduate students on campus, the University is well staffed and well-rounded in its approach to educating students.

H. STRENGTHS

- Many opportunities for undergraduate student learning, growth, and development academically.
- MSU faculty and staff committed to a liberal education with strong professional programs for undergraduate students.
- Commitment of significant University resources toward the effective education and development of undergraduate students.
I. AREAS FOR GROWTH

- The assessment of undergraduate education programs should be carefully developed and coordinated.
- The General Education Program needs to be evaluated against its goals and outcomes.
Montclair State University nurtures a strong scholarly environment and a research support network consistent with those of other doctoral/research intensive universities.
CHAPTER IX
(Addresses Standards 6, 11, 13 amd 14)

A. OVERVIEW OF GRADUATE EDUCATION

Montclair State’s Mission Statement is clear about the University’s commitment to “serving the educational needs of New Jersey with programs characterized by academic rigor and currency in the development of knowledge and its applications.” Programs and services available to graduate students at Montclair bear testimony to this commitment through a strong graduate faculty, highly qualified students, and academically rigorous graduate programs that lead to career advancement or further graduate study.

The Graduate School provides leadership and direction for the University’s graduate programs. It strives to create a learning environment that will ensure the highest quality graduate programs in keeping with the University’s overall mission of teaching, research, and public service. Working with the faculty, the Graduate School is committed to providing access to programs and services for qualified students of all racial, cultural, and ethnic backgrounds, and to meet the needs of the State of New Jersey and the region.

In concert with the Graduate Council, the Graduate School:

- Continuously reviews the University’s graduate programs and policies.
- Establishes and maintains appropriate admission and academic standards.
- Encourages student inquiry and critical thinking.
- Provides enhanced levels of professional competence.
- Fosters research and scholarly activity.
- Supports interdisciplinary endeavors.

A combination of theoretical and applied studies in each academic program is intended to prepare the successful graduate for achievement in the workplace, future educational opportunities, informed participation in today's increasingly complicated society, and other leadership roles.

The University’s commitment to graduate education is also visible in the growing number of doctoral programs available to students, which is consistent with an increased focus on research and research-informed teaching throughout the University. In addition, this commitment to academic rigor and knowledge is reflected in the well-respected standing of MSU graduate programs among alumni and the local communities.

The Graduate Council is the primary all-University advisory body responsible for the development and review of Graduate School policy and the review of graduate curriculum. Consistent with policies established by the Montclair State University Board of Trustees and the University Senate, the Graduate Council makes curriculum and policy recommendations to the Dean of the Graduate School. Specifically, the Graduate Council:
CHAPTER IX
(Addresses Standards 6, 11, 13 and 14)

GRADUATE EDUCATION AND DOCTORAL PROGRAMS

- Reviews and makes recommendations about new graduate programs and revisions in existing graduate programs.
- Recommends general graduate admission requirements and guidelines for admission to specific graduate programs.
- Recommends guidelines for the admission of faculty to graduate faculty status.

B. STUDENT PROFILE

Graduate Enrollment

In fall 2006, 3,711 students were enrolled in the Graduate School. Among those students, 65% were enrolled in a master’s program, 15% were in a certification program, and 2.0% were in a doctoral program. The College of Education and Human Services enrolled 42% of all graduate students, while 17% were in programs offered by the College of Humanities and Social Sciences. The percentages of total graduate student enrollment for the other colleges and schools at the University were: College of Sciences and Mathematics at 10%; School of Business at 8%; and School of the Arts at 5%. Non-degree students accounted for 18% of the total graduate student enrollment.

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrolled</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>2,2416</td>
<td>65%</td>
</tr>
<tr>
<td>Certification</td>
<td>554</td>
<td>15%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>73</td>
<td>2.0%</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>668</td>
<td>18%</td>
</tr>
<tr>
<td>Total Graduate School</td>
<td>3,711</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graduate Enrollment by College or School

Self Study Report for the Middle States Commission on Higher Education
Montclair State University has seen a significant growth in graduate student enrollment. In fall 2000, 3,314 graduate students were enrolled at the University; in fall 2006, that number was 3,711, a 12% increase over a six-year period. Most graduate students attend the University part-time, with almost 78% of fall 2006 students enrolled on a part-time basis. There has also been an increase in the percentage of full-time graduate students attending the University, from 17.8% in fall 2000 to 22% in fall 2006. The college/school with the largest increase in enrollment was the College of the Arts, which increased in enrollment by 75% from the fall 2000 to fall 2006. During the same period, graduate student enrollment increased in the College of Education and Human Services by 49%, in the School of Business by 2%, in the College of Humanities and Social Sciences by -8%, and in the College of Science and Mathematics by 24%. Student enrollment in MSU graduate programs increased overall by 20% since fall 1997.

