Institutional Profile

Prepared for the New Jersey Commission on Higher Education

September, 2008
New Jersey City University

Preface with signature of the president or chief operating office

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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 an 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 37 undergraduate degree programs and 25 graduate degree programs offered in three colleges. Since the last Self-Study, new degree and certificate programs have been developed in business, music, and education as well as online versions of current degree programs such as accounting (MS).

Since 1929, the student body has grown and diversified from 330 New Jersey residents to approximately 9,000 undergraduate and graduate students from across New Jersey, the United States, and countries around the world. The student body reflects the social and cultural diversity of the New Jersey/New York metropolitan area. Over the past five years, 65% of undergraduate NJCU students have attended full-time. Consistent with national demographics, women represent 63% of the undergraduate student body. White enrollment has declined over the past five years while minority enrollment has increased. White enrollment is now 31%; African American, 19%; Asian, 9%; and Hispanic, 34%.

Carlos Hernández
President
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 1999)

2. Professional accreditation: The education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

The nursing program is accredited by the National League for Nursing (NLN); the Art program and the Media Arts program are both uniquely accredited by the National Association of Schools of Art and Design; the Music program is accredited by the National Association of Schools of Music; the Department of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP); and, the school psychology program is accredited by the National Association of School Psychologists.
B. Number of students served.

1. Undergraduate Enrollment by Attendance Status, Fall 2007

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>4,471</td>
<td>71.1%</td>
<td>1,814</td>
<td>28.9%</td>
<td>6,285</td>
</tr>
</tbody>
</table>

2. Graduate Enrollment by Attendance Status, Fall 2007

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>66</td>
<td>3.1%</td>
<td>2,086</td>
<td>96.9%</td>
<td>2,152</td>
</tr>
</tbody>
</table>

3. Non-credit enrollment.

In fall 2007 there were 481 students enrolled in non-credit courses.

4. Unduplicated Enrollment, FY 2007

<table>
<thead>
<tr>
<th></th>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>7,683</td>
<td>136,343</td>
<td>4,545</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,747</td>
<td>26,212</td>
<td>1,092</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,430</td>
<td>162,555</td>
<td>5,637</td>
</tr>
</tbody>
</table>
C. Characteristics of undergraduate students.

1. Mean math and verbal SAT scores.

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>N</th>
<th>Reading</th>
<th>N</th>
<th>Writing</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Admits</td>
<td>470.2</td>
<td>464</td>
<td>462.6</td>
<td>464</td>
<td>449.3</td>
<td>265</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>376.3</td>
<td>80</td>
<td>349.9</td>
<td>80</td>
<td>355.9</td>
<td>27</td>
</tr>
<tr>
<td>Special Admits</td>
<td>393.3</td>
<td>6</td>
<td>386.7</td>
<td>6</td>
<td>384.0</td>
<td>4</td>
</tr>
<tr>
<td>All Admits</td>
<td>455.7</td>
<td>550</td>
<td>445.5</td>
<td>550</td>
<td>380.0</td>
<td>297</td>
</tr>
<tr>
<td>Missing Scores</td>
<td>99</td>
<td></td>
<td>99</td>
<td></td>
<td></td>
<td>352</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>N</th>
<th>Reading</th>
<th>N</th>
<th>Writing</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part-Time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Admits</td>
<td>391.7</td>
<td>119</td>
<td>387.3</td>
<td>119</td>
<td>380</td>
<td>70</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>323.3</td>
<td>3</td>
<td>276.7</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Admits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Admits</td>
<td>390.0</td>
<td>122</td>
<td>384.6</td>
<td>122</td>
<td>380</td>
<td>70</td>
</tr>
<tr>
<td>Missing Scores</td>
<td>33</td>
<td></td>
<td>33</td>
<td></td>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

2. Basic skills testing and remediation by subject area.

1. In fall 2007 NJCU utilized the Accuplacer to test student basic skills abilities. All first-time freshmen were required to take this basic skills test.

2 Total Number of Undergraduate Students Enrolled in Fall 2007

<table>
<thead>
<tr>
<th>Total Fall 2007 Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,285</td>
<td>2211</td>
</tr>
</tbody>
</table>

Total Enrollment = includes all students, FT, PT, returning, transfer, etc.

3 Total number of First-time, Full-time (FTFT) students enrolled in remediation in fall 2007
<table>
<thead>
<tr>
<th>Total Number of FTFT Students</th>
<th>Number of FTFT Students Enrolled in One or More Remedial Courses</th>
<th>Percent of FTFT Enrolled in One or More Remedial Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>649</td>
<td>567</td>
<td>92%</td>
</tr>
</tbody>
</table>

4 \text{irst-time, Full-time students (FTFT) enrolled in remediation in fall 2007 by subject area}

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Enrolled In:</th>
<th>Percent of all FTFT Enrolled In:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>387</td>
<td>61.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>496</td>
<td>78.6%</td>
</tr>
<tr>
<td>Math Computation</td>
<td>315</td>
<td>49.9%</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>517</td>
<td>81.9%</td>
</tr>
</tbody>
</table>
3. Race, gender, and ethnicity (separately).

Race

Undergraduate Enrollment by Race/Ethnicity, Fall 2007

<table>
<thead>
<tr>
<th>Race</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1,195</td>
<td>488</td>
<td>1,683</td>
</tr>
<tr>
<td>White Pct</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Black</td>
<td>810</td>
<td>361</td>
<td>1,171</td>
</tr>
<tr>
<td>Black Pct</td>
<td>18%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,568</td>
<td>621</td>
<td>2,189</td>
</tr>
<tr>
<td>Hispanic Pct</td>
<td>35%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Asian</td>
<td>316</td>
<td>108</td>
<td>424</td>
</tr>
<tr>
<td>Asian Pct</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>American Ind.</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>American Ind. Pct</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Alien</td>
<td>59</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>518</td>
<td>221</td>
<td>739</td>
</tr>
<tr>
<td>Race Unknown Pct</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>4,471</td>
<td>1,814</td>
<td>6,285</td>
</tr>
<tr>
<td>Total Pct</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Undergraduate Enrollment by Gender Fall 2007

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,752</td>
<td>2,719</td>
<td>4,471</td>
</tr>
<tr>
<td>Male Pct</td>
<td>39%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Male Pct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,719</td>
<td>1,180</td>
<td>1,814</td>
</tr>
<tr>
<td>Female Pct</td>
<td>61%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4,471</td>
<td>3,899</td>
<td>6,285</td>
</tr>
<tr>
<td>Total Pct</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Undergraduate Enrollment by Age, Fall 2007

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>LT 18</td>
<td>15 0.3%</td>
<td>13 0.7%</td>
<td>28 0.4%</td>
</tr>
<tr>
<td>18-19</td>
<td>957 21.4%</td>
<td>169 9.3%</td>
<td>1,126 17.9%</td>
</tr>
<tr>
<td>20-21</td>
<td>1,105 24.7%</td>
<td>116 6.4%</td>
<td>1,221 19.4%</td>
</tr>
<tr>
<td>22-24</td>
<td>1,200 26.8%</td>
<td>278 15.3%</td>
<td>1,478 23.5%</td>
</tr>
<tr>
<td>25-29</td>
<td>584 13.1%</td>
<td>427 23.5%</td>
<td>1,011 16.1%</td>
</tr>
<tr>
<td>30-34</td>
<td>248 5.5%</td>
<td>249 13.7%</td>
<td>497 7.9%</td>
</tr>
<tr>
<td>35-39</td>
<td>144 3.2%</td>
<td>167 9.2%</td>
<td>311 4.9%</td>
</tr>
<tr>
<td>40-49</td>
<td>170 3.8%</td>
<td>265 14.6%</td>
<td>435 6.9%</td>
</tr>
<tr>
<td>50-64</td>
<td>43 1.0%</td>
<td>117 6.4%</td>
<td>160 2.5%</td>
</tr>
<tr>
<td>65+</td>
<td>1 0.0%</td>
<td>5 0.3%</td>
<td>6 0.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4 0.1%</td>
<td>8 0.4%</td>
<td>12 0.2%</td>
</tr>
<tr>
<td>Total</td>
<td>4,471 100.0%</td>
<td>1,814 100%</td>
<td>6,285 100%</td>
</tr>
</tbody>
</table>

