



**MONTCLAIR STATE UNIVERSITY
Self-Study Design**

**Submitted to the
Middle States Commission on Higher Education**

April 26, 2024

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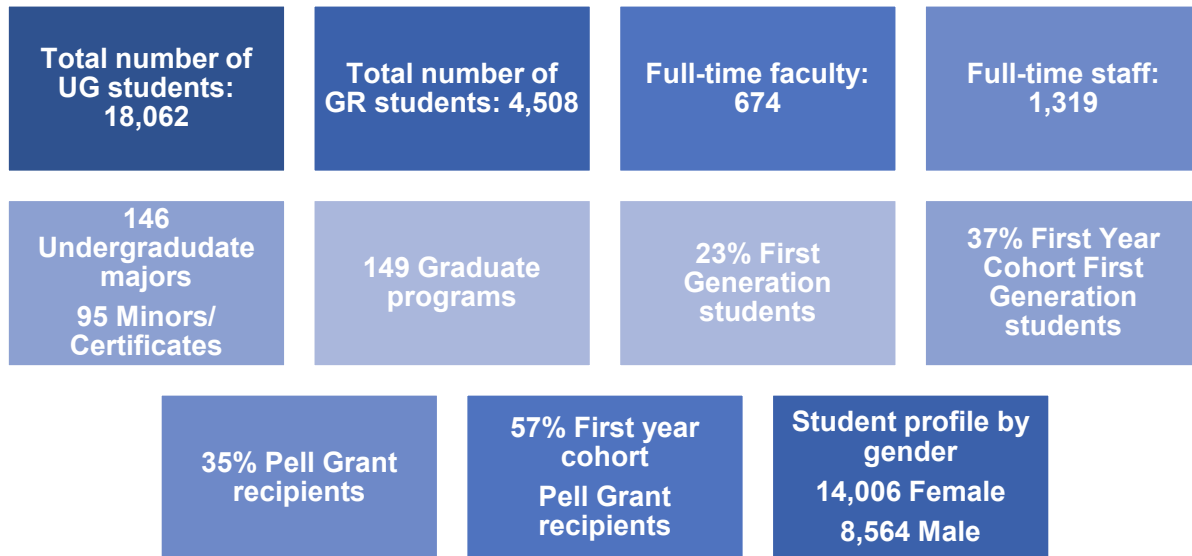
I. INSTITUTIONAL OVERVIEW

About Montclair State University

Montclair State University, founded over 115 years ago, is the fastest growing New Jersey public university, recently designated a high research activity (R2) institution. It is also a Hispanic-Serving Institution (HSI), the largest by total enrollment outside New York City, north of Florida and east of Chicago, and has a majority-minority student body comprised of many first-generation, underserved and commuter students whose graduation outcomes exceed experts' expectations by eighteen percentage points (U.S. News & World Report 2022-2023 Best Colleges Guidebook). Montclair's drive to provide access and excellence to a 21st-century student demographic is extended through its new and innovative partnership with Bloomfield College, the state's only four-year Predominantly Black Institution, and is reflected in its new 2023 U.S. News and World Report ranking of 7th in the nation for enhancing social mobility.

Montclair State University Profile at a Glance

A current snapshot captures the diversity and complexity of the University (IR census data Fall 2023):



Student Profile by Race/Ethnicity:	
American Indian/Alaska Native	0.14%
Asian	5.90%
Black/African American	12.39%
Hispanic/Latino	35.02%
Native Hawaiian/Other Pacific Islander	0.09%
Non-Resident Alien	3.54%
Two or More Races	2.37%
Unknown	6.22%
White	34.33%

Montclair’s Education Programs

Originally known as the New Jersey State Normal School at Montclair, the university evolved over the years into a comprehensive public university offering a wide range of undergraduate and graduate programs. It continues to stay true to its mission to provide affordable and transformative education and opportunities for academic and personal growth to its diverse student body. The university is known for its strong emphasis on teacher education, business, arts, communication and media, and sciences, as well as its commitment to research and community engagement. Montclair restructured its colleges and schools, in addition to the merger with Bloomfield College, all of which were data-driven decisions designed to respond to emerging disciplinary directions and the current and evolving labor and industry markets. In 2022, the former College of Education and Human Services was reconstituted as the College for Education and Engaged Learning and several disciplines from across colleges were integrated into a new College for Community Health. New Schools have formed including the School of Nursing in 2018 and more recently the School of Computing in the College of Science and Mathematics in 2023.

All academic structures are also supported by a growing number of centers and institutes (see below for a curated selection) that serve as hubs for collaboration across disciplines, and with communities, and advance student learning and skill development. These units are integral components of the education, research, outreach, and innovation mission of the university.

Colleges and Schools	Centers and Institutes
Bloomfield College	Center for Student Leadership, Engagement, and Special Programs Center for Student Success Center for Technology + Creativity
College of the Arts	Center for Clinical Services (interdisciplinary) Center for Cooperative Media Center for Strategic Communication Community Counseling Clinic (CCHL) The Creative Research Center
College for Community Health	Center for Audiology and Speech-Language Pathology Research on Youth Thriving and Evaluation Institute
College for Education & Engaged Learning	ADP Center for Learning Technologies Ben Samuels Child Care Center Center for Autism and Early Childhood Mental Health

	Center for Research and Evaluation on Education and Human Services (CREEHS) Institute for the Advancement of Philosophy for Children
College of Humanities and Social Sciences	Center for Heritage and Archaeological Studies Global Center on Human Trafficking The Coccia Institute for the Italian Experience in America
College of Science and Mathematics	Bristol-Myers Squibb Center for Science Teaching and Learning Clean Energy and Sustainability Analytics Center New Jersey Center for Water Science and Technology Professional Resources in Sciences and Mathematics (PRISM) PSEG Institute for Sustainability Studies The Margaret and Herman Sokol Institute for Pharmaceutical Sciences
Feliciano School of Business	Center for Business Analytics and Innovative Technologies Center for Entrepreneurship + Innovation

The top ten majors at the University are as follows:

Academic Program	Enrollment (Census Fall 2023)
Psychology (BA)	1,871
Biology (BS)	926
Business Administration (BS) – Management	855
Business Administration (BS) – Marketing	844
Computer Science (BS)	738
Business Administration (BS)	675
Educational Foundations Elementary Teachers (BA)	627
Exercise Sciences (BS)	609
Film and Television (BA)	578
Justice Studies (BA)	524

Montclair continues to invest in updating and refining its academic programs on a regular basis to best prepare students for current career paths and opportunities that arise in a dynamic global context. Some existing programs are developed with alternative delivery modalities, such as the fully online B.S. in Business Administration program (designed for students with an A.A. or A.S. degree). And, there are numerous new program offerings that have been implemented in the last few years. New academic program development is now undertaken with great care based on clear data points that indicate potential for program growth and detailed financial, performance, and outcome metrics.

Academic Year	New Degree Programs
2020	M.S. in Data Science B.A. in Geographic, Environmental, and Urban Studies Ph.D. in Industrial and Organizational Psychology B.A. in Hospitality, Sports, Events, and Tourism B.S. in Applied Mathematics and Statistics M.A. in Higher Education B.A. in Liberal Studies
2021	B.A. in Sports Communication B.A. in Film and Television B.A. in Advertising B.A. in Asian Languages and Cultures B.A. in Policy Studies
2022	B.A. in Urban Humanities B.A. in Recording Arts B.F.A. in Animation and Visual Effects M.S. in Digital Marketing Analytics M.S. in Human Resources Analytics
2023	B.S. in Business Analytics B.A. in Applied Studies (at BCMSU)

Mapping a Period of Change, Transformation, and Innovation

Since the last accreditation cycle which completed in 2017, Montclair has emerged from the Covid pandemic with a new ethos of problem-solving around various economic and political challenges in the landscape of higher education and a renewed commitment to student success and institutional effectiveness. The work for ongoing innovation and resourcefulness has never been more urgent and the university continues to pivot and sharpen its strategic priorities that animate smart growth and resource allocation in support of its mission and goals.

New Leadership and Leadership Structures

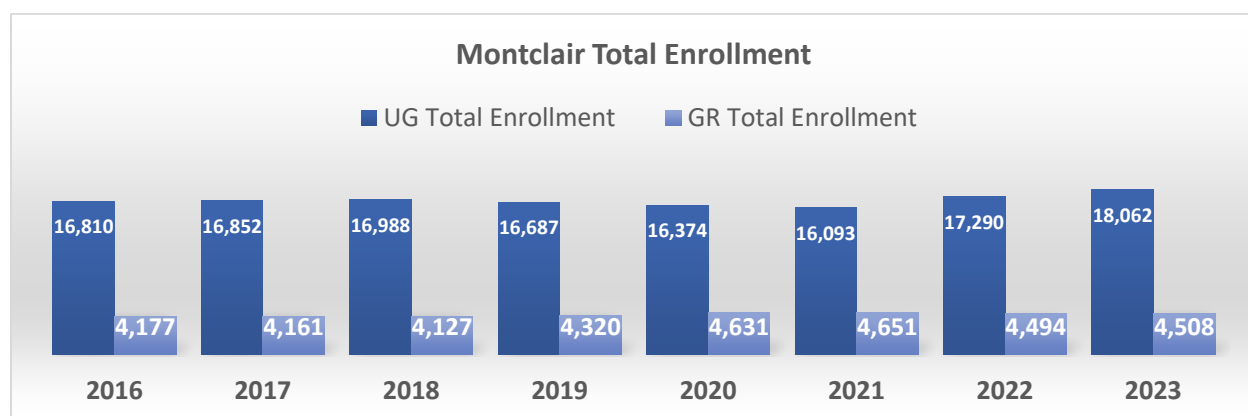
In August 2021, President Jonathan Koppell joined Montclair as the 9th President of the university. Provost Junius Gonzales joined the university in March 2022. The leadership transition has since expanded to include a restructure of the university's senior leadership positions, reporting structure, as well as the composition and role of reformulated Councils and Committees that will facilitate operational synergies, effective flow of information, and ultimately decision-making and strategic planning.

This operational transformation has integrated the following positions among others: 1. Interim Chief Operating Officer and Senior VP (Benjamin Durant); 2. Assistant VP for Budget and Planning (James Solodar); 3. Assistant Provost for Finance and Administration (Bradley Litchfield); 4. Assistant Vice President for Procurement Services (Shawn Laidlaw); 5. Associate VP for Community Partnerships (Bryan Murdock); 6. Associate Provost for Hispanic Initiatives and International Programs (Katia Goldfarb); 7. Associate Provost for Educational Equity and Opportunity Programs, EOF and Academic Success (Daniel Jean); and a new Chief Information Officer who will join Montclair on May 1, 2024 (David M. Chun).