Most graduate students are female (73%) between the ages of 25 and 34 (51%) and are from counties near the University (70% of all graduate students come from Bergen, Essex, Morris, and Passaic counties). Among all full-time and part-time students, 10% are African American, 9% Hispanic and Latino, and 4% are Asian. International students make up 3.5% of all graduate students, of whom over half (59.2%) attend the University.
GRADUATE EDUCATION AND DOCTORAL PROGRAMS

CHAPTER IX

(Addresses Standards 6, 11, 13 and 14)

on a full-time basis. Please see the Office of Institutional Research website for additional student information.

Graduate Student Life

Montclair State University aims to provide graduate students with an experience that enhances their intellectual, professional, and personal growth both inside and outside the classroom. The staff is dedicated to providing student services centrally, i.e., within the Graduate School, which is unique among colleges and universities in the surrounding area. Staff members support graduate students throughout their years at Montclair, beginning with an orientation program for new students. Other Graduate School services include:

- A comprehensive website for newly admitted and current graduate students.
- General advising.
- Conferences and workshops designed to facilitate the academic, professional, and personal development of graduate students.
- Scholarship programs and a searchable scholarship database.
- Student organizations such as the Graduate Student Organization and Alpha Epsilon Lambda, the honor society for graduate and professional students.
- Extended office hours for working graduate students.
- Graduate Student Lounge in University Hall.

The Graduate School also oversees the graduate assistantship program. Each year, graduate assistantships are awarded to between 150 and 200 master’s and doctoral students. Graduate assistantships allow students to participate in research, teaching, and other academic and scholarly pursuits in conjunction with graduate program faculty.

In addition to these services, academic departments and graduate programs offer support to their graduate students. Each program has a Graduate Program Coordinator who handles admission and advising for its graduate students, and several large graduate programs assign additional faculty advisers to their students. Program faculty provide both academic and professional advisement, as well as mentorship for research projects.

C. ENROLLMENT MANAGEMENT, ADMISSIONS, AND FINANCIAL AID

The Graduate School is the primary recruiting, admission, and enrollment unit for all graduate programs at Montclair State University. The Graduate School oversees close to 100 degree, certification, certificate, and non-degree programs on the post-baccalaureate/graduate level. The Graduate School assists the other schools and colleges with the development of certificate, master’s, and selected doctoral programs to meet demonstrated educational needs.

Graduate School/Enrollment Management

The Graduate School coordinates campus-wide management of graduate enrollment, working in partnership with the deans and department chairs in the other school and colleges. Its key responsibility is to maintain
a comprehensive plan for managing graduate enrollment, including marketing, recruitment, admissions, enrollment and retention. It also serves to provide academic deans and department chairs with information regarding applicant trends as well as student demographics, performance, and satisfaction.

The Graduate School has experienced substantial increases in admissions and new graduate student enrollment in the past five years. Since fall 2001:

- Initial applications for admission have increased by 74%.
- Completed applications for admission have increased by 23%.
- The number of students accepted in graduate programs has increased by 20%.
- New graduate student enrollments have increased by 26%.
- The yield of newly admitted students who enroll has increased by 3.5%.

In 2005-2006, the Graduate School reviewed:

- Nearly 5,000 applications for admission for fall 2005.
- Close to 4,000 graduate students for spring 2006.

MSU’s graduate students, on average (compared to the Council for Graduate Schools’ national statistics):

- Are older than the typical graduate student.
- Have greater demands on time from families and careers
- Are female (73%).
- Are more interested in applied programs leading to career opportunities.
- Have a greater expectation for services.

