



New Jersey City University  
Board of Trustees  
2039 Kennedy Boulevard  
Jersey City, NJ 07305-1597  
njcu.edu

## New Jersey City University Board of Trustees PUBLIC MEETING AGENDA

May 2, 2024  
4:00PM

### AGENDA

- I. Roll Call (President's Conference Room 317)
- II. Executive Session
- III. Public Session Reconvening
- IV. Approval of December 4, 2024 Meeting Minutes (Action Items)
- V. Chair's Report
- VI. President's Report
  - A. University Update (A. Acebo)
  - B. Student Trustee Update (A. Pottinger/D. Valica)
  - C. FY24 Update and FY25 Budget Planning (B. Kirkpatrick)
  - D. Academic Master Plan Overview (D. Breault)
- VII. Public Comment
- VIII. Executive Committee (Action Items)
  1. Personnel | Compensation Topics  
New Hires, Temporary Appointments, Temporary to Permanent, Faculty Promotions, Tenure Recommendations, and Faculty Emeritus
  2. Resolution Ratifying Academic Department Merger and Renaming
  3. Resolution Authorizing Certificate in Behavioral Management
  4. Resolution Authorizing Conferral of Degrees
  5. Resolution Ratifying Conferral of Honorary Degree
  6. Resolution Awarding Professor Emeritus Designations
  7. Resolutions Reauthorizing West Campus Housing LLC Budget (2023-24)
- IX. Old Business (Red Bull Arena Commencement Contract)
- X. New Business
- XI. Next Regular Public Meeting - Monday, June 24, 2024 (To convene in executive session).
- XII. Adjournment

### SCHEDULE

- 4:00 p.m. Public Session and move to Executive Session (President's Conference Room 317)  
5:30 p.m. Public Session - New Jersey City University  
2039 John F. Kennedy Boulevard, Jersey City  
Hepburn Hall, Gothic Lounge Room 202,

\*Special Notice

*New Jersey City University Commencement (May 15, 2024).*

# **MEETING MINUTES**

New Jersey City University  
Board of Trustees Public Meeting  
Date: December 4, 2023  
Time: 5:00pm  
Location: GSUB Room 129

**Public Session Minutes**

**ATTENDING:**

Mr. Luke Visconti, Chair (In-Person)  
Dr. Steven Chang (Zoom)  
Mr. Carlos Lejnieks (In-Person)  
Dr. Irene Trowell-Harris (Zoom)  
Dr. Edward Whittaker (In-Person)  
Mr. David Valica – *Student Trustee, Non-Voting* (In-Person)  
Ms. Ashley Pottinger – *Student Trustee, Voting Member* (In-Person)  
Dr. Meriem Bendaoud – *Ex Officio* (In-Person)  
Dr. Helen Dao – *Ex Officio* (In-Person)  
Mr. Peter Hernandez (In-Person)  
Mr. Andrés Acebo, Interim President – *Ex Officio* (In-Person)  
Ms. Monica de los Rios – *Secretary to the Board of Trustees* (In-Person)  
Mr. Henry Amoroso – *State Appointed Monitor* (In-Person)

**ABSENT:**

Mr. Rafael Perez  
Mr. Edward Fowlkes

Ms. de los Rios welcomed the public who were present at the public meeting, at the NJCU Gilligan Student Union Building - Room 129.

The meeting was called to order at 5:19 PM by Ms. de los Rios.

**NOTICE OF MEETING**

Ms. de los Rios noted that the time, date, location, and agenda for this meeting were mailed to the Jersey Journal, the Star-Ledger, Office of the Secretary of State, Senate Majority Office, Council of New Jersey State College Locals and the New Jersey Association of State Colleges and Universities on November 28, 2023. Notice of this meeting was also posted on the University's email system and website.

**APPROVAL OF MINUTES**

Mr. Visconti requested a motion to approve the Minutes from the September 11, 2023 Board Meeting. The motion was made by Mr. Lejnieks and seconded by Mr. Hernandez. (Yes – Mr. Visconti, Dr. Chang, Mr. Lejnieks, Dr. Whittaker, Dr. Trowell-Harris, Dr. Bendaoud, Dr. Dao, Ms. Pottinger, Mr. Hernandez; No – None; Abstention – None; Absent – Mr. Perez, Mr. Fowlkes). The motion passed.

## **BOARD CHAIR'S REPORT**

Mr. Visconti reviewed items related to personnel and stated that he is pleased with the University's financial progress. Chairman Visconti stated that has been meeting regularly with Mr. Amoroso and that the Board will be evaluating President Acebo's performance with the Executive Committee before the holiday break. The Executive Committee, which will include two Board Members, Dr. Bendaoud, and Mr. Valica, will review President Acebo's comprehensive self-assessment.

## **PRESIDENT'S REPORT**

### **UNIVERSITY UPDATE**

Interim President Acebo stated that the prime objective when asked to fill this role was to lead and effectuate strategic organization, recovery, and revitalize the NJCU community. Pres. Acebo explained that he was charged with four (4) goals when he took office in January of 2023:

1. Lead strategic executive reorganization and right sizing of the University;
2. Manage and reduce \$23 million structural operating deficit;
3. Securing legislative appropriation for stabilization funding; and
4. Strengthen shared governance and reinvigorate community and stakeholder engagement.

President Acebo stated that NJCU has met and exceeded these goals, and he highlighted certain achievements, including:

- Stronger labor/managerial relations;
- First ever project labor agreement;
- Hosted first ever job fair;
- Reduced academic portfolio by 35% – a deliberate action that was needed and over-due;
- Reallocation of resources;
- Became the most transfer friendly institution in NJ by overhauling its general education curriculum;
- Created a CONNECT program with HCCC;
- Entered into a license agreement with RWJBH; and
- Secured \$10 million stabilization funding

In closing, President Acebo stated that some of the challenges faced this year were not unique to this institution – but are sector-wide. It is the hope and aspirations of the people that cross this campus and put faith in our stewardship, that cannot be reproduced. The value of this institution is not in its real estate but in its people.

## **COMMITTEE REPORTS**

### **1. EXECUTIVE COMMITTEE** ***Personnel | Compensation***

Chair Visconti asked for a motion to move the personnel and staff action items. The motion was made by Mr. Whittaker and seconded by Mr. Lejnieks. (Yes - Mr. Visconti; Mr. Chang; Mr. Lejnieks; Dr. Trowell-Harris; Dr. Whittaker; Ms. Pottinger; No – none). The motion passed.





Board of Trustees  
Public Session

**Faculty and Staff Personnel Actions**

**Managerial Staff Regular Appointments**

1. Tatiana Reyes, Director, Graduate Admissions  
Admissions  
Salary: \$88,000  
Effective: 10/10/2023

**Managerial Temporary to Permanent Appointments**

1. Sheila Harris-Adams, Director, Small Business Development Center  
Guarini Institute  
Salary: \$100,000 (Grant Funded Position)  
Effective: 10/16/2023

**Professional Staff Regular Appointments (RECLASSIFICATIONS)**

1. Samantha Amorino, Assistant to the Dean, Professional Studies  
Dean, Professional Studies  
Salary: \$54,706.69- Professional Services Specialist 4  
Effective: 10/23/2023
2. Dominique Smith, New Student Programs & Special Initiatives, Director  
Admissions  
Salary: \$86,641.14  
Effective: 10/21/2023

**New Hires**

**Faculty Temporary Appointments (Leave Replacement)**

1. Jeanette Baubles, Assistant Professor  
Educational Leadership  
Salary: \$ 86,641.14  
Effective: 1/2/2024

**Managerial Regular Appointments**

1. Ray Arroyo, Assistant Director, Building Services  
FCM  
Salary: \$ 90,000  
Effective: 12/4/2023



**Board of Trustees  
Public Session**

**Professional Staff Regular Appointments**

1. Jorge Fernandez, Associate Director, Transfer Admissions  
Admissions  
Salary: \$69,984.76- Professional Services Specialist 2  
Effective: 10/10/2023
  
  1. Cindy Gerez, Financial Aid Counselor  
Financial Aid  
Salary: \$ 60,454.95- Professional Services Specialist 3  
Effective: 11/20/2023
  
  3. Rosaury Gomez, Counselor  
Pre-College Programs  
Salary: \$ 54,706.70- Professional Services Specialist 4 (Grant Funded Position)  
Effective: 11/6/2023
  
  4. Nicole Leibowitz, Assistant Director, Graduate Admissions  
Admissions  
Salary: \$66,653.48- Professional Services Specialist 2  
Effective: 10/02/2023
-

2. **FINANCE AND AUDIT COMMITTEE**  
*FY 2024 Operating Budget Update*

**PRESENTATION BY BRIAN FITZPATRICK, CFO**

Mr. Fitzpatrick began by stating that his predecessor budgeted a \$23 million shortfall. NJCU entered the budget season with a shortfall of \$8.1 million, which was later adjusted to a \$6.1 million shortfall. Mr. Fitzpatrick's upcoming presentation will address where the University stood at the end of October 2023.

NJCU

# FY 2024 Financial Update

December 4, 2023



NJCU, in December 2022, had an estimated structural operating deficit of \$22.7M. In fiscal year 2024, the Board approved a budgeted structural deficit of \$8.1M on June 26, 2023. Then, the Board approved an amended conservative budget deficit of \$6.1M (without State of NJ Stabilization funds) on September 11, 2023.

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
REVENUES	Audited	Audited	Audited	Budget	Proposed Budget
Tuitions & Fees	99,034,000	96,878,000	92,545,000	82,831,000	82,183,000
Auxiliary Enterprises	3,591,000	1,703,000	2,927,000	2,500,000	2,534,000
Less Institutional Scholarships	(9,576,000)	(10,717,000)	(14,293,000)	(14,000,000)	(13,201,000)
Federal, State & Private Grants	4,544,000	4,262,000	6,265,000		1,499,000
State Appropriation	21,532,000	26,692,000	30,924,000	33,913,000	27,906,000
State Paid Fringe Benefits	24,258,000	25,777,000	23,916,000	19,400,000	18,077,000
Stimulus Funds	5,523,000	27,187,000	16,747,000	-	-
All Other Revenue	3,661,000	1,140,000	3,722,000	4,242,000	4,192,000
<b>Total Revenue</b>	<b>152,567,001</b>	<b>172,922,000</b>	<b>162,753,000</b>	<b>128,886,000</b>	<b>123,190,000</b>
EXPENSES	Audited	Audited	Audited	Budget	Proposed Budget
Salaries and Wages	92,439,000	83,840,000	88,581,000	79,075,000	73,833,000
Fringe Benefits	23,745,000	26,363,000	22,348,000	19,961,000	18,826,000
Insurance	499,000	424,000	478,000	469,000	470,000
Utilities	2,894,000	2,728,000	3,273,000	4,850,000	4,350,000
Other Non-Personnel Expense	27,979,000	26,717,000	23,623,000	20,970,000	23,744,000
CARES/HEERF Direct Payments	3,894,000	6,582,000	7,183,000	5,751,000	
Bad Debt & Other Student Aid	3,626,000	3,461,000	2,284,000	-	
Interest on Debt	6,421,000	5,972,000	6,246,000	-	
Depreciation	10,554,000	10,559,000	10,529,000	10,477,000	10,105,000
<b>Total Expenses</b>	<b>\$ 172,051,000</b>	<b>\$ 166,646,000</b>	<b>\$ 164,545,000</b>	<b>\$ 141,553,000</b>	<b>\$ 131,328,000</b>
Surplus/Deficit	\$ (19,483,999)	\$ 6,276,000	\$ (1,792,000)	\$ (12,667,000)	\$ (8,138,000)



## FY 2024 ADJUSTED BUDGETS

	FY 2024	FY 2024	FY 2024	FY 2024	FY 2024	2nd QTR.	FY 2024
REVENUES	Approved Budget	Budget Adjustments	Adjusted Budget	Unbudgeted State Funding	Proposed Budget	Budget Adjustments	Working Budget
Tuitions & Fees	\$ 82,183,000	\$ (2,500,000)	\$ 79,683,000	\$ -	\$ 79,683,000	\$ 2,567,000	\$ 82,250,000
Auxiliary Enterprises	2,534,000	1,346,000	3,880,000		3,880,000		3,880,000
Less Tuition Waivers and Discounts	(13,201,000)	2,500,000	(10,701,000)		(10,701,000)	1,500,000	(9,201,000)
Federal, State & Private Grants	1,499,000		1,499,000		1,499,000		1,499,000
State Appropriation	26,406,000		23,586,000		23,586,000		23,586,000
State Stabilization Funds	-		-	10,000,000	10,000,000		10,000,000
State Paid Fringe Benefits	18,077,000	(291,250)	17,785,750		17,785,750	450,000	18,235,750
OBA Payments	1,500,000		4,320,000	2,307,000	6,627,000	1,500,000	8,127,000
All Other Revenue	4,192,000		4,192,000		4,192,000		4,192,000
<b>Total Revenue</b>	<b>123,190,000</b>	<b>1,054,750</b>	<b>124,244,750</b>	<b>12,307,000</b>	<b>136,551,750</b>	<b>6,017,000</b>	<b>142,568,750</b>
EXPENSES	Approved Budget	Budget Adjustments	Adjusted Budget	Unbudgeted State Funding	Proposed Budget	Budget Adjustments	Working Budget
Salaries and Wages	73,832,511	(1,165,000)	72,667,511		72,667,511	1,800,000	74,467,511
Fringe Benefits	18,825,577	(641,250)	18,184,327		18,184,327	450,000	18,634,327
Insurance	470,000		470,000		470,000		470,000
Utilities	4,350,000		4,350,000		4,350,000		4,350,000
Other Non-Personnel Expense	23,744,615		23,744,615		23,744,615	100,000	23,844,615
Depreciation	10,105,000		10,105,000		10,105,000		10,105,000
<b>Total Expenses</b>	<b>131,327,703</b>	<b>(1,806,250)</b>	<b>129,521,453</b>	<b>-</b>	<b>129,521,453</b>	<b>2,350,000</b>	<b>131,871,453</b>
Surplus/Deficit	\$ (8,137,703)	\$ 2,861,000	\$ (5,276,703)	\$ 12,307,000	\$ 7,030,297	\$ 3,667,000	\$ 10,697,297

REVENUES	AHM	Open Positions	Waivers	OBA	Total
<b>Tuitions &amp; Fees</b>	\$ 2,567,000				\$ 2,567,000
<b>Auxiliary Enterprises</b>					-
<b>Less Tuition Waivers and Discounts</b>			1,500,000		1,500,000
<b>Federal, State &amp; Private Grants</b>					-
<b>State Appropriation</b>					-
<b>State Stabilization Funds</b>					-
<b>State Paid Fringe Benefits</b>	525,000	(75,000)			450,000
<b>OBA Payments</b>				1,500,000	1,500,000
<b>All Other Revenue</b>					-
<b>Total Revenue</b>	<b>3,092,000</b>	<b>(75,000)</b>	<b>1,500,000</b>	<b>1,500,000</b>	<b>6,017,000</b>
EXPENSES	AHM	Open Positions	Waivers	OBA	Total
<b>Salaries and Wages</b>	2,100,000	(300,000)			1,800,000
<b>Fringe Benefits</b>	525,000	(75,000)			450,000
<b>Insurance</b>					-
<b>Utilities</b>					-
<b>Other Non-Personnel Expense</b>	100,000				100,000
<b>CARES/HEERF Direct Payments</b>					-
<b>Bad Debt &amp; Other Student Aid</b>					-
<b>Interest on Debt</b>					-
<b>Depreciation</b>					-
<b>Total Expenses</b>	<b>2,725,000</b>	<b>(375,000)</b>	<b>-</b>	<b>-</b>	<b>2,350,000</b>
<b>Surplus/Deficit</b>	\$ 367,000	\$ 300,000	\$ 1,500,000	\$ 1,500,000	\$ 3,667,000



The most significant current issue is Capital. As previously noted, investment in Capital has been inadequate for many years and has not spent its annual depreciation expense in the last five years. This five-year deficit totals more than \$30M.

The proposed capital requirements for HVAC, elevators, and related items are estimated to be more than \$49M. This does not include any technology, classroom, or dormitory upgrades.

NJCU does not have the debt capacity to borrow funds to correct this issue. NJCU's leadership is developing strategies to defease its current outstand bond debt.

New Jersey City University - Admin and Finance - Capital Project Request - Fiscal Year 2025						
Project Priority #	Project Title	Project Description and Justification	Building Name	Issues	Requestor Department	Budget Request
1	Boiler Plant Operations Facility - High-Pressure Steam Boilers 1- Replacement	Jurisdictional Violations are pending due to catastrophic infrastructure failure. High pressure steam boilers - NJCU is required to operate a primary and secondary boiler with (1) additional backup boiler to ensure compliance with FM Global concerns for lack of or no heat to building that can potentially cause freeze exposure and property damages.	Main Campus	NJCU is renting a backup boiler to avoid total loss of building usage and catastrophic infrastructure failure. No heat also creates unhealthy conditions for our students, faculty, and staff when optimal temps can't be managed. we would be forced to close buildings.	Facilities and Construction Management	\$ 4,000,000
2	HVAC Infrastructure Replacement - Chiller Assembly and Components - Rossey Hall Building	30 yr.+ Steam Chiller requires replacement due to catastrophic infrastructure failure. Aged HVAC infrastructure is causing unhealthy conditions for our students, faculty, and staff when optimal temps can't be managed which is necessary to balance air flow in the building.	Rossey Hall	The aged and failing HVAC system is causing financial impact to NJCU - renting of air-cooled chiller, repairing faulty unit-vent FCUs, HVAC controls, and multiple coil problems - steam lines, space valves and related for heating.	Facilities and Construction Management	\$ 4,000,000
3	Campus-Wide HVAC Building Management System (BMS) - Upgrades and Repairs - data and mechanical	Aged HVAC infrastructure is causing unhealthy conditions for our students, faculty, and staff when optimal temps can't be managed - upgrades in infrastructure will avoid break-downs with proactive alerts. The Building management system (BMS) provides automated control of energy efficiency and occupant comfort from a single digital interface. BMS monitors and controls electrical and mechanical services, such as HVAC and lighting.	Campus-Wide	HVAC Building Management System (BMS) - requires constant costly repairs from proprietary vendor and parts have become obsolete. We are unable to maintain proper classroom temps for students which is impacting learning and retention.	Facilities and Construction Management	\$ 3,000,000
4	Campus-Wide Security Enhancements to exterior doors and entrances	Lockdown strategies play a critical role in ensuring the safety, security, and wellness of students, faculty, and staff for needed reassurance that measures are in place to help protect their safety, security, and well-being of injury or harm from active shooters, terrorism, or related threats.	Campus-Wide	Locking down a school helps isolate potential threats and restricts their movement within your buildings, limiting their ability to harm others.	Facilities and Construction Management	\$ 1,500,000
5	Vodre Hall - Elevator # 1, 2, and # 3 Infrastructure Replacement	Potential ADA Violations can happen due to aged infrastructure causing several elevators to break-down making repairs difficult due to obsolete parts.	Vodre Hall	Elevator infrastructure is constantly breaking down and has been difficult to fix due to obsolete and aged infrastructure.	Facilities and Construction Management	\$ 1,500,000
6	MS Windows 11 Computer Refresh and the Cisco Data Network Upgrade	Approximately 80% of the University's windows computers do not have the resources to support Microsoft Windows 11. Approximately 20% of the computers have been upgraded over the past 2 years and will support Microsoft Windows 11. Windows 10 will go end of support in October of 2025. This request is for the funding to replace 900 desktop and laptop computers as well as the current data network was installed in 2014 with an expected life span of 10 years. The two core Cisco 6800 switches will go end of support in 2026 and the 3850 Cisco Catalyst access switches will go end.	Main Campus, School of Business & Squire Hall	Will not be able to get support and receive security updates from the manufacturer leaving this equipment vulnerable to security issues.	Information Technology	\$ 2,720,000
7	Steam and Condensate High-pressure Underground Piping Replacement - Campus Wide	Our aged steam and condensate lines have become catastrophic infrastructure failure the underground steam and condensate piping continues to leak and fracture-NJCU is required to ensure compliance with concerns for lack of or no heat to building that can potentially cause freeze exposure and property damages.	Campus-Wide	All steam and condensate lines are over 80 years old and require replacement.	Facilities and Construction Management	\$ 5,000,000
8	Boiler Plant Operations Facility - High-Pressure Steam Boiler# 2- Replacement	Jurisdictional Violations are pending due to catastrophic infrastructure failure. High pressure steam boilers - NJCU is required to operate a primary and secondary boiler with (1) additional backup boiler to ensure compliance with FM Global concerns for lack of or no heat to building that can potentially cause freeze exposure and property damages.	Main Campus	NJCU is renting a backup boiler to avoid total loss of building usage and catastrophic infrastructure failure. No heat also creates unhealthy conditions for our students, faculty, and staff when optimal temps can't be managed. we would be forced to close buildings.	Facilities and Construction Management	\$ 4,000,000
9	GSUB - Elevator # 1, 2, and # 3 Infrastructure Replacement	Potential ADA Violations can happen due to aged infrastructure causing several elevators to break-down making repairs difficult due to obsolete parts.	Gillian Student Union Building	Elevator infrastructure is constantly breaking down and has been difficult to fix due to obsolete and aged infrastructure.	Facilities and Construction Management	\$ 1,500,000
10	HVAC Infrastructure Replacement - Chiller Assembly and Components - Grosznicke & Guarini Library Building	30 yr.+ Steam Chiller requires replacement due to catastrophic infrastructure failure. Aged HVAC infrastructure is causing unhealthy conditions for our students, faculty, and staff when optimal temps can't be managed which is necessary to balance air flow in the building.	Grosznicke & Guarini Library	The aged and failing HVAC system is causing financial impact to NJCU - renting of air-cooled chiller, repairing faulty unit-vent FCUs, HVAC controls, and multiple coil problems - steam lines, space valves and related for heating.	Facilities and Construction Management	\$ 8,000,000
11	Frank J. Guarini Library - Elevator # 1, and # 2 Infrastructure Replacement	Potential ADA Violations can happen due to aged infrastructure causing several elevators to break-down making repairs difficult due to obsolete parts.	Frank J. Guarini Library	Elevator infrastructure is constantly breaking down and has been difficult to fix due to obsolete and aged infrastructure.	Facilities and Construction Management	\$ 1,000,000

