Institutional Profile

September 2014

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

Situated on a beautifully landscaped campus in a vibrant urban community, NJCU provides top-quality education to over 8,500 students who reflect the dynamism of the University’s metropolitan Jersey City location. As the safest university campus in New Jersey and one of the most diverse in the nation, NJCU prepares students to be leaders in a global society within the comforts of an intimate community. It is a place to think and grow by interacting with culturally and ethnically diverse classmates and faculty from countries worldwide. NJCU provides an educational experience that helps prepare our students for career success and global impact.

NJCU students prepare for success by engaging in rigorous academic settings and applied-learning experiences including laboratory research, field studies, performances, exhibitions, studio work, internships, community service, and study opportunities on campus, around the State, and abroad. Students complement their classroom learning through NJCU’s Campus Without Borders initiative. A new general studies curriculum allows students to broaden their academic experience by incorporating study across the disciplines to foster critical thinking, enhance communications skills, and encourage teamwork, all of which will be essential in the workforce of the future. To accommodate student and employer needs, over 800 undergraduate and graduate courses are being offered online or in blended format.

On campus, 43 undergraduate, 27 graduate and 2 Doctoral degree programs are taught by highly-accomplished professors. Students enrolled at the NJCU School of Business benefit from the proximity to Wall Street and study with a finance professor who was a governor of the NYSE (New York Stock Exchange) and others who have high-level corporate or Wall Street experience. Music, dance and theatre students can learn from Grammy-winning musicians, concert pianists, Broadway performers, jazz greats, and opera personalities. NJCU education faculty includes Fulbright scholars, accomplished authors, and professors with international experience. The Honors Program in the William J. Maxwell College of Arts and Sciences serves high-achieving students who collaborate in a learning community to pursue rigorous study that emphasizes in-depth investigation as well as independent research. NJCU offers an accelerated nursing program, undergraduate STEM research, and doctoral programs in national security studies and educational technology leadership. In addition to the main campus in Jersey City, courses are offered in the financial district at Harborside and at Brookdale Community College in Wall Township NJ.

NJCU provides a rigorous and practical education for students who are eager to thrive in the global world.

Sue Henderson, PhD
President, NJCU
Preface with signature of the president or chief operating officer

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Mission Statement
The mission of New Jersey City University is to provide its students 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 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 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 status.

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

2. Professional accreditations:

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

   **Nursing** is accredited by the Accreditation Commission on Education in Nursing (ACEN);

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

   **Music** is accredited by the National Association of Schools of Music (NASM);

   **Business** programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP);

   **School Psychology** is nationally recognized by the National Association of School Psychologists (NASP).
B. Number of students served.

1. The table below (II.B.1) show almost three-quarters of the undergraduate students of fall 2013 attended on a full-time basis.

<table>
<thead>
<tr>
<th>Table II.B.1</th>
<th>Undergraduate Enrollment by Attendance Status, Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>Num</td>
</tr>
<tr>
<td>Full-time</td>
<td>4,776</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

2. In contrast to the undergraduate enrollment, the graduate attendance was over three-quarters part-time students in fall 2013.

<table>
<thead>
<tr>
<th>Table II.B.2</th>
<th>Graduate Enrollment by Attendance Status, Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>Num</td>
</tr>
<tr>
<td>Full-time</td>
<td>428</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
3. Counting each individual student who attended NJCU during fiscal year 2013 shows over 10,000 students attended that year.

<table>
<thead>
<tr>
<th>Unduplicated Enrollment, FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headcount Enrollment</strong></td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

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

1. The combined mathematics and critical reading SAT scores for first-time full-time freshmen who were admitted under the regular process, 948, is approaching 1000; SAT scores are not required of part-time students.

<table>
<thead>
<tr>
<th>Table IIC.1</th>
</tr>
</thead>
</table>

Mean Math, Reading and Writing SAT Scores for First-time Freshmen by Admission Status and Overall, Fall 2013

### Full-Time Students

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>N</th>
<th>Read</th>
<th>N</th>
<th>Writing</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Admits</td>
<td>487.0</td>
<td>381</td>
<td>461.3</td>
<td>381</td>
<td>454.9</td>
<td>190</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>377.5</td>
<td>4</td>
<td>345.0</td>
<td>4</td>
<td>396.7</td>
<td>3</td>
</tr>
<tr>
<td>Special Admits</td>
<td>402.9</td>
<td>45</td>
<td>388.0</td>
<td>45</td>
<td>383.1</td>
<td>16</td>
</tr>
<tr>
<td>All Admits</td>
<td>477.2</td>
<td>430</td>
<td>452.6</td>
<td>430</td>
<td>448.6</td>
<td>209</td>
</tr>
<tr>
<td>Missing Scores</td>
<td></td>
<td>147</td>
<td>147</td>
<td></td>
<td></td>
<td>368</td>
</tr>
</tbody>
</table>