The Graduate School maintains a five-year Strategic Enrollment Management Plan that addresses the unit’s goals for all enrollment management initiatives including recruitment, admission, enrollment, retention, and assessment (see Graduate Enrollment Plan in the Resource Room). The plan is designed to meet the following institutional goals for graduate enrollment, as specified in the University’s Strategic Plan:

- Provide expanded opportunities within a richly diverse setting.
- Increase the size of the student body to at least 18,000 by 2008, of whom 4,500 will be graduate and post-baccalaureate students (1,000 full-time and 3,500 part-time).
- Develop a strategic enrollment management plan for graduate students that will integrate the needs of academic departments with the larger enrollment goals of the University.
- Increase opportunities for students to take coursework and pursue majors at times and in venues that are compatible with their individual schedules.
- Attract a highly qualified graduate population that includes both working professionals and full-time students and expand the graduate assistantship program.
- Maintain graduate student enrollment at approximately 25-30% of the total student enrollment.
D. EDUCATIONAL PROGRAMS AND CURRICULUM

MSU’s Mission Statement clearly emphasizes the University’s commitment to developing in students “the ability to discover, create, evaluate, apply, and share knowledge.” This commitment is especially embodied in graduate program offerings and services. Graduate offerings are diverse and include a range of special programs that build experiential knowledge as part of students’ coursework.

In the interest of strengthening graduate education, the University underwent an extensive examination of current doctoral programs, potential doctoral programs, and a thorough review of existing master’s degrees. The Yardley Group was hired over a two year period of time to provide guidance to the University regarding student retention rates, currency of curriculum, graduation rates, competitive indicators with sister institutions, and delivery systems. Twenty one programs were identified as potential growth areas and plans were carefully laid in each of these fields for enhancing the programs and for attracting additional graduate students.

Many programs offer alternative coursework delivery models for target populations such as teachers. Some aim at helping full-time workers upgrade their specialist knowledge or change careers by offering Saturday-based programs off-campus. Also featured are collaborative programs with other institutions such as the University of Medicine and Dentistry of New Jersey to ensure that high-quality degree programs within the medical field are available to MSU graduate students.

The use of distance learning and online or hybrid courses is likely to grow in response to the needs and demands of busy, professionally engaged graduate student population. While the expectation for entire online programs may be the exception, the University expects that offering hybrid courses will continue to grow and to become very common. The hybrid format has proven to be very suitable for graduate students with the increased use of the Blackboard content management system and the support of course instruction designers working directly with faculty. Estimates indicate that perhaps as many as 80% of MSU faculty are already integrating features of hybrid pedagogy in their courses, a trend that is likely to continue.

The Graduate School currently oversees approximately 100 graduate/post-baccalaureate programs including:

• Nearly 40 master’s degrees.
• Approximately 21 teacher certification programs.
• Approximately 11 educational services and community service certification.
• Approximately 17 post-baccalaureate and 5 post–master’s certificate programs.
• And 3 doctoral degrees.

There is a well-established process for approval or alteration of any graduate program within the University that involves approval from the department, college or school curriculum committee, dean, Graduate Council, and the Provost. (Provost Website). Approval of new programs by the state follows standardized requirements. Where an accrediting body exists, graduate programs are accredited by the appropriate group (Accreditations website).
There are presently 10 such accrediting bodies that monitor programs at MSU (Accreditations PDF document). With respect to graduate courses within a program, each course must be approved by the department, college or school curriculum committee, dean, and the Provost.

**Doctoral Programs.** There are presently three doctoral programs at Montclair State University, with additional programs under development. The three existing programs have been established within the past five years. By the spring 2006, more than 73 students matriculated and enrolled in doctoral programs at MSU. These programs include the Doctor of Environmental Management incorporating courses from the College of Science and Mathematics, College of Humanities and Social Sciences, and School of Business; the Doctor of Education in Pedagogy incorporating courses from the College of Education and Human Services and College of Science and Mathematics; and the Doctor of Science in Audiology in the College of Humanities and Social Sciences.

**Master’s Programs**

There are presently approximately 40 master’s programs, with ongoing curriculum development adding new programs each year. These programs include 24 Master of Arts (MA), seven Master of Science (MS), one Master of Arts in Teaching (MAT), four Master’s of Education (MEd), one Master of Business Administration (MBA), and one Master of Fine Arts (MFA). A list of current programs can be found here: Active Degrees PDF

**Post-Baccalaureate/Post-Master’s programs**

In addition to the traditional master’s and doctoral programs, several post-baccalaureate and post-master’s programs have been established at MSU to satisfy credential requirements that may be different than the specific master’s program. These include the Advanced Certificate in Counseling (leading to New Jersey state licensure as Licensed Professional Counselor) and the Child Advocacy Program for training individuals who work with the Department of Youth and Family Services.

