Institutional Profile

2014-2015
Preface

Standing on a foundation of more than 85 years of excellence, New Jersey City University provides an unparalleled education for students who are eager to succeed and hungry to achieve.

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. Located in the fastest growing big city in the state, NJCU provides the educational and cultural experiences that help prepare our students for career success and global impact. With engaging classes and renowned faculty, NJCU is committed to an educational experience that is transformative and empowering.

NJCU students prepare for success by engaging in rigorous academic settings and applied-learning experiences including laboratory research, field studies, artistic performances, exhibitions, internships, community service, and study opportunities on campus, around the State, and abroad. The general education 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 their careers. To accommodate both student and employer needs, NJCU offers over 800 undergraduate and graduate courses in online or 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 professors and industry experts in the heart of the State’s financial district. Music, dance and theatre students can learn from Grammy-winning musicians, concert pianists, Broadway performers, jazz greats, and opera personalities. NJCU education faculty include 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 classroom learning, NJCU students have many opportunities to gain marketable experience through cooperative education internships. With the University’s corporate business partners NJCU students have held internships with some of the most highly regarded corporations in the world, including Goldman Sachs, JP Morgan, Novartis, Wyndam Worldwide, AT&T and ABC.
In addition to the main campus in Jersey City, courses are offered at the university’s Wall Township campus at Brookdale Community College and at the NJCU School of Business at Harborside, in the heart of Jersey City’s financial district.

NJCU provides a rigorous and practical education for students who are eager to succeed and hungry to achieve.

Sue Henderson, PhD
President, NJCU
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A. ACCREDITATION STATUS

1. Institutional Accreditation
   New Jersey City University is accredited by the Middle States Commission on Higher Education. The University submitted its Periodic Review Report June 1, 2015.

2. Professional Accreditation
   The following programs are accredited and/or approved by specialized professional organizations.
   - Art and Media Arts programs are uniquely accredited by the National Association of Schools of Art and Design (NASAD)
   - Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)
   - The Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)
   - Instructional and Leadership programs in the College of Education are accredited by the Teacher Education Accreditation Council (TEAC)
   - Music programs are accredited by the National Association of Schools of Music (NASM)
   - The Nursing programs are accredited by the Accreditation Commission in Nursing (ACEN)
   - The School Psychology program is nationally recognized by the National Association of School Psychologists (NASP)

B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduates by Attendance Status
   - Table IIB.1
     | Attendance Status | Count | Percentage |
     |-------------------|-------|------------|
     | Full-Time         | 4,689 | 75%        |
     | Part-Time         | 1,540 | 25%        |
     | Total             | 6,229 |            |
   Source: IPEDS Fall Enrollment survey

2. Number of Graduate Students by Attendance Status
   - Table IIB.2
     | Attendance Status | Count | Percentage |
     |-------------------|-------|------------|
     | Full-Time         | 416   | 22%        |
     | Part-Time         | 1,491 | 78%        |
     | Total             | 1,907 |            |
   Source: IPEDS Fall Enrollment survey
4. **Unduplicated Number of Students for Entire Academic Year**

<table>
<thead>
<tr>
<th>Table II.B.4</th>
<th>Unduplicated Number of Students – FY 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>7,505</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,781</td>
</tr>
<tr>
<td>Total</td>
<td>10,286</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment survey

**C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS**

1. **Mean Math, Reading, and Writing SAT Scores**

<table>
<thead>
<tr>
<th>Table II.C.1</th>
<th>Mean Math and Verbal SAT for First-Time Freshmen by Admission Status and Overall, Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
</tr>
<tr>
<td></td>
<td>Math N Read N Write N</td>
</tr>
<tr>
<td>Regular</td>
<td>476 379 459 379 449 357</td>
</tr>
<tr>
<td>EOF</td>
<td>0 0 0 0 397 3</td>
</tr>
<tr>
<td>Special</td>
<td>400 84 377 84 374 80</td>
</tr>
<tr>
<td>All</td>
<td>462 463 444 463 436 437</td>
</tr>
<tr>
<td>Missing</td>
<td>161 161 187</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

2. **Enrollment in Remediation (Developmental) Courses by Subject Area**

<table>
<thead>
<tr>
<th>Table II.C.2: Enrollment in Remediation (Developmental) Courses As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall 2013 Undergraduate Enrollment</td>
</tr>
<tr>
<td>6,229</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

