Institutional Profile

2018-2019
Preface

New Jersey City University (NJCU) has been in existence for more than 90 years, and throughout the decades, has stayed true to its mission of access to quality education in a diverse population. The institution has remained an enduring presence within Jersey City and continues to provide educational and economic impact for the city, the state, and the broader world.

Located in a city that has been named one of the most diverse in the nation, NJCU’s student body mirrors this and recognizes that its diversity is one of its greatest assets. The University features a student body and a faculty comprised of individuals from across the globe; in fact, more than 60 languages are spoken on NJCU’s campus. The University 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 a personalized and welcoming 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 first-rate teaching, through scholarly activities and creative contributions, the University is shaping the lives of individuals who will one day determine the future of our state and nation.

Work has continued to progress 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 2018, NJCU held a groundbreaking ceremony for one 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. In addition, the University held a ribbon-cutting for its new state-of-the-art Nursing Education Center on campus, complete with simulation labs.

A place to think and expand ideas 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: one of the most affordable tuitions 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, 47 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. And this year, NJCU announced its partnership with the Joffrey Ballet, and will offer a BFA degree program in Dance beginning in 2021.

New Jersey City University’s School of Business continues to receive state-wide attention from the business community for its 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 into the next century and beyond.

Sue Henderson, Ph.D.
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 has a site visit approaching in 2020.

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>
<thead>
<tr>
<th>Attendance Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>5,091</td>
<td>81.6%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,146</td>
<td>18.4%</td>
</tr>
<tr>
<td>Total</td>
<td>6,237</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>357</td>
<td>20.4%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,397</td>
<td>79.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1,754</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 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>7,528</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,355</td>
</tr>
<tr>
<td>Total</td>
<td>9,883</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 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
</tr>
<tr>
<td></td>
<td>Math   N</td>
</tr>
<tr>
<td>Regular</td>
<td>495.4</td>
</tr>
<tr>
<td>EOF</td>
<td>416.6</td>
</tr>
<tr>
<td>Special</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>482.3</td>
</tr>
<tr>
<td>Missing</td>
<td>35</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2018</td>
</tr>
<tr>
<td>Total Fall 2018 Undergraduate Enrollment</td>
<td>Number of Students Enrolled in One or More Remedial Courses</td>
</tr>
<tr>
<td>6,237</td>
<td>934</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

| As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2018 |
| Total Fall 2018 Undergraduate Enrollment | Number of Students Enrolled in One or More Remedial Courses | Percent of Total |
| 959                                        | 704                                               | 73.4%             |

Source: SURE Fall Enrollment file
### First-time, Full-time Remedial Enrollment By Subject Area in Fall 2018

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>392</td>
<td>40.9%</td>
</tr>
<tr>
<td>Algebra</td>
<td>117</td>
<td>12.2%</td>
</tr>
<tr>
<td>Reading</td>
<td>587</td>
<td>61.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>587</td>
<td>61.2%</td>
</tr>
<tr>
<td>English</td>
<td>587</td>
<td>61.2%</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 2018

<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>948</td>
<td>18.6%</td>
<td>1203</td>
<td>23.6%</td>
<td>433</td>
<td>8.5%</td>
<td>219</td>
<td>41.4%</td>
</tr>
<tr>
<td>Part</td>
<td>302</td>
<td>26.4%</td>
<td>240</td>
<td>20.9%</td>
<td>110</td>
<td>9.6%</td>
<td>399</td>
<td>34.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1250</td>
<td>20.0%</td>
<td>1443</td>
<td>23.1%</td>
<td>543</td>
<td>8.7%</td>
<td>2508</td>
<td>40.2%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.b.: Undergraduate Enrollment by Gender, Fall 2018

<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>2970</td>
<td>58.3%</td>
</tr>
<tr>
<td>Part</td>
<td>723</td>
<td>63.1%</td>
</tr>
<tr>
<td>Total</td>
<td>3693</td>
<td>59.2%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment survey