**E. SPECIAL ACADEMIC PROGRAMS**

MSU is committed to designing specially tailored institutional programs and activities that contribute directly to enriching the learning experiences and professional preparation of its graduate students. These special academic programs are in addition to clinical practicum courses found in most graduate degree programs on campus (e.g., practice teaching experiences in the Master of Arts in Teaching program, required internships in the Master of Business Administration program, New Jersey School of Conservation internships for the Master of Arts in Environmental Studies program). These special academic programs focus variously on engaging graduate students in targeted content, in providing supported contextualized experiences, and in providing a range of delivery modes and locations for completing coursework. Additional programs and activities include the following:

**Articulation agreements with the University of Medicine and Dentistry of New Jersey (UMDNJ).**

These agreements take the form of three articulated degree programs in the fields of medicine, physical
therapy, and physician assistant. The first comprises a seven- or eight-year program spanning MSU and UMDNJ that results in a Bachelor of Science and a Doctor of Medicine degree. The second comprises a six-year program that results in a Bachelor of Science and a Doctor of Physical Therapy degree. The third also comprises a six-year program and leads to a Bachelor of Science in Biology and a Master of Science for Physician Assistant.

Master of Business Administration, Brookdale Program
This program serves professionals working full-time by conducting classes on Saturdays and has been designed carefully to enable completion of the MBA in two years. Classes are conducted at Brookdale Community College, an hour or so south of the MSU main campus.

Project THISTLE
The goal of Project THISTLE (Thinking Skills in Teaching and Learning) is to enhance the ability of teachers in urban public schools to practice pedagogy that engenders habits of higher order thinking within academic content areas. The project is an initiative shared by the College of Education and Human Services, the Newark Public Schools District, and the Victoria Foundation (a non-profit, foundation with an interest in addressing poverty issues in the Newark area). A key objective of this project is to increase the professional competence and career satisfaction of minority teachers and teachers in urban settings, to offer them academic advancement, and to enhance the likelihood of their continuation in the profession.

Sprague Library Services
MSU’s Library provides a specially-tailored service for master’s-level and doctoral-level graduate students where students to assist them in identifying the best way to approach a research assignment or project and the best library resources to use. This service is coupled with an efficient interlibrary loan service available to graduate students that usefully supplements Sprague Library’s extant offerings. The library is also a member of New Jersey higher education’s VALE Reciprocal Borrowing Program, a cooperative onsite borrowing agreement among 47 participating VALE colleges and universities. Under the agreement, faculty and staff from participating institutions who are in good standing at their home library qualify for on-site borrowing privileges at each other’s libraries. The staff of the library works with deans, and departmental faculty to identify what is needed to support new master’s and doctoral programs planned by the University.

Institute for the Advancement of Philosophy for Children
The IAPC Summer Seminars in Philosophy for Children (P4C) bring together P4C specialists, faculty, and graduate students from Montclair State University with school teachers, professors, and other visiting scholars from around the world for 10 days of intensive study and dialog. The workshops are designed to provide MSU graduate students with credits toward their degree; to provide school teachers with professional development; to provide P4C specialists with a venue for reporting on their work; to assist international scholars with bringing P4C curricula to their countries; and to provide all involved with experience in an academic community of inquiry.
Each program listed above has a clear set of goals and objectives, and each outlines key content, knowledge, and skills developed on its associated webpage and within hardcopy course catalog documentation.

F. ASSESSMENT

Assessment at the graduate level includes the review of graduate programs and academic review of individual graduate students.

Graduate Programs

Assessment of graduate programs is completed through a variety of mechanisms, including visiting committees and accreditation. Every five years, existing graduate programs undergo evaluation from a visiting committee. Department chairs provide recommendations to the Provost for potential visiting committee members who have demonstrated distinction in their specific academic discipline. Members of the committee are then selected by the Provost and invited to visit the campus. The faculty of the graduate program complete a self-study exercise, which is mailed in advance to the members of the visiting committee for their review. This review is followed by the campus visit, which includes meetings with program faculty, students, and related members of the campus community (see Visiting Committee materials in the Resource Room). The visit is followed by a report from the committee to the Provost, including a review of the graduate program’s strengths and recommended opportunities for improvement. This process provides each graduate program with feedback from respected faculty in the field, which is then used to develop plans for the program going forward.

