

MONTCLAIR STATE UNIVERSITY



Capital Master Plan

Fiscal Years 2013-2017

February 2013



MONTCLAIR STATE

UNIVERSITY

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Capital Master Plan Fiscal Years 2013-2017

Introduction

From its early days as a normal school to its present standing as one of the leading comprehensive universities in the state and region, Montclair State saw remarkable change and growth during its first 100 years, and the University has entered its second century as an important educational resource for the State of New Jersey.

Over the past decade, the University has allocated its resources in accordance with its strategic plan, focusing on faculty, facilities, student support services, and up-to-date technologies in support of teaching and learning. Underlying these priorities is enrollment growth of 36% from 13,502 students in fall 2000 to 18,382 in fall 2012. During this period, MSU dramatically increased academic space by 73%, adding 564,000 square feet for a total of 1.3 million square feet today. Despite this progress, Montclair State still has a conservatively estimated space deficit of 600,000 square feet when compared to similar institutions nationally.

The main campus of Montclair State University has 252 acres divided between the town of Montclair in Essex County and the municipalities of Little Falls and Clifton in Passaic County. Presently over 60 buildings

comprise the physical plant, including instructional, research, campus life, performing arts, athletics, administrative, and residential facilities. The University also operates the New Jersey School of Conservation, a 240-acre environmental education and research center in Stokes State Forest (Sussex County).

The 2007 Middle States Association comprehensive reaccreditation review of the University concluded that Montclair State's pace of innovative and positive change was unprecedented in higher education and noted that resources have gone to the institution's highest strategic priorities.

Since FY 2000, Montclair State University has focused on student growth and achievement, teaching and research, development of new programs, and expansion of technology and capital infrastructure.



Academic Program Highlights and Recognition

- The 2007 Middle States Association reaccreditation committee recognized MSU for having a “clear mission and vision that is responsive to State needs,” “visionary and practical leadership,” use of resources for “the highest strategic priorities,” and a “dedicated faculty.”
- In August 2009, *Forbes* ranked Montclair State University as the top public college or university in New Jersey and as among the top 100 public institutions in the country.
- In FY 2008, the George Lucas Education Foundation named Montclair State University’s teacher education program among the nation’s top ten.
- *Business Wire*, in reviewing Montclair State’s bond ratings, wrote: “The ‘A’ rating is primarily supported by MSU’s historical operating profitability, strong revenue growth, impressive undergraduate enrollment growth, and an increasingly prominent market position....The University’s strategically focused, results-oriented management team is strengthening the University’s academic and operating profiles and its physical plant.”
- The University’s full-time faculty has grown 39.5% since fall 2000.
- Academic programs added in the past nine years include: BA in Communications and Media Arts, BS/MS in Sustainability Science, BS in Accounting, BA in Television and Digital Media, BA in Fashion Studies, BFA in Industrial Design, BS in Athletic Training, BS in Business Administration in Hospitality Management, BS in Information Technology, BS in Science Informatics, joint BS/PharmD in collaboration with Rutgers University, BS/MS in Aquatic and Coastal Sciences, MA in Child Advocacy, MA in Teaching Middle School Mathematics, MS in Nutrition and Food Science, MS in Molecular Biology, MS in Pharmaceutical Biochemistry, Master of Public Health, Doctor of Science in Audiology, PhD in Counselor Education, PhD in Environmental Management, and PhD in Family Studies.
- Sprague Library holdings have increased by approximately 10,000 items annually.
- From FY 2005 to the present, Montclair State won over \$66.5 million in competitive external research grants.



- In 2007, MSU received \$9.5 million from the estate of Margaret and Herman Sokol, enabling the creation of the Sokol Institute for Pharmaceutical Life Sciences.
- In recent years, Montclair State received \$15.5 million in public and private grants and contracts to help New Jersey schools improve science education, and in FY 2013, it was awarded an additional \$2.5 million for these purposes.
- The Passaic River Institute was created by the University to study and provide remedial approaches to the environmental quality of this critical state waterway.
- In 2006, MSU established the John J. Cali School of Music, and in 2012, it established the School of Communication and Media.
- In FY 2008, Montclair State's innovative Peak Performances series was deemed "indispensable" by *The New York Times*.
- The Governor's Council for Medical Research and Treatment of Autism awarded the University's Center for Autism and Early Childhood Mental Health \$1.5 million in 2012 to establish the New Jersey Autism Center of Excellence and coordinate statewide autism research and treatment.
- The College Board reported that MSU maintains its place as the second most popular choice in New Jersey among students taking the SAT, with over 10,500 in-state students sending their scores to the University.

Finances

The University's FY 2013 operating budget is \$335.2 million. Total state support, including general appropriation and fringe benefit support, constitute only 24% of the total operating budget. State direct appropriation dollars per FTE student have decreased 48% from \$4,795 in FY 2001 to \$2,496 in FY 2013, leaving Montclair State students under-supported and well below the FY 2013 \$3,750 average per FTE student appropriation for all other New Jersey senior public institutions. At the same time, the current state authorized position count of 1,316 is completely out of sync with the size of the University, the scope of its programs, and the number of its students, and it is well below the average student-to-employee ratio at the other New Jersey public institutions.

Today, Montclair State must generate 76% of its operating budget from tuition

and fees, earned income and other external funding sources as compared to 54% in FY 2001. Increased costs resulting from enrollment growth, inflation, state-mandated wage increases, facilities construction and maintenance, and academic and technology improvements are increasingly dependent on new revenue, primarily tuition dollars.

The University has repeatedly asked the State of New Jersey to be a key partner in Montclair State's ongoing efforts to provide its growing student body with an accomplished faculty, programmatic excellence, and learning environments that support academic and lifelong success. That support has not been forthcoming, but the following numbers demonstrate clearly that Montclair State has yielded maximum benefit to the state from the modest resources it has received:

	FY 2001	FY 2013	% Change
General State Appropriation	\$46.8 million	\$38.6 million	(17.5%)
State Appropriation per Student	\$3,467	\$2,101	(39.4%)
State Appropriation per FTE	\$4,795	\$2,496	(47.9%)
Enrollment	13,502	18,382	36.1%
Degrees Granted	2,398	4,414	84.1%
Full-time Faculty	415	579	39.5%
Students Housed	1,993	4,463	124%
Academic Square Footage	770,000 sq ft	1,288,000 sq ft	67.3 %
Revenue from External Sources (Gifts, Grants, Research, Contracts)	\$5.4 million	\$17 million*	214.8%
Foundation Assets	\$17.9 million	\$59.1 million*	230.2%

**As of 6/30/12*

Of particular note is the fact that the University is now granting more than 2,000 more degrees each year than it did in 2001.

General appropriations support has declined over the years and has, in fact, been further diminished when the substantial effects of inflation are factored in. Nevertheless Montclair State is educating significantly more students, granting considerably more degrees, housing more students, hiring more faculty, providing more academic facilities, increasing

its revenues from external sources, and maintaining a healthy, stable and balanced budget. The University's administration, including the management and uses of its resources, has been praised by every external entity that has reviewed the institution's operations.

The evidence suggests that any investment in Montclair State will be used wisely and will yield very substantial results for the state.

Facilities

As Montclair State continues to move forward in accordance with key elements of its strategic plan, with minimal state operating support for this growing and developing institution, state support for capital facilities takes on especially increased importance to the University's ability to realize its full potential for service to the state.

The University is still well below the national average of gross square feet per student for institutions of similar type and size. The University's current critical facilities deficit is approximately 600,000 square feet for academic and administrative facilities, with an urgent need for more academic space, particularly in the life sciences and professional programs. State support would advance the state and University's shared goals of building academic excellence, educating New Jersey's workforce, supporting robust economic growth, and enhancing the quality of life for citizens of New Jersey.

In the absence of capital support from the state, Montclair State University has undertaken its capital program on its own in recent years. It has expanded and improved its physical assets, including new construction, modernization and renovation of existing buildings, campus-wide utility and infrastructure upgrades, and completion of life safety and compliance projects. The University, however, has now essentially reached the limit of what it can do without some appropriate shared investment by the state.

In regard to ongoing maintenance, prudent asset management of long-term facilities requires an annual investment for capital preservation and renewal of at least 1.5% of asset replacement value. For Montclair State, 1.5% of its \$735 million capital asset replacement value would amount to \$11 million. Accordingly, over the last five years, the University annually has invested approximately \$11 million for asset preservation and renewal.

Major capital projects undertaken and completed in the past 5 years, along with those currently in the final stages of construction, are listed below:

- The John J. Cali School of Music—The renovation and expansion of Chapin Hall to provide a home for the new John J. Cali School of Music was completed in fall 2009. The rebuilt and expanded Chapin Hall has been transformed into a highly functional conservatory-style music facility that occupies 53,000 square feet of space for the University's highly regarded music program. It offers the major features of a conservatory environment including teaching laboratories, rehearsal halls, practice rooms, teaching studios, a music therapy suite, and the 250-seat Jed Leshowitz Recital Hall.
- Panzer Athletic Center—Renovation and rehabilitation of the half-century-old Panzer gymnasium and many of its locker and athletic training rooms was completed in late summer 2009 to better accommodate the needs of the University's 17 intercollegiate athletic teams.

- CarParc Diem Parking Deck—A new 1,556-car parking garage was completed in summer 2010 in the northern portion of campus to alleviate the lack of sufficient parking as student enrollments have continued to rise.
- Francis A. Sinatra Hall—A new 306-bed residence hall was completed in summer 2010 on Clove Road between the Hawk Crossing and Village Student Housing Complexes.
- College Avenue Promenade—A major renovation and site improvement of College Avenue from Normal Avenue to Kasser Theater—including the Cali-Russ-Freeman-College Hall Quad, and new frontage for the Cali School and the Panzer Athletic Center—was completed in late fall 2010.
- Fashion Studies—A major renovation of the former Speech Building was completed in late winter 2011, creating new instructional facilities for the rapidly growing Fashion Studies program.
- Yogi Berra Drive and Surface Parking Lots—The former Quarry Road and Parking Lots 22 and 23 were significantly improved in summer 2011. Enhancements included the installation of new concrete curbs, traffic signal and signs, pavement milling/paving and trees. These improvements have reduced the previous storm water runoff through a reduction in impervious surface materials and the addition of bioswales.
- Solar Farms—A BPU grant of \$2.6 million in 2011 supported the installation of two solar farms at the former Ward Trucking Site in Little Falls and the New Jersey School of Conservation in Sussex County.

- The Heights Student Housing Complex—The first project to be developed under the New Jersey Economic Stimulus Act was completed in June 2011. The project encompassed 2,000 new student residence beds along with a 25,000-square-foot dining facility, named Sam's Place in recognition of MSU alumnus Sam Mills. The University partnered with a private corporation to assume the design, construction, financing and operating responsibilities for this project, which is the largest student housing development ever built in New Jersey.



- Residence Hall Renovations—Renovation of the most urgent needs of the University's aging stock of student housing was accomplished over the last several years.

- Conrad J. Schmitt Hall—A major renovation of, and one-story addition to, the former Finley Hall was completed in 2012 to house a state-of-the-art center for all of the University's programs in foreign languages and linguistics, a mathematics learning center, and radio studios and multi-platform news rooms for programs in media and communication.



- Cogeneration, Heating and Cooling Plant—The University's second project to advance under the New Jersey Economic Stimulus Act is a new energy infrastructure for the campus. This project involves the construction of a new cogeneration, heating and cooling plant and the installation of new steam and chilled water piping throughout the campus. This project is proceeding on time and on budget and is scheduled for completion in August 2013.



The Future

In early 2013, the State of New Jersey made available to Montclair State and other universities potential capital funding resources through the Building Our Future Bond Act, the Higher Education Capital Improvement Fund Act, the Higher Education Facilities Trust Fund Act, the Higher Education Technology Infrastructure Act, and the Higher Education Equipment Leasing Fund Act.

The University's 2013-2017 Capital Master Plan is based upon anticipated access to these state resources along with use of the University's remaining capital bonding capacity, modest transfers from the operating budget to Plant Funds, and the application of public-private partnerships. The projects of the Capital Master Plan are the highest priority capital investments necessary to support the University.

This plan is organized by four general categories: Instruction, Research and Academic Support; Technology Infrastructure; Campus Life Facilities; and Capital Renewal, Transportation and Campus Infrastructure.

All of the projects contained within the Capital Master Plan advance and support the University's overarching educational mission. Each has been thoroughly evaluated to ensure that the investments being made deliver the highest possible return in support of the University's mission. The construction of the listed projects will enable Montclair

State to continue in its role as "an opportunity university" for New Jersey students, enhancing and expanding educational and research opportunities particularly in the life sciences and important professional fields. In addition, these projects will enable MSU to continue its prior track record of promoting innovation and improvement in the delivery of higher education services to New Jersey students, residents and businesses.

The construction or implementation of the selected projects will promote the future growth and continued excellence of the University's academic programs and its sponsored research activities; prepare and equip students to be highly skilled workers who can make value-added contributions to the state and regional economies; and enhance the economic and academic competitiveness of New Jersey by facilitating additional new partnerships and collaborations between MSU and businesses located throughout the state.

A substantial number of these projects—most notably the School of Business building, the Center for Environmental and Life Sciences (CELS), and the Communication and Media building—directly strengthen the Montclair State's important role in supporting and advancing major and emerging sectors of the New Jersey economy.

MONTCLAIR STATE UNIVERSITY

Capital Project Summary

(\$ in thousands)

Project Title	TOTAL
Instruction, Research and Academic Support	
Center for Environmental & Life Sciences	\$ 55,000
School of Business	\$ 66,000
Communication & Media	\$ 50,000
Morehead Hall Renovation	\$ 9,000
Science Halls-Richardson, Science & Mallory	\$ 47,000
College Hall Renovation	\$ 30,000
Partridge Hall Renovation	\$ 12,000
School of Conservation Renovations	\$ 15,000
Life Hall Renovations	\$ 21,000
Art & Design Renovation	\$ 21,000
Subtotal	\$ 326,000
Technology Infrastructure	
Enterprise Resource Planning System	\$ 50,000
Networking Equipment and Systems	\$ 12,500
Computer Lifecycle Replacement	\$ 4,800
Instructional Technology Upgrade	\$ 4,500
Telcom Conversion to IP Service	\$ 700
UPS Upgrade in MDFs & IDFs	\$ 700
Subtotal	\$ 73,200
Campus Life Facilities	
Student Housing Renovation	\$ 40,000
Student Center Renovation	\$ 25,000
Athletic Facility Improvements	\$ 3,125
Subtotal	\$ 68,125
Capital Renewal, Transportation and Campus Infrastructure	
Capital Renewal & Renovation	\$ 44,000
Road & Parking Improvements	\$ 3,125
Berra Drive Improvements	\$ 3,500
Maintenance Building	\$ 6,000
Bond House Renovation	\$ 1,955
Public Safety Building	\$ 1,500
Subtotal	\$ 60,080
Grand Total	\$ 527,405

MONTCLAIR STATE UNIVERSITY

Center for Environmental and Life Sciences

Project Type: Construction-New

Facility Type: Instruction and Research

Project Description and Justification:

This new 98,000 GSF four (4)-story building will support the academic programs and cross-disciplinary research in Environmental and Life Sciences, with a focus on Sustainability Science and Pharmaceutical Biochemistry, and Medicinal Chemistry. The facility will enable the expansion of ongoing collaborative research initiatives and will ease the space demand in other over-utilized science facilities, providing teaching and research laboratories, classrooms, seminar rooms, a 140-seat lecture hall, a vivarium, and a microscopy suite.

The growth in science programs has created an urgent need for more instructional and research space. It would not be an exaggeration to say that the volume and quality of scientific research has exploded at Montclair State over the past decade. The College of Science and Mathematics has recently added programs in Environmental Management (PhD), Sustainability Science (BS and MS), Information Technology (BS), Science Informatics (BS), a joint BS/PharmD in collaboration with Rutgers University, a combined BS/MS in Aquatic and Coastal Sciences, Teaching Middle School Mathematics (MA), Molecular Biology (MS), Pharmaceutical Biochemistry (MS), and an MS/MBA in Chemical Business Administration. The faculty for these and existing programs have become increasingly competitive and productive in attracting external funding for support of their laboratories and their students, and are developing patents with serious potential for licensing. The demand by students for seats in the University's science programs has grown in recent years, and enrollments are up by 50 percent since 2006, with nearly 1,000 majors now in Biology alone. There is simply no remaining space adaptable to the University's growing research and instructional programs in science disciplines that align closely with the state's needs.