Collectively, the new leadership teams are driving an in-depth assessment of existing resources across all administrative and academic units at the university to assess gaps in human, technological, and physical infrastructure. This assessment will result in a revised budgetary strategy and a new budget model, one that scales responsively to existing and future needs, creates operational efficiencies, and builds a culture of intra- and entrepreneurial activity that helps the university diversify income streams.

Growth and Innovation

Over the past four years, Montclair has experienced growth in undergraduate student enrollment and has held relatively steady with graduate enrollment. Total enrollment in Fall 2016 was 20,987 and total enrollment in Fall 2023 was 22,570.



The growth can be attributed to various factors, including expanding program offerings and targeted recruitment efforts, enhanced marketing efforts, the modification of the scholarship model, and a growing reputation for academic excellence. Undergraduate enrollment has seen a steady increase despite the pandemic, with a particularly notable rise in the number of first-year students joining the community. Additionally, graduate programs continue to attract students seeking advanced degrees and specialized training in various fields. This increase in enrollment reflects the university's commitment to providing high-quality education and opportunities for intellectual and personal growth to students from diverse backgrounds.

However, the Covid-19 pandemic has profoundly impacted the types of learning experiences and support services needed by students. With the shift to remote and hybrid learning modalities, students have faced new challenges in adapting to virtual classrooms and balancing academic responsibilities with increased personal obligations. Many express the need for increased technological support, access to reliable internet connectivity, and accommodations for different learning styles. Moreover, the pandemic has underscored the importance of mental health resources and support services, as students grapple with heightened levels of stress, anxiety, and isolation which led the Division of Student Development and Campus Life to partner with Uwill, which offers virtual mental health and teletherapy counseling services, starting in June 2023. The university remains dedicated to providing comprehensive support to ensure the academic success and well-being of all students.

Universities find themselves facing an imperative to innovate in order to remain relevant. One of the most pressing challenges is the impending demographic shift resulting in a significant decline in the number of traditional college-aged students. Coupled with mounting criticisms about the value proposition of higher education, universities are under immense pressure to adapt. Skepticism regarding the return on investment for a college degree, coupled with concerns about rising tuition costs and student debt, has prompted a reevaluation of the traditional university model. Montclair is leaning into these challenges and has embraced innovation across multiple fronts, reimagining approaches to teaching and learning, research, university leadership, and community engagement. The university is spearheading key initiatives aimed at redefining the higher education experience:

1. The university is expanding its certificate programs in order to offer flexible, targeted learning pathways that meet the needs of both traditional and non-traditional learners. New offerings include:

Academic Year	New Certificate Programs
2020	Virtual Learning for Students with Disabilities Certificate Program (G) K-12 Computer Science Teaching Certificate Program (G)
2021	Sustainable Food Practices Certificate Program (G) Advanced Quantitative Methods in Psychology Certificate Program (G) Entrepreneurship Certificate (UG) Innovation Design certificate (UG) Game Development Certificate (UG)
2022	Customer Experience and User Experience Research Certificate Program (G) Real Estate Development Certificate Program (G) Climate Science Certificate (UG) Global Human Trafficking Certificate (UG) Sustainable Food Practices Certificate (UG)
2023	Harm Reduction Approaches to Substance Use Certificate Program (G) General Education Studies Certificate (UG) International Diploma in Journalism and Digital Media (UG) Spanish Language Journalism (UG)

2. Honors EDGE (Engage, Discover, Grow, Experience) is launching in fall 2024 and is a reimagined program that seeks to provide students with interdisciplinary and experiential learning opportunities that bridge the gap between academia and the workforce, along with a special focus on creativity, equipping them with the skills and knowledge needed to excel in a rapidly changing job market.
3. Montclair earned approximately \$21.3M and \$21.6M in new external awards in FY22 and FY23, respectively, and reported research expenditures of approximately \$32M and \$38M, respectively, on the FY22 and FY23 NSF Higher Education Research and Development survey (NSF HERD: <https://nces.nsf.gov/surveys/higher-education-research-development/2022>), which reflects internal investments as well as external funding. External grants to Montclair fund basic and applied research, developmental research, community-partnered research, conferences, workshops, research equipment, student experiential learning, and instruction and training activities.
4. The Higher Education Academic Leadership (HEAL) Program launched in AY 2023. The program provides faculty an opportunity to identify and study an important problem or challenge facing higher education and propose a scalable and impactful intervention that ultimately supports the success of students, faculty, staff, or the university. The fellowships result in projects with great potential for sustained positive impact and also provide the space for faculty to emerge as leaders in higher education. Among the projects currently underway are "Understanding the Heterogeneity in the Latine

Community and Assessing our Readiness for the Seal of Excelencia,” by Dr. Milton Fuentes (Psychology), “Creating the First Gen Faculty Initiative,” led by Brigid Callahan Harrison (Political Science), “Soaring with Collaborative Service-Oriented Development and Design Thinking: A Needs Analysis to Redesign the Leadership Development and Civic Engagement Minor” led by Jennifer Bragge (Psychology), “Data-informed Curriculum Reform, Course Redesign for Equity and Student Access,” by Jeff Strickland (History) and “Toward an Equity Minded Faculty Development Model,” by Blanca Vega (Educational Leadership).

5. Montclair’s Center for Community Engagement and the newly formed University Community Action Nexus (uCAN) build capacity for forging more long-term strategic partnerships with local communities to advance the aspirations of community partners and further enhance the research, teaching, learning, and service culture of the university. The most recent example is the partnership with Paterson Public Schools which was awarded its fifth Full Service Community Schools (FSCS) grant. Montclair will serve as lead partner of the newly created university assisted community school at Eastside High School, among others, and offer comprehensive and sustained support to EHS students and their families through the development and implementation of academic and instructional interventions, health and social services, college access programs, college and career readiness workshops, and adult ESL programs among many programs.

Montclair is broadening its reach and impact, fostering innovation and resilience in the face of disruptions and uncertainty. These initiatives not only enhance the life and careers of faculty and staff but also enhance the value of a Montclair State University degree and empower students to navigate an increasingly complex and interconnected world.

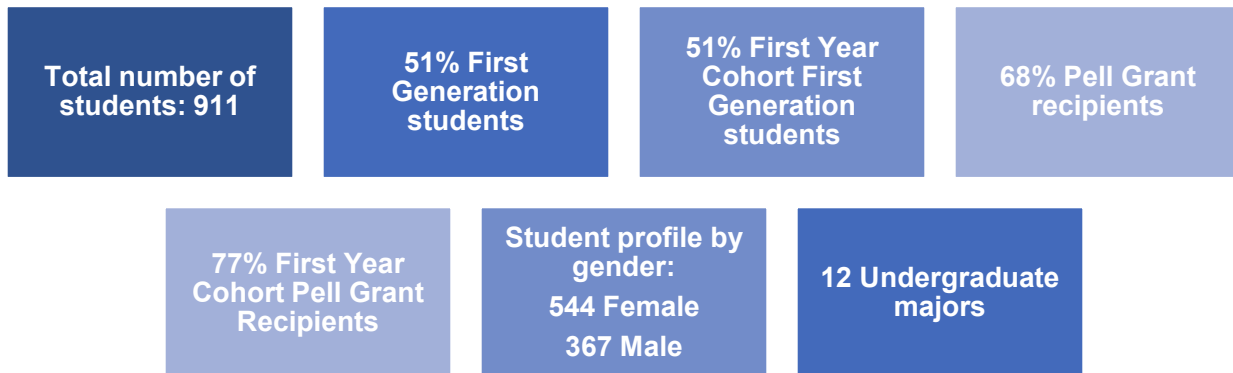
The Merger with Bloomfield College

The partnership between Montclair State University and Bloomfield College established Bloomfield College of Montclair State University (BCMSU) as a constituent college of the university that will maintain its name and mission. In December 2021, Bloomfield College, under the leadership of then President Marcheta Evans, selected Montclair State as potential partner based on their shared geographic proximity and shared vision of higher education, which includes a public service orientation as minority serving institutions. Similarly, it was in the acknowledgement of a strategic alignment of missions, institutional goals, program and educational offerings between Bloomfield College and Montclair State University, that President Jonathan Koppell of Montclair entered into the initial stages of forming a partnership. Montclair State’s mission is anchored on a firm commitment to provide opportunities for, and successfully preparing underrepresented students for success, lifting up and empowering communities, and serving the State of New Jersey. On the other hand, as one of the most diverse Liberal Arts Colleges in the Nation, Bloomfield College is a recognized national leader in

promoting the socio-economic mobility of the primarily Black and Hispanic, low-income students that constitute its student body. The alignment in both institutions' missions and goals provided the opportunity for Bloomfield College to continue serving its students under the partnership with Montclair State. At the same time, the mission alignment provided a reasonable pathway for Montclair State to step up as a willing and able partner to support Bloomfield College through the partnership. Together, the partnership not only bolsters the individual missions and goals of each institution, but provides a synergy for a more robust educational delivery apparatus to students from both institutions by consolidating the benefits of a Liberal Arts education with the benefits of a R2 - Doctoral - High Research Activity University.

The missions of both institutions to create educational pathways that are often not otherwise available for minority and low-income students are closely aligned and formed the shared ground upon which the two institutions are now building an effective integration plan. The merger secured the preservation of the only four year Predominantly Black Institution (PBI) of higher learning in New Jersey and provided immediate financial and operational stability that will allow for the design of a new Bloomfield College of Montclair State University as a hub for innovation and academic excellence.

Bloomfield College Profile at a Glance (IR census data fall 2023)



Student Profile by Race/Ethnicity:

American Indian/Alaska Native	0.70%
Asian	3.50%
Black/African American	48.30%
Hispanic/Latino	31.0%
Native Hawaiian/Other Pacific Islander	0.10%
Non-Resident Alien	3.40%
Two or More Races	0.40%
Unknown	4.50%
White	7.80%

MSCHE Complex Substantive Change Application

The university's Complex Substantive Change application to the Middle States Commission on Higher Education for the merger began in 2021. Bloomfield College and Montclair State University worked collaboratively through Phases I and II of integration below and the Commission action of June 21, 2023 recognized the important work completed and the commitment by both institutions to make this a successful merger. The action approved the merger and the transaction was completed on June 30, 2023 moving the two institutions into Phase III on the road to full integration.

