NJ State College/University
Accountability
Sourcebook

The College of New Jersey
Kean University
Montclair State University
New Jersey City University
Ramapo College of New Jersey
The Richard Stockton College of New Jersey
Rowan University
Thomas Edison State College
William Paterson University

2012

New Jersey Association of State Colleges & Universities

March 2012
The State College/University Sourcebook was conceived in 1991 by the staff of the New Jersey Association of State Colleges and Universities (ASCU) as a resource for state-level higher education policymakers and policy analysts, as well as higher education news reporters.

The Sourcebook is a synthesis of readily available information and statistics providing an overview of the state colleges and universities, with a sampling of information from each of the nine institutions. It is not intended to be encyclopedic or exhaustive.

ASCU strives for accuracy and accepts responsibility for any errors that may appear in the report. Any errors discovered should be reported to the Association's office at (609) 989-1100.

Special thanks to the staffs of the Secretary of Higher Education and New Jersey Higher Education Student Assistance Authority for help in obtaining statewide data and policy information.

It is also important to point out that producing this sourcebook would not be possible without the aid of state college/university communications (college relations/public relations) officers, institutional research directors, and other campus personnel.
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The nine state colleges and universities together award more baccalaureate degrees annually than any other sector of higher education in the state. The following data help to illustrate the magnitude of the institutions’ operations. Comparison data from 2001 are presented to illustrate the institutions’ growth over the past decade.

### Student Population

<table>
<thead>
<tr>
<th>Total</th>
<th>Fall 2011</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>107,783</td>
<td>81,865</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total undergraduate students</th>
<th>93,812</th>
<th>68,312</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>63,302 (67%)</td>
<td>46,014 (67%)</td>
</tr>
<tr>
<td>Part-time</td>
<td>30,510 (33%)</td>
<td>22,298 (33%)</td>
</tr>
</tbody>
</table>

| Students residing on campus | 23,150 | 16,000 est. |

| Total graduate and professional students | 13,971 | 13,553 |

<table>
<thead>
<tr>
<th>Total undergraduate students (full/part-time) by race/ethnicity/origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Caucasian)</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Black (African-American)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
</tr>
<tr>
<td>Race Unspecified</td>
</tr>
<tr>
<td>Foreign</td>
</tr>
<tr>
<td>Two or more races (new category)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total undergraduate student population by gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
</tbody>
</table>

### Academic Awards

<table>
<thead>
<tr>
<th>Total degrees awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s (about one-half of state’s total)</td>
</tr>
<tr>
<td>Master’s</td>
</tr>
<tr>
<td>Associate</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
</tbody>
</table>

(continued on next page)
<table>
<thead>
<tr>
<th>Alumni</th>
<th>Fall 2011</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated state college/university alumni</td>
<td>531,286</td>
<td>410,000</td>
</tr>
<tr>
<td>(Figures double-count individuals with degrees from more than one state college/university.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated alumni residing in New Jersey</td>
<td>385,888</td>
<td>275,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty &amp; Staff</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total full-time faculty at eight traditional institutions</td>
<td>2,839</td>
<td>2,433</td>
</tr>
<tr>
<td>Number of employees (combined full/part-time, excluding adjuncts)</td>
<td>9,791</td>
<td>8,183</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finances</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012 estimated aggregate general operations budgets</td>
<td>$1,599,357,000</td>
<td>$846,790,000²</td>
</tr>
<tr>
<td>FY 2012 aggregate direct state adjusted appropriations</td>
<td>$246,500,000</td>
<td>$287,765,000²</td>
</tr>
<tr>
<td>State grants/scholarships received FY 2011*</td>
<td>$80,852,094</td>
<td>$44,282,150¹³</td>
</tr>
<tr>
<td>NJCLASS Program loans made to state college/university</td>
<td>$51,979,321</td>
<td>$7,198,354¹</td>
</tr>
<tr>
<td>students, FY 2011*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Sources: NJ Higher Education Student Assistance Authority (HESAA); Educational Opportunity Fund (EOF)*

<table>
<thead>
<tr>
<th>Financials</th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Replacement cost of nine state colleges and universities' buildings</td>
<td>approx. $4.3 billion</td>
<td>approx. $1.2 billion</td>
</tr>
</tbody>
</table>

*Programs include the Tuition Aid Grant (TAG), Part-Time TAG for County Colleges, Part-Time TAG for EOF, NJ STARS, NJ STARS II, Law Enforcement Officer Memorial, Coordinated Garden State Scholarships, Survivor Tuition Benefits; but excludes EOF.*
Primary Role

For over 157 years, today's state colleges and universities have been educating New Jersey residents to be informed citizens and responsible professionals.

