New Jersey Institutional Profile

September 2011
Office of Institutional Research
Arthur Kramer, Ph.D.
Director
Preface

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

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

Although the University’s mission remains the same, its physical presence has changed dramatically. The size of the campus has expanded six-fold; the number of buildings and facilities has increased from one structure to 23. The academic focus has expanded from normal school training to 41 undergraduate degree programs, 27 graduate degree and diploma programs, and 2 graduate certificate programs. With re-accreditation having been granted in June 2010, the University is further evolving through the development of its first doctoral program.

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

The most current data show 75% of the undergraduate population attended on full-time basis, over 35% were Hispanic, and total minority enrollments exceeded 60%. Women comprised 61% of the undergraduate enrollment, as well. The graduate population was comprised of 37% minority, of which over 20% were of Hispanic origin and over 70% were women.

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

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

Mission

A. Accreditation status:
   1. Institutional accreditation 1
   2. Professional accreditation 1

B. Number of students served:
   1. Number of undergraduates by attendance status 2
   2. Number of graduates and first-professionals by attendance status 2
   3. Non-credit enrollment (not required). 2
   4. Unduplicated number of students for entire academic year 2

C. Characteristics of undergraduate students:
   1. Mean math, reading and writing SAT scores 3
   2. Enrollment in remediation courses by subject area 3-4
   3. Race/ethnicity, sex, and age (separately) 4-6
   4. Number of students receiving financial assistance under each federal-, state-, & institution-funded aid program [FY 2009 data] 7
   5. Percentage of students who are New Jersey residents 8

D. Student outcomes:
   1. Graduation rates:
      a. Four-, five- and six-year graduation rates by race/ethnicity: 9
   2. Third-semester retention rates:
      a. By attendance status 9

E. Faculty characteristics:
   1. Full-time faculty by race/ethnicity, sex, and tenure status (simultaneously) 10
   2. Percentage of course sections taught by full-time faculty 10
   3. Ratio of full- to part-time faculty 11

F. Characteristics of the trustees or governors:
   1. Race/ethnicity and sex (simultaneously) 12
   2. List of trustees / governors with titles and affiliations 12
   3. URL of the Board website:

G. A profile of the institution:
   1. Degree and certificate programs 13
      Undergraduate
         College of Arts and Sciences 13-16
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
New Jersey City University

A. Accreditation

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

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.
New Jersey City University

B. Number of students served.

1. Undergraduate students by attendance status fall 2010.

<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>Num Pct</td>
<td>4,929 74.8%</td>
<td>1,659 25.2%</td>
<td></td>
<td></td>
<td>6,588</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

2. Graduates students by attendance status fall 2010

<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>Num Pct</td>
<td>419 21.7%</td>
<td>1,510 78.3%</td>
<td></td>
<td></td>
<td>1,929</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

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


<table>
<thead>
<tr>
<th></th>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>7,804</td>
<td>158,206</td>
<td>5,274</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,257</td>
<td>28,668</td>
<td>1,195</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11,061</td>
<td>186,874</td>
<td>6,468</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey
New Jersey City University

C. Characteristics of undergraduate students.

1. Mean math, reading, and writing SAT scores fall 2010.

Mean Math Reading and Writing SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2010

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Admits</td>
<td>469.1</td>
<td>456</td>
<td>456.5</td>
<td>456</td>
<td>430.0</td>
<td>3</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>386.2</td>
<td>74</td>
<td>370.3</td>
<td>74</td>
<td>410.0</td>
<td>1</td>
</tr>
<tr>
<td>Special Admits</td>
<td>384.7</td>
<td>64</td>
<td>355.5</td>
<td>64</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>All Admits</td>
<td>449.7</td>
<td>594</td>
<td>434.9</td>
<td>594</td>
<td>425.0</td>
<td>4</td>
</tr>
<tr>
<td>Missing Scores</td>
<td>87</td>
<td>87</td>
<td>677</td>
<td>49</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>403.6</td>
<td>59</td>
<td>389.7</td>
<td>59</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

2. Enrollment in remediation courses by subject area

Total Number of Undergraduate Students Enrolled in Fall 2010

<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,588</td>
<td>652</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2010

