



New Jersey Institutional Profile

September 2013

Office of Institutional Research
Arthur Kramer, Ph.D.
Director

Preface

Opened in 1929 as the New Jersey Normal School in Jersey City, the institution was renamed New Jersey State Teachers College of Jersey City in 1935 and Jersey City State College in 1958, becoming a liberal arts institution in 1968. In 1998, the New Jersey Commission on Higher Education approved a change of institutional status, and the present name, New Jersey City University (NJCU), was adopted.

Since the date of its charter by the New Jersey Legislature in 1927, NJCU has been evolving as a place of higher education in the context of a dynamic, ethnically diverse urban environment. The mission of NJCU is to provide a diverse population with access to an excellent university education and the support services necessary to succeed. Emphasis is placed on applied learning as most students are first-generation who see higher education as essential step in professional preparation. The University, as an urban institution, is committed to the improvement of the educational, intellectual, cultural, socio-economic, and physical environment of the surrounding urban region. An emphasis is placed on community partnerships with other colleges in the county, local school districts, businesses, government agencies, and community organizations.

Although the University's mission remains the same, its physical presence has changed dramatically. The size of the campus has expanded six-fold; the number of buildings and facilities has increased from one structure to 23. The academic focus has expanded from normal school training to 42 undergraduate degree programs, 27 master's and post-master's level programs, 2 doctoral programs, and 8 graduate certificate programs. With re-accreditation having been granted in June 2010, the University is further evolving through the development of its first doctoral program.

Since 1929, the student body has grown and diversified from 330 New Jersey residents to approximately 9,000 undergraduate and graduates students from across New Jersey, the United States, and countries around the world.

The current data, from fall 2012, show 73% of the undergraduate population attended on full-time basis, 35% was Hispanic, and total minority enrollments exceeded 60%. Women comprised over 60% of the undergraduate enrollment, as well. The graduate population was comprised of 42% minority, of which over 20% were of Hispanic origin and over 70% were women.



Sue Henderson, PhD
President

Preface with signature of the president or chief operating officer

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Mission Statement

The mission of New Jersey City University is to provide a diverse population with an excellent university education. The University is committed to the improvement of the educational, intellectual, cultural, socio-economic, and physical environment of the surrounding urban region and beyond.

Vision Statement

New Jersey City University will become a nationally recognized leader in urban public higher education.

Implementation of Mission

Through implementation of this mission, New Jersey City University will realize its vision of becoming a nationally recognized leader in urban public higher education.

New Jersey City University is committed to its urban mission by:

- Sustaining, celebrating, and promoting academically an understanding of community diversity
- Tapping the rich resources of the urban setting and cultures for the benefit of its learners
- Employing its knowledge resources, via faculty and students and with partner organizations, to identify and solve urban challenges

New Jersey City University is committed to its students demonstrating proficiency in learning outcomes that include:

- Effective written and oral communication
- Quantitative literacy
- Critical thinking
- Information and technology literacy
- Responsible citizenship in a culturally complex world
- Knowledge of their disciplinary or interdisciplinary fields

To achieve this mission, New Jersey City University:

- Extends opportunity to college-ready and motivated learners
- Delivers high-quality educational programs
- Emphasizes experiential as well as theoretical learning
- Provides effective services to support learner success
- Sets high expectations for learner accomplishment
- Maintains a safe, pleasant environment that is conducive to learning
- Promotes an institutional culture which values excellent teaching, scholarly achievement, creative activity, and life-long learning

A. Accreditation

1. Institutional accreditation: Middle States Commission on Higher Education (reaffirmed 2010)

2. Professional accreditations:

Education programs are accredited by the Teacher Education Accreditation Council (TEAC).

Nursing is accredited by the National League for Nursing (NLN);

Art and **Media Arts** programs are uniquely accredited by the National Association of Schools of Art and Design;

Music is accredited by the National Association of Schools of Music;

Business programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP);

School Psychology is accredited by the National Association of School Psychologists.

B. Number of students served.

1. Undergraduate students by attendance status fall 2012.

Full-time Num	Pct	Part-time Num	Pct	Total	Total
4,834	73.4%	1,753	26.6%	6,587	100%

Source: IPEDS Fall Enrollment Survey

2. Graduates students by attendance status fall 2012

Full-time Num	Pct	Part-time Num	Pct	Total	Total
412	21.6%	1,493	78.4%	1,905	100%

Source: IPEDS Fall Enrollment Survey

3. Does not apply to public senior institutions—*number of non-credit students*

4. Unduplicated Enrollment fall 2012.

	Headcount Enrollment	Credit Hours	FTE
Undergradua	7,898	174,136	5,805
Graduate	2,632	24,373	1,016
TOTAL	10,530	198,509	6,820

Source: IPEDS 12-Month Enrollment Survey

C. Characteristics of undergraduate students.

1. Mean math, reading, and writing SAT scores fall 2012.

	Full-Time Students						Part-Time Students					
	Math	N	Reading	N	Writing	N	Math	N	Reading	N	Writing	N
Regular Admits	486.3	286	468.8	286	453.4	164	402.0	41	373.9	41	371.1	18
EOF Admits	395.2	60	362.2	60	375.3	51	390.0	1	380.0	1	420.0	1
Special Admits	408.8	268	390.8	268	407.0	134	370.0	5	384.0	5	0.0	0
All Admits	443.6	614	424.3	614	424.2	349	398.3	47	375.1	47	373.7	19
Missing Scores		98		98		363		38		38		72