PROJECT STATUS

- Ready to bid for construction immediately
- Seeking LEED Certification Level: Silver

ESTIMATED COST (000's)

Construction	\$42,500
Design.....	\$3,000
Technology	\$5,000
Furnishing and Fixtures	\$3,900
Other Fees.....	\$600

Total Estimated Cost: \$55,000

MONTCLAIR STATE UNIVERSITY

School of Business

Project Type: Construction-New

Facility Type: Instruction and Research

Project Description and Justification:

This new 135,000 GSF six (6)-story building will support the academic programs of the School of Business, serving its 2,000 students in state-of-the-art instructional spaces. The facility also will expand ongoing collaborative teaching and research initiatives by providing new space consisting of 29 classrooms, seminar rooms, a 150-seat lecture hall, Executive Education facilities, group study rooms, the Northwestern Mutual Trading Room, and the Feliciano Center for Entrepreneurship. The deteriorated 40-year old building currently housing the School has neither the size nor the infrastructure potential needed to sustain any of these initiatives at a level of quality which will deliver serious business education worthy of the commercial, financial and economic leadership to which New Jersey aspires.

The University's Strategic Plan calls for the fully AACSB-accredited School of Business to serve as an innovative resource for the New Jersey business community, offering strong programs in Finance, Economics, Accounting, Taxation, Management, Marketing, International Business, and Information and Operations Management, as well as active programs in executive education and consulting services for businesses. Enrollment in both the undergraduate business programs and the MBA program has grown. The School recently has overhauled completely its MBA program, emphasizing executive and international training, and is in the final stage of transforming its baccalaureate programs as well. Recent gifts to the School have permitted major initiatives in Entrepreneurship and in Finance.

PROJECT STATUS

- Ready to bid for construction immediately
- Seeking LEED Certification Level: Silver

ESTIMATED COST (000's)

Construction	\$44,220
Design.....	\$3,620
Technology	\$10,000
Furnishing and Fixtures	\$7,450
Other Fees.....	\$710
Total Estimated Cost:	\$66,000

MONTCLAIR STATE UNIVERSITY

School of Communication and Media

Project Type: Construction-New

Facility Type: Instruction and Research

Project Description and Justification:

This new 60,000 GSF, three (3)-story building will support the academic programs of the School of Communication and Media, serving its 1,200 students in state-of-the-art instructional spaces for Audio/Sound Design, Television Production, Public Relations, Media Arts, Electronic Journalism, Documentary, Filmmaking, and Organizational and Health Communication. These very high demand programs are currently in very inadequate space, and the new facility will enable expansion of ongoing collaborative teaching and public-private initiatives by providing laboratories for television and film studio/production, post-production, and mixing/editing; a Newsroom and multi-platform Media Center; classrooms and seminar rooms; and production studios for MSU's collaborations with media partners, such as NJTV, WNYC, and WBGO, as well as the University's radio station, WMSC-FM.

The creation this year of the School of Communication and Media represents the continued growth of programs in this professional field. This School will enable Montclair State to become a leader in communication, digital media and journalism education across all platforms not only for New Jersey but for the region. The School's recent launch was preceded by careful revision of academic programs; the hiring of top-quality professionals to direct and staff those programs; the cultivation of partnerships with professional media, radio and news organizations in the larger region; and the investment in state-of-the-art HD Television studios, radio broadcast studios and teaching facilities, and production staff to operate those facilities.

PROJECT STATUS

- In active design; ready to bid for construction in fall 2013
- Seeking LEED Certification Level: Silver

ESTIMATED COST (000's)

Construction	\$33,600
Design.....	\$3,725
Technology	\$9,375
Furnishing and Fixtures	\$3,000
Other Fees.....	\$300
Total Estimated Cost:	\$50,000

MONTCLAIR STATE UNIVERSITY

Communication and Media— Morehead Hall

Project Type: Construction-Renovation

Facility Type: Instruction and Research

Project Description and Justification:

The renovation of the 29,000 GSF, three (3)-story Morehead Hall will support academic programs of the School of Communication and Media, serving its 1,200 students in state-of-the-art instructional spaces. Along with the proposed new Communication and Media building, this renovation will accommodate the very high demand programs in communications and media, for which current space is totally inadequate. Since the existing Morehead Hall consists of many serviceable but smaller-sized rooms, this facility will be renovated to accommodate less space-intensive functions that can work within the existing rooms, while the large format rooms needed to support this academic program will be constructed in the new School of Communication and Media building. This renovation will expand ongoing collaborative teaching and public-private initiatives, providing seminar rooms, group project spaces, specialized performance simulation and tutorial rooms, and offices for the School's faculty.

PROJECT STATUS

- In active design; ready to bid in late spring 2013

ESTIMATED COST (000's)

Construction.....	\$6,760
Design.....	\$400
Technology	\$790
Furnishing and Fixtures	\$650
Other Fees.....	\$400

Total Estimated Cost: \$9,000

MONTCLAIR STATE UNIVERSITY

Science and Mathematics— Richardson, Science and Mallory Halls

Project Type: Construction-Renovation

Facility Type: Instructional and Research

Project Description and Justification:

The three adjacent buildings, Richardson, Mallory, and Science Halls, constitute the core science and mathematics complex on the University campus. All of them are in urgent need of renovation to extend their useful lives and to meet the needs of the University's growing programs in science and mathematics. Richardson, a 40-year old, three (3)-story 78,000 GSF facility, will be renovated to accommodate instructional and research programs in Mathematics, Science Informatics, Chemical Biology, Physics, Chemistry and Biochemistry. Mallory, a 50-year old, three (3)-story 31,500 GSF facility, will be renovated for Computer Science instructional and research programs. In Science Hall, a 12-year old, four (4)-story 56,000 GSF facility, approximately 20,600 GSF will be renovated to accommodate additional instructional and research laboratories in Biology.

These facilities have been used to maximum capacity, and the plan for their renovation has been coordinated carefully with the planning for the new Center for Environmental and Life Sciences, so that the University's current severe shortage of instructional and research space in the sciences is addressed. At the current time, the University is completely out of space for the science disciplines and demand for these very important STEM programs continues to grow.

PROJECT STATUS

- In active design; ready to bid for construction immediately upon completion of the Center for Environmental and Life Sciences in January 2015

ESTIMATED COST (000's)

Construction	\$35,000
Design.....	\$3,250
Technology	\$4,500
Furnishing and Fixtures	\$4,000
Fees	\$250

Total Estimated Cost: \$47,000

MONTCLAIR STATE UNIVERSITY

Integrated Student Services— College Hall

Project Type: Construction-Renovation

Facility Type: Academic Support

Project Description and Justification:

This project provides needed infrastructure renovations to College Hall, the University's original 125,000 GSF campus building, which dates back to 1908, and repurposes the major portion of the building for an integrated Student Service Center (including the Registrar, Financial Aid, Student Accounts, Advising, Disability Services, Career Services), and a full complement of centralized academic support services for a population of 18,500 students. All of these services are currently housed in separate locations all over the campus.

PROJECT STATUS

- In active design; ready to bid in summer 2013

ESTIMATED COST (000's)

Construction	\$25,700
Design.....	\$1,550
Technology	\$1,000
Furnishing and Fixtures	\$1,500
Fees	\$250
Total Estimated Cost:	\$30,000

MONTCLAIR STATE UNIVERSITY

Graduate School and Special Programs—Partridge Hall

Project Type: Construction-Renovation
Facility Type: Instruction and Academic Support

Project Description and Justification:

When the new School of Business building is complete, the business programs will vacate this 40-year-old, four (4)-story, 49,500 GSF building, thereby allowing a renovation to provide urgently needed space for the Graduate School, which serves over 4,000 students, and for the University's programs in Extended and Online Learning, Honors and Global Education. The renovated facility will also provide 20 general classrooms, and the renovation will upgrade the building's infrastructure, improve its ADA and life safety compliance, and extend the useful life of this centrally located facility.

PROJECT STATUS

- In active design; construction to commence immediately upon completion of the new School of Business in January 2015

ESTIMATED COST (000's)

Construction	\$9,300
Design.....	\$675
Technology	\$975
Furnishing and Fixtures	\$950
Other Fees.....	\$100
Total Estimated Cost:	\$12,000

New Jersey School of Conservation

Project Type: Construction-New and Renovation

Facility Type: Instruction and Research

Project Description and Justification:

The New Jersey School of Conservation (NJSOC), the largest and one of the oldest university-based schools of conservation in the country, is in need of modernization and renovations to ensure life safety compliance and building integrity. The site is almost 80 years old and is entirely composed of wooden buildings that total approximately 42,000 GSF. The project includes the provision of an additional research field laboratory, landfill remediation, housing, repair of the dam, electrical and plumbing upgrades, replacement of roofs, and renovation of kitchen and dining areas, administrative and maintenance improvements, repavement of two (2) miles of interior roads, and the addition of fire suppression systems.

Located on 240 acres in the Stokes State Forest, the NJSOC is at the center of over 30,000 acres of state and federal lands and it services three complementary purposes: as an environmental education center serving thousands of middle-school students and teachers from all 19 counties in New Jersey; as a field research station focused on important New Jersey environmental and conservation problems; and as a demonstration site for sustainability practices in energy, waste, and water resource management.

PROJECT STATUS

- Detailed planning complete; design ready to begin immediately; construction ready to bid in fall 2013

ESTIMATED COST (000's)

Construction.....	\$12,750
Design.....	\$1,100
Technology	\$550
Furnishing and Fixtures	\$550
Other Fees.....	\$50

Total Estimated Cost: \$15,000

Theatre and Dance—Life Hall

Project Type: Construction-Renovation

Facility Type: Instruction

Project Description and Justification:

Life Hall, a 50-year old, 85,000 GSF building, serves the University's distinguished and growing programs in Theatre and Dance. The facility is in urgent need of renovation of its infrastructure and equipment (including HVAC and electrical systems), the stage, rigging, lighting and sound systems in Memorial Auditorium, rehearsal studios, and its ADA and life safety systems.

The academic programs of Theatre and Dance have expanded in size and quality over the past decade and have achieved recognition as extremely high quality professional performing arts programs. The program in Musical Theatre is recognized nationally and is now the most competitive undergraduate program in the University.

PROJECT STATUS

- In active design; construction ready to bid in phases beginning fall 2013

ESTIMATED COST (000's)

Construction	\$16,900
Design.....	\$1,450
Technology	\$1,375
Furnishing and Fixtures	\$975
Other Fees.....	\$300

Total Estimated Cost: \$21,000

MONTCLAIR STATE UNIVERSITY

Art & Design

Project Type: Construction-New Construction and Renovation

Facility Type: Instruction

Project Description and Justification:

Calcia Hall is the primary instructional location for the University's large undergraduate programs in the visual arts, including Animation and Illustration, Graphic Design, Industrial Design, and Fine Arts. Built over 40 years ago, this undersized 28,000 GSF building suffers from extensive non-code complying situations, deteriorated systems and finishes, and out-of-date HVAC systems. A recent reaccreditation review called serious attention to a host of malfunctions and inadequacies in the building. This project would replace a vacant building on the former Ward Trucking property and provide a total of 60,000 GSF of specialized space for the visual arts, including instructional spaces, laboratories, and studios.

The professional design programs are attracting exciting industry partners and increasing student demand, but the University's ability to continue these programs will be in jeopardy without these capital improvements.

PROJECT STATUS

- In design; ready to bid for construction in summer 2013

ESTIMATED COST (000's)

Construction	\$17,000
Design.....	\$1,250
Technology	\$1,450
Furnishing and Fixtures	\$1,050
Fees.....	\$250

Total Estimated Cost: \$21,000

MONTCLAIR STATE UNIVERSITY

Enterprise Resource Planning (ERP) System

Project Type: Technology Infrastructure

Project Description and Justification:

This project involves the integration and implementation services for an essential, large-scale and comprehensive project to replace the University's obsolete Enterprise Resource Planning (ERP) System with a new suite of tightly integrated applications that can meet the University's evolving business needs. The current legacy systems pose significant risk to the University as the original manufacturer has discontinued further development of them and the University must rely on an extended support agreement of limited duration to ensure their operational integrity. The new systems to be deployed will support the University's mission of excellence in student services, teaching and research. They also will support the learning management, website, content and collaboration management, institutional advancement and one-card systems. Beyond the internal integrations within the University's divisional operations, these systems will be built to standards that ensure compatibility and allow for seamless business interactions with federal and state agencies as well as colleague institutions. In addition, these replacement systems will be designed to take full advantage of the more readily accessible and available platforms such as web, cloud computing and mobility enhancing devices. This, in turn, will allow the University to increase its focus on core competencies, promote excellence in business practices and foster more cost effective operations.

The project includes the implementation of applications to support all facets of student academic and administrative support, finance and accounting, human resources and customer relationship management. It also encompasses web portal solutions, a comprehensive data warehouse, and a business intelligence and analytics solution, all of which will inform the University's assessment and quality improvement protocols and drive information-driven decision making.

PROJECT STATUS

- Ready for implementation

ESTIMATED COST (000's)

Total Estimated Cost: \$50,000

MONTCLAIR STATE UNIVERSITY

Networking Equipment and Systems

Project Type: Technology Infrastructure

Project Description and Justification:

The project involves the replacement of the outdated data electronics assets that comprise the University's wired and wireless networks with more current and more pervasive technology that is capable of handling the exponential growth in the number of devices that are attaching to the University's network (tablets, laptops, smartphones, cameras, etc.) and the commensurate growth in the quantity of data and high resolution video and audio content that is currently being generated by University activities. The project also calls for the addition of conduit and wiring infrastructure to provide redundant paths for all network traffic to the northern sector of the campus, which includes all development west of Clove Road, where new construction has exhausted the available wiring infrastructure necessary to support instructional, auxiliary, and residential services.

A network with these capacities and capabilities is critical to the University's future success. Students today expect an environment with ready access to data and information instantly from any location using any network-capable device. The University's network must be up to the challenge of providing this always-on, device-neutral access with sufficient bandwidth for the media-rich content that is integral to the University's curricula, while at the same time maintaining the security of user credentials and the integrity of data both consumed and produced. Further, in order to remain competitive in acquiring federal grants, the University must demonstrate that its researchers have access to high performing network facilities that are capable of handling massive data sets. Lastly, the University must have an IT infrastructure capable of managing the bandwidth consumption, high resolution, video and audio content that is now integral to online courses.

The University is a member of the New Jersey Higher Education Network (NJEDge.net) and also serves as a colocation facility for much of the NJEDge.net infrastructure. Accordingly, this next generation network is designed to be compatible with the NJEDge infrastructure and to support the various consortium-based applications and services available through the statewide network such as NJTrust federated identity management, the NJVid content repository and streaming service, Vidyo e-conferencing, and Internet2.

PROJECT STATUS

- Wireless Network: Ready for implementation
- Wired Network: Planning and design complete; ready to bid installation immediately
- Northern Sector Conduit and Wiring Ring: In design; ready to bid by summer 2013

ESTIMATED COST (000's)

Total Estimated Cost:.....\$12,500

Computer Lifecycle Replacement

Project Type: Technology Infrastructure

Project Description and Justification:

This project involves the scheduled replacement of computers with equipment that is enabled for current software needs in all laboratory facilities and configured to support the teaching, learning, research and administrative needs of faculty and administrative personnel.

In order to ensure that students, faculty and staff can take full advantage of advanced networking and the rich array of data, video and audio resources available through the commodity Internet, Internet2, the New Jersey Higher Education Network (NJEDge.net) and the quilt of affiliated state networks, Montclair State University must refresh its full fleet of nearly 3,500 computers and tablets on a rolling 48-month cycle. The computer life cycle replacement program provides students with access to 35 public, teaching, and highly specialized computing labs as well as a laptop lending program. It is essential that they are outfitted with devices running the latest software applications – based on discipline and industry specific trends – in order to ensure that students are exposed to the hardware and software applications they will encounter in the work place or their graduate studies.

