Institutional Profile

Prepared for the New Jersey Commission on Higher Education

October, 2009
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, an average of 69% of the undergraduate population attended on a full-time basis, 62% has been women, and minority enrollment has remained above 50%, with Hispanic students accounting for over 30% overall. The Asian population has remained at close to 8%, and the number of white students has shown a decline over the five-year period. The number of students who are non-resident aliens has stayed at approximately 1% over that time span, as well.

Carlos Hernández
President
Preface with signature of the president or chief operating office

Table of Contents (listing each data category in the following order, with page numbers)

<table>
<thead>
<tr>
<th>A. Accreditation status:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institutional accreditation</td>
<td>1</td>
</tr>
<tr>
<td>2. Professional accreditation</td>
<td>1</td>
</tr>
<tr>
<td>B. Number of students served:</td>
<td>2</td>
</tr>
<tr>
<td>1. Number of undergraduates by attendance status</td>
<td>2</td>
</tr>
<tr>
<td>2. Number of graduates and first-professionals by attendance status</td>
<td>2</td>
</tr>
<tr>
<td>3. Non-credit enrollment</td>
<td>2</td>
</tr>
<tr>
<td>4. Unduplicated number of students for entire academic year</td>
<td>2</td>
</tr>
<tr>
<td>C. Characteristics of undergraduate students:</td>
<td>3</td>
</tr>
<tr>
<td>1. Mean math, reading and writing SAT scores</td>
<td>3</td>
</tr>
<tr>
<td>2. Basic skills testing and remediation by subject area</td>
<td>4-5</td>
</tr>
<tr>
<td>3. Race/ethnicity, sex, and age (separately)</td>
<td>5</td>
</tr>
<tr>
<td>4. Numbers of students receiving financial assistance under each state-funded aid program, including both need-based and merit-based, both grants and loans (TAG, EOF, OSRP, Distinguished Scholars, Urban Scholars, NJSTARS and NJCLASS)</td>
<td>5</td>
</tr>
<tr>
<td>5. State of residence</td>
<td>6</td>
</tr>
<tr>
<td>D. Degrees conferred/characteristics of graduates:</td>
<td>7</td>
</tr>
<tr>
<td>1. By race/ethnicity and sex (separately)</td>
<td>7</td>
</tr>
<tr>
<td>2. By major field</td>
<td>8</td>
</tr>
<tr>
<td>E. Student outcomes:</td>
<td>9</td>
</tr>
<tr>
<td>1. a. Four-, five- and six-year graduation rates by race/ethnicity:</td>
<td>9</td>
</tr>
<tr>
<td>b. Four-, five- and six-year graduation rates by income</td>
<td>9</td>
</tr>
<tr>
<td>2. Third-semester retention rates:</td>
<td>9</td>
</tr>
<tr>
<td>a. By race/ethnicity</td>
<td>9</td>
</tr>
<tr>
<td>b. For low-income students</td>
<td>10</td>
</tr>
<tr>
<td>3. Transfer:</td>
<td>11</td>
</tr>
<tr>
<td>a. Percentage of entering students who are transfers</td>
<td>11</td>
</tr>
<tr>
<td>F. Faculty characteristics:</td>
<td>12</td>
</tr>
<tr>
<td>1. Full-time faculty by race/ethnicity, sex, and tenure status (simultaneously)</td>
<td>12</td>
</tr>
<tr>
<td>2. Percentage of course sections taught by full-time faculty</td>
<td>12</td>
</tr>
<tr>
<td>3. Ratio of full- to part-time faculty</td>
<td>12</td>
</tr>
<tr>
<td>G. Characteristics of the trustees or governors:</td>
<td>13</td>
</tr>
<tr>
<td>1. Race/ethnicity and sex (simultaneously)</td>
<td>13</td>
</tr>
<tr>
<td>2. List of trustees / governors with titles and affiliations</td>
<td>13</td>
</tr>
</tbody>
</table>
H. A profile of the institution:

1. Degree and certificate programs

   Undergraduate
   - College of Arts and Sciences
   - College of Education
   - College of Professional Studies

   Graduate
   - College of Arts and Sciences
   - College of Education
   - College of Professional Studies

   2. Other—if desired

I. Major research and public service activities

J. Major Capital Projects

III. Appendix of all faculty and staff scholarly, artistic, and service activities
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 2008

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>4,378</td>
<td>71.7%</td>
<td>1,726</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

2. Graduate Enrollment by Attendance Status, Fall 2008

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>470</td>
<td>23.0%</td>
<td>1,577</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

3. Non-credit enrollment.

In fall 2008, there were 507 students in enrolled non-credit courses.

4. Unduplicated Enrollment, FY 2008

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>7,873</td>
<td>137,673</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,092</td>
<td>26,244</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,965</td>
<td>163,917</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey
C. Characteristics of undergraduate students.

1. Mean math, reading, and writing SAT scores fall 2008.

Full-Time Students

<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>Regular Admits</td>
<td>474.1</td>
<td>390</td>
<td>458.2</td>
<td>390</td>
<td>456.3</td>
<td>363</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>386.3</td>
<td>81</td>
<td>370.4</td>
<td>81</td>
<td>380.9</td>
<td>75</td>
</tr>
<tr>
<td>Special Admits</td>
<td>361.4</td>
<td>14</td>
<td>346.4</td>
<td>14</td>
<td>338.6</td>
<td>14</td>
</tr>
<tr>
<td>All Admits</td>
<td>456.2</td>
<td>485</td>
<td>440.3</td>
<td>485</td>
<td>440.1</td>
<td>452</td>
</tr>
<tr>
<td>Missing Scores</td>
<td>78</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
<td>111</td>
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</table>

Source: SURE Fall Enrollment file

Part-Time Students

<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>Regular Admits</td>
<td>423.3</td>
<td>84</td>
<td>409.3</td>
<td>84</td>
<td>404.5</td>
<td>76</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>420.0</td>
<td>1</td>
<td>380.0</td>
<td>1</td>
<td>440.0</td>
<td>1</td>
</tr>
<tr>
<td>Special Admits</td>
<td>423.3</td>
<td>85</td>
<td>408.9</td>
<td>85</td>
<td>404.9</td>
<td>77</td>
</tr>
<tr>
<td>Missing Scores</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

2. Basic skills testing and remediation by subject area.

1. In fall 2008, NJCU utilized the Accuplacer to test student basic skills abilities. All first-time freshmen were required to take this basic skills test.