<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>681</td>
<td>458</td>
<td>67.3%</td>
</tr>
</tbody>
</table>
First-time, Full-time students (FTFT) enrolled in remediation in Fall 2010 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>173</td>
<td>25.4%</td>
</tr>
<tr>
<td>Algebra</td>
<td>109</td>
<td>16.0%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English</td>
<td>307</td>
<td>45.1%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

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

Undergraduate Enrollment by Race/Ethnicity: Fall 2010

<table>
<thead>
<tr>
<th>Race</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,216</td>
<td>472</td>
<td>1,688</td>
</tr>
<tr>
<td>Column Pct</td>
<td>24.7%</td>
<td>28.5%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Black</td>
<td>987</td>
<td>336</td>
<td>1,323</td>
</tr>
<tr>
<td>Column Pct</td>
<td>20.0%</td>
<td>20.3%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,805</td>
<td>535</td>
<td>2,340</td>
</tr>
<tr>
<td>Column Pct</td>
<td>36.6%</td>
<td>32.2%</td>
<td>35.5%</td>
</tr>
<tr>
<td>Asian*</td>
<td>366</td>
<td>106</td>
<td>472</td>
</tr>
<tr>
<td>Column Pct</td>
<td>7.4%</td>
<td>6.4%</td>
<td>7.2%</td>
</tr>
<tr>
<td>American Ind.</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Column Pct</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Alien</td>
<td>43</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Column Pct</td>
<td>0.9%</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Race Unknown*</td>
<td>506</td>
<td>195</td>
<td>701</td>
</tr>
<tr>
<td>Column Pct</td>
<td>10.3%</td>
<td>11.8%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Total</td>
<td>4,929</td>
<td>1,659</td>
<td>6,588</td>
</tr>
<tr>
<td>Column Pct</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Undergraduate Enrollment by Gender: Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Column Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>1,971</td>
<td>40.0%</td>
</tr>
<tr>
<td>Male</td>
<td>605</td>
<td>36.5%</td>
</tr>
<tr>
<td>Female</td>
<td>2,958</td>
<td>60.0%</td>
</tr>
<tr>
<td>Column Pct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4,929</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Column Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>605</td>
<td>36.5%</td>
</tr>
<tr>
<td>Male</td>
<td>1,054</td>
<td>63.5%</td>
</tr>
<tr>
<td>Female</td>
<td>1,054</td>
<td>63.5%</td>
</tr>
<tr>
<td>Column Pct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,659</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Column Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,576</td>
<td>39.1%</td>
</tr>
<tr>
<td>Male</td>
<td>4,012</td>
<td>60.9%</td>
</tr>
<tr>
<td>Female</td>
<td>4,012</td>
<td>60.9%</td>
</tr>
<tr>
<td>Column Pct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6,588</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey City University

Undergraduate Enrollment by Age: Fall 2010

<table>
<thead>
<tr>
<th>LT</th>
<th>18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Num</td>
<td>10</td>
<td>977</td>
<td>1,120</td>
<td>1,358</td>
<td>767</td>
<td>313</td>
<td>148</td>
<td>175</td>
<td>60</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>0.2%</td>
<td>19.8%</td>
<td>22.7%</td>
<td>27.6%</td>
<td>15.6%</td>
<td>6.4%</td>
<td>3.0%</td>
<td>3.6%</td>
<td>1.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| Part-time | Num | 8     | 84    | 86    | 288   | 408   | 279   | 159   | 228   | 116 | 3       | 0     | 1,659 |
| Pct |     | 0.5%  | 5.1%  | 5.2%  | 17.4% | 24.6% | 16.8% | 9.6%  | 13.7% | 7.0%| 0.2%    | 0.0%  | 100%  |

| Total | Num | 18    | 1,061 | 1,206 | 1,646 | 1,175 | 592   | 307   | 403   | 176 | 4       | 0     | 6,588 |
| Pct |     | 0.3%  | 16.1% | 18.3% | 25.0% | 17.8% | 9.0%  | 4.7%  | 6.1%  | 2.7%| 0.1%    | 0.0%  | 100%  |

Source: IPEDS Fall Enrollment Survey
New Jersey City University

4. Numbers of students receiving financial assistance under each Federal, state, and institutional funded aid program: need based, merit based, grants, and loans: AY 2009-10.