As part of the life cycle replacement program, the same computer equipment that is available to students in the laboratory environments is provided to faculty, thereby ensuring seamless transition from their research to the teaching and learning activities supported in the instructional laboratory environments. With the University's growing online instruction, as well as the broad trend toward the use of personal computing devices, the lifecycle replacement program calls for innovation and development of virtual computing laboratory environments that allow students to remotely access curriculum specific software and to do so using an array of computing devices.

PROJECT STATUS

- Ready for implementation

ESTIMATED COST (000's)

Total Estimated Cost: \$4,800

Instructional Technology Upgrade

Project Type: Technology Infrastructure

Project Description and Justification:

This project involves the upgrading of instructional technologies, including projection and display devices, audio systems and related infrastructure, to ensure functionality and compatibility with current high definition and high resolution presentation formats.

The University currently has over 300 fully mediated classrooms. The industry trend toward high resolution and high definition content calls for wholesale redesign and replacement of analog-based audiovisual equipment and cabling which will not be supported after 2015. In order to be compatible with the computing equipment being produced in the industry and to allow for synchronous and asynchronous access to course activities, mediated classrooms must be outfitted with high definition digital media integrated systems which typically include 1080p projectors, flat panel displays, cameras, digital audio systems, eConferencing and course capture systems that allow for the storage and on-demand replay of classroom sessions. In addition, the next generation of mediated classrooms requires network-based remote management capabilities to allow for technical support for these feature rich classroom environments.

Montclair State's investment in innovative classroom technology solutions that incorporate advanced digital media collaborative technologies promises to greatly expand access to higher education for students throughout New Jersey and well beyond the state at both the national and international levels. As the University is a member of the New Jersey Higher Education Network (NJEDge.net), these redesigned classroom spaces will interoperate with the eConferencing, collaboration and streaming services offered through NJEDge (such as Vidyio and NJVid) which provide the capability for research collaboration with New Jersey higher education peers, K through 12 School districts and other institutions and advanced high speed networks throughout the world.

PROJECT STATUS

- Ready for implementation

ESTIMATED COST (000's)

Total Estimated Cost: \$4,500

Conversion to I/P Telephone Services

Project Type: Technology Infrastructure

Project Description and Justification:

The University presently owns 9,000 telephone numbers and delivers telephone service to nearly 6,000 active telephone numbers. The University has initiated the transition from analog telephone services switching and network infrastructure to Internet Protocol (I/P)-based telephone operations because the analog telephone switch (PBX) and associated desktop phones are no longer supported by the manufacturer and represent last generation technology that cannot be enhanced with more modern functionality and calling features.

The current and future I/P-based telephone sets and switching equipment integrate with the campus data network to provide increased voice quality, a more robust array of voice services, reduced costs (by using the Internet capabilities of numerous vendors), and redundant paths for service. Most importantly, the transition to an I/P-based phone system provides for improved customer service to students and other constituencies and includes the ability to create and support campus-wide and department-specific call centers, advanced call routing features. It also will provide for video and voice conferencing directly from individual desktop telephones.

The decommissioning of the legacy analog telephone system also will deliver significant cost avoidance by eliminating the need to upgrade and/or repair the existing campus telephone wiring infrastructure, which consists of deteriorated and obsolete air copper cables, collapsed conduits, and vendor-provided trunk and PRI connections that are exclusive to analog telephone services.

PROJECT STATUS

- Ready for implementation

ESTIMATED COST (000's)

Total Estimated Cost: \$700

MONTCLAIR STATE UNIVERSITY

High Availability Uninterrupted Power Source Devices in Main Distribution Frames and Intermediate Distribution Frames

Project Type: Technology Infrastructure

Project Description and Justification:

This project involves the installation of uninterrupted power source (UPS) devices – both replacement and additional ones – in all telecommunications main distribution frames (MDFs) and intermediate distribution frames (IDFs) in order to protect the University’s costly information technology assets from power surges and to maintain telecommunications services when power outages occur.

These UPS systems are a critical component of the University’s technology ecosystem and its commitment to business continuity for students, faculty, and partners in the higher education community. With these systems in place, the academic and research work of the University can continue during any type of emergency that results in the loss of electrical power. This ability is especially important to the growing number of students who pursue their studies online as they are completely reliant on the University’s network to conduct their work. Furthermore, by maintaining telecommunications capabilities, the University can coordinate and participate with the State’s Department of Emergency Management during times of crisis.

PROJECT STATUS

- Ready for implementation

ESTIMATED COST (000's)

Total Estimated Cost: \$700

Student Housing

Project Type: Construction-Renovation
Facility Type: Campus Life

Project Description and Justification:
A number of existing student housing facilities including Bohn Hall, Stone Hall, Webster Hall, Russ Hall and Freeman Hall are aging facilities – some dating back half a century – and are in need of urgent life cycle renovations. These renovations will include but not be limited to electrical, HVAC and plumbing systems, elevators, fire safety systems, and roofs.

PROJECT STATUS

- In planning

ESTIMATED COST (000's)

Construction	\$26,600
Design.....	\$3,000
Technology	\$5,000
Furnishing and Fixtures	\$5,000
Fees	\$400
Total Estimated Cost:	\$40,000

MONTCLAIR STATE UNIVERSITY

Student Center

Project Type: Construction-Renovation

Facility Type: Campus Life

Project Description and Justification:

The Student Center, built close to 40 years ago for a population of under 10,000 students, is now serving 18,500 students and has been in need of renovation for many years. This project would relocate and expand the University bookstore and provide general assembly space, additional meeting rooms, and improved student activity spaces, including the dining room's expansion via the construction of a greenhouse over the present exterior patio. These renovations also will include improvements to electrical, HVAC and plumbing systems, elevators, fire safety systems, and roofs.

PROJECT STATUS

- In planning

ESTIMATED COST (000's)

Construction	\$17,000
Design.....	\$3,000
Technology	\$1,000
Furnishing and Fixtures	\$3,500
Fees	\$500

Total Estimated Cost: \$25,000

Athletic Facility Improvements

Project Type: Construction-Renovation
Facility Type: Campus Life

Project Description and Justification:
This project will provide for athletic field safety improvements consisting of replacement and repair of bleachers, replacement of the running track, and replacement of the artificial turf at Sprague Field. These facilities support the University’s 17 intercollegiate athletic teams, as well as the general student population.

PROJECT STATUS
• In planning

ESTIMATED COST (000's)	
Construction	\$2,775
Design.....	\$225
Fees	\$75
Furnishing and Fixtures	\$50
Total Estimated Cost:	\$3,125

Capital Renewal and Replacement

Project Type: Costruction-Renovation

Project Description and Justification:

Prudent asset management of long-term facilities and protecting the useful life of a campus that is 105 years old requires an annual investment for capital preservation and renewal of at least 1.5% of asset replacement value. For Montclair State, 1.5% of its \$735 million capital asset replacement value requires an \$11 million annual investment.

This project provides for four years of that investment across the University campus for projects including but not limited to: replacement of roofs; exterior facades; windows and doors; HVAC, plumbing and electrical systems; elevators; fire safety systems; wall, floor and ceiling systems; and general campus and building infrastructure.

PROJECT STATUS

- In continuous planning, design, bidding and implementation

ESTIMATED COST (000's)

Construction	\$40,900
Design.....	\$3,700
Fees	\$400
Total Estimated Cost:	\$44,000

Road and Parking Improvements

Project Type: Transportation and Roads

Project Description and Justification:

This project will correct present motor vehicle circulation problems, allowing campus roads to comply with NJDOT standards. It also will repair and repave parking lots, and provide landscaping to preserve campus land and protect pedestrians. Included within its scope is the elimination of steep slopes on a former landfill, the installation of handrails and guardrails, the construction of storm sewers, and the complete milling and repaving of roads and surface parking lots that are deteriorating and can no longer be patched.

PROJECT STATUS

- In planning

ESTIMATED COST (000's)

Construction	\$3,100
Design.....	\$300
Fees	\$100
Total Estimated Cost:	\$3,500

MONTCLAIR STATE UNIVERSITY

Berra Drive Realignment

Project Type: Transportation and Roads

Project Description and Justification:

The realignment and extension of this roadway will allow for two-way vehicular traffic, providing a critically needed third means of vehicular egress from the campus to Valley Road. This improvement is necessary to the University's emergency preparedness and traffic control.

PROJECT STATUS

- Design complete

ESTIMATED COST (000's)

Construction	\$2,500
Design.....	\$300
Fees	\$200

Total Estimated Cost: \$3,000

MONTCLAIR STATE UNIVERSITY

Maintenance Building

Project Type: Construction-Renovation

Facility Type: Campus Infrastructure

Project Description and Justification:

This project would renovate 22,000 GSF of the former Power Plant Site to provide maintenance shops, receiving and storage, vehicle maintenance, offices and locker rooms for the 300-person University Facilities staff responsible for the maintenance of the state's second largest university.

PROJECT STATUS

- Design complete; ready to bid in spring 2013

ESTIMATED COST (000's)

Construction	\$4,500
Design.....	\$450
Technology	\$150
Furnishing and Fixtures	\$850
Fees	\$50

Total Estimated Cost: \$6,000

Bond House

Project Type: Construction-Renovation

Project Description and Justification:

The 5,200 GSF Bond House is a registered historical landmark that requires a new roofing system, upgrades to the building electrical system, upgrades to the building HVAC, structural repairs and new windows. Repairs to the porch, foundation, wood siding and repainting of the building have been completed, addressing the most serious external deterioration, but the remainder of the project is required to make the facility usable.

PROJECT STATUS

- In design

ESTIMATED COST (000's)

Construction	\$1,650
Design.....	\$155
Fees	\$150
Total Estimated Cost:	\$1,955

Public Safety Building

Project Type: Construction-New

Project Description and Justification:

This project would construct a new 8,000 GSF building for the 42-person University Police Department including offices, dispatch area, meeting room, weapons storage, communications, locker rooms and support space, plus an Emergency Management Center and garage area for the University ambulances.

PROJECT STATUS

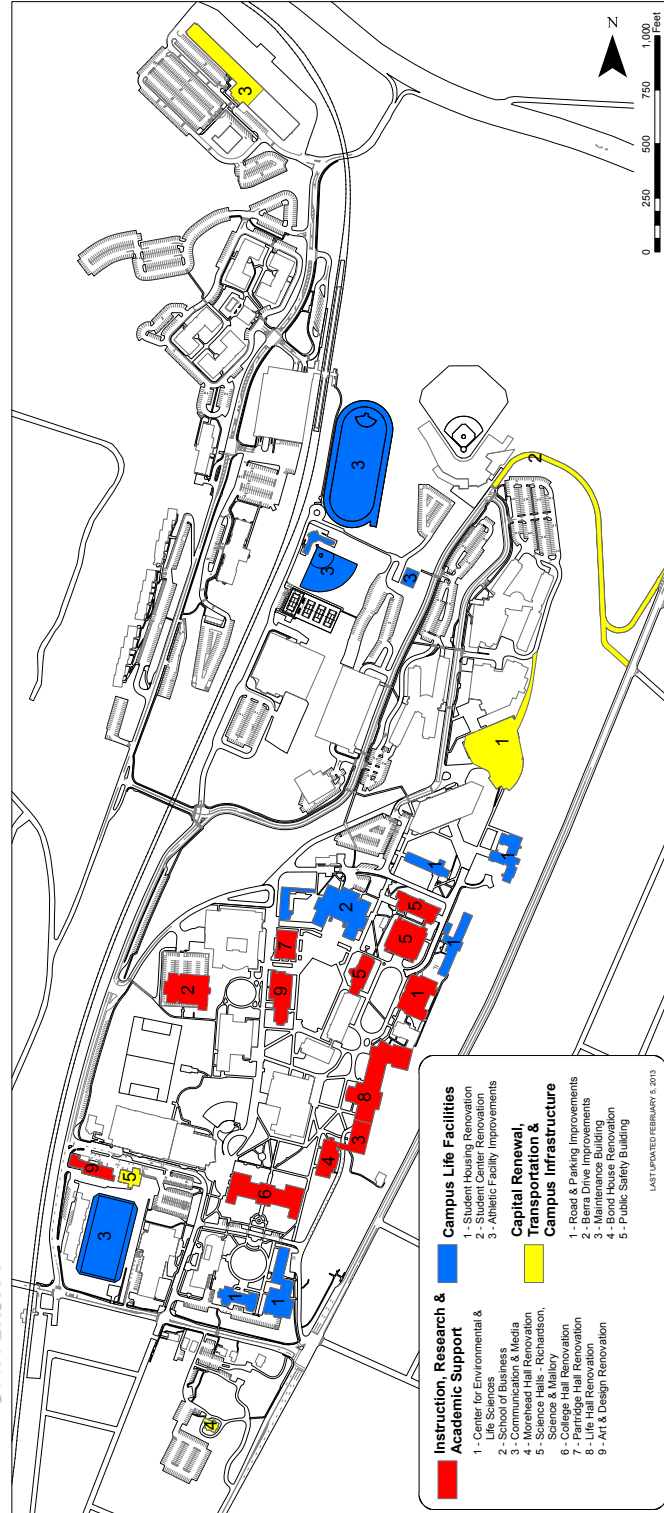
- In planning

ESTIMATED COST (000's)

Construction	\$1,100
Design.....	\$150
Technology	\$150
Furnishing and Fixtures	\$50
Fees	\$50
Total Estimated Cost:	\$1,500

MONTCLAIR STATE UNIVERSITY

MONTCLAIR STATE UNIVERSITY MASTER PLAN FY 2013-2017





MONTCLAIR STATE
UNIVERSITY

Strategic Plan Appendix A

MONTCLAIR STATE UNIVERSITY



Strategic Plan

Adopted October 27, 2011



MONTCLAIR STATE
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MONTCLAIR STATE UNIVERSITY

Connecting to Tomorrow: Vision, Creativity, Adaptability

Strategic Plan 2011

Introduction



Throughout its long history, Montclair State University has anticipated the evolving needs of the community it serves and expanded its mission and programs to fulfill its role as a public institution. Driving its evolution has been a bold vision of what the University could and should be, exceptional creativity in implementing the vision, and the adaptability to embrace change that derives from the commitment of the University to nurture excellence in any endeavor it undertakes.

As it was evolving to serve changing societal needs, the University was, simultaneously and intentionally, working to differentiate itself from the other state colleges and universities in the region by providing access to the very comprehensive array of excellent programs and faculty associated with a large university while retaining the educational experience of a small college.

Over the years since its founding in 1908, the University's responses to the educational needs of the community have changed both its shape and its direction. Significant milestones in the evolution of the University include:

- Becoming the first of the normal schools within the state to initiate four-year degree programs.
- Becoming the first of the state colleges to offer Master's degrees.
- Becoming the first of the state colleges to be awarded University status.
- Becoming the first institution in the state college and university sector to offer a Ph.D. program and multiple doctoral programs.

- Becoming the first institution in the state college and university sector to significantly expand enrollment in order to address the State's need for additional capacity in higher education.
- Becoming the first in the state college and university sector to join and make active use of the internet.

The University has met successfully the demanding provisions specified in Montclair State University at the Centennial 1908-2008, the recently completed strategic plan which guided the University over the period leading up to its Centennial celebration in 2008. Achieving the goals established in the plan provides ample evidence of a deep reserve of vision, creativity and adaptability that will be necessary to meet the challenges that await the University over the course of the next ten years.

In the near term the challenges imposed from without the University include:

- Continuing uncertainty in levels of financial support from all external sources.
- Higher societal expectations for return on investment in education.
- Higher expectations that the University be able to document the effectiveness of its learning environments.
- Demographic changes in high school graduating cohorts and rapidly changing trends in demands for graduate education.
- The pace of technological change and its impact on instruction, scholarship and administration.
- The expansion of the University's "community" to embrace the opportunities and to meet the challenges of the global economy.

- Increased competition from alternative educational institutions which are helping to reshape the higher education landscape.

As demanding as the challenges appear, recent history suggests that the University will be successful in crafting imaginative and effective solutions to them. Since Fall of 1998, state support for the operating budget decreased from 48% to 25% of the total. Using an alternate measure, state appropriation per FTE student decreased 46% from \$4,610 to \$2,490. Yet over this same period the University:

- Increased student enrollment by 45% from 12,756 to 18,498,
- Increased the number of full-time faculty by 46% from 411 to 599,
- Increased the number of degrees granted annually by 73% from 2,217 to 3,830,
- Increased the number of students housed by 118% from 2,012 to 4,377
- Increased the academic square footage by 68% from 770,000 sq. ft. to 1,295,000 sq. ft.,
- Increased revenue from external sources by 244% from \$3.4M to \$11.7M, and
- Increased assets under management by the Montclair State University Foundation by 217% from \$18.0M to \$57.1M.