Total Number of Undergraduate Students Enrolled in Fall 2008

<table>
<thead>
<tr>
<th>Total Fall 2008 Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,104</td>
<td>821</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

Total number of First-time, Full-time (FTFT) students enrolled in remediation in fall 2008
First-time, Full-time students (FTFT) enrolled in remediation in fall 2008 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>Computation</td>
<td>145</td>
<td>25.8%</td>
</tr>
<tr>
<td>Algebra</td>
<td>209</td>
<td>37.1%</td>
</tr>
<tr>
<td>Reading</td>
<td>28</td>
<td>5.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
<td>16.7%</td>
</tr>
<tr>
<td>English</td>
<td>144</td>
<td>25.6%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

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

Race/Ethnicity

Undergraduate enrollment: Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,152</td>
<td>458</td>
<td>1,610</td>
</tr>
<tr>
<td>Pct</td>
<td>26.3%</td>
<td>26.5%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Black</td>
<td>822</td>
<td>348</td>
<td>1,170</td>
</tr>
<tr>
<td>Pct</td>
<td>18.8%</td>
<td>20.2%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,563</td>
<td>580</td>
<td>2,143</td>
</tr>
<tr>
<td>Pct</td>
<td>35.7%</td>
<td>33.6%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>319</td>
<td>101</td>
<td>420</td>
</tr>
<tr>
<td>Pct</td>
<td>7.3%</td>
<td>5.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>American Ind.</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Pct</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Alien</td>
<td>55</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td>Pct</td>
<td>1.3%</td>
<td>0.7%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>462</td>
<td>227</td>
<td>689</td>
</tr>
<tr>
<td>Pct</td>
<td>10.6%</td>
<td>13.2%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Total</td>
<td>4,378</td>
<td>1,726</td>
<td>6,104</td>
</tr>
<tr>
<td>Pct</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Financial Aid from State, Federal & Institution-Funded Programs, FY 2008

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
<th>$/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAG</td>
<td>2,059</td>
<td>3,637</td>
<td>7,955,789</td>
<td>3,863.91</td>
<td>2,187.46</td>
</tr>
<tr>
<td>EOF</td>
<td>548</td>
<td>983</td>
<td>564,831</td>
<td>1,030.71</td>
<td>574.60</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
<td>9</td>
<td>18</td>
<td>8,370</td>
<td>930.00</td>
<td>465.00</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>37</td>
<td>70</td>
<td>32,550</td>
<td>879.73</td>
<td>465.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>104</td>
<td></td>
<td>839,346</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FEDERAL PROGRAMS</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>2,953</td>
<td></td>
<td>8,856,000</td>
<td></td>
<td>2,998.98</td>
</tr>
<tr>
<td>College Work Study</td>
<td>382</td>
<td></td>
<td>578,000</td>
<td>1,513.09</td>
<td></td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>65</td>
<td></td>
<td>148,000</td>
<td>2,276.92</td>
<td></td>
</tr>
<tr>
<td>SEOG</td>
<td>1,132</td>
<td>387,000</td>
<td></td>
<td>341.87</td>
<td></td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>2,521</td>
<td>9,943,000</td>
<td>3,944.07</td>
<td></td>
<td></td>
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<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>1,569</td>
<td>5,219,000</td>
<td>3,326.32</td>
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<td></td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>77</td>
<td>499,000</td>
<td></td>
<td>6,480.52</td>
<td></td>
</tr>
<tr>
<td><strong>INSTITUTIONAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>280</td>
<td>1,197,000</td>
<td>4,275.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: HESAA System Files for state programs, NJIPEDS Form #41 for federal & institutional programs
5. State of residence.

First-time Full-time Freshman in Fall 2008 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>551</td>
<td>12</td>
<td>563</td>
<td>97.9%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file
D. Degrees conferred FY2008

1a.

<table>
<thead>
<tr>
<th></th>
<th>Baccalaureate</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>White</td>
<td>293</td>
<td>28.6%</td>
<td>224</td>
</tr>
<tr>
<td>Black</td>
<td>156</td>
<td>15.2%</td>
<td>38</td>
</tr>
<tr>
<td>Hispanic</td>
<td>292</td>
<td>28.5%</td>
<td>65</td>
</tr>
<tr>
<td>Asian</td>
<td>81</td>
<td>7.9%</td>
<td>24</td>
</tr>
<tr>
<td>American Ind.</td>
<td>1</td>
<td>0.1%</td>
<td>0</td>
</tr>
<tr>
<td>Alien</td>
<td>18</td>
<td>1.8%</td>
<td>23</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>182</td>
<td>17.8%</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>1,023</td>
<td>100.0%</td>
<td>479</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>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Men</td>
<td>335</td>
<td>32.7%</td>
<td>143</td>
</tr>
<tr>
<td>Women</td>
<td>688</td>
<td>67.3%</td>
<td>336</td>
</tr>
<tr>
<td>Total</td>
<td>1,023</td>
<td>100.0%</td>
<td>479</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions Survey
2. By major field

<table>
<thead>
<tr>
<th>IPEDS CIP Code</th>
<th>Major Category</th>
<th>Bachelor</th>
<th>Master</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Communications</td>
<td>34</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>11</td>
<td>Computer Science</td>
<td>27</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>13</td>
<td>Education</td>
<td>40</td>
<td>410</td>
<td>450</td>
</tr>
<tr>
<td>16</td>
<td>Foreign Languages</td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>23</td>
<td>English/Letters</td>
<td>56</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>26</td>
<td>Biological &amp; Biomedical Sciences</td>
<td>34</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>27</td>
<td>Mathematics</td>
<td>31</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>38</td>
<td>Philosophy/Religion</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>40</td>
<td>Physical Sciences</td>
<td>16</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>42</td>
<td>Psychology</td>
<td>120</td>
<td>19</td>
<td>139</td>
</tr>
<tr>
<td>43</td>
<td>Protective Services</td>
<td>124</td>
<td>7</td>
<td>131</td>
</tr>
<tr>
<td>45</td>
<td>Social Sciences</td>
<td>78</td>
<td>0</td>
<td>78</td>
</tr>
<tr>
<td>50</td>
<td>Visual/Performing Arts</td>
<td>50</td>
<td>13</td>
<td>63</td>
</tr>
<tr>
<td>51</td>
<td>Health Professions</td>
<td>54</td>
<td>19</td>
<td>73</td>
</tr>
<tr>
<td>52</td>
<td>Business/Management</td>
<td>273</td>
<td>11</td>
<td>284</td>
</tr>
<tr>
<td>54</td>
<td>History</td>
<td>54</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1,023</td>
<td>479</td>
<td>1,502</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions Survey
E. Student outcomes.