2. Numbers of students receiving financial assistance under each state-funded aid program: need based, merit based, grants, and loans: FY 2006

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
<th>$/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>2,074</td>
<td>3,657</td>
<td>8,003,277</td>
<td>3,858.86</td>
<td>2,188.48</td>
</tr>
<tr>
<td>EOF</td>
<td>550</td>
<td>985</td>
<td>565,694</td>
<td>1,028.53</td>
<td>574.31</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
<td>10</td>
<td>9</td>
<td>8,370</td>
<td>930.00</td>
<td>465.00</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>46</td>
<td>37</td>
<td>32,550</td>
<td>879.73</td>
<td>465.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>422,940</td>
<td>5656.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJ Stars II (2006)</td>
<td>3</td>
<td>10</td>
<td>20,680</td>
<td>2,068.00</td>
<td></td>
</tr>
</tbody>
</table>

5. State of residence.

First-time Full-time Freshman in Fall 2007 Enrollment

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>793</td>
<td>11</td>
<td>804</td>
<td>98.6%</td>
</tr>
</tbody>
</table>
D. Degrees conferred FY2007

<table>
<thead>
<tr>
<th></th>
<th>Baccalaureate</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>292</td>
<td>217</td>
</tr>
<tr>
<td>White</td>
<td>Pct</td>
<td>30.1%</td>
<td>44.1%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>204</td>
<td>33</td>
</tr>
<tr>
<td>Black</td>
<td>Pct</td>
<td>21.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>287</td>
<td>68</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Pct</td>
<td>29.6%</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>96</td>
<td>14</td>
</tr>
<tr>
<td>Asian</td>
<td>Pct</td>
<td>9.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>American Ind.</td>
<td>Pct</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Alien</td>
<td>Pct</td>
<td>1.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>76</td>
<td>125</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>Pct</td>
<td>7.8%</td>
<td>25.4%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>970</td>
<td>492</td>
</tr>
<tr>
<td>Total</td>
<td>Pct</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1b. Degrees by gender

<table>
<thead>
<tr>
<th></th>
<th>Baccalaureate</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>371</td>
<td>143</td>
</tr>
<tr>
<td>Men</td>
<td>Pct</td>
<td>38.2%</td>
<td>29.1%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
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</tr>
<tr>
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<td>61.8%</td>
<td>70.9%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>970</td>
<td>492</td>
</tr>
<tr>
<td>Total</td>
<td>Pct</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
By major field

<table>
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<td>56</td>
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<tr>
<td>Biological &amp; Biomedical Sciences</td>
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<td>33</td>
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<td>Mathematics</td>
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<td>Philosophy/Religion</td>
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</tr>
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<td>Physical Sciences</td>
<td>15</td>
<td>0</td>
<td>15</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Protective Services</td>
<td>112</td>
<td>6</td>
<td>118</td>
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<tr>
<td>Social Sciences</td>
<td>94</td>
<td>0</td>
<td>94</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>43</td>
<td>10</td>
<td>53</td>
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<td>Health Professions</td>
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<td>17</td>
<td>67</td>
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<td><strong>970</strong></td>
<td><strong>492</strong></td>
<td><strong>1,462</strong></td>
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E. Student outcomes.

1a. Four-, five-, and six-year graduation rate

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001 Cohort</th>
<th>Graduates after 4 Years</th>
<th>Graduates after 5 Years</th>
<th>Graduates after 6 Years</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>176</td>
<td>25</td>
<td>48</td>
</tr>
<tr>
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<td>Pct</td>
<td>14.2%</td>
<td>27.3%</td>
<td>34.7%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>92</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Black</td>
<td>Pct</td>
<td>2.2%</td>
<td>20.7%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Pct</td>
<td>5.0%</td>
<td>16.3%</td>
<td>25.2%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>202</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Asian</td>
<td>Pct</td>
<td>2.0%</td>
<td>25.5%</td>
<td>41.2%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>9</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Alien</td>
<td>Pct</td>
<td>22.2%</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>11</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other *</td>
<td>Pct</td>
<td>27.3%</td>
<td>27.3%</td>
<td>36.4%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>541</td>
<td>43</td>
<td>122</td>
</tr>
<tr>
<td>Total</td>
<td>Pct</td>
<td>7.9%</td>
<td>22.6%</td>
<td>31.2%</td>
</tr>
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</table>

1b. Four-, Five- and Six-Year Graduation Rates of Fall 2001 Full-time First-time Freshmen by Income

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001 Cohort</th>
<th>Graduates after 4 Years</th>
<th>Graduates after 5 Years</th>
<th>Graduates after 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income *</td>
<td>Num</td>
<td>198</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>3.5%</td>
<td>20.2%</td>
<td>31.8%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>247</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>Pct</td>
<td>8.9%</td>
<td>22.3%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>Num</td>
<td>96</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>14.6%</td>
<td>28.1%</td>
<td>36.5%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>541</td>
<td>43</td>
<td>122</td>
</tr>
<tr>
<td>Total</td>
<td>Pct</td>
<td>7.9%</td>
<td>22.6%</td>
<td>31.2%</td>
</tr>
</tbody>
</table>

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.
2. Third semester retention

a) By Race/Ethnicity, Fall 2006 to Fall 2007.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Retained</th>
<th>Not Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>122</td>
<td>34</td>
<td>156</td>
</tr>
<tr>
<td>Pct</td>
<td>78.2%</td>
<td>21.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black</td>
<td>91</td>
<td>38</td>
<td>129</td>
</tr>
<tr>
<td>Pct</td>
<td>70.5%</td>
<td>29.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>181</td>
<td>71</td>
<td>252</td>
</tr>
<tr>
<td>Pct</td>
<td>71.8%</td>
<td>28.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>30</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Pct</td>
<td>83.3%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>American Ind.</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pct</td>
<td>0.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Alien</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Pct</td>
<td>40.0%</td>
<td>60.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>42</td>
<td>20</td>
<td>62</td>
</tr>
<tr>
<td>Pct</td>
<td>67.7%</td>
<td>32.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>470</td>
<td>176</td>
<td>646</td>
</tr>
<tr>
<td>Pct</td>
<td>72.8%</td>
<td>27.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

b) Third semester retention of low income students.

<table>
<thead>
<tr>
<th>Income Status</th>
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<th>Not Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income *</td>
<td>196</td>
<td>65</td>
<td>261</td>
</tr>
<tr>
<td>Pct</td>
<td>75.1%</td>
<td>24.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Non-Low Inc.</td>
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<td>76</td>
<td>282</td>
</tr>
<tr>
<td>Pct</td>
<td>73.0%</td>
<td>27.0%</td>
<td>100.0%</td>
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<tr>
<td>Unknown</td>
<td>68</td>
<td>35</td>
<td>103</td>
</tr>
<tr>
<td>Pct</td>
<td>66.0%</td>
<td>34.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>470</td>
<td>176</td>
<td>646</td>
</tr>
<tr>
<td>Pct</td>
<td>72.8%</td>
<td>27.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.
2. Percent of entering students who are transfers.