Thus, the University faces any new challenges knowing that it has been successful at turning challenges into opportunities over the past decade and that the reservoir of vision, creativity and adaptability, all hallmarks of the institution since its earliest years, remains undiminished. As the University faces its next decade, it has identified



five overarching goals, four of which share the theme of *connecting*.

Connecting Students with a Successful Tomorrow.

Of all of the roles the University has embraced, that of preparing students to be productive, enlightened and engaged citizens is foremost in its importance. This outcome is critically dependent on the existence of academic programs which conform to the highest disciplinary standards, which set high expectations for students and encourage their aspirations, which provide both breadth and depth of knowledge, which exercise advanced communication and critical reasoning skills, and which stimulate a level of intellectual curiosity that will lead our graduates to be lifelong learners. The preparation of undergraduate students is also dependent on an array of co-curricular opportunities that develop leadership skills, civic responsibility, self confidence, and professional goals and values.

Connecting People and Ideas.

The intellectual activity which characterizes the unique culture of the academy, whether scholarship or learning, is dependent on the connections that form in the open and free exchange of ideas and information among

colleagues, between a teacher and her/his students, and among students themselves. The University will cultivate a campus climate of scholars and learners which encourages and expects open inquiry and the free exchange of ideas within and across discipline boundaries to generate new knowledge and ways of knowing and support for creative expression. Of particular importance will be connections that yield new fields of inquiry and those that connect the University to the external environment. Technology will provide our scholar/teachers with new ways of connecting with students via the internet and utilizing the evolving array of multi-media resources available to enhance learning.

Connecting to Place.

As a public institution, the University has a responsibility: to serve as a source of professional and scholarly expertise to the public schools, to state-wide boards and task forces, government, and the business community; to enrich the community by presenting a wide range of cultural activities; and to encourage expanded civic engagement by students and faculty in community service projects and various experiential learning/internship opportunities that will enable them to make meaningful contributions to the region.

Connecting Globally.

The concept of community has been extended to encompass the globe and the University now has an expanded responsibility to connect faculty and students with colleagues across the world to sharpen their international perspectives. The University has traditionally utilized faculty exchanges, student study abroad programs and international students in residence to accomplish this goal, but in the future, the University will take full advantage of the additional opportunity afforded by technology to provide for virtual interchanges. The University will develop joint degree programs and other significant partnerships with universities in strategic locations around the world.

Meeting the Challenges and Opportunities on the Way to Tomorrow.

The list of challenges facing the University on the way to tomorrow is formidable. The following are the most significant:

- The uncertainties of state support compels the University to seek funding from alternative sources and to exercise an entrepreneurial spirit to sustain and enhance its excellence.
- Ensuring that the University remains accessible to students with the least possible regard to their financial circumstances requires careful attention to tuition and financial aid policies and the development of creative mechanisms to support students with financial need from admission through graduation.
- Ensuring that the University has access to, and utilizes effectively, new technologies in its instructional programs, research and scholarship, and administrative functions requires rigorous attention to the development of broad-based technological expertise within the University and an institutional culture that encourages flexibility and creativity.

- Ensuring that our facilities provide enough space of high quality and maximum flexibility to achieve the goals set forth in the strategic plan requires continuing efforts to identify capital funding sources, prioritization of facilities needs, and highly professional design, construction and maintenance services.
- Ensuring that the quality of life on campus makes the Montclair experience a rewarding and satisfying experience for all members of the campus community requires intensified attention to sustaining and developing those opportunities for engagement on campus that create the foundation of a vibrant academic community.

While this document is intended to be a ten-year plan, many goals are set within a five-year period in recognition of the breathtaking rate of change in the world generally and in higher education specifically. It is expected that the goals will be revisited in five years and updated and adjusted as conditions then warrant.

Commitment to Evidence-based Indicators of Success

The accomplishments specified in this strategic plan presume substantial gains in key performance indicators of institutional and learning outcomes. By the end of January 2012, the University's Institutional Research Office will compile baseline statistics against which to measure progress on the stated goals and objectives that comprise this plan, and annually thereafter will assemble data which reports that progress.

Connecting Students with a Successful Tomorrow

Goal 1: Connecting Students With a Successful Tomorrow

Montclair State University will provide a comprehensive array of undergraduate and graduate programs characterized by both academic excellence and intellectual rigor. Undergraduate academic programs will generate the knowledge, values, and communication, information literacy and critical thinking skills gained through study in the liberal arts and sciences with the focused disciplinary knowledge and skills imparted by majors and professional programs. Undergraduate co-curricular opportunities will add a valuable dimension to the university experience by providing experiences that engage students actively in campus life. Graduate programs will offer theoretical, methodological and applied learning that reflects contemporary practice and directions in the field. Embedded in all programs will be elements that are intentionally designed to foster the vision, creativity and adaptability needed to ensure a successful tomorrow for graduates. Preparing students to become productive, enlightened and engaged citizens is our foremost goal. To that end the University will provide outstanding academic programs and experiences that are intellectually challenging, focused, and reflective of best practices in the disciplines.

Objective A: The University will actively and strategically recruit, retain and graduate a diverse, increasingly selective undergraduate and graduate student population.

- By 2012, complete a review and revision of both undergraduate and graduate admissions policies that takes into account the changing demographics of the University's applicant pool, changing modes of program delivery, the

University's intellectual and physical resources, and the evolving nature of workforce demands.

- By 2016, the enrollment will rise to 20,000, structured as follows: undergraduate full-time – 12,550; undergraduate part-time – 2,450; graduate full-time – 1,500; graduate part-time – 3,500.
- By 2016, out of state enrollment will increase from the current level of 2.7% to at least 6% of total enrollment.
- By 2016, the mean GPA of entering freshmen will increase from the current level of 3.1 to 3.4.
- By 2016, the first year retention rate will increase from the current level of 81% to at least 88%.
- By 2016, the overall six-year graduation rate will increase from the current level of 62% to 70%.
- By 2017, the six-year graduation rate for males will increase from the current level of 55% to 60%.



- By 2014, the minority undergraduate student population will increase from 33% to 38%. Hispanic student population will increase from 23% to at least 25%, making the University eligible for Hispanic Serving Institution status.
- By 2016, the average GRE scores of entering master's students will increase from the current level of Verbal – 463(148*) and Quantitative – 533(152*) to Verbal – 500(150*) and Quantitative – 550(153*).
- By 2016, the average GRE scores of entering doctoral students will increase from the current level of Verbal – 462(147*) and Quantitative – 552(153*) to Verbal – 525(151*) and Quantitative – 575(155*).

*Note: The GRE Scores listed are reflective of the previous scoring system (200-800), and the newly adopted scoring system (130-170).

Objective B: All academic programs, undergraduate and graduate, will reflect the current state of, and best instructional practices in, their respective disciplines, while selected programs will seek and attain national ranking or recognition. The university is committed to being at the forefront in the creation of new and innovative strategies for pedagogy, learning, research and campus co-curricular life.

- By 2014 the College of Science & Mathematics and the School of Business will create at least three Professional Science Master's degree programs.
- By 2015, the University will award at least 20 research doctoral degrees per year.
- By 2016, each college/school will count among its programs at least one or two, and overall the University will have at least 7 programs that have

sustained or achieved national ranking or substantial national recognition. These will include Accounting, Environmental Management, Music, Communication and Media Studies, Teacher Education, and Audiology.

- By 2016, each program, undergraduate and graduate, will be able to articulate its distinctive strengths and why it is highly competitive within the region.
- By 2016 the University will create a minimum of two additional doctoral programs in interdisciplinary areas where we can demonstrate credible demand matched with exceptional faculty strength.

Objective C: Expectations of student performance in undergraduate and graduate programs will be high and will increase progressively during the course of the programs.

- By 2012, implement a Sophomore Year Experience program; by 2014, implement a Junior Year program; and by 2015, implement a Senior Year (Capstone) experience.
- By 2012, all courses within a program sequence will exhibit advancing rigor as the course level increases, and individual course prerequisites will be consistent with this expectation and rigorously enforced.
- By 2013, define a plan for the implementation of a campus-wide academic advising model for all undergraduate students; by the same date each graduate program will have clear advising guidelines in place.
- By 2013, the majority of courses in any program will contain formal elements that require the continued development of student writing, communication skills, and analytic and

quantitative capabilities at an appropriate level; the General Education requirement of a specified writing-intensive course in every major will be resuscitated and observed.

- By 2014, engage 85% of all first year students in at least 15 distinct learning communities which link courses and majors from all colleges and schools, and use assessment data from those experiences to support effective course advisement for the sophomore and junior years.



Objective D: The University will plan and implement a comprehensive, integrated, and institution-wide student learning outcomes assessment of the General Education program that will inform academic planning and assure that students have in fact acquired the essential learning skills they will need in careers and in life.

- By 2012, establish the protocol for utilizing the results of the Collegiate Learning Assessment (CLA) in assessing the effectiveness of the General Education program.
- By 2012, complete the development of assessment plans that include learning goals, multiple measures of goal attainment and an assessment schedule for each undergraduate and graduate major and degree program.
- By 2014, building on the still relevant vision of General Education's role in the curriculum and its four competency goals—communication, critical thinking, national and global issues, integration and application—the University will transform its implementation to focus on the demonstrated achievement of those competencies.
- By 2014, the first year that same-cohort comparative data is available from the CLA, apply the data to revisions of General Education curricula.

Objective E: The faculty will continually assess curricula in the majors to ensure that they reflect the evolution and expansion of fields and provide the knowledge and the skills needed for the future success of our graduates.

- By 2011, include assessment of learning among the areas evaluated by Five-Year External Review (FERC) teams.
- By 2012, include in the guidelines for FERC teams a significant emphasis on identifying future program directions and strategies for implementing necessary changes.
- By 2014, each Department, in conjunction with the Career Center or the College/School career Services Offices and with the support of Alumni

Services, will have in place a method for evaluating student success after graduation. Indicators will include information collected from the graduate and her/his employers, placement in graduate or professional school programs, evidence of career advancement and awards/recognitions received.

Objective F: The University will cultivate flexibility and imagination in curricular design and implementation.

By 2012, all academic departments will be regularly engaged in:

- Evaluating opportunities to implement new curricula; reviewing, revising and realigning existing curricula, and eliminating obsolete or unsuccessful programs.
- By 2013, significantly increase the utilization of external professional, work, and cultural resources to enhance real-world learning experiences for students.
- By 2014, increase internship and co-op experiences by 50% and service-learning experiences by 20% to enhance knowledge, improve job placement opportunities and benefit area employers.

Objective G: As the resident student population increases, increase student participation in co-curricular and cultural activities.

- By 2014, provide an expanded array of opportunities for part-time undergraduate and graduate students to increase their engagement with the University.
- By 2015, increase student participation in co-curricular activities by 40% over the 2010-11 baseline levels.
- By 2015, increase student participation in cultural activities by 30% over the 2010-11 baseline levels.
- By 2015, increase student participation in Service Learning to increase community engagement and student volunteer activity by 30% over the 2010-11 baseline levels.
- By 2015, increase the number of baccalaureate graduates who have engaged in community service at some point in their undergraduate program to 20%.
- By 2020, increase the number of baccalaureate graduates who have engaged in community service at some point in their undergraduate program to 50%

Connecting People and Ideas

Goal 2: Connecting People and Ideas

Montclair State University is its people and their ideas. It is a place where scholar-teachers and students can connect with their peers and each other in a disciplined—that is, defined by the methodology of academic disciplines—exploration of those ideas and the creation of new knowledge and ways of expression. All members of the University benefit from the intellectual stimulation generated within the milieu of ideas, old and new, which is nurtured and shared by the community



of scholars that constitutes the essence of the university. From that environment emerges the research that generates new knowledge, the scholarship that leads to new understandings and ways of knowing, the creativity that pushes the

limits of the Arts, and the ability to share these experiences with students in innovative and challenging ways.

Scholars have traditionally sought colleagues from within their disciplines, both on campus and beyond, for their communities of inquiry. However, complex issues of investigation in the sciences and social sciences, new questions of meaning and interpretation in the humanities, unique tools and technologies in the arts and increasing sophistication and diversification in the professions are requiring more cross- and multi-disciplinary approaches to knowledge.

Consequently, the University must develop new scholarly frameworks that will maintain the integrity and strength of the essential disciplines while developing new configurations that will stimulate and nurture the cross-discipline connections that are increasingly relevant in a rapidly changing world. Mirroring these extended connections on campus, technology will allow for greatly enhanced intra- and cross-disciplinary networking across the globe and opportunities for scholarly partnering. Closer to campus, the pursuit of collaborations with research organizations, businesses, government, and non-profit organizations will provide a source of both intellectual capital and, potentially, new funding opportunities.

The rapid changes that are occurring in how students communicate and pursue learning require that online, on-demand, 24/7, and just-in-time elements be included in the learning mix and that the University be nimble in embracing new modalities of communication which are adaptable to the social media-based and collaborative tools students increasingly rely upon to learn.

Objective A: Extend and enhance the connectivity that forms the basis of the community of scholars.

- Augment, annually, the number of full-time faculty in high-demand programs and those for which the addition of faculty will have an impact on the maintenance or achievement of national ranking or recognition.
- By 2012, develop personnel guidelines that will facilitate joint faculty appointments and the affiliation of faculty members with structures beyond their departments and across colleges, for example, centers and institutes.
- By 2013, building on rigorous core disciplines, identify two programs for development that are broadly trans-disciplinary, meet evolving needs in society, with a focus on our region, and that are compatible with existing faculty expertise. By 2014, the University should have two centers or institutes with either a broad cross-disciplinary or narrowly-targeted focus that can demonstrate progress toward building a national reputation. By 2016, there should be four such centers or institutes.



Objective B: Increase partnerships and joint ventures with research organizations, businesses, government, and non-profit organizations.

- By 2015, each college/school will seek to establish self-supporting ventures with external organizations in which the intellectual capital resident on campus is paired with that from the partner organization. These ventures will involve students whenever feasible.

Objective C: Increase extramural support for scholarly activity.

- Increase the number of competitive proposals submitted to federal funding agencies by 5% per year through 2016, with ORSP support staff augmented as goals are met.
- Increase each year the number of grant proposals that include support for full-time graduate assistants.

Objective D: Incorporate new modes of instruction into the curriculum.

- Ensure that every student has ready access to networked devices (e.g., PC, laptop, tablet, smartphone, etc.) internet services and access to adequate training in their use.
- Incorporate social media and mobile computing technologies in the instructional program wherever feasible and whenever it will enhance the effectiveness of the learning experience.
- Provide faculty members with the training and professional development necessary to incorporate emerging technologies into their teaching.

- Expand the extent to which hybrid instruction is utilized across all appropriate curricula.
- By 2012, fully implement the student-driven learning model in the First Year Writing Program and the Center for Writing Excellence, and in the Red Hawk Math Learning Center where defined levels of competence, rather than time on task, will be utilized to document the fulfillment of academic requirements.
- By 2012, offer 3 graduate programs and one undergraduate degree completion program fully online. By 2016, offer 10 graduate programs and at least 30 credits of undergraduate General Education courses fully online.
- By 2014, 3% of the total annual undergraduate Student Semester Hour production will be generated by on-line courses. By 2016, 8% will be generated by on-line courses.
- By 2016, 50% of graduates will have taken at least one course completely online.
- By 2013, 5% of the annual graduate Student Semester Hour production will be generated by on-line courses and programs. By 2016, 15% of the annual graduate Student Semester Hour production will be generated by on-line courses and programs.

Objective E: Provide support services for faculty research, grant acquisition, and the uses of technology in instruction. Faculty development services and support services will be aligned with the objectives of this goal.

- By 2012, review the range and level of services provided by the Office of Research and Sponsored Programs and the support available to grant-seeking faculty, and develop a plan for providing and funding improvements to these services.
- By 2013, expand existing and develop new programs of the Information Technology Training and Integration Unit and the Research Academy for University Learning designed to help all faculty make effective use of new learning technologies.