THE ROAD TO INTEGRATION 2021-2024			
Phase I: Preliminary Agreement	Phase II: Implementation Planning	Phase III: Merger-Sub Operations Transition	Phase IV: Integration
September 2021-May 2022	May 2022-June 2023	July 2023-June 2024	July 2024 onward
Preliminary financial review & agreement	Develop detailed implementation plans for all functional areas of the University	Launch implementation plans across all functional areas of the University based on priority status	Continue implementation through all functional areas and evaluation through consultation and assessment
Secure state funding for the proposed Definitive Agreement	Secure approvals from federal, state, and accrediting agencies (MSCHE) for the merger	Begin alignment of processes and systems for next MSCHE accreditation cycle	Complete Self-Study and Team Visit for MSCHE Accreditation

A key component of this transition phase, which started July 1, 2023 and continues until June 30, 2024, is the launch of implementation plans across all functional areas between Montclair State University and Bloomfield College and steps towards alignment of systems and processes in preparation for this self-study. The ultimate goal of all this work is to make the integration as streamlined and seamless as possible with minimum disruption to Bloomfield College students' educational experience. The university continues to submit regular Supplementary Information Reports (SIRs) as requested by the Commission documenting the progress towards Phase IV and full integration.

Integration Teams and Progress

Montclair established a University Integration Committee (UIC) which comprises of lead representatives from the academic and administrative units who attend regularly scheduled meetings and provide bi-weekly updates to the Integration Project Master Plan (see Appendix A for the membership of the UIC). The Integration Project Master

Plan is carefully maintained and provides progress reports with the following sections: Key Accomplishments, Four-Week Look Ahead, and Risks, Issues, Decisions Needed, and Next Steps or Actions on Risk/Issues. The merger is a complex process and integration work will undoubtedly continue in this post-transaction teach-out phase through to the end of June, 2024 and beyond (for recent progress milestones since the last SIR of August 15, 2023 see Appendix A).

Leadership Transitions at Bloomfield College of Montclair State University

The integration with Bloomfield College also encompasses some transitions in leadership which are now well underway. Bloomfield College Vice Chancellor Michael Palladino has moved on to a new position and Tammy Castro, BCMSU faculty in Biology, is serving as Interim Dean of Academic Affairs while a search is being conducted. More recently, Bloomfield College Chancellor Marcheta Evans announced she will be leaving effective July 1, 2024 to assume a new presidency. Montclair will announce a plan for her replacement in the coming months.

Diversity, Equity, Inclusion and Belonging (DEIB)

The pandemic amplified existing inequities in higher education and highlighted the urgent need for systematic changes to ensure all students continue to have equitable access to a high-quality educational experience and support services. Several initiatives across all facets of the university demonstrate the campus community's dedication to DEIB principles, are responsive to the evolving needs of the students, and tackle any potential organizational blind spots. All examples below are undertaken with strong assessment plans in order to track progress towards goals, identify disparities, generate informed interventions, and drive continuous improvement. Ongoing work and assessment will help the university establish the degree to which these programs help to equalize the outcomes for all students. The assessment will be greatly facilitated by the projected transition to both HELIO Campus within a year and Workday Student in the next few years.

Recruitment & Enrollment

One of the major initiatives to maintain access and meet our DEIB goals is the *Red Hawk Flight Plan* where the university will be investing major resources to develop a pathway for underrepresented minorities to attend Montclair. The focus of the plan is on establishing a comprehensive pre-college student success program that addresses declining yield rates among incoming first-year students creatively and strategically. The program includes a scholarship component which has already been implemented for fall 2024 and other pre-college program components that are in various planning phases.

Expanded and New Support Services

Comprehensive and targeted support services for students from diverse backgrounds, across areas of academic support, mentoring, counseling, and the Disability Resource

center were expanded during and post-pandemic. For example, the Academic Success Coaching program initiated in Fall 2022 introduced caring professionals to build strong individual relationships with an identified cohort of 460 students that could benefit from one-to-one coaching in the habits and behaviors that will enable them to reach their academic potential and reap greater rewards from the Montclair experience. This was an opportunity for the university to utilize Higher Education Emergency Relief Funds (HEERF) to test a new program, which subsequently was funded with committed institutional funds to support both full time and part time coaches. The program targets first year students and each semester on boards a new cohort as it off ramps another cohort that has advanced. Currently there are 1,430 students in the program. Ongoing assessment is guiding the efforts to scale up the program at this time. With its new designation of a Hispanic-Serving Institution, the campus also has focused its attention on interventions that impact the persistence of students of color, such as personalized advising, expanded career counseling, and proactive follow-ups from the early alert system.

Curriculum Development and Faculty Development

The development of the new SEEDS curriculum, that will replace the current General Education program, has a strong grounding in liberatory values and explicitly integrates and embraces DEI principles. SEEDS values encompass Social Justice and Equity, Educated Citizenry, Engagement, Agency and Leadership, Diversity and Intercultural Competency, and Self-Discovery and Self-Care. The program will move forward with a phased implementation approach beginning in the Fall 2024 semester. The Office for Faculty Excellence offers a robust infrastructure of workshops, training, and resources to faculty to support excellence in teaching, research, and leadership. Among them, the launch of the Community of Practice (CoP) on Belonging program that invites faculty to collaborate with a renewed focus on teaching strategies that increase persistence, motivation, engagement, and achievement across student populations. And the university regularly hosts national experts in educational equity, like Dr. Gina Ann Garcia from the University of Pittsburg, who presented in May 2023 on “Transforming Hispanic Serving Institutions.”

Belonging

The creation of affinity groups and networks/offices to foster a sense of belonging and support the needs of distinct student groups or underrepresented communities. Examples here include the Office of Student Belonging which among many initiatives has launched a First-Generation initiative with engagement programming for first-generation college students and their family members throughout their academic journey. Also, the University Fellows Program, now in its sixth year, offers peer mentoring for first-year students embedded in all sections of the university's New Student Seminar. In 2022-2023, 105 students served as University Fellows. This initiative is part of a larger \$2.2 million Title III grant that moved into Year 4 in 2022-

2023. Evaluative findings indicate that its main components - Student Success Centers, the New Student Seminar and professional development around the SSIPP model - have been implemented successfully. Students reported high levels of satisfaction with Student Success Center services, as well as the support provided by the New Student Seminar and University Fellows. Preliminary results suggest that project activities have contributed to students' sense of belonging, increased access to and satisfaction with student support services and strengthened financial education. The extent to which these activities may have removed barriers to graduation and increased persistence will be further examined by the end of the five-year grant (2025).

In addition, the university has implemented in the last two years a "Sense of Belonging" survey (led by Christopher Donoghue, faculty in Sociology). The purpose of the project is to gather information on student feelings of belonging in college, work and volunteer activities, resilience and other non-cognitive attitudes, academic goals, microaggressions, civic participation and intercultural views. Findings from the project are widely shared on campus and will continue to spark deep conversations and guide evidence based interventions that help the university better address student needs.

Pre-College and Summer Programs

A wide array of new programs that aim to create clear pathways to college for students from underserved communities in the State of New Jersey and beyond. Numerous targeted efforts prepare students for college life and broaden the diversity of voices and experiences on the campus. A prime example is the Summer Bridge program which offers incoming high school graduates a head start on their college journey through various comprehensive curricular and co-curricular models. The program was initially funded by HEERF funds but has continued and is now expanding this year to 400 students. It encompasses several academic tracks, providing scholars with personalized academic coaching, advising, major exploration, peer mentorship, social programming and community building. Additionally, the program fosters family engagement, enabling a seamless transition to college life at a discounted rate. Some preliminary outcomes indicate increased fall to spring retention and a slight increase in GPA for students and undoubtedly outcomes will continue to be tracked and guide the expansion of the program.

Another example is the Hispanic Student College Institute (HSCI) pre-college program, now in its eighth year, which offers high school juniors and seniors of Hispanic/Latinx descent an empowering opportunity to experience college life and learn how to prepare applications and navigate the admissions, financial aid, enrollment, and advising processes at a university. Other discipline-specific examples include the Montclair-Passaic Preparatory Academy multidisciplinary articulation in the College of the Arts, as well as grant-funded or scholarship-based programs such as the Cali School of Music Pathways Project or the College of the Arts Summer Journalism Workshop.

Hiring Practices and Professional Development

1. The university implemented a *Compliance Course* with emphasis on compliance guidelines and best practices, as well as active trainings and workshops on such topics as unconscious bias and cultural competency, to ensure search committees are well positioned to recruit and retain diverse faculty, staff, and administrators. These efforts are guided by the Director of Equity and Title IX in Human Resources.
2. Concurrently, the Division of Academic Affairs implemented a more specific course on *Faculty Hiring Best Practices* to support faculty involved in recruitment and search processes. The goals are to yield more robust and diverse applicant pools, successful searches, and stronger retention of exceptional faculty.

Assessing Campus Culture

The launch of the *Soaring Together* campus climate assessment project in AY 2023 through the administration of the “Culturally Engaging Campus Environments (CECE) Survey.” Ongoing data collection that includes all Bloomfield College of Montclair stakeholders and discussions will guide the University towards new initiatives that ensure an integrated, inclusive, respectful, and welcoming campus culture.

Cultural Programming

Vibrant cultural programming that reflects the diverse backgrounds and interests of the student body and broader communities and new venues for open dialogue and reflection on the social, political, and cultural themes presented in programs. Most programming continues to be free and open to community members, both local and global. For example, recent University Galleries exhibitions included in 2022 Ajamu Kojo’s ongoing series of large-scale paintings “Black Wall Street: A Case for Reparations” that captured the imagined lives of Black professionals in the Greenwood District before the 1921 Tulsa Race Massacre and in 2023 Caroline Garcia’s “Dancing of Axes and Spears” which invited visitors to stretch their understandings of Filipino cultural traditions, community resilience, and personal identity. The University also supports PEAK Performances, a professional series that develops, produces, and presents world-class live performances that engage the campus and local communities. The 2023-2024 series just presented the east coast premiere of “Blind Injustice,” an opera composed by Montclair faculty Scott Davenport Richards about six people who were wrongfully convicted of crimes and later exonerated with help from the Ohio Innocence Project. These investments in sustainable cultural and artistic programs can have a lasting impact on campus culture, social conversations, community cohesion and a connected campus environment.

