Preface

New Jersey City University (NJCU) celebrated its ninetieth anniversary in the past academic year, continuing its role as an enduring anchor in Jersey City and engine of opportunity and change for its students and community—and for the future of the State of New Jersey.

Located in the most diverse city in the country, NJCU embraces diversity and recognizes the importance of diverse thinking. The University has a student body that includes people from all parts of the globe; over 50 languages are spoken by those in the NJCU community. NJCU provides a rigorous and practical education to prepare students to be leaders in a global society, thereby realizing the institution’s mission: to provide a diverse population with world-class opportunities for learning in an intimate academic setting.

NJCU continues its tradition of encouraging student success. NJCU is a game-changer in the lives of the more than 8,000 students who enroll for undergraduate and graduate studies at this institution. Through community engagement, research and top-quality teaching, through scholarly work and creative contributions, the University is shaping the lives of individuals who will one day determine the future of our state and nation.

Work progressed at University Place, a $400 million redevelopment project that aims to create a unique sense of place between NJCU’s main campus and the adjacent neighborhood. Through public-private (P3) development projects at University Place, NJCU has expanded its campus within the Jersey City community and doubled residential capacity to 625 to accommodate student demand for housing. Thanks to the P3 development strategy, construction of the West Campus Village Residence Hall and a future center for the performing arts, will not burden NJCU students with increased tuition and fees, but will generate long-term income for the University. The public-private partnership that drives this project is transformative for both NJCU and its local community. University Place is a prime example of a win-win solution made possible through collaborative efforts involving the New Jersey Legislature, local government, the University, and the business community.

In 2017, NJCU held a groundbreaking ceremony for the second of five mixed-used buildings at University Place. The two new buildings will together have more than 300 market-rate apartments, more than 11,000 square-feet of transformative commercial space on West Side Avenue. Future construction will bring additional shops and retail amenities. Also planned are academic and non-academic facilities.

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 its students for career success and global impact. To continue providing transformational education and career training, the University has increased its collaborative involvement with community organizations, government agencies, private industries, and philanthropic entities.

NJCU has many proud accomplishments and highlights including: the most affordable tuition among New Jersey public colleges and universities; the lowest student debt among New Jersey public colleges and universities; and a national ranking for improving the upward mobility and economic futures of its students.
On campus, 43 undergraduate, 27 graduate and three 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 New York Stock Exchange (NYSE) 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.

In December, New Jersey City University’s School of Business launched the NJCU New Jersey 50 Index — an index of publicly traded equity securities designed to be a barometer of the New Jersey economy. Developed by the NJCU School of Business and calculated by S&P Dow Jones Indices, the NJCU New Jersey 50 Index is a first for New Jersey and the larger tristate area that is the country’s financial hub, and puts the New Jersey City University School of Business at the forefront of the exchange trader product industry.

Most importantly, the School of Business and Colleges of Arts and Sciences, Education, and Professional Studies provide NJCU students with a world-class, interdisciplinary education—challenging them to grow as critical thinkers, to expand their knowledge and develop skills that will serve them well after they have earned degrees.

Beyond campus, students have opportunities to explore the world and gain invaluable, hands-on experience through study abroad and internships in the most in-demand fields. 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 and a study abroad experience. NJCU offers an accelerated nursing program, undergraduate STEM research in a just-rebuilt, cutting-edge Science Building, and doctoral programs in national security studies, educational technology leadership, and community college leadership.

In addition to NJCU’s main campus in Jersey City, courses are offered at the School of Business in the Jersey City financial district at Harborside, and at locations in Wall Township and Edison. As rewarding as it is to honor the past, NJCU drives its mission forward in seeking innovative opportunities and preparing for a sustainable and prosperous future which will enable the University to continue on its path of providing transformational education for the next 90 years and beyond.

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 and a Monitoring Report on October 1, 2017.

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 Council for Accreditation of Educator Preparation (CAEP)
   - 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>
<thead>
<tr>
<th>Attendance Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>5,210</td>
<td>80%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,298</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>6,508</td>
<td></td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment survey

2. Number of Graduate Students by Attendance Status

<table>
<thead>
<tr>
<th>Attendance Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>364</td>
<td>20%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,411</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>1,775</td>
<td></td>
</tr>
</tbody>
</table>

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

**Table II.B.4**

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>7,664</td>
<td>170,844</td>
<td>5,695</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,482</td>
<td>25,742</td>
<td>1,073</td>
</tr>
<tr>
<td>Total</td>
<td>10,146</td>
<td>196,586</td>
<td>6,768</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment survey

**C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS**

1. Mean Math, Reading, and Writing SAT Scores

**Table II.C.1**

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Read</td>
<td>Write</td>
<td>Math</td>
<td>Read</td>
<td>Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>508</td>
<td>711</td>
<td>506</td>
<td>711</td>
<td>464</td>
<td>18</td>
<td>447</td>
<td>18</td>
</tr>
<tr>
<td>EOF</td>
<td>419</td>
<td>155</td>
<td>414</td>
<td>155</td>
<td>397</td>
<td>4</td>
<td>392</td>
<td>4</td>
</tr>
<tr>
<td>Special</td>
<td>380</td>
<td>1</td>
<td>400</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>492</td>
<td>866</td>
<td>490</td>
<td>866</td>
<td>449</td>
<td>23</td>
<td>435</td>
<td>23</td>
</tr>
<tr>
<td>Missing</td>
<td>78</td>
<td>78</td>
<td>944</td>
<td></td>
<td>18</td>
<td>18</td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

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

**Table II.C.2**

<table>
<thead>
<tr>
<th>Total Fall 2016 Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,508</td>
<td>1,052</td>
<td>16%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

**As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2017**

<table>
<thead>
<tr>
<th>Total Fall 2016 Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>950</td>
<td>652</td>
<td>69%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file
### First-time, Full-time Remedial Enrollment By Subject Area in Fall 2017

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>251</td>
<td>26%</td>
</tr>
<tr>
<td>Algebra</td>
<td>118</td>
<td>12%</td>
</tr>
<tr>
<td>Reading</td>
<td>544</td>
<td>57%</td>
</tr>
<tr>
<td>Writing</td>
<td>544</td>
<td>57%</td>
</tr>
<tr>
<td>English</td>
<td>544</td>
<td>57%</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 2017**

<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><strong>#</strong></td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Full</td>
<td>1020</td>
<td>20%</td>
<td>1207</td>
<td>23%</td>
<td>451</td>
<td>9%</td>
<td>2121</td>
<td>41%</td>
</tr>
<tr>
<td>Part</td>
<td>335</td>
<td>26%</td>
<td>271</td>
<td>21%</td>
<td>101</td>
<td>8%</td>
<td>486</td>
<td>37%</td>
</tr>
<tr>
<td>Total</td>
<td>1355</td>
<td>21%</td>
<td>1478</td>
<td>23%</td>
<td>552</td>
<td>8%</td>
<td>2607</td>
<td>40%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.b.:
**Undergraduate Enrollment by Gender, Fall 2017**

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th></th>
<th>Males</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Full</td>
<td>3035</td>
<td>58%</td>
<td>2175</td>
<td>42%</td>
</tr>
<tr>
<td>Part</td>
<td>820</td>
<td>63%</td>
<td>478</td>
<td>37%</td>
</tr>
<tr>
<td>Total</td>
<td>3855</td>
<td>59%</td>
<td>2653</td>
<td>41%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.c.:
**Undergraduate Enrollment by Age, Fall 2017**

<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>45-64</th>
<th>65+</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>#</td>
<td>9</td>
<td>1477</td>
<td>1334</td>
<td>1219</td>
<td>639</td>
<td>226</td>
<td>129</td>
<td>118</td>
<td>56</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>&lt;1%</td>
<td>28%</td>
<td>26%</td>
<td>23%</td>
<td>12%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td>Part</td>
<td>#</td>
<td>56</td>
<td>42</td>
<td>64</td>
<td>241</td>
<td>341</td>
<td>181</td>
<td>112</td>
<td>150</td>
<td>97</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>19%</td>
<td>26%</td>
<td>14%</td>
<td>9%</td>
<td>12%</td>
<td>7%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Total</td>
<td>#</td>
<td>65</td>
<td>1519</td>
<td>1398</td>
<td>1460</td>
<td>980</td>
<td>407</td>
<td>241</td>
<td>268</td>
<td>153</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1%</td>
<td>23%</td>
<td>21%</td>
<td>22%</td>
<td>15%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>&lt;1%</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 2016 (Academic Year 2016-17)

<table>
<thead>
<tr>
<th></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>3833</td>
<td>17,043,000</td>
<td>4,446</td>
</tr>
<tr>
<td>College Work Study</td>
<td>378</td>
<td>730,000</td>
<td>1,931</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>40</td>
<td>84,000</td>
<td>2,100</td>
</tr>
<tr>
<td>SEOG</td>
<td>615</td>
<td>324,000</td>
<td>527</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>246</td>
<td>2,193,000</td>
<td>8915</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>2,963</td>
<td>11,788,000</td>
<td>3,978</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>2,598</td>
<td>11,469,000</td>
<td>4,415</td>
</tr>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,660</td>
<td>12,980,000</td>
<td>4880</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>521</td>
<td>568,000</td>
<td>1,090</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>20</td>
<td>91,000</td>
<td>4,550</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>16</td>
<td>14,000</td>
<td>875</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>20</td>
<td>40,000</td>
<td>2,000</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>41</td>
<td>515,000</td>
<td>12,561</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>970</td>
<td>4,936,000</td>
<td>5089</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 2017 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>978</td>
<td>13</td>
<td>991</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 2011 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></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Cohort</td>
<td>151</td>
<td>17%</td>
<td>133</td>
<td>11%</td>
<td>279</td>
<td>16%</td>
<td>46</td>
</tr>
<tr>
<td>4 Years</td>
<td>26</td>
<td>17%</td>
<td>5</td>
<td>4%</td>
<td>31</td>
<td>11%</td>
<td>15</td>
</tr>
<tr>
<td>5 Years</td>
<td>53</td>
<td>35%</td>
<td>16</td>
<td>12%</td>
<td>60</td>
<td>22%</td>
<td>19</td>
</tr>
<tr>
<td>6 Years</td>
<td>59</td>
<td>39%</td>
<td>31</td>
<td>23%</td>
<td>89</td>
<td>32%</td>
<td>23</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 2016 to Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Retained</td>
<td>737</td>
<td>77%</td>
<td>11</td>
</tr>
<tr>
<td>Not Retained</td>
<td>218</td>
<td>23%</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>955</td>
<td>33</td>
<td>240</td>
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</table>

Source: SURE Fall Enrollment File
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 2017

<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></td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>27</td>
<td>25</td>
<td>4</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>Associate</td>
<td>25</td>
<td>18</td>
<td>3</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Assistant</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>9</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>59</td>
<td>50</td>
<td>9</td>
<td>16</td>
<td>82</td>
</tr>
<tr>
<td>Not Yet Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Associate</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Assistant</td>
<td>17</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>27</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>21</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>All Tenure Track</td>
<td></td>
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</tr>
<tr>
<td>Professor</td>
<td>28</td>
<td>25</td>
<td>4</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>Associate</td>
<td>28</td>
<td>24</td>
<td>3</td>
<td>6</td>
<td>37</td>
</tr>
<tr>
<td>Assistant</td>
<td>24</td>
<td>21</td>
<td>3</td>
<td>5</td>
<td>46</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>80</td>
<td>70</td>
<td>10</td>
<td>19</td>
<td>127</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 2017

<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Total of Each Instructor Type</td>
<td>829</td>
<td>48</td>
<td>767</td>
<td>44</td>
</tr>
</tbody>
</table>

Source: Report 65
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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</thead>
<tbody>
<tr>
<td>#</td>
<td>253</td>
<td>579</td>
<td>832</td>
</tr>
<tr>
<td>%</td>
<td>30%</td>
<td>70%</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>
<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>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>10</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>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>Rania Noubani</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></td>
<td></td>
</tr>
</tbody>
</table>
Table II.F.2.: Members of the Board of Trustees with Affiliation, FY 2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<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; Engineering Physics</td>
<td>Stevens Institute of Technology, Schaefer School of Engineering &amp; Science</td>
</tr>
<tr>
<td>Dr. Sue Henderson</td>
<td>President, Ex Officio</td>
<td>New Jersey City University</td>
</tr>
</tbody>
</table>

Source: Secretary to the Board of Trustees

3. URL of Board of Trustees Website
   https://www.njcu.edu/about/board-trustees

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
New Jersey City University

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

Minors:
Military Science
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.)

Minors:
  Accounting
  Entrepreneurship
  Marketing
  Social Media
  Public Relations

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
New Jersey City University

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>
<thead>
<tr>
<th>Table II.H.1.: Research and Development Expenditures, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure</td>
</tr>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
</tr>
<tr>
<td>Institutionally Financed R&amp;D Expenditures</td>
</tr>
<tr>
<td>Total Academic R &amp; D Expenditures</td>
</tr>
</tbody>
</table>

Source: NJCU Controller’s Office

The Counselor Education Department has received a Behavioral Health Workforce Education and Training grant. Through this grant, ninety-eight diverse master’s degree students in the Clinical Mental Health Counseling Program and the School Counseling Program will receive $10,000 each to support their Internships.
NJCU received a grant to address tobacco use on campus. The university was one of 18 minority-serving institutions and community colleges to receive the grant that will assist with technical support from Truth Initiative, the nation’s largest nonprofit public health organization dedicated to making tobacco use a thing of the past.

The NJCU School of Business and the New Jersey Council for Economic Education are partnering to lay the groundwork for the “Institute for Financial Literacy and Economic Education” at NJCU (IFLEE). The mission of the IFLEE is to improve the financial literacy skills among communities throughout the state by conducting research, providing public services and programs, and hosting courses, seminars, and workshops that will provide the tools needed to make informed financial decisions.

I. MAJOR CAPITAL PROJECTS

Work is currently progressing at University Place, a $400 million redevelopment project that aims to create a unique sense of place between NJCU’s main campus and the adjacent neighborhood. Upon completion, the project will have more than 300 market-rate apartments and more than 11,000 square-feet of transformative commercial space. Future construction will bring additional shops, a supermarket, and other retail amenities. Also planned are academic and non-academic facilities. Construction of the West Campus Village Residence Hall and a future center for the performing arts is also at the planning stages in 2018.