Mean Math, Reading and Writing SAT Scores for First-time Freshmen by Admission Status and Overall, Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>N</th>
<th>Read</th>
<th>N</th>
<th>Writing</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Admits</td>
<td>401.1</td>
<td>36</td>
<td>390.6</td>
<td>36</td>
<td>384.1</td>
<td>17</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Special Admits</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>All Admits</td>
<td>401.1</td>
<td>36</td>
<td>390.6</td>
<td>36</td>
<td>384.1</td>
<td>17</td>
</tr>
<tr>
<td>Missing Scores</td>
<td>36</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td>55</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file
2. Enrollment in remediation courses by subject area.

<table>
<thead>
<tr>
<th>Table II.C.2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Number of Undergraduate Students Enrolled in Fall 2013</strong></td>
<td></td>
</tr>
<tr>
<td>Total Undergraduate Enrollment</td>
<td>Number of Students Enrolled in One or More Remedial Courses</td>
</tr>
<tr>
<td>6,438</td>
<td>540</td>
</tr>
</tbody>
</table>

| **Total number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2013** |  |
| Total Number of FTFT Students | Number of FTFT Students Enrolled in One or More Remedial Courses | Percent of FTFT Enrolled in One or More Remedial Course |
| 577 | 414 | 71.8% |

| First-time, Full-time Students (FTFT) Enrolled in Remediation in Fall 2013 by Subject Area |  |
| **Subject Area** | **Number of FTFT Enrolled** | **Percent of all FTFT Enrolled** |
| Computation | 146 | 25.3% |
| Algebra | 106 | 18.4% |
| Reading | 0 | 0.0% |
| Writing | 0 | 0.0% |
| English | 316 | 54.8% |

Source: SURE Fall Enrollment file
3. The gender breakdown of both full-time and part-time undergraduates has stayed at approximately the 60/40 ratio of female, and this is similar to the general gender breakdown nationally.

Race, gender, ethnicity and age (separately) fall 2013.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,125</td>
<td>23.6%</td>
<td>1,612</td>
</tr>
<tr>
<td></td>
<td>487</td>
<td>29.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,008</td>
<td>21.1%</td>
<td>1,333</td>
</tr>
<tr>
<td></td>
<td>325</td>
<td>19.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,712</td>
<td>35.8%</td>
<td>2,223</td>
</tr>
<tr>
<td></td>
<td>511</td>
<td>30.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian*</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>403</td>
<td>8.4%</td>
<td>546</td>
</tr>
<tr>
<td></td>
<td>143</td>
<td>8.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Ind.</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>0.3%</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alien</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>0.7%</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race Unknown*</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>483</td>
<td>10.1%</td>
<td>664</td>
</tr>
<tr>
<td></td>
<td>181</td>
<td>10.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Num</td>
<td>Pct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4,776</td>
<td>100.0%</td>
<td>6,437</td>
</tr>
<tr>
<td></td>
<td>1,661</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
Table II.C.3.b Undergraduate Enrollment by Sex, Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
<td>1,979</td>
<td>2,797</td>
<td>585</td>
<td>1,076</td>
</tr>
<tr>
<td>Pct</td>
<td>41.4%</td>
<td>58.6%</td>
<td>35.2%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Total</td>
<td>2,564</td>
<td>3,873</td>
<td>1,661</td>
<td>6,437</td>
</tr>
</tbody>
</table>

Table II.C.3 Undergraduate Enrollment by Age, Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Num</td>
<td>Num</td>
<td>Num</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>Pct</td>
<td>Pct</td>
<td>Pct</td>
</tr>
<tr>
<td>LT 18</td>
<td>6</td>
<td>39</td>
<td>45</td>
<td>0.7%</td>
</tr>
<tr>
<td>18-19</td>
<td>897</td>
<td>52</td>
<td>949</td>
<td>14.7%</td>
</tr>
<tr>
<td>20-21</td>
<td>1,101</td>
<td>64</td>
<td>1,165</td>
<td>18.1%</td>
</tr>
<tr>
<td>22-24</td>
<td>1,346</td>
<td>287</td>
<td>1,633</td>
<td>25.4%</td>
</tr>
<tr>
<td>25-29</td>
<td>766</td>
<td>459</td>
<td>1,225</td>
<td>19.0%</td>
</tr>
<tr>
<td>30-34</td>
<td>325</td>
<td>229</td>
<td>554</td>
<td>8.6%</td>
</tr>
<tr>
<td>35-39</td>
<td>133</td>
<td>184</td>
<td>317</td>
<td>4.9%</td>
</tr>
<tr>
<td>40-49</td>
<td>144</td>
<td>219</td>
<td>363</td>
<td>5.6%</td>
</tr>
<tr>
<td>50-64</td>
<td>55</td>
<td>122</td>
<td>177</td>
<td>2.7%</td>
</tr>
<tr>
<td>65+</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>0.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>4,776</td>
<td>1,661</td>
<td>6,437</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

<table>
<thead>
<tr>
<th>Table II.C.4 Financial Aid from Federal, State &amp; Institution-Funded Programs, AY 2012-13</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>4,068</td>
<td>16,383,000</td>
<td>4,027.29</td>
</tr>
<tr>
<td>College Work Study</td>
<td>320</td>
<td>512,000</td>
<td>1,600.00</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>66</td>
<td>149,000</td>
<td>2,257.58</td>
</tr>
<tr>
<td>SEOG</td>
<td>575</td>
<td>305,000</td>
<td>530.43</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>113</td>
<td>840,000</td>
<td>7,433.63</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>3,752</td>
<td>10,700,000</td>
<td>2,851.81</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>3,441</td>
<td>20,038,000</td>
<td>5,823.31</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,485</td>
<td>10,852,000</td>
<td>4,367.00</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>515</td>
<td>584,000</td>
<td>1,133.98</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>6</td>
<td>5,000</td>
<td>833.33</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>12</td>
<td>9,000</td>
<td>750.00</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>20</td>
<td>82,000</td>
<td>4,100.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>41</td>
<td>289,000</td>
<td>7,048.78</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>279</td>
<td>1,658,000</td>
<td>5,942.65</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report
5. Percent of students who are New Jersey residents.

Table II.C.5
Fall 2013 Full-time 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>640</td>
<td>10</td>
<td>650</td>
<td>98.5%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
D. Student outcomes.

1. Table II.D.1.a

Four-, Five- and Six-Year Graduation Rates of Fall 2007 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Num</th>
<th>4-Year</th>
<th>5-Year</th>
<th>6-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>143</td>
<td>13</td>
<td>36</td>
<td>51</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>9.1%</td>
<td>25.2%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Black</td>
<td>126</td>
<td>1</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>0.8%</td>
<td>11.1%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>267</td>
<td>7</td>
<td>38</td>
<td>79</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>2.6%</td>
<td>14.2%</td>
<td>29.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>43</td>
<td>5</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>11.6%</td>
<td>34.9%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Alien</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>0.0%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Other *</td>
<td>67</td>
<td>6</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>9.0%</td>
<td>28.4%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Total</td>
<td>649</td>
<td>32</td>
<td>123</td>
<td>206</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td>4.9%</td>
<td>19.0%</td>
<td>31.7%</td>
</tr>
</tbody>
</table>

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

Source: IPEDS Graduation Rate Survey
Table II.D.2
Third Semester Retention of First-time Undergraduates, Fall 2012 to Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Retained</td>
<td>Percent</td>
<td>Retained</td>
<td>Percent</td>
</tr>
<tr>
<td>Fall 2012 First-time Undergraduates</td>
<td>in Fall 2013</td>
<td></td>
<td>in Fall 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>712</td>
<td>495</td>
<td>69.5%</td>
<td>85</td>
</tr>
</tbody>
</table>

SOURCE: IPEDS Fall Enrollment Survey, Part E
E. Faculty characteristics.

1. Race and ethnicity of faculty fall 2013

<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>30</td>
<td>21</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>25</td>
<td>17</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>13</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>0</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>68</td>
<td>50</td>
<td>13</td>
<td>21</td>
<td>7</td>
<td>13</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

|                |       |       |          |        |         |       |          |       |
| Without Tenure |       |       |          |        |         |       |          |       |
| Professors     | 0     | 0     | 0        | 0      | 0       | 0     | 0        | 0     |
| Associate Prof.| 2     | 4     | 0        | 0      | 0       | 0     | 0        | 0     |
| Assistant Prof.| 11    | 13    | 1        | 4      | 1       | 2     | 2        | 5     |
| All Others     | 0     | 4     | 0        | 0      | 0       | 0     | 0        | 0     |
| TOTAL          | 13    | 21    | 1        | 4      | 1       | 2     | 2        | 5     |

|                |       |       |          |        |         |       |          |       |
| Total          |       |       |          |        |         |       |          |       |
| Professors     | 30    | 21    | 5        | 9      | 5       | 6     | 4        | 6     |
| Associate Prof.| 27    | 21    | 4        | 7      | 2       | 3     | 5        | 3     |
| Assistant Prof.| 24    | 25    | 5        | 9      | 1       | 6     | 2        | 6     |
| All Others     | 0     | 4     | 0        | 0      | 0       | 0     | 0        | 0     |
| TOTAL          | 81    | 71    | 14       | 25     | 8       | 15    | 11       | 15    |

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
2. Percentage of course sections taught by full-time faculty fall 2013

Table II.E.2. Percentage of Course Sections Taught by Full-time Faculty Fall 2013

<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></td>
<td>Num</td>
<td>Percent</td>
<td>Num</td>
</tr>
<tr>
<td>New Jersey City University</td>
<td>1166</td>
<td>56%</td>
<td>821</td>
</tr>
</tbody>
</table>

*Others includes Full-time Administrators and Teaching Assistants

3. Ratio of full- to part-time faculty, fall 2013.

Table II.E.3 Ratio of Full- to Part-time Faculty, Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td></td>
<td>241</td>
<td>31.5%</td>
<td>525</td>
<td>68.5%</td>
<td>766</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
F. Governing board characteristics.

**Table II.F1. 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 Indian</th>
<th>Non-Res Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

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

**Table II.F.3. URL**

http://www.njcu.edu/Board_of_Trustees.aspx
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 with Rutgers School of Health Related Professions)
  B.S. Allied Health Technology Specializations:
    Respiratory Care
    Respiratory Therapy

  B.S. Clinical Laboratory Science Specializations:
    Medical Laboratory Science
    Cytotechnology
  B.S. Medical Imaging Sciences
    Cardiac Sonography
    Diagnostic Imaging Technology
    Diagnostic Medical Sonography
    Nuclear Medicine
    Vascular Sonography

  Affiliated with Jersey Shore Medical Center:
    B.S. Medical Laboratory Science

**Chemistry** (B.S. or B.A.)
Available Certification/Specialization:
  B.S. with Teacher Certification (Physical Science—Grades K–12)

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

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

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

**English** (B.A.)
Available Certification/Specialization:
  Teacher Certification (Grades K–12)
  Creative Writing
  Journalism
  Literature

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

Criminal Justice (B.S.)

Fire Science (B.S.)

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

National Security Studies (B.S.)

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

Minors

  Criminal Justice
  Fire Science
  Professional Security Studies
  Health Sciences
  Fitness, Exercise, and Sports

Certification Only

  Driver Education Certification—New Jersey
  Driver Education Certification, provisional—New York
  Driver Education Certification, permanent—New York
SCHOOL OF BUSINESS

Accounting (B.S.)

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

Finance (B.S.)

Management (B.S.)

Marketing (B.S.)

Minors

  Business Administration
  Travel and Tourism Management
GRADUATE PROGRAMS

COLLEGE OF ARTS AND SCIENCES

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

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

Mathematics Education (M.A.)

Media Production (M.F.A.)

Music Education (M.A.)

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

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

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

Counseling (M.A.)
Available Certification/Specialization:
Clinical Mental Health Counseling
  Associate Counselor Licensure
  Professional Counselor Licensure
School Counseling Option:
  School Counselor Certification (Grades P–12)

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

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

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

Educational Technology Leadership (Ed.D.)

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

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

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

Elementary School Reading (M.A.)

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

Secondary School Reading (M.A.)

Special Education (M.A.)

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

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

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

Certification Only

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

Civil Security Leadership, Management, and Policy (D.Sc.)

Criminal Justice (M.S.)

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

Information Assurance/Cybersecurity (Certificate)

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

Nursing (M.S., currently suspended)

Certification Only
  
  Driver Education Certification—New Jersey
  Driver Education Certification, provisional—New York
  Driver Education Certification, permanent—New York
  School Nurse Certification
SCHOOL OF BUSINESS

Accounting (M.S.)

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

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

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

Professional Financial Planning (Certificate)

Professional Investment Analysis (Certificate)

Professional Portfolio Management (Certificate)

Professional Financial Management (Certificate)

Professional Management Accounting (Certificate)
H. Major research and public service activities.

<table>
<thead>
<tr>
<th>H. Sponsored Programs AY 2014</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
<td>$248,553</td>
</tr>
<tr>
<td>Institutionally Financed Academic R&amp;D Expenditures</td>
<td>$79,100</td>
</tr>
<tr>
<td>Externally Financed Academic R&amp;D Expenditures</td>
<td>$3,400</td>
</tr>
<tr>
<td>Total Academic R&amp;D Expenditures</td>
<td>$331,053</td>
</tr>
</tbody>
</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).

Research:

NJCU has been awarded three major grants totaling $35.5 million through the New Jersey Higher Education Capital Facilities Grant Program, which will create and expand facilities in the sciences and upgrade technology on campus. The grants were secured by the Office of Grants and Sponsored Programs and the Division of Administration and Finance.

A grant of $32.9 million from the Program’s Higher Education Facilities Trust Fund will be used for the renovation and expansion of the Science Building, creating cutting-edge laboratory and class room space for students and professors. A groundbreaking ceremony was held in October and construction is scheduled to begin this summer.

And additional $1.7 million from the Program’ Equipment Leasing Fund will upgrade instructional technology; $866,788 from the Program’ Higher Education Technology Infrastructure Fund will improve campus hardware, fiber optic backbone, wireless access, and storage capacity.
Two members of the NJCU faculty have received awards to enhance instruction in STEM fields. **Dr. Nurdan Aydin,** an associate professor and chair of geoscience/geography, was awarded a National Science Foundation Transforming Undergraduate Education in STEM grant for *Enhancing the Earth and Environmental Science Curricula in a Minority-Serving Institution by Integrating a Particle Size Analyzer.* The $176,722 grant allows for the purchase of a particle size analyzer for use in undergraduate geoscience courses and research, adding valuable work-related experience to the courses.

**Dr. Christopher Shamburg,** an assistant professor of educational technology, received $16,000 from the Hewlett Packard Catalyst Academy Fellowship to develop a MOOC (massively open online course) that will be offered internationally to STEM educators.

NJCU is also the recipient of two grants awarded in cooperation with Hudson County Community College (HCCC). One grant provides $1.5 million to partner with HCCC in *Picking up the Pace: Ensuring Hispanic Degree Completion,* a combined effort to bring greater efficiencies and results for Hispanic students who will attend both institutions and complete both associates’ and bachelor’s degrees. Funding has been provided by the U.S. Department of Education Title V Cooperative Grant.

**Dr. Muriel Rand,** a professor of early childhood education, received $331,966 from the New Jersey Department of Education for the Assessment for Learning Project. The project, developed in collaboration with HCCC, will provide professional development for 40 teachers and administrators from three Jersey City charter schools.

**Community Service:**

NJCU’s student jazz combo, the Cedar Walton Quartet, opened WBGO-FM Radio’s “Jazz in the Schools,” a month-long series of live performances held in recognition of April as “National Jazz Appreciation Month.” The program was broadcast world-wide and hosted by WBGO on-air personality Michael Borne. The Cedar Walton Quartet was comprised of NJCU graduates Barry Spatz, piano; Anthony Perez, bass; Neil Johnson, saxophone; and Ramsey Norman, a senior, on drums. They were coached by Nathan Edlund (’05).

As reported in the *Jersey Journal* -- New Jersey City University and Hudson County Community College will now recognize each other’s credits when it comes to HCCC awarding two-year associate degrees. NJCU President Sue Henderson and HCCC President Glen Gabert inked the 'Reverse Transfer Articulation Agreement" deal at HCCC’s Culinary Arts Center on Newkirk Street in Jersey City. The agreement allows NJCU students who have transferred from HCCC but did not complete enough credits to earn their associate degrees to complete the requirements and receive their associate's degree from the community college while still enrolled at NJCU.

**Logistics Center** New Jersey City University (NJCU) has opened Logistics Center at its Business Development Incubator (BDI) with latest operational warehouse environment. The new facility will train and certify middle management working in the warehousing sector, with a focus on Transportation, Logistics and Distribution (TLD).
In addition to training, the program will carry out lectures addressing trends in the industry, and will offer certification in Wall-to-Wall Physical Inventory as well as Logistics. Middlesex, Bergen, Essex, Hudson, Morris and Union counties have 62.2% of New Jersey's TLD jobs. Currently, about one in ten workers in the state are employed by the industry.

**Mediterranean trip** Sixteen NJCU students traveled to Morocco and Spain in May as part of “The Medieval Mediterranean,” a history course taught by Dr. Rosemary Thurston that included readings and discussions about the co-existence of Christian, Jewish, and Muslim cultures in the medieval era. During their 12-day tour, the group visited Casablanca, Meknes, Fes, Tangier, Granada, Cordoba, Sevilla, and Toledo.

**CBS TV Lauds NJCU's Student Management Investment Team** Across the NationDayton, Ohio — The New Jersey City University Student Investment Management Team (SIM) was among six teams of finance students who distinguished themselves in the University of Dayton's 13th annual international student portfolio competition. NJCU’s SIM Team was awarded First Place for Growth Investment Style in the portfolio competition.

The student-managed investment funds were honored in the competition, held in conjunction with the RISE 13 investment forum April 4-6, sponsored by the University of Dayton in association with the United Nations Global Compact. All of the student-managed teams learn by investing real money.

Representatives of NJCU’s 30-member SIM Group traveled to Dayton with Dr. Bernard McSherry, SIM advisor and NJCU assistant professor of finance, and Dr. Rosilyn Overton, NJCU associate professor of finance. SIM members present at the competition were: Andrew Armanus, SIM Group President; Tykel Jackson, Group Vice President; and four Portfolio Managers, Joseph Hernandez, Raul Ligero, Ruth Ortiz, and Teko Teko-Agbo.

Dr. Cindy Arrigo, assistant professor of biology, and Dr. David Swope, a postdoctoral scholar in the Department of Pathology and Laboratory Medicine at UMDNJ’s Robert Wood Johnson Medical School, participated in the 2013 Northeast Summer Institute on Undergraduate Education in Biology, a five-day program presented by Howard Hughes Medical Institute and the National Academies at Stony Brook University that explored new models of instruction for the undergraduate classroom. Their team focused on cardiovascular development and disease models.

Dr. Mina Armani, a 1990 *summa cum laude* graduate and former adjunct professor taught a year-long organic chemistry class that enabled 22Union city High School students to earn four NJCU credits. The cooperative program between the University and high school enabled the students to receive standard chemistry instruction and attend laboratory sessions off campus in professional laboratories at Pliva, an East Hanover pharmaceutical firm. Dr. Ken Yamaguchi collaborated with Nadia Makar, of the Union City Board of Educations, to institute the program.

Roddy Bogawa, a professor of media arts, was the subject of a mid-career retrospective, “Roddy Bogawa: If Films Could Smell” at the Museum of Modern Art. The retrospective featured screenings and discussions of more than a dozen of his works which explore the relationships between individuals and their environment.

Marc Brown, head men’s basketball coach, captured his 100th victory in an 80-68 win over Montclair State University on February 12, becoming only the fifth coach in the program’s 81-year history to win 100 career games. Coach Brown joined his father, legendary Coach Charles
Brown ’65, M.A. ’85, in the exclusive club and by doing so they became only the third known father-and-son combination in the history of Division III to both reach the milestone. The senior coach was in the stands to witness his son’s historic moment.

Dr. Clyde Coreil, a professor of English as a second language, contributed “Reflections around on-demand publishing,” the eleventh chapter in Learning in a digitalized age: Plugged in, turned on, totally engaged?, a book edited by Lawrence Burke and published by John Catt Educational Limited as part of its “World Class Schools” series. Dr. Coreil was among contributors from throughout the world who challenged many assumptions about teaching and learning in the digital age in the 304-page book.

Jeffrey Dessources, an assistant director of campus life who is also the poet, author, public speaker, and emcee known as Jeff Dess, has released his fourth book, Deconstructing Ratchet, a poetic conversation on the complexity of Ratchet and the culture that surrounds it. Also the author of three other books of poetry, We Can See Your Privates, Haiku from the Home of Reverend MoFo Jones, and do not hold doors, Mr. Dessources has performed and lectured at colleges, universities, high schools, clubs, and lounges throughout the United States over the past ten years.

Dr. Kimberly Dudas, an assistant professor of nursing and coordinator of the Accelerated Nursing Program, received the 2014 Elsevier Exceptional Nurse Educator Award for Classroom Teaching. Elsevier is an international publisher of nursing and health professions textbooks that recognizes the work of outstanding faculty. Dr. Dudas’ selection from a field of 60 candidates involved a peer-review process.

Dr. Antoinette Karleen Ellis-Williams, director of the Lee Hagan Africana Studies Center and a professor of gender and women’s studies, has had her first book, Black Gardenias: A Collection of Poems, Stories & Sayings From a Woman’s Heart, released by Semaj Publishing. Black Gardenias is dedicated to women from different areas of life and their struggles against and triumph over oppression, sexism, racism, and classism.

A facility at East Orange Hospital was dedicated in Dr. Ellis-Williams’s honor. She is a decade-long member and former chair of the Hospital’s Board of Trustees, Dr. Ellis-Williams was honored for her ongoing commitment to excellence in health care.

Matthew D. Farber (’10 M.A.) a social studies teacher in Valleyview Middles School, In Denville, and adjunct instructor in educational technology, had his article, “Have Your Students Write and Ebook” published in the February issue of the NJEA Review.

Dr. Donna M. Farina, a professor of multicultural education and a past president of Foreign Language Educators of New Jersey, was interviewed for her expertise in linguistics by Katie Zezima, a reporter with The Washington Post, about the use of “Ukraine” vs. “The Ukraine” and “Crimea” vs. "The Crimea." To read the full story visit http://www.washingtonpost.com/blogs/the-fix/wp/2014/03/25/ukraine-or-the-ukraine-its-more-controversial-than-you-think/. 
**Susana Fernandez-Poyatos**, an adjunct instructor of Spanish, is the only teacher from New Jersey and one of only 100 from throughout the United States to be named a 2014 PBS LearningMedia Digital Innovator for her passion and commitment to innovative teaching practices that integrate digital media and technology in the classroom. An instructor at NJCU since 2004, Ms. Fernandez-Poyatos is a Spanish teacher at Livingston High School where she also serves as Spanish Honor Society adviser and National Spanish Exam trainer. She first became a teacher in her native Spain, specializing in early childhood education at Complutense University of Madrid.

**Dr. Ellen Garvey**, a professor of English, won the Institute for Humanities Research (IHR) at Arizona State University (ASU) Transdisciplinary Book Award for 2014 for *Writing with Scissors: American Scrapbooks from the Civil War to the Harlem Renaissance*. This Award recognizes and celebrates humanities faculty authors from ASU and around the U.S. and the substantial body of transdisciplinary humanistic research their publications reflect.

**Dr. Edvige Giunta**, a professor of English, accompanied Laura Boldrini, president of the Chamber of Deputies, one of the two Houses of the Italian Parliament, on her official visit to the Triangle Shirtwaist Factory Fire site. President Boldrini’s visit to New York City and Washington, D.C. was widely reported by the Italian press and on Italian television. Dr. Giunta’s article on the fire, which President Boldrini's office asked her to write for its website, as well as her personal account of the visit was published on i-italy, an important portal of Italian news in the United States. President Boldrini is the equivalent of the Speaker of the House and is a former journalist and United Nations representative. To read Dr. Giunta’s article visit [http://www.i-italy.org/38077/reality-bridge](http://www.i-italy.org/38077/reality-bridge).

**Shari Gill**, a senior majoring in musical theatre; **Latazha Jones**, a sophomore majoring in music business, and **Eden Rahming**, a graduate student in music, performed in the Princeton Opera Festival production of *Porgy and Bess* in the Matthews Theatre of the McCarter Theatre Centre for the Performing Arts in Princeton last June. They were the only three from among five NJCU students selected through a competitive audition process who could commit to the rigorous rehearsal schedule.

**Israel Hernandez**, a sophomore majoring in vocal performance, studied with international opera star Marilyn Horne at the American University of Rome as one of only 23 students from throughout the world who were selected to participate in the inaugural session of the Summer Vocal Institute, a month-long opera-focused program. The June Institute launched with a three-day series of master classes led by Ms. Horne.

**Carloyn Hunter and Kathy Decker**, supervisor and nurse of NJCU’s Health and Wellness Center accepted NJCU’s fifth-place award for donations received during fall and spring blood drives, at a NJ Blood Services ceremony at Liberty House Restaurant.

**Ben Jones**, professor *emeritus* of art, presented an exhibit of his work titled, ‘Evolution/Revolution 2” at the University of South Africa in Pretoria. He is also co-curated “African American Artists and Abstraction” which opened in July at the National Museum of Fine Arts in Havana, Cuba.

Radawah Oda, a junior majoring in management at NJCU at Brookdale, placed third in the 2014 New Jersey Collegiate Entrepreneur of the Year Competition hosted by Rider University. The annual competition recognizes exceptional entrepreneurial skill and creativity among full-time undergraduates at New Jersey colleges and universities who own at least 50% of a business. Named for her toddler daughter, Sabreen, and including part of the word organic, Ms. Oda’s SabGanics is an e-commerce company that sells handmade, natural, and affordable lotions, lip balms, and other body products. This was NJCU’s first entry into the statewide competition. Ms. Oda was joined at the awards ceremony by Dr. Wanda Rutledge, an assistant professor and chair of management who served as her advisor for the competition.

Dr. Cristina Pato, an adjunct instructor, staff accompanist, and voice coach in the Caroline L. Guarini Department of Music, Dance and Theatre who is also a Galician bagpiper, classical pianist, and composer, performed at the White House last May. Hosted by First Lady Michelle Obama, the show also featured students from Turnaround Arts schools across the nation and highlighted the importance of arts education. Dr. Pato performs regularly with Yo-Yo Ma’s Silk Road Ensemble, has released four CDs as a solo bagpiper, and has given more than 400 concerts at prestigious venues worldwide.

Sam Platizky (’06) secretary of NJCU’s American Federation of Teachers Local 1839, appeared in the Off-Broadway premiere of Kevin Slack’s *American Games*. The play was produced by Five Point Productions and staged at The American Theater of Actors in Manhattan in September.

Jane Steurwald, a professor of media arts, produced a film that was co-directed by award-winning media arts majors Rocio Hernandez, Mauricio Perez, Owen Miller and Makisha Rodrigues, all 2012 graduates, about Okey Chenoweth, a drama teacher at Ridgewood High School who worked with Edward Albee and Stella Adler.

Ira Thor, sports information director, has been elected to a three-year term on the Board of Directors of the College Sports Information Directors of America (CoSIDA), an international organization of more than 3,000 sports public relations, media relations, and communications/information professionals from all levels of collegiate athletics in the United States and Canada. Mr. Thor also currently serves as first vice president of D3SIDA, the Division III governing body of CoSIDA; he will rotate into a two-year term as president in July 2015. Mr. Thor is an active member of numerous CoSIDA committees.

Dr. Freda Wasserstein-Robbins, professor of mathematics, and Dr. Benjamin Griffel, an NJCU visiting scholar, participated in the 2013 Northeast Summer Institute on Undergraduate Education in Biology, a five-day program presented by Howard Hughes Medical Institute and the National Academies at Stony Brook University that explored new models of instruction for the undergraduate classroom. Dr.’s Wasserstein-Robbins and Griffel’s team focused on mathematic modeling and disease.
Dr. Laura Zieger, a professor and chair of educational technology, joined Jane Clementi and James Clementi, the mother and brother of Tyler Clementi, the 18-year-old student who committed suicide and brought national attention to cyberbullying, to kick off Internet Safety Month at the Hudson County Boys and Girls Club last June. Approximately 125 students attended the program during which Dr. Zieger spoke to them about their digital footprints and the ramifications of their online activity and the Clementis urged each of them to become an “upstander” as opposed to a bystander to bullying.
I. Major capital projects

• New construction of a state of the art Academic building on the NJCU Campus. This facility will feature 104,000 square feet, two public performance spaces, a 250 seat recital hall, 100 seat lecture hall, general classrooms, and educational and administrative offices. Construction will begin in 2015.

• Renovation and expansion of NJCU’s core Science Building. The building will feature 45,000 square feet of new space including 26 labs, 35 faculty offices, 4 general classrooms, 9 collaborative educational spaces and a greenhouse. Construction to begin in 2015.
• A $1.7 million investment in NJCU’s technology portfolio will upgrade its classrooms, laboratories, nursing, media arts, education, and video conferencing platforms. This upgrade will affect many programs, but particularly the STEM fields, education, media arts and professional security studies programs.

• An $860,000 upgrade for the information technology infrastructure at NJCU to improve and enhance overall connectivity and access was funded by the Higher Education Infrastructure Fund.

• A $450,000 university-funded project to create a centralized tutoring center to be located in the Congressman Frank J. Guarini Library. The tutoring center will centralize all tutoring functions in one location and provide state of the art educational and academic space.

• The relocation of the NJCU School of Business located in the business and financial services district of Jersey City, NJ.