Preparing for the Future

The past few years can safely be characterized as a period of intense external and internal disruptions for Montclair State University. The current Strategic Plan “Soar 2025” is approaching the end of a tumultuous life cycle interrupted and refocused repeatedly by a global pandemic, several external financial and political pressures on universities, a merger, and significant leadership and operational shifts. But what remains unchanged is the commitment to serve the students and provide exceptional education that drives their social mobility and personal fulfillment.

The Evolving Montclair Student Profile

What is notable in this respect, is the evolving first-year class profiles at Montclair State University and Bloomfield College of MSU. Comparing first-year student cohort profiles across the last three academic years reveals a consistent pattern that underscores how the university remains committed to fostering inclusivity and equity and continues to actively create access pathways for underserved students, including those who are first generation, Pell eligible, and from Black/African American and Hispanic/Latino backgrounds.

Fall 2021-2023 Student Cohorts	Montclair State University			Bloomfield College of Montclair State University		
	2023	2022	2021	2023	2022	2021
# of first-year students	4,038	3,901	3,427	182	235	277
First Generation	37%	36.40%	33%	51%	52%	45%
Pell Eligible	57%	53%	49%	77%	75%	72%
Hispanic Latino	44.70%	39.73%	38.00%	37%	34%	35%
Black-African American	15.80%	15.25%	14.77%	47%	52%	50%

The self-study will address a number of initiatives that aim to strengthen the resilience of the university and offer holistic support to all students that is tailored to their emerging needs and ensures they thrive academically.

A New Mission and Strategic Goals for the University

As a first step, the university has initiated the process to redefine its mission and hone its institutional goals and priorities. The effort is led by University Communications VP Joe Brennan and his team. The process commenced at the 2023 Summer Retreat that included all Academic Deans and Vice Presidents in senior leadership positions. In fall of 2023, University Communications conducted a three-hour hands-on workshop with

targeted recruitment of a cross-section of about 33 institutional stakeholders (faculty, staff, students, alumni). Participants were introduced to a draft version of the mission statement, vision, and guiding values and, working in groups, had nuanced discussions that generated substantial feedback. President Koppell welcomed participants and provided the broader context for the purpose of the workshop at the beginning of the sessions and returned towards the end to engage participants in dialogue and listen to the insights and input from the various groups. Input from participants so far has led to new and refined iterations of a draft mission statement and goals that will be presented in various listening sessions in key Council meetings, Committee meetings, College/School meetings, Senate meetings, and Student Government Association, Inc. meetings. Input will continue to be integrated into drafts with plans to finalize and widely publicize the new mission in the new academic year starting in September 2024.

A New Vision for Bloomfield College of Montclair State University

In the fall of 2023, BCMSU initiated the process of revising its mission within the context of being a constituent college of Montclair. A committee of faculty, staff, and administrators from both campuses was charged “with envisioning and developing a unique, innovative College model for student success that will emphasize Bloomfield’s continuing mission and vision of providing access and personalized support for our student demographic.” After drafting guiding principles and statements through the fall and winter, this committee will now engage the services of a consultant to further refine the vision and imagine a new educational model for Bloomfield College during the current academic year.

Accreditation as a Catalyst for a New Strategic Plan

This Middle States Accreditation self-study ensures the university meets all accreditation standards with quality outcomes, ongoing assessment, and institutional effectiveness. The self-study also provides the university with a timely opportunity to assess its progress on achieving current institutional priorities that define its mission and align with its growing regional and national profile and lay the groundwork for the next strategic plan. It will help institutional players understand what we do, what we do well, where we may be disconnected from our aspirations, and how to get there. Several critical transformations and initiatives already outlined above will be assessed through the Self-Study’s lines of inquiry and rigorous examination of data, which will cultivate a shared culture of continuous improvement. The self-study process itself will engage stakeholders from across the campus communities and strengthen collaboration and a shared understanding of the institution’s emerging identity, goals, and priorities. Ultimately, findings from the self-study will help the university forge a clear path forward for strategic initiatives and enhancements with tangible action plans and fortify the institution’s commitment to academic excellence and student success.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

The institutional priorities to be addressed in Montclair State University's self-study are:

1. To Optimize Student Success: Explore opportunities to improve student success metrics and student engagement/belonging with equity.
2. To Drive Academic Excellence and Innovation: Foster academic innovation and excellence with the development of new academic structures, programs, and hallmark high-impact practices (HIPs).
3. To Fortify Institutional Vitality: Optimize data-driven decision-making for operational effectiveness, optimal integration with Bloomfield College of Montclair State University, and overall financial health.
4. To Scale Up Impact and Reach: Enhance the footprint of the University as a hub for excellence in teaching, research, and community service.

These priorities were developed by President Jonathan Koppell and Provost and Senior Vice President for Academic Affairs Junius Gonzales, with input from the self-study executive leadership team and the steering committee. These ideas were refined by the institution's executive leadership, with an understanding of impending revisions to the University's mission statement by the end of the spring 2024 semester and a plan for the self-study to serve as the foundation of a new strategic plan. The revised list of priorities was then vetted through institutional vice president and deans' councils and all working groups.

The institutional priorities are strongly associated with the campus's existing Strategic Plan, SOAR 2025. The strategic plan consists of three pillars, enacted through an entrepreneurial strategy that leverages innovation and efficiency to meet the higher education needs of an evolving world:

- Pillar One: Fostering Student Transformation, centered around the student academic and co-curricular experience
- Pillar Two: Growing Through Diversity and Access, focused on inclusivity in enrollment and employment
- Pillar Three: Discovery and Application of Knowledge, striving to fulfill and expand the campus's R2 Carnegie research classification

The institutional priorities are carefully aligned with the standards. The priorities guided working groups in developing their lines of inquiry and will guide the groups as they collect and analyze data connected to their standards. The alignment among the priorities, pillars, and standards can be found in the following table.

	Priority 1	Priority 2	Priority 3	Priority 4
Standards of Accreditation	To Optimize Student Success (Pillar one)	To Drive Academic Excellence & Innovation (Pillar One)	To Fortify Institutional Vitality (Pillar Two)	To Scale Up Impact and Reach (Pillar Three)
I. Mission & Goals	X	X	X	X
II. Ethics & Integrity			X	X
III. Design & Delivery of the Student Learning Experience	X	X		
IV. Support of the Student Experience	X	X		X
V. Educational Effectiveness Assessment	X	X		X
VI. Planning, Resources, & Institutional Improvement	X	X	X	X
VII. Governance, Leadership, and Administration			X	X

III. INTENDED OUTCOMES OF THE SELF-STUDY

The intended outcomes of the self-study include the three that MSCHE expects, which are to:

1. Demonstrate how the institution currently meets the Commission’s *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and provides evidence by Standard in alignment with the *Evidence Expectations by Standard*.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution’s priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.

The institution has identified an additional intended outcome, which is to:

4. Develop a new vision and strategic plan to effectively navigate the future and chart a path to achieving the institution’s evolving mission.

IV. SELF-STUDY APPROACH

For the self-study, we have chosen to use the standards-based approach. With the new leadership, revised mission, and recent merger, this approach will provide us with a comprehensive review of the institution as we launch a new strategic plan.

V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

The steering committee and working groups comprise representatives from all facets of university life, ensuring diverse perspectives and expertise are integrated into the self-study process. The selection process for these roles was meticulously crafted to be inclusive, considering various backgrounds, experiences, and skill sets to foster a well-rounded representation of the university community. Through this thoughtful approach, the steering committee and working groups are well-positioned to address the review of institutional life comprehensively and promote collaborative solutions across all sectors of the university.

Steering Committee

SELF-STUDY 2023-2026: STEERING COMMITTEE	
Provost and Vice President for Academic Affairs	1. Junius Gonzales, Provost and Senior Vice President for Academic Affairs, Montclair State University
Executive Leadership Team	2. Joanne Coté-Bonanno, Associate Provost for Academic Programs and Assessment, ALO, Montclair State University 3. Christine Lemesianou, Associate Dean, College of the Arts, Special Advisor to the Provost for Accreditation, Montclair State University 4. Brandon Fralix, Humanities Division Chair and Professor of Writing & Analysis, ALO, Bloomfield College of Montclair State University 5. Danielle Insalaco-Egan, Acting Associate Provost for Undergraduate Education and Acting Dean, University College, Montclair State University
Associate/ Assistant Provosts, Vice Presidents, AVP	6. Stefanie Brachfeld, Acting Vice Provost for Research, Office of Research, Montclair (Co-Chair, Standard I) 7. Benjamin Durant, Interim Chief Operating Officer and Senior Vice President, Montclair State University 8. Daniel Jean, Assistant Provost for Special Programs, Montclair State University 9. Bradley Litchfield, Assistant Provost for Finance and Administration, Academic Affairs, Montclair State University 10. Julie Mazur, Assistant Provost for Academic Success and Tutoring, Student Academic Services, Montclair State University (Co-Chair, Standard IV)

	<p>11. Bryan Murdock, Associate Vice President for Community Partnerships, Montclair State University (Co-Chair, Standard I)</p> <p>12. Katia Paz Goldfarb, Associate Provost for Hispanic Initiatives and International Programs, Academic Affairs, Montclair State University</p> <p>13. James Solodar, Assistant Vice President for Budget and Planning, Montclair State University</p>
Academic Deans	<p>14. Tammy Castro, Professor of Biology, Interim Dean of Academic Affairs, Bloomfield College of Montclair State University (BCMSU)</p> <p>15. Scott Kight, Associate Dean for Academic Affairs and Instruction, College of Science and Mathematics, Montclair State University (Co-Chair, Standard VII)</p> <p>16. Leslie Wilson, Associate Dean, College of Humanities and Social Sciences, Montclair State University (Co-Chair, Standard VII)</p>
Faculty	<p>17. Milton Fuentes, Professor, College of Humanities and Social Sciences, Montclair State University (Co-Chair, Standard II)</p> <p>18. Samantha Coyle-Eastwick, Associate Professor, Educational Psychology, College of Humanities and Social Sciences, Montclair State University (to be replaced in AY25)</p> <p>19. Todd Kelshaw, Associate Director and Associate Professor, School of Communication and Media, College of the Arts, Montclair State University (Co-Chair, Standard V)</p>
Administrators and Professional Staff	<p>20. Yolanda Alvarez, Associate Dean of Students, Montclair State University (Co-Chair, Standard IV)</p> <p>21. James Anderson, Director of Financial Aid, Montclair State University</p> <p>22. Aylin Solu-Brandon, University Registrar, Montclair State University</p> <p>23. Craigon Campbell, Acting Senior Associate Director of Institutional Research and Effectiveness, Bloomfield College of Montclair State University</p> <p>24. April Catching, Director of Advising, High-Impact Practices and the First-Year Experience, Office of Undergraduate Education, Montclair State University (Co-Chair, Group 8)</p> <p>25. Ashante Connor, Director of Equity and Title IX Coordinator, Human Resources, Montclair State University (Co-Chair, Standard II)</p> <p>26. Klavdiya Hammond, Director, Data and Analytics, Enterprise Application Services, Montclair State University (Co-Chair, Group 8)</p> <p>27. Melissa Harris, Assessment and Accreditation Assistant Director, College for Education and Engaged Learning, Montclair State University (Co-Chair, Standard III)</p>