<table>
<thead>
<tr>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>3,536</td>
<td>14,639,000</td>
</tr>
<tr>
<td>College Work Study</td>
<td>372</td>
<td>508,000</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>66</td>
<td>144,000</td>
</tr>
<tr>
<td>SEOG</td>
<td>1,478</td>
<td>524,000</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>106</td>
<td>812,000</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>2,748</td>
<td>10,495,000</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>2,074</td>
<td>6,555,000</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>86</td>
<td>141,000</td>
</tr>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,423</td>
<td>10,679,000</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>526</td>
<td>571,000</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>15</td>
<td>13,000</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>45</td>
<td>39,000</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>89</td>
<td>923,000</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>324</td>
<td>1,355,000</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report
## Fall 2010 First-time Undergraduate Enrollment by State Residence

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>785</td>
<td>5</td>
<td>790</td>
<td>99.4%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
D. Student Outcomes:

1.) Four-, Five- and Six-Year Graduation Rates of Fall 2004
Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Graduates after 4 years</th>
<th>Graduates after 5 years</th>
<th>Graduates after 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>19</td>
<td>46</td>
<td>59</td>
</tr>
<tr>
<td>Num</td>
<td>145</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td>13.1%</td>
<td>31.7%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Num</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td>2.4%</td>
<td>18.3%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>36</td>
<td>61</td>
</tr>
<tr>
<td>Num</td>
<td>188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td>4.3%</td>
<td>19.1%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Num</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td>11.4%</td>
<td>31.8%</td>
<td>47.7%</td>
</tr>
<tr>
<td>Alien</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Num</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td>33.3%</td>
<td>33.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Other *</td>
<td>4</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Num</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td>8.5%</td>
<td>34.0%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>129</td>
<td>187</td>
</tr>
<tr>
<td>Num</td>
<td>512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td>7.8%</td>
<td>25.2%</td>
<td>36.5%</td>
</tr>
</tbody>
</table>

* Other includes American Indian and Unknown Race.

2.) Third-semester retention rates: fall 2009 to fall 2010.

<table>
<thead>
<tr>
<th>Race</th>
<th>Fall 2009</th>
<th>Retained</th>
<th>Retention</th>
<th>Fall 2009</th>
<th>Retained</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>First-Time</td>
<td>in</td>
<td>Fall</td>
<td>First-Time</td>
<td>in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>First-Time</td>
<td>2010</td>
<td>Rate</td>
<td>Undergraduates</td>
<td>2010</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>635</td>
<td>465</td>
<td>73.2%</td>
<td>129</td>
<td>58</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

SOURCE: IPEDS Fall Enrollment Survey, Part E
E.

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>American Ind.</th>
<th>Alien</th>
<th>Race 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>M</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>31</td>
<td>25</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>28</td>
<td>21</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>13</td>
<td>12</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</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>72</td>
<td>58</td>
<td>13</td>
<td>22</td>
<td>7</td>
<td>12</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

|              | M     | W     | M        | W      | M             | W     | M            | M     |
| Without Tenure |       |       |          |        |               |       |              |       |
| Professors   | 1     | 0     | 0        | 1      | 0             | 0     | 0            | 0     |
| Associate Prof. | 1     | 4     | 0        | 0      | 0             | 0     | 0            | 0     |
| Assistant Prof. | 10    | 15    | 2        | 1      | 1             | 0     | 1            | 1     |
| All Others   | 0     | 0     | 0        | 0      | 0             | 0     | 0            | 0     |
| TOTAL        | 12    | 19    | 2        | 2      | 1             | 0     | 1            | 1     |

|              | M     | W     | M        | W      | M             | W     | M            | M     |
| Total        | 32    | 25    | 3        | 9      | 3             | 5     | 2            | 4     |
| Associate Prof. | 29    | 25    | 6        | 7      | 4             | 3     | 7            | 5     |
| Assistant Prof. | 23    | 27    | 6        | 8      | 1             | 4     | 1            | 3     |
| All Others   | 0     | 0     | 0        | 0      | 0             | 0     | 0            | 0     |
| TOTAL        | 84    | 77    | 15       | 24     | 8             | 12    | 12           | 12    |