Source: SURE Fall Enrollment file

2. Enrollment in remediation courses by subject area

Total Number of Undergraduate Students Enrolled in Fall 2012

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,587	738	11.2%

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2012

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
712	565	79.4%

First-time, Full-time students (FTFT) enrolled in remediation in Fall 2012 by subject

New Jersey City University

area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	254	35.7%
Algebra	126	17.7%
Reading	0	0.0%
Writing	0	0.0%
English	422	59.3%

3. Race, gender, and ethnicity (separately) fall 2012.

a. Undergraduate enrollment by race/ethnicity

		Full-time	Part-time	Total
White	Num	1,196	507	1,703
	Pct	24.7%	28.9%	25.9%
Black	Num	985	358	1,343
	Pct	20.4%	20.4%	20.4%
Hispanic	Num	1,744	560	2,304
	Pct	36.1%	31.9%	35.0%
Asian*	Num	405	136	541
	Pct	8.4%	7.8%	8.2%
American Ind. Indian	Num	10	2	12
	Pct	0.2%	0.1%	0.2%
Alien	Num	42	13	55
	Pct	0.9%	0.7%	0.8%
Race Unknown*	Num	452	177	629
	Pct	9.4%	10.1%	9.5%
Total	Num	4,834	1,753	6,587
	Pct	100.0%	100.0%	100.0%

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

b. Undergraduate enrollment by sex, fall 2012

New Jersey City University

Full-time		
	Male	1,974
	Pct	40.8%
	Female	2,860
	Pct	59.2%
	Total	4,834
Part-time		
	Male	651
	Pct	37.1%
	Female	1,102
	Pct	62.9%
	Total	1,753
Total		
	Male	2,625
	Pct	39.9%
	Female	3,962
	Pct	60.1%
	Total	6,587

c. Undergraduate Enrollment by Age, Fall 2012

	Full-time		Part-time		Total	
	Num	Pct	Num	Pct	Num	Pct
LT 18	14	0.3%	4	0.2%	18	0.3%
18-19	991	20.5%	66	3.8%	1,057	16.0%
20-21	1,093	22.6%	79	4.5%	1,172	17.8%
22-24	1,305	27.0%	329	18.8%	1,634	24.8%
25-29	765	15.8%	495	28.2%	1,260	19.1%
30-34	317	6.6%	247	14.1%	564	8.6%
35-39	139	2.9%	184	10.5%	323	4.9%
40-49	143	3.0%	226	12.9%	369	5.6%
50-64	67	1.4%	117	6.7%	184	2.8%
65+	0	0.0%	6	0.3%	6	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	4,834	100%	1,753	100%	6,587	100%

Source: IPEDS Fall Enrollment Survey

4 Financial aid from federal, State & Institution-funded programs, AY 2011-2012

	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,246	16,896,000	3,979.27
College Work Study	332	531,000	1,599.40
Perkins Loans	61	142,000	2,327.87
SEOG	821	288,000	350.79
PLUS Loans	146	967,000	6,623.29
Stafford Loans (Subsidized)	3,701	13,988,000	3,779.52
Stafford Loans (Unsubsidized)	2,668	10,529,000	3,946.40
SMART & ACG or other	0	0	-
STATE PROGRAMS			
Tuition Aid Grants (TAG)	2,472	10,041,000	4,061.89
Educational Opportunity Fund (EOF)	499	517,000	1,036.07
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	13	10,000	769.23
Urban Scholars	28	24,000	857.14
NJ STARS	35	141,000	-
NJCLASS Loans	53	471,000	8,886.79
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	337	1,754,000	5,204.75
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

5 Percent of students who are New Jersey residents

Fall 2012 Full-time First-time Undergraduate Enrollment by State Residence

State Residents	Non-State Residents	Total	% State Residents
706	6	712	99.2%

Source: IPEDS Fall Enrollment Survey

D. Student Outcomes:

1. Four-, Five- and Six-Year Graduation Rates by Race/Ethnicity of Fall 2006 First-time Full-time Freshmen

New Jersey City University

			Graduates after 4 years	Graduates after 5 years	Graduates after 6 years
White	Num	156	14	47	62
	Pct		9.0%	30.1%	39.7%
Black	Num	129	3	21	35
	Pct		2.3%	16.3%	27.1%
Hispanic	Num	252	19	66	86
	Pct		7.5%	26.2%	34.1%
Asian	Num	36	4	12	15
	Pct		11.1%	33.3%	41.7%
Alien	Num	10	0	2	3
	Pct		0.0%	20.0%	30.0%
Other *	Num	63	5	12	20
	Pct		7.9%	19.0%	31.7%
Total	Num	646	45	160	221
	Pct		7.0%	24.8%	34.2%

*Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

2. Third Semester Retention of First-time Undergraduates, Fall 2011 to Fall 2012.

Fall 2011 First-Time Undergraduates	Full-Time Retained in Fall 2012	Retention Rate	Fall 2011 First-Time Undergraduates	Part-Time Retained in Fall 2012	Retention Rate
672	466	69.3%	100	45	45.0%

E. Faculty Characteristics

1. Full-time faculty by race/ethnicity, sex, and tenure status (simultaneously) Fall 2012

f	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Tenured																
Professors	34	22	4	8	3	5	4	5	0	0	0	0	0	0	45	40
Associate Prof.	25	21	5	8	4	3	5	5	0	0	0	0	0	39	37	
Assistant Prof.	15	11	4	5	0	5	0	1	0	0	0	0	0	19	22	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	74	54	13	21	7	13	9	11	0	0	0	0	0	103	99	
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Associate Prof.	1	4	0	0	0	0	0	0	0	0	0	0	0	1	4	
Assistant Prof.	10	13	1	2	1	1	0	2	0	0	0	0	0	12	18	
All Others	1	1	0	0	0	0	0	0	0	0	0	1	0	2	1	
TOTAL	12	18	1	2	1	1	0	2	0	0	0	0	1	15	23	
Total																
Professors	34	22	4	8	3	5	4	5	0	0	0	0	0	45	40	
Associate Prof.	26	25	5	8	4	3	5	5	0	0	0	0	0	40	41	
Assistant Prof.	25	24	5	7	1	6	0	3	0	0	0	0	0	31	40	
All Others	1	1	0	0	0	0	0	0	0	0	0	0	1	2	1	
TOTAL	86	72	14	23	8	14	9	13	0	0	0	0	1	118	122	

Source: IPEDS Human Resources Survey

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

New Jersey City University

2. Percentage of Course Sections Taught by Full-time Faculty

Fall 2011

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
New Jersey City University	1132	55%	816	40%	100	5%

Note: Others includes Full-time Administrators and Teaching Assistants

3. Ratio of Full- to Part-time Faculty, Fall 2012

Full-time		Part-time		Total	
Num	Pct	Num	Pct	Num	Pct
240	32.0%	511	68.0%	751	100.0%

Source: IPEDS Human Resources Survey

F GOVERNING BOARD CHARACTERISTICS

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	2	1	3	2				8
Female	2	2						4
Total	4	3	3	2				12

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

Name	Title	Affiliation
Mr. Rafael Perez	Partner	Edwards Wildman Palmer LLP
Ms. Marilyn Bennett	RETIRED	
Ms. Cynthia Maner Campbell	RETIRED	
Dr. T. Steven Chang	Chair & Professor, Marketing and International Business	Long Island University, CW Post Campus, College of Management
Dr. Henry A. Coleman	Professor of Public Policy	Edward J. Bloustein School of Planning and Public Policy, Rutgers University
Mr. Alvert Hernandez	Student Trustee	Student Trustee
Mr. Vij Pawar	Partner	Pawar Gilgallon & Rudy, LLC
Mr. Carlos A. Rendo	Partner	Mulkay and Rendo Attorneys at Law
Mr. Owen M. Ryan	Managing Partner, Audit & Enterprise Risk Services	Deloitte & Touche LLP
Ms. Wanda Webster Stansbury	President	Management Interventions, Inc.
Dr. Edward A. Whittaker	Professor of Physics	Stevens Institute of Technology, Department of Physics & Engineering Physics
Dr. Sue Henderson	President	New Jersey City University

3. URL

http://www.njcu.edu/Board_of_Trustees.aspx

G. Profile of the institution

1. Degree and certificate programs.

UNDERGRADUATE MAJORS AND MINORSCOLLEGE OF ARTS AND SCIENCES**Applied Physics (B.A. or B.S.)**

Available Certification/Specialization:

Teacher Certification (Physical Science—Grades K–12)

Available Option:

(B.S.) in Applied Physics (NJCU) + B.S. in Electrical Engineering (NJIT)
dual-degree program

Art (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades P–12)

Art History

Art Therapy

Communication Design: Digital Design and Illustration

Communication Design: Graphic Design

Communication Design: Illustration

Design and Crafts: Ceramics

Design and Crafts: Jewelry/Metals

Fine Arts: Painting/Drawing

Fine Arts: Printmaking

Fine Arts: Sculpture

Photography: Commercial

Art (B.F.A)

Available Certification/Specialization:

Teacher Certification (Grades P–12)

Communication Design: Digital Design and Illustration

Communication Design: Graphic Design

Communication Design: Illustration

Design and Crafts: Ceramics

Design and Crafts: Jewelry and Metals

Painting / Drawing

Photography

Printmaking

Sculpture

Biology (B.S. or B.A.)

Available Certification/Specialization:

B.A. with Teacher Certification (Grades: K–12)

Biology (Affiliated with Rutgers School of Health Related Professions)

B.S. Allied Health Technology Specializations:

Respiratory Care

Respiratory Therapy

B.S. Clinical Laboratory Science Specializations:

Medical Laboratory Science

Cytotechnology

B.S. Medical Imaging Sciences

Cardiac Sonography

Diagnostic Imaging Technology

Diagnostic Medical Sonography

Nuclear Medicine

Vascular Sonography

Affiliated with Jersey Shore Medical Center:

B.S. Medical Laboratory Science

Chemistry (B.S. or B.A.)

Available Certification/Specialization:

B.S. with Teacher Certification (Physical Science—Grades K–12)

Computer Science (B.S.)**Computer Science (Affiliated with Rutgers School of Health Related Professions)**

B.S. Health Information Management

Economics (B.A.)

Available Certification/Specialization:

Teacher Certification (Social Studies—Grades K–12)

English (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades K–12)

Creative Writing

Journalism

Literature

Geological Information Systems (Certificate)**Geoscience (B.A.)**

Available Certification/Specialization:

Teacher Certification (Grades P–3 or K–5)

Teacher Certification (Earth Science—Grades K–12)

Environmental Science

Geoscience (B.S.)

Available Certification/Specialization:

Teacher Certification (Earth Science—Grades K–12)

Environmental Science

Geology

History (B.A.)

Available Certification/Specialization:

Teacher Certification (Social Studies—Grades K–12)

Mathematics (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades K–12)

Media Arts (B.A.)**Music (B.A.)**

Available Certification/Specialization:

Teacher Certification (Grades K–12)

Music Business

Music Theater

Music (B.M.)

Available Certification/Specialization:

Performance: Classical-Instrumental (Other Than Piano)

Performance: Classical-Instrumental (Piano)

Performance: Classical-Voice

Performance: Jazz Studies

Philosophy (B.A.)**Political Science (B.A.)**

Available Certification/Specialization:

Teacher Certification (Social Studies—Grades K–12)

Psychology (B.A.)**Sociology (B.A.)**

Available Certification/Specialization:

Crime and Social Behavior
 Family, Health, and Youth Services
 Human Services Aging

Spanish (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades K–12)

Women's and Gender Studies (B.A.)**Minors**

African and African-American Studies
 Anthropology
 Applied Physics
 Art: Art History/Studio Art
 Biology
 Chemistry
 Computer and Information Systems
 Computer Science
 Economics
 English: Creative Writing/Journalism/Literature
 Ethnic and Immigration Studies
 Geography
 Geoscience
 History
 Human Services in Aging
 International Studies
 Latin American, Caribbean and Latino Studies
 Mathematics
 Media Arts
 Music
 Philosophy and Religion
 Political Science
 Pre-Law
 Psychology
 Sociology
 Spanish
 Theatre Arts
 Women's and Gender Studies

COLLEGE OF EDUCATION

Early Childhood Education (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades P–3)

Dual Teacher Certification (Grades P–3 and Special Education)

Dual Teacher Certification (Grades P–3 and K–5)

Elementary Education (B.A.)

Available Certification/Specialization:

Teacher Certification (Grades K–5)

Elementary and Special Education (B.A., Dual Major)

Available Certification/Specialization:

Dual Teacher Certification (Grades K–5 and Special Education)

Minors

Literacy Education

Certification Only

Elementary Teacher Certification (Baccalaureate degree pre-requisite or co-requisite)

Secondary Teacher Certification (Baccalaureate degree pre-requisite or co-requisite)

Middle School Subject Area Endorsement

Bilingual/Bicultural Education Endorsement

English as a Second Language Certificate

COLLEGE OF PROFESSIONAL STUDIES

School of Business

Accounting (B.S.)

Business Administration (B.S.)

Available Certification/Specialization:

International Business

Travel and Tourism Management

Finance (B.S.)

Management (B.S.)

Marketing (B.S.)

Criminal Justice (B.S.)

Fire Science (B.S.)

Health Sciences (B.S.)

Available Certification/Specialization:

Teacher Certification (Health Education—Grades K–12)

Community Health

National Security Studies (B.S.)

Nursing (B.S.N.)

Available Certification/Specialization:

Accelerated Program (Second degree program—Non-nursing degree prerequisite)

RN-to-B.S.N. Program (for registered nurses)

Minors

Business Administration

Criminal Justice

Fire Science

New Jersey City University

Professional Security Studies
Health Sciences
Fitness, Exercise, and Sports
Travel and Tourism Management

Certification Only

Driver Education Certification—New Jersey
Driver Education Certification, provisional—New York
Driver Education Certification, permanent—New York

GRADUATE PROGRAMS

COLLEGE OF ARTS AND SCIENCES

Art (M.F.A.)

Available Certification/Specialization:

Painting and Drawing
Printmaking
Sculpture
Photography
Computer Arts
Graphic Design
Illustration
Jewelry
Metalsmithing
Clay

Educational Psychology (M.A.)

Available Certification/Specialization:

School Psychology Professional Diploma and School Psychology
Certification

Mathematics Education (M.A.)

Media Production (M.F.A.)

Music Education (M.A.)

Music (M.M.)

Available Certification/Specialization:

Performance: Classical-Instrumental
Performance: Jazz
Performance: Vocal
Performance: Multiple Woodwinds

School Psychology (Professional Diploma and Certification—Master's degree pre-requisite)

Studio Art (M.A.)

Available Certification/Specialization:

Communication Design: Illustration
Design and Crafts
Fine Arts

New Jersey City University

Urban Education (M.A.)

Available Certification/Specialization:
World Languages—Spanish

COLLEGE OF EDUCATION

Counseling (M.A.)

Available Certification/Specialization:

Associate Counselor Licensure

Professional Counselor Licensure

School Counselor Certification (Grades P–12)

Early Childhood Education (M.A., P–3 Certification pre-requisite)

Early Childhood Education (M.A.T.)

Available Certification/Specialization:

Teacher Certification (Grades P–3)

Early Childhood Education and Special Education (M.A.T.)

Available Certification/Specialization:

Teacher Certification (Grades P–3 and Teacher of Students with Disabilities)

Educational Technology Leadership (Ed.D.)

Educational Technology (M.A.)

Available Certification/Specialization:

School Library Media: School Library Media Specialist

School Library Media: Associate School Library Media Specialist

Educational Technology (Certificate)

Available Certification/Specialization:

Career Education Specialist

Distance Learning Specialist

Assistive Technology Specialist

Elementary Education (M.A.T.)

Available Certification/Specialization:

Teacher Certification (Grades K–5)

Dual Teacher Certification (Grades K–5 and 6–8)

Elementary School Reading (M.A.)

Reading Specialist (M.A.)

Available Certification/Specialization:

Reading Specialist Certification

Secondary Education (M.A.T.)

Available Certification/Specialization:

K–12 Content Area Certification

Secondary School Reading (M.A.)

Special Education (M.A.)

Special Education (M.A.T.)

Available Certification/Specialization:

Teacher of Students with Disabilities Endorsement

Urban Education (M.A.)

Available Certification/Specialization:

Educational Administration and Supervision, with Principal Certificate

Teaching and Learning in Urban Schools

English as a Second Language

English as a Second Language, with ESL Certification

Bilingual/Bicultural Education with Bilingual/Bicultural Education
Endorsement

Urban Education (Certificate)

Available Certification/Specialization:

Educational Administration and Supervision (Supervisor's Certificate)

Certification Only

Early Childhood Education (Alternate route program—Grades P–3)

English as a Second Language

Bilingual/Bicultural Education Endorsement

Learning Disabilities Teacher Consultant Endorsement (Master's degree
prerequisite)

NJ LEAD Principal Certification Program (Master's degree prerequisite)

COLLEGE OF PROFESSIONAL STUDIES**School of Business****Accounting (M.S.)****Accounting (Combined B.S./M.S.)****Business Administration (M.B.A.)**

Available Certification/Specialization:

Finance

Marketing

Organizational Management and Leadership

Finance (M.S.)

Available Certification/Specialization:

Professional Financial Planning

Financial Analysis

Financial Management

Professional Financial Planning (Certificate)**Professional Investment Analysis (Certificate)****Professional Portfolio Management (Certificate)****Professional Financial Management (Certificate)****Professional Management Accounting (Certificate)****Civil Security Leadership, Management, and Policy (D.Sc.)****Criminal Justice (M.S.)****Health Sciences (M.S.)**

Available Certification/Specialization:

Community Health Education

Health Administration

School Health Education

Information Assurance/Cybersecurity (Certificate)**National Security Studies (M.S.)**

Available Certification/Specialization:
Corporate Security
Information/Cyber Security
National Security

Nursing (M.S., currently suspended)

Certification Only

Driver Education Certification—New Jersey
Driver Education Certification, provisional—New York
Driver Education Certification, permanent—New York
School Nurse Certification

H. Major research and public service activities

R&D EXPENDITURES : YEAR 2013

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$75,571
Institutionally Financed Academic R&D Expenditures	\$7,591
Total Academic R&D Expenditures	\$83,162

Research:

The National Institutes of Health-General Medical Sciences (NIH-GMS) Division awarded Robert Wood Johnson Medical School (RWJMS) an Institutional Research and Academic Career Development Award of \$322,525 for the Biomedical Science Education Postdoctoral Training Program. NIH-GMS supports teaching and research collaborations between research-intensive universities and minority-serving institutions (MSI). New Jersey City University (NJCU), as an MSI and New Jersey's only four-year public Hispanic-Serving Institution (HSI), is a member of the consortium and recipient of a sub-award. NJCU received a sub-award of \$183,538 over five years. The grant ends July 31, 2015.

One RWJMS postdoctoral scholar each year is mentored by a senior NJCU faculty member. Each NJCU faculty member/postdoctoral scholar team design and incorporate biomedical research inquiry into an NJCU Biology Department course and curriculum. The program is significant and valuable in that it supports the research informed teaching of faculty and provides all NJCU Biology major students the chance to handle some element of biomedical-based research in the classroom. Furthermore, the project enhances the educational experience at the University with its emphasis on experiential learning as well as theoretical learning.

Many first generation NJCU students come to the University with little knowledge of academe. Those who enter the Biology major do so primarily because they are interested in some aspect of health care – being a doctor or a nurse. Little thought may be given to how doctors and nurses come to have therapies to treat patients. The program exposes students to the field of biomedical science and career expectations. Many biomedical initiatives favor the kind of diversity represented at NJCU. Projected benefits and Program benchmarks are that more students will enter biomedical research programs and will succeed as practitioners in their professions and careers. This grant provides students with opportunities for research experiences that they find interesting and relevant to them and their future careers and exposure to research inspired teaching.

Community Service:

Dr. Gloria Boseman , professor of nursing, was honored at the “Diva & Don Gala” which pays tribute to women in nursing leadership.

Dr. James F. Broderick, associate professor of English, has written “Now a Terrifying Motion Picture? Twenty-Five Classic Works of Horror, Adapted from Book to Film”.

Dr. Allan De Fina, Dean of the Deborah Cannon Partridge Wolf College of Education, has been named by the NJ Dept. of Education to represent New Jersey’s higher education community as a member of the educator Leader Cadre of the national partnership for Assessment of Readiness for College and Careers.

Dr. Vera Dika’s “The (Moving) Pictures Generation: the Cinematic Impulse in Downtown New York Art and Film” has been published by Palgrave Macmillan.

Dr. Tan Lin, Associate Professor of English, received \$25,000 from the “Grants to Artists” program of the Foundation for Contemporary Arts.

Rosanna Vitro, adjunct professor of jazz voice, was nominated for a Grammy Award in the “Best Jazz Vocal Album of the Year” category for her most recent album.

NJCU’s Art Blakey Jazz Combo performed live on a worldwide broadcast by WBGO-FM Radio last spring. The Combo is coached by Joel Weiskopf, adjunct instructor of jazz piano.

Andrew Christ, Associate Vice President for facilities & construction began his three year term as president of the NJ Chapter of the Association of Higher Education Facilities Paraprofessionals in May 2012.

Dr. Keri Giordano, Director of the Children’s Learning Center is serving on the NJ Council for Young Children’s Subcommittee on Infancy and Early Childhood Mental Health and was selected to conduct a review of the State’s new Birth-Three Early Learning Standards.

Dr. Jo-Anne Mecca, Director of the Center for Teaching Preparation and Partnerships, has been appointed to the Board of Trustees of Bergen Community College. She will serve a 4 year term.

Carolyn Hunter, supervisor of the Health and Wellness Center, was elected treasurer of the NJ College Health Association.

Steve Otero, senior repairman at NJCU, received an Athletic Appreciation Award from the NJCU Dept. of Intercollegiate Athletics.

Dr. Jose Rodeiro, professor of art, collaborated with renowned poet Alan Britt on two publishing ventures. His artwork was selected for the cover of Mr. Britt’s latest book, as well as for one of Mr. Britt’s published poems.

Sam Platizky, secretary of NJCU's American Federation of Teachers Local 1839, won the Gold Kahuna Award at the 2012 Honolulu Film Awards and the Silver Ace Award at the Las Vegas Film Festival for his film "Red Scare".

Jane Steuerwald, professor of Media Arts was honored at the 2012 Women's History Month Ceremony by Hudson County Executive Thomas A. DeGise. Her film works have been shown throughout the United States.

Dr. Lois Weiner, a professor of elementary and secondary education, was awarded a Fulbright Specialists Program Grant to assist the education of the faculty and graduate students at Universidad Distrital, Francisco Jose De Caldas University in Columbia.

Dr. Joseph Weisberg, professor emeritus, will serve on the Advisory Council on Solid Waste Management through November 2014. His appointment by Governor Chris Christie was confirmed by the NJ State Senate.

Dr. Ellen Gruber Garvey, professor of English, has been speaking about her new book, "Writing with Scissors: American Scrapbooks from the Civil War to the Harlem Renaissance" at universities, historical societies, and libraries around the country.

Dr. Francis Levin, co-chair of the Dept. of Literacy Education and academic director of New Pathways to Teaching in NJ, is serving on the Bias/Sensitivity Review Committee of the Partnership for Assessment of Readiness for College and Careers.

Dr. Karen Morgan Ivy was been invited to deliver the National Association of Mathematicians' prestigious David Blackwell Lecture at the 2013 Mathematical Association of America (MAA) MathFest, the largest annual summer gathering of mathematicians from throughout the country, July 31 through August 3 at the Connecticut Convention Center in Hartford.

Two New Jersey City University teams will participate in the 2013 Northeast Summer Institute on Undergraduate Education in Biology, a five-day program presented by the Howard Hughes Medical Institute and the National Academies that will explore new models of instruction for the undergraduate classroom, August 4 through August 9 at Stony Brook University.

NJCU's biology and mathematics team, which will focus on mathematic modeling and disease, will be comprised of Dr. Freda Wasserstein-Robbins of Staten Island, an NJCU professor of mathematics, and Dr. Benjamin Griffel of Brooklyn, an NJCU visiting scholar in mathematics who is a postdoctoral scholar in the Department of Surgery/Molecular Biology and Genetics at UMDNJ's Robert Wood Johnson Medical School.

NJCU's cell biology and development team, which will focus on cardiovascular development and disease models, will be comprised of Dr. Cindy Arrigo of Bayonne, an NJCU assistant professor of biology, and Dr. David Swope of Philadelphia, a postdoctoral scholar in the Department of Pathology and Laboratory Medicine at UMDNJ's Robert Wood Johnson Medical School.

"Spring Showcase 2013," a collection of short films and video works by New Jersey City University students curated by Jane Steuerwald, an NJCU professor of media arts, for URBAN IMAGE, a media arts collective based in the University's Media Arts Department, premiered on Friday, May 31 at the Hoboken Historical Museum, 1301 Hudson Street.

Two videos by New Jersey City University media arts students and alumni were among the 40 works by award-winning filmmakers from throughout the United States that were selected to be shown in The Ridgewood Guild's Third Annual Spring Film Festival on Thursday, April 18 at 8:00 p.m. at Ridgewood Clearview Warner Quad, 190 East Ridgewood Avenue in Ridgewood. The NJCU student/alumni videos are "Don't Waste the Day: A Portrait of Okey Chenoweth," a work about the legendary teacher, poet, playwright, actor, and director, and "Jersey City: 24 Hours in Public Places," an award-winning video documentary that explores the City's diverse cultural, historic, gritty, and eccentric places

Hope Gardens, an East Orange Hospital residential facility, was dedicated in honor of Dr. Antoinette Ellis-Williams, director of the Lee Hagan Africana Studies Center and a professor of women's and gender studies at New Jersey City University who is former chair of the Hospital's Board of Trustees. Dozens of city and hospital officials and community members, including East Orange Mayor Robert Bowser and Assemblyman Tom Giblin, attended the dedication ceremony at which Dr. Ellis-Williams, a decade-long member of the Hospital Board, was honored for her ongoing commitment to excellence in health care.

Deborah Feile, a professor of geoscience, participated in the publication of several articles:

Freile, Deborah, and DeVore, Melanie L., 2012, Where did all the *Halimeda* go?; The absence of thick *Halimeda* packstones in the Bahamian fossil record. Geological Society of America *Abstracts with Programs*. Vol. 44, No. 7, p.66

Freile, Deborah and Duzgoren-Aydin, Nurdan S., 2012 Integrative community based research between faculty, graduate, undergraduate, and high school students: the case of heavy metals in urban soils Jersey City, NJ. Geological Society of America *Abstracts with Programs*. Vol. 44, No. 7, p.10

Crowell, Dawn and Freile, Deborah, 2012, Growth Rates of *Penicillus* Over A Thirty-Year Period: A Potential Way To Measure Ocean Acidification? Geological Society of America *Abstracts with Programs*. Vol. 44, No. 2, p.66

Crowell, Dawn, Deborah Freile, Christopher Karafotias, and Melanie DeVore' 2012. Growth Rates of *Penicillus* Over A Thirty-Year Period: A Comparison Between Bermuda And The Bahamas. *Proceedings of the 16th Symposium on the Geology of the Bahamas and other Carbonate Regions*, June 14-18 2012, San Salvador, Bahamas

Freile, Deborah , Melanie L. DeVore, and Mandy Edgecombe, 2012, Mix genera shallow water rhodoliths from Roatan, Honduras, *Proceedings of the 16th Symposium on the Geology of the Bahamas and other Carbonate Regions*, June 14-18 2012, San Salvador, Bahamas

An interfaith panel of guest speakers participated in a New Jersey City University discussion on “Negotiating Our Private Faith in Public Spaces” on Thursday, November 15, in Room 202 of Hepburn Hall, on the University campus at 2039 Kennedy Boulevard in Jersey City. Admission was free and open to the community.

The honest and scholarly discussion on how to navigate personal faith in a pluralistic society explored how to live out private faith in a multicultural democracy and how to define faith and freedom and balance civility.

Panelists were Imam W. Deen Shareef of Masjid Waarith ud Deen in Irvington, convener of the Council of Imams in New Jersey; Rabbi Debra Hachen of Temple Beth-El in Jersey City, a member of the Reform movement’s Commission on Membership and Outreach; and Father Luke A. Edelen, O.S.B., chancellor of the Syriac Catholic Church in Bayonne, member of the Hudson County Interfaith Brotherhood and Sisterhood, and former NJCU chaplain.

Moderators were Dr. Nuray Yurt, director of Peace Islands Institute (formerly Interfaith Dialogue Center) and associate director of marketing science at Novartis Pharmaceuticals, and Dr. Antoinette Ellis-Williams, director of NJCU’s Lee Hagan Africana Studies Center, NJCU professor of women’s and gender studies, and minister at Bethany Baptist Church.

The program was co-sponsored by Peace Islands Institute and NJCU’s Office of the Vice President for Academic Affairs, Lee Hagan Africana Studies Center, and William J. Maxwell College of Arts and Sciences. A traditional Turkish/Middle Eastern lunch was provided by Peace Islands Institute.

I. Major Capital Projects

Capital Renewal Projects Phases I and II (2011 – 2014)

In an effort to mitigate the risk of severe emergencies and system failures due to aging infrastructure and buildings, the University identified and prioritized approximately \$30.0 million of critical capital improvements needed to address deferred building and infrastructure maintenance requirements. These capital improvements are derived from the 2009 Deferred Maintenance study performed by Entech Engineering, Inc. The University implemented a financing project, which culminated in a bond sale in September 2010, to fund these projects. Phases I of these projects was completed early in 2013.

The following are the Buildings that were included in Phases I and II:

PHASE I

Fries Hall
Rossey Hall
Science Building
Vodra Hall
Vodra Hall Dormitory

PHASE II

Education & Professional Studies Building
Michael B. Gilligan Student Union
Hepburn Hall
John J. Moore Athletic and Fitness Center
Co-op Dormitory

Phase II Capital Renewal Projects: Summer/Fall, 2013, Winter/Spring/Summer 2014

Michael B. Gilligan Student Union

This project continued throughout Phases I and II. This building is undergoing an extensive exterior upgrade. The exterior façade construction will continue through the fall 2013 term. A new entry ramp has been constructed and will be fully opened in September, 2013. The plaza has undergone a complete renovation with improved accessibility and a new design to foster social campus engagement activities and small group gatherings. The design includes an amphitheater, lawn space and flower and vegetable gardens. Solar lighting has been installed to incorporate renewable energy use.

Hepburn Hall

Extensive refurbishing of air handler units and HVAC controls, lighting and electrical upgrades and replacements took place throughout the summer, 2013. Ceilings were replaced and energy saving and efficiency lighting was installed throughout the offices and restrooms. Electrical work will continue through summer 2014 in the Mechanical rooms.

This was a challenging construction project for everyone involved, especially the occupants of Hepburn Hall. Most offices had to be temporarily relocated elsewhere on campus while maintaining routine business operations. The FCM construction managers carefully scheduled evening and weekend work so as not to interrupt day time services for staff

remaining in the building. In this regard, the Margaret Williams Theatre was open throughout construction.

As a cost saving measure, University resources mobilized to accomplish seamless relocations and moves for over 100 staff members and 27 departments. This included collaborative efforts among: FCM Project management, Information Technology, Public Safety, the FCM Supervisors and Technicians, as well as outside contractors.

Campus Entrances

Campus entrance improvements commenced in July, 2013 at the J. F. Kennedy Boulevard and Audubon Ave. entrances. On J. F. Kennedy Boulevard a new pedestrian card access gate with a new sidewalk is being installed, allowing resident students from 2040 Kennedy Boulevard to access the campus from this area after hours. The guard booth will also be replaced.

On Audubon Avenue, the guard booth is being replaced and also relocated to facilitate safer interaction for the Public Safety officer when vehicles enter the campus. The curbing and sidewalk at this area will be changed and two (2) pedestrian gates will be installed so pedestrians do not have to walk in and out of the car lanes. The work will be completed by October, 2013.

Co-op Residence Hall

Mechanical upgrades including: new air handler units, boilers, HVAC controls, chiller and the refurbishing of the existing fan coil units in each resident's room took place during summer, 2013. The facility was open and ready to accept students for the Fall 2013 semester.

John J. Moore Athletics and Fitness Center (JMAC)

The skylight has been replaced in the main lobby of the facility mitigating leak issues.

West Campus Remediation and Infrastructure:

Remediation of the 21 acre West Campus site began in April 2013. Phase 1 of the work created 243 new faculty and staff parking spaces in Lot 7 along Route 440. This transition occurred at the end of the Spring 2013 semester. Phase 2 created new parking Lot 6, also along Route 440, providing over 350 new parking spaces for students, faculty, and staff, which opens for the start of the Fall 2013 semester. Phase 3, currently in process, will include reworking of the existing parking Lot 3 with entrance off Westside Avenue and 260 new parking spaces and incorporate the completion of offsite improvements to the storm and sanitary sewer systems in the area. The construction schedule runs through March, 2014.

New Capital Projects planned

West Campus Academic Building

In November 2012, design professionals were invited to submit proposals for the preparation of a Basis of Design Document for a proposed academic building planned for the new West Campus. The Facilities Master Plan for the University was developed and refined over the past 10 years, through efforts of survey, analysis, reports and preliminary design. The West Campus Academic Building is the proposed flagship building for the West Campus that will serve as the primary destination for students at the new site, which is in its initial stages of development and infrastructure upgrades.

The West Campus Academic Building will be a four story building with mechanical penthouse, with an approximate total building area of 103,000 square feet. The location for the new structure will be Block 4 of the West Campus site, which has been designated as a Brownfield site and is currently undergoing the process of site remediation and preparation for new building construction. This building will be one of the first facilities constructed on this Brownfield site, and it will provide the University with much needed additional academic capacity for general studies curriculum as well as state of the art specialty facilities for the burgeoning music, dance, and theater (MDT) programs. In accordance with the aforementioned Facilities Master Plan, the West Campus Academic Building will address the University's existing space deficit by providing much needed academic space. By relocating the arts and music programs, the University will also be able to more efficiently allocate and expand existing space on the main campus. This will allow NJCU to address and support other programs and curriculum that have demonstrated enrollment growth; such as nursing, biology, psychology, and business

The project development has been organized into three distinct tasks. The first effort was the acquisition of the properties that eventually became the West Campus, along with the associated restoration and preparation activities. As this first phase is ongoing, the second task of the project has been embarked upon, which is the preparation of this Basis of Design Document. The document summarizes the intent, program, code implications, preliminary anticipated costs, sustainable design opportunities and conceptual design ideas. The final phase shall be the implementation (design and construction) of the recommendations and findings of the initial planning efforts.

The next stage of the project will include the development of design and construction documents for the project, acquisition of permits, bidding and ultimately the execution and implementation of the plan through construction activities.

Science Building Addition and Renovation

New Jersey City University has been awarded \$32 million for the Science Building addition and renovation projects that will transform our science facilities into a signature

building on campus and improve the technology infrastructure at the University to meet expanding needs. The projects were selected from hundreds of proposals submitted to the State by 46 colleges and universities across New Jersey.

Funding for the projects will come from the Higher Education Facilities Trust Fund, the Higher Education Infrastructure Trust, and the Higher Education Equipment Leasing Fund. Funding for the expansion and renovation of the Science Building has no matching funds requirement, which enables the University to maintain its financial capacity to develop other mission-critical capital projects.

The awards will enable NJCU to improve its facilities for programs in the sciences, which are mission-critical in terms of producing graduates with strong math, science, and technology backgrounds.

NJCU's shovel-ready project includes a 22,000 square-foot expansion and renovation of the NJCU Science Building for biology, chemistry, physics, and geoscience programs. The upgraded facility will include multipurpose classrooms, seminar and conference rooms, teaching and research laboratories, lab support, an astronomy observatory, student interaction space, computer labs, storage space, equipment and instrumentation rooms, and faculty offices. The Science Building, originally constructed in 1973, had undergone some recent renovation, but needed additional improvements to meet the demands of NJCU's biology, chemistry, physics, and geosciences programs.

West Campus Residence Hall

New Jersey City University is planning to work with a full service development team to design, finance, operate, maintain and own a new Student Residence Hall with a minimum of four hundred (415) beds and up to nine (9) additional units to accommodate Resident Assistants (RAs) and Resident Coordinators (RCs) to be located on the University's West Campus. The University is presently reviewing developer qualifications and plans to select a development partner in the next few months. The Residence Hall will be completed and available for occupancy in the Summer of 2015.