	<p>28. Irina Koroleva, Associate Director of Assessment and Accreditation, Academic Affairs, Montclair State University (Co-Chair, Standard V)</p> <p>29. Masela Obade, Assistant Director of Institutional Research and Effectiveness, Montclair State University (Co-Chair, Standard VI, to be replaced in AY25)</p> <p>30. Karen Ramsden, Market Research Analyst, University Communications and Marketing, Montclair State University (Co-Chair, Standard VI)</p>
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The role of the Steering Committee is as follows:

- Guide the development of a comprehensive self-study report that addresses all Middle States Standards and Requirements of Affiliation and remains focused on the institutional priorities and self-study outcomes identified.
- Contribute data/evidence, meaningful analysis, and ongoing feedback to drafts of the SSR, ensuring they provide comprehensive and fair findings and conclusions about areas of strength and opportunities for improvement and innovation.
- Maintain open and transparent communication channels and engage the institution's faculty, staff, students, and other stakeholders throughout the accreditation process.
- Participate in the preparation of the institution for the Middle States site visit and help host the MSCHE Team.

Working Groups

The Working Groups are designed to have broad engagement from the individuals who contribute to and benefit from the University's success in meeting its mission and goals. The Working Groups are organized by Standard with an additional (8th) group dedicated to the Evidence Inventory.

Each group is responsible for focusing on their assigned accreditation standard in the fourteenth edition of Standards for Accreditation of MSCHE and the 8th Group is focused on the evidence that each Standard Group requires. All Working Groups are represented on the Steering Committee by their co-chairs thus facilitating the necessary and productive collaboration needed among these groups.

General Charge to all Working Groups

- Develop a deep understanding of the history, mission, and the strategic initiatives of Montclair State University in the context of the seven MSCHE standards.

- Perform a rigorous, honest and analytic review of Montclair State University's success in meeting its mission and goals.
- Understand the role of the Working Groups as participants in the MSCHE Self-Study process in order to provide feedback on the process and provide documentation on activities.
- Use the MSCHE report guidelines and contribute to the design of the Self-Study and the final Self-Study report.
- Review the 2017 decennial review in order to become aware of past successes and challenges in meeting accreditation standards.
- Become aware and reflect on the linkages among the standards and be prepared to integrate findings across standards as needed.
- Develop lines of inquiry that are appropriate to the assigned standard and each criterion.
- Identify sources of information and data, including colleagues inside and outside the University community for feedback, guidance, information, and ideas to use as a basis for suggestions and possible recommendations for institutional renewal and transformation.
- Develop methods/strategies to analyze and use the information and data that are gathered to answer the Lines of Inquiry.
- Use the templates that are provided to facilitate the development of our evidence inventory.
- Generate written reports that clearly indicate each of the lines of inquiry developed, and the methods and data used to answer questions.
- Provide an analysis of the University's successes and challenges in meeting the assigned standard in the context of the institution's new mission and goals and draw reasonable inferences and conclusions.
- Suggest future directions that will allow the institution to continue on its path of growth and improvement.

Membership and Lines of Inquiry for Each Working Group

Standard I: Mission and Goals

<p>Standard I: Working Group</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Bryan Murdock, Associate Vice President for Community Partnerships, Montclair State University 2. Stefanie Brachfeld, Acting Vice Provost for Research, Office of Research, Montclair <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Amanda Birnbaum, Professor, Public Health, College for Community Health, Montclair State University 4. Dr. Zachary Aidala, Associate Professor of Psychology, Bloomfield College of Montclair State University 5. Archana Kumar, Associate Professor, Marketing, School of Business, Montclair State University 6. Jeanne Marano, Assistant Vice President for Annual Giving and Alumni Engagement, Development, Montclair State University 7. Katia Paz Goldfarb, Associate Provost for Hispanic Initiatives and International Programs, Academic Affairs, Montclair State University 8. Jeff Strickland, Chair and Professor, History Department, College of Humanities and Social Sciences, Montclair State University 9. Claudio Alejo, Professional Staff, Greek Life Coordinator, Student Development and Campus Life, Montclair State University 10. Melanie Shefchik, Instructional Specialist, Public Health, College for Community Health, Montclair State University
<p>Lines of Inquiry</p>	<ol style="list-style-type: none"> 1. How does the University integrate evolving and new identities (HSI/MSI, Public Doctoral Research University, Community-Engaged and Public Serving University) into the mission and goals? 2. In what ways is the University capitalizing on the recent merger with Bloomfield College of Montclair to emerge with an integrated and aligned identity that honors institutional commitments and sustainability, while serving as a catalyst to build a larger and cohesive community? 3. What evidence is there that the revised mission statement is the result of an inclusive, transparent, and broadly accessible process (involving students, faculty, staff, alumni, communities, grantors, etc.), is reflective of the evolving role of the institution and higher education, and is ethically communicated and publicized to both internal and external stakeholders? 4. How do the revised mission statement and goals inform institutional priorities, unit goals, assessment, and decision making in a manner that unites constituent units towards a common purpose within the larger university context?

Standard II: Ethics and Integrity

<p>Standard II: Working Group</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Milton Fuentes, Professor, Psychology, College of Humanities and Social Sciences, Montclair State University 2. Ashante Connor, Director of Equity and Title IX Coordinator, Human Resources, Montclair State University <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Adela Caceres, Director of Office for Social Justice and Diversity, Division of Student Development and Campus Life, Montclair State University 4. Catherine Boscher-Murphy, Associate Director of Financial Aid, Montclair State University 5. Harry Franqui-Rivera, Associate Professor of History, Bloomfield College of Montclair State University 6. Yi Luo, Associate Professor, School of Communication and Media, College of the Arts, Montclair State University 7. Frances Stromsland, Instructional Specialist, Educational leadership, College for Education and Engaged Learning, Montclair State University 8. Joseph Niclas, Associate Director of Undergraduate Admissions, Montclair State University
<p>Lines of Inquiry</p>	<ol style="list-style-type: none"> 1. In what ways does the University demonstrate its commitment to diversity, equity, inclusion and belonging to all employees, students, vendors and visitors? Where are there opportunities for improvement? 2. In what ways does the institution promote a culture of ethical behavior and professional integrity within its leadership, governance practices and among community members, which include visitors and 3rd-party collaborations? What can be strengthened? 3. Does the University address institutional issues with transparency and does it effectively educate the community on key issues impacting the institution to foster optimal and ongoing communication with all interested parties? 4. How does the University gather and utilize feedback to continuously improve and align with compliance and reporting requirements as defined by Federal, State and local law? 5. To what extent do existing policies and procedures ensure compliance with ethical standards in recruitment, hiring, promotion and evaluation of employees? Are the policies sufficient? 6. How does the institution ensure an accessible, inclusive and supportive environment for students, staff members or visitors that need accommodations? What improvements are necessary?

Standard III: Design and Delivery of the Student Learning Experience

<p>Standard III: Working Group</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Melissa Harris, Assessment and Accreditation Assistant Director, College for Education and Engaged Learning, Montclair State University 2. Samantha Coyle-Eastwick, Associate Professor, Educational Psychology, College of Humanities and Social Sciences, Montclair State University (to be replaced in AY25) <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Catherine Baird, Online and Outreach Services Librarian, University Libraries Sheeran Dennis, Clinical Specialist, Mathematics, College of Science and Mathematics, Montclair State University 4. Daphne Galkin, Associate Dean of University College, Montclair State University 5. Catherine Keohane, Associate Director of Teaching and Learning, Academic Affairs, Montclair State University 6. Katherine McCaffrey, Professor, Anthropology, College of Humanities and Social Sciences, Montclair State University 7. Esmail Najmi, Professor of Sociology, Bloomfield College of Montclair State University 8. Patrick Scoscia, Lead Instructional Designer, Information Technology and Design Services, Montclair State University 9. Samantha Sheehan, Student Services Academic Advisor, Feliciano School of Business
<p>Lines of Inquiry</p>	<ol style="list-style-type: none"> 1. How do we evaluate the effectiveness of the student learning experience? What are areas of improvement? 2. How are we leveraging instructional technology to broaden and strengthen the student learning experiences? 3. How are we leveraging the resources of Montclair and Bloomfield College of Montclair to broaden and strengthen the student learning experiences? 4. In what ways is Montclair meeting the needs of diverse learners, and how can the institution expand its support of these students? 5. In what ways do Montclair's high-impact learning opportunities, particularly around research and community engagement, support the academic programs and the student learning experience? 6. As the University launches SEEDS, the new general education program, how will the curriculum strengthen and broaden the student learning experience and ensure that students master essential skills for lifelong learning?

Standard IV: Support of the Student Learning Experience

<p>Standard IV: Working Group</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Yolanda Alvarez, Associate Dean of Students, Montclair State University 2. Julie Mazur, Assistant Provost for Academic Success and Tutoring, Student Academic Services, Montclair State University <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Christina Appassov, Associate Director of Academic Advising, College of Science and Mathematics, Montclair State University 4. Casey Coleman, Assistant Director, Student Involvement, Student Development and Campus Life, Montclair State University Jonnine DeLoatch, Director of Student Belonging, Division of Student Development and Campus Life, Montclair State University 5. Chinasa Eke-McClean, Assistant Dean of Student Life, Bloomfield College of Montclair State University 6. Sally Grapin, Associate Professor, Educational Psychology, College of Humanities and Social Sciences 7. Hannah Lindeblad, Student Communications Manager, Division of Student Development and Campus Life, Montclair State University 8. Vicki Nauta, Director of Career Services, College of the Arts, Montclair State University 9. Laura Valente, Assistant Dean for Student Affairs, The Graduate School, Montclair State University
<p>Lines of Inquiry</p>	<ol style="list-style-type: none"> 1. How effective are University practices for graduation, retention, persistence, and success? How does our analysis of disaggregated data of student achievement inform our institutional priorities and equitably support all student populations? 2. In what ways, and to what extent, do we support and help students align educational and career or other postgraduate goals? Where are the opportunities to improve? 3. In what ways do programs such as orientation, athletics, mental health services, mentoring, and other co-curricular activities provide support for the student educational experience to enhance retention, belonging, and success? How do we define and assess co-curricular student engagement and take action on the findings? 4. How does the institution assess and revise its programs or interventions that are designed for students who are not adequately prepared? 5. How has the institution revised its advising and coaching practices to ensure student success? How do we define and measure the success of advising across student populations? 6. In what ways does classroom engagement support the student experience and take action on the findings?