2. Percentage of courses taught by full-time faculty.

Fall 2010

<table>
<thead>
<tr>
<th>Total Number of Course Sections</th>
<th>Taught by Full-time Faculty</th>
<th>Taught by Adjunct Faculty</th>
<th>Taught by Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>1973</td>
<td>1137</td>
<td>58%</td>
<td>747</td>
</tr>
</tbody>
</table>

Note: Others includes Full-time Administrators and Teaching Assistants
2. **Ratio of full-time to part-time faculty fall 2010**

<table>
<thead>
<tr>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>242</td>
<td>32.1%</td>
<td>511</td>
<td>67.9%</td>
<td>753</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
F. Governing Board Characteristics

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>American</th>
<th>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>0</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

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

Name                                | Title          | Affiliation                          
------------------------------------|----------------|--------------------------------------
Mr. Rafael Perez, Chair             | Attorney       | Cozen O’Conner                       
Ms. Marilyn Bennett                 | Consultant     | BeeLine Consulting                   
Ms. Cynthia Campbell               | Attorney       |                                      
Dr. T. Steven Chang                | Professor      | Long Island University               
Dr. Henry Coleman                  | Professor      | Rutgers University                   
Mr. Vij Pawar                      | Attorney       | Pawar                                
Mr. Carlos Rendo                   | Attorney       | Mulkay and Rendo                     
Ms. Wanda Stansbury                | President      | Management Intervention, Inc.        
Dr. Edward Whittaker               | Professor      | Steven Institute of Technology       
Ms. Karen DeSoto                   | Attorney       | Law Offices of Karen DeSoto          
Mr. Owen Ryan                      | Managing       |                                      
Dr. Carlos Hernández*              | Partner        | Deloitte & Touche, LLP               
Ms. Chantell Rivera                | Student        |                                      

*Ex Officio

New Jersey City University

G. 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: Jewelry/Metals
  Fine Arts: Painting/Drawing
  Fine Arts: Printmaking
  Fine Arts: Sculpture
  Photography: Commercial

**Art** (B.F.A)
Available Certification/Specialization:
  Teacher Certification (Grades P–12)
  Communication Design: Digital Design and Illustration
  Communication Design: Graphic Design
  Communication Design: Illustration
  Design and Crafts: Ceramics
  Design and Crafts: Jewelry and Metals
  Painting / Drawing
  Photography
  Printmaking
  Sculpture
Biology (B.S. or B.A.)
Available Certification/Specialization:
B.A. with Teacher Certification (Grades K–12)

Biology (Affiliated Programs)

Affiliated with U.M.D.N.J.:
B.A. Specializations:
  Advanced Dental Hygiene
  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
Geological Information Systems (Certificate)

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

Geoscience (B.S.)
Available Certification/Specialization:
Teacher Certification (Earth Science—Grades K–12)
Environmental Science
Geology

History (B.A.)
Available Certification/Specialization:
Teacher Certification (Social Studies—Grades K–12)

Mathematics (B.A.)
Available Certification/Specialization:
Teacher Certification (Grades K–12)

Media Arts (B.A.)

Music (B.A.)
Available Certification/Specialization:
Teacher Certification (Grades K–12)
Music Business
Music Theater

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

Philosophy (B.A.)

Political Science (B.A.)
Available Certification/Specialization:
Teacher Certification (Social Studies—Grades K–12)
Psychology (B.A.)

Sociology (B.A.)
Available Certification/Specialization:
  Crime and Social Behavior
  Family, Health, and Youth Services
  Human Services Aging

Spanish (B.A.)
Available Certification/Specialization:
  Teacher Certification (Grades K–12)

Women’s and Gender Studies (B.A.)

Minors

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

Early Childhood Education (B.A.)
Available Certification/Specialization:
  Teacher Certification (Grades P–3)
  Dual Teacher Certification (Grades P–3 and Special Education)
  Dual Teacher Certification (Grades P–3 and K–5)

Elementary Education (B.A.)
Available Certification/Specialization:
  Teacher Certification (Grades K–5)

Elementary and Special Education (B.A., Dual Major)
Available Certification/Specialization:
  Dual Teacher Certification (Grades K–5 and Special Education)

Minors
Literacy Education

Certification Only

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

Accounting (B.S.)