<table>
<thead>
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<th></th>
<th>New Transfer</th>
<th>First-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Full-time</td>
<td>580</td>
<td>47.2%</td>
<td>649</td>
</tr>
<tr>
<td>Part-time</td>
<td>229</td>
<td>59.6%</td>
<td>155</td>
</tr>
<tr>
<td>Total</td>
<td>809</td>
<td>50.2%</td>
<td>804</td>
</tr>
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</table>

Source: SURE Enrollment File
F. Faculty characteristics

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Tenured</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
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<td>24</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>45</td>
<td>35</td>
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<td>6</td>
<td>6</td>
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<td>2</td>
<td>4</td>
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<td>0</td>
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<td>41</td>
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<td>0</td>
<td>1</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
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<td>0</td>
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<td>0</td>
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</tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
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</tr>
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<td>3</td>
<td>8</td>
<td>2</td>
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<td>0</td>
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<td>0</td>
<td>45</td>
<td>38</td>
</tr>
<tr>
<td>Associate Prof.</td>
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<td>16</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td>4</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>42</td>
</tr>
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<td>All Others</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>66</td>
<td>15</td>
<td>25</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>11</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>129</td>
<td>113</td>
</tr>
</tbody>
</table>

2. Percentage of course sections taught by full-time faculty: 69%

Percentage of Course Sections Taught by Full-time Faculty

<p>| Fall 2007 |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Number of Course Sections | Taught by Full-time Faculty | Taught by Part-time Faculty | Taught by Others* |</p>
<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1166</td>
<td>66.0%</td>
<td>547</td>
<td>31%</td>
<td>51</td>
<td>3%</td>
</tr>
</tbody>
</table>

Note: Others includes Full-time Administrators and Teaching Assistants

3. Ratio of full- to part-time faculty.

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>248</td>
<td>435</td>
<td>683</td>
</tr>
<tr>
<td>Pet</td>
<td>36.3%</td>
<td>63.7%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
G. Characteristics of the trustees.

1. Race/Ethnicity and Gender of Governing Board

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Am. Indian</th>
<th>Non-Res.</th>
<th>Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
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2. Members of the Board of Governors and/or Trustees

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<td>Attorney</td>
<td>Cozen O’Conner</td>
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<td>Marilyn Bennett</td>
<td>Consultant</td>
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<td>Cynthia Campbell</td>
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<td>Dr. T. Steven Chang</td>
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<td>Dr. Henry Coleman</td>
<td>Professor</td>
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<td>John Moore</td>
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<td>Barry McTiernan and Moore</td>
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<td>Vij Pawar</td>
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<td>Wanda Stansbury</td>
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<td>Dr. Carlos Hernández*</td>
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<td>New Jersey City University</td>
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3. Board information URL:

http://www.njcu.edu/aboutnjcu/trustees.asp
H. Profile of the institution

1. Degree and certificate programs.

UNDERGRADUATE MAJORS AND MINORS

COLLEGE OF ARTS AND SCIENCES

**Applied Physics (B.A. or B.S.)**

Available Certification/Specialization:
- Teacher Certification (Physical Science—Grades: elementary through secondary)

Available Option:
- (B.S.) in Applied Physics (NJCU) + B.S. in Electrical Engineering (NJIT) 3+2 dual degrees

**Art (B.A.)**

Available Certification/Specialization:
- Teacher Certification (Art) (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: General Crafts
- Design and Crafts: Jewelry/Metals
- Fine Arts: Painting/Drawing
- Fine Arts: Printmaking
- Fine Arts: Sculpture
- Photography: Commercial

**Art (B.F.A)**

Available Certification/Specialization:
- Communication Design: Digital Design and Illustration
- Communication Design: Graphic Design
- Communication Design: Illustration
- Design and Crafts: Ceramics
- Design and Crafts: General Crafts
- 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 (levels: elementary through secondary)

**Biology** Affiliated Programs:

Affiliated with U.M.D.N.J.:

- B.A. Specializations:
  - Advanced Dental Hygiene
  - Advanced Dental Assisting
  - Imaging Sciences
  - Advanced Respiratory Care

- B.S. Allied Health Technology
  - Diagnostic Medical Sonography
  - Nuclear Medicine Technology
  - Respiratory Care
  - Vascular Technology

- B.S. Clinical Laboratory Science
  - Medical Laboratory Science
  - Cytotechnology

Affiliated with North Shore Medical Center

- B.S. Medical Technology

**Chemistry** (B.S.)

Available Certification/Specialization:

- B.S. with Teacher Certification (Physical Science: level elementary through secondary)

**Computer Science** (B.S.)

**Economics** (B.A.)

Available Certification/Specialization:

- Teacher Certification (Grades: elementary through high school)

**English** (B.A.)

Available Certification/Specialization:

- Creative Writing
- Journalism
- Literature
Teacher Certification (English)
Theater Arts

**Geoscience** B.A.
Geoscience—Environmental Science
Geoscience/Geology.
Available Certification/Specialization:
Geoscience with Teacher Certification (Grades: P-3 or K-5; middle school specialization)
Geoscience Earth Science with Teacher Certification (Grades: elementary through high school)

**Geoscience** B.S.
Geoscience—Environmental Science
Geoscience/Geology
Available Certification/Specialization:
Geoscience Earth Science with Teacher Certification (Grades: elementary through high school)

**History** (B.A.)
Available Certification/Specialization:
Teacher Certification (Social Studies—Grades: elementary through high school)

**Mathematics** (B.A.)
Available Certification/Specialization:
Teacher Certification (Math—Grades: elementary through high school)

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

**Music** (B.A.)
Available Certification/specialization:
Music Business
Teacher Certification (Grades: elementary through high school)
Music Theater

(B.M.) Performance:
Classical-Instrumental (Other Than Piano)
Classical-Instrumental (Piano)
Classical/Voice
Jazz Studies

**Philosophy** (B.A.)
Political Science (B.A.)
Available Certification/Specialization:
Teacher Certification (Social Studies—Grades: P-3)

Psychology (B.A.)
Teacher Certification (Grades: P-3 or K-5; No middle school specialization)

Sociology (B.A.)
Available Certification/Specialization:
Crime and Social Behavior
Family, Health, and Youth Services
Human Services Aging
Teacher Certification (Grades: P-3 or K-5; No middle school specialization)

Spanish (B.A.)
Certification/Specialization:
Teacher Certification (Spanish)

Minors

African/African-American Studies
Anthropology
Art: History/Communications Design/Design and Crafts/Fine Arts/Photography
Biology
Chemistry
Computer Science
Economics
English
Geoscience/Geography
History
Human Services in Aging
Latin American, Caribbean and Latino Studies
Mathematics
Media Arts
Music
Philosophy and Religion
Applied Physics
Political Science
Psychology
Sociology
Spanish
Women and Gender Studies

**COLLEGE OF EDUCATION**

**Early Childhood Education** (B.A. Dual Major)

**Early Childhood Education and Special Education** (B.A. Dual Major and Dual Certification)

**Early Childhood Education and Elementary Education (K-5)** (B.A. Dual Major and Dual Certification)

**Elementary Education** (B.A. Dual Major)

**Elementary and Special Education** (B.A. Dual Major and Dual Certification)

**Minors**

- Literacy Education

**Certification Only**

- K-12 Teacher Certification
- 5-8 Subject Endorsement
- Bilingual/Bicultural Education Endorsement
- English as a Second Language Certificate
COLLEGE OF PROFESSIONAL STUDIES

Business Administration (B.S.)
Available Specialization:
  Accounting
  Finance
  International Business
  Management
  Marketing
  Travel and Tourism Management

Criminal Justice (B.S.)