Standard V: Educational Effectiveness Assessment

<p>Standard V: Working Group</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Todd Kelshaw, Associate Director and Professor, School of Communication and Media, College of the Arts, Montclair State University 2. Irina Koroleva, Associate Director of Assessment and Accreditation, Academic Affairs, Montclair State University <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Esperanza Brizuela-Garcia, Associate Professor, History Department, College of Humanities and Social Sciences 4. Dana Levitt, Chair, Counseling, College for Community Health, Montclair State University 5. Mark Korlie, Associate Professor, College of Science and Mathematics, Montclair State University 6. Nora McCook, Associate Professor of Writing, Bloomfield College of Montclair State University 7. Quinn Vega, Professor, Biology, College of Science and Mathematics, Montclair State University 8. Michelle Zhu, Professor, School of Computing, College of Science and Mathematics, Montclair State University
<p>Lines of Inquiry</p>	<ol style="list-style-type: none"> 1. How do those who are responsible for engaging in the assessment process collaborate to ensure the clear articulation of student learning outcomes at the degree/program level in order to effectively design, execute, interpret, report upon, and make use of assessment? 2. How do we know that what we're teaching is what students need to succeed personally, academically, civically, and professionally? 3. Given the rapid rate of change for our institution, disciplines, and professional fields, how effectively do our assessment processes (as well as our periodic evaluation of assessment processes) support proactive curriculum development to ensure alignment with emerging trends? 4. Given recent and ongoing pedagogical shifts that enable students to experience a mix of classroom-situated, remote place-based, and online instruction, do our assessment processes effectively inform us about connections between curriculum and instructional modalities? 5. In designing, executing, interpreting, reporting upon, and making use of assessment, is our collective vision in line with Montclair's institutional mission and goals?

Standard VI: Planning, Resources, and Institutional Improvement

<p>Standard VI: Working Group</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Masela Obade, Assistant Director of Institutional Research and Effectiveness, Montclair State University (to be replaced in AY25) 2. Karen Ramsden, Market Research Analyst, University Communications and Marketing, Montclair State University <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Sharif Akkara, Senior Director, PMO Operations, Enterprise Application Services, Montclair State University 4. Yolanda Brandon, Director of Facilities Strategic Operations, University Facilities, Montclair State University 5. Christopher Donoghue, Professor, Sociology, College of Humanities and Social Sciences, Montclair State University 6. Julie Fleming, Director, Student Center, Montclair State University 7. Mysti Stay, Clinical Specialist, Theatre and Dance, College of the Arts, Montclair State University 8. Jim Robinson, Director of Auxiliary Services, Montclair State University 9. Aparna Varde, Associate Professor, School of Computing, College of Science and Mathematics, Montclair State University
<p>Lines of Inquiry</p>	<ol style="list-style-type: none"> 1. In what ways does Montclair leverage the various data streams/sources available to enhance planning and resource allocation leading to institutional improvement? 2. How is Montclair responding to the need for capacity in a proactive manner? Do divisions plan together to anticipate changes e.g. increase enrollment corresponding with hiring additional faculty, utilizing the need for increased space, technology needs, etc.? 3. In what ways is Montclair positioning itself for resource efficiencies to maximize cost synergies across all University divisions, including Bloomfield College of MSU? 4. How does Montclair's resource allocation reflect its mission, strategic priorities, and the various elements that are central to its identity within New Jersey, across the US, and internationally? 5. How does the University incorporate assessment activities into resource allocation? What metrics are used to make resource allocation decisions and how are resource allocations tracked and evaluated? 6. How is the University planning for long term sustainability? What is the approach to multi-year planning, long term capital planning, etc? And how has this contributed and supported institutional priorities?

Standard VII: Governance, Leadership, and Administration

<p>Standard VII: Working Group</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Scott Kight, Associate Dean for Academic Affairs and Instruction, College of Science and Mathematics, Montclair State University 2. Leslie Wilson, Associate Dean, College of Humanities and Social Sciences, Montclair State University <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Keith Barrack, Chief of Staff, Office of the President, Montclair State University 4. Tammy Castro, Professor of Biology, Interim Dean of Academic Affairs, Bloomfield College of Montclair State University 5. Elizabeth Emery, Professor, World Languages and Cultures, College of Humanities and Social Sciences, Montclair State University 6. Brigid Harrison, Professor, Political Science, College of Humanities and Social Sciences, Montclair State University 7. Eric Jacobson, Professor, Teaching and Learning, College of Education and Engaged Learning, Montclair State University 8. Joseph Oluwole, Chair and Professor, Educational Leadership, College for Education and Engaged Learning, Montclair State University 9. Kate Temoney, Chair, Department of Religion, College of Humanities and Social Sciences, Montclair State University 10. Rreze Zejnullahi, Instructional Specialist, Information Management and Business Analytics, Feliciano School of Business, Montclair State University
<p>Lines of Inquiry</p>	<ol style="list-style-type: none"> 1. How have the changes Montclair has implemented to its administrative structure impacted the University's growth and progress? 2. How clear and transparent are the governance structures of the University? What are necessary improvements to ensure commitment to the University's mission and goals? 3. How has the institution incorporated the opportunities for students to participate in governance and decision making? 4. How has the creation of interest groups/caucuses affected institutional governance to allow for the inclusion of additional voices? 5. How do communication channels across the levels of leadership affect decision making and implementation? What are opportunities to strengthen campus participation in shared governance?

Working Group 8 : Verification of Compliance and Evidence Inventory

<p>Verification of Compliance and Evidence Inventory: Working Group 8</p>	<p><u>Co-Chairs:</u></p> <ol style="list-style-type: none"> 1. Klavdiya Hammond, Director, Data and Analytics, Enterprise Application Services, Montclair State University 2. April Catching, Director of Advising, High-Impact Practices and the First-Year Experience, University College, Montclair State University <p><u>Members:</u></p> <ol style="list-style-type: none"> 3. Matthew Calvert, Director of Academic Policy, University College, Montclair State University 4. Tiffany Ciprian, Staff Clinician and Coordinator of Outreach and Prevention, Counseling and Psychological Services, Division of Student Development and Campus Life, Montclair State University 5. Andrew Gerstmayr, Enterprise Information Systems, Bloomfield College of Montclair State University 6. Megan Matesic, Lead Institutional Research Analyst, Office of Institutional Research and Effectiveness, Montclair State University 7. Tara Morlando Zurlo, Director of Red Hawk Central, Enrollment Management, Montclair State University
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Engaging Students in the Accreditation Process

Engaging students in the accreditation process is essential for fostering a sense of ownership, transparency, and accountability within the university community. Montclair plans to involve undergraduate and graduate students of all levels in the accreditation process with a range of different practices including:

1. Educate Students About Accreditation: We already started engaging the University's Student Government Association (SGA) through information sessions in order to educate students about the importance of accreditation, what it entails, and how it impacts their educational experience. We will expand the circle of reach with more information sessions and materials during the upcoming two years.
2. Include Students in Self-Study Teams: Involve students in self-study teams responsible for assessing the university's compliance with accreditation standards. Students will be able to provide valuable insights, feedback, and perspectives on various aspects of the institution and the accreditation process.
3. Seek Student Feedback by Conducting Listening Sessions: Regularly solicit feedback from students regarding their experiences with academic programs, support services, and overall campus climate. This feedback can inform the accreditation process and help identify areas for improvement. The university will organize various focus groups, surveys, and data collection activities where all students can participate. The university is particularly interested in the participation of some under-represented groups (e.g.

commuter students) and is strategizing in order to maximize their participation in the process.

4. Host Town Hall Meetings and Forums: Organize town hall meetings and open forums where students can voice their opinions, ask questions, and engage in discussions about accreditation-related topics. These events create opportunities for dialogue and collaboration between students and university administrators. Leverage technology platforms (e.g. virtual town halls) to reach a wider audience of students and gather their input.

5. Recognize and Acknowledge Student Involvement: Acknowledge and celebrate the contributions of students to the accreditation process through public recognition, awards, and other forms of appreciation. This reinforces the importance of student engagement and encourages continued participation.

VI. GUIDELINES FOR REPORTING

Working Groups will work on scaffolded activities that lead to the development of specific inquiry plans and drafts of progress reports and final reports. All groups will work on sequential tasks following prescribed templates and editorial style, citation, and formatting conventions provided by the executive leadership team:

- Complete and expand the evidence inventory with targeted data through collaboration with group 8 and identify any evidence gaps;
- Develop outlines in bulleted format from the corresponding lines of inquiry;
- Complete a table that establishes compliance with all standards, criteria, and sub-criteria of the MSCHE and Requirements of Affiliation (with links to data);
- Develop first drafts of Working Group Reports with in-depth analyses of lines of inquiry;
- Identify potential areas for improvement and provide a preliminary action plan for the next phase of strategic planning.
- Receive and integrate feedback from Executive Leadership Team, Steering Committee, senior executive leadership teams such as the Academic Affairs Council and the Executive Council and generate second drafts of Working Group Reports;
- Provide ongoing input and feedback as the Executive Leadership Team generates complete drafts of the Self-Study Report and circulates the report in open forums across campus and all stakeholders to gather feedback.