Connecting to Place

Goal 3: Connecting to Place

Consistent with its status as a public university, Montclair State University is committed to extending its scholarly, research, technical, intellectual, professional and cultural resources for the benefit of the communities, state and region it serves. Recognizing the long and effective history of the University as a national leader in civic engagement and cooperative education, we will continue to model and promote an ethic of community service for our students through Service Learning, cooperative education, internships and student volunteer activities. We will seek to model environmentally responsible and sustainable business practices, working to reduce the University's carbon footprint incrementally and continuously over the period of this Plan.

Objective A: Continually assess degree and non-degree programs to ensure that among them are offerings aligned with evolving critical workforce needs within the state.

- By 2012, begin a schedule of regular monitoring of data from the U.S. Department of Labor and other sources regarding labor force trends, and utilize that data in admissions and programmatic decisions.

Objective B: Provide the scientific and policy expertise needed for innovative and productive approaches to local, state and regional issues.

- Members of the University community will seek opportunities to serve on local, state and regional agencies, boards and task forces, and act as professional consultants to external organizations.



- University Communications will create an effective and updated protocol for identifying and sharing with the public the expertise of members of the University community.
- Faculty members will seek local applications of the research/scholarly projects in which they are engaged and methods for focused sharing of that research to relevant public audiences for the benefit of the region.
- By 2013, and biannually thereafter, cooperative education and internship placements of students will be reviewed and evaluated for economic impact, community advancement and social benefit as well as for student learning.
- The College of Education and Human Services will continue to build its already excellent relationships with K-12 education in the state and maintain and enhance its national reputation in teacher preparation.
- The School of Conservation will expand and enhance its impact as an environmental and

conservation awareness experience for the children of New Jersey, and grow its capacity as a research venue for issues of environmental sustainability in the state.

Objective C: Serve as an innovative resource for the New Jersey business community in the areas of consulting, training and economic development.

- By 2011, initiate aggressive implementation of an internship program to place students with corporations and businesses represented in the North Jersey area so that, by 2015, at least 10% of our students will have experience in a corporate/business setting.
- By 2013, the School of Business will establish active programs offering executive education and consulting services for businesses.
- By 2013, the College of Science and Mathematics will expand its engagement with the pharmaceutical and other science-based companies in the region as well as with start-up R&D companies geared toward collaborations that will generate opportunities for students and revenues for the University.

Objective D: Continue to enhance the University's growing distinction as a center for innovation and professionalism in the performing and visual arts.

- Annually, the Kasser Theatre will seek to increase both non-student ticket sales and student admissions by 4%. The Segal Gallery will increase attendance by a similar amount.

- Annually, the College of the Arts will seek to extend its reach beyond the campus by establishing collaborations and partnerships with professional arts organizations and by sponsoring performances, exhibits and forums which showcase the talents and creativity of students.
- The College of the Arts will expand existing programs for pre-K to 12 students and community programs that serve children and adults and generate net revenue.

Objective E: The University will seek to minimize its carbon footprint in construction, maintenance and residential living activities.

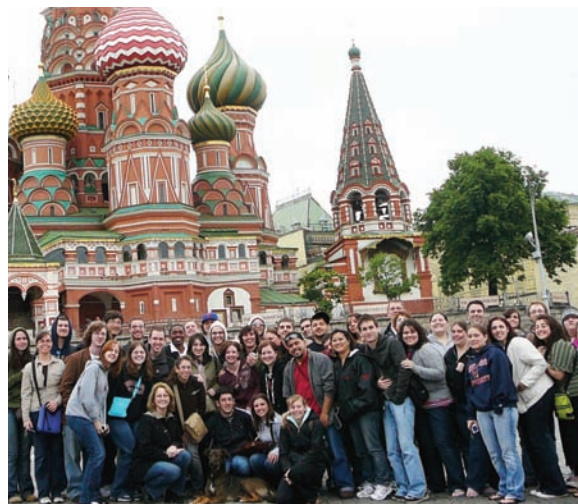
- Where practical, all new construction at the University will be, at the least, LEED Silver Certified.
- The University will replace the existing heating and cooling plant with a co-generation plant that will reduce current carbon consumption in University buildings by 38% over current levels.
- The University will enhance its status as the first public university in the nation to sign an MOU with the Environmental Protection Agency through sustainable practices in its parking and transit services, storm water runoff mitigation, solar installations, and urban forest management and landscaping.

Connecting Globally

Goal 4: Connecting Globally

To meet the challenge of career success in a global community, the University must provide an educational experience which will enable students to internationalize their perspectives; to develop the necessary knowledge and skills to function effectively in multiple international milieus; and to be prepared to adapt to rapidly changing economic, social and political landscapes. In addition, recognizing that the discovery of new knowledge, its applications, and the evolution of new forms of expression are now international endeavors, faculty members should seek opportunities to engage in scholarly activities with colleagues around the globe.

Of all the international options available to students, international study abroad, with the attendant immersion in the language and culture of the host country, is by far the most effective in cultivating a consciousness of cosmopolitan citizenship and international engagement. The University's study abroad programs are firmly established, but the range of students who are able to take advantage of them should be expanded. Additionally, for the Montclair State University students who will be unable to participate in a study abroad program, the University will continue to enhance their opportunities to have meaningful contact with international students on campus, learning with them in the classroom, living with them in residence halls, and forming friendships through co-curricular functions. The University will actively promote the recruitment of a strong international cohort in every entering class and provide semester- and year-long visiting opportunities for internationals, encouraging always the active engagement of these visitors within the campus community.



Faculty exchanges provide an opportunity for professors to pursue a scholarly and instructional agenda in an international setting and bring back to the University's students an international experience and perspective on their disciplines. Technology now provides a potentially rich set of tools to allow the University to expand upon the traditional faculty and student exchanges and create new ways to interact electronically in real time with partner institutions around the world, expanding and enlivening existing relationships or establishing new ones.

One of the enduring features that differentiates a Montclair State undergraduate degree from those of similar institutions is the existence of a world language requirement for every student. The University continues to be committed to the intellectual value and cultural importance of in-depth exposure to a language in addition to English and the experience of learning to communicate in a second language.

Objective A: Extend existing partnerships and establish new partnerships with selected foreign universities, focusing on collaborative research, jointly offered instructional degree programs, and entrepreneurial opportunities.

- By 2012, clearly articulate the policy, criteria, priorities and expectations which will guide the ongoing establishment of international partnerships.
- By 2013, initiate synchronous and on-line joint instructional opportunities with a limited number of partner universities.
- By 2014, have fully functioning joint or combined degree programs with partner universities in two countries, and by 2016 in four countries.
- By 2016, expand the Teaching in English program to at least 15 international partner institutions, generating net revenue.

Objective B: Increase the involvement of Montclair State faculty in the area of international research collaborations, and the number of international faculty hosted by the University annually.

- Encourage faculty efforts to secure international fellowship and research grants (NSF, Fulbright, etc.).
- Maintain and expand the sponsorship of international scholars through the agency of Institute for International Education.
- By 2013, become certified by the United Nations as a UN chartered NGO.

Objective C: Increase the number of students who participate in a study abroad program, and develop appropriate financial mechanisms to assure the accessibility of that opportunity for students of all economic means.

- By 2013, conduct experimental offerings of several undergraduate and graduate courses synchronously via internet with partner universities in other countries.
- By 2014, 3% and by 2016, 5% of Montclair State students will study for a full term at a university abroad.
- By 2014, we will implement international components within selected experiential education programs.

Objective D: Increase the number of international students at both the undergraduate and graduate level.

- By 2012, design and implement a comprehensive recruitment program for undergraduate and graduate international students.
- By 2013, increase the F-1 undergraduate international student cohort from 3.3% (2010) to 5% and the F-1 graduate international student cohort from 2.9% to 7%.
- By 2016, increase the F-1 undergraduate international student cohort to 8% and the F-1 graduate international student cohort to 10%.
- Strengthen by corresponding levels the ESL, writing and cultural transition services which will help guarantee the academic success of international students.
- Create co-curricular programs and protocols specifically designed to introduce international and U.S. students to each other.

Objective E: By 2014, departments that offer World Languages will provide students with a dynamic communicative approach to learning a language and its key cultural constructs; placement policy will promote language proficiency outcome objectives.

Meeting the Challenges and Opportunities on the Way to Tomorrow



Goal 5: Meeting the Challenges and Opportunities on the Way to Tomorrow

Public higher education in general and Montclair State University in particular face a number of serious challenges that may be summarized as follows:

External Funding: The University faces the ongoing decline in the level of state support. Since there are limitations to the opportunity for enrollment growth, and given that affordability is a core institutional value, thereby ruling out large increases in tuition, the University is compelled to seek external funding from a wide range of alternative sources to bridge the gap between “good” and “excellent.” The University must focus on federal and state agencies, the corporate sector, private foundations and other non-profits, alumni, and friends of the University in the search for the resources needed to achieve and sustain excellence.

Since the support of alumni, once established, has the potential to be more constant from year to year, and, hence, a more reliable component of our annual revenue, it is critically important that both the percent of alumni giving regularly and the total amount given be raised significantly. Additionally, the University must be more entrepreneurial in establishing joint ventures, transferring knowledge, and providing professional services that will yield income.

Cost Control and Efficiency: Over the past ten years, the University’s ability to fund many of the objectives identified in the previous strategic plan has been made possible, in part, by significant enrollment growth. With lower enrollment growth than in the previous period, combined with the uncertainties attendant upon state funding, the University community must exercise continual vigilance over its budgetary resources and seek opportunities to operate in ways that are efficient and cost-effective.

Affordability: Assuring that a Montclair State education is accessible to students with minimal regard to financial circumstances is a core value of the University. Affordability is, however, strongly influenced by a complex equation, the terms of which include state operating and capital support and state and federal financial aid programs. Working within these externally-imposed parameters, the University is committed to: providing high quality and affordable programs; ensuring that the cost of a Montclair State degree is regarded as an astute investment in the future; and delivering access to an education that is available to most without regard to family income.

Technology: The largest technological challenge and opportunity the University faces over the foreseeable future is not the acquisition of new technology, but the harnessing of its vastly increased processing power to serve its instructional, scholarly and administrative needs. The University must be nimble in evaluating, and adopting where appropriate, new technologies that will advance its objectives and increase the effectiveness and efficiency of our actions.

Facilities: In spite of increasing academic space by 68% to 1,295,000 sq. ft. over the past 10 years, the amount of academic space available remains more than 500,000 sq. ft. below the levels available to comparable institutions nationally for instruction and research.

Service-oriented Campus Culture: Whether a student passing through in four years or an employee spending an entire career at the university, the quality of life experienced on campus is an important determinant of satisfaction – satisfaction that will yield loyal alumni and dedicated employees. While many aspects of life on campus have an impact on the overall quality of life, there is one fundamental

characteristic which is most determinative of the quality of life experienced on campus and that is a culture which is dominated by an ethos of service, a genuine desire to assist students and colleagues to achieve important academic and institutional goals.

Communication: As an institution, Montclair State has an important history in this state and a significant story to tell about the fundamental characteristics of the institution, how it has served the State in the past, and the quality of contributions it is capable of making in the future. For Montclair State, the effective telling of its story to our multiple constituencies should serve to convince them that the University is worthy of their respect and support.

Innovation: By challenging the orthodoxies of academic structures, traditions and a culture that often mitigates against an institution's ability to meet the needs of a changing marketplace, Montclair State University is committed to being at the forefront in the creation of a university for the 21st century. By creating and maintaining an environment that supports and encourages faculty experimentation, by nurturing a culture of creativity and innovation, and by evaluating many of the protocols and processes that are currently embedded in the University, the University must position itself to anticipate and respond to the needs of a changing region and world.

Objective A: Increase the amount and diversify the sources of non-state support.

- By 2012, the University will have in place a special campaign targeting graduating seniors and graduates of the previous 10 years to instill the habit of alumni giving.

- By 2012, the University will have a functioning intellectual property patent and licensing policy process in place.
- By 2013, external support for basic and applied research will total \$7M from federal agencies, corporations, and private foundations. By 2016, the total will be \$10M.
- By 2013, external support for programmatic initiatives will total \$5M from federal and state agencies, corporations and private foundations. By 2016, the total will be \$8M.
- By 2013, 10% of alumni will contribute to the Alumni Fund annually and the total amount of their contribution will be \$1.1M. By 2016, 15% of alumni will contribute annually and the total amount of their contribution will be \$1.8M.



- By 2013, the assets of the Montclair State University Foundation will be \$60M. By 2016 the total will be \$75M.
- By 2016, the University will hold an interest in at least five patents, and the first licensed commercial products will be on the market or in advanced stages of development.
- By 2016, annual net revenue from patents, joint ventures, professional services and similar extramural sources will be \$1M. By 2018, the total will be \$2M.

Objective B: Identify opportunities to contain costs and improve efficiencies.

- By 2012, improve the utilization of space across the hours of the day and the days of the week.
- By 2012, finalize the development of a plan for full utilization of the summer term for instruction and for complementary revenue-generating activities.
- By 2012, adjust the expectations related to class size, assuring both an educationally sound and resource-realistic array of appropriate class sizes, from small seminars to large lecture sections.
- By 2012, all programs will have reviewed their advising practices and their course offering schedules to assure that students have the information and the opportunity necessary to complete their degree programs in a timely fashion.
- By 2013, have fully integrated and accepted Information Technology and Academic Program plans in place that ensure technology resources are aligned with the University's academic goals and objectives and dedicated to the enhanced and more intensive uses of technology.

- Each year, continue the process of identifying opportunities to enhance the efficiency of operations and business practices.
- By 2013, develop a comprehensive plan for the implementation of sustainable campus maintenance practices.

Objective C: Ensure that a Montclair State education remains affordable and is regarded as an exceptional value.

- The University will maintain undergraduate tuition close to the mid-point of tuition levels among the state's senior public institutions and graduate tuition at a slightly higher level
- The University will continue to improve the effectiveness of its financial aid services to students.
- The University will seek every opportunity to increase available scholarship funds.

Objective D: Seek and adopt innovative technological solutions.

- By 2011, implement a strategy that will ensure ample instructional design resources to serve the rapid expansion of on-line delivery of instruction.
- By 2012, complete the review of ERP systems and finalize contracts for both software systems and implementation providers.
- By 2011, identify an individual who will support and coordinate academic computing initiatives on campus and who will report to the Provost and work collaboratively with Information Technology.
- By 2013, implement a virtual computer lab and virtual support mechanisms for on-line, on demand, 24/7 access to the increasingly

sophisticated software utilized in instruction and research activities.

- By 2013, implement an Institutional Repository to house research and instructional materials available to faculty and students to enhance the content of online courses and provide for sharing of instructional materials across disciplines.
- By 2016, complete installation and testing of the chosen ERP and supporting component systems.

Objective E: Plan and execute new construction and renovations of existing facilities.

- Define a plan for the renovation of existing student housing and dining stock.
- Complete the renovation of Schmitt Hall.
- Complete the implementation of the University's broadband wireless network.
- Construct a new Combined Heating and Power Plant and Utility Distribution System.
- Construct a new facility for the School of Business.
- Construct a new Center for Environmental and Life Sciences.
- Construct a new facility and complete the renovation of existing space for Communication and Media Studies.
- Complete the renovation of Partridge Hall.
- Complete a plan for Visual Arts, including the renovation of Calcia Hall.
- Complete the renovation of the Student Center including all auxiliary spaces.
- Complete the renovation of Life Hall.
- Complete the renovation of College Hall.
- Complete the renovation of Richardson, Science, and Mallory Halls.

Objective F: Foster a campus culture that is service-oriented.

- Continually encourage innovation and constant improvement in the delivery of services to all constituencies, including mechanisms to review systematically University processes and practices to ensure that services are accessible, seamless, and effective.
- By 2012, develop, and begin implementation of a plan that will result in a full integration of core student services by 2015.
- By 2012, provide core technology instruction that will ensure community members are facile in using the service-oriented technologies available to them through our various learning management and administrative systems.
- By 2012, prepare customer service guidelines, and implement ongoing customer service training for all employees.
- By 2013, promote a comprehensive and user-friendly suite of online services that are designed to work with mobile computing devices

Objective G: Develop and implement external and internal communication strategies that will support the goals and objectives of the strategic plan.