#### Table II.C.3.c.: Undergraduate Enrollment by Age, Fall 2018

<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>23</td>
<td>0.5%</td>
<td>1376</td>
<td>28.4%</td>
<td>1445</td>
<td>22.9%</td>
<td>1166</td>
<td>11.9%</td>
<td>605</td>
<td>4.3%</td>
<td>219</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td>1166</td>
<td>605</td>
<td>219</td>
<td>117</td>
<td>90</td>
<td>48</td>
<td>2</td>
<td>0</td>
<td>5091</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part</td>
<td>21</td>
<td>1.8%</td>
<td>36</td>
<td>1.8%</td>
<td>48</td>
<td>1.8%</td>
<td>213</td>
<td>1.8%</td>
<td>314</td>
<td>1.8%</td>
<td>172</td>
<td>1.8%</td>
</tr>
<tr>
<td></td>
<td>314</td>
<td>172</td>
<td>108</td>
<td>146</td>
<td>80</td>
<td>6</td>
<td>2</td>
<td>1146</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>0.7%</td>
<td>1412</td>
<td>23.9%</td>
<td>1493</td>
<td>22.1%</td>
<td>1379</td>
<td>15.0%</td>
<td>919</td>
<td>6.3%</td>
<td>391</td>
<td>3.8%</td>
</tr>
<tr>
<td></td>
<td>1379</td>
<td>919</td>
<td>225</td>
<td>236</td>
<td>128</td>
<td>8</td>
<td>2</td>
<td>6237</td>
<td></td>
<td></td>
<td></td>
<td></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 2017 (Academic Year 2017-18)

<table>
<thead>
<tr>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>3939</td>
<td>18,543,600</td>
</tr>
<tr>
<td>College Work Study</td>
<td>328</td>
<td>675,979</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>54</td>
<td>139,473</td>
</tr>
<tr>
<td>SEOG</td>
<td>628</td>
<td>328,995</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>280</td>
<td>2,507,409</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>2,765</td>
<td>10,832,471</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>2,307</td>
<td>9,965,057</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>2</td>
<td>6,535</td>
</tr>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>3,019</td>
<td>15,363,112</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>550</td>
<td>614,152</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>15</td>
<td>44,480</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>24</td>
<td>24,500</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>14</td>
<td>29,612</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>36</td>
<td>607,540</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>1,049</td>
<td>5,394,395</td>
</tr>
<tr>
<td>Loans</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 II.C.5: Fall 2018 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>956</td>
<td>12</td>
<td>968</td>
<td>98.8%</td>
</tr>
</tbody>
</table>

Note: Residence unknown included with New Jersey Residents.
Source: IPEDS Fall Enrollment Survey, Part C
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 2012 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Years</td>
<td>21</td>
<td>14.1%</td>
<td>11</td>
<td>6.4%</td>
<td>23</td>
<td>8.8%</td>
<td>12</td>
</tr>
<tr>
<td>5 Years</td>
<td>50</td>
<td>33.6%</td>
<td>38</td>
<td>22.1%</td>
<td>91</td>
<td>35.0%</td>
<td>25</td>
</tr>
<tr>
<td>6 Years</td>
<td>64</td>
<td>43.0%</td>
<td>55</td>
<td>32.0%</td>
<td>108</td>
<td>41.5%</td>
<td>28</td>
</tr>
<tr>
<td>Source:</td>
<td>IPEDS Graduation Rate survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Other includes American Indians, Native Hawaiian and Pacific Islanders, 2 or more races and unknown

2. Third-Semester Retention Rates by Attendance Status

Table II.D.2:
Third Semester Retention by Attendance Status
Fall 2017 to Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part- time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained</td>
<td>694</td>
<td>73%</td>
<td>13</td>
<td>32%</td>
<td>707</td>
</tr>
<tr>
<td>Not Retained</td>
<td>256</td>
<td>27%</td>
<td>28</td>
<td>68%</td>
<td>284</td>
</tr>
<tr>
<td>Total</td>
<td>950</td>
<td>41</td>
<td>991</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey, Part E
E. FACULTY CHARACTERISTICS

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

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian/Pac Islander</th>
<th>Amer. Ind.</th>
<th>Alien</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
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Source: IPEDS Human Resources Survey

*NOTE: Asian includes Pacific Islanders and Unknown includes 2 or more races
2. Percentage of Courses Taught by Faculty Type