Many of MSU’s graduate programs are accredited by national organizations that also require regular evaluations including self-study and external review. These bodies ensure the integrity of graduate programs by means of setting in place benchmarks, standards, and processes of demonstrating and evaluating student performance. Accrediting bodies and accredited graduate programs include the following:

- National Council for the Accreditation of Teacher Education (NCATE): the preparation of elementary and secondary school teachers enrolled in the Master of Arts in Teaching programs. Advanced teacher programs have been, or are in the process of being, accredited by designated nationally-recognized professional associations (e.g., the International Reading Association is responsible for accrediting the Master of Arts in Reading advanced teacher program). In addition, graduate level programs leading to certification and to graduate level specialist certificates (e.g., Reading Specialist Certificate) are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

- Association to Advance Schools and Colleges of Business (AACSB): Master of Business Administration programs.


- National Association of Schools of Art and Design, National Association of Schools of Theatre, National
GRADUATE EDUCATION AND DOCTORAL PROGRAMS

(Addresses Standards 6, 11, 13 and 14)

Association of Schools of Music, National Association of Schools of Dance for programs in the College of the Arts.

New graduate programs undergo a rigorous process of evaluation and review at the school or college level, and then at the University level in the form of a Graduate Council and its Curriculum Subcommittee, which further ensure the high quality of new courses and programs.

**Graduate Students**

With respect to individual students, the Graduate School conducts an annual academic progress review. Through this process, students are evaluated regarding the degree to which they are meeting minimum academic standards. Those who do not meet those standards are placed on probation and encouraged to meet with their Graduate Program Coordinator to develop a plan to improve their academic standing. The Graduate School also implements an early warning system, including outreach to students whose grades put them in jeopardy of probation in future semesters. Strong accountability practices also exist within each graduate program with respect to meeting nationally recognized professional standards and reporting on student performance relative to those standards.

**G. CONCLUSION**

As MSU embarks on its quest to become a nationally known and recognized graduate institution, it is clear that its administrators and faculty embrace high standards of practice and academics across all disciplines. The additional master’s and doctoral programs mounted within the next five years will allow MSU to provide for increased advanced educational opportunities for students in New Jersey, the region, the United States and internationally. In planning those offerings, MSU will continue to engage the best and brightest faculty and to recruit high quality graduate students.

**H. STRENGTHS**

- Close to 100 graduate and post-baccalaureate programs across a wide spectrum of academic disciplines and career fields including education, humanities, social sciences, fine arts, business, and sciences.
- Highly diverse population of graduate students with respect to age, gender, and ethnic background.
- Long-term success and recognition in teacher education programs at the graduate level.
- Nationally accredited graduate programs.
- Well-established links with important institutions external to the University (e.g., teacher professional development and specialization, medical institutions, environmental programs).
- Strong set of academic, professional and personal support services for graduate students (e.g., library-based research support and training programs, interlibrary loans and borrowing programs,
tutoring programs that support graduate-level academic writing).

- Bridges to graduate study through short-term non-degree matriculation and certificate-to-master’s transition programs.
- Strong accountability practices across the schools and colleges within the University with respect to meeting nationally-recognized professional standards and reporting on student performance with respect to these standards.

I. AREAS FOR GROWTH

- Strengthen master’s offerings and continue doctoral program development.
- Continue to increase the diversity of the graduate student population.
- Further expand graduate program offerings in areas outside of historically-strong teacher education programs.
- Recruit students from areas outside of New Jersey and its surrounding region as a means to attract more full-time graduate students.
- Improve persistence and graduation rates.
This time of unprecedented growth at Montclair State University has seen the arrival of distinguished faculty members, the establishment of new degree programs, and the establishment of attractive, state-of-the-art buildings - all reflecting an era of remarkable institutional momentum focused on the University as a recognized center for excellence in teaching and learning.
APPENDIX A

List of Resource Room Documents
The following items are cited in the text and information about each one can be found in the files in the Resource Room. Those items marked with asterisk “*” have a website or information available online.