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

<table>
<thead>
<tr>
<th></th>
<th>Num</th>
<th>Graduates after 4 Years</th>
<th>Graduates after 5 Years</th>
<th>Graduates after 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall 2002 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Four Years</td>
<td>Five Years</td>
</tr>
<tr>
<td>White</td>
<td>199</td>
<td>8</td>
<td>49</td>
<td>71</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>4.0%</td>
<td>24.6%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Black</td>
<td>114</td>
<td>7</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>6.1%</td>
<td>21.1%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>196</td>
<td>12</td>
<td>52</td>
<td>69</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>6.1%</td>
<td>26.5%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>46</td>
<td>6</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>13.0%</td>
<td>37.0%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Alien</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other *</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>11.1%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Total</td>
<td>566</td>
<td>34</td>
<td>145</td>
<td>195</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>6.0%</td>
<td>25.6%</td>
<td>34.5%</td>
</tr>
</tbody>
</table>

* Other includes American Indian and Unknown Race.

1b. Four-, Five- and Six-Year Graduation Rates of Fall 2002 Full-time First-time Freshmen by Income

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002 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 201</td>
<td>13</td>
<td>56</td>
<td>76</td>
</tr>
<tr>
<td>Pct</td>
<td>6.5%</td>
<td>27.9%</td>
<td>37.8%</td>
<td></td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>Num 271</td>
<td>20</td>
<td>71</td>
<td>95</td>
</tr>
<tr>
<td>Pct</td>
<td>7.4%</td>
<td>26.2%</td>
<td>35.1%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>Num 94</td>
<td>1</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Pct</td>
<td>1.1%</td>
<td>19.1%</td>
<td>25.5%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Num 566</td>
<td>34</td>
<td>145</td>
<td>195</td>
</tr>
<tr>
<td>Pct</td>
<td>6.0%</td>
<td>25.6%</td>
<td>34.5%</td>
<td></td>
</tr>
</tbody>
</table>

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

Source: SURE Cohort File
2. Third semester retention

a) Third semester retention by race/ethnicity, fall 2007 to fall 2008.

<table>
<thead>
<tr>
<th>Race</th>
<th>Retained</th>
<th>Not Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>104</td>
<td>71.7%</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>28.3%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>74</td>
<td>58.7%</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>41.3%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>190</td>
<td>70.4%</td>
<td>270</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>29.6%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>32</td>
<td>71.1%</td>
<td>45</td>
</tr>
<tr>
<td>American Ind.</td>
<td>1</td>
<td>0.0%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Alien</td>
<td>39</td>
<td>83.3%</td>
<td>56</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>444</td>
<td>59.6%</td>
<td>649</td>
</tr>
<tr>
<td></td>
<td>205</td>
<td>40.4%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>68.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

b) Third semester retention by income: 2007 to 2008

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Retained</th>
<th>Not Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td>Low Income *</td>
<td>199</td>
<td>71.8%</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>28.2%</td>
<td></td>
</tr>
<tr>
<td>Non-Low Inc.</td>
<td>189</td>
<td>68.0%</td>
<td>278</td>
</tr>
<tr>
<td></td>
<td>89</td>
<td>32.0%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>56</td>
<td>59.6%</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>40.4%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>444</td>
<td>68.4%</td>
<td>649</td>
</tr>
<tr>
<td></td>
<td>205</td>
<td>31.6%</td>
<td></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.

**Entering Undergraduates by Admission Status and Attendance Status, Fall 2008**

<table>
<thead>
<tr>
<th></th>
<th>New Transfer</th>
<th></th>
<th>First-time</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Full-time</td>
<td>596</td>
<td>51.4%</td>
<td>563</td>
<td>48.6%</td>
<td>1,159</td>
<td>100.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>207</td>
<td>64.3%</td>
<td>115</td>
<td>35.7%</td>
<td>322</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>803</td>
<td>54.2%</td>
<td>678</td>
<td>45.8%</td>
<td>1,481</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
F. Faculty characteristics

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

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Am. Ind.</th>
<th>Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>34</td>
<td>23</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>31</td>
<td>18</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>9</td>
<td>14</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>74</td>
<td>55</td>
<td>14</td>
<td>19</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Without Tenure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>10</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>16</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>34</td>
<td>24</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>33</td>
<td>20</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>19</td>
<td>27</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
<td>71</td>
<td>16</td>
<td>24</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

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

Percentage of Course Sections Taught by Full-time Faculty

Fall 2008

<table>
<thead>
<tr>
<th>Total Number of Course Sections</th>
<th>Taught by Full-time Faculty</th>
<th>Taught by Part-time Faculty</th>
<th>Taught by Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>1731</td>
<td>1111</td>
<td>64%</td>
<td>580</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>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pet</td>
<td>Num</td>
</tr>
<tr>
<td>238</td>
<td>35.5%</td>
<td>433</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>Gender</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Am. Indian</th>
<th>Non-Res. Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Rafael Perez, Chair</td>
<td>Attorney</td>
<td>Cozen O'Conner</td>
</tr>
<tr>
<td>Ms. Marilyn Bennett</td>
<td>Consultant</td>
<td>BeeLine Consulting</td>
</tr>
<tr>
<td>Ms. Cynthia Campbell</td>
<td>Attorney</td>
<td></td>
</tr>
<tr>
<td>Dr. T. Steven Chang</td>
<td>Professor</td>
<td>Long Island Univsity</td>
</tr>
<tr>
<td>Dr. Henry Coleman</td>
<td>Professor</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>Mr. John Moore</td>
<td>Attorney</td>
<td>Barry McTiernan and Moore</td>
</tr>
<tr>
<td>Mr. Vij Pawar</td>
<td>Attorney</td>
<td>Law Offices of Vijayant Pawar</td>
</tr>
<tr>
<td>Mr. Carlos Rendo</td>
<td>Attorney</td>
<td>Mulkay and Rendo</td>
</tr>
<tr>
<td>Ms. Wanda Stansbury</td>
<td>President</td>
<td>Management Intervention</td>
</tr>
<tr>
<td>Dr. Edward Whittaker</td>
<td>President</td>
<td>Steven Institute of Technology</td>
</tr>
<tr>
<td>Dr. Carlos Hernández*</td>
<td>President</td>
<td>New Jersey City University</td>
</tr>
<tr>
<td>Ms. Bianca Soto</td>
<td>Student</td>
<td>NJCU</td>
</tr>
</tbody>
</table>

*Ex Officio

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 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: 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:
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: 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 (Grades: K–12)

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 Specializations:
      Diagnostic Medical Sonography
      Nuclear Medicine Technology
      Respiratory Care
      Vascular Technology

   B.S. Clinical Laboratory Science Specializations:
      Medical Laboratory Science
      Cytotechnology

   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.)