Fire Science (B.S.)

Health Sciences (B.S.)
Available Certification/Specialization:
  School Nurse Certification
  Community Health
  Teacher of Health Education
  Teacher Certification (Health w/School Nurse Certification)

Nursing (B.S.N.)
Accelerated Program (Second Degree—non-nurse college graduates)
RN-BSN (for registered nurses)

Professional Security Studies (B.S.)

Minors

Business Administration
Criminal Justice
Fire Science
Professional Security Studies
Health Sciences
Fitness, Exercise, and Sports
Travel and Tourism Management

Certification Only

Driver Education Certification only-New Jersey
Driver Education Certification only-New York, provisional
Driver Education Certification only-New York, permanent
School Nurse Certification Post Baccalaureate (offered at undergraduate level)

GRADUATE PROGRAMS

COLLEGE OF ARTS AND SCIENCES

Art Education
(M.F.A.) Fine and Studio Art
Available Specialization:
  Painting and Drawing
  Printmaking
  Sculpture
  Photography
  Computer Arts
  Graphic Design
  Illustration
  Jewelry
  Metalsmithing
  Clay

(M.F.A.) Media Production

(M.A.) Studio Art

Counseling (M.A.) (In transition to College of Education: Educational Leadership)
Available Certification/specialization:
  School Counselor

Educational Psychology (M.A.)
Available Certification/specialization:
  School Psychology Professional Diploma
  School Psychology Certification

Professional Diploma in School Psychology and Certification in School Psychology (master’s degree pre-requisite)
Music Education (M.A.)

Music (M.M.)
Available Certification/specialization
Performance Specialization
  Classical Instrumental
  Classical—Opera and Musical Theater
  Jazz
  Multiple Woodwinds

COLLEGE OF EDUCATION

Early Childhood Education
  • P-3 Education for P-3 Certified Teachers (MA)
  • Alternate Route P-3 Certification
  • P-3 Certification (MAT)
  • P-3 and Teacher of Students with Disabilities (MAT)

Educational Leadership
  • Urban Education with a specialization in Educational Administration and Supervision with Principal Certificate (MA)
  • Supervisor’s Certificate
  • Counseling (MA)—in transition from Psychology

Educational Technology
  • Educational Technology (MA)
  • Associate School Library Media Specialist Certification
  • School Library Media Specialist Certification (MA)
  • Career Education Specialist Certificate
  • Distance Learning Specialist Certificate
  • Assistive Technology Specialist Certificate

Elementary and Secondary Education
  • Elementary Education Certificate (MAT)
  • Elementary Education Certificate
  • Secondary Education Certificate (MAT)
    o English
    o History
    o Science (Biology, Chemistry, Earth Science, Physics, Physical Science)
    o Mathematics
    o World Languages - Spanish
  • Secondary Education Certificate
○ English
○ History
○ Science (Biology, Chemistry, Earth Science, Physics, Physical Science)
○ Mathematics
○ World Languages - Spanish
  • Urban Education with a specialization in Teaching and Learning in Urban Schools (MA)

**Literacy Education**
  • Elementary School Reading (MA)
  • Secondary School Reading (MA)
  • Reading Specialist Certificate (MA)
  • Reading Specialist Certificate

**Multicultural Education**
  • Urban Education with a specialization in English as a Second Language with ESL Certificate (MA)
  • English as a Second Language Education Certificate
  • Urban Education with a specialization in Bilingual/Bicultural Education with Bilingual/Bicultural Endorsement (MA)
  • Bilingual/Bicultural Education Endorsement

**Special Education**
  • Special Education (MA)
  • Special Education (MAT)
  • Special Education with Learning Disability Teacher Consultant Certificate (MA)
  • Learning Disability Teacher Consultant Certificate
COLLEGE OF PROFESSIONAL STUDIES

Accounting (M.S.)

Criminal Justice (M.S.)

Finance (M.S.)
Available Certification/Specialization:
  Professional Financial Planning
  Professional Financial Analysis
  Professional Financial Management
  Professional Portfolio Management
  Professional Investment Analysis
  Professional Management Accounting

Health Sciences (M.S.)
Available Certification/Specialization:
  Community Health Education
  Health administration
  School Health Education

Nursing (M.S.) (currently suspended)

Professional Security Studies (M.S.)

Certification Only

  Graduate School Nurse Certificate
  Driver Education Certification-NY, provisional
  Driver Education Certification-NY, permanent
  Driver Education Certification-New Jersey

2. Other.

A branch campus at the Harborside Financial Plaza was approved by the NJ Commission on Higher Education, on July 25, 2008 and as an additional location by the Middle State Commission on Higher Education on Jun 28, 2007. This allows the university to provide an entire degree off the main campus.

The New Pathways to Teaching in New Jersey (NPTNJ) now has permanent DOE approval and was prominently mentioned in a statewide evaluation of alternate-route teacher certification programs. NPTNJ has prepared 2,000 new teachers, including many career-changers, in it five year history.
2008-9 represents our fifth year cooperating with 15 community colleges in this program. In addition, this year saw the addition to two additional sessions, one in the winter and one in the spring for candidates to take Stage 1. The NPTNJ curriculum has been revised and aligned with the New Jersey Professional teacher Standards and the Core Curriculum Standards.

NJCU’s Office of Continuing Education will launch a new Professional Development Institute for Educators, with 24 on-campus workshops and 18 online workshops scheduled for fall, 2008.

There are currently 11 companies, with 44 employees, at NJCU’s Business Development Center—the BDI. Samples of successes that originated at the BDI are:

- **Axiom Orthopaedics** was acquired by Mexa Orthopaedics, which was subsequently acquired by Tornier, Inc. for a significant expansion of Tornier’s product portfolio. Tornier is a global orthopedic company and a leader in the markets for shoulder joint replacement and extremity surgical products and devices. Three patents and two international patents are pending. The company was launched from BDI I June 2008.

- **Group Systems America** added GS Travel Services(GSTS) to the services it provides to international airlines, doubling the number of its employees. GSTS is a ARCA Accredited Full Service Travel Agency and also has special contracts with a number of airlines not landing in the U.S.

- **LSC-Experience Services**: The Group of 25+ designers created a comprehensive design and planning service for museums and science centers, and signed three significant contracts, two in Puerto Rico and the third for a traveling exhibition: “Islamic Science Rediscovered” from Dubai, United Arab Emirates. The company was launched from BDI in August 2007.

- **MET Tech** received a Phase I Small Business Innovation Research contract from the U.S. Army (ARDEC) Picatinny Arsenal, NJ, for research in a “Gun Hardened High-Performance Miniature Angular Acceleration Sensor.” Two patents are pending.

- **Mutationengine**: In collaboration with Endless Films, the company is in production on a feature documentary adaptation of “War against the Weak” by New York Times best selling author Edwin Black. Photography has been completed in the U.S., Poland, Germany and the United Kingdom. The film is currently being edited prior to international distribution.

- **Turning Leaf Communications, Inc**: The minority-owned company signed contracts totaling more that $1.6million in 2007 for the design and installation of high-performance structured cabling and audio-visual systems and has grown to 20 employees.
I. Major research and public service activities

Institution  _New Jersey City University: Year 2007_  

| Federally Financed Academic R&D Expenditures | $36,091 |
| Institutionally Financed Academic R&D Expenditures | $61,872 |
| Total Academic R&D Expenditures | $97,963 |

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).