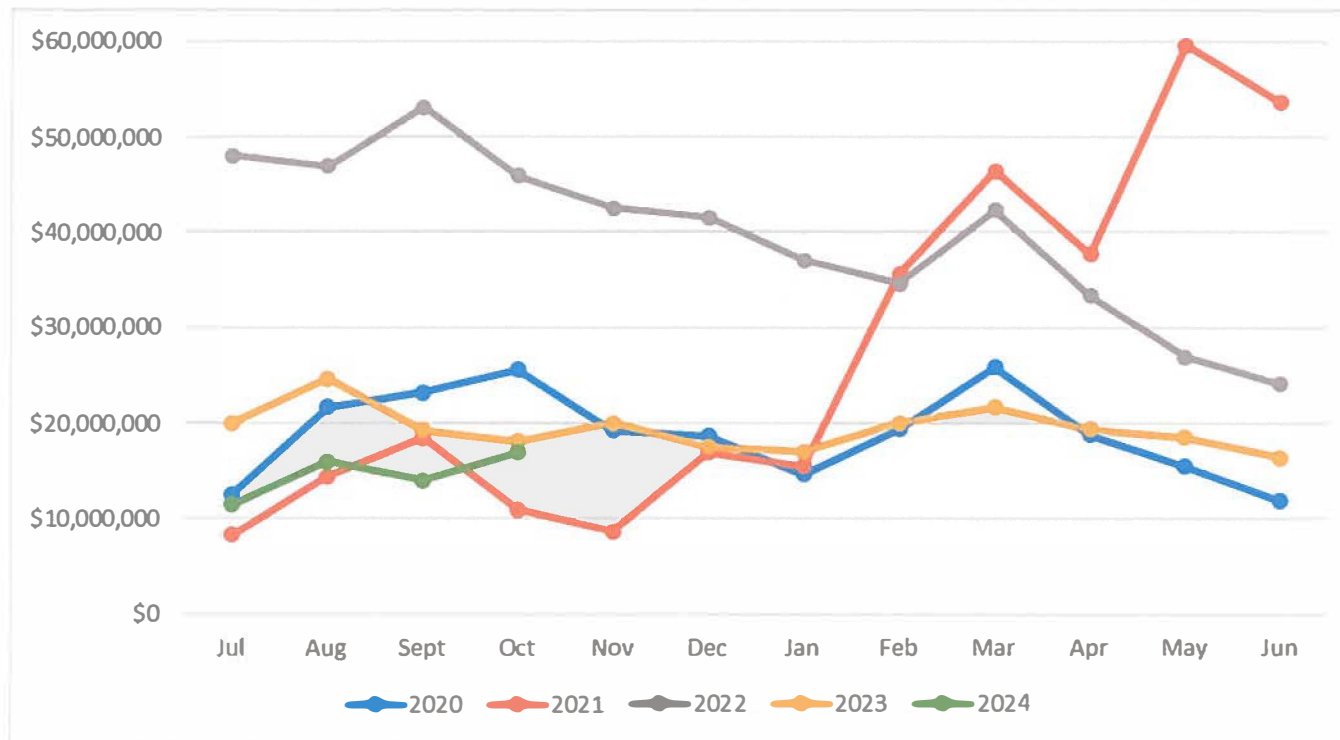
12	Professional Studies Building - Elevator # 1, and # 2 Infrastructure Replacement	Potential ADA Violations can happen due to aged infrastructure causing several elevators to break-down making repairs difficult due to obsolete parts.	Professional Studies Building	Elevator infrastructure is constantly breaking down and has been difficult to fix due to obsolete and aged infrastructure	Facilities and Construction Management	\$ 1,000,000
13	JMAC - Roofing Replacement	Replacement of 30+ year old roof that has been patched several times over and had become problematic.	John Moore Athletic Center	If roof is not replaced, water will intrude interior and destroy the gym useability.	Facilities and Construction Management	\$ 2,700,000
14	Hepburn Hall - Elevator and Infrastructure Replacement	Potential ADA Violations can happen due to aged infrastructure causing several elevators to break-down making repairs difficult due to obsolete parts.	Hepburn Hall	Elevator infrastructure is constantly breaking down and has been difficult to fix due to obsolete and aged infrastructure	Facilities and Construction Management	\$ 500,000
15	IT Infrastructure Secondary Data Center Relocation	Secondary data center to support all storage and compute applications. Current data center must be relocated from UACHS to JMAC. due to future plans - required to provide services in case of primary data center failure.	John Moore Athletic Center	This helps recover data in case of primary hardware failures, accidental deletion, cyberattacks and natural disasters. Servers are backed-up daily and archived offsite for long term retention.	Facilities and Construction Management	\$ 500,000
16	Hepburn Hall - Flat Roof and Slate Roof Repels	Replacement of 90+ year old roof that has been patched several times over and have become problematic.	Hepburn Hall	If roof is not replaced, water will intrude interior and destroy the useability.	Facilities and Construction Management	\$ 3,100,000
17	GSUB - Roof Replacement	Replacement of 30+ year old roof that has been patched several times over and have become problematic.	Gilligan Student Union Building	If roof is not replaced, water will intrude interior and destroy the gym useability.	Facilities and Construction Management	\$ 2,500,000
18	Grossnickle Hall - Roof Replacement	Replacement of 50+ year old roof that has been patched several times over and have become problematic.	Grossnickle	If roof is not replaced, water will intrude interior and destroy the useability.	Facilities and Construction Management	\$ 1,100,000
19	Vodra Hall - Roof Replacement	Replacement of 50+ year old roof that has been patched several times over and have become problematic.	Vodra Hall	If roof is not replaced, water will intrude interior and destroy the useability.	Facilities and Construction Management	\$ 1,400,000
20	Fries Hall - Roof Replacement	Replacement of 50+ year old roof that has been patched several times over and have become problematic.	Fries Hall	If roof is not replaced, water will intrude interior and destroy the useability.	Facilities and Construction Management	\$ 900,000
21	Fries Hall - Elevator and Infrastructure Replacement	Potential ADA Violations can happen due to aged infrastructure causing several elevators to break-down making repairs difficult due to obsolete parts.	Fries Hall	Elevator infrastructure is constantly breaking down and has been difficult to fix due to obsolete and aged infrastructure	Facilities and Construction Management	\$ 500,000
22	Co-Op Hall Dormitory - Elevator and Infrastructure Replacement	Potential ADA Violations can happen due to aged infrastructure causing several elevators to break-down making repairs difficult due to obsolete parts.	Co-Op Hall Dormitory	Elevator infrastructure is constantly breaking down and has been difficult to fix due to obsolete and aged infrastructure	Facilities and Construction Management	\$ 500,000
23	Emergency Generator for Life-Safety Systems - Boiler Plant Operations Facility	Back-up generator to power physical plant and infrastructure in the event of power loss.	Main Campus	Outages due to weather-related reasons such as storms and severe weather, cold and ice, hurricanes, tornados, etc. would cause major problems to buildings if power is lost.	Facilities and Construction Management	\$ 250,000
24	Boiler Plant Operations Facility - High-Pressure Steam Boiler # 4 - Replacement	Jurisdictional Violations are pending due to catastrophic infrastructure failure. High pressure steam boilers - NJCU is required to operate a primary and secondary boiler with (1) additional backup boiler to ensure compliance with FM Global concerns for lack of or no heat to building that can potentially cause freeze exposure and property damages.	Main Campus	NJCU is renting a backup boiler to avoid total loss of building usage and catastrophic infrastructure failure. No heat also create unhealthy conditions for our students, faculty, and staff when optimal temps can't be managed. we would be forced to close buildings	Facilities and Construction Management	\$ 4,000,000
25	Vodra Hall - Concrete around retaining walls and foundation cracking repairs	Concrete around retaining walls and foundation is cracking due to shrinkage, settlement, expansion, contraction, and water intrusion	Vodra Hall	The longer they go unrepaired, foundation cracks will start letting in water, ultimately threatening the structural integrity of the building	Facilities and Construction Management	\$ 250,000
						\$ 51,420,000

- 1) State of NJ capital infusion
- 2) State of NJ and Federal grant programs
- 3) Energy company grants and programs
- 4) Increase the budget for capital

The solution needs to be an overall combination of all these options.

- 1) Enrollment and Retention Plans
- 2) Academic Master Plan
- 3) Strategic University Plan
- 4) Live within our budget and implement reformed budget planning for FY25 & beyond
- 5) Review all options to grow and determine the ROI for student success & mission
- 6) Spend for future growth & continued mission sustainability





As of today, no funds have been drawn down from State's Stabilization funds.

60% of OBA payments will be received in November (\$4.9M).

## **PUBLIC COMMENT**

### **1. Assemblywoman Angela McKnight (Senator-Elect)**

Assemblywoman McKnight expressed her solid support for NJCU, assuring her continued support in her new role as Senator. She stated that the active involvement of students, collaboration with the unions, and community organizations is heartwarming – adding that she is glad to have had a role in securing stabilization funds.

She also stated that the strategic decisions of the President and his team have set NJCU on a trajectory for strength. She expressed her gratitude to the Board members for embarking on a mission to ensure a quality education for current and future students.

In closing, Assemblywoman McKnight announced that she is resigning her position as an adjunct professor at NJCU so that she can be a supporter of NJCU without a conflict of interest. Her written resignation will follow.

### **2. Dr. William (Bill) Calathes**

Dr. Calathes stated that his ability to work with President Acebo is important. He acknowledged that the loss of jobs was difficult but appreciates the efforts that were made to preserve jobs. He shared that overall, there is a concern about the future of the University and the possible future loss of jobs. Dr. Calathes observed that he likes Brian Kirkpatrick's approach and admires the State Monitor, Henry Amoroso, and his attention to detail. Dr. Calathes ended his remarks by stating that he does not want to lose more employees.

### **3. Len Resto**

Mr. Resto introduced himself as an alum of NJCU and added that he is the first in his family to attend college. He endorsed the revitalization plan and stated that he told the prior president that NJCU was going in the wrong direction (expensive galas turned off many alumni). He also stated that he disapproved of the School of Business and the pursuit of foreign students. In conclusion he endorsed President Acebo because he will return the University to its roots.

### **4. Dr. Gloria Boseman**

Dr. Boseman began by announcing she has been identified as a living legend by NJ Integrated Black Nurses. So now she is not just a legend in her own mind; she has a plaque that says it! Dr. Boseman expressed her concern over the University's Mission Statement and stated that it should clearly say NJCU has received Federal Designation as a Hispanic Serving/Minority Serving Institution – and also that it is a First Generation Serving Institution.

Although her employment at NJCU has been terminated, she believes that she has an obligation to speak to important issues and will continue to come to the podium to advocate for the underrepresented.

5. Barbara Hildner

Ms. Hildner stated that she attended the Board of Trustees Retreat as a representative of the Union. She stated that the faculty and professional staff are of value to NJCU and should be recognized going forward.

**STATEMENT BY HENRY AMOROSO, THE STATE-APPOINTED MONITOR**

Mr. Amoroso opened his remarks by thanking the Board chair, Pres. Acebo and his team, those he met with over the last 12 weeks and students, who proved a remarkable resiliency and an absolute commitment to their learning experience. Also, he recognized that there must be a way of understanding the collective challenges that confront us. Once we collectively understand the challenges, and have a clear picture, we can work together towards a solution and that solution can always be measured by what is in the best interest of students in this geographical location who it has historically – and continues – to serve.

The work done by administration has been significant and remarkable – in cooperation with others. Notwithstanding, there remain financial challenges related to capital needs, housing, learning spaces. The capital needs are significant and didn't develop overnight. The University has a disproportionate amount of debt given the size of its budget.

Improvements made by this administration have achieved a net revenue of \$82 million per year, but it is spending an excess of \$132 million per year. The differential comes from the federal government (tuition) and state government (\$40 million) government. We are examining if this is enough -- but we need more in certain areas.

If we understand the challenges, there is an opportunity for a solution that secures the singular goal of securing an education for the people in this community and the broader community. Without that understanding, we will not solve the problem. What will solve the problem is to continue the solid stewardship of financial responsibility and our spending plan – and a pathway to present to policy makers who will make appropriate decisions. It will not work if we do not clearly see and address the challenges in a mature and understanding way – and I have seen this happening daily.

**MISSION READ OUT BY PRESIDENT ACEBO**

During most of the day, the Board and other members of the faculty, Foundation and Senate and had a deliberate conversation about the future and mission of this organization and an ad hoc committee was charged so that we can present at the next board of trustee meeting the mission and vision. This will be further flushed out in the work of the academic master plan. On December 15 there will be the strategic enrollment plan, a workshop on December 15, 2023; gallery walk is underway in the Gothic Lounge and encouraged the entire campus to be engaged in that work. We need to ensure there is no mission creep going forward; need to enculturate an expectation of a culture of continuous improvement and everything we do should be tracked and measured to allow us to pivot in real time so that we can course correct timely.

**Adjournment**

A motion to close the meeting was made and passed unanimously. The meeting ended at approximately 6:44pm.



# **PRESIDENT'S REPORT**



# MISSION & VISION



## MISSION

New Jersey City University empowers its students through a highly accessible, equity-driven, and transformative education. An NJCU education focuses on students' personal, professional, and civic development to facilitate their socio-economic mobility. We uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners.

## VISION

We aim to inspire intellectual curiosity, nurture conscious citizenship and community engagement, and uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.



**NJCU**  
NEW JERSEY CITY UNIVERSITY





# MISIÓN & VISIÓN



## MISIÓN

New Jersey City University empodera a sus estudiantes a través de una educación altamente accesible, impulsada por la equidad y transformativa. La educación en NJCU se enfoca en el desarrollo personal, profesional y cívico de los estudiantes para facilitar su movilidad socioeconómica. Elevamos a nuestra diversa comunidad de estudiantes, incluyendo a aquellos históricamente desatendidos y subrepresentados, estudiantes de primera generación y estudiantes adultos.

## VISIÓN

Aspiramos a inspirar la curiosidad intelectual, fomentar la ciudadanía consciente y el compromiso comunitario, y elevar a nuestra comunidad a través de la enseñanza, la investigación y el servicio por parte de un profesorado, personal y socios solidarios que crean oportunidades.







# ACADEMIC MASTER PLAN

2024-2028

**NJCU**

NEW JERSEY CITY UNIVERSITY









## TABLE OF CONTENTS

Table of Contents	3
Executive Summary	5
The Process	7
Message from the President	8
Message from the Provost	10
Message from the Deans	12
Mission and Vision Statements	15
Values	15
Strategic Pillars	15
Academic Programs	18
Most Common Majors	20
General Education Curriculum	21
Who We Serve	23
Understanding the Plan	24
Goal I	25
Goal II	26
Goal III	27
Goal IV	28
Goal V	29
Goal VI	30
Goal VII	31
Goal VIII	32
Goal IX	34
Goal X	35



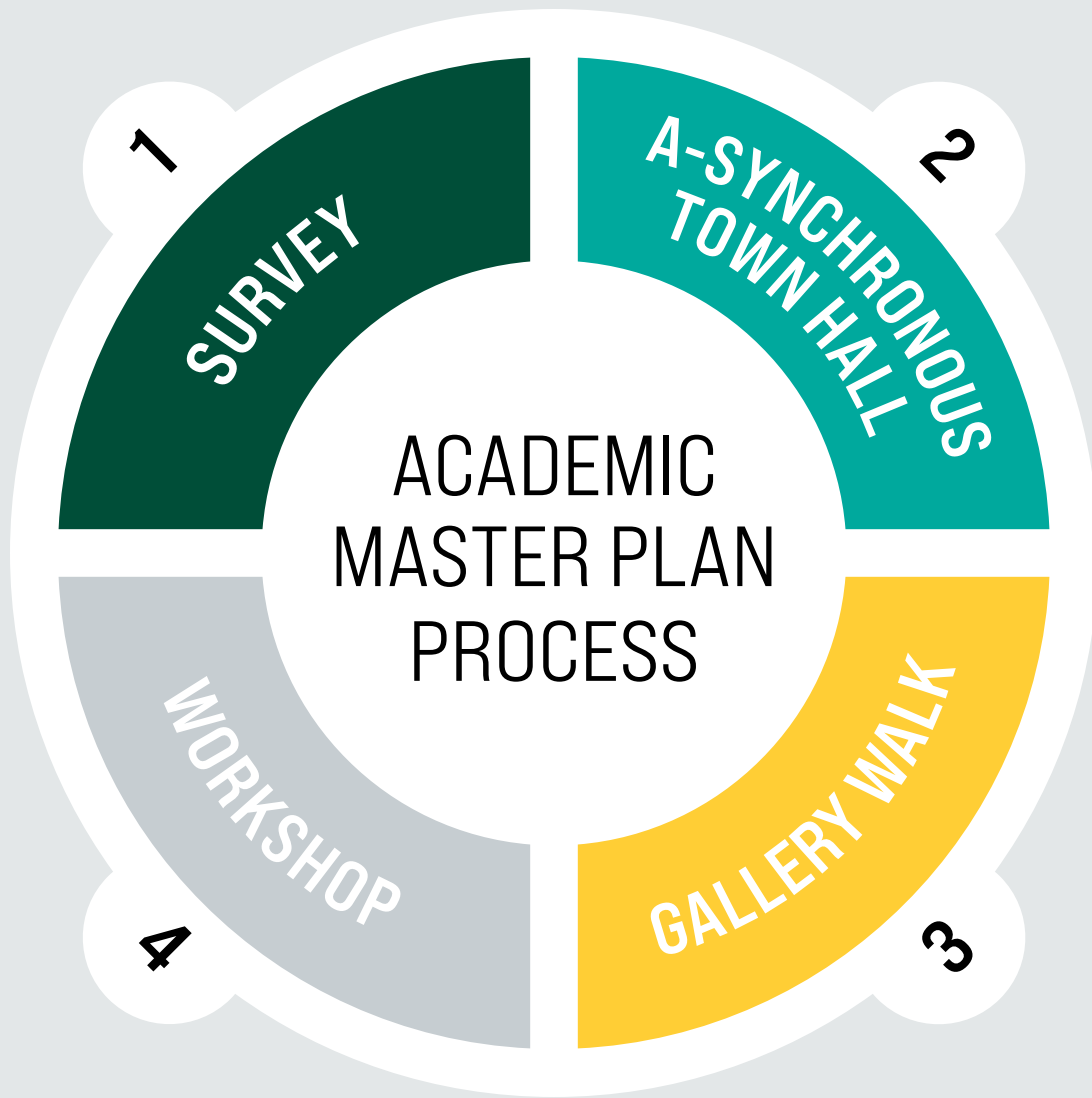




## EXECUTIVE SUMMARY

- The Academic Master Plan was developed by hundreds of members of the university community coming together over one semester to articulate guidelines for New Jersey City University (NJCU)'s academic portfolio.
- The plan is one of three documents reflecting the university's strategic plan: Academic Master Plan, Strategic Enrollment Plan, and Strategic Plan for Student Development and Community Engagement.
- The plans serve as a basis for budget planning for the institution.
- The plan addresses more than the formal curriculum. It includes goals that address the shared lived experiences of the university community.
- Three guiding principles drove the development of the plan's goals: mission, market, and margins.
- Currently, NJCU maintains 143 for-credit programs: 59 undergraduate, 31 graduate, two (2) doctoral, 27 minors, 23 certificates, and one (1) specialized program.
- The university's most common undergraduate majors include business, health professions, homeland security, and psychology.
- The university's most common graduate majors include education, business, health professions, and homeland security.
- The university made substantial revisions to its general education curriculum and is now the most transfer-friendly public university in New Jersey.
- NJCU serves the most racially and ethnically diverse student population of any four-year public institution in New Jersey.
- NJCU serves the largest percentage of first-generation students when compared to other four-year public universities in the state.
- The plan's goals emphasize the need to prepare our students for successful careers upon graduation.
- The plan's goals also emphasize the need to invest in resources to support student success for retention and program completion.





## THE PROCESS

**The process to develop our Academic Master Plan took place over the course of the Fall of 2023. The Academic Master Plan’s goals were identified according to the results of the Mission Refresh Survey conducted in the Spring semester of 2023. The university community was then invited to complete a survey responding to the degree of priority for each of the goals as well as an opportunity to provide an open-ended response to each goal. Ninety participants completed the survey, and most of those responding ranked all goals as either highest or high priority.**

The results of the survey were shared with the university community, and all community members were invited to participate in an asynchronous town hall. Community members had two weeks to provide comments, discussion, and documents on a Padlet addressing each of the goals. Community members provided over 350 comments in the asynchronous town hall. These results were published and shared with the community in preparation for the third step, the Gallery Walk.

From October 24th through October 27th, community members were invited to the Gothic Lounge where they had access to chart paper identifying each goal in the Academic Master Plan. During the first two days, participants were given Post-it notes and asked to contribute possible key performance indicators for each goal based upon the results of the survey and the asynchronous town hall. During the second two days, community members were given dot stickers and asked to prioritize the key performance indicators identified during the first two days. The results of the Gallery Walk were recorded and shared with the community members during the fourth step in the process, the Academic Master Plan Workshop.

More than 90 community members including faculty, staff, students, alumni, and business partners came together on Thursday, November 9th, to write the Academic Master Plan. During the half-day workshop, participants reviewed the results of the survey, asynchronous town hall, and gallery walk. They identified key organizational actions (KOAs) and key performance indicators (KPIs). They also identified strategies to achieve the KOAs and KPIs and the individuals responsible for the outcomes and financial implications of the plan.

With the plan developed, the costs to implement the plan were extracted and reviewed by a team of stakeholders including the following: the president, provost, CFO, deans, assistant provosts, and key faculty and staff members. The committee reviewed expenses for FY25 and subsequent fiscal years to determine which elements of the plan were operational and which were aspirational. For parts of the plan that were identified as aspirational, additional measures will be taken to seek grant funding.

## MESSAGE FROM THE PRESIDENT

### A Mission-Driven Approach

At NJCU, our work, every day, is proudly anchored and tethered to a mission and a remarkable community—a mission of mobility and of empowering a socioeconomically diverse population and historically underserved and marginalized people. This is our promise, and a pillar of our commitment to being one of the public anchor institutions in Hudson County and our surrounding communities.

As our university unveils its first comprehensive Academic Master Plan, we continue to deliver on that promise. Our Academic Master Plan will drive our mission with intention.

Our Academic Master Plan builds upon the framework outlined in Spring 2023 in our *Recovery & Revitalization Plan*, which outlines the essential focal points for long-term financial sustainability, mission focus, and student success.



Together, we have revitalized the University's mission so that it that enrolls, retains, and graduates more students, with a deliberate and primary focus of driving the highest level of equitable access to a four-year degree for the State's most underserved and promising populations. We will emphasize that NJCU's central teaching and learning mission will focus on offering quality academic programs that are relevant to the needs of Jersey City, Hudson County, and the State to bring the promise of economic mobility within reach for thousands of individuals and their families every year.

I am appreciative of the dedication and commitment of our university community and stakeholders whose work led to the development of this *Academic Master Plan*. Our work in this pivotal area did not begin with the unveiling of this document. Rather, it has been grounded in deliberate and collaborate efforts over the course of the last year, including an overhaul of our academic portfolio and the most substantial revisions to our general education curriculum in decades, which has resulted in NJCU becoming the most transfer-friendly public institution in the state.

We will continue to fulfill the promise of a better life through access to higher education—a promise of meeting an extraordinary community where they are. At NJCU, you don't have to change your zip code to find your promise. The communities this institution has served for nearly a century deserve nothing less.

A handwritten signature in black ink that reads "Andrés Acebo". The signature is fluid and cursive.

**Andrés Acebo**

*Interim President*







## MESSAGE FROM THE PROVOST

### A Promise

NJCU's Academic Master Plan is the cornerstone of the university's revitalization. It reflects our strong commitment to ensure that our work focuses on the institution's mission, strategic priorities, and core values. As the longest-standing Hispanic-serving institution in New Jersey, NJCU serves the most socioeconomically diverse students in the state. We are fully committed to ensuring that our students have every opportunity to thrive. Through this plan, we move forward with clear intention and urgency to respond to the changing landscape of higher education and the very real needs of our students and community.



### A Guide

This plan is a living document that guides future development of curricular and co-curricular programming. It also guides key decisions regarding university resources. Priorities are only real if they are explicitly reflected in our institutional budget. This document drives our decisions regarding our budget year-over-year. Further, the Academic Master Plan will serve as the foundation of our new program review process that will be developed during the Spring of 2024. The review process will reflect our commitment to continuous improvement that includes student success and retention and fiscal stewardship.

### A Testament

This plan was developed by the university community over one semester, the Fall of 2023. The process followed a challenging year of fiscal crisis. During the 2022/2023 academic year, NJCU reduced its academic portfolio by 34%, and this resulted in the loss of exceptional faculty and staff. Hundreds of community members, including faculty, staff, students, and external stakeholders, participated in the development of this plan. This document reflects the resiliency and determination of the NJCU community to come together and build the plan for the university's future.

A handwritten signature in black ink, appearing to be 'DB', written over a horizontal line.

**Donna Breault, Ph.D.**

*Provost and Senior Vice President  
of Academic Affairs*







## MESSAGE FROM THE DEANS

NJCU is resolute and resilient, shaping a course towards a future defined by both purpose and service. As we chart our way, we are guided by a profound understanding of our identity with a steadfast and renewed commitment to our community which includes many low-income families. Our institution, the largest Hispanic-serving entity in the state, has been a beacon of hope for those seeking generational advancement, particularly in Hudson County, where most of our students herald from households with the lowest incomes in the state.

Our university's rallying cry, "enter to learn, exit to serve," echoes through our nearly 100-year long history. It reflects the central principle that has shaped the destiny of our graduates. Now, as we stabilize our finances, streamline our academic endeavors, and reimagine our purpose, we embark on a journey to better serve the diverse tapestry of students who call, and will call in the future, NJCU their academic home.

As we move forward with dedicated faculty, collaborative leadership, stringent financial controls, and a rededicated focus on our mission, we envision a future that places our students at the forefront. Our Academic Master Plan is not just a document; it is a testament to our commitment to educational excellence, justice, equity, and community service. The driving question that propels this master-plan process is simple yet profound: What kind of future does NJCU imagine for itself academically?

### **Dr. Scott Mittman**

*Dean of the College of Arts and Science*

### **Dr. Lourdes Sutton**

*Dean of the College of Education*

### **Dr. Marvin Walker**

*Dean of the College of Professional Studies,  
and Acting Dean of the School of Business*

### **Dr. Wanda Rutledge**

*Dean of Graduate Studies, Adult, and Continuing Education*













**MISSION AND VISION STATEMENTS**

**Mission**

NJCU empowers its students through a highly accessible, equity-driven, and transformative education. An NJCU education focuses on students’ personal, professional, and civic development to facilitate their socio-economic mobility. We uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners.

**Vision**

We aim to inspire intellectual curiosity, nurture conscious citizenship and community engagement, and uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.

**STRATEGIC PILLARS**



**VALUES**

**To Know**

- Academic excellence
- Knowledge and scholarship

**To Grow**

- Lifelong learning
- Discovery and growth
- Conscious citizenship
- Socioeconomic mobility
- Empowerment and freedom
- Leadership

**To Connect**

- Diversity, equity, and inclusion
- Accessibility
- Sustainability
- Innovation
- Civic engagement

### **Guiding Principles for Academic Programming: Mission, Market, and Margins**

Higher education cannot function within a vacuum.

While this has always been the case, it is even more so as institutions face new challenges. Scholars have warned of the impending enrollment cliff with particularly dire warnings for schools in the Northeast (Copely & Douthett, 2020; Grawe, 2021; Harvey, 2021; Harvey, 2021; Schutte, 2023).

This is particularly sobering when we consider how more than 50% of New Jersey’s students leave the state to attend college. Based upon declining birth rate, scholars anticipate a minimum of a 10% decline in the undergraduate applicant pool in the next decade. This does not include additional trends that pose market challenges to universities.

Alternatives to college also pose a threat to universities. According to the U.S. Department of Education, the percentage of students planning to pursue non-degree micro-credentials increased from 34% to 47% between 2019 and 2022 (Spies, HolonIQ, 2023). In 2021, over 100 million learners pursued micro-credentials from a variety of providers—spending more than \$10 billion dollars. Many of these micro-credentials are offered by agencies and corporations. Students now expect universities to incorporate micro-credentials into their programs to make them more competitive (Spies, HolonIQ, 2023).

With the declining enrollment and the new sources for faster and cheaper credentials, competition will increase. **In a 2019 survey**, 500 university leaders indicated that the biggest issue their institution would face in the next three to five years was competition with other universities. As noted in Bauld’s (2023) assessment of increased competition, it is important to explore ways to collaborate with other state institutions instead of seeing them solely as competitors. NJCU set the example when sunseting its Ed.D. in Community College Leadership in 2022 and building a partnership to help students complete their degrees through Rowan University’s Ed.D. program. We are also collaborating with Hudson County Community College to use their services to support our students for whom English is a second language. We are committed to collaboration with state institutions to ensure all students and state institutions thrive.

With the changing landscape of higher education, we use three key principles to guide our efforts in academic programming: mission, market, and margins. As Cowen and Winston (2019) note, without a clear sense of purpose, universities cannot prioritize strategic initiatives. NJCU has a vital mission that is clearly tied to the community it serves, and so we set goals and strategies informed by our mission, and we make four distinctions in relation to that mission:

- **Mission Essential:** The absence of a program or initiative would clearly challenge or undermine the university’s mission.
- **Mission Consistent:** Programs or initiatives are consistent with the university’s mission, but their absence would not challenge or undermine the mission of the university.
- **Mission Adjacent:** programs or initiatives that are not explicitly aligned to the mission, but they do not detract from the mission and may serve entrepreneurial functions.
- **Mission Inconsistent:** Programs or initiatives that do not support the mission of the institution.

Second, we consider the **market** for our programs. This includes seeing our academic program in relation to other programs in the state or relevant market as well as the changing needs of the labor force. Finally, we consider the **margins** for programming costs. We believe it is important to understand the cost of programming and the value of investing in programming for the institution. Between 2008 and 2018, New Jersey’s funding for universities declined by 22.6% when adjusted for inflation (Mitchell, Leachman, & Saenz, 2019). With limited funding, it is essential to base budget decisions on clear metrics and make strategic decisions to support the academic strengths and opportunities within our portfolio.

These three principles—mission, market, and margins— influenced the development of our strategic goals as well as the strategies and the key performance indicators we developed as part of our academic master plan. The framework continues to help us navigate the external forces that impact higher education as we address the needs and opportunities related to our academic portfolio.





PROFESSIONAL STUDENT BUILDING

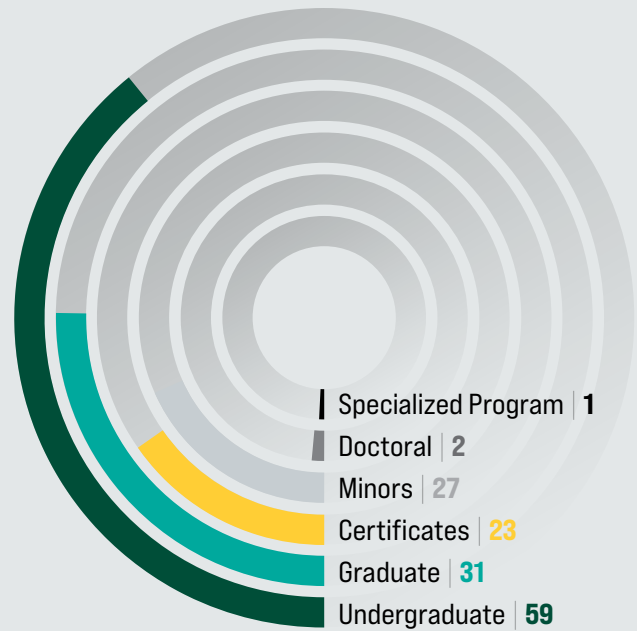
PROFESSIONAL STUDENT BUILDING



## ACADEMIC PROGRAMS

### Undergraduate (59)

- Accounting, B.S.
- Accounting—Bridge Program to the M.S. in Accounting, B.S.
- Art—B.A. Degree, Specialization in Art Therapy
- Art—B.A. Degree, Specialization in Fine Arts and Crafts
- Art—B.A. Degree, Specialization in Graphic Arts and Design
- Art—BFA Degree, Concentration in Ceramics
- Art—BFA Degree, Concentration in Drawing/Painting
- Art—BFA Degree, Concentration in Graphic Design
- Art—BFA Degree, Concentration in Illustration
- Art—BFA Degree, Concentration in Photography
- Art—BFA Degree, Concentration in Printmaking
- Biochemistry, B.S.
- Biology—Medical Imaging Science Specialization, B.S.
- Biology—Medical Laboratory Science Joint-Degree Program, B.S.
- Biology Joint Degree and Dual-Degree Programs
- Biology, B.A./B.S.
- Business Analytics and Data Science, B.S.
- Business Information Systems, B.S.
- Chemistry, B.A./B.S.
- Computer Science, B.S.
- Criminal Justice, B.S.
- Cybersecurity, B.S.
- Elementary Education Co-major with K–6 Certification (With Major in Arts and Sciences)
- English—Creative Writing, B.A.
- English—Literature, B.A.
- English—Teacher Certification Elementary Education (K-6), B.A.
- English—Teacher Certification Secondary Education (K-12), B.A.
- Exercise Science, B.S.
- Finance, B.S.
- Fire Science, B.S.
- Global Business, B.S.
- Health Sciences—Public Health Education, B.S.
- History, B.A.
- History—Social Studies (Teacher Certification), B.A.
- Management, B.S.
- Marketing B.S. and Career Preparation
- Mathematics, B.A.
- Mathematics—Teacher Certification, B.A.
- Media Arts, B.A.
- Music—Music Business, B.A.
- Music—Musical Theatre, B.A.
- Music—No specialization, B.A.
- National Security Studies, B.S.



- Nursing—Accelerated Program (Second Degree), B.S.N.
- Performance—Classical - Instrumental (other than piano), B.M.
- Performance—Classical—Instrumental (other than piano), B.M.
- Performance—Classical—Instrumental (piano), B.M.
- Performance—Classical—Voice, B.M.
- Performance—Jazz Studies, B.M.
- Philosophy & Religion, B.A.
- Political Science, B.A.
- Psychology, B.A.
- Secondary Education with K-12 Certification (with major in Arts and Sciences)
- Sociology and Anthropology, B.A.
- Spanish, B.A.
- Spanish—Teacher Certification, B.A.
- Sports Management, B.S.
- Supply Chain, Logistics and Maritime Port Management, B.S.
- Women's and Gender Studies, B.A.

### Graduate Programs (31)

- Accounting, M.S.
- Accounting—B.S./M.S. Bridge Program in Accounting, M.S.
- Business Analytics and Data Science, M.S.
- Business Information Systems, M.S.
- Counseling—Clinical Mental Health Counseling Option, M.A.
- Counseling—School Counseling Option, M.A.
- Cybersecurity, M.S.
- Educational Psychology, M.A.
- Educational Technology, M.A.



- Educational Technology with a Concentration in School Library Media Specialist, M.A.
- Educational Technology for New Pathways Completers, M.A.
- Educational Technology with Stem Certificate, M.A.
- Elementary Education—Teacher Certification, MAT
- Financial Technology, M.S.
- Management Specialization: Health Care Management, MBA
- Management Specialization: Supply Chain and Maritime Port Management, MBA
- MBA, Business Analytics Specialization
- MBA, Finance Specialization
- MBA, Organizational Management and Leadership Specialization
- National Security Studies, M.S.
- Nursing with a Specialization in School Nursing, M.S.
- Performance—Multi-Style Strings, M.M.
- Performance—Classical Instrumental, M.M.
- Performance—Classical Vocal, M.M.
- Performance—Composition, M.M.
- Reading and Reading Specialist Certification, M.A.
- Secondary Education—Teacher Certification, MAT
- Special Education—Autism Specialization, MAT
- Special Education—Learning Disabilities Teacher Consultant Endorsement Eligibility, M.A.
- Special Education—Special Education with NPTNJ Program, MAT
- Special Education—Teacher of Students with Disabilities Endorsement Eligibility Program, MAT

### **Doctoral Programs (2)**

- D.Sc. Civil Security—Leadership, Management, and Policy
- Ed.D. in Educational Technology Leadership

### **Minors (27)**

- African & African-American Studies Minor
- Biology, Minor
- Business Analytics and Data Science Minor
- Chemistry, Minor
- Computer and Information Systems, Minor
- Computer Science, Minor
- Criminal Justice, Minor
- English—Creative Writing, Minor
- English—Literature, Minor
- Fire Science, Minor
- Fitness, Exercise and Sports, Minor
- Global Studies, Minor
- History, Minor
- Latin American, Caribbean and Latino Studies, Minor

- Mathematics, Minor
- Music, Minor
- Military Science, Minor
- National Security Studies, Minor
- Philosophy, Minor
- Political Science, Minor
- Pre-Law, Minor
- Professional Financial Planning, Minor
- Psychology, Minor
- Sexuality and Queer Studies, Minor
- Sociology, Minor
- Spanish, Minor
- Women's and Gender Studies, Minor

### **Specialized Program (1)**

- School Psychology, Professional Diploma

### **Certificates (23)**

- Assistive Technology, Specialist Certificate
- Big Data and National Security, Certificate
- Bilingual/Bicultural Education Certification
- Counseling-Play Therapy Certification
- Crime Scene Analysis, Certificate in
- Driver Education Certification
- Dual Endorsement Program: ESL and Bilingual/Bicultural Endorsements
- English as a Second Language Alternate Route
- English as a Second Language Certification
- Extremism and National Security, Certificate in
- Graduate School Nurse Certificate Program
- Intelligence Analysis, Certificate in
- International Security, Certificate in
- Loss Prevention
- New Jersey Certification for Driver Education
- New York Permanent Certification for Driver Education
- New York Provisional Certification for Driver Education
- Principal Certification Program
- School Psychology Certification
- Special Education—Learning Disabilities Teacher Consultant, Endorsement Eligibility Program
- Special Education—Teacher of Students with Disabilities Endorsement (TOSD) Eligibility Program
- STEM Certificate
- Supervisor (P-12) Certification

## MOST COMMON MAJORS

### UNDERGRADUATE MAJORS

In 2022, 78% of the undergraduates who graduated majored in six key academic areas:

Academic Disciplines	Number of Graduates	Percentage of Graduates
Business, Management, Marketing	262	22%
Health Professions	246	20%
Homeland Security, Law Enforcement, Firefighting	175	14%
Psychology	138	11%
Biology	79	7%
Computer & Information Science	48	4%

### GRADUATE DEGREES

Academic Disciplines	Number of Graduates	Percentage of Graduates
Education	228	52%
Business, Management, Marketing	95	22%
Health Professions	35	8%
Homeland Security, Law Enforcement, Firefighting	31	7%
Psychology	29	7%
Visual/Performing Arts	23	5%

### DOCTORAL DEGREES

Academic Disciplines	Number of Graduates	Percentage of Graduates
Education	25	89%
Homeland Security	3	11%



## GENERAL EDUCATION CURRICULUM

**As with all colleges and universities, general education provides a broader disciplinary context within which students can see and understand their majors. According to the Middle States Commission on Higher Education (MSCHE), general education introduces students to new intellectual experiences and ensures that students can demonstrate essential intellectual skills related to communication, reasoning, analysis, and literacy.**

However, for students to complete their degrees in a timely manner, access and ability to complete general education requirements are essential. This is particularly true of students who are transferring to NJCU.

According to **Monagham & Attewell**, losing credits when transferring to a four-year institution decreases the likelihood of graduation. **Kadlec & Gupta** concur. When students are forced to use transfer credits as electives, they struggle to complete their degrees in a timely manner. **Reeper & Grote** examine the factors that impact transfer student completion using a curricular complexity framework, and they identify obstacles that already exist for transfer students including the timing of the courses offered and the number of prerequisite courses that control what students can take in each semester.

The challenges faced by transfer students must be managed on top of those imposed by restrictive general education programs, and they often result in even more delays and a greater likelihood that students will not complete their degrees.

It is understandable that academic programs maintain prerequisites. As such, we know that our students have some restrictions on the courses they can take in a specific semester. By making our general education program more flexible, students can now complete those requirements in a more flexible fashion and with more choices. Further, they can get credit for coursework they have completed elsewhere so they have additional opportunities each semester to focus on their majors.

The general knowledge that students achieve from their general education curriculum—whether it is from NJCU or from a community college—becomes the foundation that helps students see their worlds in a larger context. It helps them to ascertain their needs more clearly and to see how knowledge and skills achieved through other disciplines strengthen their ability to ask bigger questions and to communicate more effectively. The sum intellectual total of knowledge, skills, and outcomes achieved through general education are not, as **Dewey** notes, “a fixed possession.” Instead, they are “an agency and instrumentality for opening new fields (p. 90).” To that end, we have created as many ways as we can to achieve this broad disciplinary perspective so that we can help our students use that enlarged understanding to achieve their academic and professional goals.

The general education program reform developed by the General Education Committee **provides the opportunity for transfer students to progress to degree completion in a timely manner while maintaining academic standards. This creates an opportunity for reform which makes NJCU a state-wide leader as the most transfer-friendly public university in the state.**

The new general education curriculum allows every course on the approved New Jersey Council of County Colleges (NJCCC) list, including those without direct equivalencies, to be accepted at NJCU for general education credit. In an era where higher education must be willing to adapt and change, **NJCU has become the only four-year institution in New Jersey to do this.**

In *Child and the Curriculum*, Dewey argues that the child should be the center of gravity around which the curriculum evolves. The same can be said of our students. When the center of gravity influencing our curriculum decisions becomes something other than our students, then we fail to live up to our mission. Our students and our curriculum should be, as Dewey describes, “two limits which define a single process (p. 189).” We believe the new general education curriculum achieves this.





**New Jersey City  
University**





**WHO WE SERVE**

As noted in our **Recovery and Revitalization Plan**, NJCU serves the most racially and ethnically diverse student population of any public four-year institution in New Jersey. While the average percentage of Hispanic students in New Jersey’s public four-year institutions is 18%, 45% of NJCU’s student population is Hispanic. Further, 20% of NJCU’s students are Black while the average percentage of Black students in New Jersey’s public four-year institutions is 12%. These statistics not only underscore our imperative commitment to serving the underserved but also illuminate the distinctive tapestry that defines our academic community. The predominant number of NJCU students proudly claim the title of first-generation scholars, emanating from households with incomes that set us apart as the institution championing generational advancement in Hudson County.

NJCU also serves the largest percentage of first-generation students when compared to other four-year public institutions, and the median annual income our students is \$42,200.<sup>1</sup> Throughout this Academic Master Plan, the NJCU community had our unique and exceptional student population in mind as they identified key operational actions and key performance indicators with a specific focus on ensuring economic mobility.

<sup>1</sup> **The Upshot: Economic diversity and student outcomes at New Jersey City University.** The New York Times. <https://www.nytimes.com/interactive/projects/college-mobility/new-jersey-city-university>.



**U.S. CENSUS DATA**

	New Jersey	Hudson County	Jersey City	NJCU
Total Population	9,288,994	724,854	292,449	N/A
Black/African American	1,219,770	79,498	58,103	N/A
Black/African American % of Total	13%	11%	20%	20%
Hispanic/Latino	2,002,575	293,019	72,777	N/A
Hispanic/Latino % of Total	22%	40%	25%	45%
White, not Hispanic/Latino	4,816,381	206,530	69,624	N/A
White, not Hispanic/Latino % of Total	52%	28%	24%	18%
Median Household Income	\$89,296	\$80,329	\$81,958	\$42,200

Source: [www.census.gov](http://www.census.gov)





## UNDERSTANDING THE PLAN

### **A Vital Part of the Whole**

The Academic Master Plan is one of three plans developed for NJCU's strategic planning. The Strategic Enrollment Plan was developed using the same process during the same period—Fall of 2023. In the Spring of 2024, the university committee will use the same process to develop a strategic plan for student development and community engagement.

### **10 Goals**

The Academic Master Plan consists of 10 goals. The goals were formed based upon the three guiding principles of our strategic planning: mission, market, and margins.

### **K.O.A.s and K.P.I.s**

The Academic Master Plan operationalizes the 10 goals through two key measures: key organizational actions (K.O.A.s) and key performance indicators (K.P.I.s). In addition, the plan introduces strategies that we will use to achieve the key organizational actions.



**GOAL I****PRIORITIZE ACADEMIC PROGRAMS THAT PROVIDE JOBS WHERE STUDENTS CAN USE THEIR DEGREES.**

Research indicates a growing gap between the skills possessed by students and those demanded by the labor force. “To close the skills gap, national education systems must prioritize developing students’ capabilities for lifelong success in the labor market, instead of the traditional emphasis on helping them get a job upon graduation.” (Hoteit, L., Al-Hajjar, A., El Hachem, M., & Aouad, W., 2023)

To enhance the relevance and effectiveness of our academic offerings, NJCU is committed to prioritizing programs that directly align with the current job market. By focusing on academic programs that provide tangible career pathways, we aim to increase the employability of our students and contribute to their long-term success. This strategic approach involves continuous assessments to identify industries with high demand for skilled professionals, ensuring that our curriculum reflects real-world needs. We actively seek input from industry leaders, establish advisory boards, and cultivate strategic partnerships to stay informed of evolving trends. Additionally, we emphasize practical experiences, internships, and work-study opportunities within our programs, providing students with hands-on exposure to the professional environment. Through these efforts, we strive to create a learning environment where students can maximize the utility of their degrees, fostering satisfaction, success, and a strong connection between education and future employment.

**K.O.A.s****I.a. Prioritize academic programs that provide opportunities with connectivity to campus.**

- Increase student leadership/work study initiatives by 5% annually.
- Increase the number of courses providing embedded tutoring by two courses per year.

**I.b. Prioritize academic programs that increase the number of students who continue toward graduate degrees.**

- Add a minimum of two additional bridge programs by 2028.
- Increase access to dedicated graduate advisors for key programs by ensuring a graduate advisor per college by 2024 and additional advisors based upon FTE by 2028.
- Increase graduate information and networking sessions per graduate program by 15% year-over-year.

**I.c. Prioritize academic programs that provide education on employment opportunities—“How to start your career.”**

- Increase the number of programs with meaningful co-op and internship opportunities by 25% by 2028.<sup>2</sup>
- Increase the number of programs that have an advisory board that can help mentor students and advise programs on curriculum design by 25% by 2028.
- Increase cross-department and cross-program collaboration to provide a minimum of 10 events related to job opportunities (e.g. job fairs) annually.
- Provide employment opportunity data for professional programs by 2028.

**I.d. Prioritize academic programs that demonstrate measurable progress on teaching those student learning outcomes that are in most demand by employers as reported by the AAC&U survey on what skills employers most want.**

- Increase number of programs with programmatic goals that align with AAC&U’s five competencies for workforce success: communication, teamwork, sales and customer service, leadership, problem solving and complex thinking.
- Increase number of workshops offered by CTL and others on revising curriculum and improving pedagogy in AAC&U’s five workforce competencies.

**K.P.I.s**

- Increased retention of students involved in internships, embedded tutoring, mentorship, and bridge programs.
- Decrease in D’s, F’s, and W’s in courses where AAC&U’s five competencies are emphasized.

<sup>2</sup> Career services will work with the Provost’s office and key stakeholders to develop a rubric for substantive internship experiences. This instrument will be used in relation to this KPI.

## GOAL II

### EMPHASIZE CIVIC AND COMMUNITY ENGAGEMENT WITHIN ALL ACADEMIC DISCIPLINES.

The Carnegie Foundation defines community engagement as “collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Universities and their community partners reinforce a shared commitment growth and success when they partner. Further, when academic programming includes community engagement, students can benefit from real-world applications that make a difference. They can see how their learning impacts those around them. Community-engaged learning also has a positive impact on faculty. Faculty engaged in community engaged learning become boundary spanners—building connections across organizations, agencies, institutions, and disciplines. In these roles, they focus on problem solving and facilitating relationships while they address gaps in student knowledge, community needs, and their own lines of inquiry (Purcell, Pearl, & Van Schyndel, 2020). As an institution anchored in Jersey City and Northern New Jersey, we believe community engagement is an essential part of our mission.

#### K.O.A.s

##### II.a. Build curriculum emphasizing civic and community engagement.

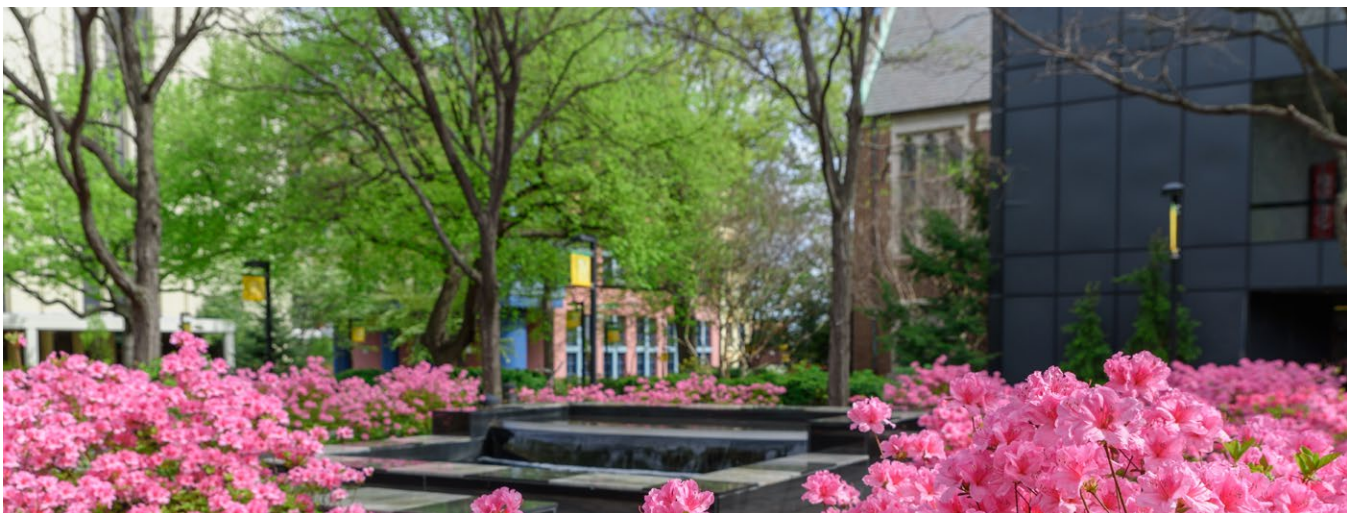
- Reestablish a faculty learning community for engagement by 2025.
- Increase external funding and support for Community-Engaged Learning curriculum development efforts by at least \$25,000 annually by 2028.
- Commission an internal self-study to investigate the combined efforts of community/civic engagement and other existing offices.

##### II.b. Build infrastructure for community engagement

- Establish a center for community engagement charged with supporting academic program initiatives that have clear and measurable impact within the community.
- Build necessary “soft infrastructure” for community engagement: education about CEL, communication plan, etc.

#### K.P.I.s

- Increase number of faculty participating in community engaged learning.
- Increase in number of students participating in community engagement.
- Increase in number and variety of courses with CEL designations.
- Increase retention of students participating in community engagement.





**GOAL III****ENSURE A COMMUNITY OF CARE FOR ALL NJCU STUDENTS, INCLUDING FACULTY AND STAFF INVOLVEMENT IN STUDENT SUCCESS.**

We recognize that all students attending NJCU have social, emotional, physical, financial, and academic needs. To help students thrive, we must provide support in all these areas.

Student success efforts cannot be limited to academic support alone. Similarly, student success initiatives cannot be siloed. It is essential to create and sustain an explicit culture of care that includes all university stakeholders. Further, we must always hold ourselves accountable regarding the culture of care we provide. This commitment requires us to focus on communication, connection, and empowering our community while recognizing the potential obstacles to care within our organization (Greenhough, Davies, & Bowlby, 2022).

**KOAs:****III.a. Define, scope, and scale “community of care.”**

- Create centralized apparatus for providing unduplicated in-person learner supports.
- Develop a robust campaign to increase awareness of “community of care” assets.
- Create apparatus for providing holistic support for faculty, staff, and administrators.
- Deploy resources that promote teaching and learning in the virtual, blended, experiential, and in-person environments.

**III.b. Utilize, impact, and measure satisfaction with “culture of care” assets.**

- Measure participation, repeat participation, and varied participation in culture of care assets.
- Measure academic outcomes of individuals receiving/using support services.
- Measure satisfaction levels of individuals receiving and using support services.
- Include efficacy of outreach strategies in continuous assessment and improvement, including preferences for high-tech vs. high-touch strategies.

**KPIs**

- Increase use of community of care assets for learners by 5% in 2025, 10% in 2026 and 15% in 2027 and 2028.
- Reduce D’s, F’s, or W’s for students who access learner supports.
- Increase in number of students accessing community of care assets.
- Increase retention for students accessing community of care assets.
- Increase the number of graduates employed by NJCU.

## GOAL IV

### ENSURE THAT PRINCIPLES OF JUSTICE, EQUITY, AND INCLUSION ARE TAUGHT AND APPLIED ACROSS ALL CURRICULAR AND CO-CURRICULAR PROGRAMS AND SERVICES.

NJCU's diversity is one of its most profound strengths. We recognize that students attending more diverse schools are more likely to develop sharper critical thinking capacities. They are also more likely to have more positive attitudes about people who are not like them (Chicas-Mosier, Fogelman, & Peretz, 2023).

When universities focus on justice, equity, and inclusion, they can enhance the academic environment, promote retention of students, faculty, and staff, and create a more inclusive culture (Williams & Clowney, 2007). At NJCU, we are committed to holding ourselves accountable in terms of an inclusive and just culture. This work includes identifying organizational and cultural obstacles to equity, justice, and inclusion (Malcom-Piquex & Bensimon, 2017). We strive toward a model of social justice leadership where we support the sense of community found at NJCU and continually examine how power structures, past practices, and policies may hinder these efforts (Brown, 2006).

#### KOAs:

#### IV.a. Create a fully-funded and staffed office of Justice, Diversity, Equity, and Inclusion that leads cohesive and collaborative campus-wide efforts.

- Perform a national search for a DEI officer that can spearhead the development of the office.
- Develop training programs that will benefit the office of JDEI and the greater university community.

#### IV.b. Extend/replicate existing student success initiatives to allow more students to participate and increase retention and graduation rates.

- Identify existing successful student success initiatives and ensure options are available to all.

- Initiate a student needs assessment for support services.
- Revise policies relative to student success.
- Revise waitlist, registration, and scheduling policies to ensure sections are available to all students.
- Investigate and revise the university calendar, policies, and supports to ensure students of all faiths can participate and succeed.

#### IV.c. Adopt ongoing, interactive, DEI professional development for administration, faculty, and professional staff to create a positive shift in our campus climate and expand our knowledge base.

- Initiate JDEI division and hire directors for the LATI Center, Lee Hagan Center for Africana Studies, DACA, etc.
- Hire a University Chaplain to promote interfaith relations, address issues of campus life in a diverse community of various religious backgrounds, and provide educational support to faculty.
- Prepare all full-time faculty, staff, and adjunct faculty to adopt a strength-based lens in their approach to address belonging and representation through JDEI initiatives.

#### IV.d. Based upon JDEI professional development, create a model or template for JDEI instruction that begins at the course or program approval level and is applied in all curricular and co-curricular programming.

- Create a senate committee to incorporate DEI requirements in the course and program approval process.
- Identify student affairs administrators to restructure co-curricular programming according to JDEI guidelines.
- Enhance supports for LGBTQIA students.
- Enhance support for students with learning disabilities.

#### KPIs

- Improve retention by race/ethnicity.
- Decrease D's, F's, & W's by race/ethnicity.
- Improve climate regarding race/ethnicity based upon results of climate survey.
- Improve climate regarding learning disabilities based upon results of climate survey.
- Improve climate regarding religious inclusion based upon results of climate survey.
- Number of individuals who complete key JDEI professional development opportunities, including the First Gen Initiative.



**GOAL V****ENSURE THAT EVERY STUDENT CAN BE MENTORED THROUGH RESEARCH, INTERNSHIPS, OR OTHER EDUCATIONAL EXPERIENCES.**

Experiential education encompasses a broad view of more traditional co-operative education assignments, internships or externships and is more a method of action-based training traditionally used in the workplace (Kolb, 2014; Murphy, Sahakyan, Yong-Yi, & Magnan, 2014).

Educators have adopted experiential education to teach adult students (Fenwick, 2000). Education researchers have identified the concept of experiential education, or experiential learning, as a system to improve civic and global engagement, increasingly important gaps in traditional education practices (Association of Experiential Education, 2012; Kolb, 2014). Educators facilitate learning by purposively including experiential education into course or programmatic design, encouraging after action reflection, and creating a collaborative learning environment.

**KOAs:****V.a. Increase student participation in experiential education on and off campus.**

- Increase the number of pathways and means of financial support for students to participate in at least one experiential education opportunity.
- Implement required professional development/career preparedness course during first year to assist students with creating career paths and having a positive effect on retention and increasing internship participation.
- Identify a platform to track all co-curricular student involvement including internships and research experiences.

**V.b. Increase faculty/alum participation/involvement in mentoring students in career preparedness.**

- Provide career development/mentoring workshops through the Center for Teaching and Learning.
- Increase the participation of alumni as professional mentors for students.
- Organize workshops/interactions between alumni and current students (professional networking events).

**V.c. Improve accessibility to experiential education opportunities.**

- Maximize the Federal Work Study program to mirror professional opportunities.
- Identify staff and resources to increase utilization of Graduway mentoring platform.

**V.d. Increase community partnerships**

- Develop MOU template related to affiliation agreements.
- Increase partnerships between NJCU and community partners including local businesses/companies.

**K.P.I.s**

- Increase participation in internships and research mentoring.
- Increase career planning and feelings of career preparedness as measured by survey.
- Increase number of business and community partners.

**GOAL VI****ENSURE THAT ENVIRONMENTAL CONDITIONS ARE OPTIMIZED FOR TEACHING AND LEARNING.**

The environmental conditions of NJCU’s learning spaces are vital keys to student success. We recognize that our spaces should reflect our commitment to learning, collaboration, mentoring, and building community. The learning environment should promote communication, focus, problem solving, and risk taking. To do this, we must invest in effective lighting, temperature controls, and flexible furniture. We must also invest in programming and means of communication to impact the culture in addition to the physical spaces.

We also recognize that our learning spaces must reflect principles of the Universal Design for Learning (UDL). These principles include the following:

- Multiple means of engagement that include a range of strategies that provide student choices related to their interests.
- Multiple means of representation that acknowledge that students learn differently.
- Multiple means of action and expression where students can access information and demonstrate what they have learned in varied ways (Blackorby & Marino, 2020).

Our work related to this goal is, in many instances, aspirational as our capital needs are substantial. We are committed to making as much progress as possible regarding our physical spaces, programming, and communication systems to ensure a positive learning environment for years to come.

**KOAs:****VI.a. Manage educational infrastructures (physical, facilities, technologies, and utilities) to achieve academic goals.**

- Ensure that classrooms (lecture and laboratory) and other physical spaces (gyms, athletic fields, parking lots) are readily available, safe, and conducive to learning as educational spaces.
- Provide readily accessible in-person and remote technology and services for both staff and students to minimize class disruptions.
- Align environmental health and safety programs with academic and support service programs.

**VI.b. Develop programs and resources to encourage partnerships and collaborations among students, faculty, staff, and community to support institutional commitments.**

- Improve timely communication of both emergency and non-emergency concerns, including suggested solutions, and updates.
- Improve the maintenance request and campus concern reporting and action updating to ensure timely solutions and ongoing communication.
- Expand hours of service for repairs and access to food/student assistance.
- Develop programs that promote an open line of communication within departments, between the administration and employees, and between students, faculty, and staff.

**VI.c. Improve our culture of care for students, faculty, and staff. Expand health, fitness, and wellness programs, facilities, and services to students, faculty, and staff.**

- Improve our safety culture.
- Increase professional development activities and trainings for faculty and staff to build organizational leadership and ethics, job skills and knowledge, and service care for students.
- Improve accessibility of educational resources and services to all students including those with disabilities and medical conditions.

**KPIs:**

- Time to response for emergency and non-emergency concerns
- Classroom and office temperatures
- Percentage of time classrooms are accessible to all (e.g. elevators operational)
- Reduction of safety incidents



**GOAL VII****ENSURE THAT CURRICULAR CONTENT AND DEGREE OFFERINGS ARE RESPONSIVE TO THE NEEDS OF THE LABOR MARKET.**

**Buckminster Fuller (1982) created the “Knowledge Doubling Curve”; he noticed that until 1900 human knowledge doubled approximately every century. By the end of World War II, knowledge was doubling every 25 years. Today, different types of knowledge have different rates of growth. David Schilling’s article on Industry Tap in 2013 says that human knowledge on average is doubling every 13 months. According to IBM, the build out of the “internet of things” will lead to the doubling of knowledge every 12 hours.**

Knowledge acceleration and the interplay between science and technology has led to discoveries that allow for longer life spans. Technology and the internet have been key factors driving globalization in recent years. This globalization has been a force leading to economic interdependency and lowering economic and cultural impediments to communication between countries worldwide.

These factors validate our view that the shelf life of new knowledge is getting shorter, people are living longer, and expanded populations of learners are seeking a college education. Building on a history of access to affordable learning throughout the lifecycle of a learner and their career, NJCU seeks to establish a model for academic and learner success that adapts to these changes to lead social and economic mobility and provide a diverse workforce for the future.

We will continue to provide access to high-quality, relevant education at every stage of life and career, identifying opportunities for collaboration and partnership with industry professionals throughout the state and region for real-life learning and working. To accomplish this, we will encourage experiential learning opportunities (including internships, research, and service projects) for every student.

In acknowledging that our learners need education that is practical and applicable to their lives, we will provide flexible undergraduate, graduate, and certificate programs accessible to them whenever and wherever they seek it over their lifetimes. We will welcome learners with prior learning credits and experiences and make transfers seamless from the perspective of the student, providing more relevant and affordable pathways to degrees and careers.

We will measure our success by when our graduates are shown to be continually integrated into the university throughout their lifecycle and are clearly succeeding in ways that work for all—they are graduating at high rates, and having designed careers of their choosing, working in high-impact jobs that provide prosperity and fulfillment.

**KOAs****VII.a. Ensure students are career ready.**

- Review and revise Orientation to College to include career readiness.
- Provide all students access to career coaches.
- Track and advise students about career-related needs.

**VII.b. Incorporate external industry stakeholders in the program review process.**

- Establish criteria for review.
- Adopt basic competencies for technical and soft skills across disciplines.

**VII.c. Explicitly connect liberal arts education to career readiness.**

- Adopt a common language between higher education and the labor market.
- Incorporate the common language into program development and review.

**VII.d. Update cooperative education/internship program.**

- Allow students to have experiences earlier in their program.
- Allow students to have more than one experience.
- Track outcomes.

*Goal VII continued on next page →*

**VII.e. Track learning outcomes related to career readiness.**

- Collect data regarding job placement rates.
- Implement graduation exit surveys and post-graduation surveys.
- Collect employer feedback.

**VII.f. Provide faculty professional development on best practices for keeping the curriculum current and relevant to the labor market.**

- Provide professional development related to experiential and project-based learning.
- Create opportunities for faculty to share best practices.
- Involve industry representatives in the development of professional development.

**VII.g. Support lifecycle learning for undergraduate, graduate, and non-credit students.**

- Promote policy and process for prior-learning credits.
- Incorporate micro-credentials in degree programs.
- Increase the number of non-credit to credit conversion opportunities at both the undergraduate and graduate level.

**KPIs:**

- Pre and post assessments in OTC and pre-graduation related to career readiness.
- Increased number of programs using industry stakeholder feedback in curriculum revision process.
- Increased use of prior-learning credits.
- Increased micro-credential programs.
- Increased non-credit to credit conversions.

**GOAL VIII**

**STRENGTHEN AND DEVELOP ACADEMIC PROGRAMMING THAT DEMONSTRABLY PROVIDES OPPORTUNITIES FOR STUDENTS TO ATTAIN ECONOMIC MOBILITY.**

The AAC&U’s national survey of employer views on higher education asks, “[w]hat do graduates need to know and be able to do in order to succeed in the workplaces of today and tomorrow, and how does a college education enable or contribute to the development of a shared knowledge base and skill set?” (Finley, 2020, p.iii). The most recent update to the survey continues to show that employers overwhelmingly believe that a higher education prepares students for the workforce, with 80% of employers either agreeing fully or somewhat (Finley, 2023, p.7). While the most sought-after skills and mindsets change from one survey to the next, employers consistently rank as very important the following skills: “oral and written communication, critical and creative thinking, complex problem-solving, teamwork and the ability to work with diverse others, and digital literacy and data analysis” (Finley, 2023, p.2).



While economies and industries are changing in unpredictable ways, employers will continue to seek employees with certain skills sets. At NJCU, we will prepare students to succeed by providing them those skills that are essential to their ability to adapt in a workforce that is changing quickly by intentionally introducing, reinforcing, and ensuring mastery of them throughout the undergraduate experience. We will ensure that written communication skills are introduced in an updated English composition sequence, reinforced throughout the major and General Education program, and finally mastered in both General Education capstones and upper-level major courses. More globally, we will develop new academic programs and revise existing ones to ensure that each major and minor program, taken together with the General Education program, ensures that students develop a core group of skills most desired by employers.

Additionally, employers prefer for students to attain a micro-credentials as part of their degree, in comparison to just micro-credential alone or a degree without a micro-credential (Finley, 2023, pp.26-29). Responding to this new and rapidly emerging market trend, NJCU will intentionally develop and incorporate micro-credentials into our academic programming, micro-credentials that will be earned in either traditional degree credit courses, or micro-credentials that earn degree credit outside traditional degree credit courses.

We will measure our success in continual assessment of student learning, the number and variety of micro-credentials we offer, and the impact we have on our students' economic mobility as measured by organizations like CollegeNet's Social Mobility Index, which ranked NJCU in 2023 first in N.J. and 10th in the nation for improving students' upward economic mobility.

(<https://socialmobilityindex.org/>)

#### **KOAs:**

##### **VIII.a. Enhance communication skills across all programming.**

- Revise English composition courses to provide more formative assessment and individualized support.
- Increase focus on communication skills across all majors.
- Include communication projects in upper-level courses where students demonstrate cumulative skill development.

##### **VIII.b. Provide career-enhancement and skill-building micro-credentials, minors, and certificates.**

- Identify career-enhancing skills applicable to undergraduate and graduate programs.
- Identify and select micro-credentials that support career-enhancing and skill-building opportunities.
- Determine appropriate programs/courses for inclusion of micro-credentials.
- Pilot inclusion of micro-credentials within appropriate programs.
- Evaluate the results of the micro-credential pilot.

#### **KPIs:**

- Increased pass rates in English composition.
- Measured improvements in communication competencies measured in capstone courses.
- Increased academic success and retention for students earning micro-credentials.

## GOAL IX

### **INVEST IN ACADEMIC PROGRAMMING THAT YIELDS PERSISTENT AND HIGH LEVELS OF ENROLLMENT, RETENTION, STUDENT LEARNING, APPLICABLE LICENSING SCORES, AND CAREER PLACEMENT.**

Continuous improvement drives our decision-making process. It will continue to inform how we invest our resources in order to drive student success. For every initiative aimed at increasing retention, enrollment, student learning, licensure, and career success, we are committed to recording metrics and using them to determine how we move forward. We recognize that every initiative we begin to support students comes at the exclusion of other possibilities, so we will continually strive to ensure that we have made thoughtful decisions regarding our resources.

We also recognize that this can be challenging when investing in institutional infrastructure. We may not see a clear link between technological systems and student success measures. In these instances, we will examine the degree to which the improvements in infrastructure enable us to focus more clearly on student success measures. If we can access better data using fewer human resources, then we are positioning ourselves to make better decisions and invest more of our budget in the initiatives themselves.

#### **KOAs:**

##### **IX.a. Improve student engagement and learning.**

- Create summer workshops equivalent to OSP that include all students.
- Offer additional support services to students who do not qualify for OSP (tutoring, counseling, volunteer opportunities, networking).
- Increase credit recovery opportunities.

##### **IX.b. Create a technical hub or center to enhance campus-wide technical capabilities.**

- Connect the hub to STEM programming to increase degree completion.
- Secure public/private partnerships to increase technology support.
- Obtain grant funding to increase technology resources.

##### **IX.c. Establish relationship managers to manage partnerships with other universities, students on campus, and private corporations to impact academic success and support career placement opportunities.**

#### **KPIs:**

- Increased academic success and retention of students participating in summer support programming.
- Increased access to key data points to better serve students.
- Increased academic success and retention of students using support services (tutoring, writing center, career center).
- Increase academic success and retention of students using credit recovery opportunities.



**GOAL X****ENSURE LONG-TERM FINANCIAL SUSTAINABILITY OF THE ACADEMIC PORTFOLIO.**

The long-term sustainability of NJCU's academic portfolio depends upon development of a structured and uniform program evaluation process that is then implemented with fidelity. The program evaluation process will include reliable mechanisms for identifying program delivery costs and assessing academic effectiveness. These data will then inform marketing plan development and resource allocation.

**KOAs****X.a. Identify and regularly evaluate the holistic costs of delivery of every academic program.**

- Develop a committee to create a uniform template, rubric, report outline, and completion timeline that incorporates all relevant data points.
- Have the reports reviewed within department and cross-reviewed with an external department. Revise based upon internal and external feedback.
- Review the cost/revenue determination process every three years.

**X.b. Develop a program evaluation process that measures academic effectiveness every three years.**

- Analyze the areas where we will need further enhancements for the collection of data for program review.
- Attend to potential redundancies among program offerings.
- Attend to potential redundancies among course offerings, develop shared curriculum across programs, reduce single section courses, and develop more cost-effective ways to deliver multi-section courses.
- Attend to necessary digital technology developments to ensure programs stay current.
- Enter key assessments, complete data, and technological developments for each program for the three-year review.
- Based upon review outcomes, identify steps for program improvement.

**X.c. Develop a systematic marketing plan based upon program effectiveness and cost/revenue data.**

- Develop plan that addresses both areas of strength and weakness.
- Utilize media arts program faculty and students to reduce costs.
- Create sessions throughout the year to share information about marketing plan.
- Assess and revise plan according to outcomes.

**X.d. Create a cross-disciplinary resource allocation committee to make recommendations for all program investments.****KPIs**

- Maintaining an average ROI of academic programs of 3.0.
- Maintaining tuition increases under the rate of wage inflation.
- Maintaining a marketing ROI between 15 and 25.
- All faculty line replacements based upon program review process.
- Curriculum revisions, program development, and program sunseting based upon program review process.



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# STRATEGIC ENROLLMENT PLAN

2024-2028

**NJCU**  
NEW JERSEY CITY UNIVERSITY







## TABLE OF CONTENTS

Table of Contents	3
Executive Summary	4
The Process	7
Message from the President	8
Message from the Provost	10
Message from our Admissions Leaders	12
Mission and Vision Statements	14
Values	14
Strategic Pillars	14
The Context of our Enrollment Challenge	17
Historical Context:	19
Retention and Graduation	19
How We Compare	20
Who We Serve	22
How We Compete	24
Understanding the Plan	26
Goal One	27
Goal Two	27
Goal Three	28
Goal Four	29
Goal Five	30
Goal Six	30
Goal Seven	31
Goal Eight	32
Goal Nine	33
Goal Ten	34

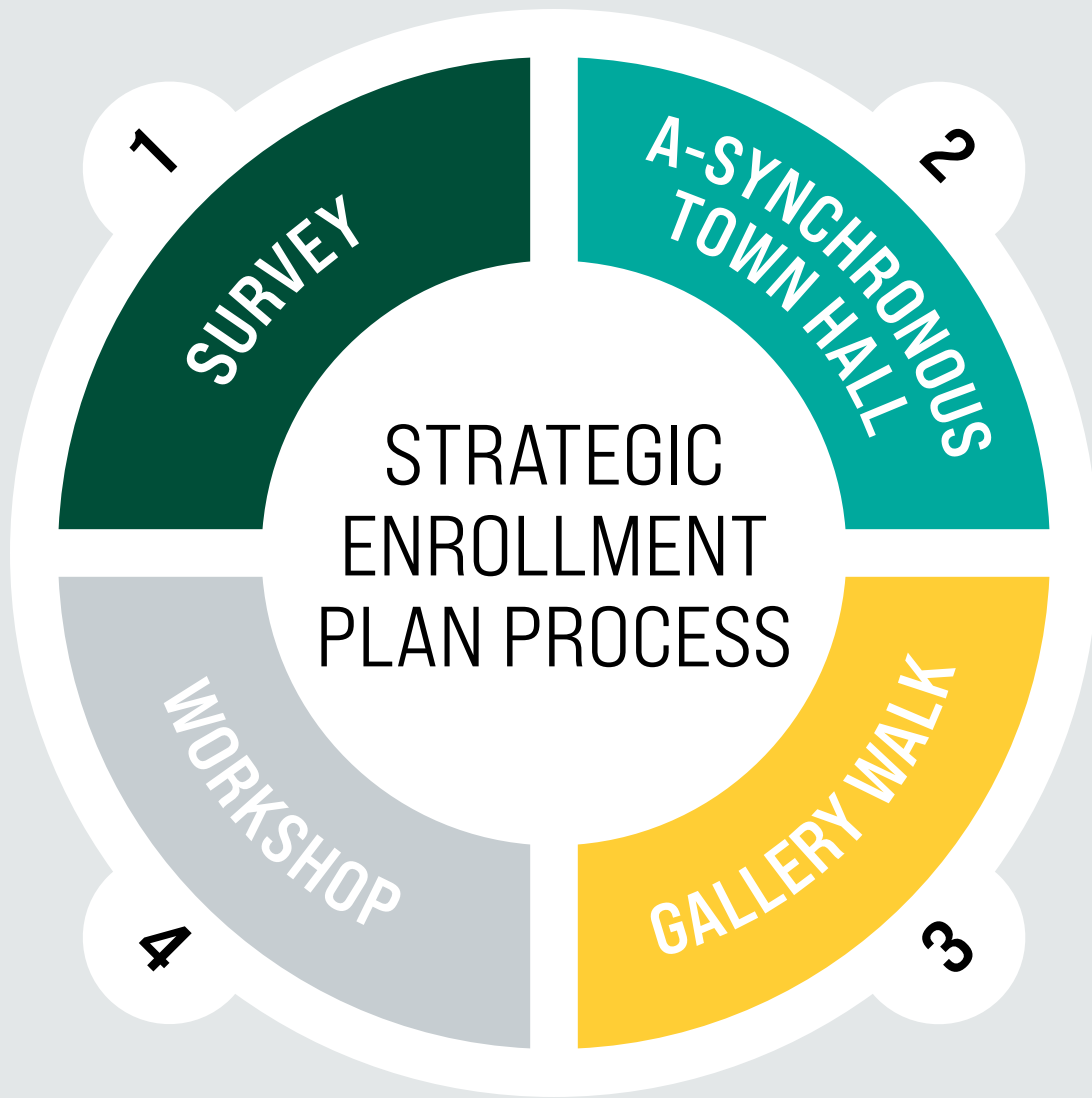
## EXECUTIVE SUMMARY

- The Strategic Enrollment Plan was developed by hundreds of members of the university community coming together over one semester to articulate guidelines and goals for recruitment, admission, and retention of New Jersey City University students.
- The plan is one of three documents reflecting the university's strategic plan: Academic Master Plan, Strategic Enrollment Plan, and the Strategic Plan for Student Development and Community Engagement.
- The plan serves as a basis for budgeting decisions.
- Since 2015 and the adoption of the Common App, applications to NJCU have increased by 67% while enrollment declined by 7%.
- Since 2013, transfer applications have declined by 54% and transfer enrollment has declined by 52%, but we expect to turn this trend around because of the overhaul of the general education curriculum and partnerships like the HCCC|NJCU Connect program.
- From 2014 to 2021, the average retention rate for first-time, full-time freshmen was 73.9%.
- Since 2014, four-year graduation rates have increased by 55% and six-year graduation rates have increased by 8.4%.
- New Jersey City University's largest feeder high schools have maintained their enrollment since 2019 while the top feeder community colleges have experienced declining enrollment ranging from 23% to 79%.
- Nearly half (49.8%) of NJCU's incoming freshmen are from Hudson County and 17.3% are from Jersey City.
- The Strategic Enrollment Plan emphasizes our regional impact and the importance of transfer students.
- The plan also emphasizes graduate and non-credit enrollment of underrepresented professionals.
- Throughout the plan, data regarding market and margins play a vital role.











## THE PROCESS

**The process to develop our strategic enrollment plan took place over the course of the Fall of 2023. The goals for the strategic enrollment plan were identified according to the results of the Mission Refresh Survey conducted in the Spring semester of 2023. The university community was then invited to complete a survey responding to the degree of priority for each of the goals, as well as an opportunity to provide an open-ended response to each goal. Fifty-nine participants completed the survey, and a majority of those responding ranked all goals as either highest or high priority.**

The results of the survey were shared with the university community, and all community members were invited to participate in an asynchronous town hall. Community members had two weeks to provide comments, discussion, and documents on a Padlet addressing each of the goals. Community members provided over 150 comments in the asynchronous town hall. These results were published and shared with the community in preparation for the third step, the Gallery Walk.

During the first week of December, community members were invited to the Gothic Lounge, where they had access to chart paper identifying each goal in the strategic enrollment plan. During the first two days, participants were given Post-it notes and asked to contribute possible key performance indicators (KPIs) and key organizational actions (KOAs) for each goal based upon the results of the survey and the asynchronous town hall. During the second two days, community members were given dot stickers and asked to prioritize the key performance indicators and key organizational actions identified during the first two days. The results of the Gallery Walk were recorded and shared with the community members during the fourth step in the process: the Strategic Enrollment Plan Workshop.

More than 100 community members including faculty, staff, students, alumni, and business partners came together on December 15, 2023, to write the Strategic Enrollment Plan. During the half-day workshop, participants reviewed the results of the survey, asynchronous town hall, and gallery walk. They identified key organizational actions (KOAs) and key performance indicators (KPIs). They also identified strategies to achieve the KOAs and KPIs as well as the individuals who would be responsible for the outcomes and the financial implications of the plan.

With the plan developed, the costs to implement the plan were extracted and reviewed by a team of stakeholders including the following: the president, the CFO, the provost, assistant provosts, deans, and goal leaders. The committee reviewed expenses for FY25 and subsequent fiscal years to determine which elements of the plan were operational and which were aspirational. For parts of the plan that were identified as aspirational, additional measures will be taken to seek grant funding.

## MESSAGE FROM THE PRESIDENT

### Strategically Driving Our Mission

At New Jersey City University, we passionately believe that you don't need to change your zip code to discover your promise and reach your potential. This principle is a cornerstone of our mission-driven work which focuses on the economic mobility and empowerment of our socioeconomically diverse student population that is primarily made up of historically underserved and marginalized people.

Our best approach in an era of often limited resources, is to make strategic, data-driven decisions around our students' entire enrollment life cycle — from recruitment and admission, to retention, and ultimately graduation. We also must focus on our institution's critical role in the region and in the local community as a beacon of aspiration and hope. These are key aspects of our promise to the community we have served for nearly a century.

For leaders across higher education, it is no secret that enrollment challenges will continue amidst a well-documented shrinking market of college-aged students. Long term, this is not an NJCU issue but rather a more systemic, national concern within higher education. At NJCU, we are best positioned to tackle these challenges by developing programs that stabilize or increase enrollment, dismantling traditional obstacles for transfer students, and improving retention rates of our existing students. At the same time, our enrollment management professionals continue to work with our high school and community college partners, to make the important case of college as an attractive option for transforming the trajectory of one's life.

**As such, we continue to deliver upon our promises with the third of four phases of our university's long-term vision and strategic planning as we unveil the first comprehensive Strategic Enrollment Plan (SEP) at our institution.**

The Strategic Enrollment Plan builds upon the foundation laid in our Recovery & Revitalization Plan released in Spring 2023 and the momentum of our first Academic Master



Plan which was introduced earlier this semester. Our renewed and revitalized focus on the community we are privileged to serve will actively drive our pursuit of community partnerships and affiliations that enhance student success outcomes on our campus from enrollment to retention and degree completion. Our strategic focus affirms a commitment to meet our students where we find them.

**Our Strategic Enrollment Plan, like the preceding Academic Master Plan, is based upon four essential strategic pillars: student success and retention, community engagement, culture of continuous improvement, and financial stewardship and responsibility.**

The Strategic Enrollment Plan, like our recently unveiled Academic Master Plan, is truly unique because their development was completely driven by motivated and committed stakeholders in our university community: faculty, staff, and students. At NJCU, shared governance is not a talking point, but rather a bedrock value of the important mission we are fulfilling daily. I am appreciative of the dedication and commitment of our university community and stakeholders whose deliberate and collaborative efforts led to the development of this long-sought vision.

Together, we will continue to fulfill the promise of a better life through access to higher education — a promise of meeting our community where they are to empower their lives, so they are poised to reach their fullest potential. Our extraordinary students deserve nothing less.

**Andrés Acebo**  
Interim President







## MESSAGE FROM THE PROVOST

The headlines are numerous and dire. Higher education is facing an enrollment cliff. According to analysts like **Nathan Grawe**,<sup>1</sup> the drop in enrollment will be felt most beginning in 2025, when high school enrollment is expected to decline by 15%. Those declines will be felt over the next five- to ten-year period within colleges and universities. These warnings started before the pandemic, and the perceived threats have increased since then. According to **Fortune**,<sup>2</sup> some students fell behind during the pandemic and do not feel ready for college. Others are rethinking the value of a college degree. Further, universities are not just competing with one another; they must now compete with companies that are paying higher initial wages and luring recent high school graduates into full-time employment before, or instead of, a college degree.

As a result, many universities are strategizing ways to recruit prospective students, including investments in infrastructure, program development, and partnering with online program management (OPM) service providers to forge new enrollment opportunities. Additionally, institutions have increased the number of scholarships they offer simply to broaden the admissions funnel. Truth be told, previous administrators at New Jersey City University engaged in some of these strategies. The problem with grasping at straws to grow your enrollment is that you will eventually run out of straws. Quick-fixes or perceived magic bullets to increase enrollment may provide temporary relief for declining numbers, but they will inevitably fail.



<sup>1</sup> Grawe, Nathan D. (2018). *The Agile College: How Institutions Successfully Navigate Demographic Changes*. Johns Hopkins University Press.

<sup>2</sup> Binkley, Collin and The Associated Press. (March 9, 2023). "The labor shortage is pushing American colleges into crisis, with the plunge in enrollment the worst ever recorded." *Fortune*. (<https://fortune.com/2023/03/09/american-skipping-college-huge-numbers-pandemic-turned-them-off-education/>)



Instead, NJCU is doubling down on its mission. We know who we are. We know who we serve. Through our strategic efforts, we have made significant changes related to enrollment:

### **I. Recognizing that enrollment management is a vital part of the academic enterprise**

In July of 2023, we moved the unit of admissions and enrollment management into the Division of Academic Affairs. In doing so, our amazing staff and leaders in admissions work alongside faculty, department chairs, and deans to collectively showcase our academic programming and to share the pulse of potential students, while ensuring the programming is responsive to the needs of those whom we serve. Now, faculty, staff, and administrators in the colleges and among the academic support services see even more clearly their roles in recruiting potential students. This organizational change shifted our focus from isolated strategies to explicitly building even stronger relationships with students and community leaders as we eagerly invite them to be part of our unique community.

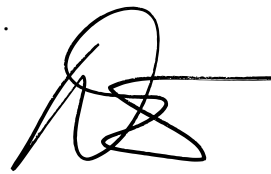
### **II. Embracing our new normal**

NJCU once maintained an enrollment of more than 8,000 students. We know that we are not that university anymore. We strive to maintain an enrollment of around 5,500 students. As a result, we altered our organizational structure and academic programming to reflect our new target enrollment. We reduced our executive leadership by 50%, and we reduced our academic portfolio by 34%. These significant changes allow us to focus more clearly on our mission and to support the anticipated 5,500 students more effectively.

### **III. Increasing access and reducing barriers**

NJCU primarily serves non-traditional students, many of whom struggle financially. Many of our students work one or more jobs and juggle family responsibilities while they attend our university. Through this strategic planning process, we have renewed our commitment to be responsive to the needs of our students. We strive to reduce financial burdens and increase access to programming through more deliberate scheduling, programming with paid internships, and increased online access through hybrid and online courses. All units who work with students, including admissions, financial aid, academic advising, etc., work together to ensure that the decisions made across the full student experience are responsive to the unique needs of those whom we serve.

This Strategic Enrollment Plan reflects our commitment and our resolve to uniquely serve our community. Like the Academic Master Plan, more than 100 of our faculty, staff, students, administrators, and community partners worked to create this plan. It is a testament to our revitalized mission and a preview of the wonderful work to come at NJCU.



**Donna Breault, Ph.D.**

*Interim Provost and Senior Vice President  
of Academic Affairs*

## MESSAGE FROM OUR ADMISSIONS LEADERS

Guided by the Provost’s leadership, the Strategic Enrollment Plan (SEP) represents the collective effort of faculty, staff, administrators, alumni, and external partners over several months. It reflects a unified commitment to achieving SEP goals amid the evolving landscape of higher education. Establishing a robust foundation for our SEP is imperative to thrive in today’s volatile higher education environment. The intention is for this framework to be a living document that effectively:

- Ensures the realization of the institutional mission and vision.
- Represents a systems approach that intricately links planning, budgeting, and assessment.
- Capitalizes on the institution’s competitive advantages while addressing the changing higher education marketplace and environment.
- Enhances the institution’s capacity to attract and retain students, meeting their current and future needs and expectations.
- Fosters collaboration within the academic community and ensures organizational learning.

Despite a rise in new spring 2024 student enrollment, New Jersey grapples with significant declines in high school graduates and a growing number of learners opting out of the traditional four-year college experience. Amid fiscal challenges and disruptions caused by the pandemic, issues related to mental health, physical health, and a lack of personal connection and support pose real obstacles, yet they are not insurmountable.

NJCU’s faculty, staff, and students demonstrate dedication, resilience, and resourcefulness. A collaborative effort is underway to shape the institution’s future, and this plan introduces a blueprint guiding us toward sustainable growth, academic excellence, and inclusive student success. To achieve our goals, NJCU will leverage all available tools to support both prospective and enrolled students. Recognizing that success cannot rely solely on traditional-age high school students, we must broaden our enrollment strategies, emphasizing retention and diversifying our learner population, including transfers, graduate, and adult learners. This commitment extends to fostering an environment that supports all learners on their journey to success and graduation.

Let us embark together on a journey to elevate our institution to new heights.

### **Jose Balda**

*Assistant Vice President for University Admissions*

### **Stacey Kanga**

*Director of Undergraduate Admissions*

### **Tatiana Reyes**

*Director of Graduate Admissions*





**MISSION AND VISION STATEMENTS**

**Mission**

NJCU empowers its students through a highly accessible, equity-driven, and transformative education. An NJCU education focuses on students’ personal, professional, and civic development to facilitate their socio-economic mobility. We uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners.

**Vision**

We aim to inspire intellectual curiosity, nurture conscious citizenship and community engagement, and uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.

**STRATEGIC PILLARS**



**VALUES**

**To Know**

- Academic excellence
- Knowledge and scholarship

**To Grow**

- Lifelong learning
- Discovery and growth
- Conscious citizenship
- Socioeconomic mobility
- Empowerment and freedom
- Leadership

**To Connect**

- Diversity, equity, and inclusion
- Accessibility
- Sustainability
- Innovation
- Civic engagement











## THE CONTEXT OF OUR ENROLLMENT CHALLENGE

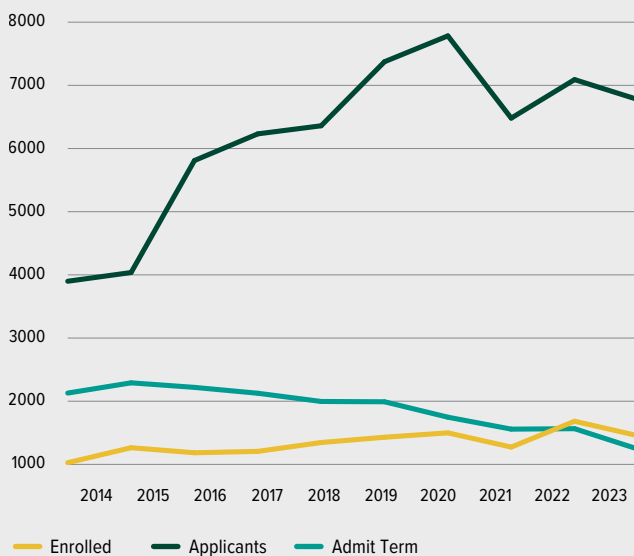
### Historical trends: Applications

Between the Fall of 2014 and the Fall of 2020, freshman applications increased by 99.6%. This was due, in part, to the adoption of the Common App. In 2021, freshman applications declined by 16.7%, and in Fall of 2022, freshman applications increased by 9.4%. By Fall of 2023, the number of freshman applications declined by 4.4%. Transfer student applications experienced a steady decline from 2014 to 2023 of 41.7%. With the revised general education curriculum and partnerships like the HCCC|NJCU Connect Program, we expect to see increases in applications moving forward. Graduate applications experienced a steady increase other than a slight dip in 2021. From 2014 until 2023, graduate applications increased by 41.6%.

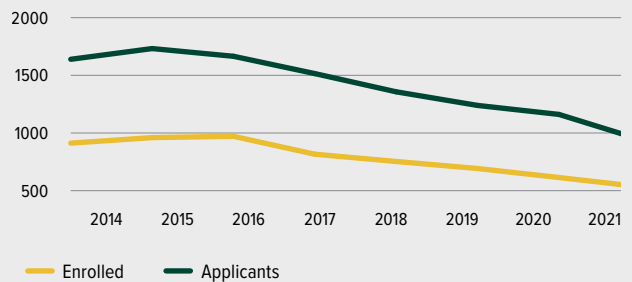
### Historical context: Transfer Students

Nationally, transfer enrollments declined through the pandemic and until 2022. According to *Higher Education Today*<sup>3</sup>, transfer enrollment dropped by 16% from 2020 until 2022. This trend shifted the next year. The *National Student Clearinghouse Research Center*<sup>4</sup> reported that transfers increased from Fall 2022 to Fall of 2023 by 5.3%. They also indicated that low-income, Black, and Hispanic students enrolled as transfer students at a higher rate in 2023. Since 2013, NJCU’s transfer applicants have declined by 54% and the number of transfer students enrolling at NJCU has declined by 52%. To address this trend, the university radically overhauled its general education curriculum to make the university the most transfer-friendly public university in New Jersey. The university also shifted additional resources to the Transfer Resource Center, and entered into the *Hudson Connect*<sup>5</sup> partnership with Hudson County Community College.

First-time Freshman Applicants and Those Enrolled (2014–2023)

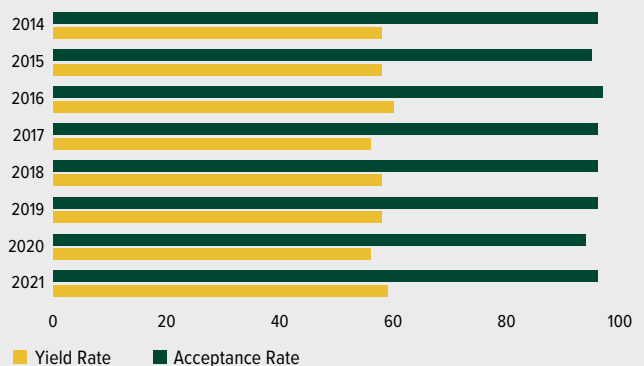


Transfer Student Applicants and Those Enrolled (2014–2021)



The acceptance and yield rates for transfer students have remained consistent since 2014.

Acceptance and Yield Rates for Transfer Students (2014–2021)



<sup>3</sup> Danielle Melidona (May 16, 2022). "Two New Reports Provide Insights on Enrollment Trends and Policies to Support Transfer Students." *Higher Education Today*. (<https://www.higheredtoday.org/2022/05/16/two-new-reports-provide-insights-on-enrollment-trends-and-policies-to-support-transfer-students/>)

<sup>4</sup> National Student Clearinghouse Research Center (February 28, 2024). "Transfer and Progress: Fall 2023 Report." (<https://nscresearchcenter.org/transfer-and-progress/>)

<sup>5</sup> HCCC | NJCU Connect Program (<https://www.hccc.edu/programs-courses/academic-pathways/transfer-dual-admissions/hccc-njcu-connect/index.html>)



NJCU

WILLIAM J. MAXWELL  
COLLEGE OF  
ARTS & SCIENCES



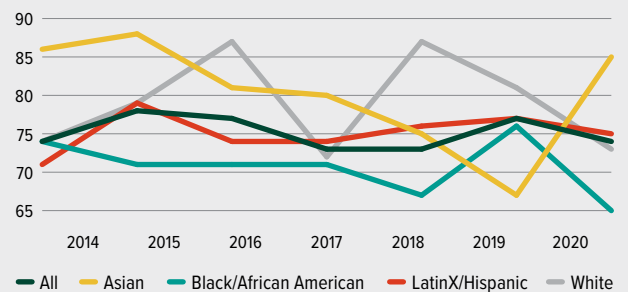
**HISTORICAL CONTEXT:  
RETENTION AND GRADUATION**

**Two-Year Graduation Rates**

NJCU’s retention rates for first-time, full-time freshmen from their first to second year have ranged from 66.4% (2022) to 77.6% (2015). The average rate of retention for first-time, first-year freshmen is 73.9%. The average rate of retention by race/ethnicity is as follows:

- Asian 74%
- Black/African American 71%
- Hispanic/Latino 74%
- White 76%

**Two-Year Retention**

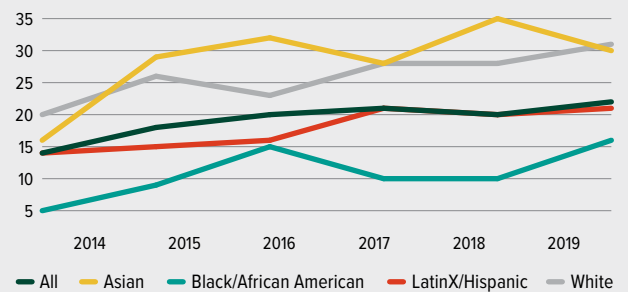


**Four-Year Graduation Rate Improvement**

Four-year graduation rates for full-time, first-time students are low given the non-traditional nature of the students NJCU serves. Rates overall have increased by 55% since the 2014 cohort. The percentage of increase in graduation rates according to race/ethnicity since the 2014 cohort are as follows:

- Asian 89%
- Black/African American 108%
- Hispanic/Latino 57%
- White 53%

**Four-Year Retention**

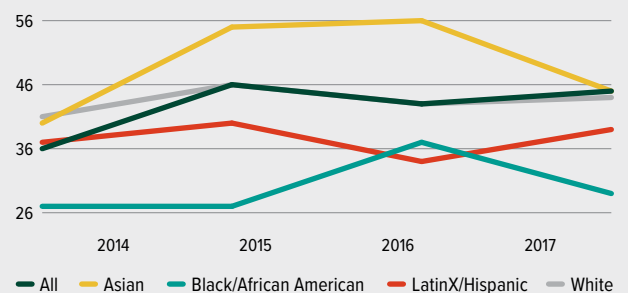


**Six-Year Graduation Rate Improvement**

Six-year graduation rates have increased by 8.4% overall from the 2014 cohort to the 2017 cohort. The percentages of increase according to race/ethnicity are as follows:

- Asian 12.4%
- Black/African American 9.9%
- Hispanic/Latino 6.5%
- White 9.1%

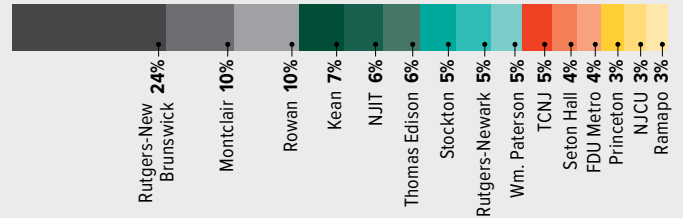
**Six-Year Retention**



**HOW WE COMPARE<sup>6</sup>**

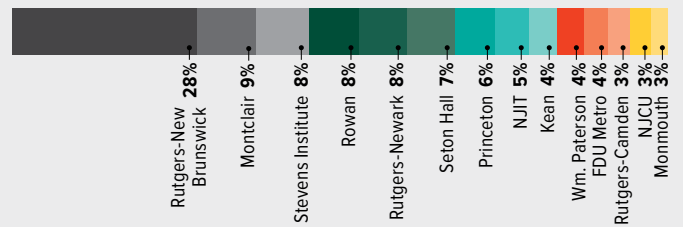
**Undergraduate Enrollment in New Jersey, Fall 2021**

NJCU ranks 14th in undergraduate enrollment in New Jersey. The universities with the closest undergraduate enrollment to NJCU include Rutgers-Camden and Ramapo College of New Jersey.



**Graduate Enrollment in New Jersey: Fall 2021<sup>7</sup>**

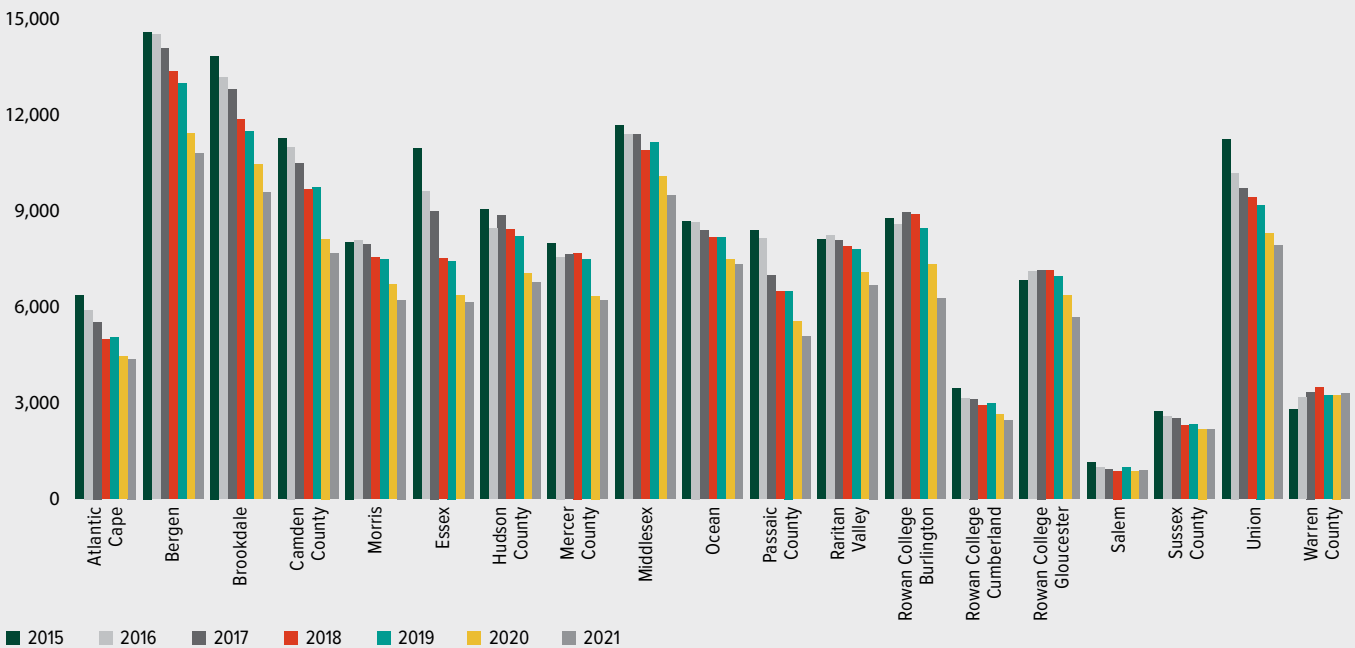
NJCU ranks 13th in terms of graduate enrollment in New Jersey. Our closest peer in terms of graduate enrollment is Rutgers-Camden.



**Context: Community College Enrollment in New Jersey<sup>8</sup>**

Community College enrollment in New Jersey has declined since 2015 at all institutions other than Warren County Community College. The average decline for all institutions is 34%. See **Figure 1** below. ↓

**FIGURE 1: Community College Enrollment**



<sup>6,7,8</sup> Data from IPEDS: Integrated Postsecondary Education Data System, National Center for Education Statistics





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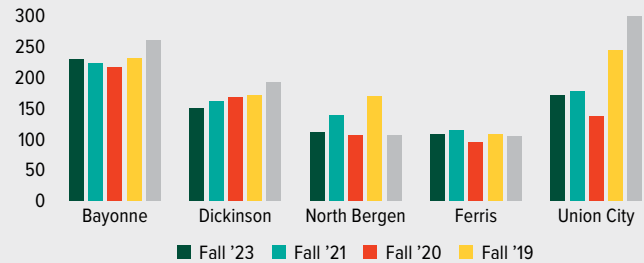
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**WHO WE SERVE**

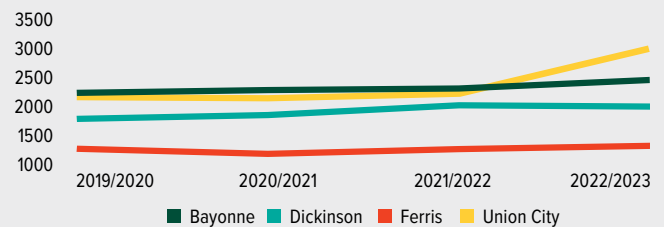
**Top Feeder High Schools for First-Time Freshmen**

The number of seniors at NJCU’s top feeder high schools has remained somewhat stable with slight decreases (Bayonne, Dickinson) or slight increases (North Bergen, Ferris) in graduating seniors in most schools. The exception would be Union City High School which had more significant declines since 2019.



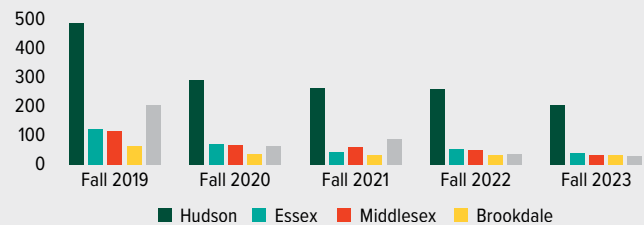
**Enrollment Trends in Top Feeder High Schools**

While the state is experiencing enrollment declines in high schools overall, NJCU’s top feeder high schools are maintaining or slightly increasing their enrollment since 2019.



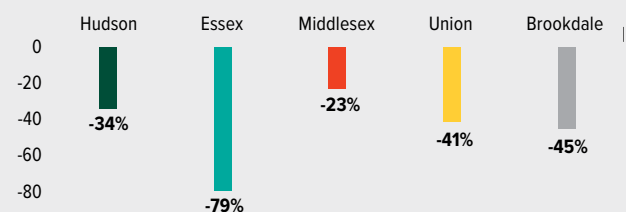
**Top Community Colleges for Transfers**

The top community college for transfers to NJCU is Hudson County Community College.



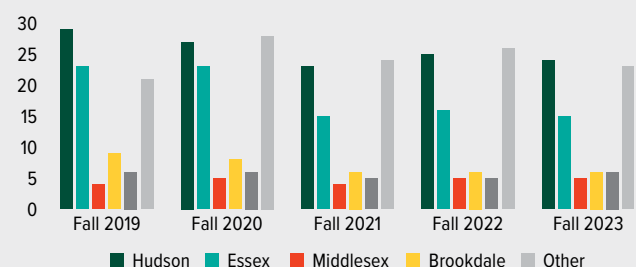
**Enrollment Decline in Top Community Colleges for NJCU Transfers<sup>9</sup>**

The top community colleges where students transfer to NJCU have experienced declines in enrollment ranging from 23% (Middlesex) to 79% (Essex County).



**Distribution of Freshman Applicants by County**

The largest percentage of applications for New Jersey residents comes from Hudson County. The second largest percentage is Essex County.



<sup>9</sup> Data from IPEDS: Integrated Postsecondary Education Data System, National Center for Education Statistics



**Percentage of Hudson County High School Seniors Enrolling at NJCU**

The district that has the most seniors attending NJCU is Jersey City Public Schools. The district that has the smallest percentage of the incoming class is Weehawken. Overall, 7.5% of Hudson County seniors enroll at NJCU, and 49.8% of NJCU’s incoming class are from Hudson County.

School District	Percentage of Senior Class Enrolled at NJCU	Percentage of NJCU Incoming Class
Bayonne School District	10.9	7.6
Harrison Public Schools	3.1	.65
Hoboken Public School District	4.4	.52
Hudson County Schools of Technology	6.8	5.2
Jersey City Public Schools	10.4	17.3
Kearny School District	4.4	2.3
North Bergen School District	7	4.4
Secaucus Public School District	.8	.13
Union City Public Schools	7.1	8.07
Weehawken Township School District	.9	.13
West New York School District	6.07	3.3

**Percentage of Jersey City High School Seniors Enrolling at NJCU**

The school with the highest percentage of students enrolling at NJCU is Innovation High School. Overall, 17.3% of NJCU’s incoming class is from Jersey City Public Schools.

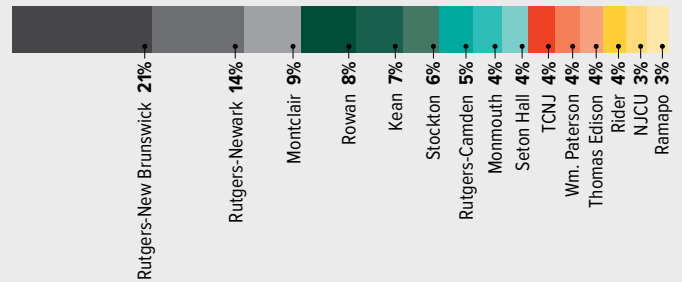
Jersey City High School	Percentage of Senior Class Enrolled at NJCU	Percentage of NJCU Incoming Class
Infinity Institute	3.5%	0.26%
Henry Snyder High School	8.2%	1.8%
James J. Ferris High School	15.8%	4.8%
Lincoln High School	7.1%	1.5%
Dr. Ronald E. McNair High School	1.6%	3.9%
William L. Dickinson High School	12.4%	5.4%
Liberty High School	7.5%	0.52%
Innovation High School	27.5%	2.47%
District	10.40%	17.3%



**HOW WE COMPETE**<sup>10</sup>

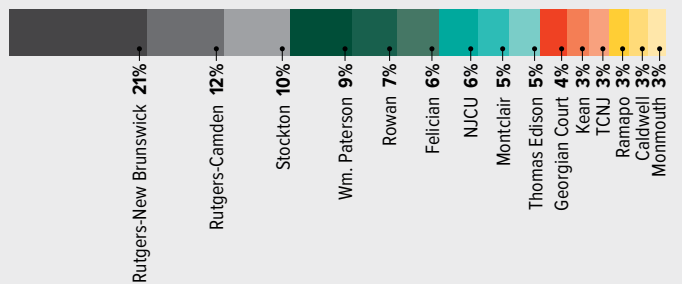
**Undergraduate Business Majors**

NJCU ranks 14th in New Jersey undergraduate completers in Business majors.



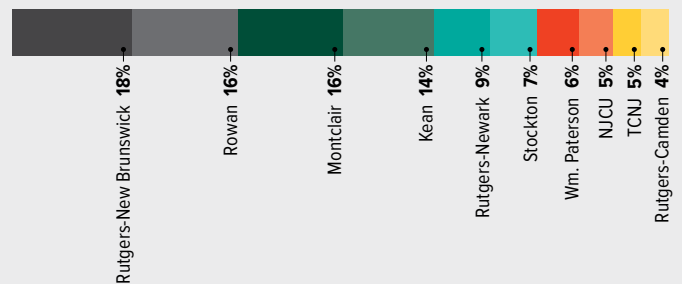
**Undergraduate Health Professions Majors**

NJCU ranks seventh in New Jersey Completers in undergraduate degrees in health professions.



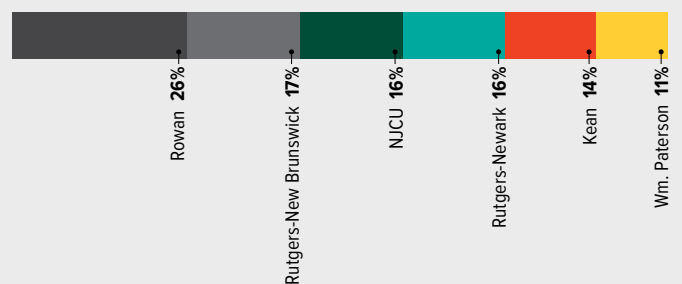
**Undergraduate Psychology Majors**

NJCU ranks eighth in the number of undergraduate degrees in psychology.



**Undergraduate Homeland Security, Criminal Justice, Fire Science Majors**

NJCU ranks third in New Jersey completers of undergraduate degrees in Homeland Security, Criminal Justice, and Fire Science

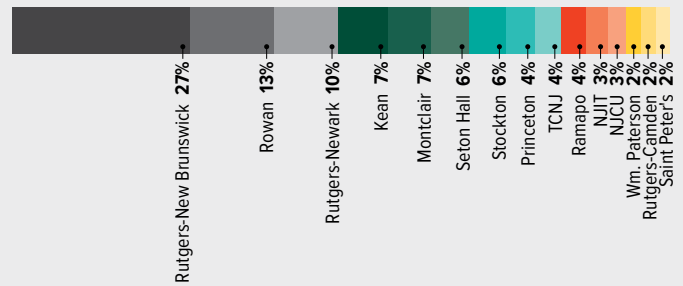


<sup>10</sup> Data from IPEDS: Integrated Postsecondary Education Data System, National Center for Education Statistics



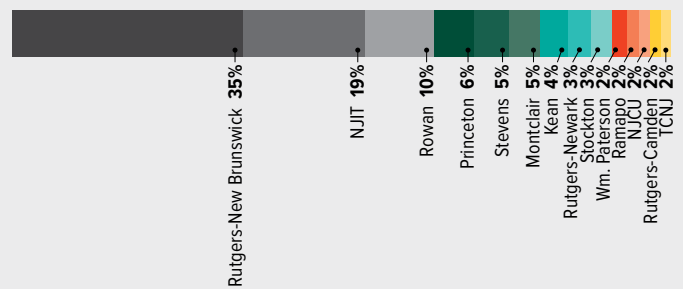
### Undergraduate Biology Majors

NJCU ranks 12th in undergraduate completers majoring in Biology.



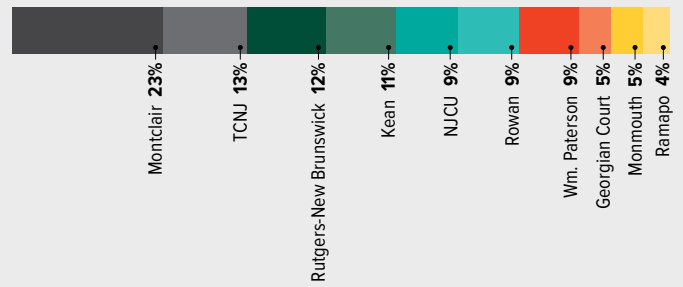
### Undergraduate Computer Science Majors

NJCU ranks 12th in undergraduate completers majoring in computer science.



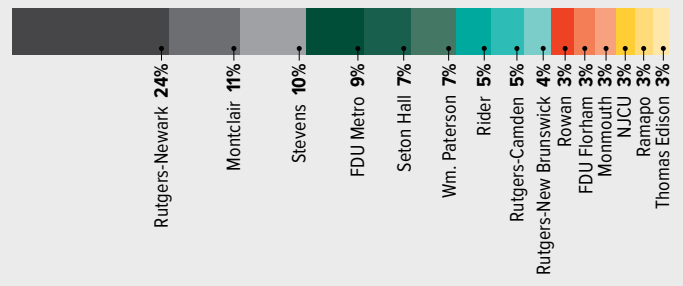
### Master's Education Majors

NJCU ranks fifth in the number of completers for education master's degrees.



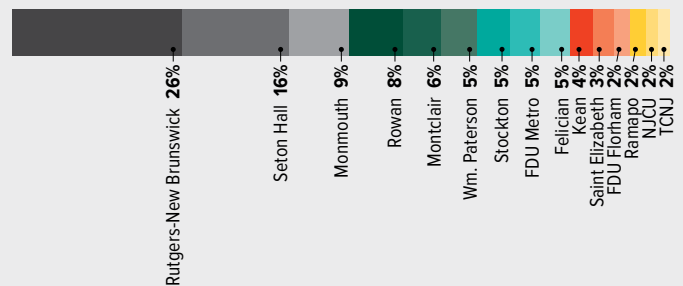
### Master's Business Majors

NJCU ranks 13th in the number of completers with a master's in business.



### Master's in Health Professions

NJCU ranks 14th in the number of completers in master's in health sciences.



A photograph of two women sitting at a table, looking at documents. The woman on the right is wearing glasses and a red top, and is writing on a document with a green pen. The woman on the left is wearing a blue top. There are papers, a smartphone, and a coffee cup on the table.

## UNDERSTANDING THE PLAN

### **A Vital Part of the Whole**

The Strategic Enrollment Plan is one of three plans developed for New Jersey City University's strategic planning. The Academic Master Plan and the Strategic Enrollment Plan were developed using the same processes during the same period — Fall of 2023. In the Spring and Fall of 2024, the university will use the same process and develop a strategic plan for student development and community engagement.

### **10 Goals**

The Strategic Enrollment Plan consists of 10 goals. The goals were formed based upon the three guiding principles of our strategic planning: mission, market, and margins.

### **KOAs and KPIs**

The Strategic Enrollment Plan operationalizes the 10 goals through two key measures: key organizational actions (KOAs) and key performance indicators (KPIs). In addition, the plan introduces strategies that we will use to achieve the key organizational actions.



**GOAL ONE**

**BE THE BACHELOR’S DEGREE COMPLETION INSTITUTION OF CHOICE FOR HUDSON COUNTY RESIDENTS.**

**KOAs**

**1a Refine our brand identity within Hudson**

**County high schools, community colleges, and community-based organizations (CBOs).**

- Increase recruitment events in Hudson County by 20%.
- Enhance marketing strategies and define recruitment targets.
- Redesign admissions marketing materials including microsites.
- Collaborate with community-based organizations.

**1b Provide a seamless transfer pathway for Hudson County Community College Graduates to NJCU.**

- Support and enhance the HCCC|NJCU Connect Program.
- Prioritize targeted marketing events for HCCC Connect students.
- Provider access to NJCU campus resources for HCCC Connect students.

**1c Increase the number of admitted students who have some college credit but who have not completed undergraduate degrees.**

- Partner with N.J. ReUp program, targeting N.J. residents that have not completed undergraduate degrees.
- Promote continuing education program offerings to the Hudson County community.
- Partner with local businesses and organizations to provide options for employees to complete bachelor’s degrees.
- Partner with Hudson County governmental agencies (e.g. first responders, civil service, etc.) to provide degree completion for employees.

**KPIs**

- Increase in admitted students from Hudson County: 10% for Fall 2025; 15% for 2026; 20% for 2027; 25% for 2028.
- Increased number of students participating in HCCC|NJCU Connect by 10% year-over-year.
- Development of corporate completion partnerships: three annually from 2025–2028.

**GOAL TWO**

**BE THE MOST TRANSFER-FRIENDLY PUBLIC UNIVERSITY IN NEW JERSEY.**

**KOAs**

**2a Revise curriculum, schedule, and policies to remove transfer student barriers.**

- Revise existing majors and minors.
- Develop transfer-friendly policies on major, minor, and concentration maximum and minimum credits.
- Develop new transfer-friendly curriculum.
- Offer transfer-friendly schedules and modalities.

**2b Promote transfer student success.**

- Develop a robust and welcoming transfer center.
- Improve undergraduate transfer policy.
- Improve transfer student culture.
- Improve transfer student services.

**2c Recruit and promote the ease of transferability.**

- Increase transfer recruitment.
- Promote transferability to external sources by attending more open houses, promoting student success stories, etc.
- Expand HCCC|NJCU Connect Pathways.
- Identify and offer new scholarship opportunities for transfer students to reduce the costs of tuition.

**2d Develop transfer partnerships.**

- Develop comprehensive approach to high school dual enrollment programs.
- Develop a comprehensive approach to community college partnerships.
- Develop a comprehensive approach to enrollment opportunities for incarcerated individuals.
- Develop a comprehensive approach to awarding lifetime credits to transfer students by partnering with business partners who want their employees to finish their degrees.

*KPIs on following page ->*

**KPIs**

- Increase number of transfer students by 10% for 2025; 15% for 2026; 20% for 2027; and 25% by 2028.
- Increases dual-credit partnerships with high schools by 10% year-over-year.
- Develop at least one Connect-equivalent partnership each year beginning in 2025/2026.

**GOAL THREE****CONSISTENTLY INCREASE COMPLETION RATES YEAR-OVER-YEAR FOR ALL STUDENTS.****KOAs****3a Create organizational structures and services to monitor and support and retain students with at-risk academic performance.**

- Create committee to oversee development of SEEK program including staffing, budget, and program objectives.
- Redesign academic scheduling of courses for General Education and DFW courses.

- Increase monitoring of at-risk students.
- Use data regarding at-risk students for continuous improvement of student success and retention initiatives.

**3b Promote degree completion through intrusive advising and more flexible academic completion programs.**

- Create and implement a liberal arts degree program.
- Facilitate student major declaration.

**3c Increase the number of students participating in mentoring programs.**

- Institutionalize faculty/staff/alumni mentoring program.
- Institutionalize peer mentoring program.

**KPIs**

- Increase of completion rates by 5% year-over-year.
- Increase use of first alert/advising/monitoring system by faculty and support staff by 20% year-over-year.
- Increase participation in mentoring program by 15% year-over-year.





## GOAL FOUR

### PROVIDE THE MOST LABOR-MARKET RELEVANT GRADUATE PROGRAMS FOR UNDERREPRESENTED PROFESSIONALS IN NEW JERSEY.

#### KOAs

#### 4a Increase the depth of engagement and collaborative partnerships formed between NJCU graduate programs and organizations committed to supporting underrepresented populations.

- Design and implement targeted outreach initiatives to connect with underrepresented communities and organizations.
- Investigate relevant conferences and events that would attract underrepresented populations. Create partnerships with appropriate exhibitors that could encourage/improve new student and alumni interest in graduate programs.
- Improve graduate certificate tracking and communications.
- Evaluate value of alumni interaction and faculty/staff outreach and use data to invest in increased partnerships.

#### 4b Strategically distribute resources for enrollment efforts in sought-after fields such as nursing, business, education, and STEM.

- Leverage the success stories of those who have excelled in targeted graduate programs through testimonials, case studies, and alumni profiles.
- Introduce targeted financial incentives, scholarships, or tuition discounts for students enrolling in specific graduate programs.
- Invite alumni to recruitment events to share their success stories.

#### 4c Implement focused social media campaigns and customized search engine optimization (SEO) methods specifically designed for graduate programs within underrepresented populations.

- Curate landing pages, SEOs, and social media tags with keywords in English and Spanish that align with language, preferred website content, and search patterns of current and prospective students enhancing the visibility and relevance of graduate programs for diverse populations.
- Create a vibrant and supportive online community that connects alumni with current, and prospective students which fosters collaboration, knowledge-sharing, and a sense of belonging, specifically among diverse students.
- Create a focus group of former and current graduate students who have gone viral in social media to provide knowledge about social media trends.
- Promote collaboration between NJCU alumni, professors, and external stakeholders and prospective students to create stories on online platforms.

#### KPIs

- Increase percentage of underrepresented graduate admissions by 10% year-over-year.

## GOAL FIVE

### PROVIDE RELEVANT AND ENGAGING WORKFORCE DEVELOPMENT PROGRAMS FOCUSED ON THE NEEDS OF A GLOBAL WORKFORCE.

#### KOAs

#### 5a Increase the number of students participating in career development activities that lead to meaningful jobs related to their fields.

- Create centralized team dedicated to both career readiness and employee relations.
- Educate students in building career pathways starting with the course, “Orientation to College” and continuing throughout their degree programs.
- Partner with NJCU programs/departments that have been effective in this goal.
- Increase communication and partnerships with key industry actors like Choose N.J., N.J. Economic Development Authority, and N.J. Business and Industry Association.

#### 5b Increase the number of departments who embed career development modules within established curricula.

- Offer guidance to departments that want to connect their courses to the needs of current and future global workforce.
- Establish partnerships between faculty, Institutional Effectiveness, and Career and Professional Development to analyze data from First Destination Survey that can be leveraged to achieve goal five.

#### KPIs

- Increased number of students participating in career development activities to include 75% of student body by 2026.
- Increased embedded career development modules to include 50% of departments by 2026.

## GOAL SIX

### UNDERSTAND AND ANALYZE THE HIGHER EDUCATION MARKETPLACE IN TERMS OF COMPETING UNIVERSITY PROGRAM OFFERINGS.

#### KOAs

#### 6a Conduct comprehensive market research to identify market trends.

- Identify market trends including standardized process and form for gathering and sharing data.
- Analyze competing programs using a standardized process and form for gathering and sharing data.
- Assess programs to ensure quality and reputation using standardized process and form.

#### 6b Measure employability and success of graduates (R.O.I.)

- Foster collaboration and partnerships with industry leaders to capitalize on market demands.
- Strengthen career services.
- Include cooperative education in all academic programs.

#### 6c Ensure successful accreditation and student success of graduates.

- Provide robust services to support student success.
- Enhance academic quality by investing in faculty development.
- Promote student success stories.
- Implement program review and continuous improvement.

#### K.P.Is

- Increased rankings in IPEDS completion data by CIP code when compared to state and other competitors.



## GOAL SEVEN

### STRATEGICALLY RESPOND TO MARKET FORCES FOR UNDERGRADUATE, GRADUATE, AND NONCREDIT PROGRAMMING.

#### KOAs

#### 7a Emphasize careers students want to pursue through robust co-op/internship programming.

- Centralize a revised co-op/internship program to provide meaningful experiences that can prepare students for future careers.
- Develop and maintain data regarding consistency in major choices vs. students who change their majors mid-degree.

#### 7b Increase our external visible presence at key recruiting events such as college fairs, community colleges, etc.

- Increase the number of recruiters who can attend key events and follow up with high schools and community colleges.
- Invest in additional digital marketing to increase recruiting opportunities.

#### 7c Create a corporate partnership program providing tuition discounts and negotiated services to organizations and agencies.

- Create partnership MOU template and encourage schools, governmental agencies, and companies to work with the university to help employees complete undergraduate, graduate, and non-credit programs.
- Hire a corporate partnership liaison to grow the corporate partnership program.

#### KPIs

- Increase number of transfer students by 10% for 2025; 15% for 2026; 20% for 2027; and 25% by 2028.
- Development of corporate partnerships: three annually from 2025–2028.
- Increased participation in internships by 10% year-over-year.
- Increased career planning and feelings of career preparedness as measured by survey.



## GOAL EIGHT

### STRENGTHEN OUR IDENTITY BY PROVIDING STUDENT SUPPORT SERVICES THROUGHOUT THE STUDENT LIFE CYCLE.

#### KOAs

#### 8a Host a minimum of two one-stop events per semester to advertise student support services.

- Create comprehensive communication plans regarding student services.
- Use the Monday common hours to showcase student services in GSUB.
- Measure attendance of events to ensure objectives are being met.

#### 8b Develop internal and external communication plan regarding the unique and compelling support services provided to NJCU students throughout their time at NJCU.

- Review services provided throughout the life cycle of undergraduate, graduate, and noncredit students to identify needs.
- Add support services based upon review.
- Develop compelling website communications regarding support services.
- Develop marketing plan that includes information regarding support services.

#### 8c Increase hours of operation for key support services to increase access for the working students.

- Expand operating hours for key offices like financial aid, student accounts/Bursar, and Registrar.
- Monitor hours services are accessed to ensure appropriate levels of support at times when services are sought the most.

#### KPIs

- Increased student services based upon review.
- Increased events that include all student services.
- Attendance at one-stop shop events.





## GOAL NINE

### DRIVE PROGRAM INVESTMENT DECISIONS ACCORDING TO PROGRAM RETURN ON INVESTMENT (ROI).

#### KOAs

#### 9a Examine important measures of student and alumni outcomes to make informed decisions that support and enhance the return on investment for each program to position it for success.

- Continuously assess and analyze retention rates based on the following characteristics: student segments and demographics with special focus on first-time, full-time freshmen and first-generation students. Use results as a measure of return on investment.
- Evaluate and analyze enrollment headcount for newly enrolled and ongoing enrolled counts of program majors as a measure of ROI.
- Evaluate and track licensure exam and certification pass rates data for alumni of programs.
- Track and evaluate post-graduate success of program alumni employment rates and salaries of college majors by academic level as an economic success measure for ROI of individual programs.

#### 9b Continuously analyze individual programs, comparing the gains and benefits to the costs involved.

- Utilize the pay-back method, evaluating how long it will take students to pay back or recover the initial investments in years.
- Consistently track and calculate the net revenue per student to evaluate the financial efficiency of the program.
- Analyze the net present value to identify future streams and costs of individual programs (NPV= Benefits-Costs)

#### 9c Assess stakeholder involvement in each program to enhance success and maximize return on investments.

- Conduct ongoing evaluation and analysis on different elements of alumni engagement by establishing a data collection, recording, and reporting system for participation rates, and levels and areas of alumni engagement within individual programs. Upload and maintain data in a platform accessible to all departments.
- Assess and analyze students' continuous participation and involvement levels with their characteristics in high-impact and co-op/internship opportunities within each program.
- Assess and analyze faculty and staff engagement in research, mentorship, service, and professional development within each program.
- Analyze and evaluate engagement with community stakeholders and partnerships within each program.
- Conduct ongoing evaluation and analysis of engagement with web and social media pages of individual programs to identify areas of high volume and interest based on click percentages and inquiries. Use data to evaluate levels of engagement and support initiatives for recruitment and retention.

#### KPIs

- Increased retention rates by program year-over-year.
- Increased enrollment by program year-over-year.
- Increased percentages of licensure passage rates year-over-year.
- Increased employment rates of graduates year-over-year.
- Decreased time to pay back student loans year-over-year.
- Increased alumni engagement year-over-year.
- Increased student participation in internships year-over-year.
- Increased faculty engagement in co-curricular experiences year-over-year.
- Increased traffic on website year-over-year.
- Increased ROI per program year-over-year.

## GOAL TEN

### INCREASE AND DIVERSIFY NON-CREDIT PROGRAMMING TO RESPOND TO WORKFORCE NEEDS IN NEW JERSEY.

#### KOAs

##### 10a Analyze the needs of the future workforce.

- Analyze the needs of the future workforce (employees and learners) to assess the demand for various non-credit programs.
- Establish a streamlined process for developing new non-credit programs.
- Work with departments and academic units to identify micro-credentials that can be converted to credit.
- Seek out new or leverage existing relationships to diversify program offerings within niche specializations.

##### 10b Enhance marketing and outreach

- Develop a robust marketing strategy that utilizes various channels such as social media, email campaigns, and partnerships with local business and community outreach programs.
- Redesign continuing education website and online presence.
- Engage community and build rapport and trust within Jersey City, Hudson County, and surrounding areas.

##### 10c Establish funding resources

- Investigate and pursue grant opportunities offered by federal, state, and private entities.
- Leverage New Jersey Department of Labor negotiations.

#### KPIs

- Increase number of noncredit programs offered year-over-year.
- Increase enrollment in noncredit programs year-over-year.
- Increase partnerships with agencies and organizations for workforce development year-over-year.











**NJCU**  
NEW JERSEY CITY UNIVERSITY



# NJCU

## FY 2025 Proposed Tuition & Fees

April 15, 2024



**NJCU has changed the budget process timing. The final budget will not be submitted to the Board of Trustees for final approval until July 2024.**

**This change is necessary for the University to know what level of funding is being provided from the State of New Jersey to support our students at NJCU.**

**To ensure that all students have access to and can afford the textbooks required for all classes, the cost of all textbooks is included in the cost of tuition.**



	FY24	FY25 Potential	FY25 Potential	FY25 Potential	FY25 Potential
	Flat	1.0% Increase	2.0% Increase	3.0% Increase	3.5% Increase
	In-state	In-state	In-state	In-state	In-state
<b>Undergraduate Tuition</b>					
Tuition Per Credit	\$ 459.53	\$ 464.13	\$ 468.72	\$ 473.32	\$ 475.61
Tuition Per Semester	\$ 6,892.95	\$ 6,961.88	\$ 7,030.81	\$ 7,099.74	7,134.20
<b>Accelerated Nursing</b>					
Tuition Per Semester	\$ 12,085.45	\$ 12,206.30	\$ 12,327.16	\$ 12,448.01	\$ 12,508.44
Nursing Fee Per Semester	1,384.06	1,397.90	1,411.74	1,425.58	1,432.50
<b>Graduate On-site &amp; Online</b>					
Tuition Per Credit	\$ 821.63	\$ 829.85	\$ 838.06	\$ 846.28	\$ 850.39
<b>DSc. Security Studies</b>					
Tuition Per Credit	\$ 1,184.35	\$ 1,196.19	\$ 1,208.04	\$ 1,219.88	\$ 1,225.80
Tuition Per Semester	7,105.82	7,177.16	7,248.22	7,319.28	7,354.52
Program Fee Per Credit	117.68	118.86	120.03	121.21	121.80
Program Fee Per Semester	706.01	713.07	720.13	727.19	730.72

	FY24	FY25 Potential	FY25 Potential	FY25 Potential	FY25 Potential
	Flat	1.0% Increase	2.0% Increase	3.0% Increase	3.5% Increase
	In-state	In-state	In-state	In-state	In-state
<b>Ed.D. Educational Technology Leadership</b>					
Tuition Per Credit	\$ 1,184.35	\$ 1,196.19	\$ 1,208.04	\$ 1,219.88	\$ 1,225.80
Tuition Per Semester	7,105.82	7,177.16	7,248.22	7,319.28	7,354.52
Program Fee Per Credit	117.68	118.86	120.03	121.21	121.80
Program Fee Per Semester	706.01	713.07	720.13	727.19	730.72
<b>Mandatory Fees</b>					
Student Activity Fee Per Credit	3.09	6.25	6.31	6.38	6.41
Student Activity Fee Per Semester	92.85	93.78	94.71	95.64	96.10
<b>Housing</b>					
West Campus Village - Double	\$ 5,657.38	\$ 5,713.95	\$ 5,770.53	\$ 5,827.10	\$ 5,855.39
West Campus Village - Single	6,272.19	6,334.91	6,397.63	6,460.36	6,491.72
Vodra - Double	\$ 4,806.34	5,713.95	5,770.53	5,827.10	4,974.56
Vodra - Single	5,657.38	6,334.91	6,397.63	6,460.36	5,855.39
<b>Meal Plans</b>					
Gothic Meal Plan	\$ 2,479.62	\$ 2,504.42	\$ 2,529.21	\$ 2,554.01	\$ 2,566.41



# **RESOLUTIONS (ACTION ITEMS)**



**Board of Trustees  
Public Session**

**1. Personnel | Compensation Topics**

- **Faculty and Staff Personnel Actions**
  - Managerial and Professional Staff Promotions & Temporary Appointments
  - Professional Staff Reappointments
  - Faculty Promotions and Tenure
  
- **New Hires**
  - New Hires: Faculty, Managerial and Professional Staff & Temporary Appointments





**Board of Trustees  
Public Session**

**Professional Staff Promotions (AFT/University Promotion Committee Recommendations)  
Promotion Effective: July 1, 2024**

1. Anna Carhart  
Assistant Director 1  
Music, Dance, Theater
2. Sandy Checo  
Professional Services Specialist 2  
University Advisement Center
3. Vivianne Jimenez  
Professional Services Specialist 2  
University Advisement Center
4. Tricia Koufodontis  
Professional Services Specialist 2  
Child Care Center

**Faculty and Staff Personnel Actions**

**Professional Staff Candidates for Reappointment for July 1, 2024**

**Professional Staff for Reappointment Consideration (Currently on 3<sup>rd</sup> 5<sup>th</sup> Year)  
(Eligible for a Multiyear Reappointment up to 4 Years (July 1, 2024 to June 30, 2028))**

Ms. Sachie Tsumura-Tmart, Professional Services Specialist 1, Admissions

**Professional Staff for Reappointment Consideration (Eligible for First Multiyear)  
(Eligible for a Multiyear Reappointment up to 3 Years (July 1, 2024 to June 30, 2027))**

1. Mr. Kaixuan Bu, Professional Services Specialist 4, Earth Environmental Sciences
2. Mr. Carlo Edra, Professional Services Specialist 3, Athletics
3. Ms. Loyda Goldston, Professional Services Specialist 4, Opportunity Scholarship Program
4. Ms. Anna Ivanova, Professional Services Specialist 3, Counselor Education
5. Ms. Vivianne Jimenez, Professional Services Specialist 4, University Advisement Center
6. Ms. Francis Laing, Professional Services Specialist 4, Student Outreach and Retention
7. Ms. Karla Mejia, Professional Services Specialist 3, Athletics
8. Ms. Maria Rolon, Assistant Director 1, Dean of Students



**Board of Trustees  
Public Session**

**Professional Staff for Annual Reappointment Consideration (July 1, 2024 to June 30, 2025)**

1. Ms. Samantha Amorino, Professional Services Specialist 4, College of Professional Studies
2. Mr. Michael Arbitblit, Professional Services Specialist 4, Enrollment Management
3. Mr. Ronald Baines, Assistant Director 2, Athletics
4. Ms. Stephanie Burbano, Professional Services Specialist 3, Dean of Students
5. Evelin Candelario, Assistant Director 2, Enrollment Management
6. Ms. Stephany Aracelly Castellanos, Professional Services Specialist 3, Child Care Center
7. Ms. Sandy Checo, Professional Services Specialist 3, University Advisement Center
8. Mr. Alan Cruz, Assistant Director 3, Pre-College Programs
9. Mr. Charles Diggs, Professional Services Specialist 4, Pre-College Programs
10. Ms. Vera Dika, Assistant Director 1, International Student Advisement
11. Mr. Asad Faison, Professional Services Specialist 4, AVP of Student Affairs
12. Mr. Alex Falk, Professional Services Specialist 1, Athletics
13. Ms. Madeline Fermin, Professional Services Specialist 3, Admissions
14. Mr. Jorge Fernandez, Professional Services Specialist 2, Admissions
15. Ms. Kelly Francisco, Professional Services Specialist 4, Admissions
16. Ms. Strawberry Gallagher, Professional Services Specialist 4, Biology
17. Mr. Darwin Garrido, Professional Services Specialist 4, Residence Life
18. Ms. Hannah Gavin, Professional services Specialist 4, Athletics
19. Ms. Cindy Gerez, Professional Services Specialist 3, Financial Aid
20. Ms. Rosaury Gomez-Carceres, Professional Services Specialist 4, Pre-College Program
21. Mr. Andre Grant, Professional Services Specialist 3, Financial Aid
22. Mr. Brian Gustafson, professional Services Specialist 3, Registrar
23. Mr. Brendan Guzman, Professional Services Specialist 3, Athletics
24. Ms. Kristina Harb, Professional Services Specialist 4, Biology
25. Mr. Barry Hart, Professional Services Specialist 3, Athletics
26. Ms. Manica Jacques, Professional Services Specialist 3, University Advisement Center
27. Ms. Evana Lyka Jornales, Professional Services Specialist 3, Financial Aid
28. Ms. Stacey Kanga, Professional Services Specialist 1, Admissions
29. Ms. Nicole Leibowitz, Professional Services Specialist 2, Admissions
30. Ms. Ashley Lemon, Assistant Director, 2, Campus Life
31. Ms. Dana Mason, Professional Services Specialist 4, Educational technology
32. Ms. Crystal Mateo, Assistant Director 3, Literacy Education
33. Ms. Sarah McGough, professional Services Specialist 4, Biology
34. Ms. Sarah Najdi, Professional Services Specialist 4, Opportunity Scholarship program
35. Ms. Nikketa Pressley-Walsh, Assistant Director 1, Youth Core
36. Ms. Jennifer Rak, Professional Services Specialist 4, Biology
37. Ms. Aisha Rathore, Professional Services Specialist 4, Campus Life
38. Mr. Jordan Robinson, Professional Services Specialist 3, Athletics
39. Ms. Mabel Sanchez, Professional Services Specialist 3, Financial Aid
40. Ms. Joeline Sanders, Professional Services Specialist 4, Dean of Education
41. Ms. Rebecca Sanders, professional Services Specialist 4, Biology
42. Ms. Nakiya Santos, Professional Services Specialist 4, Opportunity Scholarship Program
43. Ms. Silvia Serrano, Professional Services Specialist 4, Child Care Center





**Board of Trustees  
Public Session**

44. Mr. Darin Soliman, Assistant Director 3, Health & Wellness Center
45. Ms. Andrea Squillante-Golden, Professional Services Specialist 4, Biology
46. Ms. Jahshae Stewart, Professional Services Specialist 4, Youth Core
47. Mr. Sohaib Talat, Professional Services Specialist 3, Registrar
48. Mr. Carlos Urena Tejeda, Professional Services Specialist 3, Admissions
49. Ms. Andrea Tider, Professional Services Specialist 4, Dean School of Business
50. Ms. Michelle Tinglin, Professional Services Specialist 2, Nursing
51. Ms. Alessandra Valentin, Professional Services Specialist 4, Women's Studies
52. Ms. Crystal Gail Villavert, Professional Services Specialist 4, University Advisement Center

**Faculty Promotions**

**Promotion to Rank Effective: September 1, 2024**

1. Manuela Caciula, Assistant Professor to Associate Professor  
Salary: \$117,182.08 (Range 28, Step 8)  
(Department: Fitness, Exercise and Sports)
2. John Donnellan, Associate Professor to Full Professor  
Salary: \$147,714.30 (Range 32, Step 9)  
(Department: Management)
3. Venessa Garcia, Associate Professor to Full Professor  
Salary: \$144,002.64 (Range 33, Step 7)  
(Department: Criminal Justice)
4. Alina Gharabegian, Associate Professor to Full Professor  
Salary: \$124,398.11 (Range 30, Step 7)  
(Department: English)
5. EunSu Lee, Associate Professor to Full Professor  
Salary: \$138,465.23 (Range 33, Step 6)  
(Department: Management)
6. Martha Mooke, Assistant Professor to Associate Professor  
Salary: \$94,471.00 (Range 26, Step 5)  
(Department: Music, Dance and Theatre)
7. Esther Nir, Associate Professor to Full Professor  
Salary: \$126,607.95 (Range 32, Step 5)  
(Department: Criminal Justice)
8. Michelle Rosen, Associate Professor to Full Professor  
Salary: \$119,613.69 (Range 30, Step 6)  
(Department: Literacy Education)



**Board of Trustees  
Public Session**

9. Victor Tuazon, Assistant Professor to Associate Professor  
Salary: \$108,499.34 (Range 28, Step 6)  
(Department: Counselor Education)
  
10. H. William Westerman, Assistant Professor to Associate Professor  
Salary: \$110,221.90 (Range 26, Step 9)  
(Department: Sociology and Anthropology)
  
11. Wei Zhang, Assistant Professor to Associate Professor  
Salary: \$106,284.18 (Range 26, Step 8)  
(Department: Psychology)

**Sabbatical Leaves**

1. Max Herman (Sociology and Anthropology)  
Fall 2024  
Salary: \$130,234.15 (Effective September 1, 2024)
  
2. Joel Katz (Media Arts)  
Fall 2024  
Salary: \$148,320.14 (Effective September 1, 2024)
  
3. Adrian Martin  
Fall 2024 and Spring 2025  
Salary: \$121,523.46 (Effective September 1, 2024)

**Managerial Staff Regular Appointments**

1. Jason Martinek, Assistant Provost, Faculty & Staff Development  
VP Academic Affairs  
Salary: \$145,550.00
  
2. Scott O'Connor, Assistant Provost, Academic Programming  
VP Academic Affairs  
Salary: \$145,550.00

**Managerial Temporary**

1. Vivianne Jimenez, Associate Director, Academic Advisement, Interim  
University Advisement Center  
Salary: \$84,498.35
  
2. Francis Laing, Associate Director, Academic Advisement, Interim  
University Advisement Center  
Salary: \$78,534.61





**Board of Trustees  
Public Session**

**Professional Staff Regular Appointments**

1. Andre Grant, Financial Aid Counselor- PSS3  
Financial Aid  
Salary: \$60,454.95

**New Hires**

**Faculty Appointments**

1. Elizabeth Meier Thornton, Assistant Professor  
Counselor Education- Counseling  
Salary: \$ 81,346.40  
Effective: 9/1/2024

**Faculty Temporary Appointments**

1. Fadoua Chigr, NTPP Lecturer, 12 months  
Mathematics  
Salary: \$ 81,346.40  
Effective: 6/1/2024

**Managerial Temporary Appointments**

1. Dennis Haggerty, Interim Director  
Human Resources  
Salary: \$ 150,000.00  
Effective: 3/25/2024

**Managerial Regular Appointments**

1. Lizette Polanco, NJCU Foundation Executive Director (Foundation Supported)  
Development Office  
Salary: \$140,000.00  
Effective: 4/22/2024
2. Jennifer Keyes-Maloney, Executive Director NJASCU (NJASCU Funded)  
Salary: \$200,000.00  
Effective: 4/8/2024
2. Valentina Martinez, Accounting Manager  
Controller's Office  
Salary: \$115,000- Director  
Effective: 1/29/2024



**Board of Trustees  
Public Session**

3. Latoya Robley, Manager, Payroll Services  
Payroll  
Salary: \$110,000.00  
Effective: 4/8/2024

**Professional Staff Regular Appointments**

1. Robert Dailey, Project Assistant  
English  
Salary: \$72,058.27- Professional Services Specialist 4  
Effective: 4/22/2024- Grant Funded
2. Damarys Escoto- Counselor  
Counseling Center  
Salary: \$ 79,862.64- Professional Services Specialist 1  
Effective: May 6, 2024
3. Madeline Fermin, Transfer Success Coordinator  
Admissions  
Salary: \$69,098.05- Professional Services Specialist 3  
Effective: 1/2/2024
4. Adriana Mendez, Transfer Coach  
Biology  
Salary: \$68,534.61- Professional Services Specialist 3  
Effective: May 6, 2024- Grant Funded
4. Alexis Smith, Associate Director, Housing & Residence Life  
Residence Life  
Salary: \$69,525.25- Assistant Director 3  
Effective: 1/15/2024
6. Darren Thomas, Graduate Advisor & Special Programs  
Dean of Education  
Salary: \$71,516.48- Professional Services Specialist 3  
Effective: 5/6/2024
7. Kevin Torres, Financial Aid Counselor  
Financial Aid  
Salary: \$ 62,570.87- Professional Services Specialist 3  
Effective: 3/25/2024
8. Kaitlyn Watson, Outcomes & Assessment Specialist  
Institutional Effectiveness  
Salary: \$72,058.27 – Professional Services Specialist 4  
Effective: 5/20/2024- Grant Funded



## **NEW JERSEY CITY UNIVERSITY**

### **RESOLUTION APROOVING THE MERGER OF THE AFRICAN AND AFRICAN AMERICAN STUDIES, LATIN AMERICAN, CARIBBEAN, AND LATINO STUDIES, AND WOMEN'S AND GENDER STUDIES DEPARTMENTS TO FORM THE DEPARTMENT OF GENDER, AFRICANA, AND LATIN AMERICAN STUDIES**

- WHEREAS:** The Board of Trustees of New Jersey City University has general supervision over New Jersey City University (“University”) and has authority in matters involving the programs and degree levels to be offered by the University consistent with its programmatic mission and institutional plan, N.J.S.A. 18A:64-1 and -6; and
- WHEREAS:** In response to the declaration of a financial emergency in June of 2022, the University has engaged in aggressive restructuring of its various divisions and departments; and
- WHEREAS:** As part of the restructuring efforts, the University’s Division of Academic Affairs is engaged in a comprehensive reorganizational plan to reduce the University’s academic portfolio, which is designed to ensure that all programmatic offerings are sustainable, of high academic quality, and consistent with the University’s mission of providing a diverse population of students with an excellent university education; and
- WHEREAS:** The faculty of the Departments of African and African American Studies, Latin American, Caribbean, and Latino Studies, and Women’s and Gender Studies, all housed within the William J. Maxwell College of Arts and Sciences, have proposed an administrative merger of those three departments to form a single department titled the Department of Gender, Africana, and Latin American Studies; and
- WHEREAS:** This proposed merger will permit faculty to leverage collective expertise to develop a more integrated curriculum for the benefit of university students, as well as provide a method for sharing certain administrative responsibilities to reduce costs; and
- WHEREAS:** Pursuant to the University’s policy for Creating, Merging or Dissolving Academic Departments, faculty members have submitted all necessary information relating to the proposed merger of these three departments, including but not limited to statements elaborating upon the academic quality of the proposed merger, budgetary implications, and the relationship between this merger and the University’s strategic plan; and
- WHEREAS:** The University Senate has considered the proposed merger and approved same on May 8, 2023; and

**WHEREAS:** The Interim Provost has considered the proposed merger and approved same; and therefore be it

**RESOLVED:** That the Board of Trustees of New Jersey City University on May 2, 2024, hereby approves the merger of the African and African American Studies, Latin American, Caribbean and Latino Studies and Women's and Gender Studies Departments to form the new Department of Gender, Africana, and Latin American Studies.

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Secretary to the Board of Trustees  
May 2, 2024



**NEW JERSEY CITY UNIVERSITY**

**RESOLUTION TO AUTHORIZE THE DEBORAH CANNON PARTRIDGE WOLFE  
COLLEGE OF EDUCATION CERTIFICATE IN BEHAVIOR MANAGEMENT AND  
INTRODUCTORY APPLIED BEHAVIOR ANALYSIS**

- WHEREAS:** The Department of Special Education at New Jersey City University (“University”) has proposed a new undergraduate certificate in Behavior Management and Introductory Applied Behavior Analysis; and
- WHEREAS:** The proposed certificate prepares students to be proficient in the knowledge and skills necessary for the study of developmental behaviors and challenges in children and youth with evidence-based practices that create positive and supportive environments for growth and learning. Preparation includes basic principles of applied behavior analysis and is preparatory to the Behavior Analyst Certification Board’s examination for Registered Behavior Technician; and
- WHEREAS:** The proposal was reviewed and approved by the Department of Special Education; the College of Education Curriculum Committee; the Senate Curriculum & Instruction Committee; the Senate Planning, Development, and Budget Committee; and therefore be it
- RESOLVED:** That the Board of Trustees of New Jersey City University on May 2, 2024, hereby approves the proposal for the University to offer the certificate in Behavior Management and Introductory Applied Behavior Analysis.

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Secretary to the Board of Trustees  
May 2, 2024

**NEW JERSEY CITY UNIVERSITY**

**RESOLUTION TO AUTHORIZE THE CONFERRAL OF DEGREES**

- WHEREAS:** The Board of Trustees of New Jersey City University (“Board of Trustees”) is authorized to grant diplomas, certificates and degrees; and
- WHEREAS:** The faculty and administration of the University will review the credentials of candidates for the professional diploma, baccalaureate, master’s and doctoral degrees to be awarded at the 2024 commencement exercises and will certify that the candidates have met the requirements for diplomas and degrees; and therefore be it
- RESOLVED:** That the Board of Trustees on this 2nd day of May 2024, does hereby authorize Interim President Andrés Acebo to confer baccalaureate degrees, master’s degrees and doctoral degrees and professional diplomas at the May 15, 2024, commencement exercises; and be it further
- RESOLVED:** That authorization is hereby given to President Acebo to award degrees *honoris causa* in keeping with past practice at the commencement exercises on May 15, 2024.

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Secretary to the Board of Trustees  
May 2, 2024



**NEW JERSEY CITY UNIVERSITY**  
**RESOLUTION APPROVING THE AWARD OF AN HONORARY DEGREE TO**  
**DOCTOR BETTINA L. LOVE**

**WHEREAS:** By awarding honorary degrees, New Jersey City University (“University”) recognizes outstanding individuals whose accomplishments are of such excellence that they provide inspiration to our graduates; and

**WHEREAS:** The following individual has displayed the level of exemplary achievement deemed worthy of the singular recognition conveyed by the conferral of an honorary degree by the University, namely:

**DR. BETTINA L. LOVE** holds the prestigious William F. Russell Professorship at Teachers College, Columbia University, and is the acclaimed author of the New York Times bestseller *“Punished for Dreaming: How School Reform Harms Black Children and How We Heal.”* In 2022, the Kennedy Center recognized Dr. Love as one of the Next 50 Leaders dedicated to making the world more inspired, inclusive, and compassionate.

As a co-founder of the Abolitionist Teaching Network (ATN), Dr. Love actively contributes to its mission of nurturing and empowering teachers and parents who are committed to fighting injustice within their educational institutions and communities. She has played a pivotal role in overseeing the distribution of over \$250,000 in grants to abolitionist initiatives across the nation. Notably, Dr. Love is also a founding member of the Task Force that initiated the groundbreaking program “In Her Hands,” one of the largest guaranteed income pilot programs in the United States. This program has successfully disbursed over \$15 million to support Black women in Georgia.

Renowned as a highly sought-after public speaker, Dr. Love covers a wide range of compelling topics in her engagements, including abolitionist teaching, anti-racism, Hip Hop education, Black girlhood, queer youth, educational reparations, and the use of art-based education to foster youth civic engagement. Her profound insights and expertise have earned her recognition in various news outlets, including NPR, PBS, The Washington Post, The Daily Beast, Time, Education Week, The Guardian, and the Atlanta Journal-Constitution. Dr. Love is also the celebrated author of the bestseller *“We Want To Do More Than Survive,”* solidifying her position as a leading voice in the field of education and social justice.

; and therefore be it

**RESOLVED:** That the Board of Trustees does hereby authorize Interim President Andres Acebo to confer upon Dr. Battina L. Love the Honorary Degree of Doctorate of Letters, at the May 15, 2024, New Jersey City University Commencement Ceremony at the Red Bull Arena in Harrison, New Jersey.

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Secretary to the Board of Trustees  
May 2, 2024

**NEW JERSEY CITY UNIVERSITY**

**RESOLUTION GRANTING PROFESSOR EMERITUS STATUS TO  
ROBERT ALBRECHT PhD, KENNETH C. MACBAIN, AND BARABRA BLOZEN EdD**

**WHEREAS:** Pursuant to New Jersey City University (“University” or “NJCU”) personnel policies, board bylaws, and prevailing statutory authority, the Board of Trustees upon recommendation of the Faculty and Professional Staff Affairs Committee of the University Senate, the Senior Vice President and Provost, and President of the University may provide emeritus/emerita status to a retired professor should it desire to recognize meritorious performance; and

**WHEREAS:** The Board of Trustees has endorsed the recommendations of Professor Kenneth C. MacBain, Robert Albrecht PhD, and Barbara Blozen, EdD, MA, RN-BC, CNL. for exceptional scholarship and service to NJCU and their professions; and therefore be it

**RESOLVED:** That the Board of Trustees of New Jersey City University on May 2, 2024, hereby designates Professor Kenneth C. MacBain as Professor Emeritus of New Jersey City University with all the rights, duties, and privileges thereunto appertaining.

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Secretary to the Board of Trustees  
May 2, 2024

**NEW JERSEY CITY UNIVERSITY**

**RESOLUTION TO APPROVE THE  
2023 WEST CAMPUS HOUSING, LLC OPERATING BUDGET**

- WHEREAS:** New Jersey City University (“University”) is the manager and operator of West Campus Housing, LLC (“WCH”), and
- WHEREAS:** The University as a part of the management and operation of WCH is to provide for a WCH operating budget, and
- WHEREAS:** The University incurs costs in the management and operation of WCH which are reflected in the WCH operating budget, and
- WHEREAS:** Section 4.6(b) of the applicable Trust Indenture allows the Trustee to disburse operating expenses for WCH from the Receipts Fund upon receipt of the approved WCH annual operating budget, and
- WHEREAS:** It is in the interest of the University to be reimbursed for costs associated with the management and operation of WCH, and
- WHEREAS:** The Trustee requires approval by the governing board of the University of the 2023 operating budget for WCH in order to disburse funds to the University, and
- WHEREAS:** The University requests approval of the Board of Trustees of New Jersey City University for the 2023 WCH operating budget, and therefore be it
- RESOLVED:** The Board of Trustees of New Jersey City University, on May 2, 2024, does hereby approve the 2023 WCH operating budget.

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Secretary to the Board of Trustees  
May 2, 2024



**West Campus Housing LLC**  
 Operating Budget Pro Forma  
 Fiscal Year 2022-23

	(in thousands)
<b>Operating Revenue</b>	<b>Budget</b>
<b>Housing Revenue</b>	
AY Revenue	5,167
Summer	180
<b>Subtotal Housing Revenue</b>	<b>5,347</b>
<b>University Support</b>	
Contributed Services	130
RA Meal Plan	50
Subsidy	120
<b>Subtotal University Support</b>	<b>300</b>
<b>Total Operating Revenue</b>	<b>5,647</b>
<b>Operating Expenses</b>	
<b>Personnel</b>	
Security	154
Housekeeping	88
Residence Life	415
<b>Subtotal Personnel</b>	<b>657</b>
<b>Contract Services &amp; Programming</b>	
Facilities Repair and Maintenance	500
Utilities	305
Professional Fees	16
Property Insurances	21
Residence Life Programming	30
Audit/Rating/Trustee fees	30
<b>Subtotal Contract Services &amp; Programming</b>	<b>902</b>
<b>University Support</b>	
Contributed Services - Administrative	130
RA Meal Plan	50
<b>Subtotal University Support</b>	<b>180</b>
<b>Total Operating Expense</b>	<b>1,739</b>
<b>Net Operating Income Before Interest</b>	<b>3,908</b>
<b>Debt Service</b>	
Interest	2,275
Principal	980
<b>Total Debt Service</b>	<b>3,255</b>
<b>DSCR</b>	<b>1.20</b>

**NEW JERSEY CITY UNIVERSITY**

**RESOLUTION TO APPROVE THE  
2024 WEST CAMPUS HOUSING, LLC OPERATING BUDGET**

- WHEREAS:** New Jersey City University (“University”) is the manager and operator of West Campus Housing, LLC (“WCH”); and
- WHEREAS:** The University, as a part of the management and operation of WCH, is to provide for a WCH operating budget; and
- WHEREAS:** The University incurs costs in the management and operation of WCH which are reflected in the WCH operating budget; and
- WHEREAS:** Section 4.6(b) of the applicable Trust Indenture allows the Trustee to disburse operating expenses for WCH from the Receipts Fund upon receipt of the approved WCH annual operating budget; and
- WHEREAS:** It is in the interest of the University to be reimbursed for costs associated with the management and operation of WCH; and
- WHEREAS:** The Trustee requires approval by the governing board of the University of the 2024 operating budget for WCH in order to disburse funds to the University; and
- WHEREAS:** The University requests approval of the Board of Trustees of New Jersey City University for the 2024 WCH operating budget; and therefore be it
- RESOLVED:** The Board of Trustees of New Jersey City University, on May 2, 2024, does hereby approve the 2024 WCH operating budget.

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Secretary to the Board of Trustees  
May 2, 2024

**West Campus Housing LLC**  
 Operating Budget Pro Forma  
 Fiscal Year 2023-24

(in thousands)

**Budget**

**Operating Revenue**

**Housing Revenue**

AY Revenue	3,396
Summer	100
University Subsidy	-
<b>Subtotal Housing Revenue</b>	<b>3,496</b>

**University Support**

Contributed Services	130
RA Meal Plan	70
<b>Subtotal University Support</b>	<b>200</b>

**Total Operating Revenue 3,696**

**Operating Expenses**

**Personnel**

Security	-
Housekeeping	75
Residence Life	395
<b>Subtotal Personnel</b>	<b>470</b>

**Contract Services & Programming**

Facilities Repair and Maintenance	300
Utilities	350
Cable	-
Cleaning Services	-
Marketing and Leasing	20
Professional Fees	16
Property Insurances	21
Residence Life Programming	30
Audit/Rating/Trustee fees	30
<b>Subtotal Contract Services &amp; Programming</b>	<b>767</b>

**University Support**

Contributed Services - Administrative	130
RA Meal Plan	70
<b>Subtotal University Support</b>	<b>200</b>

**Total Operating Expense 1,437**

**Net Operating Income Before Interest 2,259**

**Debt Service**

Interest	2,195
Principal	1,060
<b>Total Debt Service</b>	<b>3,255</b>

**DSCR 0.694**



**NEW JERSEY CITY UNIVERSITY**

**RESOLUTION TO AUTHORIZE EXECUTION OF THE CONTRACT WITH RED BULL  
ARENA, INC. TO CONDUCT COMMENCEMENT EXERCISES ON MAY 15, 2024**

- WHEREAS:** New Jersey City University (“University”) considered various locations/facilities to conduct its 2024 commencement exercises; and
- WHEREAS:** After careful consideration and negotiation, the University determined to conduct commencement at the Red Bull Arena, located in Harrison, New Jersey; and
- WHEREAS:** The University negotiated with Red Bull Arena, Inc. to use its facility, located in Harrison, New Jersey for commencement on May 15, 2024, at a cost of \$140,197.00; and
- WHEREAS:** The University’s Board of Trustees (“Board of Trustees”) now seeks to authorize University Interim President Andres Acebo to execute the contract with Red Bull Arena, Inc.; and therefore be it
- RESOLVED:** That the Board of Trustees, on May 2, 2024, does hereby authorize Interim President Andrés Acebo to execute the contract with Red Bull Arena, Inc.

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Secretary to the Board of Trustees  
May 2, 2024