<table>
<thead>
<tr>
<th>Table II.C.2: As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall 2013 Undergraduate Enrollment</td>
</tr>
<tr>
<td>624</td>
</tr>
</tbody>
</table>
### First-time, Full-time Remedial Enrollment By Subject Area in Fall 2014

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>172</td>
<td>28%</td>
</tr>
<tr>
<td>Algebra</td>
<td>185</td>
<td>30%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>English</td>
<td>274</td>
<td>44%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

### 3. Undergraduate Students by Race, Gender, and Age

#### Table II.C.3.a.:
Undergraduate Enrollment by Race/Ethnicity, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>African American</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Non-Resident Alien</th>
<th>Unknown/2 or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Full</td>
<td>1070</td>
<td>23%</td>
<td>977</td>
<td>21%</td>
<td>428</td>
<td>9%</td>
<td>1712</td>
<td>37%</td>
</tr>
<tr>
<td>Part</td>
<td>459</td>
<td>30%</td>
<td>310</td>
<td>20%</td>
<td>125</td>
<td>8%</td>
<td>461</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>1529</td>
<td>25%</td>
<td>1287</td>
<td>21%</td>
<td>553</td>
<td>9%</td>
<td>2173</td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.b.:
Undergraduate Enrollment by Gender, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Full</td>
<td>2778</td>
<td>59%</td>
</tr>
<tr>
<td>Part</td>
<td>991</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>3769</td>
<td>61%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.c.:
Undergraduate Enrollment by Age, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Less than 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></td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Full</td>
<td>11</td>
<td>&lt;1%</td>
<td>866</td>
<td>1107</td>
<td>1304</td>
<td>784</td>
<td>309</td>
<td>124</td>
<td>134</td>
<td>49</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Part</td>
<td>10</td>
<td>1%</td>
<td>51</td>
<td>51</td>
<td>263</td>
<td>420</td>
<td>219</td>
<td>181</td>
<td>228</td>
<td>109</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>&lt;1%</td>
<td>917</td>
<td>1158</td>
<td>1567</td>
<td>1204</td>
<td>528</td>
<td>305</td>
<td>362</td>
<td>158</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey
4. Students Receiving Financial Assistance from Federal-, State-, and Institution-Funded Programs

Table II.C.4: Financial Aid from State, Federal & Institutional-Funded Programs
FY 2014 (Academic Year 2013-14)

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>3,414</td>
<td>15,219,000</td>
<td>4,422.84</td>
</tr>
<tr>
<td>College Work Study</td>
<td>289</td>
<td>594,000</td>
<td>2,053.36</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>64</td>
<td>140,000</td>
<td>2,187.50</td>
</tr>
<tr>
<td>SEOG</td>
<td>565</td>
<td>303,000</td>
<td>536.28</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>4,125</td>
<td>836,000</td>
<td>202.67</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>3,136</td>
<td>12,625,000</td>
<td>4,025.83</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>2,423</td>
<td>10,765,000</td>
<td>4,442.84</td>
</tr>
<tr>
<td><strong>FEDERAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,344</td>
<td>10,979,000</td>
<td>4,683.87</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>408</td>
<td>476,000</td>
<td>1,166.67</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>15</td>
<td>15,000</td>
<td>1,000.00</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>41</td>
<td>425,000</td>
<td>10,365.85</td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,344</td>
<td>10,979,000</td>
<td>4,683.87</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>339</td>
<td>1,961,000</td>
<td>5,784.66</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. Percentage of First-Time Full-Time Students Who are NJ State Residents

Table II.C.5: Fall 2014 First-time Full-time Undergraduate Enrollment by State Residence

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>685</td>
<td>6</td>
<td>691</td>
<td>99%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey
D. STUDENT OUTCOMES (UNDERGRADUATE)

1. Four-, Five-, and Six-Year Graduation Rates by Race/Ethnicity

Table II.D.1.a:
Four- Five- and Six-Year Graduation Rates of Fall 2008 Full-time First-time Freshmen by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Alien</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>113</td>
<td>110</td>
<td>254</td>
<td>35</td>
<td>2</td>
<td>49</td>
<td>563</td>
</tr>
<tr>
<td>4 Years</td>
<td>15</td>
<td>13%</td>
<td>3</td>
<td>3%</td>
<td>9</td>
<td>0</td>
<td>14%</td>
</tr>
<tr>
<td>5 Years</td>
<td>34</td>
<td>30%</td>
<td>10</td>
<td>9%</td>
<td>56</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>6 Years</td>
<td>41</td>
<td>36%</td>
<td>18</td>
<td>16%</td>
<td>80</td>
<td>14</td>
<td>40%</td>
</tr>
</tbody>
</table>

Source: IPEDS Graduation Rate survey
Asian includes Hawaiian and Pacific Islander; Other includes American Indian, 2 or more races, unknown

2. Third-Semester Retention Rates by Attendance Status

Table II.D.2:
Third Semester Retention by Attendance Status
Fall 2013 to Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained</td>
<td>427</td>
<td>29</td>
</tr>
<tr>
<td>Not Retained</td>
<td>150</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>577</td>
<td>72</td>
</tr>
</tbody>
</table>

Source:
E. FACULTY CHARACTERISTICS

1. Full-time Faculty by Race/Ethnicity, Gender, and Tenure Status

Table II.E.1.: Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian/Pac Islander</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>34</td>
<td>25</td>
<td>4</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Associate</td>
<td>24</td>
<td>14</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Assistant</td>
<td>13</td>
<td>13</td>
<td>0</td>
<td>4</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>
</tr>
<tr>
<td>Sub-Total</td>
<td>71</td>
<td>52</td>
<td>8</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Not Yet Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>19</td>
<td>17</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>22</td>
<td>22</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>All Tenure Track</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>34</td>
<td>26</td>
<td>4</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Associate</td>
<td>27</td>
<td>18</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Assistant</td>
<td>32</td>
<td>30</td>
<td>1</td>
<td>8</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>
</tr>
<tr>
<td>Grand Total</td>
<td>93</td>
<td>74</td>
<td>9</td>
<td>25</td>
<td>9</td>
</tr>
</tbody>
</table>

2. Percentage of Courses Taught by Faculty Type

Table II.E.2.: Percentage of Course Sections Taught by Faculty Type, Fall 2014

<table>
<thead>
<tr>
<th>Number of Class Sections (includes Lectures, Seminars and other formal class activities)</th>
<th>Taught by Full-time Faculty</th>
<th>Taught by Part-time Faculty</th>
<th>Taught by Others (Staff)</th>
<th>Total of Each Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Total of Each Instructor Type</td>
<td>1147</td>
<td>53</td>
<td>963</td>
<td>45</td>
</tr>
</tbody>
</table>

Source: Faculty assignment sheets and course schedule offerings
Co-taught courses counted by instructor type
3. Ratio of Full- to Part-Time Faculty

Table II.E.3.:
Ratio of Full - to - Part-time Faculty, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>258</td>
<td>33%</td>
<td>523</td>
<td>67%</td>
<td>781</td>
<td>100%</td>
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</table>

Source: IPEDS Human Resources survey

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES

1. Race/Ethnicity and Gender

Table II.F.1.:
Fall 2014 Board of Trustees, Race/Ethnicity and Gender

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native American</th>
<th>Non-Resident Alien</th>
<th>Unreported</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: Secretary to the Board of Trustees
2. List of Trustees with Affiliation

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Rafael Perez</td>
<td>Partner</td>
<td>Connell Foley LLP</td>
</tr>
<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 and International Business</td>
<td>Long Island University, CW Post Campus, College of Management</td>
</tr>
<tr>
<td>Dr. Henry A. Coleman</td>
<td>Extension Specialist/Professor of Public Policy</td>
<td>Edward J. Bloustein School of Planning and Public Policy, Rutgers University</td>
</tr>
<tr>
<td>Mr. Edward P. Fowlkes</td>
<td>Principle Partner</td>
<td>Alliance Construction Group, LLC</td>
</tr>
<tr>
<td>Ms. Lakeasha Gordon</td>
<td>Student Trustee</td>
<td>Student Trustee</td>
</tr>
<tr>
<td>Mr. James Jacobson</td>
<td>Vice Chairman and Managing Director (RETIRED)</td>
<td>Spear, Leeds and Kellogg Specialists</td>
</tr>
<tr>
<td>Mr. Vijayant Pawar</td>
<td>Partner</td>
<td>The Law Offices of Vijayant Pawar</td>
</tr>
<tr>
<td>Mr. Carols A. Rendo</td>
<td>Partner</td>
<td>Mulkay and Rendo</td>
</tr>
<tr>
<td>Mr. Owen M. Ryan</td>
<td>Partner, Deloitte &amp; Touche LLP/CEO, Deloitte Advisory</td>
<td>Deloitte Services LP</td>
</tr>
<tr>
<td>Mr. Joseph F. Scott, FACHE</td>
<td>President and CEO</td>
<td>Liberty Health/Jersey City Medical Center</td>
</tr>
<tr>
<td>Dr. Edward A. Whittaker</td>
<td>Professor of Physics &amp; Engineering Physics</td>
<td>Stevens Institute of Technology, Schaefer School of Engineering &amp; Science</td>
</tr>
<tr>
<td>Dr. Sue Henderson</td>
<td>President</td>
<td>New Jersey City University</td>
</tr>
</tbody>
</table>

Source: Secretary to the Board of Trustees

3. URL of Board of Trustees Website
   http://www.njcu.edu/Board_of_Trustees.aspx
G. PROFILE OF THE INSTITUTION

1a. Undergraduate Degree Programs

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 Certifications/Specializations:
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 Certifications/Specializations:
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 Specializations:
  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

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

Geological Information Systems (Certificate)

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

Geoscience (B.S.)
Available Certifications/Specializations:
  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 Certifications/Specializations:
   Teacher Certification (Grades K–12)
   Music Business
   Music Theater

Music (B.M.)
   Available Certifications/Specializations:
   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 Certifications/Specializations:
   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
Cinema Studies
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
Middle Eastern Studies
Music
Philosophy and Religion
Political Science
Pre-Law
Psychology
Sociology
Spanish
Theatre Arts
Urban Studies
Women’s and Gender Studies

COLLEGE OF EDUCATION

Early Childhood Education (B.A.)
Available Certifications/Specializations:
   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 Certifications/Specializations:
    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/Specializations:
  International Business
  Travel and Tourism Management

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

Finance (B.S.)

Management (B.S.)

Marketing (B.S.)

Minors
  Accounting
  Business Administration
  Entrepreneurship
  Travel and Tourism Management

1b. Graduate Degree Programs

COLLEGE OF ARTS AND SCIENCES

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

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 Certifications/Specializations:
- Performance: Classical-Instrumental
- Performance: Composition
- Performance: Jazz
- Performance: Multiple Woodwinds
- Performance: Vocal

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

Studio Art (M.A.)
Available Certification/Specializations:
- 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 Certifications/Specializations:
- Clinical Mental Health Counseling
  - Associate Counselor Licensure
  - Professional Counselor Licensure
- School Counseling
  - 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/Specializations:
- School Library Media: School Library Media Specialist
- School Library Media: Associate School Library Media Specialist

Educational Technology (Certificate)
Available Certifications/Specializations:
- Assistive Technology Specialist
- Career Education Specialist
- Distance Learning Specialist

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

Urban Education (Certificate)
Available Certification/Specialization:
- Educational Administration and Supervision (Supervisor’s Certificate)
Certification Only
- Bilingual/Bicultural Education Endorsement
- Early Childhood Education (Alternate route program—Grades P–3)
- English as a Second Language
- 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/Specializations:
  - Community Health Education
  - Health Administration
  - School Health Education

Information Assurance/Cybersecurity (Certificate)

National Security Studies (M.S.)
- Available Certifications/Specializations:
  - Corporate Security
  - Information/Cyber Security
  - National Security

Nursing (M.S.)
- Available Certification/Specialization:
  - Nursing Education

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 Certifications/Specializations:
  - Finance
  - Marketing
  - Organizational Management and Leadership
Finance (M.S.)
Available Certifications/Specializations:
- 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>Table II.H.1.:</th>
<th>Research and Development Expenditures, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure</td>
<td>Amount</td>
</tr>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
<td>73,000.00</td>
</tr>
<tr>
<td>Institutionally Financed R&amp;D Expenditures</td>
<td>0</td>
</tr>
<tr>
<td>Total Academic R &amp; D Expenditures</td>
<td>73,000.00</td>
</tr>
</tbody>
</table>

Source: NJCU Controller’s Office

The NJCU Department of Nursing received an $897,000 HRSA (Health Research & Service Association) grant. The grant program has seen tremendous success thus far in its mission to increase nursing workforce diversity.

NCJU was awarded a grant from the New Jersey Department of Education to establish a Common Core Academy. The $322,595 grant will be used to support school teachers and principals from Bayonne, Jersey City, and Union City, as these districts roll out instructional changes according to Common Core Standards.

A total of $2,224,179 in scholarship awards were given to NJCU’s most deserving and neediest students. The University and its private philanthropist partner, the NJCU Foundation, continue to make student scholarships a priority.

The Proyecto Science Program at NJCU is a five-week summer program that focuses on advancement in mathematics, sciences, computer science, and technology for select middle school and high school students. The program offers students intensive courses in Algebra, Pre-Calculus, Calculus, Probability and Statistics, Geometry, Biology, Physics, Chemistry, and Anatomy & Physiology. The three-year summer program begins with 7th graders in PS1 (first year). Successful students that complete PS1 are invited back for PS2 and PS3 in the 8th and 9th grade years. A combination of private philanthropy and local school district funding supports this invaluable program.
I. MAJOR CAPITAL PROJECTS

Long Range Facilities Plan
In 2009, New Jersey City University began to develop a strategic long range facilities master plan, which was intended to optimize and increase the institution’s physical space for instructional, research-oriented, housing, social and athletic programs.

An integral part of the facilities master plan centers on the University’s West Campus, a 21 acre parcel along route 440 in Jersey City. When complete, the NJCU West Campus will serve as a place for students and the community to work, shop and live. Redevelopment of the West Campus will be a driving force for economic growth in Jersey City.

Facilities on the West Campus will include a mix of academic and non-academic projects: an Academic building for the Music, Dance and Theater programs, a rooftop recreational facility, a supermarket, fitness center, parking deck, several mixed-use residential/retail buildings and a student housing facility.

The first project on the West Campus site, a 425-bed student housing facility, is a Public Private Partnership (P3), pursuant to New Jersey’s 2009 Economic Stimulus Act, between the University and RISE Real Estate (formerly Ambling University Development Group).

Major Capital Projects

West Campus Redevelopment

The West Campus redevelopment project is an ambitious, $300 million (approx.) project, which is intended to revitalize the western portion of Jersey City, and provide a pedestrian friendly College Village environment which will serve NJCU students, faculty, staff, and the greater community.

Stegman Roadway Project
As a critical first step of the West Campus project, the University financed the construction of Phase 1 of Stegman Boulevard. This boulevard will provide the needed infrastructure and roadway for the future development of the property.
In 2014, NJCU selected the Ambling University Development Group (AUDG) (now referred to as RISE) to serve as the developer for the first student residence hall to be constructed as a Public Private Partnership (P3). NJCU’s privatized student housing is expected to be completed by August 2016, and will be the first entity constructed on the recently remediated brownfield property. The student housing facility will be approximately 106,000 square feet, and include 113 units of both double and single occupancy semi-suites. This four-story residence hall will feature high-end amenities, including a fitness center, conference room, study lounge and other modern amenities.

NJCU’s P3 student housing is owned by a special purpose entity created by the University’s Foundation, and is 100% financed through tax-exempt revenue bonds issued by the New Jersey Economic Development Authority (NJEDA). In addition to the new residence hall, RISE will renovate two existing NJCU residence halls (Co-Op building and Vodra Hall) and in turn, improve the University’s entire student housing system and experience.

School of Business at Harborside

In October 2014, the Board of Trustees authorized the administration to proceed with the plan to finance and relocate the School of Business from the main campus to the Harborside area in...
downtown Jersey City. NJCU leased approximately 70,000 gross square feet of commercial space and is renovating the location to include state-of-the-art classrooms, simulated trading rooms, Bloomberg terminals, graduate student lounges, and common areas for academic study and engagement between students and faculty. Classes are being held there beginning September 2015. The new space offers a strategic opportunity for the University to enhance its capacity to meet the burgeoning needs of the undergraduate and graduate business programs.

**Science Building Renovation and Expansion**

In 2013, the University received a $32 million grant from the State of New Jersey under the Higher Education Facilities Trust Fund (HEFT) program. This competitive grant was awarded to the University, for the renovation of the existing Science building. The project will include the construction of new research and teaching labs for the Biology, Physics, Geoscience and Chemistry departments. The project will be completed in two phases. The first phase will include renovations to the 4th and 5th floors with additions to the existing building. The second phase will include renovations to the remaining floors. Due to rebidding of the project, phase one will begin September 2015 and be completed May 2017. Phase two will begin May 2017 and be completed January 2018.

**Other On-Campus Projects**

**Public Safety Relocation**

During 2015, the Public Safety department will be relocated so that RISE can commence the renovation of Vodra Hall. The new location for the Public Safety department will be on the first floor of Rossey Hall, which is in the center of NJCU’s main campus. The renovations of the Public Safety office are funded by the University's internal capital budget.

**Margaret Williams Theatre (MWT) and John J. Moore Athletic Center (JMAC)**

Various on-campus projects began design and/or construction this summer, including the renovations to the MWT and the installation of a new Heating Ventilation Air and Cooling (HABC) system in JMAC. These renovations will enable the University to expand programing and host various internal and community events in the theater.