MAJOR FACULTY RESEARCH, PUBLICATIONS, AND SHOWS

_Web of Conspiracy: A Guide to Conspiracy Theory Sites_ on the Internet by Dr. James F. Broderick, an associate professor of English at New Jersey City University, and Darren W. Miller, an NJCU alumnus, has been published by Information Today, Inc.  

_Web of Conspiracy_, Dr. Broderick’s fourth book, is the second co-authored with Mr. Miller. Last year, their book, _Consider the Source: A Critical Guide to 100 Prominent News and Information Sites on the Web_, was also published by Information Today, Inc. Dr. Broderick has other publications to his credit that include _The Literary Galaxy of Star Trek: An Analysis of References and Themes_, published in April 2006, by McFarland Publishing Co.; and _Consider the Source: A Guide to the 100 Best News and Information Sites on the Worldwide Web_, by Jim Broderick and Darren Miller [NJCU Alumnus, published July 2007, by Information Today Publishing Inc.

The authors held two book signings locally: Thursday, June 19th at Barnes and Noble Booksellers, Clifton Commons, 395 Route 3 East in Clifton and Saturday, June 21, at 3:00 p.m. at Paranormal Books, 627 Cookman Drive in Asbury Park. They had book signings scheduled in Savannah, Georgia and Washington, D.C. this summer, as well.

A 288-page book, _Web of Conspiracy_ offers an objective yet provocative look at more than 20 of the world’s most intriguing conspiracy theories. The informative and detailed book examines the facts surrounding each conspiracy, presents prevailing and lesser-known arguments, and points to must-see Web sites that advocate, speculate, or debunk these theories. The book serves as an invaluable resource for Internet-connected conspiracy theorists, buffs, and researchers as well as an entertaining guide for the casual surfer.

Among the conspiracy theories addressed in the book are: was a UFO really discovered in Roswell, New Mexico; what is the government protecting at Area 51; are the paparazzi to blame for Princess Diana’s tragic death; what brought down TWA Flight 800; who wrote the great works of Shakespeare; was Marilyn Monroe murdered; did
FDR have prior knowledge of the attacks on Pearl Harbor; who killed JFK; and was Charles Lindbergh involved in “kidnapping” his own child.

Prior to joining the NJCU faculty, Dr. Broderick worked for newspapers and wire services in the Midwest and New York City. A former copy editor at Dow Jones & Company, Dr. Broderick is also the author of The Literary Galaxy of Star Trek and Paging New Jersey: A Literary Guide to the Garden State.

Dr. Broderick is a frequent lecturer on New Jersey literature and pop culture and has been a guest on many radio shows and has been interviewed for numerous newspaper and magazine articles. He teaches journalism at NJCU and serves as advisor to the University’s award-winning student newspaper, The Gothic Times. Dr. Broderick resides in Glen Ridge.

An award-winning journalist, Mr. Miller has written about topics as diverse as the death penalty, natural disasters, murder trials, and municipal corruption. A former editor-in-chief of The Gothic Times and the recipient of awards from both the New Jersey Press Association and the North Carolina Press Association, Mr. Miller served as both a reporter and assistant editor at The Mountaineer before leaving the North Carolina newspaper in April 2006 to work on several book projects. Mr. Miller resides in Savannah, Georgia.

Figurative Art by Two NJCU Alumni was featured in ‘The Body Signifier’ in Newark Gallery June 13 – July 25.

“The Body Signifier,” an exhibit of figurative art by New Jersey City University alumni Matthew Lahm (‘03) of Fairview and William Coronado (‘04) of Passaic, was shown Friday, June 13 through Friday, July 25 in a two-person exhibit presented by the Sumei Multidisciplinary Arts Center at 744 Gallery of the National Newark Building, 744 Broad Street in Newark.

The exhibit featured approximately 30 figurative paintings by the New Jersey artists whose groundbreaking works incorporate classical, romantic, and symbolic approaches to their subjects.

Mr. Lahm, who currently serves as an admissions counselor at his alma mater, is well known for small cropped abstract figurative paintings. This exhibit featured work he has created since 2002.

Mr. Coronado, who is currently an art teacher at Cicely Tyson School of Fine and Performing Arts, creates cut-out nudes that defy the limitations of the traditional canvas, allowing them to interact with the gallery walls.

The catalog for “The Body Signifier” features an essay by Dr. Midori Yoshimoto, director of campus galleries at New Jersey City University.

Both Mr. Lahm and Mr. Coronado have exhibited in solo and group exhibitions throughout the New York metropolitan area.

A book entitled Reading Success for Struggling Adolescent Learners, was co-edited by NJCU Professor Jill Lewis, a professor of literacy education at New Jersey City University, and Dr. Susan Lenski, a professor of curriculum and instruction at Portland State University, was published by Guilford Press.

Part of Guilford Press’s series, “Solving Problems in the Teaching of Literacy,” Reading Success for Struggling Adolescent Learners is a comprehensive volume that discusses factors that affect struggling readers in grades seven through 12 and provides
research-based strategies for improving their reading and writing skills. Chapters written by leading authorities from throughout the United States examine why some adolescents have trouble achieving reading proficiency, describe schoolwide policies and programs that support literacy, and suggest age-appropriate classroom practices for promoting reading success.

Reading Success for Struggling Adolescent Learners features an introduction by Drs. Lewis and Lenski as well as four chapter categories: “Understanding Struggling Adolescent Readers,” “Organizing Classroom Contexts That Promote Literacy,” “Implementing Classroom Instruction for Struggling Adolescent Readers,” and “Developing School-wide Contexts to Support Achievement.”

Dr. Lewis also wrote the chapter, “But I’m Not Going to College!”: Developing Adolescents’ Literacy for the 21st-Century Workplace,” and co-wrote, with Dr. Avivah Dahbany, the chapter, “What Do We Know about the Adolescent Learner and What Does It Mean for Literacy Instruction?”

A member of the NJCU faculty since 1973, Dr. Lewis has served as chair of the Department of Literacy Education and was a founder and trustee of the University Academy Charter High School.

Joel Katz of Woodstock, New York, an associate professor of media arts at New Jersey City University, was selected to participate in the Fulbright Senior Specialists Program for the summer of 2008. The announcement was made by the United States Department of State and the J. William Fulbright Foreign Scholarship Board.

As a Fulbright Senior Specialist at the University of Mainz in Germany, Mr. Katz conducted a seminar on the crossover between experimental and documentary traditions in American film. He also taught film theory to graduate students.

Mr. Katz is one of more than 400 faculty members and professionals from throughout the United States who will travel abroad this year through the Fulbright Senior Specialists Program.

The Fulbright Senior Specialists Program, created in 2000 to complement the traditional Fulbright Scholar Program, provides short-term academic opportunities of two to six weeks to prominent U.S. faculty and professionals to support curricular and faculty development and institutional planning at post-secondary academic institutions throughout the world.

Mr. Katz, who teaches video production, has been a member of the NJCU faculty since 1996.

The Fulbright Program, America’s flagship international educational exchange activity, is sponsored by the Bureau of Educational and Cultural Affairs of the United States Department of State. More than 285,000 Fulbright awards have been presented over the past 60 years.

Recipients of Fulbright Scholar awards are selected on the basis of academic or professional achievement.