- By 2012, develop and implement external and internal communication strategies designed to enhance the University's reputation and visibility.
- By 2012, generate strategic initiatives targeted to impact selected national university rankings.
- By 2012, launch a redesigned web presence for the University and all colleges/schools.
- By 2012, complete a marketing and rebranding strategy which is consistent with this strategic plan.
- By 2013, review the evolving technology environment and develop and implement a strategy to employ effectively new technologies in communicating with key audiences.
- By 2014, establish a strategy to regularly acquaint our several publics with evidence of the success of our graduates.

MONTCLAIR STATE UNIVERSITY

Benchmark Institutions

The University will measure its progress against that of other universities who face similar challenges and have similar aspirations. The following benchmark institutions have been identified for that purpose.

Ball State University
Muncie, IN

Bowling Green State University
Green, OH

Illinois State University
Normal, IL

San Diego State University
San Diego, CA

Towson University
Towson, MD

University of Massachusetts Boston
Boston, MA

University of North Carolina Charlotte
Charlotte, NC

University of North Carolina Greensboro
Greensboro, NC

We will annually review a wide range of characteristics, data, and best practices at these institutions to inform our activities and gauge our progress in meeting the goals established in this plan.



MONTCLAIR STATE
UNIVERSITY

Economic Impact Report Appendix B

MONTCLAIR STATE UNIVERSITY



Economic Impact Report **2012-13**

President's Message



Dr. Susan A. Cole

Montclair State University takes great pride in the caliber and commitment of its students and the quality and breadth of the education it provides them. Montclair State's many thousands of graduates have gone on to lead purposeful and productive lives and have contributed to society in innumerable ways. Its distinguished faculty continues to make important contributions in scholarship and research in fields relevant to the state and the larger world.

While the University exists for these educational purposes, it also makes an additional positive and direct contribution to the economy and quality of life of the state and the region. Montclair State employs thousands of people, makes voluminous purchases from state vendors and attracts tens of millions of dollars in out-of-state funding.

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

Going forward, we are determined to ensure that Montclair State continues to be an outstanding educational resource and engine of growth for New Jersey and the nation.

A handwritten signature in white ink that reads "Susan A. Cole". The signature is fluid and cursive, with the first name "Susan" and last name "Cole" clearly legible.

2012-2013

Economic Impact Report

Montclair State University takes pride in its rich history of bold educational innovation and vital service to the state. Although the University's core mission lies in higher education, it is also an integral part of the New Jersey economy and a steady driver of its growth. In fact, Montclair State's impact extends well beyond its students and employees to create income and employment for thousands of people throughout the state, many of whom have no direct connection to the University. Now more than ever, when our state and nation continue to confront serious economic challenges, this tangible economic benefit makes Montclair State an exceptional investment for New Jersey.



2012-2013 Highlights

8,014
New Jersey
jobs were
attributable to
Montclair State
in 2012.

- **The amount of economic activity traceable to Montclair State (\$354.1 million) was more than three and a half times its total state funding (\$99.4 million) in 2012.**
- **Montclair State accounts for a large and growing number of jobs.** Including both jobs at the University and those that result from its in-state expenditures, 8,014 New Jersey jobs were attributable to Montclair State in 2012. To meet expanding student enrollments, the number of full-time faculty and staff positions rose 43% between 2000 and 2012.
- **Montclair State supports New Jersey vendors,** making more than 87% of its \$89.8 million in purchases from in-state vendors.
- **Montclair State brings significant amounts of money into New Jersey,** attracting almost \$41 million from out-of-state sources in 2012.
- **Montclair State has expanded to meet the state's educational needs,** boosting undergraduate enrollments by almost 42% and graduate enrollments by more than 19% since fall 2000.

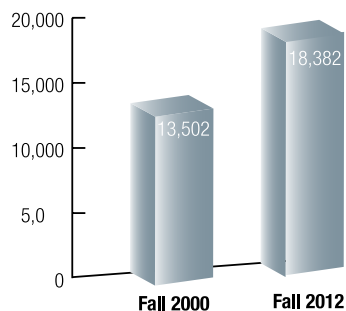
- **The skills Montclair State provides its students stay in New Jersey.** About 91% of students who have earned degrees since 2000 still live and work in New Jersey.
- **Montclair State achieved all these positive outcomes as New Jersey's share of the University's total revenue declined** from 55.2% in 1995 to 23.4% in 2012. Just between FY00 and FY12, the University's state allocation per full-time-equivalent student plummeted by almost 47% from \$4,669 to only \$2,490.



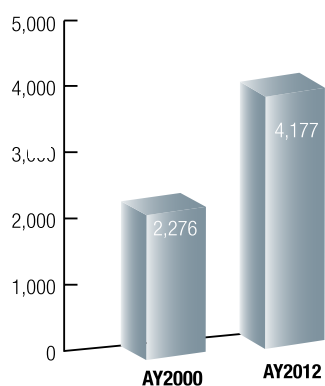
About 91% of students who have earned degrees since 2000 still live and work in New Jersey.

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

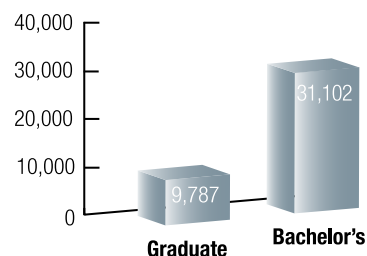
Growth in Degree Enrollments



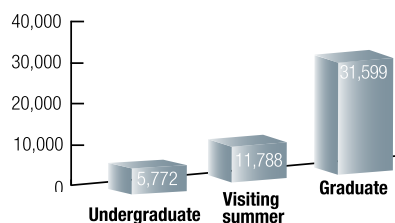
Growth in Degrees Conferred



**Total Degrees Conferred
AY2000-12**



**Non-Degree Enrollments
AY2000-12**



Training a Work Force

New Jersey cannot compete economically without a sophisticated work force, but it ranks a disappointing 46th in the nation in seats in public, four-year institutions of higher education per high school graduate. As a result, New Jersey is far and away the largest net exporter of college students in the United States. In the fall of 2010, of the 100,778 freshmen from New Jersey enrolled in degree-granting institutions, 34,995 students, or almost 35%, enrolled in out-of-state institutions. Their loss to New Jersey was not replaced by a comparable number of students from other states. Many of these expatriates never return to live or work in New Jersey, thereby denying the state the benefits of their intelligence, energy and ambition. With its knowledge-driven economy, New Jersey has no choice but to increase capacity in its historically under-built system of higher education.

The second largest university in New Jersey, Montclair State has been doing its part to address this grave problem. From 2000 through 2012, it conferred 31,102 baccalaureate and 9,787 graduate degrees. The University has served comparable numbers of non-degree students. During those same years, non-degree undergraduate enrollments in the fall and spring totaled 5,772; visiting summer enrollments amounted to 11,788; and non-degree, post-baccalaureate enrollments in the fall and spring numbered 31,599.

Montclair State has been growing. Between fall 2000 and fall 2012, it boosted undergraduate enrollments by almost 42% and graduate enrollments by more than 19%. Now enrolling 18,382 students, the University granted almost 84% more degrees in 2012 than it did in 2000. The University's growing reputation has brought an even swifter increase in applications. The College Board reports that Montclair State is the second most popular destination of New Jersey students' SAT scores. In 2012, Montclair State received nearly 12,500 applications for 2,207 places in its freshman class, double the number of applications it received a decade ago. More than 4,000 students applied to transfer to the University, another increase of 100% over ten years.

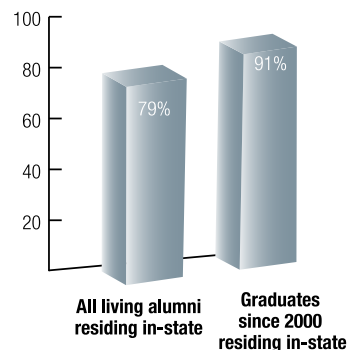
This very significant increase in educational opportunity for New Jersey students has been supported by significant academic and campus

life enhancements, including: a 67% increase in classrooms, laboratories, and specialized academic facilities and a 122% increase in on-campus housing for students since 1999; a new performing arts center and art gallery; a new student recreation center; a renovated athletic center; new parking facilities; and extensive improvements to campus technology and infrastructure. The new Heights residence complex was honored for its contribution to the state's economic recovery and was recognized as the state's Leading Public-Private Partnership project by the New Jersey Alliance for Action. As a result of an expansion of the University's degree offerings, in the fall of 2012, Montclair State offered 57 distinct bachelor's degrees, 40 master's degrees and 6 doctoral degrees. If concentrations are included, the count rises to 120 different bachelor's and 83 master's degrees.

Montclair State is a true opportunity university. In the fall of 2011, 42% of freshmen were minority students. In the fall of 2010, more than 38% of freshmen estimated that their family income was below \$50,000. Also, only 38% of their fathers and 43% of their mothers had earned a college degree, so many students were the first member of their family to attend college.

Although it attracts growing numbers of out-of-state applicants, Montclair State's primary contribution is to the human capital of New Jersey, amply repaying the state for its investment in their education. Of students who earned degrees since 2000 for whom data is available, 91% live in New Jersey. Of the total of 105,647 living graduates for whom data is available, 79% still reside in New Jersey. The skills of many of these graduates would have been lost to New Jersey if they had attended out-of-state universities.

**Montclair State Graduates
Live and Work in New Jersey**



Quality Gets Noticed

Getting beyond the numbers, outside observers have repeatedly called attention to the quality of the education offered by Montclair State:

2012

- *U.S. News & World Report* continues to rank our graduate teacher preparation program as one of the top 20 in the nation, and it once again named Montclair State a top-tier regional university.
- The U.S. Department of State recently recognized Montclair State as a "Top Producer of U.S. Fulbright Scholars." This year, with 11 new international Fulbright students choosing to pursue their graduate studies at Montclair State, the University has 26 Fulbright students on campus for the 2012-2013 academic year, the most in its history.
- The magazine *Diverse Issues in Higher Education* ranked Montclair State in the top 2% nationally as a producer of undergraduate degrees for minority students.
- For the 15th year in a row, *The Hispanic Outlook in Higher Education Magazine* named the University as one of the "Top 100 Colleges for Hispanics" in the nation, giving Montclair State the highest ranking in New Jersey.
- For the fourth consecutive year, *G.I. Jobs* magazine included Montclair State in its list of "Top 100 Military Friendly Schools."
- Montclair State's Center for Autism and Early Childhood Mental Health received a \$1.5 million grant to establish a Center of Excellence to coordinate all autism research funded by the Governor's Council for Medical Research and Treatment of Autism.
- Montclair State University and New York Public Radio (NYPR) have entered into a partnership that makes the University the headquarters for the news bureau of NYPR's recently-created New Jersey Public Radio.
- The Princeton Review included our School of Business in its 2012 edition of *The Best 294 Business Schools*.
- Montclair State was once again included in *The Princeton Review's Guide to 322 Green Colleges* and *Sierra* magazine's list of "Coolest Schools" as one of America's most environmentally responsible and forward-looking institutions of higher education.

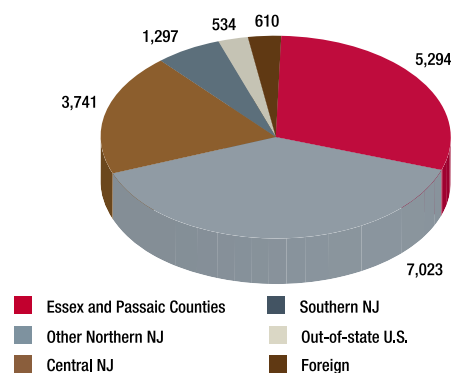
2011

- *U.S. News & World Report* ranked Montclair State's graduate programs in elementary and secondary teacher education in the top 20 in the nation. The report also ranked Montclair State in the top tier of Northern Regional Universities.
- Montclair State was one of 12 colleges and universities — and the only academic institution in New Jersey — selected to participate in a National Genomics Research Initiative by the Howard Hughes Medical Institute and its Science Education Alliance.
- *Diverse Issues in Higher Education* magazine ranked Montclair State in the top 2% of all schools as a producer of undergraduate degrees for minorities. *The Hispanic Outlook in Higher Education Magazine* placed the University on its "Top 100 Colleges for Hispanics" list for the 14th year in a row, awarding Montclair State the top ranking in New Jersey.
- For the third consecutive year, *G.I. Jobs* magazine awarded Montclair State the designation of "Military Friendly School."

2010

- *U.S. News and World Report* included Montclair State on its list of "Best Business Schools." *The Princeton Review* also named Montclair State "A Best Business School."
- The nonprofit Education Trust labeled Montclair State a "Top Gainer" and listed it among the top 25 public four-year colleges and universities in the nation for its improvements in minority graduation rates. Montclair State was the only New Jersey institution to break into the top 25. The University was also ranked in the top 25 nationally in a companion report of "Top Gap Closers," which listed those institutions that were most successful in closing the gap between the graduation rates of minority and non-minority students.
- Montclair State was the only state college in New Jersey to make *Sierra* magazine's list of "Coolest Schools," which recognizes America's most environmentally responsible and forward-looking colleges and universities. Montclair State was also included in the first release of *The Princeton Review's Guide to 286 Green Colleges*.

Sources of Montclair State Students
Fall 2012



Montclair State draws students from an ever-widening geographic base. In the fall of 2012, although close to 29% of all students hailed from the University's home in Essex and Passaic Counties, 38% came from the rest of northern New Jersey (Bergen, Hudson, Morris, and Sussex Counties), more than 20% from central New Jersey, and 7% from the south of the state. Every one of New Jersey's 21 counties was represented. The 5.6% of students who came from elsewhere were particularly diverse: 33 states and the District of Columbia and 86 foreign countries were represented, with the largest international contingents coming from China (86), India (48), and the Republic of Korea (55).

Montclair State has earned accreditation from 12 different agencies, including the most prestigious accreditation agencies in the fields of business, the arts, teacher education and audiology. In August 2012, the Middle States Association gave an overwhelmingly positive review of the University's mid-term *Periodic Review Report* in support of its regional accreditation. Reviewers noted that the University's "student-centered philosophy" is evident in its attention to affordability and to issues of student advising. They commended the University no less than seven times for its strategic planning, assessment, technology, budgeting, and student service programs. The Middle States report concluded that the "President, faculty, administration, students, Trustees, and community partners of Montclair State University will move through the challenging landscape of the 21st Century successfully to sustain their strong institution and to provide increasingly engaging opportunities for their students."