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
Geoscience (B.A.)
Available Certification/Specialization:
   Teacher Certification (Grades P–3 or K–5)
   Teacher Certification (Earth Science—Grades K–12)
   Environmental Science
   Geology

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)

Minors

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

COLLEGE OF EDUCATION

Early Childhood Education (B.A., Dual Major and P–3 Certification)

Early Childhood Education and Special Education (B.A., Dual Major and Dual Certification—Grades P–3 and Special Education)
Early Childhood Education and Elementary Education (B.A., Dual Major and Dual Certification—Grades P–3 and K–5)

Elementary Education (B.A., Dual Major—Grades K–5)

Elementary and Special Education (B.A., Dual Major and Dual Certification—Grades K–5 and Special Education)

Minors

Literacy Education

Certification Only

Elementary Teacher Certification (Baccalaureate degree pre-requisite)
Secondary Teacher Certification (Baccalaureate degree pre-requisite)
Middle School Subject Area Endorsement
Bilingual/Bicultural Education Endorsement
English as a Second Language Certificate

COLLEGE OF PROFESSIONAL STUDIES

Business Administration (B.S.)

Available Specialization/Certification:
  Accounting
  Finance
  General Business
  International Business
  Management
  Marketing
  Retailing Management
  Travel and Tourism Management

Available Option:
  (B.S.) in Business Administration + M.S. in Accounting dual-degree program

Criminal Justice (B.S.)

Fire Science (B.S.)

Health Sciences (B.S.)

Available Specialization/Certification:
  Teacher Certification (Health Education—Grades K–12)
School Nurse Certification (Grades P–12)
Community Health

Nursing (B.S.N.)
Available Certification/Specialization:
Accelerated Program (Second degree program—Non-nursing degree pre-requisite)
RN-to-B.S.N. Program (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

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

COLLEGE OF ARTS AND SCIENCES

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

Studio Art (M.A.)

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

Media Production (M.F.A.)

Music Education (M.A.)

Music (M.M.)
Available Specialization/Certification:
  Performance: Classical-Instrumental
  Performance: Jazz
  Performance: Vocal
  Performance: Multiple Woodwinds

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

COLLEGE OF EDUCATION

Counseling (M.A.)
Available Specialization/Certification:
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 Specialization/Certification:
Teacher Certification (Grades P–3)

**Early Childhood Education and Special Education** (M.A.T.)
Available Specialization/Certification:
Teacher Certification (Grades P–3 and Teacher of Students with Disabilities)

**Educational Technology** (M.A.)
Available Specialization/Certification:
School Library Media: School Library Media Specialist
School Library Media: Associate School Library Media Specialist

**Educational Technology** (Certificate)
Available Specialization/Certification:
Career Education Specialist
Distance Learning Specialist
Assistve Technology Specialist

**Elementary Education** (M.A.T.)
Available Specialization/Certification:
Teacher Certification (Grades K–5)
Dual Teacher Certification (Grades K–5 and 6–8)

**Elementary School Reading** (M.A.)

**Reading Specialist** (M.A.)
Available Specialization/Certification:
Reading Specialist Certification

**Secondary Education** (M.A.T.)
Available Specialization/Certification:
K–12 Content Area Certification

**Secondary School Reading** (M.A.)

**Special Education** (M.A.)

**Special Education** (M.A.T.)
Available Specialization/Certification:
Teacher of Students with Disabilities Endorsement

**Urban Education (M.A.)**
Available Specialization/Certification:
- 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 Specialization/Certification:
- 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**

**Accounting (M.S.)**

**Business Administration (M.B.A.)**
Available Certification/Specialization:
- Finance
- Marketing
- Organizational Management and Leadership

**Criminal Justice (M.S.)**

**Finance (M.S.)**
Available Certification/Specialization:
- Professional Financial Planning
- Financial Analysis
- Financial Management
Health Sciences (M.S.)
Available Certification/Specialization:
   Community Health Education
   Health Administration
   School Health Education

Information Assurance/Cybersecurity (Certificate)

Nursing (M.S., currently suspended)

Professional Financial Planning (Certificate)

Professional Investment Analysis (Certificate)

Professional Portfolio Management (Certificate)

Professional Financial Management (Certificate)

Professional Management Accounting (Certificate)

Professional Security Studies (M.S.)

Certification Only

   Driver Education Certification—New Jersey
   Driver Education Certification—NY, provisional
   Driver Education Certification—NY, permanent
   School Nurse Certification
I. Major research and public service activities

Funded research

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federally Financed Academic R&amp;D</td>
<td>297,527</td>
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<tr>
<td>Expenditures</td>
<td></td>
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<tr>
<td>Institutionally Financed Academic R&amp;D</td>
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<tr>
<td>Total Academic R&amp;D Expenditures</td>
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</table>

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

Through the Office of Grants and Sponsored Programs New Jersey City University (NJCU) has received a total of $7,185,216 from the United States Department of Education for three grants, making NJCU – the State’s only public four-year Hispanic Serving Institution (HSI) – the sole institution of higher learning in the U.S. to be awarded all three prestigious grants.

One of the grants, in the amount of $2,709,846, funds a five-year Title V Project that will focus on increasing institutional capacity in academic support services and faculty development. The project seeks to improve student success in mathematics and the sciences by improving retention, grades earned, and graduation rates.