Table II.E.2.: Percentage of Course Sections Taught by Faculty Type, Fall 2018

<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>
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<tr>
<td>Total of Each Instructor Type</td>
<td>776</td>
<td>50</td>
<td>689</td>
<td>45</td>
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Source: Faculty report (66)
Co-taught courses counted by instructor type

3. Ratio of Full- to Part-Time Faculty, Fall 2018

Table II.E.3.: Ratio of Full - to - Part-time Faculty, Fall 2018

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>#</td>
<td>%</td>
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<tr>
<td>254</td>
<td>31.2%</td>
<td>561</td>
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Source: IPEDS Human Resources survey

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES

1. Race/Ethnicity and Gender

Table II.F.1.: Fall 2018 Board of Trustees, Race/Ethnicity and Gender

<table>
<thead>
<tr>
<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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<tr>
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<td>11</td>
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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>Stephany Estevez</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. Carlos A. Rendo</td>
<td>Partner</td>
<td>Mulkay and Rendo</td>
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<tr>
<td>Mr. Owen M. Ryan</td>
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<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
   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.)
Options:
(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.)
Concentrations:
Art History
Art Therapy
Fine Arts and Crafts
Graphic Arts and Design

Art (B.F.A)
Concentrations:
Graphic Design
Illustration
Ceramics
Jewelry and Metals
Painting / Drawing
Photography
Printmaking
Sculpture

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

Biology (Affiliated with Rutgers School of Health Related Professions)
B.S. Medical Laboratory Science
B.S. Medical Imaging

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

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

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.)
Specializations:
Creative Writing
Literature

Geological Information Systems (Certificate)

Geoscience (B.A.)
Specializations:
Earth Science
Environmental Science

Geoscience (B.S.)
Specializations:
Environmental Science
Geology

History (B.A.)

Mathematics (B.A.)
Option: Actuary Science

Media Arts (B.A.)

Music (B.A.)
Specializations:
Music Business
Music Theater

Music (B.M.)
Specializations:
Performance: Instrumental
Performance: Classical-Voice
Performance: Jazz Studies

Philosophy (B.A.)

Political Science (B.A.)

Psychology (B.A.)
Sociology (B.A.)
Specializations:
  Crime and Social Behavior
  Family, Health, and Youth Services
  Human Services Aging

Spanish (B.A.)

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
  Dance
  East Asian Studies
  English: Creative Writing /Literature
  Ethnic and Immigration Studies
  Geography
  Geoscience
  History
  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)

Secondary Education Certification Only
- Teacher of Art P–12
- Teacher of English K–12
- Teacher of Mathematics K–12
- Teacher of Music K–12
- Teacher of Science K–12
- Teacher of Social Studies K–12
- Teacher of Health K–12

COLLEGE OF PROFESSIONAL STUDIES

Criminal Justice (B.S.)

Fire Science (B.S.)

Public Health Education (B.S.)

National Security Studies (B.S.)

Nursing (B.S.N.)
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
- Fitness, Exercise and Sports
SCHOOL OF BUSINESS

Accounting (B.S.)
Economics (B.A.)
Finance (B.S.)
Management (B.S.)
  B.S. Supply Chain, Logistics, and Maritime Port Management
  B.S. Entrepreneurship
  B.S. Global Business
  B.S. Hospitality Management
  B.S. Sports Management
Marketing (B.S.)
Minors:
  Accounting
  Business
  Economics
  Entrepreneurship
  Marketing
  Social Media
  Public Relations

1b. Graduate Degree Programs

COLLEGE OF ARTS AND SCIENCES

Art (M.F.A.)
Available Concentrations:
  Ceramics
  Computer Arts
  Graphic Design
  Illustration
  Jewelry
  Painting and Drawing
  Photography
  Printmaking
Sculpture

Educational Psychology (M.A.)

Mathematics Education (M.A.)

Media Production (M.F.A.)

Music Education (M.A.)

Music (M.M.)
  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.)

Urban Education (M.A.)
  Specialization:
    World Languages—Spanish

COLLEGE OF EDUCATION

Counseling (M.A.)
  Specializations:
    Clinical Mental Health Counseling
    School Counseling

Early Childhood Education (M.A.T.)