The General and Mrs. Washington: The Untold Story of a Marriage and a Revolution by Dr. Bruce Chadwick of Randolph, a professor of English at New Jersey City University, has won a bronze medal in the history category of the 2007 Independent Publisher Book Awards.

Dr. Chadwick’s award was one of 481 presented internationally in 65 categories, ranging from performing arts and architecture to religion and science. Gold, silver, and
bronze medals were presented in each category. A total of 2,690 entries, representing all 50 states, eight Canadian provinces, and 17 foreign countries were submitted to the 11th annual Independent Publisher Book Awards competition.

The Awards are presented to recognize excellence in independent publishing. The 2007 Awards honor books with 2006 copyrights or those released in 2006. The annual contest is presented by Jenkins Group and its book marketing webzine, Independent Publisher Online.

The contest is open to authors and publishers worldwide for books written in English and intended for the North American market. Since the inaugural contest in 1996, more than 1,500 books have received what have been nicknamed “IPPY” Awards.

Published by Sourcebooks, Incorporated, The General and Mrs. Washington draws on letters from relatives and friends, diaries, orders to merchants, and the observations of their contemporaries to present what many consider to be the first picture of the nation’s first First Couple. The 416-page book takes readers through the story of their 40-year marriage, beginning with the courtship, including the sudden death of George, and ending with the last years of Martha's life.

Dr. Chadwick is the author of more than 20 books, including the history books, The First American Army: The Untold Story of George Washington and the Men Behind America’s First Fight for Freedom, George Washington’s War, Brother against Brother, The Two American Presidents, Traveling the Underground Railroad, and The Real Civil War.

He has also written many books about baseball, including Baltimore Orioles, Baseball's Hometown Teams, Giants, Infamous Trials, John Madden, The Chicago Cubs, The Chicago Cubs Trivia Book, The St. Louis Cardinals, and When the Game Was Black and White.

A kick-off reception for Confessions of a Former Child: A Therapist’s Memoir by Dr. Daniel J. Tomasulo, an assistant professor of psychology at New Jersey City University, will be held on Tuesday, May 6 at 6:30 p.m. at the Teachers and Writers Collaborative, Suite 2020, 520 Eighth Avenue (between 36th and 37th Streets), in Manhattan.

Dr. Tomasulo read from his memoir, which was published by Graywolf Press in April.

All proceeds from books sold at the program benefited the YAI/National Institute for People with Disabilities.

Confessions of a Former Child: A Therapist’s Memoir is a 208-page paperback in which Dr. Tomasulo reflects on his boyhood and traces the links to his own life, including his challenges as a parent and his work as a psychologist, and the lives of his patients.


The Global Assault on Teaching, Teachers, and Their Unions: Stories for Resistance, a collection of essays co-edited by Dr. Lois Weiner, a professor of elementary and secondary education at New Jersey City University, has been published by Palgrave Macmillan. Co-edited by Mary Compton, past president of the National Union of Teachers, the largest teachers’ union in the United Kingdom and Europe, the book also features an entry by Dr. Basanti Chakraborty, an NJCU assistant professor of early childhood education,
The Global Assault on Teaching, Teachers, and Their Unions features essays by noted scholars, teacher activists, and teacher-union leaders from throughout the world. Contributors lay out the dangers and describe how teachers and their unions can organize successful resistance.

Dr. Chakraborty’s essay on the deferred dream of universal elementary education in India draws upon her field research and describes the frustrating conditions faced by teachers, including lack of classrooms, widespread corruption in the distribution of materials, and bureaucratic red tape.

Internationally known for her research on urban teacher education, Dr. Weiner is the author of Preparing Teachers for Urban Schools: Lessons from Thirty Years of School Reform and Urban Teaching: The Essentials, which is used in teacher education programs throughout the United States.

A member of the NJCU faculty since 1990, Dr. Weiner was a high school teacher and union activist in California and New York before completing a doctoral degree at Harvard University Graduate School of Education.

“Doggerel” and “Rocket Experts,” two films by Jane Steuerwald, a professor of media arts at New Jersey City University, were shown at a special film program presented by the New Jersey State Film Festival at Cape May on Sunday, March 9, at 2:00 p.m., at the Beach Theatre, 711 Beach Avenue in Cape May. Professor Steuerwald as well as other filmmakers were present to discuss their work.

A portion of the proceeds from the special festival, which featured movies about dogs, benefited Animal Outreach, a non-profit organization dedicated to helping abused, abandoned, and neglected animals.

Professor Steuerwald’s “Doggerel” is a tongue-in-cheek celebration of dogs that features her boxer, Josephine. Framed by the words of the narrator, footage of Josephine is cut together for comedic effect and highlights her delight in running through the woods in upstate New York, playing in a creek, leaping over logs, and reveling in her freedom.

Based on a Fourth of July weekend with family in upstate New York, Professor Steuerwald’s “Rocket Experts,” which features three canines, captures the essence of the ties that bind a family together across generations. The film features conversations between family members and the filmmaker’s mother singing at the 1964 World’s Fair. The text is excerpted from a letter written by Professor Steuerwald’s great-uncle, who once lived in the house where the film was shot.

The New Jersey State Film Festival at Cape May is the state’s premiere film festival dedicated exclusively to the support and presentation of creative, challenging, groundbreaking film and video works by New Jersey filmmakers.

“Dialogue with an Ancient Forest,” a multi-media installation by sculptor Herb Rosenberg, chair of the New Jersey City University Department of Art, was shown Monday, March 3 through Friday, April 11 in the Walsh Gallery at Seton Hall University, 400 South Orange Avenue in South Orange.

“Dialogue with an Ancient Forest” features 13 nine-foot aluminum columns, each burnished and painted to achieve the appearance of three-dimensional surfaces that reflect and refract light to create an ever-changing surface throughout the gallery. Each column is paired with music, composed by Andrew Rosenberg, son of the NJCU
New Jersey City University

professor. The installation provides a meditative experience akin to being in a stand of majestic trees.

Best known as a visual innovator who creates three-dimensional illusory imagery on flat metal surfaces, Professor Rosenberg has exhibited extensively throughout the United States, England, France, Italy, Australia, Cuba, New Zealand, Hong Kong, and China. He has twice been invited to serve as juror of the Hong Kong Biennial.

In addition to “Dialogue with an Ancient Forest,” which has been shown on Cape Breton Island, Canada and in Havana, Cuba, Professor Rosenberg has most recently exhibited "American Macho," "Working Hands," and "Black Cloud over America."

Additionally, Professor Rosenberg had a 4’x8’ commission installed in Cairo, Egypt, and other of his works installed outdoors at St. Xavier University, for a two-year span, as part of the revitalization of the arts in New Orleans.

A member of the NJCU faculty since 1971, Professor Rosenberg holds an M.F.A. from Pratt Institute, a B.A. from Harpur College, SUNY, and a certificate from Ecole des Beaux Arts in Paris.

“Freedom’s Front Line: Fayette County, Tennessee,” a documentary film produced by Dr. Robert Hamburger, a professor of English at New Jersey City University, and co-directed and edited by David Villavert, a 2005 NJCU alumnus, with post-production supervision by Joel Katz, an NJCU associate professor of media arts, and James Wallace, associate director of NJCU’s Department of Media Arts, was screened on the NJCU campus on Tuesday, February 19.

One in a month-long series of campus events held in commemoration of Black History Month, “Freedom’s Front Line” was screened in Grossnickle Auditorium (Room 144), 2039 Kennedy Boulevard in Jersey City. A discussion followed. Admission was free and open to the community.