A second grant, in the amount of $1,688,840, supports a two-year plan that will increase the number of science majors at NJCU by focusing on associate’s degree-holding students enrolled in science programs at the University. In addition, NJCU will improve persistence and retention and graduation rates among its science majors. The “completer students” will be tracked and receive supplemental instruction in upper-level science courses, science-specific advisement, and opportunities to participate in mentored research and scientific meetings.

The third grant, in the amount of $2,786,530, supports a two-year plan to improve the pipeline for Latinos in science and mathematics through collaboration between NJCU and Hudson County Community College, also an HSI. The partnership will align science, technology, and math programs and courses between HCCC and NJCU and develop a state-wide articulation model. Extensive renovations will be made to laboratory facilities at both institutions, and cutting-edge scientific equipment will be purchased. Groundbreaking for the renovations is scheduled for June 2009. Additionally, grant funding will enable faculty to attend instructional improvement activities which will provide them with new teaching techniques for the classroom.
The grants commenced on October 1, 2008. Both two-year awards, which target increased enrollment and retention of students in the sciences and mathematics, were submitted to the College Cost Reduction Access Act (CCRAA) Cooperative Arrangement featuring a strategic partnership with Hudson County Community College (HCCC).

The three grants, designed to be implemented on a synchronous schedule, will have far-reaching effects on the students, faculty, and facilities of NJCU and will influence the University as a whole.

The combined grant awards – a “grants trifecta” – represent a combined commitment from the U.S. Department of Education totaling $7,185,216. This is an unprecedented sum in the history of grants acquisition at New Jersey City University.

Public Service:

The Business Development Incubator (BDI)

Performance as of June 2009

1: Total companies served in 2009 22
Companies/jobs launched in 2009 2/4
Current companies/jobs at BDI 20/96
New companies entering BDI in 2009 1
Current companies with revenue/sales 18
Companies headed by NJCU graduates 3 and 1 launched

1: Total jobs created by incubator clients: 144
2: Total companies/jobs launched 10/50
4: 2008 Top Line/gross revenue/sales: $5.5 million

Success Stories:

BDI is proud to launch multi-media production company mutationengine after its recent success at the 24th Santa Barbara International Film Festival (SBIFF) in Jan-Feb 2009. The feature documentary: “War Against the Weak” which mutationengine’s CEO, Justin Strawhand ’01 directed, is based on the book by New York Times best selling author and nine-time Pulitzer Prize nominee, Edwin Black. The documentary was included in a selection of films representing 41 countries. "For the past 24 years the festival's goal has been to bring the best of world cinema to light” commented SBIFF Director, Roger Durling "and in these trying economic and political times - this role of being able to unite filmmakers' visions from all over the world in one place is a prerogative and an immediate directive that we have proudly fulfilled.” In April 2009, the film also won “Best Film” award at the Beverly Hills Film Festival. “War Against
the Weak” is the untold story of American Eugenics, a movement that attempted to breed a Nordic master race through the elimination of those deemed 'unfit.' The film is currently accepted to a variety of film festivals around the country. Justin added his thoughts on his success and departure from BDI: “BDI provided me the perfect home to produce two feature films that have played to worldwide acclaim, 50+ videos and interactive projects for multiple clients, and, most importantly, to develop my business to match my vision. I count my time here as one of continuous success, and am grateful for the environment that the BDI provides, and especially to director Gina Boesch for her constant support.”

New Jersey Small Business Development Center at New Jersey City University

The New Jersey Small Business Development Center at New Jersey City University was contracted by PPG, Inc. to provide business training, consulting and job placement services to attendees of its Paint Training Program located in Jersey City’s Ward F. The sixteen week program prepared the graduates for the national painters’ examination.

The results of the fall and spring programs received accolades from senior management of PPG, Inc. There were a total of twenty seven (27) graduates from the fall and spring programs.

The statistical results were:
- Full-time employment 9*
- Part-time employment 9
- New Business Start-ups 5

*One graduate moved from a crossing guard to a painter for the Jersey City Board of Education and three graduates received full time employment from a major commercial painting company.

The spring graduation was attended by Mayor Healy, State Senator Cunningham, Councilwoman Richardson and senior management from PPG, Inc.

NJSBDC at NJCU received funding to cover all the SBDC expenses.

The NJSBDC at NJCU worked diligently with a client to realize his dream of bringing health services to a medically underserved area of Jersey City, after the closing of the Greenville Hospital. The SBDC provided assistants with the development of the business plan, financial packaging, loan negotiations and a matching façade grant from the Jersey City Urban Enterprise Zone. The almost one million dollar project will be a public health clinic specializing in pediatric and child dental care. Also the clinic will immediately create 6 full time and 3 part-time positions.

Annual client award for NJSBDC at NJCU was awarded to a veteran that received assistance with the preparation of his business plan and moving the business toward implementation. The cyberspace business provides video and internet game access for
children and adults. The owner encourages children to improve their grades by showing report cards to continue to gain access.

The NJSBDC at NJCU partnered with the Urban League of Hudson County as the New Jersey host for the National Urban League’s nationwide Retail Sales Information and Training Workshop, for potential or existing convenience store owners or managers. Presenters for the workshop were professionals representing the petroleum industry that may have future franchising or management opportunities in the growing convenience store-gas station network.

The workshop was funded by the National Urban League and was well accepted by the audience.
J. Major Capital Projects

The only major capital project scheduled for 2009-10 is a renovation of the Science Building. Primary funding for this project comes from a U.S. Department of Education grant (as noted above in section I) and is in collaboration with Hudson County Community College. The goal of the grant is to align the science and technology programs of both institutions in order to facilitate the transfer from the two-year community college to the four-year university.
APPENDIX OF
MAJOR FACULTY RESEARCH, PUBLICATIONS, AND SHOWS

Dr. Bruce Chadwick, a professor of English, published his 27th book *I Am Murdered: George Wythe, Thomas Jefferson, and the Killing That Shocked a New Nation*, published by Wiley. He also appeared in National Geographic’s documentary “The Real George Washington” documentary about the life of George Washington which aired November 19 at 9:00 p.m. Directed by Tucker Bowen, “The Real George Washington” is a 60-minute look at Washington the man, as well as Washington, the general and the president.

Professor Chadwick was one of four experts who appeared in “Moving Midway,” a documentary film written, directed, and produced by Godfrey Cheshire that covers the physical relocation of a southern plantation while exploring America’s slavery legacy.