Collaboration with the Corporate Community

Companies need employees who can communicate, solve problems, and continue to learn in response to evolving economic and social conditions. Montclair State's **Center for Career Services and Cooperative Education** offers programs designed to produce just such graduates. Between June 2005 and fall 2012, 2,882 students worked an average of 34.5 hours per week for more than 1,395 organizations in special internship and cooperative education programs. While students gained hands-on experience, they provided their labor and ideas to such well-known (as well as numerous smaller) institutions as:

A.G. Edwards & Sons, Inc.	Disney Worldwide Services, Inc.	Morgan Stanley Dean Witter	Six Flags Great Adventure
ABC News, <i>Good Morning America</i>	Donna Karan International	Mountainside Hospital	Smith Barney, Inc.
ABC NewsOne	Drug Enforcement Agency	Movado Group, Inc	Sodexo
Albert Einstein College of Medicine	Duff & Phelps, LLC	MSNBC	Solomon R. Guggenheim Museum
<i>All My Children</i>	EMI Music North America	National Academy of Television Arts & Sciences	Sony BMG Music Entertainment, Inc.
American Cancer Society	Englewood Hospital and Medical	National Organization for Women	Sony Pictures
Ameriprise Financial Services	Enterprise Rent-A-Car	NBA	Sports Authority
Anthropologie	Entertainment Tonight /Insider	NBC Sports	Sports Radio 66 WFAN
Apple Montessori Schools	Ernst & Young, LLP	NBC Universal	Standard & Poor's
Applebee's	ESPN Radio 1050AM	Neiman Marcus	Standard Chartered Bank
Armani Exchange	Esprit	Nets Basketball	Staples, Inc.
Atlantic Health System	Essex County Hospital Center	<i>New Jersey Business</i> magazine	Sundance Channel
Atlantic Records	Extended Stay Hotels	New Jersey Jackals	Superior Court Of New Jersey – Essex
Avalon Publishing Group	Fair Isaac Corporation	New Jersey Network (NJN)	Superior Court Of New Jersey – Bergen
Avis Budget Group	Fairlawn Health Center	New Jersey Performing Arts Center	Target
Bally Total Fitness	<i>Family Circle</i>	New Jersey Sports & Exposition	TGI Friday's
Barclay's PGA Tour	Fort Lee Police Department	New Jersey State Police	<i>The Colbert Report</i>
Barneys New York	Fox News Channel	New Jersey Symphony Orchestra	The Conference Board
BASF Corporation	Fred Astaire Dance Studios	New Line Cinema	<i>The Daily Show with Jon Stewart</i>
Bauer Media Group	GNC	New York Giants	The Donna Karan Company
Bayer HealthCare	Gold's Gym	New York Life	The Estee Lauder Companies, Inc.
BBDO	<i>Good Housekeeping</i>	New York Red Bulls	<i>The Martha Stewart Show</i>
Bear Stearns	<i>Guiding Light</i> (CBS)	New York Sports Club	The NASDAQ OMX Group Inc.
Bellevue Hospital Center	Hampton Inn & Suites	Newark Beth Israel Medical Center	<i>The New York Times</i>
Bergen County Health Department	Harrah's Entertainment Inc.	Newark Liberty International Airport	The Rachael Ray Show
Bergen County Prosecutor's Office	HealthCare Institute of New Jersey	Newark Public Schools	The Salvation Army
Berlex Laboratories, Inc.	Hearst Magazines	NFL Films	<i>The View</i>
Best Buy/Geek Squad	Hilton Short Hills	New Jersey Department of Corrections	The Weinstein Company
BET Networks	<i>Hispanic Outlook in Higher Education Magazine</i>	New Jersey Performing Arts Center	Time Warner Cable
<i>Billboard</i> magazine	Holy Name Hospital	NJTV	TriStar Studios
Bleecker and Sullivan Advertising	Homewood Suites	Northwest Airlines	U.S. Department of State
Bloomingdales	Horizon Blue Cross Blue Shield of NJ	Norwegian Cruise Line America	U.S. District Court of New Jersey
Cablevision	Houlihan's	Novartis Pharmaceutical Corp.	UBS Financial Services, Inc.
Capitol Records	ITT	NY1 News	United Airlines
Cardinal Health Healthcare Marketing	John Wiley & Sons, Inc.	NYC Board of Education	United Health Group
Care Plus NJ, Inc.	Johnson & Johnson	NYU Medical Center	United Nations
Catholic Charities	Kenneth Cole Productions	Ogilvy CommonHealth Worldwide	United Parcel Service
CBS News	King World Productions	Oppenheimer & Co., Inc.	Universal Music Group
CBS Sports	KPMG	Outback Steakhouse	Universal Pictures
Cendant	L'Oreal USA	Overlook Hospitals	<i>USA Today</i>
Cerebral Palsy of North Jersey	La Quinta Inns & Suites	Oxygen Media	Valley National Bank
Cesna Group	LabCorp of America	Passaic County Prosecutor's Office	Verizon Wireless
Charlie Brown's	Lea & Perrins, Inc.	Passaic County Superior Court	Versace
Chili's Southwest Grill & Bar	Liberty Health	Pathmark Pharmacy	Viacom /Viacom Media Networks/MTV
Chubb Group of Insurance Companies	Liberty Science Center	<i>People</i> magazine	Virgin Mobile USA
Citigroup	Lifetime Television (NY)	Pfizer, Inc.	WABC-TV
Classic Rock 102.9	Liz Claiborne, Inc.	PGA Tour	Walgreens Pharmacy
CNBC	Louis Vuitton North America	Polo Ralph Lauren	Walmart
CNN New York	Madison Square Garden Network	PriceWaterhouse Coopers LLP	Walt Disney World Resort
Coach	Maimonides Medical Center	Progressive	Warner Music Group
Colgate-Palmolive Company	Major League Baseball	Prudential Financial	WCBS-TV
Columbia University	March of Dimes	Public Relations Society of America	Wegmans
Commerce Bank	Marriott Vacation Club International	Radio Disney 1560 AM	Wells Fargo Securities, LLC
Community Food Bank of New Jersey	Marvel Comics	Ralph Lauren Childrenswear	Westchester County Forensic Laboratory
Conde Nast Publications	MBNA	Rasmussen Reports	Western Union
<i>Cosmopolitan</i> magazine	Meadowlands Hospital Medical Center	Rite Aid Pharmacy	Westwood One Radio Sports
Costco Wholesale	Mellon Financial	Robert Wood Johnson University	Whole Foods Market
County of Middlesex Public Health	Mercedes-Benz USA	Roche	Whoop, Inc.
Courtyard by Marriott	Merck & Co. Inc.	Saint Barnabas Medical Center	WINS 1010
Covenant House – New Jersey	Merrill Lynch	St. Joseph's Healthcare System	WPIX-TV /CW11 WPLJ FM Radio 95.5
Crane's Mill Retirement Community	Metropolitan Opera Guild	Scottrade	Wyeth
Crowne Plaza	Miramax	<i>Seventeen</i> magazine	YMCA of Greater Bergen County
CVS Pharmacy	Montclair Public Schools	Shop Rite Supermarkets, Inc.	Yogi Berra Museum
<i>Dan Rather Reports</i>	Montclair YMCA	Showtime Networks	Z100/WHITZ Radio
Daughters of Israel	<i>Montel Williams Show</i>	Siemens Corporation	
Deloitte & Touche	Moody's Corporation	SIRIUS XM Radio	



As Montclair State's *Mission Statement* declares, "The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge." Given Montclair State's growing collaboration with industry, its experience sponsoring highly regarded conferences focusing on issues related to business and the environment, and the breadth of expertise represented by its faculty, the University is a major resource supporting the New Jersey business community. Not only do businesses consult faculty members on topics ranging from economic forecasting to forensic accounting, but students themselves advise local companies.

The **PSEG Institute for Sustainability Studies** was founded in 2009 to play a transformative role in cross-disciplinary research and education to address the sustainability issues of our time. The mission of the Institute is to conduct research, education and outreach to balance preservation of the Earth's life-support systems with the production of sustainable goods and services.

The **Bristol-Myers Squibb Science Teaching and Learning Center** houses Montclair State's Professional Resources in Science and Math (PRISM) program, which helps numerous school districts improve science and mathematics teaching by designing professional development programs. PRISM scientists, educators and classroom teachers are content-area specialists in curriculum, professional development and pedagogy. PRISM is also home to an interactive science broadcasting program for K-12 students, "The Rainforest Connection Live," a collaborative venture with the Smithsonian Tropical Research Institute in Panama and the New Jersey Education Research and Education Network.

Generously funded by grants from Roche and Merck, the **Science Honors Innovation Program (SHIP)** is a research-intensive program for undergraduates majoring in one of the disciplines of the College of Science and Mathematics. Because SHIP provides financial support for student research, travel to conferences and workshops, summer stipends, and scholarships, it is an unparalleled opportunity for undergraduates to get involved in the research community, get a head start on graduate school, and compete for awards, fellowships and admission to doctoral programs.

The **Novartis Graduate Fellows** program recruits the best graduate students with a focus on programs that would steer them to the pharmaceutical industry and covers the full cost of tuition for a master's degree plus an annual research stipend.

The Sokol Institute for Pharmaceutical Life Sciences is home to a research partnership with **Celgene**

Corporation to identify new drug targets for treating neglected parasitic diseases like river blindness and elephantiasis. These diseases affect the lives of over 120 million people and place over one billion people at risk of infection in endemic areas.

Dupont has made a major award to Montclair State to sponsor research in environmental remediation.

The **Battelle Memorial Institute** has opened a regional office on the campus of Montclair State to house the Battelle Environmental Assessment & Monitoring Section of its Environmental Solutions product line.

SIROM Scientific Solutions is an incubator company located at Montclair State specializing in cost-effective, environmentally friendly solutions to problems of environmental contamination.

TechLaunch, an investor-led technology accelerator, partnered with the New Jersey Economic Development Authority, Casabona Ventures and JumpStart NJ Angel Network to help a select group of portfolio companies in pursuing their start-up dreams. Montclair State hosted ten teams of aspiring technology entrepreneurs in the fall of 2012 as they participated in an intensive 12-week technology accelerator and business boot camp called **LaunchPad 1**. Among other things, the 2012 portfolio companies developed a social media platform for athletes, smartphone parental controls that prevent texting while driving, an online pop culture lesson library for teachers, a community-based mobile social networking app, and an event-based photo-sharing service. Activities included one-on-one mentoring and coaching from more than 75 successful entrepreneurs and angel investors, regular guest speakers and networking opportunities, weekly dinners and social events, and trips to Fortune 100 companies. At Montclair State, LaunchPad 1's inaugural class of innovators enjoyed access to campus workspace, conference rooms and even optional housing.

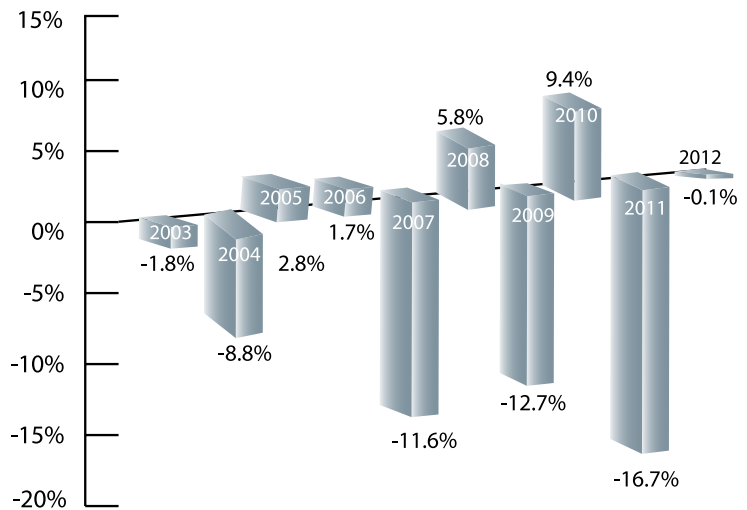
Students in the University's School of Business routinely work with firms to tackle real-world challenges as part of their course work. The Marketing Department has received the **Target Case Competition Grant**, which allows two sections in the Consumer Behavior course to work on a contemporary business problem with Target Corporation. Students enrolled in the course, Independent-Owned and Franchised Retailing, work on a consulting project every semester to come up with a solution to a critical problem faced by a local business entity. Students of the School of Business recently joined forces with the national food chain Smashburger to develop a marketing strategy for the brand that would appeal to the college scene.



Revenue: An Increasingly Self-Reliant Institution

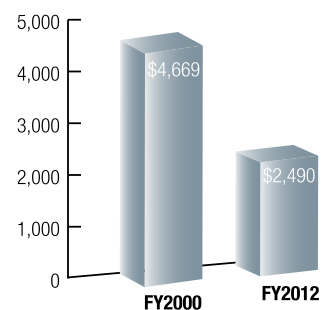
University revenue in 2012 totaled roughly \$351 million. New Jersey, however, has made inflation-adjusted direct appropriations for its public colleges and universities six times during the ten year period of 2003 to 2012. Consequently, New Jersey spent \$4.28 per \$1,000 in personal income on higher education versus a national average of \$5.62 in 2012.

Change in Inflation-Adjusted Direct State Appropriations for New Jersey's Public Colleges and Universities, FY2003-12



As a result of declining state support for higher education and growing enrollment demand by New Jersey's high school graduates, the University's state allocation per full-time-equivalent student plummeted by almost 47% — from \$4,669 to \$2,490 — between 2000 and 2012, and that figure is not adjusted for inflation. As a result, Montclair State receives less state support per full-time-equivalent student than any other senior public institution of higher education in New Jersey. Its support per student is less than two-thirds of the average of other colleges and universities in the sector and less than half of what the best-funded institutions receive.

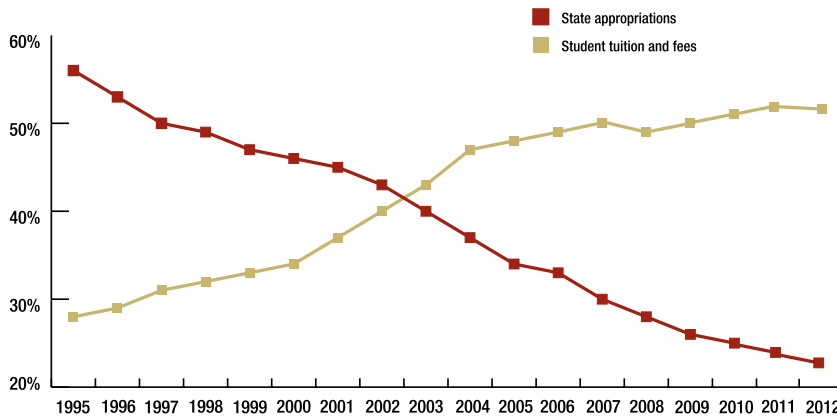
Montclair State's Declining State Allocation Per Full-Time Equivalent Student



The share of total University revenue derived from state appropriations declined from 55.2% in 1995 to only 23.4% in 2012.

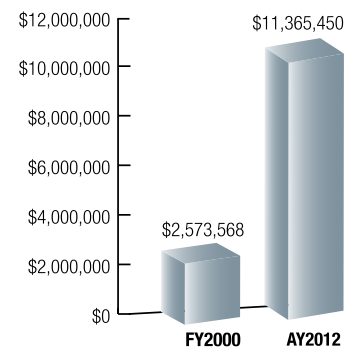
The share of total University revenue derived from state appropriations declined from 55.2% in 1995 to only 23.4% in 2012. Montclair State has necessarily become more dependent on other sources of revenue. Student tuition and fees in particular rose from about one-third of revenue in 2000 to more than half in 2012. Even so, the University's 2013 annual, full-time, undergraduate, in-state tuition and fee total of \$11,058 is the third lowest total of New Jersey's senior public institutions.

Major Sources of Revenue, 1995-2012

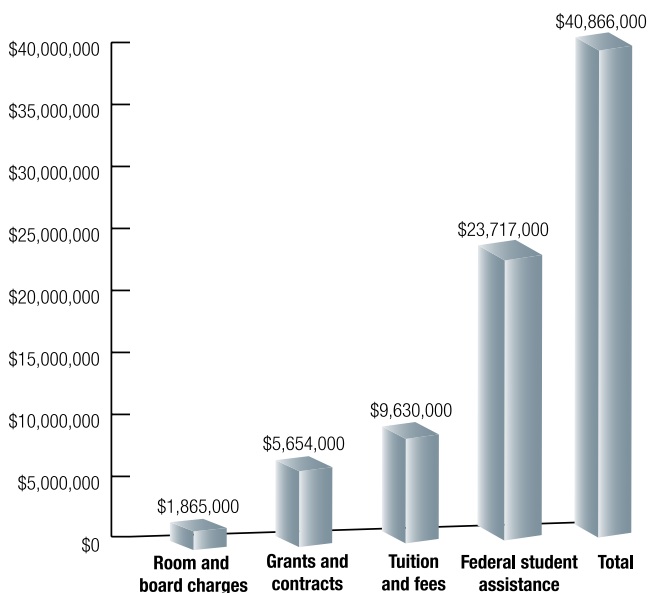


The University has redoubled its efforts to attract private money. To mark its centennial, Montclair State succeeded in raising \$60.3 million — 20% above its target — from over 23,000 donors during its “Campaign for a Second Century,” which ran from July 2001 through September 2008. Since then, the University has received another \$25.9 million. Montclair State is also aggressively seeking external grants. It succeeded in attracting almost \$81 million of such money from 2000 to 2012, of which more than half came from the federal government. During that period, the University's annual income from external grants shot up more than 340%. Montclair State brought almost \$41 million into New Jersey from all out-of-state sources in 2012. Federal student assistance came to \$23.7 million and charges to out-of-state students totaled \$11.5 million.