A moving piece, the 30-minute “Freedom’s Front Line” tells the story of how ordinary people can join together to accomplish the extraordinary.

The film grew out of a project begun in 2000 by Dr. Hamburger, who was helping Fayette County’s African-American community to assemble an archive of historical materials about the civil rights struggle that began in Fayette County in 1959 and continued through the 1970s.

As part of the project, Dr. Hamburger conducted extensive videotaped interviews with people who were instrumental in Fayette County’s grassroots movement. In 2004, when Dr. Hamburger decided that these materials could be used to make a documentary, Misters Katz and Wallace became involved.

Mr. Villavert, a media arts student at the time, sorted through vast amounts of materials, edited footage, and titled the piece.

Dr. Ellen Garvey of Brooklyn, an associate professor of English at New Jersey City University, was appointed a Fellow for the 2007-08 academic year by the National Humanities Center (NHC).

Dr. Garvey was one of 37 Fellows from 27 colleges and universities in 16 states as well as Canada and Germany. Selected from more than 400 applicants, the 2007-08 Fellows represented such fields as history, literature, philosophy, art history, anthropology, religion, and the classics.
NHC fellowship grants enable scholars to take leave from their academic duties and pursue research at the Center. Each Fellow works individually on a research project and shares ideas at Center seminars, lectures, and conferences.

Dr. Garvey, whose project was her book, *Book, Paper, Scissors: Scrapbooks Remake Nineteenth-Century Print Culture*, was also recently one of 62 individuals from throughout the United States to receive a National Endowment for the Humanities Fellowship for College Teachers and Independent Scholars. Dr. Garvey received a $40,000 award for “Scrapbooks Remake 19th-Century Print Culture.”

A member of the NJCU faculty since 1994, Dr. Garvey is the author of *The Adman in the Parlor: Magazines and the Gendering of Consumer Culture*, and, with Sharon Harris, helped edit *Blue Pencils and Hidden Hands: Women Editing Periodicals*.

Located in the Research Triangle Park of North Carolina, the NHC is a privately incorporated independent institute for advanced study in the humanities. Since 1978 the Center has awarded fellowships to scholars in the humanities. The Center also sponsors programs to strengthen the teaching of the humanities in secondary and higher education.

Fire Science department chairperson Kevin Malley, with Dr. David K. Spierer, has co-authored a book, *Get Firefighter Fit* (Ulysses Press). Based on Professor Malley’s experience building successful physical training programs for the New York City Fire Department, the book uses a multi-phased approach to training to achieve the peak level of fitness required by professional firefighters. All book sale earnings will be donated to a new NJCU Fire Science Department student scholarship honoring the two FDNY members, Thomas A. Gardner and Kevin W. Donnelly, who lost their lives in the north and south towers of the World Trade Center on September 11, 2001.

**Dr. John Laski**, Business Administration Department, authored the book *Capitalism and Christianity: A Moral and Ethical Dilemma*, published by Ithaca Press. In the book he addresses the idea that there is a certain amount of hypocrisy in trying to coalesce capitalism or capitalist behaviors with Christian behaviors, and discusses paradigm differences which may preclude co-existence without significant violations of each. Dr. Laski plans to propose alternatives in future books.

Furthermore, Dr. Laski received two research grants: $4,000 to study the impact of corporate debt structures and changes, working with Dr. David Hemley of Eastern New Mexico University, and $75,000 from the K. G. Haika Foundation, San Antonio, Texas to study the impact of debt relationships on oncology practice.

**Dr. Jack Egan**, Business Administration Department, was elected president-elect of the Association of Collegiate Business Schools and Programs (ACBSP), the specialized accreditation association for business education. The ACBSP develops, promotes and recognizes best practices that contribute to continuous improvement of business education and accredits qualified business programs.

Additionally, Dr. Egan presented “Honor Societies Role in Collegiate Education for Business Today” at the Delta Mu Delta Triennial meeting in Philadelphia. He was also recognized for his fifteen years of service as founder and faculty advisor to the
NJCU Zeta Gamma Chapter of Delta Mu Delta, the National Honor Society for Business Administration.

**Dr. John W. Collins, Jr.** has been board certified as a Certified Protection Professional (CPP™) by the American Industrial Security Association (ASIS) - International. Dr. Collins joins the ranks of less than 10,000 professionals in the world that have earned the coveted designation of CPP™. This group of professionals has demonstrated its competency in the areas of security solutions and best-business practices through an intensive qualification and testing program. As a result, these men and women have been awarded the coveted designation of CPP™, and are recognized as proven leaders in their profession. (Source [www.asisonline.org](http://www.asisonline.org)). He also made a presentation entitled “Creating an Internet Portal for INFOSEC Professionals” at the 11th Colloquium for Information Systems Security Education, held June 4 – 8, 2007 at Boston University, Boston, Massachusetts. Dr. Collins has also been nominated by Dr. Carlos Hernandez to assist the Director of the New Jersey Office of Homeland Security and Preparedness Training Bureau with creating the NJ Homeland Security and Preparedness College.

**OTHER SIGNIFICANT FACULTY AND STAFF RESEARCH AND PROFESSIONAL ACTIVITY**

**College of Arts and Sciences**

A member of the English faculty several international awards for her writing ([http://www.bda.unict.it/Pagina/It/La_Rivista/0/2007/12/30/1405_.aspx](http://www.bda.unict.it/Pagina/It/La_Rivista/0/2007/12/30/1405_.aspx)) and was an invited speaker and panelist at numerous NJ and NY conferences.

A member of the Media Arts faculty was a guest curator for several film festivals in NJ and the surrounding area in addition to having many of her own works presented.

A member of the Biology faculty had original research published in *Journal of Biomedical materials Research*, in 2008 and made presentations at a meeting of the American Public Health Association, a group affiliated with the American Cancer Society; and a group affiliated with the Council of State and Territorial Epidemiologists.

A member of the Chemistry faculty continued his practice of working with high school students on original research, and accompanied them in making presentations at local and national chemistry forums, such as, the National American Chemical Society.

A member of the faculty in Media Arts had numerous publications in various types of journals and periodicals, plus he has served on several editorial boards and edited the proceedings for an international conference.

A philosophy professor presented a paper at an international conference.
A professor in the art department had several showings in galleries in NYC and has been active in the Visual Art Center of NJ.

**College of Professional Studies**

A member of the Business Administration faculty serves on the Council of Examiners, CFA Institute (*Chartered Financial Analyst*) which creates case vignettes and questions for the world-wide CFA examinations.

Another member of the Business Administration faculty had a paper published in the Journal of the Academy of Finance, and presented a paper at the Critical Perspectives on Accounting conference.

**College of Education**

A member of the faculty of Educational Technology had a book published that discussed educational technology standards for high school grades.

A professor in the department of Elementary and Secondary education co-edited on teachers’ unions.
J. Major Capital Projects Underway in Fiscal 2008

Refurbishing of the Gilligan Student Union Building was completed.
Appendix

Name: Robert Albrecht

Department: Media Arts Department

Rank: Associate Professor

Awards:

Publications:

1) The Magic Circle of Drama: A handbook for the integration of theater into the classroom curriculum. (collaboration with Carmine Tabone on writing the introduction to this book).
4) “What’s A Nice Guy Like You Doing In A Place Like This?: The pivotal role of ethnographic research in the evolution of Media Ecological theory.” *Media Ecology Proceedings*, forthcoming.
6) *What the Bird Sang to the Flower*. CD of original compositions.
8) *Atlantic Journal of Communication*, Editorial Board.
9) *Explorations in Media Ecology*, Editorial Board.
10) *Media Ecology Proceedings for the Mexico City Conference*, Editor.