Dr. Antoinette Ellis-Williams of Newark, an associate professor of women’s and gender studies at New Jersey City University and director of the University’s Lee Hagan Africana Studies Center, has received the Caribbean Medical Mission’s 2008 Leadership Award for outstanding service to the community. Dr. Ellis-Williams received the award at the organization’s fifth annual gala, a program at which she was also the keynote speaker.

The founder and director of the statewide Female Leadership Development Institute and Research Center, Dr. Ellis-Williams is vice president of the Board of Trustees of East Orange Hospital and a member of both the curriculum development committee of University Heights Charter School and the strategic planning and program committee of St. Philips Academy.

A member of the NJCU staff since 1996, Dr. Ellis-Williams has served as director of the Hagan Center since 1998. She is a leader of the University’s Black Administrators, Alumni, Faculty, Students and Staff Organization and is the founder of NJCU’s storytelling and spoken word series, “Catfish and Cornbread: Stories about Black Women and Families.” She was NJCU’s 2006 “Employee of the Year.”

In 2002, Dr. Ellis-Williams became the first woman to be licensed as a minister by the Greater Abyssinian Baptist Church in its 41-year history. She is a member of Bethany Baptist Church and coordinator of its Youth Council.

Dr. Ellis-Williams holds a Ph.D. from the School of Human Ecology of Cornell University, a master’s of public administration from the Graduate School of Public and International Affairs of the University of Pittsburgh, and a bachelor of arts in sociology from Seton Hall University.

New Jersey City University honored alumnus Dr. David Bimbi ('96) of Hoboken at its first “Lesbian, Gay, Bisexual, and Transsexual (LGBT) Pride Flag Raising Ceremony” on Tuesday, October 14, 2008 on the Hepburn Hall Lawn, at 2039 Kennedy Boulevard in Jersey City.
Dr. Bimbi, who holds a bachelor’s degree in psychology, was honored for his contributions to Hudson County’s LGBT community. Dr. Bimbi has served on the Hudson Pride Connections Board of Directors since 2000 and was instrumental in the opening of the Pride Connections Center in Journal Square in 2007.

An assistant professor and a member of the faculty/staff advisory network for the Straight and Gay Alliance at LaGuardia Community College, Dr. Bimbi teaches "Human Sexuality," "Drugs and Behavior," and "AIDS in New York City." Dr. Bimbi is coordinator of the Drag Initiative to Vanquish AIDS, also known as the “DIVAs,” and has served as emcee of the New York City LGBT Pride March for the past 4 years. He was the recipient of the Heritage of Pride Award for Outstanding Volunteer of 2005.

The NJCU program is co-sponsored by NJCU’s Division of Student Affairs, Office of the Dean of Students, Speicher-Rubin Women's Center, Office of Campus Life, Counseling and Psychological Services Center, Peers Educating Peers Program, and LGBTTF Alliance, Jersey City Gay and Lesbian Outreach, and Hudson Pride Connections.

Twelve New Jersey City University students were inducted into the University chapter of the National Spanish Honor Society, Sigma Delta Pi, at a campus ceremony during which one NJCU faculty member was granted honorary membership. The ceremony was held on Friday, May 8 at 4:30 p.m., in room 202 of Hepburn Hall, on the NJCU campus at 2039 Kennedy Boulevard in Jersey City. NJCU student inductees will include: Alicia Alonso and Oraima Bruno of North Bergen; Carlos García and Jahaira Martínez of Union City; María Ramos and Darwin Tejeda of West New York; Alba Bermúdez of Elizabeth; Maibelis Solís of Guttenberg; Oscar Benavides of Montclair; Marisa Cortés of Newark; Elsa Posso of Palisades Park; and Isabel Vila of Woodland Park.

Dr. Charles Plosky, an NJCU professor of art, was granted honorary membership in Sigma Delta Pi. Dr. Plosky was honored for his recent contributions to the advancement of Hispanic culture in the art world. Dr. Alberto Barugel, professor and chair of modern languages, serves as faculty advisor to the NJCU chapter and was conducted the ceremony.

Established in 1919 at the University of California in Berkeley, Sigma Delta Pi has 450 chapters worldwide. The Society honors those who seek and attain excellence in the study of the Spanish language and the literature and culture of Spanish-speaking peoples, and those who have made the cultural contributions of Hispanic people better known in the English-speaking world.

The New Jersey City University Department of Music, Dance and Theatre presented “Exploring Spanish Art Songs” with Christina Pato and NJCU voice students on Monday, November 17, 2008., in Ingalls Recital Hall (Rossey Hall, Room 101), on the University campus at 2039 Kennedy Boulevard in Jersey City.

Coordinated by Dr. Donna Connolly, an NJCU assistant professor of music, the program, which will explored the history of the Spanish art song, was free and open to
the community. The program included works by Manuel de Falla, Enrique Granados, Joaquin Rodrigo, Xavier Montsalvatge, Joaquin Nin, Fernando Obradors, Joaquin Turina, Jesus Guridi, and Federico Mompou.

Several members of the New Jersey City University faculty and staff was involved in a free performance of Gian Carlo Menotti’s “Amahl and the Night Visitors” at Symphony Space in Manhattan on Thursday, December 18. The performance were held at 7:30 p.m. in the Leonard Nimoy Thalia Theatre at Symphony Space, 2537 Broadway at 95th Street.

A one-act opera, “Amahl and the Night Visitors” is a touching holiday story about Amahl, a young crippled boy, and his mother, and how their lives are forever changed by a visit from the Three Kings on their way to Bethlehem. Commissioned by the National Broadcasting Company in 1951 to be featured as a Christmas opera for television, “Amahl and the Night Visitors” has since become a Christmas classic.

Directors and designers for the Symphony Space performance, which is coordinated by Donna Connolly, NJCU coordinator of vocal studies, include Anthony Laciura, an NJCU adjunct instructor of music; David Maiullo, musical director; Dr. Robert Prowse, NJCU coordinator of choral studies, conductor; Florence Rutherford, NJCU resident costume designer, costume designer; and R. Alexander T. Sarmiento, NJCU production services director, lighting designer.