Business Administration (B.S.)
   Available Certification/Specialization:
   International Business
   Travel and Tourism Management

Criminal Justice (B.S.)

Finance (B.S.)

Fire Science (B.S.)

Health Sciences (B.S.)
   Available Certification/Specialization:
   Teacher Certification (Health Education—Grades K–12)
   Community Health

Management (B.S.)

Marketing (B.S.)

National Security Studies (B.S.)

Nursing (B.S.N.)
   Available Certification/Specialization:
   Accelerated Program (Second degree program—Non-nursing degree prerequisite)
   RN-to-B.S.N. Program (for registered nurses)

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

Certification Only
New Jersey City University

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

COLLEGE OF ARTS AND SCIENCES

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

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

Mathematics Education (M.A.)

Media Production (M.F.A.)

Music Education (M.A.)

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

School Psychology (Professional Diploma and Certification—Master’s degree prerequisite)

Studio Art (M.A.)
Available Certification/Specialization:
   Communication Design: Illustration
   Design and Crafts
   Fine Arts
Urban Education (M.A.)
Available Certification/Specialization:
World Languages—Spanish
**COLLEGE OF EDUCATION**

**Counseling (M.A.)**
Available Certification/Specialization:
- Associate Counselor Licensure
- Professional Counselor Licensure
- School Counselor Certification (Grades P–12)

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

**Early Childhood Education (M.A.T.)**
Available Certification/Specialization:
- Teacher Certification (Grades P–3)

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

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

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

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

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

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

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

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

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

Urban Education (M.A.)
Available Certification/Specialization:
  Educational Administration and Supervision, with Principal Certificate
  Teaching and Learning in Urban Schools
  English as a Second Language
  English as a Second Language, with ESL Certification
  Bilingual/Bicultural Education with Bilingual/Bicultural Education Endorsement

Urban Education (Certificate)
Available Certification/Specialization:
  Educational Administration and Supervision (Supervisor’s Certificate)

Certification Only

  Early Childhood Education (Alternate route program—Grades P–3)
  English as a Second Language
  Bilingual/Bicultural Education Endorsement
  Learning Disabilities Teacher Consultant Endorsement (Master’s degree prerequisite)
  NJ LEAD Principal Certification Program (Master’s degree prerequisite)
COLLEGE OF PROFESSIONAL STUDIES

Accounting (M.S.)

Accounting (Combined B.S./M.S.)

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

Business Administration—Accounting/Accounting (combined B.S./M.S.)

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)

National Security Studies (M.S.)
Available Certification/Specialization:
  Corporate Security
  Information/Cyber Security
  National Security

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)

Certification Only

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

A member of the math faculty is participating in standard setting for the National Assessment of Educational Progress (NAEP) 12th Grade Preparedness Judgmental Standard Setting (JSS) study. Each time a NAEP assessment is developed or revised, a group of panelists is brought together to decide how to describe the knowledge and skills required for performance at each of the NAEP achievement levels (Basic, Proficient, Advanced).

A Professor of English, was awarded the 2010 Vir Singulari Virtute Award from the Kiwanis Club of Gela, Italy, for her contribution to the recognition of Italian American literature, especially women authors.

A member of the faculty in the Education Leadership: Counseling department co-wrote chapters for two books and an article in a peer review journal on counseling and development; and delivered presentations at international, national, and regional conferences.

A professor in the biology department is a member of a consortium that received a five-year, $3.95 million, award from National Science Foundation: National Institute of General Medical Sciences to develop a model for training the next generation biomedical teaching and research faculty. She has also been invited to present at national conferences on pedagogy and curriculum in the sciences.


A member of the economics department faculty collaborated with one of the university librarians and had a paper published by the Chinese American Librarians Association. This economics professor also co-authored a paper with a colleague in the economics department on the future of the job market. This paper was presented at an international consortium of economists.

A professor in the Art Department received a Fulbright (Garcia Robles) Award for Academic year -2011-2012 to work in Mexico.