With about 94,000 undergraduate students enrolled, the nine state colleges and universities graduate more students at the baccalaureate level (about one-half of state’s total) than any other segment of the state’s system of higher education. The institutions are also a major source of graduate and professional education, enrolling approximately 14,000 students at these levels.

Fulfilling diversified missions, the nine institutions are an integral part of the state’s economic and professional workforce development strategy. While each of their missions has some distinctive elements, all share the common goal of making affordable, quality, higher education available to all who are academically prepared. In addition, the institutions are committed to making higher education accessible to all, through partnerships with New Jersey's research universities, two-year colleges, the public schools, the military, the corporate sector, and local communities.

Students

State college/university students hail from all parts of New Jersey and beyond. They represent many ages, races and ethnic groups. At the campuses, about 97% of undergraduates are residents of New Jersey. Approximately 85% of these undergraduate students attend full-time. The part-time undergraduate student population includes 11,370 individuals at the campuses and 19,140 at Thomas Edison State College. State college/university students tend to stay in New Jersey after graduation: roughly three out of four alumni currently reside in the Garden State.

Distinctiveness as Public Institutions

- Public colleges are part of the history and foundation of American democracy -- which requires broad dissemination of knowledge necessary for citizens to make informed decisions.
- These colleges and universities serve the public good -- by definition. State colleges must serve students as well as the emerging needs of the entire state.
- They must provide broad access and uphold, in practice, sacred American constitutional rights such as freedom of speech and freedom of association.
- The state colleges and universities are directly accountable to the public through nonpartisan citizen boards of trustees.
Fact 1: New Jersey state colleges and universities rank nationally #3 in productivity for baccalaureate/master's institutions.

Fact 2: At the campuses, 97% of state college/university students are New Jersey residents. During the past decade, minority enrollment, full-time enrollment, and residential enrollment, and retention and graduation rates have increased despite declining state support.

Fact 3: Major gifts and grants to the state colleges and universities have increased significantly, with some of the largest in the institutions’ histories received recently.

Fact 4: In FY 2011, states on average devoted 10.1% of their budgets to higher education, whereas New Jersey devoted only 7.9%, according to a National Association of State Budget Officers analysis (Fall 2011). Eleven states devote twice the New Jersey share to higher education.

Fact 5: With declining state investment, students’ share of educational costs has risen to about 60%, from about 30%, since FY 1990.

Fact 6: The share of family disposable income needed to pay for tuition at New Jersey state colleges and universities has risen to 17%, from 12.6%, since FY 2002.

Fact 7: Underfunding of state-negotiated labor contracts since FY 2000 amounts to over $204 million absorbed by the colleges/universities, or passed on to students, in the form of higher tuition and fees.

Fact 8: New Jersey is one of only 7 states that has no capital budget for higher education facilities in recent years. No significant general obligation bond investment has been passed since 1988.

Fact 9: Tuition is among the highest in the nation for like institutions because of the absence of capital funding and the state’s failure to pay the full cost of labor contracts and other operating expenses.

Fact 10: New Jersey state colleges and universities have among the highest capital debt in the nation—yet high bond ratings; and bond agencies find the debt to be well managed. Bond raters’ biggest concern is state regulation that could turn back the clock on responsible enrollment and financial policy set by boards of trustees.

Fact 11: The public has confidence in state college trustee boards. In recent polls of voters, when given the choice among three options to provide accountability, voters say they trust college presidents and nonpartisan trustee boards over New Jersey state government by a 4:1 margin.

Fact 12: New Jersey ranks 46th in the nation in four-year public college/university enrollment capacity (undergraduate seats) to serve its citizens, partially accounting for New Jersey’s ranking 1st nationally in net loss of college bound students (about 30,000 annually).