Community Service:

Music and Recreation Director at Camp Liberty in Jersey City (my 25th summer).

Name: Ethan Bumas

Department: English

New Jersey City University
Rank: Associate Professor


Subcommittee chair for the PEN Prison Writing Poetry Committee, 2007-08. English

Name: John DeBrizzi

Department: Sociology

Rank: Professor

Creative


Name: Ellen Garvey

Department: English

Rank (e.g., assistant prof.; assoc. prof, etc.): Associate Professor

Awards:
Research Triangle Fellow, 2007-2008
National Humanities Center
Research Triangle Park, NC

National Endowment for the Humanities Fellowship for College Teachers, We the People designee, for project Scrapbooks Remake Nineteenth Century Print Culture, 2008.

Peterson Fellow, American Antiquarian Society, 2008-9 (one month resident research fellowship)

Publications:


Accepted for publication:

Presentations:


“American Scrapbook Traditions,” Osher Lifelong Learning Institute, Durham, NC, Jan. 2008. (Talk arranged by the National Humanities Center).


“The Scandal of Women’s Bicycling, in the Gilded Age,” Social Security Administration, Queens, NY, August 2007 (Through the New York State Council on the Humanities Speakers in the Humanities program).


Community Service:


**Speaker in the Humanities**: New York Council for the Humanities, 2002-8, lecturing to community groups on nineteenth century American scrapbooks and on women’s bicycling.

**Research Society for American Periodicals**: creator and current administrator of RSAP website: listowner and administrator of RSAP-L discussion list (1999-present)

**Consultant and interviewee**, documentary film in progress, The Bicycling Craze, Kathleen McDonough, director.

Board member, Congregation Kolot Chayeinu, 2008-11.

NJCU:

Revising Faculty Handbook: one of two faculty members selected to revise the University’s Faculty Handbook, 2007.

**Name:** Edvige Giunta

**Department:** English

**Rank:** Associate Professor

**Awards:**
2007 “The Best of Best of Foods of Affection” Award for the story “Carne a bagnomaria,” Italian Americana

**Public Recognition:**

http://www.bda.unict.it/Pagina/It/La_Rivista/0/2007/12/30/1405_.aspx

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Publications:

**Coeditor.** *Teaching Material Culture.* Special issue of *Transformations* 18.2 (Fall 2007-Winter 2008).


Presentations:

(Invited speaker)


(Conferences)


Moderator and organizer. “Writing the Family Memoir: Histories, Stories, and Other


**Name:** Dr. John Grew

**Department:** Biology

**Rank:** Associate Professor

**Publications:**

http://www3.interscience.wiley.com/cgi-bin/fulltext/114802707/HTMLSTART

http://www3.interscience.wiley.com/cgi-bin/fulltext/114802706/HTMLSTART

**Presentations:**


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Liaison. Italian American Women’s Archive. Archivio di Stato. Catania, Italy (2007--)

Name: Sabine Roehr

Department: Philosophy and Religion

Rank: Assistant Professor

Presentations:
“Augustine, Kant, and Reinhold on the Evil Will,” IV International Reinhold-Conference, Montréal, Canada, 8-10 June 2007.


Name: Herb Rosenberg

Department: Art

Rank: Professor

Presentations:
•Solo Exhibition, Seton Hall University “Dialogue with an Ancient Forest”
•4’x8’ commission to be installed in Cairo, Egypt
•Revitalization of the Arts in New Orleans, an outdoor installation for two years at St. Xavier University.

Community Service:
Curator, ‘Speaking to Power”, installed for a year in the Visual Arts Sculpture Garden

Name: Jane Steuerwald

Department: Media Arts

Rank: Full Professor
Awards:
Selected as a Juror of Film, Video and Sound. New Jersey State Council on the Arts & the Mid-Atlantic Arts Foundation, Baltimore Maryland, October 2007.

Puffin Foundation Artist Grant, Puffin Foundation Ltd., Teaneck, NJ. Spring 2008.

Screenings:
Doggerel and Rocket Experts screened at “Meet the Filmmakers,” Cape May New Jersey State Film Festival at the Beach Theatre, March 2008; The Memory Box and Terrorist Activity Redux screened at NJ City University, Women’s Film Festival, March 2008.

Terrorist Activity Redux, selected for the Black Maria Film and Video Festival, Director’s Citation Award; screened at the Jersey City Museum as part of the Womenswork 2007 showcase; screened at the Jersey City Artists’ Tour September 2007; screened at Millennium Film, NYC in November 2007; and at the Cape May Film Festival 2007.

Presentations:
Guest Curator and Program Moderator, Festival Finale - Black Maria Film and Video Festival at the Long Beach Island Foundation for the Arts and Sciences, June 2008.

Lecturer, Workshop Coordinator, Awards Presenter for the New Jersey Young Film & Videomakers’ Festival, at NJ City University Media Arts Dept., June 2008.


Coordinator/Curator. Womenswork Media Collective, www.wwmediacollective.org. Showcasing selected shorts in film & video by women. 2007-08 screenings include a Women’s History Month screening at NJ City University – March 2008; the Jersey City Museum – October 2007; Millennium Film, NYC, November 2007;

Coordinator/Curator. URBAN IMAGE a collective of media artists based at NJ City University’s Media Arts Department. Screenings include the Jersey City Museum – June 2008, the Hoboken Historical Museum – October 2007, and the Cape May Film Festival – Nov. 2007.

Community Service:
Relay for Life – participant May 2008 – raising money for the American Cancer Foundation.

Name: Kenneth Yamaguchi

Department: Chemistry

Rank: Professor

Awards:
Publications:

Presentations:
1. Summer High School Project SEED student research projects. SEED stands for Summer research Experience for Economically Disadvantaged High School Students.

These are the students (Union Hill (Union City), Dickinson, and McNair high schools) for summer 2007. Amed, Abhishek, and Mitch all gave at least 3-4 presentations at research poster presentations (Hudson County Science Fair, Rutgers, and others). They placed 1st, 2nd, and 3rd at one event. If you want, I can out where.

- Soraya Abdel-Hamid Analysis of Hudson County Soil and Water Samples
- Mitch Ramlakhan Formation of 1,4-Dihydropyridines
- Abhishek Bali Microwave Assisted Petasis Reaction
- Amed Logrono Synthesis of Substituted Pyrroles

2. The below three student gave poster presentations at the National American Chemical Society Meeting in New Orleans (April 6-10, 2008). I also gave an oral presentation

- Luisa Martinez Troncoso Synthesis of Substituted Benzofuran-2-carboxylate Ethyl Esters
- Adrienne Conklin Synthesis of 2,3-Dihydro-1H-1,5-Benzodiazepines
- Krystsina Ivanova Hantzsch Synthesis of 1,4-Dihydropyridines

Kenneth Yamaguchi Improvement in Synthetic, Laboratory, and Instrumental Skills via Organic Synthetic Project-based Labs.

3. The above three students also presented their work at the 10th Annual Undergraduate Research Symposium and Student Award Night given by the Hudson-Bergen Subsection of the American Chemical Society (April 25, 2008, Fairleigh Dickinson, Teaneck, NJ)

4. The above three and Mariam Israiel (below) will give presentations at the ACS Mid-Atlantic Regional Meeting (MARM 2008) May 17-21, 2008 at Queensborough Community College, Bayside, Queens

- Mariam Israiel Synthesis of 3-Substituted Coumarins by the Knoevenagel Condensation Reaction

Community Service: