Preface

NJCU provides top-quality education to students who reflect the dynamism of the University’s metropolitan Jersey City location. NJCU faculty and staff prepare students to be leaders in a global society, thereby realizing the mission of New Jersey City University: to provide a diverse population with world-class opportunities for learning in an intimate academic setting.

At the core of NJCU’s mission is student success. Each member of the NJCU community is personally dedicated to and accountable for ensuring that each and every student receives a high-quality education and first-rate experience that leads to timely graduation with minimal debt, an academically rich degree, and a meaningful future upon graduation. NJCU students also earn about 22% more than the national average income 10 years after graduation.

NJCU is an academic incubator for thought and personal growth enhanced by the cultural and ethnic diversity of its student population and faculty from across the globe.

NJCU’s personalized approach to student success empowers students to realize their greatest aspirations whether at the University’s beautifully landscaped main campus, the NJCU School of Business on the waterfront in the heart of the Jersey City financial district, NJCU at Wall Higher Education Center in Monmouth County, out-of-state, or abroad at a partner institution.

The University gained national ranking for improving the upward mobility and economic futures of its students, according to a recent study of the role of colleges in intergenerational mobility released by The Equality of Opportunity Project. According to the national study, Mobility Report Cards: The Role of Colleges in Intergenerational Mobility, NJCU ranked 23rd for intergenerational mobility within a group of 369 selective public colleges. This means our graduates have a considerably enhanced likelihood of moving up two or more income quintiles into the middle or upper classes.

In the past academic year, NJCU was selected for a project funded by the Bill and Melinda Gates Foundation to identify successful strategies to improve graduation rates, especially for low-income, first generation and students of color. The University is among six, national member institutions of the American Association of State Colleges and Universities selected to participate in the Frontier Set project. AASCU received a $6 million grant to work with a cohort of six high-potential, regional, comprehensive AASCU member institutions that are already integrating evidence-based solutions and showing significant improvement in their credentialing productivity – transforming key aspects of their educational and business models.

Because NJCU’s commitment to student success includes affordability, NJCU’s tuition and fees are the least expensive of the public, four-year institutions in New Jersey, and debt burden for graduates is the lowest. Our Debt-Free Promise Program for incoming freshmen begins its second year this fall. The University will continue to work closely with transfer students who are in need of financial aid.

NJCU is proud to have been designated a 2017 Military Friendly School and among 2017 Top Colleges and Universities for Military Advanced Education and Transition. NJCU is also proud to be the safest public university in New Jersey and among the most diverse in the nation. U.S. News and World Report ranked NJCU Best Public School in New Jersey for Ethnic Diversity in 2017. In addition, Best Campus Programs recognized NJCU as having “The Best R.N. to B.S.N. Nursing Program” in 2017.
As one of the most diverse university campuses in the nation, NJCU prepares students to be leaders in a global society. It is a place to think and grow by interacting with culturally and ethnically diverse classmates and faculty from countries worldwide. Foreign students and visiting faculty from 28 countries bring additional richness to the University mosaic. NJCU’s global perspective touches every facet of life and learning. NJCU set a new record with four students and an alumna receiving the prestigious and highly competitive Fulbright U.S. Student Awards for 2017-2018. These students are part of an elite group of only 2,000 students selected for this award from more than 10,000 applicants from various institutions of higher learning in the United States.

Founded in 1927 as a teacher training school, NJCU became a liberal arts college in 1968, and in 1998 achieved university status. Today, The University offers 43 undergraduate and 27 graduate degree programs, and three doctoral programs. STEM studies, business, psychology, educational technology, and criminal justice are popular areas of study.

NJCU’s Center of Academic Excellence in Information Assurance is jointly designated by the National Security Agency and the U.S. Department of Homeland Security. Bachelor’s and Master’s programs in national security studies and the nation’s first D.Sc. in Civil Security Leadership, Management and Policy are in demand.

The School of Business has launched a pilot program with Harvard Business School’s digital learning initiative, HBX. The program will utilize HBX’s online platform to prepare entering graduate students with a non-business background for graduate studies in business. It will engage NJCU’s candidates for a Master’s of Business Administration with the HBX Credential of Readiness (CORe) program, which offers an interactive, social, and case-based education in business analytics, economics, and financial accounting.

The M.A. in Educational Technology, the Ed.D. in Educational Technology Leadership, the Accelerated B.S.N. Program, and the M.S. in Nursing Education are among the innovative degree programs of interest to graduate students. Over 600 undergraduate and graduate courses are offered online or in blended format in addition to face-to-face classes.

Courses are taught by highly-accomplished professors. For example, business students can benefit from NJCU’s proximity to Wall Street and enroll in NJCU’s School of Business, where they can study with a finance professor who was a governor of the NYSE, or a former international banker. Music and theatre students can learn from Grammy-winning musicians, Broadway performers, jazz greats, concert pianists, and opera personalities. Education majors can study with Fulbright scholars, a Carnegie Diaspora Fellow, authors, and master teachers with international experience.

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 Honors Program serves high-achieving students who collaborate in a learning community to pursue study that emphasizes in-depth investigation as well as independent research.

In addition to classroom learning, NJCU students have many opportunities to gain marketable experience through cooperative education internships with some of the most highly regarded corporations in the world, including Goldman Sachs, JP Morgan, Novartis, Wyndham Worldwide, AT&T, CBS, and ABC.
As the number and scope of degree offerings have expanded through the decades, so have the facilities and physical plant of the institution. The University’s 51.46-acre presence in New Jersey’s second largest city makes it a focal point for educational opportunity, cultural enhancement, NCAA athletic competition, and personal fitness. University Place, a $400 million redevelopment project which will greatly enhance Jersey City’s west side and have an enormous economic impact, will provide students, faculty and neighbors with a welcoming place to live, work, dine, and shop in this vibrant urban community. The first project to be completed at University Place is the 425-bed University Place Residence Hall which opened in September 2016.

Two of four mixed-use residential and retail buildings are now under construction. In the near future, the next phase of development will bring additional shops, a supermarket and other retail amenities, along with ample on-street parking. Also planned are academic and non-academic facilities, including a center for the performing arts.

The University’s physical growth must match the educational needs and aspirations of our students who strive to achieve their personal goals and become engaged, successful members of our global community. NJCU is steadfast in its commitment to providing facilities that will ensure that our students’ goals will be achieved as they create their blueprints for rewarding lives and successful careers.

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 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
   Number of Undergraduates by Attendance Status, Fall 2016

<table>
<thead>
<tr>
<th>Attendance Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>5,166</td>
<td>78%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,497</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>6,663</td>
<td></td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment survey

2. Number of Graduate Students by Attendance Status

   Table IIB.2
   Number of Graduate Students by Attendance Status, Fall 2016

<table>
<thead>
<tr>
<th>Attendance Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>363</td>
<td>20%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,478</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>1,841</td>
<td></td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment survey
4. Unduplicated Number of Students for Entire Academic Year

<table>
<thead>
<tr>
<th>Table IIB.4</th>
<th>Unduplicated Number of Students – FY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>7,469</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,593</td>
</tr>
<tr>
<td>Total</td>
<td>10,062</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 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
</tr>
<tr>
<td>Math</td>
<td>N</td>
</tr>
<tr>
<td>Regular</td>
<td>483</td>
</tr>
<tr>
<td>EOF</td>
<td>380</td>
</tr>
<tr>
<td>Special</td>
<td>380</td>
</tr>
<tr>
<td>All</td>
<td>452</td>
</tr>
<tr>
<td>Missing</td>
<td>67</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:</th>
<th>Enrollment in Remediation (Developmental) Courses</th>
<th>As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Fall 2016 Undergraduate Enrollment</td>
<td>Number of Students Enrolled in One or More Remedial Courses</td>
</tr>
<tr>
<td></td>
<td>6,663</td>
<td>1,055</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

<table>
<thead>
<tr>
<th>Table II.C.2:</th>
<th>As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Fall 2016 Undergraduate Enrollment</td>
</tr>
<tr>
<td></td>
<td>955</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file
### First-time, Full-time Remedial Enrollment By Subject Area in Fall 2016

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>232</td>
<td>24%</td>
</tr>
<tr>
<td>Algebra</td>
<td>142</td>
<td>15%</td>
</tr>
<tr>
<td>Reading</td>
<td>475</td>
<td>50%</td>
</tr>
<tr>
<td>Writing</td>
<td>475</td>
<td>50%</td>
</tr>
<tr>
<td>English</td>
<td>475</td>
<td>50%</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 2016

<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>1073</td>
<td>1157</td>
<td>451</td>
<td>9%</td>
<td>2017</td>
<td>39%</td>
<td>18</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Part</td>
<td>415</td>
<td>322</td>
<td>104</td>
<td>7%</td>
<td>525</td>
<td>35%</td>
<td>2</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Total</td>
<td>1488</td>
<td>1479</td>
<td>555</td>
<td>8%</td>
<td>2542</td>
<td>38%</td>
<td>20</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.b.: Undergraduate Enrollment by Gender, Fall 2016

<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>2995</td>
<td>58%</td>
</tr>
<tr>
<td>Part</td>
<td>960</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>3955</td>
<td>59%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2016

<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>Full</td>
<td>23</td>
<td>1374</td>
<td>1196</td>
<td>1304</td>
<td>675</td>
<td>251</td>
<td>134</td>
<td>139</td>
<td>63</td>
<td>4</td>
<td>3</td>
<td>5166</td>
</tr>
<tr>
<td></td>
<td>&lt;1%</td>
<td>27%</td>
<td>23%</td>
<td>25%</td>
<td>13%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td></td>
</tr>
<tr>
<td>Part</td>
<td>74</td>
<td>62</td>
<td>63</td>
<td>250</td>
<td>378</td>
<td>233</td>
<td>134</td>
<td>192</td>
<td>99</td>
<td>6</td>
<td>6</td>
<td>1497</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>17%</td>
<td>25%</td>
<td>16%</td>
<td>9%</td>
<td>13%</td>
<td>7%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>1436</td>
<td>1259</td>
<td>1554</td>
<td>1053</td>
<td>484</td>
<td>331</td>
<td>162</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>6663</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>22%</td>
<td>19%</td>
<td>23%</td>
<td>16%</td>
<td>7%</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Table II.C.4: Financial Aid from State, Federal &amp; Institutional-Funded Programs FY 2016 (Academic Year 2015-16)</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>3632</td>
<td>16,018,000</td>
<td>4,410.24</td>
</tr>
<tr>
<td>College Work Study</td>
<td>291</td>
<td>591,000</td>
<td>2,030.93</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>56</td>
<td>129,000</td>
<td>2,303.57</td>
</tr>
<tr>
<td>SEOG</td>
<td>590</td>
<td>293,000</td>
<td>496.61</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>199</td>
<td>1,554,000</td>
<td>7,809.05</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>2,943</td>
<td>11,929,000</td>
<td>4,053.35</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>2,288</td>
<td>9,766,000</td>
<td>4,268.36</td>
</tr>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,354</td>
<td>11,434,000</td>
<td>4,857.26</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>471</td>
<td>514,000</td>
<td>1,091.30</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>16</td>
<td>72,000</td>
<td>4,500.00</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>23</td>
<td>22,000</td>
<td>956.52</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>19</td>
<td>37,000</td>
<td>1,947.37</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>33</td>
<td>348,000</td>
<td>10,545.45</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>627</td>
<td>2,940,000</td>
<td>4,689.00</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td>0</td>
<td>0</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>
<thead>
<tr>
<th>Table II.C.5: Fall 2016 First-time Full-time Undergraduate Enrollment by State Residence</th>
<th>State Residents</th>
<th>Non-State</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>968</td>
<td>20</td>
<td>988</td>
<td>98%</td>
<td></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>
<thead>
<tr>
<th>Table II.D.1.a: Four- Five- and Six-Year Graduation Rates of Fall 2010 Full-time First-time Freshmen by Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
</tr>
<tr>
<td>#</td>
</tr>
<tr>
<td>Cohort</td>
</tr>
<tr>
<td>4 Years</td>
</tr>
<tr>
<td>5 Years</td>
</tr>
<tr>
<td>6 Years</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>
<thead>
<tr>
<th>Table II.D.2: Third Semester Retention by Attendance Status Fall 2015 to Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>#</td>
</tr>
<tr>
<td>Retained</td>
</tr>
<tr>
<td>Not Retained</td>
</tr>
<tr>
<td>Total</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 2016

<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>
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<td>23</td>
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<td>Grand Total</td>
<td>85</td>
<td>74</td>
<td>10</td>
<td>22</td>
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2. Percentage of Courses Taught by Faculty Type

Table II.E.2.: Percentage of Course Sections Taught by Faculty Type, Fall 2016

<table>
<thead>
<tr>
<th></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>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
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<tr>
<td>Total of Each Instructor Type</td>
<td>793</td>
<td>47</td>
<td>827</td>
<td>49</td>
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Source: Faculty assignment sheets and course schedule offerings
Co-taught courses counted by instructor type
3. **Ratio of Full- to Part-Time Faculty**

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
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<tbody>
<tr>
<td>#</td>
<td>256</td>
<td>591</td>
<td>847</td>
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<tr>
<td>%</td>
<td>30%</td>
<td>70%</td>
<td>100%</td>
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Source: IPEDS Human Resources survey

---

**F. CHARACTERISTICS OF THE BOARD OF TRUSTEES**

1. **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>
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<tbody>
<tr>
<td>Male</td>
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<td>12</td>
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</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>Vacant</td>
<td>Student Trustee</td>
<td>Student Trustee</td>
</tr>
<tr>
<td>Vacant</td>
<td>Student Trustee</td>
<td>Student Trustee</td>
</tr>
<tr>
<td>Mr. James Jacobson</td>
<td>Retired</td>
<td>Former Vice-Chairman and Managing Director, Spear, Leeds and Kellogg Specialists</td>
</tr>
<tr>
<td>Mr. Vijayant Pawar</td>
<td>Partner</td>
<td>Pawar, Gilgallon &amp; Rudy, LLC</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>President and CEO</td>
<td>AEGIS Insurance Services, Inc</td>
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</table>
Table II.F.2.:  
Members of the Board of Trustees with Affiliation, FY 2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Affiliation</th>
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<tbody>
<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;</td>
<td>Stevens Institute of Technology, Schaefer School of</td>
</tr>
<tr>
<td></td>
<td>Engineering Physics</td>
<td>Engineering &amp; Science</td>
</tr>
<tr>
<td>Dr. Sue Henderson</td>
<td>President, Ex Officio</td>
<td>New Jersey City University</td>
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</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.) Applied Physics (NJCU) + B.S. in Electrical Engineering (NJIT) dual-degree program
  (B.S.) Mechanical Engineering (NJIT)
  (B.S.) Civil Engineering (NJIT)
Pre Engineering (2 year Transfer Program to NJIT) (Two year program in Physics with transfer to an engineering college for a Bachelor of Science in Engineering.)

Art (B.A.)
Available Certifications/Specializations:
  Art Teacher Certification (Grades P–12)
  Art History
  Art Therapy
  Fine Arts and Crafts (replaces the following concentrations after Fall 2012)
    Design and Crafts: Ceramics
    Design and Crafts: Jewelry/Metals
    Fine Arts: Printmaking
    Fine Arts: Sculpture
    Fine Arts: Painting/Drawing
  Graphic Arts and Design (replaces the following concentrations after Fall 2012)
    Communication Design: Digital Design and Illustration
    Communication Design: Graphic Design
    Communication Design: Illustration
    Photography
Art (B.F.A)

With the following concentrations:
- Digital Design and Illustration
- Graphic Design
- Illustration
- Ceramics
- Jewelry and Metals
- Painting / Drawing
- Photography
- Printmaking
- Sculpture

Biology (B.S. or B.A.)

Available Certification:
- B.A. with Teacher Certification (Grades: K–12)
- B.A. with Teacher Certification (Grades: K-6)

Biology (Affiliated with Rutgers School of Health Related Professions)

B.S. Medical Laboratory Science
B.S. Medical Imaging

Available option:
(B.S.) Biology (NJCU) + B.S. Biomedical Engineering (NJIT) dual-degree program

Chemistry (B.S. or B.A.)

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

Available option:
(B.S.) Chemistry (NJCU) + B.S. in Chemical Engineering (NJIT) dual-degree program

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
- 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)
  Actuary Science

Media Arts (B.A.)

Music (B.A.)
  Available Certifications/Specializations:
  Teacher Certification (Grades K–12)
  Music Business
  Music Theater
  B.A. Music Education: Instrumental
  B.A. Music Education: Voice, Guitar & Piano

Music (B.M.)
  Available Certifications/Specializations:
  Performance: Instrumental
  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
   East Asian Studies
   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–6)

Elementary Education (B.A.)
Available Certification/Specialization:
Teacher Certification (Grades K–6)

Elementary and Special Education (B.A., Dual Major)
Available Certification/Specialization:
Dual Teacher Certification (Grades K–6 and Special 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.)

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

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)

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:
      Global Business
      Travel and Tourism Management

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

Finance (B.S.)

Management (B.S.)
   B.S. Supply Chain, Logistics, and Maritime Port Management

Marketing (B.S.)

1b. Graduate Degree Programs

COLLEGE OF ARTS AND SCIENCES

Art (M.A.)
   Studio Art: Communication Design
   Studio Art: Design & Crafts
   Studio Art: Fine Arts

Art (M.F.A.)
   Available Certifications/Specializations:
      Ceramics
      Computer Arts
      Arts
      Graphic Design
      Illustration
      Jewelry
      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)
- Specialization in Autism Spectrum Disorders
Community College Leadership (Ed.D.)

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

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.)

Public Health Education (M.S.)
- Available Certification/Specializations:
  - Public 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
- Financial Risk Management and Compliance
- Business Analytics and Data Science

Professional Financial Planning (Certificate)

Professional Investment Analysis (Certificate)

Professional Portfolio Management (Certificate)

Professional Financial Management (Certificate)

Professional Management Accounting (Certificate)

Risk Management (Certificate)

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

Table II.H.1:
Research and Development Expenditures, 2016

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<th>Expenditure</th>
<th>Amount</th>
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<td>Federally Financed Academic R&amp;D Expenditures</td>
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<tr>
<td>Institutionally Financed R&amp;D Expenditures</td>
<td>0</td>
</tr>
<tr>
<td>Total Academic R &amp; D Expenditures</td>
<td>91,615.00</td>
</tr>
</tbody>
</table>

Source: NJCU Controller’s Office

The University continues to increase its research and public service profile. The Multicultural Education Department in the College of Education was awarded a professional development grant which provides the Jersey City Board of Education teachers the opportunity to earn the ESL and Bilingual/Bicultural Endorsements.

Chemistry faculty received an award from the Improving Undergraduate STEM Education (IUSE) program of the National Science Foundation. The IUSE supports proposals that address immediate challenges and opportunities that are facing undergraduate STEM education, as well as those that anticipate new structures and new functions of the undergraduate learning and teaching enterprise.

The University’s National Science Foundation **Louis Stokes Alliance for Minority Participation** (LSAMP) award is now entering its fourth year. LSAMP is a sub-award to NJCU received from Rutgers University.
I. **MAJOR CAPITAL PROJECTS**

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. The University Place Residence Hall was the first project completed in this plan, and the 425-bed residence hall opened for students in the Fall 2017 semester.

Renovation of NJCU’s Science Building continues. STEM studies are a key component of NJCU’s curriculum and the renovation will provide sorely needed new research and teaching labs for the Biology, Physics, Geoscience and Chemistry Departments. Phase one of the project, which began in September 2015, includes renovation of the Building’s fourth and fifth floors and construction of additions to those two floors. The project is scheduled for completion in January 2018.

Science Building Renovation and Expansion
Planning and development of the Nursing Education Center is ongoing. This project cost-effectively addresses Nursing program space deficits for teaching and simulation laboratories, as outlined in NJCU’s Facilities Master Plan, and positions NJCU as an attractive and affordable option to New Jersey students seeking professional careers in healthcare.

The Nursing Education Center will adequately equip NJCU’s burgeoning Nursing programs by providing five state-of-the-art simulation labs with an adjacent control room; four low fidelity bed labs; two brief/ debrief rooms; student project areas for formal and informal collaboration; a home care simulation lab; a mock quarantine/ clean room; six general classrooms equipped with smart technology; two computer labs/testing labs with state of the art technology; as well as office space and support spaces for faculty and staff.