**Growth in External Grants
FY2000-12**



Revenue from Out-of-State Sources, FY2012

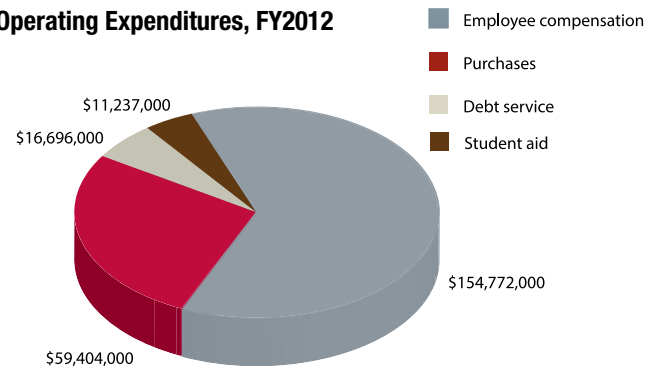


Montclair State brought almost \$41 million into New Jersey from all out-of-state sources in 2012.

Expenditures: Major New Jersey Employer

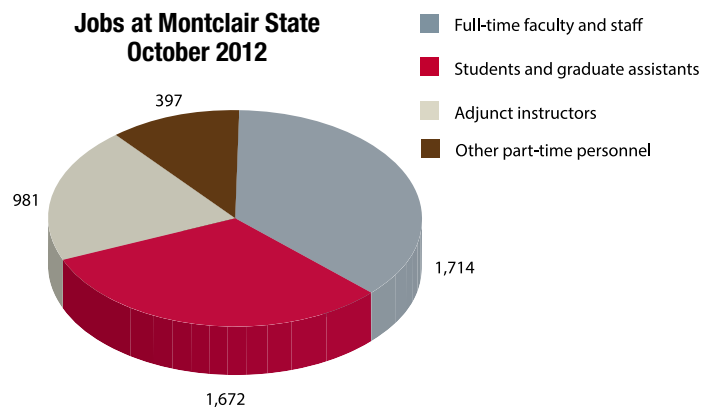
Montclair State spent more than \$242 million on operating expenditures and another \$30.4 million on capital expenditures in 2012. Gross employee compensation accounted for 63.9% of the operating budget, followed by purchases from vendors (24.5%), debt service (6.9%) and student aid (4.6%).

Operating Expenditures, FY2012

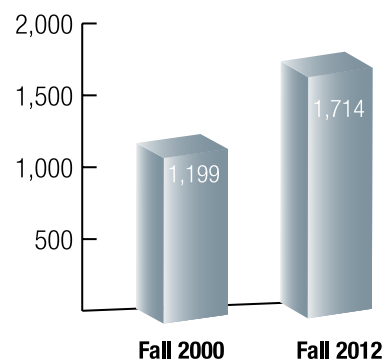


The University has a strong and direct impact on the state economy by means of the jobs it provides. In October 2012, Montclair State employed 4,764 people. To meet expanding student enrollments, the number of full-time faculty and staff positions rose 43% between 2000 and 2012.

**Jobs at Montclair State
October 2012**

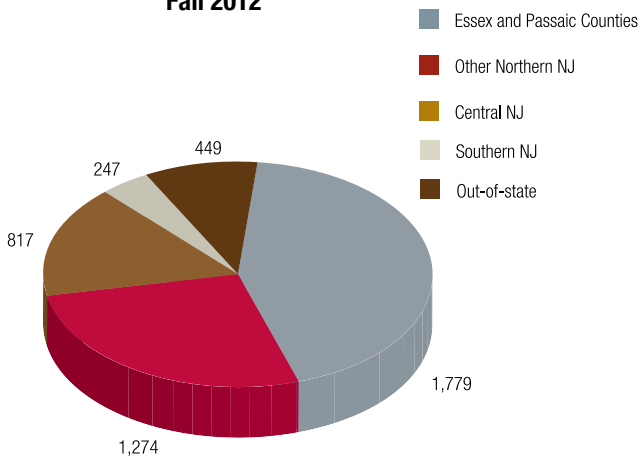


Full-Time Faculty and Staff Positions



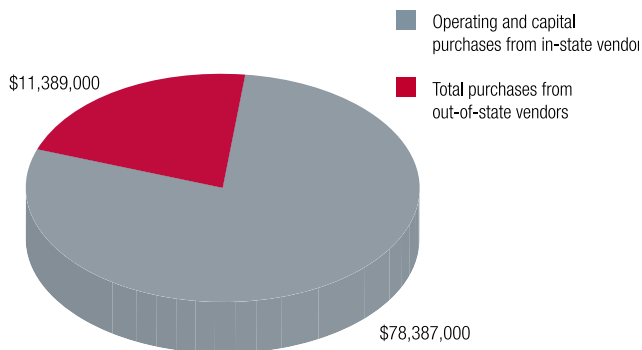
More than 90% of Montclair State's employees live in-state, paying New Jersey property, income and sales taxes. The University draws its employees from across New Jersey. Many employees live in Essex and Passaic Counties, but 49% live elsewhere in the state, including 1,064 employees from central and southern New Jersey.

Homes of Montclair State Employees Fall 2012



Of the \$89.8 million of purchases from vendors for both operating and capital expenditures in 2012, more than 87% went to New Jersey vendors.

Supporting New Jersey Vendors, FY2012



Disinterested outside observers have repeatedly praised Montclair State's financial management. Moody's Investor Services and Fitch Ratings have assigned the University credit ratings of A1 and A respectively. In its June 2012 Rating Update Report, Moody's cited such University strengths as:

- strong market position and healthy student demand,
- a robust cash flow operating margin providing ample debt service coverage,
- growing balance sheet resources with good unrestricted liquidity, and
- a leadership team that has a successful track record of executing complex, integrated financial and capital plans in an era of weak state support.

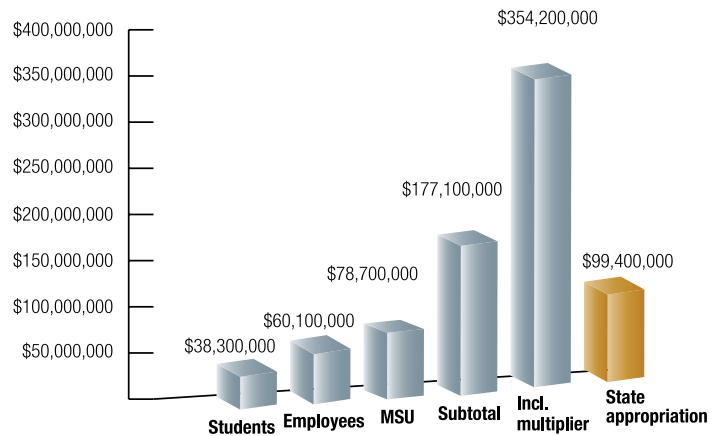
*Of the
\$89.8 million of
purchases from
vendors for
both operating
and capital
expenditures in
2012,
more than
87% stayed in
New Jersey.*



Stimulating New Jersey's Economy

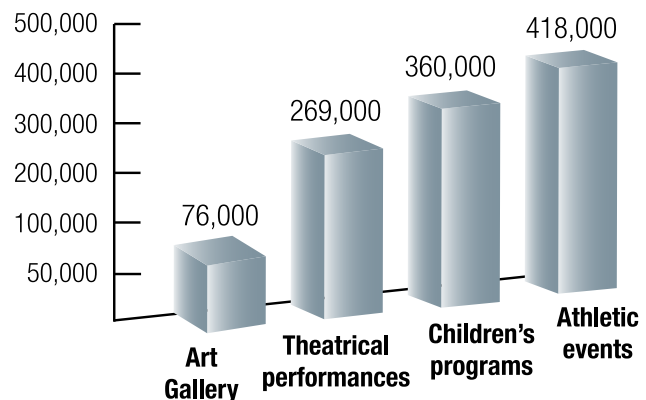
To calculate their short-term economic impact, many universities rely on the Ryan-New Jersey Model, a modified form of the classic Caffrey and Isaacs Model developed for the American Council on Education. These models estimate an institution's economic impact by means of the direct and indirect contributions it makes to cash flow in its host economy. Montclair State's direct, in-state expenditures (including capital expenditures) totaled \$78.7 million in 2012. University employees and students accounted for another \$60.1 million and \$38.3 million respectively, making for total direct expenditures within New Jersey of \$177.1 million.*

In-State Expenditures Attributable to Montclair State, FY2012



This figure, however, underestimates the University's true impact. It does not attempt to include the effects of hosting visitors at athletic, artistic and other events. From 2000 through 2012, athletic events at Montclair State enjoyed attendance of more than 418,000 spectators. Theatrical performances drew about 269,000 guests to the campus during the same period, and 360,000 children attended special programs on campus. Attendance at the University's George Segal Gallery between 2000 and 2012 added another 76,000 visitors.

Attendance of Events, FY2000-12

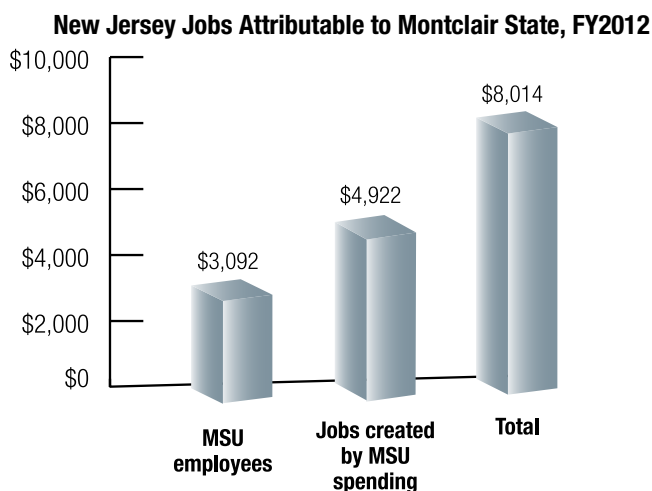


* This report relies on data from the U.S. Census Bureau, the U.S. Department of Labor's Bureau of Labor Statistics, and the U.S. Department of Commerce's Bureau of Economic Analysis to derive conservative estimates of consumer spending.

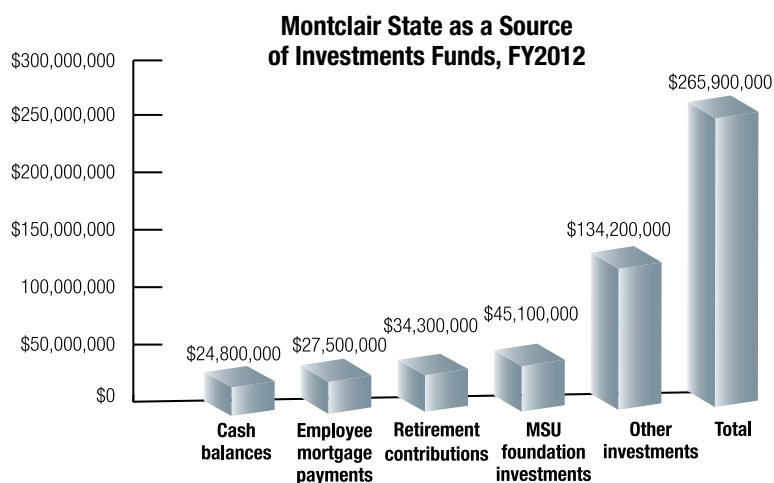
In addition, to measure short-term economic impact accurately, it is necessary to apply a multiplier to direct spending to capture the indirect, "ripple effect" of an institution's expenditures. The individuals and businesses whose incomes are directly affected by an institution's spending themselves spend or invest some of those dollars locally, creating additional income and employment for thousands of people, many of whom have no direct connection to the institution. Economic impact studies produced by other universities in the region conservatively estimate that every dollar spent generates another dollar's worth of in-state economic activity. If this multiplier of 2 is applied to estimate the combined effect of direct and indirect spending, Montclair State's total short-term economic impact on New Jersey in 2012 becomes \$354.2 million —more than three and a half times the state's \$99.4 million total funding of the University.

Spending naturally translates into jobs. Applying a conservative coefficient to expenditures of \$177.1 million yields an estimate of 4,922 jobs attributable to direct spending by the University, its employees and its students. Even without counting graduate assistants and student workers, when its own employees are included, a total of 8,014 New Jersey jobs were attributable to Montclair State in 2012. Montclair State not only drives job growth, but also heightens wages and salaries throughout the state. Because the University both stimulates demand for local businesses and directly competes with them for employees, average compensation in the area is higher than would be the case without it. As a result, Montclair State's presence benefits *all* workers in New Jersey.

*Montclair State's
total short-term
economic impact
on New Jersey
in 2012 was
\$354.2 million —
more than three
and a half times
the state's
\$99.4 million total
funding of the
University.*



The University also makes a sizeable contribution to New Jersey's credit base. At the end of fiscal year 2012, Montclair State's cash balance in banks totaled \$34.3 million and the Foundations amounted to \$12.2 million. The market value of Montclair State University Foundation investments and other University investments amounted to \$45.1 million and \$134.2 million respectively. Employee mortgage payments along with University and employee contributions to retirement systems added another \$24.8 million and \$27.5 million. In total, the University was thus a source of about \$278.1 million in investment funds.



Montclair State's
direct, in-state
expenditures
(including capital
expenditures)
totaled
\$78.7 million
in 2012.

The Long-Term Economic Impact of Higher Education

The facts and figures cited above speak only to Montclair State's short-term impact. The University's long-term impact is measured by its contribution to students' earnings. There is a powerful relationship between education and economic success. The U.S. Census Bureau estimated in 2003 that, compared to the lifetime earnings of a high school graduate, holders of a bachelor's degree earn an additional \$900,000 and holders of a master's degree earn an additional \$1.3 million. University graduates are thus likely to spend, save and invest more, and pay more in taxes than peers who lack university degrees, and more than 83,000 Montclair State alumni are spending, saving and investing their money and paying taxes here in New Jersey.





There is a powerful relationship between education and economic success.

Conclusion

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



Montclair State People in the 21 Counties of New Jersey

County	Employees	Students	Alumni
Atlantic	35	168	533
Bergen	521	3,659	16,051
Burlington	47	226	948
Camden	38	157	597
Cape May	6	49	212
Cumberland	17	67	162
Essex	1,421	2,996	14,155
Gloucester	20	118	303
Hudson	262	1,245	3,582
Hunterdon	39	169	1,175
Mercer	54	183	957
Middlesex	231	1,143	4,111
Monmouth	131	716	4,899
Morris	376	1,610	10,546
Ocean	80	489	3,423
Passaic	556	2,298	10,400
Salem	4	23	66
Somerset	85	369	2,668
Sussex	115	509	2,907
Union	238	958	4,373
Warren	39	203	1,156

Appendix: A Note on Methodology

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

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

- 1. an estimate of non-housing expenditures by an average middle-income family in New Jersey;
- 2. an estimate of in-state expenditures by employees and students;
- 3. an estimate of the percentage of New Jersey residents who rent;
- 4. an estimate of the median rent in New Jersey;
- 5. an estimate of in-state spending on non-housing items by non-local, full-time employees;
- 6. an estimate of average annual college-related expenditures by full-time students;
- 7. an estimate of average annual college-related expenditures by part-time students;
- 8. the coefficient for estimating jobs attributable to University expenditures; and
- 9. a multiplier.

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

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

The data for the charts in this report were obtained from the following Montclair State University offices: Institutional Research, Advancement Services, Budget and Planning, Research and Sponsored Programs, Treasury and Finance, and Human Resources,as well as the New Jersey Association for State Colleges and Universities.

The following table presents the calculation variables used in this study and their sources.

Calculation Variables Used in 2012 Economic Impact Study		
	Estimate	Source
Estimate of non-housing expenditures by "all consumer units" in the New York Metropolitan Statistical Area (MSA)	0.73	2011 Consumer Expenditure Survey, Bureau of Labor Statistics, U.S. Dept. of Labor (Table 21 – Northeast MSAs)
Estimate of in-state expenditures by employees and students	0.75	2007 Economic Census, U.S. Census Bureau
Estimate of the percentage of state residents who rent	0.35	2011 American Community Survey, U.S. Census Bureau
Estimate of the state's median monthly rent	\$1,135	2011 American Community Survey, U.S. Census Bureau
Estimate of in-state spending on non-housing items by non-local, full-time employees	\$2,298	Equals 5% of disposable income of non-local, full-time employees
Estimate of average annual college-related expenditures by full-time students	\$2,400	Montclair State Financial Aid Office (as reported in the 2010-11 Common Data Set)
Estimate of average annual college-related expenditures by part-time students	\$888	Equals 37% of estimated expenditures for full-time students based on FT versus PT credit loads
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce via American Assoc. of Universities
Multiplier	2.0	Conservative figure used by Rutgers and other regional universities in their economic impact studies

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