The Symphony Space performance of “Amahl and the Night Visitors” featured Jack Berney of New York City as Amahl; Anna Yelizarova of Cliffside Park as Amahl’s mother; Corey Ratliff of Teaneck as King Kaspar; William Chalmers of East Orange as King Melchior; Steven Brown of Bayonne as King Balthazar; Kendall Bass of Jersey City as Page of the Three Kings; and Theresa Cucchiara of Bloomfield, Ema Mitrovic of North Bergen, Courtney Nkwodimmah of Bayonne, Cinthyia Valdevia of Jersey City, Benjamin Marzo of Union City, and Jose Ahumada of Bayonne as shepherds and shepherdesses.

The New Jersey City University Jazz Ensemble performed two sets at The Blue Note in New York City’s Greenwich Village on Sunday, April 26. The NJCU Jazz Ensemble performed under the direction of Dr. Edward Joffe, an NJCU professor of music, at 12:30 p.m. and 2:30 p.m., at the Manhattan landmark, which is located at 131 West Third Street. Performing as guest artists with the NJCU Jazz Ensemble was NJCU adjunct jazz instructors Bob Malach, saxophone, and Joe Magnarelli, trumpet. The program included works by Maria Schneider, Bill Holman, Gordon Goodwin, Al Cohn, Thad Jones, and Fred Sturm.

The New Jersey City University Orchestra performed under the direction of Dr. Edward Raditz, chair of NJCU’s Department of Music, Dance and Theatre, on Sunday, April 26 at 3:00 p.m., in Margaret Williams Theatre of Hepburn Hall, on the University campus at 2039 Kennedy Boulevard in Jersey City. Piano soloist for the program will be NJCU music major Renpeng Dong, who played Frederic Chopin’s “Piano Concerto No.
1 in E. Minor.” The concert also featured Jean Sibelius’ “Finlandia” and Nikolai Rimsky-Korsakov’s “Scheherazade.”

The New Jersey City University Percussion Ensemble performed in its annual fall campus concert on Friday, November 21, 2008, in Margaret Williams Theatre of Hepburn Hall, 2039 Kennedy Boulevard in Jersey City. The NJCU Percussion Ensemble performed under the direction of Greg Giannascoli. The marimba soloist was NJCU student Dan Granda.

Performing members included NJCU students Carmen Arrojo, John Fragasso, Ana Garcia, Joseph Rizzolo, Natalia Cruz, Peter Orozco, Andrew Yoon, William Yorker, and David Yule. All are students of Dr. Giannascoli, Randall Hicks, and David Fein. The program featured “March for Two Pair of Kettledrums” by Andre and Jacques Philidore; “Take That” by William Albright; “Periphery” by Mick Rossi; “The Nose: percussion interlude” by Dimitri Shostakovitch; “March to the Scaffold from Symphonie Fantastique” by Hector Berlioz/Harold Farberman; “Hit the Deck” by David Noon; “Brooms Hilda” by Chris Crockarell; “Flight of the Bumblebee” by N. Rimsky-Korsakov/Clair Musser; “Jovial Jasper” by George H. Green/Bob Becker; and “Ragtime Robin” by George H. Green/Bob Becker.

WBGO—FM (88.3 FM) radio featured a live performance on Friday, April 10, 2009, of the Wayne Shorter Combo, a group of four New Jersey City University jazz performance majors coached by saxophonist and adjunct jazz instructor Bob Malach. The performance was heard world-wide, live on the Web at WBGO.org. The program is part of WBGO’s “Jazz Celebration Month.”

Members of the Wayne Shorter Combo include three students enrolled in the NJCU Master of Music degree program: Jason Teborek on piano, Michael Preen on bass, Jeremy Fratti on saxophone; and Jonathan DiFiore on drums, a student in the Bachelor of Music degree program. The four musicians are students of Dr. Ed Joffe, NJCU director of jazz studies.

The Wayne Shorter Combo explored the compositions of one of jazz’ greatest composers—Wayne Shorter. The group is one of four combos performing this semester. Each semester, the jazz combos are devoted to the exploration of different noted composers and/or genres. This spring, the groups were entitled the Benny Carter Combo, The Brazilian Combo, and The Afro-Cuban Ensemble, in addition to the Wayne Shorter Combo.

Mr. Malach, who joined NJCU’s jazz faculty last year as an adjunct instructor, is the instructor of the Wayne Shorter Combo. The saxophonist has played with the greatest names in jazz and contemporary music. He has been the featured tenor saxophone player with greats such as Horace Silver, Bob Mintzer's Big Band, Dr. John, Babara Streisand, Michel Petrucciani, Mike Stern, Stanley Clarke and Stevie Wonder, among others.
Publications, Presentation, and Community Service of Library Professional Staff

Name: Juan Almodovar

Rank: Cataloging/Reference Librarian II (Database Maintenance Coordinator)/Assistant Professor in Guarini Library

Awards: N/A

Publications: N/A


Professional Community Service Activities:

Member, Vale Bibliographic Control and Metadata Committee
Member, NJCU Council of Hispanic Affairs (CHA)
Member, New Jersey NACO Library Project
Member, NJCU Graduation Marshal
Elected, Alternate Library Senator, 2008-2010
Member, Library Personnel Committee
Member, Librarian Range Adjustment Procedures Committee

Name: Grace F. Bulaong

Rank: Library Director in Guarini Library

Awards: N/A

Publications:


Professional Community Service Activities:
Member, NJCU 80th Anniversary Planning Committee
Chair, NJCU 80th Anniversary Planning Committee, Memorabilia/History Subcommittee
Member, NJCU Instructional Technology Task Force
Member, NJCU Search Committee, Prospect Researcher
Member, NJCU Representative, VALE Consortium
Recording Secretary, VALE Consortium
Member, Middle States Self-Study Group 8
Member, NJCU Representative, Metropolitan New York Library Association
Member, NJCU Library Representative to PALINET Consortium
Member, Institute of Noetic Sciences
Member, American Library Association
Member, Asian/Pacific American Library Association
Member, Canadian Library Association
Member, Canadian Association of College and University Libraries
Member, Ontario Library Association
Member, Ontario College and University Library Association (past president)
Life Member, Phi Kappa Pi Honor Society
Life Member, Pi Gamma Mu Honor Society
Member, International Federation of Library Association, Section on Information Literacy
Member, World Future Society
Member, Association of College & Research Libraries ACRL NY Chapter
Member, American Society for Information Science and Technology (ASIST)
Member, ASIST NJ Chapter
Member, NJ Library Association
Secretary, Philippine American Friendship Committee
Volunteer, Jersey City Coalition/Community Development Clean-up drive