Another professor in the Art Department, who has been invited to teach in Brazil’s in Sao Paulo State University, wrote several monographs and essays that appeared in international journals describing the sculptures and works of art by two other of NJCU faculty artists. This same professor wrote essays about several internationally-known artists, which appeared in international periodicals. In addition to authoring the above articles he displayed his own art work at exhibitions in New Jersey. These exhibitions also featured works by an NJCU adjunct faculty and alumni.

A professor of History has received an Andrew W. Mellon Foundation Fellowship to support his research on William Morris at the Huntington Library in San Marino, California.

Two NJCU faculty are co-principals in the administration of the Robert Noyce Math and Science Teaching (MAST) Fellowship program—a program providing annual stipends to minority and
female students studying to be teachers in math and science and during their first years of teaching. The program is being implemented in conjunction with the Urban League, the Latino Institute and the Liberty Science Center.

The “Children’s Learning Center” has received a CCAMPIS (Child Care Access Means Parents In School) grant in the amount of $88,597 a year for the next four years. The money received through this grant will be used to support Project ASPIRE (Assisting Student Parents In Reaching Excellence). The overall goal of the project will be to expand the level of assistance to Children’s Learning Center student-parents, improving both their retention and graduation rates. The grant will also fund enhanced services for the children in the center, increase the hours of service of the center, and develop and support Project A.S.P.I.R.E. (Assisting Student-Parents in Reaching Excellence—a program to improve student retention and graduation rates. Also included is a sliding scale program to provide a tuition reduction for Pell grant eligible parents of children at the Children’s Learning Center.

NJCU in collaboration with Hudson County Community College received a $3.5 million Title V grant to improve participation of Latino students in Nursing and Health Information Management, and provide seamless transition from the community college curriculum to the baccalaureate program, at NJCU. There are two phases of the project, the first of which addresses student success through the provision of support services and increasing capacity; the second phase incorporates updating facilities, technology, and educational resources. Additionally, faculty development will be stressed through the provision of workshops and encouragement to attend conferences.
I. Major capital projects

Approximately $30 million of critical capital deferred building and infrastructure maintenance requirements were identified in 2008. A consulting firm (Entech Engineering, Inc.) assisted in the identification and prioritization of the projects, and in September 2010 the University implemented a financing plan, which culminated in a bond sale to support funding. Two phases of implementation were developed. Phase I included the renewal of Rossey Hall and the Science Building, which began around December 2010, and is currently under way.

The Rossey Hall initiative consists of upgrading the life safety systems, enhancement of the HVAC system, and improvement of the NJCU data center. The Science Building project includes renovations of laboratories and classrooms, and replacement of major components of the infrastructure that are beyond their useful life, such as, the air handling units and return fans, variable air volume boxes and control, chillers, cooling towers, generator, main electrical switch gear, motor control center, and modification to the plumbing.

Once the design of Phase I is complete, the design of Phase II will begin. This is scheduled for summer 2011. Construction of this phase will begin in early 2012 and is scheduled for completion in 2013.

The University’s West Campus Redevelopment is currently underway, as well. This project includes the remediation of property bordering route 440 and will consist of construction of dormitory space, academic classrooms, and support space. Also included is development of underground infrastructure.
Appendix

New Jersey City University


Edvige Giunta, Professor of English, was awarded the 2010 Vir Singulari Virtute Award from the Kiwanis Club of Gela, Italy, for her contribution to the recognition of Italian American literature, especially women authors.

Dr. Jason D. Martinek of the history department received an Andrew W. Mellon Foundation Fellowship to support his research on William Morris at the Huntington Library in San Marino, California.

Chuck Plosky: NJCU- Art Department received a Fulbright---Garcia Robles Award for Academic year - 2011-2012 to work in Mexico.

José Rodeiro, professor of art:

…in spring 2010 – spring 2011 was selected to write about America’s leading living African American artist. Ben Jones. :

...wrote the monograph for Ben Jones exhibition Washed in the Blood, published by Dama (Southern Alleghenies Museum of Art), Altoona, PA, 2010.
Appendix

… the monograph for Ben Jones’ exhibition Evolution/Revolution, published in London, England by Richmix Center for the Arts, UK; London: Richmix Publication, 2011. Only two authors were involved Dr. Rodeiro and Eddie Chambers, the top art critic in the UK.