Early Childhood Education and Special Education (M.A.T.)

Community College Leadership (Ed.D.)

Educational Technology Leadership (Ed.D.)

Educational Technology (M.A.)
  Specialization:
    School Library Media: School Library Media Specialist
Educational Technology (Certificate)
Certifications/Specializations:
- Assistive Technology Specialist
- Career Education Specialist
- Distance Learning Specialist
- School Library Media: Associate School Library Media Specialist

Teaching (M.A.T.)
Certifications/Specializations:
- Elementary Education Teacher Education
- Secondary Education Teacher Education

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

Special Education (M.A.)
Available Endorsement:
- Learning Disabilities Teacher Consultant Endorsement Eligibility

Special Education (M.A.T.)
Available Specializations/Endorsements:
- Autism Specialization
- Varying Exceptionalities Specialization

Urban Education (M.A.)
Certifications/Specializations/Endorsement:
- 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)
Certification/Specialization:
- Educational Administration and Supervision (Supervisor’s Certificate) P-12
- Principal/Supervisor Certificate Program

Certification Only
- Bilingual/Bicultural Education Endorsement
- English as a Second Language
- Learning Disabilities Teacher Consultant Endorsement (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.)
   Specializations:
      Public Health Education
      Health Administration
      School Health Education

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

Information Assurance/Cybersecurity (Certificate)

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

Nursing (M.S.)
   Specialization:
      Nursing Education

SCHOOL OF BUSINESS

Accounting (M.S.)

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

Business Administration (M.B.A.)
   Certifications/Specializations:
      Finance
      Marketing
      Organizational Management and Leadership

Business Analytics and Data Science (M.S.)

Finance (M.S.)
   Specializations:
      Professional Financial Planning
      Financial Analysis
      Financial Management
      Financial Risk Management and Compliance
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

NJCU's Professional Security Studies Department, as part of a consortium with Rutgers and CUNY, received a Critical Technology Studies grant. The funding allows select NJCU students to pursue industry certifications in cybersecurity, then helps those students return to campus to pass along their newly acquired skills to our next cohort.

The Intelligence Community Centers for Academic Excellence (IC CAE) program awarded NJCU's Professional Security Studies Department, as part of a consortium with Rutgers and CUNY, a grant recognizing NJCU as an intel center of excellence. This makes NJCU one of the few universities in the country recognized as a center of academic excellence in both intelligence and cybersecurity. The grant funds NJCU's establishment of an information warfare data center modeled after the University of Maryland's successful START program and allows our students to gain highly in-demand data analytics skills.

The NJCU School of Business received an award from Korea Maritime Institute (KMI) in Busan, Korea to investigate Smart Ports in the United States. The purpose of the project is to assess the status of seaport automation and address the challenges of automation in terms of law, governance and information technology in the Ports of Los Angeles and Long Beach in California.

The NJCU School of Business has received a sub-award from the Rutgers Business School, to support its efforts in conducting a comprehensive purchasing disparity study for the City of Jersey City. The information provided by NJCU will be used by the City to assess biases against minorities in the purchasing and acquisition processes and if present rectify them.

NJCU Department of Chemistry received a Cutting-Edge Basic Research Award (CEBRA R21) from the National Institute on Drug Abuse (NIDA) of the National Institutes of Health (NIH) to study the molecular mechanisms and to address the detrimental effects of substances of abuse and
HIV on the blood-brain barrier (BBB), the protective barrier of the brain from pathogens and toxic substances. This study will potentially inform the development of preventative and therapeutic approaches for the treatments of drug abusers and HIV-infected patients.

<table>
<thead>
<tr>
<th>Table II.H.1.: Research and Development Expenditures, 2018</th>
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<tbody>
<tr>
<td>Expenditure</td>
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<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
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<tr>
<td>Institutionally Financed R&amp;D Expenditures</td>
</tr>
<tr>
<td>Total Academic R &amp; D Expenditures</td>
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Source: NJCU Controller’s Office

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 600 market-rate apartments and more than 120,000 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. The first project completed at University Place was NJCU’s West Campus Village Residence Hall which opened in September 2016 and a future Center for the Performing Arts is at the planning stages in 2019.