The schedule of activities for the completion of the self-study report and process is as follows:

ACTIVITIES	DELIVERABLES	RESPONSIBLE BODY	DATES
SUMMER 2024 Self-Study design approved	1. WG Chairs Meeting: Review feedback on draft design and discuss evidence inventory and lines of inquiry	Working Group Chairs, Executive Leadership Team	June
	2. Review and finalize Self-Study design document and submit to MSCHE	Steering Committee, Executive Leadership Team	July
	3. Status update and submit preliminary evidence inventory and identify gaps	Working Groups	August
	4. Finalize all templates for self-study reporting	Executive Leadership Team	August
Fall 2024 Inquiry plans	1. Continue inquiry and collect new data as needed	Working Groups	September - December
	2. Progress report	Working Groups	November
Spring 2025 Draft document prepared	1. Select Chair of Evaluation Team and set date for visit (April, 2026)	Executive Leadership Team	January
	2. First outline draft of chapters prepared and submitted	Working Groups	February
	3. First draft of chapters reviewed and discussed to identify gaps	Executive Leadership Team	March
	4. Second draft of chapters prepared and submitted	Working Groups	April
	5. First draft of document prepared and discussed to begin integration	Executive Leadership Team	May
Summer 2025 Draft document reviewed	1. Second draft of document discussed, evidence inventory completed, reviewed by wider campus community and stakeholders to polish and finalize recommendations	Working Groups, Steering Committee, Executive Leadership Team, Provost, President Koppell	June-August
Fall 2025 Final document prepared	1. Draft of Self-study report prepared (digital and print versions of self-study report generated)	Working Groups, Steering Committee, Executive Leadership Team	September
	2. Chair of Evaluation Team conducts preliminary visit, reviews, and provides feedback	Working Groups, Steering Committee, Executive Leadership Team	October - November
	3. Finalize arrangements for hosting Evaluation Team Visit	Executive Leadership Team	TBD
	4. Verification of Compliance with Accreditation-Relevant Federal regulations	Executive Leadership Team	December
Spring 2026	1. Final Self-Study report and evidence inventory (digital and	Executive Leadership Team	February

Final Self-Study report reviewed & Team Visit	print versions) completed and submitted to MSCHE		
	2. Prepare and hold campus visit for Accreditation	Executive Leadership Team	Early April
	3. Institutional Response to MSCHE Team Report	Executive Leadership Team	May

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

In accordance with MSCHE standards, the Self-Study report will be approximately 100 pages in length, exclusive of appendices, and organized as follows:

1. **Executive Summary:** A short description of the findings and recommendations of the Self-Study.
2. **Introduction:** A brief overview of Montclair State University and the Self-Study process.
3. **Standards for Accreditation:** An analytical discussion of each standard in a separate chapter, including the data reviewed and inquiry undertaken; analysis and discussion of the data in reference to the institutional priorities; cross-references to relevant materials in other parts of the report; conclusions including strengths and challenges, with reference to appropriate criteria; and opportunities for ongoing institutional improvement. The university’s compliance with the requirements of affiliation and compliance with federal and state regulations will be addressed under the chapter devoted to Standard II.
4. **Conclusion:** A summary of the major conclusions reached and the institution's recommendations for self-improvement.
5. **Appendices:** A listing of evidence used to support each finding and conclusion.

VIII. SELF-STUDY TIMELINE

Montclair State University is requesting a spring 2026 on-site evaluation team visit in light of its recent merger with Bloomfield College of Montclair State University. This will provide the institution with additional time to assess the progress towards the seamless integration of academic programs, administrative functions, and overall institutional synergies. This proactive approach will ensure a comprehensive evaluation of the merger's impact with opportunities to identify areas of success, as well as any challenges, and foster a cohesive academic environment for all stakeholders involved.

The table below summarizes the four phases of the self-study and presents the completion timeline of all the major milestones of the project.

MSCHE Accreditation Cycle 2023-2026

Phase	Activity Period	Milestones
Phase I: Planning for Accreditation Cycle & Fall Institute	June to November 2023	<ul style="list-style-type: none"> • Establish Leadership Team, Steering Committee and Working Group co-chairs and members for Accreditation Cycle; establish list of peer institutions; determine necessary administrative support that will facilitate process (beginning 6/23) • Establish budget for accreditation cycle (8/23) • Attend Self-Study Institute (9/23-10/23) • Share Accreditation Cycle timetable and resources with Executive Council, Academic Affairs Council, University Leadership Council, Management Team, Steering Committee, and Working Groups (10/23-11/23) • Establish technological infrastructure and process to build the evidence inventory (11/23) • Revise accreditation website and generate communication plan to maximize campus engagement (beginning 11/23; ongoing)
Phase II: Self-Study Design (SSD) & Self-Study Preparation Visit (SSPV)	November 2023 to May 2024	<ul style="list-style-type: none"> • Define institutional mission, identify 3-5 institutional priorities, and organizational approach to self-study (11/23-1/24) • Conference call with MSCHE VP for Institutional Field Relations to discuss self-study premise (1/8/24) • Guide Steering Committee and Working Groups to conceptualize and organize relevant tasks; establish efficient methodology for the collection and storage of evidence (1/24-5/24) • Communication plan for institutional constituents (campus kick-off event & formal announcements & presentations) (2/24-3/24) • Provide regular updates to University Leadership Council, Executive Council, Academic Affairs Council, Working Groups, Senate, College/School/ Department Meetings, SGA, BOT and gather feedback on SSD DRAFTS (2/24-3/24) • Finalize and upload SSD and Supporting Evidence to MSCHE portal (3/15/24)
Phase III: Completion of Self-Study & Evidence Inventory	May 2024 to February 2026	<ul style="list-style-type: none"> • Establish integrative and collaborative foundation for Self-Study process and clear deadlines and benchmarks for progress reports; develop “Key Institutional Phrases & Terms” glossary and templates for reporting (5/24-9/24) • Working groups gather and analyze data and submit regular progress reports to Steering Committee; Identify overlapping lines of inquiry, gaps in institution-level data, etc.; establish a regular timetable for updates and vetting of information by key institutional stakeholder groups (9/24-4/25)

		<ul style="list-style-type: none"> • Establish Evaluation Team Chair and team members; select visit dates (4/25) • Share with campus community first draft of Self-Study and establish open forums and multi-channel feedback mechanisms (4/25) • Share with campus community and Team Chair second draft of Self-Study (two weeks before preliminary visit) (10/25) • Finalize Self-Study Report (100 single-spaced pages), Verification of Compliance, Evidence Inventory and upload to MSCHE portal (6 weeks before Team Visit) (1/26-2/26)
Phase IV: On-Site Evaluation Visit & Institutional Response	February 2026 – May 2026 (MSCHE Action between July & November 2026)	<ul style="list-style-type: none"> • Coordinate and finalize all logistics (accommodations, transportation, technology) for Team Visit (1/26) • Set agenda and schedule of Evaluation Team Visit (welcome event, daily meetings, open sessions, exit meeting); additional location visits and recruit institutional members & students for sessions (2/26) • Continue regular meetings and updates and prepare all constituents on both campus sites for meetings with Evaluation Team – President, BOT, VPs, Deans, Faculty, Staff, Student Reps, Working Groups 2/26-3/26) • Execute On-Site Evaluation Visit; Respond to impromptu requests for meetings and information from the MSCHE Evaluation Team (4/1-4/12/26; precise date TBD) • Review Team Report (for factual errors) (4/26) • Consult with Institutional Leadership and prepare Institutional Response to Team Report (4/26) <p>MSCHE Commission meets to determine action (6/26-11/26)</p>

IX. COMMUNICATION PLAN

Montclair State University has developed a comprehensive and inclusive communication plan for the self-study that employs multiple communication channels and a regular cadence which will strengthen the transparency around the process and findings and ensure all key stakeholders remain well-informed and engaged throughout.

COMMUNICATION PLAN					
PURPOSE	STAKEHOLDER	INFORMATION/ MESSAGE	METHOD	TIMING/ CADENCE	SENDER
Build & facilitate seamless workflow and collaboration for the self-study	University Executive Leadership, Accreditation Leadership Team, Steering Committee and Working Groups	Sharing and discussion of information and data, reporting guidelines and templates, process, progress, analyses, and recommendations	Email updates & notifications, in-person and Zoom meetings	Fall '23 – Spring '26 Monthly email updates; Bi-Monthly meetings with Steering Committee and Working Groups; Individual WG meetings as determined by WG co-chairs	Provost's Office Leadership Team Working Group Co-Chairs
Create awareness, inform through message cascade; Create public information repository on process & progress	All campus stakeholder groups on Montclair and BCMSU campuses (Students, Faculty, Staff & Administrators, Alumni and External Community Partners	High level project description/ information and timeline, regular project updates and status reports	Campus email announcements, BOT and SGA meetings, Senate meetings, College/School/ Department meetings, alumni e-letters, Montclair MSCHE Accreditation website, University news channel	Fall '23 – Spring '26 Prepare and launch with completion of MSCHE Self-Study Institute and then milestones, as needed each semester	Provost's Office Leadership Team Alumni Relations Office

Provide evolving information and data, elicit input, identify issues/ roadblocks, engage in planning and project management	University Leadership Council, Executive Council, Academic Affairs Council, Chairs Council, Steering Committee, Working Groups	Clarify status and planned way forward with detailed timeline; Provide up to date information and clear guidance about responsibilities and required deliverables at different phases of the self-study	Emails, surveys/forms, and informal presentations and summary updates at regularly scheduled meetings	Fall '23 – Spring '24 Launch kick-off meetings with all leadership groups Summer '24- Spring '26 Regular check-ins, as needed for groups	Provost's Office Leadership Team
Inform, elicit appropriate input on SSD and SSR, engage campus community, build support and trust, minimize misinformation	Chairs, Faculty & Staff, Students and SGA, Senate, Alumni,	Project updates and status reports, project benefits, data and feedback on directions, analyses, and recommendations	Formal and informal presentations at regularly scheduled meetings based on University Administrative Calendar, organized town-halls and open forums, focus groups and surveys	Spring 2024 for SSD Fall 2024 through Fall 2025 for SSR Publicize drafts of both SSD and SSR and provide opportunities for discussion, feedback, and review	Provost's Office Leadership Team
Inform, elicit input, feedback and approvals, build support	Board of Trustees	Project updates and status reports	Emails, public meetings	BOT meetings (Spring 2024 are on 2/9, 4/12, 6/6, and 7/18) and then TBD	President and President's Chief of Staff (Keith Barrack) Provost's Office

The following email was established in Fall 2023 for the self-study as a primary mechanism for communication, questions, and feedback from the campus community:
selfstudy2026@montclair.edu

X. EVALUATION TEAM PROFILE

Montclair State University recommends the following profiles for the evaluation team chair and team members that reflect this moment of profound transformation and growth for the institution:

- **Team Chair:** A university president, provost, or chief executive officer with prior senior leadership experience at an R2, public Minority Serving and Hispanic-Serving Institution who appreciates the opportunities and challenges presented by leadership transitions, institutional growth, and a recent merger with a private Predominantly Black, Hispanic-Serving, Minority Serving Institution (now Bloomfield College of Montclair State University).
- **Team Members:** Preference for team members with backgrounds in institutions serving diverse student populations and expertise in academic affairs and assessment (e.g. launch and assessment of a new GenEd program, new academic structures and programs, or HIPs) , student affairs, integration processes, and financial planning and modeling.
- **Peer, Aspirant, and Competitor Institutions:**

Peer Institutions	Aspirant Institutions	Competitor Institutions
Bowling Green University, OH	University of North Carolina Charlotte, NC	Drexel University, Philadelphia, PA
Binghamton University, NY	University of Illinois Chicago, ILL	Fordham University, Bronx, NY
Indiana State University, IN	George Mason University, VA	Penn State University, State College, PA
Old Dominion University, VA	SUNY – Albany, NY	Temple University, PA
Rowan University, NJ	Virginia Commonwealth University, VA	Towson University, Towson, MD
UMass, Boston, MA		University of Delaware, Newark, DE
University of North Carolina Greensboro, NC		

XI. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

Montclair State University will continue to submit the Annual Institutional Update (AIU) based on the Accreditation Review Cycle and Monitoring Policy and Procedures. All stakeholders involved with the self-study process will have access to the reports and be able to review and integrate indicators and metrics in key areas (student achievement, annual enrollment-FTE, and financial health as well as federal financial responsibilities) throughout the self-study period.

Considering such information is essential to the self-study, Institutional Research (IR) will also disaggregate the data included in the AIU and provide it to the working groups as they conduct their analyses. Some data (for example, enrollment trends and student achievement) will be important to all working groups, while other information, such as financial data, will be more useful to just one or two working groups.

XII. EVIDENCE INVENTORY STRATEGY

Describe the institution's strategies for populating and managing the Evidence Inventory, including ensuring compliance with the Evidence Expectations by Standard from the beginning of the self-study process forward. Strategies might include designating a separate Working Group, assigning the refinement of the Evidence Inventory to members of the Steering Committee, among others. Be sure to include the types of institutional data points that will be analyzed for each standard, with the understanding that peer evaluators will follow closely the Evidence Expectations by Standard and determine whether and to what extent the institution has met these expectations. Please note that institutions should make the relevance of each piece of evidence clear in the self-study narrative. Also, since some pieces of evidence may apply to more than one standard, the Evidence Inventory allows institutions to cross reference or assign uploaded data to more than one standard.

Montclair State University has established two parallel processes to enable thoughtful and comprehensive data collection and facilitate the complex analytical work of Working Groups:

1. The University constituted an eighth working group whose membership comprises individuals from various areas of institutional operations who are fluent in data collection and presentation. Each member of WG8 serves as liaison to one of the other seven working groups that have also assigned one of their members as the point person for data collection. This process will result in enhanced communication and collaboration and will minimize the number of floating requests.
2. The University will use a combination of Nuventive data banks, where evidence is cataloged by Key Performance Indicators (KPIs) relating to the last Strategic

Plan, and a shared Google drive and Google Sheet with a more comprehensive data bank that catalogs evidence by accreditation standards and criteria. Both will be readily available to all working group members and the Steering Committee which will enable the identification of any data gaps or overlaps, requests for additional data, and collaboration in analysis.

APPENDIX A

UNIVERSITY INTEGRATION COMMITTEE (UIC) & PROGRESS MILESTONES

University Integration Committee (UIC) Membership

AREA	NAME	TITLE
UNIVERSITY INTEGRATION COMMITTEE CO-CHAIRS	Ben Durant	Interim Chief Operating Officer and Senior VP, Office of the President, Montclair State University
	Junius Gonzales	Provost and Senior VP for Academic Affairs, Montclair State University
1. Academic Affairs	Joanne Cote-Bonanno	Associate Provost for Academic Programs and Assessment
	Tammy Castro	Interim Dean, BCMSU
	Christine Lemesianou	Associate Dean, College of the Arts Special Advisor to the Provost for Accreditation
	Nicole DeCapua	Principal for Academic Affairs Integrations, Montclair State University (new position)
2. Budget & Planning	James Solodar	Assistant Vice President for Budget and Planning, Montclair State University
3. Development	Jeanette Hanlein	Executive Director of Advancement Services, Montclair State University
4. Enrollment Management	Tara Morlando Zurlo	Director of Red Hawk Central, Montclair State University
	Wendy Lin-Cook	VP for Enrollment Management, Montclair State University
5. Finance & Treasury	Larissa Crosby	Controller, Montclair State University
	Michael Galvin	Interim VP for Finance and Treasurer, Montclair State University
6. Human Resources	Valerie Hunter	Associate Vice President for Benefits, Compensation and Payroll, Montclair State University
	David Vernon	VP for Human Resources, Montclair State University
7. IT	Jeff Giacobbe	Associate Vice President for Enterprise Technology Services, Montclair State University
	Summer Jones	Associate Vice President, Technical Support Services, Montclair State University
	Donna Sadlon	Associate VP for IT Strategy, Enterprise Systems, Montclair State University
8. Legal Counsel	Althea Broomfield-Michel	University Counsel, Montclair State University

9. Student Development & Campus Life	Melissa Ginotti	Associate Vice President, Campus Auxiliary Services and Strategic Initiatives, Montclair State University
10. University Communications & Marketing	Joseph Brennan	Vice President for Communications and Marketing, Montclair State University
11. University Facilities	Yolanda Brandon	Director of Facilities Strategic Operations , Montclair State University
	John Bonin	Executive Director of Facilities Information Technology, Montclair State University
	Shawn Connolly	VP for University Facilities, Montclair State University

Integration Project Master Plan

Recent progress milestones since the last SIR of August 15, 2023 are below:

Academic Affairs: Advising, Academic Success & Support Services

- Conducted collaborative training for both academic support areas for tutors and academic support staff – August 2023 and January 2024
- Negotiated bridge contract with Handshake career platform while BCMSU maintains separate instance February 2024
- Provided temporary support from Montclair to BCMSU Academic Affairs Office (e.g. handling student concerns and grievances) – January through May 2024
- BCMSU students attended career fairs on Montclair campus on February 22, 2024 and March 27, 2024

Academic Affairs: Curriculum

- Identified BCMSU courses in Teacher Ed program - September 2023
- Approved program alteration at BCMSU (P3, K6, and Subject-area) - January 2024 and was reviewed and approved by Montclair Curriculum Committee on 3/20/2024
- SEEDS (new general education program) will have a soft launch at Montclair in Fall 2024 and a full launch at both Montclair and BCMSU in Fall 2025

Academic Affairs: Faculty

- Signed Tenure agreement MOA - Feb 2024
- Completed Interfolio integration: Access for BCMSU - March 2024

Academic Affairs: Special Programs and EOF

- Developed the Montclair/BC Summer Bridge 2024 budgets and program models and timeline for execution – January 2024
- Hold Summer Bridge launch meeting with campus stakeholders - April 4, 2024
- Update website, marketing materials, payment portal – March 2024

Budget and Planning

- Integrate BCMSU into annual State budget submission - November 2023
- Transition BCMSU tuition and fee models to Montclair norms - January 2024
- Integrated/Aligned the Fee Structure - Jan 2024

Development

- Transition of Investment Oversight - September 2023
- Integrated BCMSU Constituent Outreach (Donors and Friends) - October 2023

Enrollment Management

- Developed new institutional merit, need-based and housing aid model - Fall '23 semester - September 2023
- Developed three years enrollment projections - Fall '23 semester - August 2023

Enrollment Management: Admissions

- Implemented new Recruitment/Communication/Marketing Plan for Prospects, Applicants - September 2023
- Integrate BCMSU and Montclair into one centralized Common Application/CRM system. Spring '24 – October 2024 to Slate integration (including return feed) completed - February 2023

Enrollment Management: Registrar

- Aligned BCMSU with Montclair academic calendar - Fall '23 semester - September 2023
- Changed all 4 credit courses to 3 credit courses at BCMSU - Fall '24 courses - February 2024
- Aligned BCMSU with Montclair course blocks - Fall '24 semester - March 2024

Enrollment Management: Financial Aid

- Adjusted BCMSU's financial aid package including newly calculated based on the newly uniform rate with Montclair - Fall '23 semester - September 2023

Finance and Treasury

- Integrated Procurement process - July 2023
- Established Bi-weekly cash balance submission and monthly reporting to US Department of Education - October 2023
- Consolidated Balance Sheet submitted to US Department of Education - October 2023
- Bloomfield Cyber Insurance and Property Risk insurance brought under Montclair's insurance policy - Mar 2024

Human Resources

- Integrated HR policies and update BCMSU website to link to the Montclair HR website - December 2023
- Integrated Payroll processing - December 2023

Information Technology

- Established high-speed network infrastructure at BCMSU - October 2023
- Implemented Google 2-Step Authentication for all BCMSU employees and students - October 2023

Legal Counsel

- US Dept of Education Change in Ownership (Step 1) submitted - July 2023
- Developed a strategy to maintain BCMSU PBI status - December 2023

Student Development and Campus Life (SDCL)

- Implemented BC News - Sep 2023
- Included BCMSU employees/students in MSU alert systems - December 2023
- Decisions made and approved for next year's athletic programs. Announced the changes - February 2024

University Communications

- Developed a branding campaign theme: Small College. Big Outcomes. Built for You - January 2024
- Implement BCMSU branding campaign with outdoor boards in high-traffic locations – December 2023
- Produced brand video - January 2024
- Launched IG campaign - February 2024
- Integrated BCMSU into MSU magazine - February 2024

University Facilities

- Completed Fire Safety evaluations and updated evacuation plans at BCMSU - Oct 2023
- Integrated Facilities ticketing system (Freshdesk to Maximo) - Nov 2023
- Integrated BCMSU properties to the Montclair EH&S regular inspection - Dec 2023
- Completed Environmental Health & Safety inspections on Bloomfield facilities - Jan 2024

University Libraries

- Implement 24/7 chat reference for BCMSU library – January 2024
- Major revision of Bloomfield College Library website and integration of Bloomfield content into a unified Montclair University Libraries website (March 2024)
- Enhance Interlibrary Loan Services (March 2024)