Raúl Villareal, Art Department, were featured in an exhibit at Qbava Gallery, in Union City, as part of a group show entitled Pura Cuba: Una Sola Isla. “Una Sola Isla” (“one island only”) represents the third Pura Cuba metropolitan-area art exhibition (since 2009) to critically explore contemporary Cuban and Cuban-American cultural themes, as well as diverse socio-artistic and aesthetic issues. Each piece in the show examines current ideas, feelings, and events that have affected Cubans and Cuban-Americans in the 21st century. Pura Cuba: Una Sola Isla recognizes and acknowledges art’s role in reconciling the divergent cultural aspirations, by proffering the possibility of there being (with great anticipation) only one cuba: “one island only!”

Ben Jones deems Qbava gallery the best art gallery in the New York metropolitan area!!

… exhibited work at the Perth Amboy Gallery Center For The Arts. Prof. Rodeiro's work is part of "encounter," a transcultural exhibition featuring the work of 14 artists who are examining the themes of cultural and creative encounters. The show ran through October 14.

… curated a show in the Harold B. Lemmerman Gallery, in Hepburn Hall, and in the Visual Arts Building Gallery from January 24 to March 4, exhibiting Flesh Art, a show featuring work by a dozen artists that employ flesh as subject matter and demonstrate the realm of possibilities in negotiating figuration and abstraction. This multimedia exhibition explores how selected artists delve into the meaning and implications of flesh on many levels through painting, sculpture, photography, installation, and video. This unique exhibition featured three never before seen paintings by renowned painter, Joan Semmel, who, since the early-1970s, has created innovative flesh-based paintings and is considered a pivotal figure in flesh art. Also featured were NJCU’s eminent retired professor Ben Jones, who is a prominent figure in African-American art, and NJCU professor and acclaimed sculptor Herb Rosenberg. The exhibition was greatly diversified by original works by Hanneline Røgeberg; strikingly visceral installation and multimedia works by Babs Reingold; intimate oil paintings by Jen Mazza; cityscapes incorporating flesh in media by John Hardy; and video art by Giuseppe Satta of Italy. Include, too, were works by NJCU alumni, Matthew Lahm, William Coronado, Sandra Silva and Olga Cruz.
Prof. José Rodeiro in coordination with others:

… and Prof. Sergio villamizar, an adjunct instructor in the fitness, Exercise And Sports department in our College Of Professional Studies, have a two-man show -- the Duende Exhibition -- that is part Of Passaic County Community College's Hispanic Heritage Month celebration. The exhibit ran from September 25 through November 5, 2010.

… Prof. Raúl Viillarreal, and 2010 MFA alumnus Lisa Ficarelli-Halpern exhibited work in "The Melting Pot" show at the Passaic Public Library in Passaic, New Jersey. The exhibit was organized by Nelson Alvarez (curator and artist), and was sponsored by the La Ruche Art Consortium in collaboration with The Fundación Manos A La Ayuda and hosted by the Passaic Public Library. It featured the work of artists honoring the bonds and diverse cultural backgrounds that create the rich tapestry of our country. Along with NJCU’s Rodeiro, Villarreal and Ficarelli-Halpern other regional artists exhibiting include: Pablo Caviedes, Irelly Martinez, Isabel Villacis, Patricia Saxton, Bonita Normann, Nelson Alvarez, Rosario D'rivera, Linda Ramos, Lucio Fernandez, Janet Diaz and David Aguilar. The opening reception was held on Sunday, July 18 and the show ran through August 20, 2010. The event was free and open to the public.

George Li, an associate professor of finance had an article published in a leading financial journal Journal of Financial Economics, (Volume 100, Issue 3, June 2011, Pages 579-593), that introduces a new approach to testing the hypothesis that closed-end fund discounts are related to overhanging tax liabilities by examining changes in discount levels following distributions of dividends and capital gains and provides empirical evidences that short-run fluctuations in discounts are directly affected by taxable distributions

Rubina Vorha, Professor, of Economics, and Min Chou, Librarian: Using Internal Grant to Foster Faculty-Librarian Collaboration (with Min Chou), CALA Occasional Paper Series, No.9, May 2011.

The above also received an International Incentive Grant 2010


The above was also presented at the Intellectbase International Consortium, Atlanta GA, October 2010.