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VII- Faculty     Office of Information Technology - Technology, Training and Integration Group (TTI) *
VII- Faculty     Office of Research and Sponsored Programs (ORSP) Annual Reports *
VII- Faculty     Periodic Review Report 2002 *
VII- Faculty     Provost Office *
VII- Faculty     Sabbatical Leave *
VII- Faculty     Scholarly Agenda
VII- Faculty     Separately Budgeted Research (SBR)
VII- Faculty     Student Faculty Research Projects
VII- Faculty     Task Force on Assessment and University Effectiveness (TAUE)
VII- Faculty     Teaching and Learning Resource Center (TLRC) *
VII- Faculty     University’s Curriculum Handbook
VII- Faculty     University Distinguished Scholar Program *
VII- Faculty     University Distinguished Teacher Program *
VII- Faculty     University Senate - Academic Affairs Council *

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VIII- General Education, UG Resources     CART Academic Programs *
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VIII- General Education, UG Resources
CSAM Academic Programs *
VIII- General Education, UG Resources
SBUS Academic Programs *
VIII- General Education, UG Resources
Center for Academic Advising and Adult Learning *
VIII- General Education, UG Resources
Center for Academic Development and Advisement *
VIII- General Education, UG Resources
Center for Community Based Learning *
VIII- General Education, UG Resources
Center of Pedagogy *
VIII- General Education, UG Resources
Enrollment Management, Office of the Dean *
VIII- General Education, UG Resources
General Education 2002 *
VIII- General Education, UG Resources
Global Education Center *
VIII- General Education, UG Resources
Guide to Curricular Approval Process
VIII- General Education, UG Resources
Health Careers Program (within CSAM) *
VIII- General Education, UG Resources
Honors Program *
VIII- General Education, UG Resources
Institute for the Advancement of Philosophy for Children *
VIII- General Education, UG Resources
New Jersey School of Conservation *
VIII- General Education, UG Resources
Passaic River Institute
VIII- General Education, UG Resources
PRISM and Bristol-Myers Squibb Center for Science Teaching
VIII- General Education, UG Resources
Sprague Library *

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IX- Graduate Education & Doctoral Programs
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IX- Graduate Education & Doctoral Programs
Doctor of Science in Audiology *
IX- Graduate Education & Doctoral Programs
Graduate Council
IX- Graduate Education & Doctoral Programs
Graduate Enrollment Plan
IX- Graduate Education & Doctoral Programs
Graduate Program Coordinators *
IX- Graduate Education & Doctoral Programs
Graduate Student Organization *
IX- Graduate Education & Doctoral Programs
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IX- Graduate Education & Doctoral Programs
Masters Degrees *
IX- Graduate Education & Doctoral Programs

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| IX- Graduate Education & Doctoral Programs | Master of Business Administration (MBA) *
| IX- Graduate Education & Doctoral Programs | Master of Business Administration (MBA) - Brookdale Program *
| IX- Graduate Education & Doctoral Programs | Master of Education (M.Ed.) *
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| IX- Graduate Education & Doctoral Programs | Mission Statement *
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| IX- Graduate Education & Doctoral Programs | Post-Baccalaureate/Post-Master’s Programs *
| IX- Graduate Education & Doctoral Programs | Project THISTLE (Thinking Skills in Teaching and Learning) *
| IX- Graduate Education & Doctoral Programs | Provost’s Office *
| IX- Graduate Education & Doctoral Programs | Special Academic Programs *
| IX- Graduate Education & Doctoral Programs | Sprague Library Services *
| IX- Graduate Education & Doctoral Programs | Strategic Enrollment Management Plan *
| IX- Graduate Education & Doctoral Programs | Teacher Certification *
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APPENDICES

APPENDIX B

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APPENDICES

APPENDIX C

List of Documents Reviewed

University Goal and Strategic Planning Documents:
Montclair State University Strategic Plan
Mission Statement
Annual University and unit goals
Montclair State University Assessment Plan
Taskforce on Assessment and University Effectiveness

Reports to External Constituents/Benchmark Data:
Integrated Postsecondary Education Data System (IPEDS) Reports
Benchmark reports compiled by the Office of Institutional Research, Office of Finance

Statistical Data on the University:
The Montclair State University “Fact Book”
Specialized reports as prepared by the Office of Institutional Research
Alumni Association

University Publications and Documents:
Faculty Handbook
Course Syllabi
Graduate and Undergraduate Catalogs
Minutes from the Faculty Senate, Student Government Association, Graduate Student Organization,
Board of Trustees
Local Selected Procedures Agreement (The Faculty Contract)
Faculty Orientation program materials
Annual report of faculty publications
University Advancement
Student Handbooks, catalogs, class schedules
Staff Manual
Curriculum Handbooks
MSU’s Insight newsletter
Student publications including the Montclarion
Budget reports and audited financial statements
Promotion and Tenure Faculty Scholarship Program materials
Faculty Scholarship Program materials
MSU Organizational Charts
Articulation Agreements
Performance Appraisal Systems (Human Resources)
Summary Reports Assessing the Quality of Specific Programs:
Academic Programs: General Education, Honors Program, Global Education Programs, Master’s program review and Doctoral program review (Yardley)
General Education
Accreditation reports including AACSB (Business), NCATE (Teacher Education), NAST (Theatre), NASM (Music), NASD (Dance), BA (Legal Studies), ADA (Nutrition and Dietetics), ABET (Computer Science), etc.
Outcomes Assessment Plans for Programs
President’s Council on Affirmative Action

Survey Data:
Reports compiled by the Office of Institutional Research such as National Survey of Student Engagement, Alumni Survey, HERI, CIRP data
Student evaluation of teaching
Departmental surveys or assessment of program satisfaction

Other Reports:
Grants and Contracts
Staff satisfaction surveys
Human Resource surveys
Report on Career Center Services
Report of Campus Life satisfaction data

Documentation Specific to Middle States:
Middle States Annual Institutional Profiles
Middle States Statement of Accreditation Status
1996 Middle States Self-Study
2002 Middle States Periodic Review Report

Student Information:
Admissions Application (Graduate and Undergraduate)
Enrollment Management Reports
Study Abroad Programs
Cooperative Education and Service Learning
Career Services
First Year Experience
Retention Report
APPENDIX D

List of Persons/Units Consulted

Resource Persons:
Greg Bressler, Associate Vice President for Facilities Management
Rick Brown, Coordinator, Student Leadership Programs
Michele Campagna, Director, New Student Experience
Edward Chapel, Vice President for Information Technology
Donald Cipullo, Vice President for Finance and Treasurer
Marina Cunningham, Executive Director, Global Education Center
Ada Beth Cutler, Dean, College of Education and Human Services
Joan Ficke, Associate Vice President for Academic Affairs
Thomas Haynes, Vice President for University Advancement
Steve Johnson, Director, Institutional Research
David Josephson, Director of Budget and Planning
Eileen Kaplan, Acting Dean, Graduate School
Tim Kirby, Director, Research and Sponsored Programs
Freyda Lazarus, Director, Center for community Based Learning
Cindy Meneghin, Director of Web Services
Geoffrey Newman, Dean, College of the Arts
Kim O’Halloran, Associate Dean, Graduate School
Alan Oppenheim, Dean, School of Business
Mary Papazian, Dean, College of Humanities and Social Sciences
Karen Pennington, Vice President for Student Development and Campus Life
Michael Peters, University Photographer
John Powell, Data Processing Programmer
Robert Prezant, Dean, College of Science and Mathematics
Garry Rideout, Director of Printing Services
Jennifer Robinson, Director, Center of Pedagogy
Dorothy Rogers, Coordinator of the General Education Program
Reginald Ross, Dean of Enrollment Management
Gregory Waters, Director, Honors Program
APPENDIX E

List of Subcommittee Members

Subcommittee 1 – The Steering Committee
- Shahla Wunderlich, Professor of Health and Nutrition Sciences – Chair, Steering Committee
- Tim Carey, Director of Administrative Operations
- Margaree Coleman-Carter, Associate Dean of Students
- Cathy Bongo, Assistant Vice President for University Staffing Services
- Cyndi Barnes, Assistant Vice President for University Advancement
- Judith Hunt, Dean of Library Services and Chair of the Planning and Institutional Resources Subcommittee
- Greg Pope, Associate Professor of Earth and Environmental Studies and Chair of the Leadership, Governance and Administration Subcommittee
- Robert McCormick, Professor of Psychology, Chair of the Institutional Assessment and Outcomes Assessment Subcommittee
- Thomas Gencarelli, Associate Professor of Broadcasting and Chair of the Student Life and Student Services Subcommittee
- Rita Jacobs, Professor of English and Chair of the Faculty Subcommittee
- Harold Flint, Professor of Economics and Finance and Chair of the General Education, Undergraduate Education, and Learning Resources Subcommittee
- Catherine Roland, Chairperson of Counseling, Human Development, and Educational Leadership and Chair of the Graduate Education and Doctoral Programs Subcommittee
- Diana Biazzo, Graduate Student Member

Subcommittee 2: Planning and Institutional Resources
- Chair – Judith Hunt, Dean of Library Services
- Tim Kirby, Director of Research and Sponsored Programs
- David Josephson, Director of Budget and Planning (No longer with the University)
- Michele Fisher, Associate Professor of Exercise Science and Physical Education
- Naomi Liebler, Professor of English
- David Sanders, Associate Professor of Broadcasting
- Barbara Milton, Human Resources, EO/AA Officer
- Seokhwa Yun, Assistant Professor of Management and Information Systems

Subcommittee 3: Leadership, Governance and Administration
- Chair – Greg Pope, Associate Professor of Earth and Environmental Studies
- Jack Samuels, Professor of Marketing and former Chairperson of the University Senate
- John Leffler, Director of Summer Sessions and Curriculum Administration
- Kathy Hughes, Head of Cataloging Department and University Senate Representative
- Nancy Lauter, Chairperson of Early Childhood, Elementary and Literacy Education
• Wayne Bond, Chairperson of Communication Studies
• John McGinnis, Chairperson of Marketing
• Susan Kerner, Associate Professor of Theatre and Dance
• Diana St. Lifer, Director of Periodicals, Office of Communications and Marketing (No longer with the University)

Subcommittee 4: Institutional Assessment and Outcomes Assessment

• Chair – Robert McCormick, Professor of Psychology
• Christine Lemesianou, Assistant Professor, Communication Studies
• Kathryn Martell, Associate Dean of School of Business
• Marilyn Tayler, Professor of Political Science and Law
• Bill Parzynski, Professor of Mathematical Sciences
• Ana Maria Villegas, Professor of Curriculum and Teaching
• Reginald Ross, Dean of Enrollment and Student Academic Services
• Charlie Matteis, Director of Organizational Development and Training
• Gurvinder Khaneja, Associate Director of Institutional Research
• Joseph Attanasio, Professor of Communication Sciences and Disorders

Subcommittee 5: Student Life and Student Services

• Chair – Thomas Gencarelli, Associate Professor of Broadcasting
• Mary Beth Henry, Professor of Family and Child Studies
• Carmen Reyes-Cuevas, Assistant Director for Educational Opportunity Programs
• Holly Gera, Director of Intercollegiate Athletics
• Kathy Ragan, Associate Vice President for Division Administration (SDCL)
• Ricardo Ortegon, Director of the Center for Academic Advising and Adult Learning
• Michael Allen, Assistant Professor of Theatre and Dance
• Melissa Harris, Graduate Student
• Jamie Dresher, Student Member
• Dennis Craig, Director of Admissions (No longer with the University)
• Regina Sargent, Director of Residence Life (No longer with the University)

Subcommittee 6: Faculty

• Chair – Rita Jacobs, Professor of English
• Luis Montesinos, Professor of Psychology
• David Keiser, Associate Professor of Curriculum and Teaching
• Diana Thomas, Associate Professor of Mathematical Sciences
• Serpil Leveen, Professor of Economics and Finance
• Suzanne Trauth, Professor of Theatre and Dance
• Carol Nurse, Evening Reference Librarian, Sprague Library
• Stephanie Sattelberger, Student Member

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Subcommittee 7: General Education, Undergraduate Education, and Learning Resources

- Chair – Harold Flint, Professor of Economics and Finance
- Dorothy Rogers, Assistant Professor, Philosophy and Religion and Director of General Education
- Helen Roberts, Chairperson of Mathematical Sciences
- Michelle Campagna, Director of New Student Experience Program
- Greg Waters, Professor of English and Director of the Honors Program
- Eva Goldfarb, Chairperson of Health and Nutrition Sciences
- Marty Greenwald, Professor of Art and Design
- Mei Ling Chow, Cataloging Librarian, Sprague Library
- Meshele Scipio, Student Member
- Linda Tappin, Associate Professor of Mathematical Sciences
- Patty Kahn, Manager of Technology Training, Information Technology

Subcommittee 8: Graduate Education and Doctoral Programs

- Chair – Catherine Roland, Chairperson of Counseling, Human Development, and Educational Leadership
- Kim O’Halloran, Associate Dean for the Graduate School
- Quinn Vega, Chairperson of Biology and Molecular Biology
- Luis Rodriguez, Associate Dean of Library Services/Member President’s Council on Affirmative Action (No longer with the University)
- Michele Knobel, Professor of Early Childhood, Elementary and Literacy Education
- Jessica Pearlman, Graduate Student