Name: Min Chou

Rank: Library Web Coordinator, Librarian I / Associate Professor in Guarini Library

Awards: Mini-Grant Award, New Jersey City University, AY 2008-09

Presentations:


Professional Community Service Activities:

Member, MSCHE Steering Committee for NJCU Middle States Decennial Self-Study Report, 2008-
Planning, Resources, and Institutional Renewal Working Group for NJCU Middle States Decennial Self-Study Report 2008-
Elected Member, Planning Development, and Budget Committee, NJCU Senate Standing
Elected Senator, NJCU Senate
Elected Member, Faculty & Professional Staff Affairs Committee, NJCU Senate Standing Committee
Elected University Senator 2005-
University Senate’s Representative at the NJCU Environmental Health & Safety Committee
Elected Member of the Library Personnel Committee 1993-
Member, American Library Association
Member, Association of College and Research Libraries
Member, ACRL/DLS Guidelines Committee 2008-2010
Member, ACRL/DLS Web Committee 2008-2010
Member, Reference and User Services Association
Member, Chinese American Librarians Association (life member)
  Vice President/President Elect 2010/2011
  Executive Committee of the Board 2009-2013
  English Editor, Journal of Library and Information Science 2008-2011
  Chair of CALA JLIS Editorial Board, 2008-2011
  Elected Board Member-at-Large, 2007 -2010
  Member, 2006-2009(ex-officio)
  Publications Committee Member, 2006-2011 (ex-officio)
  Constitution and Bylaws Committee Member, 2005-2009
Member, Asian/Pacific American Librarians Association 1993-
Law Library Association of Greater New York 1989-
Association for the Advancement of Computing in Education (AACE) 2007-

**Name:** Ashraf Elbaz

**Rank:** Assistant Director, Library Technical Support in Guarini Library

**Awards:** N/A

**Publications:** N/A

**Presentations:** N/A

**Professional Community Service Activities:**

Chair, NJCU (ITS) Information Technology Services Remote Desktop Management Software Sub-Committee

Member, NJCU Technical Standards and Services Task Force, Information Technology Steering Committee

Member, NJCU Campus Card Committee

**Name:** Xiaoli Shirley Fang

**Rank:** Distance Learning Reference Librarian II / Assistant Professor in Guarini Library

**Awards:** N/A

**Publications:** N/A

**Presentations:** N/A

**Professional Community Service Activities:**

Member, Assistant Editor for Production for Occasional Paper Series of Chinese American Librarians Association

Member, University Senate Sub-Committee – Elections Committee

2008/2009

**Name:** Judy Jeng, Ph.D.
Rank: Head, Collection Services (Coll. Dev/Acq/Cat) Librarian II / Assistant Professor in Guarini Library

Awards: Editor-in-Chief, CALA Occasional Paper Series

Publications: Editorial Board member, Journal of Web Librarianship


Professional Community Service Activities:

Evaluation Consultant, NJVid
Member, NJVid Steering Committee
Member, NJVid Sustainability Workgroup CALA Inaugural Occasional Paper Series
Ex Officio, CALA Publications Committee
Editorial Board Member, Library Resources and Technical Services
Chair, ASIS&T International Paper Contest
Program Chair, ASIS&T New Jersey Chapter
Member, ASIS&T Constitution and Bylaws Committee
Referee, ASIS&T International Paper Contest, Journal of Web Librarianship, Library Resources & Technical Services
Member, ALCTS Administration of Collection Development Committee
Member, ACRL International Relations Committee
Chair, LITA Standards Interest Group
Member, LITA Publications Committee
Member, IFLA Acquisitions and Collection Development Committee
Member, INFOLINK Diversity Committee
Member, PALINET Electronic Resources Advisory Group
Member, NJCU Guarini Library Search Committee for Circulation Librarian
Member, NJCU Judicial Board
Member, NJCU Faculty Senate, Curriculum and Instruction Committee
External Reviewer, the City University of New York Collaborative Incentive Research Grant
External Reviewer, Digital Libraries Curriculum Development Project, University of North Carolina and Virginia Tech University
Member, VALE Assessment Committee
Member, VALE Cooperative Collection Management Committee

Name: Sheila Kirven

Rank: Education Services Librarian II / Assistant Professor in Guarini Library

Awards:


Presentations: Kirven. S. and K. Uko (2008, October 2) Jersey City Public School Librarians E-Resources Workshop “Navigating Primary Resources on the Internet,” NJCU, Jersey City, NJ.

Professional Community Service Activities:

Member, (ALA) American Library Association
Member, Association of College and Research Libraries (EBSS Section National and NY Chapter).
Member, ACRL/NY, CMC Discussion Group
Member, Black Caucus of the American Library Association (BCALA), NJ Chapter
Member, Association of Caribbean University Research and Institutional Libraries (Associate Member)
Member, New Jersey Global Educators
Member, New Jersey Library Association
Member, New Jersey Reading Association
Member, GoGlobal Committee 2007-
Member, NJCU Advisory Board, M. Jerry Weiss Center for Children’s and Young Adult Literacy, 2006-
Member, NJCU Editorial Board, Transformations: The Journal of Inclusive Scholarship and Pedagogy, 2004-

Name: Patrick Shalhoub

Rank: Head, Periodicals/Government Documents, Department, Librarian II / Assistant Professor in Guarini Library

Awards: N/A

Publications: N/A


Professional Community Service Activities:

Member, American Library Association
Member, New Jersey Library Association
Member, Hudson County Community College Library/Learning
Member, Resources Center Advisory Committee – Spring 2008-

Name: Fred Smith

Rank: Head, Reference Department, Librarian I / Associate Professor in Guarini Library

Awards: N/A

Publications: Contributor to Librarians Index to the Internet Writes the ongoing NJCU Library blog

Presentations: Contributor to Librarians Index to the Internet

Professional Community Service Activities:
Member, NJCU Library Personnel Committee  
Chair, NJCU Search Committee for Head, Circulation  
Member, American Historical Association (AHA)  
Member, Organization of American Historians  
Member, Medieval Academy of America  
Volunteer Band Staff Member, Bergenfield High School Music Department  
Profile Selected for Who’s Who in America  
Acknowledged with Thanks in New Scholarly Works:  
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