Fact 13: State colleges and universities overall have increased their six-year graduation rates by about one percentage point per year since the 1992 entering cohort; four-year graduation rates have increased even more rapidly in recent years. NJ state college/university averages consistently exceed the national mean by several points.
Demand and Capacity to Serve College-Bound Students

- Net out-migration (loss) of high school graduates attending college\(^1\)
- Public four-year college/university enrollment (capacity) per capita (1,000 residents)\(^2\)
- Public four-year college/university capacity per 100 public high school graduates\(^3\)

Admissions Data for Eight Traditional Institutions\(^4\)

The eight are: The College of New Jersey, Kean University, Montclair State University, New Jersey City University, Ramapo College of New Jersey, Richard Stockton College of New Jersey, Rowan University, and William Paterson University (combined). Thomas Edison State College is excluded because all of its students are part-time.

- Number of applications for first-time, full-time freshman enrollment.........................58,479
- Estimated number of applicants for first-time, full-time freshman enrollment........25,000
- Estimated number of openings for first-time, full-time freshman enrollment...........11,000

State and Local Spending on Education

- K-12 spending per pupil\(^5\) ............................................................................................................................................2\(^{nd}\)
- Higher education spending per capita\(^6\) ..............................................................................................................32\(^{nd}\)
- Higher education spending as percent of general spending\(^7\) .............................................................................36\(^{th}\)
- Higher education spending per $1,000 personal income\(^6\) ..................................................................................42\(^{nd}\)
- Percentage increases in appropriations for higher education, FY 2006-FY 2011\(^6\) ................................42\(^{nd}\)

Tuition, Fees and Student Aid

- Magnitude of tuition and fees charged to state residents attending public colleges and universities as full-time undergraduates\(^8\) .................................................................................................................4\(^{th}\)
- Dollars expended on need-based student financial aid\(^9\) ......................................................................................7\(^{th}\)

Productivity among public baccalaureate and master's institutions\(^10\) ........................................................................................................3\(^{rd}\)

Defined as graduation rate/degrees attained, adjusted for enrollment and funding.

Graduation and Retention

- Six-year state college/university graduation rates\(^11\) NJ ..........61.2%
- Freshmen to sophomore retention rates at public four-year institutions\(^12\) .................................................................4\(^{th}\)
- Undergraduate awards by public institutions per 100 FTE undergraduate students enrolled Academic 2008-2009\(^12\) ..................................................................................................................................................7\(^{th}\)
Index of Sources (in order of reference):

   http://nces.ed.gov/programs/digest/d09/tables/dt09_222.asp


4. Institutional reports to ASCU.

   (www.nea.org/assets/docs/010rankings.pdf).

   Note: Figures do not include federal stimulus funds.


11. College Board, College Completion Agenda website  
   http://completionagenda.collegeboard.org and New Jersey higher education website.  
   Figures for US are based on Fall 2002 starts; figures for NJ are based on Fall 2004 starts, and ASCU calculation of unweighted average.


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What the Public Thinks

... about whether it is important for New Jersey to have a plan to connect higher education opportunity with jobs and economic development. 95% say it is important.

... about educational quality at the state colleges and universities. 14% say "excellent," 67% say "good," 17% say "fair," 1% say "poor."

... about whether more Trenton control of the colleges is desirable. 80% say more control by the state would make them more subject to political interference. The remainder (20%) say the opposite would be true.

... about whether it is important for New Jersey, which has the nation's highest net-loss of college-bound high school graduates, to keep more students in the state. 50% say keeping more students in-state is very important, an additional 36% say somewhat important. (14% say this is not important.)
... about who should make decisions about planning and facilities construction at the state colleges and universities. 65% say state college/university presidents and their nonpartisan trustee boards should make such decisions—21% say the New Jersey state legislature, and 14% say state agencies in Trenton should make such decisions.

The above reflect the results of an online study of 750 likely New Jersey voters conducted March 31-April 4, 2011.

Serving More Students, Increasing Affordability, and Helping Students Graduate

For many years the Association and its members have supported two key, interrelated goals:

- Send more New Jersey students to New Jersey state colleges and universities and make the institutions more affordable.
- Increase overall institutional academic, administrative and campus operations productivity, helping to graduate students on time while slowing down, when possible, the rate of tuition increases.

The urgency of achieving these goals is illustrated by the following facts:

- State college/university tuition rates here are among the highest in the nation compared to peer institutions in other states. Additional high increases could price many families out of the market.

- Demand for state colleges far outstrips capacity; this past fall there were 58,479 applications from about 25,000 students for approximately 11,000 first-time, full-time freshmen slots.

- By helping ensure students graduate according to their expected timeframe, or sooner, institutions can help reduce their total, eventual cost for college while also helping to promptly free up the space they occupy and resources they consume while in school.

Here are some examples of progress toward the stated goals:

**The College of New Jersey**

- The College of New Jersey is piloting a Winter Session (January term) during the winter break of the 2011-2012 academic year. Students are able to register for one J-Term course and complete the course during a two-week period. All courses are 4 credits. In addition to five on-campus courses, two travel courses are being offered.

- The College of New Jersey welcomes academically talented rising high school juniors and seniors as participants in the Summer Sessions Experience.
Kean University

- Increased its four-year graduation rate by 25% since 2006.
- A new class schedule, including weekend offerings, enabled the University to grow enrollment and to achieve greater efficiencies in building utilization and operations.

Montclair State University

- Offers accelerated five-year combined bachelor’s/master’s degree programs that provide students with the opportunity to earn a master’s degree quickly and cost-effectively. The University currently offers combined degrees in 12 fields of study, with the expectation of adding four more in 2012.
- Is moving toward offering a fully on-line platform for master’s degree programs in Child Advocacy, Educational Leadership, and Theatre with a concentration in Arts Management.
- Has increased the number of its evening, Saturday, summer and winter session courses and is offering more hybrid courses to provide students with greater scheduling flexibility.
- Aiming to serve students from the southern part of the state, the University is expanding its partnership with Cumberland County Community College by adding new programs and incorporating an articulation agreement that allows associate degree students to complete their requirements there for a bachelor’s degree from Montclair State.

New Jersey City University

- Has expanded its partnership with Brookdale Community College through its “NJCU at Wall” site to bring more baccalaureate and graduate programs to the underserved area of Wall Township/Monmouth County with emphasis on affordable baccalaureate options for students holding A.A. or A.S. degrees who wish to complete four-year and advanced degrees.

Ramapo College of New Jersey

- In order to make it easier for working adults to finish their four-year degrees, Ramapo College of New Jersey recently launched an innovative and focused Degree Completion program that combines online and classroom study. Students may earn an accelerated Bachelor of Arts in Social Science in as few as two years. The program is designed around the needs of non-traditional students and a network of student services professionals including Enrollment Management, Academic Advising, Career Services and Financial Aid work to ensure students have the support they require to succeed.

Richard Stockton College of New Jersey

- To increase student enrollment capacity, the College advanced plans for several off-campus locations in Manahawkin, Hammonton and Atlantic City.
- Construction began on campus for a 66,000 square foot Unified Science Center that will house new laboratories, classrooms and research facilities. Additional parking was created throughout the campus to compensate for spaces in temporary use during the construction phase through 2013.
- The College created a streamlined “VETeach” curriculum to prepare returning post-9/11 service-people for certified teaching careers.
Rowan University

- Expanded online extension programs offered by the College of Graduate and Continuing Education, which increased revenue. Rowan Online started in fall 2007 with two master’s programs.

- Today, the University offers 16 online programs, including two bachelor’s, six master’s, one doctoral, four certificates of graduate study and three endorsement programs.

- In a typical term, close to 500 students enroll in online courses. Since the inception of its continuing-education college, Rowan has developed more than 150 courses online. Additionally, Rowan also offers a dual-credit initiative for high school students.

- Recently increased undergraduate enrollment by approximately three percent.

Thomas Edison State College

- The W. Cary Edwards School of Nursing launched an Accelerated 2nd Degree BSN Program, an intense, one-year program for adults who already possess a non-nursing bachelor’s degree and are interested in becoming a registered nurse.

- Thomas Edison State College was selected by the National University Technology Network (NUTN) to receive its 2011 Distance Education Innovation Award for the development of the FlashTrack® course delivery system, which delivers entire courses to students via a flash drive and does not require a constant Internet connection.

William Paterson University

- Established an online accelerated winter session to enable students to take an additional course during the winter break between semesters.

- Diversified the term options for summer session, to include 3-week, 4-week, 6-week, and 12-week courses, thus allowing students to take up to four courses or 12 credits, whichever is greater, during 12 weeks in the summer.

- Continued to increase and diversify online course offerings during the fall and spring semesters to enable students to take courses independent of classroom time conflicts.

- The Board of Trustees approved the change in the minimum number of credits required to graduate from 128 to 120 for all students seeking bachelor of arts or bachelor of science degrees, effective fall 2011.

- The new 40-credit University Core Curriculum, implemented in fall 2011, offers a significantly reduced and modified general education program and provides students with more flexibility regarding choice of courses.
The New Jersey state colleges and universities have a 157-year-old story to tell.

Their beginning occurred in the 1850’s when organizations of teachers and parents in several urban public school districts came together as part of a national movement to improve educational quality by helping teachers reach a higher professional standard. At the time, standards for becoming a teacher, beyond completion of grammar school, were inconsistent and vague.

As a result, three “normal” schools [“standard-setting schools,” in this use of the term] were founded in 1855: one by state government in the City of Trenton, one by the City of Paterson, and one by the City of Newark. The schools offered advanced training in various subject areas and the art of teaching (pedagogy). Eventually, these three became The College of New Jersey, William Paterson University and Kean University, respectively.

For the next 100 years, these institutions increased in number, from three to six — with the addition of Glassboro Normal School (eventually Rowan University), New Jersey State Normal School at Jersey City (which became New Jersey City University), and New Jersey State Normal School at Montclair (which became Montclair State University). The six institutions held fast to their missions of producing top-notch, professional educators. During this period it is noteworthy that these schools provided college opportunity to many women and increasing numbers of non-white students — groups who were then unwelcome at many private colleges and universities. It was not until the 1960’s that state colleges began to make progress toward more diverse course offerings and away from an exclusive focus on education and education-related fields.

Around 1970, there was a further expansion of the state colleges, including the number of students enrolled. The expansion included the creation of new colleges, charged with broad, liberal arts missions — Ramapo College, Richard Stockton College and one specifically designed to meet the needs of adults: Thomas Edison State College. By the 1980’s it was widely believed that the nine colleges had broadened and matured to the point where they should be given greater control over their finances, their operations and their individual missions through a coordinated approach. This led to the creation, in statute, of what is now the New Jersey Association of State Colleges and Universities (1985), and a law giving the colleges greater control, independence and responsibility within individually determined educational missions (1986).

By 1994, laws further expanding college autonomy were enacted, and other legislation since that time has provided the institutions with increased flexibility, coupled with commensurate increases in direct public accountability.

Today, the nine colleges and universities educate far more students than anyone might have imagined in bygone days: at last count, 108,000 students were enrolled at the undergraduate and graduate/professional levels combined. The institutions’ autonomy is envied by those who lead public colleges and universities in other states. They are considered models of productivity, ranking near the top among the 50 states in degrees produced per full-time equivalent student enrolled. They are the recipients of scores of major gifts from successful New Jersey residents, including passionate alumni, New Jersey-based business leaders, board members and former faculty members.

One thing remains consistent over 157 years: dedication to affordable, high-quality instruction that accrues to the benefit of all the people of the State of New Jersey.
The College of New Jersey (TCNJ) is a highly selective institution that has earned national recognition for its commitment to excellence. Founded in 1855 as the New Jersey State Normal School, the College was the state’s first, and the nation’s ninth, teacher training school. During the years since its inception, The College of New Jersey has become an exemplar of the best in public higher education and is consistently acknowledged as one of the top comprehensive colleges in the nation. TCNJ currently is ranked as one of the 80 “Most Competitive” schools in the nation by Barron’s Profiles of American Colleges and is rated the No. 1 public institution in the northern region of the country by US News & World Report. Additionally, in 2011, The Princeton Review ranked the college as one of the nation’s 50 “Best Value” public colleges and universities. TCNJ was also awarded, in 2006, a Phi Beta Kappa chapter, an honor shared by fewer than 10 percent of colleges and universities nationally.

A strong liberal arts core forms the foundation for the wealth of degree programs offered through TCNJ’s seven schools—Arts and Communication; Business; Humanities and Social Sciences; Education; Science; Nursing, Health, and Exercise Science; and Engineering. The College is enriched by an honors program and extensive opportunities to study abroad, and its award-winning First-Year Experience and freshman orientation programs have helped make its retention and graduation rates among the highest in the country.

Known for its natural beauty, The College of New Jersey is set on 289 tree-lined acres in suburban Ewing Township. The College of New Jersey encourages students to expand their talents and skills through more than 150 organizations open to students. These groups range from performing ensembles and professional and honor societies to student publications, Greek organizations, as well as intramural and club sports.

High achievement and scholarship in the classroom have been mirrored by the success of TCNJ’s varsity student-athletes. Since the 1978-79 Lions wrestling team captured the College’s first National Collegiate Athletic Association (NCAA) team championship, TCNJ has established itself as one of the nation’s most successful Division III (non-athletic scholarship) programs. Since 1979, TCNJ has amassed a total of 39 Division III crowns in seven different sports. In addition, the Lions have posted 32 runner-up awards, giving the College an aggregate of 71 first and second-place finishes. That figure is tops among the nation’s 450+ Division III colleges and universities during the past 30 years.
In 2011, The College of New Jersey ranked third among master’s institutions as a “Top Producer” of US Fulbright Scholars, according to *The Chronicle of Higher Education*.

*The Princeton Review* ranked the college as one of the nation’s 50 “Best Value” public colleges and universities in 2011.

The College of New Jersey was one of only six new chapters established by the Phi Beta Kappa Society in 2006. Fewer than 10 percent of the nation’s higher education institutions are selected for membership in the honor society.

The College of New Jersey was ranked, again, by *Barron’s Profiles of American Colleges* as one of the “Most Comprehensive” schools in the nation for 2009. TCNJ first received this honor in 2004, and is one of few state-supported institutions on the list.

TCNJ students have won 24 major fellowships during the last decade, including Boren, Fulbright, Marshall, Gates, Millennium, Goldwater, Phi Kappa Phi, Truman, and National Science Foundation awards.

In 2011, Kiplinger’s Personal Finance rated TCNJ among the top 25 “Best Values” in public higher education out of more than 500 schools.

*US News & World Report* named The College of New Jersey the top public master’s college in the northern region of the United States. TCNJ has ranked as the best public college in its region in the *US News* survey since 1993.

According to the most recent National Survey for Student Engagement, The College of New Jersey bettered the average of its Carnegie Foundation peers in the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment, as they apply to the experience of first-year students.

The College of New Jersey has been named to the President’s Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement.

Students in the college’s student leadership and service scholarship program—the Bonner Community Scholars—spent, in one year, approximately 20,000 hours addressing the unmet needs of the Trenton area and the state.

### Freshman Class Profile (Fall 2011)

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<td>Alumni (approx.)</td>
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**Recent Accomplishments**

- In 2011, The College of New Jersey ranked third among master’s institutions as a “Top Producer” of US Fulbright Scholars, according to *The Chronicle of Higher Education*.

- *The Princeton Review* ranked the college as one of the nation’s 50 “Best Value” public colleges and universities in 2011.

- The College of New Jersey was one of only six new chapters established by the Phi Beta Kappa Society in 2006. Fewer than 10 percent of the nation’s higher education institutions are selected for membership in the honor society.

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- Students in the college’s student leadership and service scholarship program—the Bonner Community Scholars—spent, in one year, approximately 20,000 hours addressing the unmet needs of the Trenton area and the state.
Founded in 1855, Kean University has become one of the largest cosmopolitan institutions of higher education in the region, with a richly diverse student, faculty and staff population. While Kean continues to play a key role in the training of teachers, it is also a hub of educational, technological and cultural enrichment, offering more than 50 undergraduate degrees and more than 45 options leading to a master’s degree, doctorate, professional diploma and/or state certification(s). Five undergraduate colleges and the Nathan Weiss Graduate College now serve close to 16,000 students at the main campus in Union and at the Kean Ocean campus at Ocean County College in Toms River.

The university also offers an opportunity for students wishing to pursue a career in medicine through a partnership formed by Kean, Drexel University College of Medicine in Philadelphia, and Saint Peter’s University Hospital in New Brunswick. Qualified undergraduates can participate in a 4 + 4 Bachelor of Science/Medical Degree (B.S./M.D.) program at Kean, then transfer to Drexel for medical school after graduation.

In 2007, the university acquired the historic Liberty Hall Museum. Built in 1772, this valuable historic resource is a venue for classes, lectures, and special presentations and is available to every department for creative learning opportunities.

The university dedicates itself to the intellectual, cultural and personal growth of all its members. In particular, the university prepares students to think critically and creatively; to adapt to changing social, economic and technological environments; and to serve as active and contributing members of their communities.

Additionally, collaborative efforts with area schools, businesses and organizations provide the opportunity for Kean University graduates to interact with members of the surrounding community and effectively prepare themselves for rewarding careers, lifelong learning and fulfilling lives in a global society. Kean University maintains a commitment to excellence and equity in enrollment, instruction and administration.
Recent accomplishments

- Kean University and Wenzhou University will break ground on the Wenzhou-Kean University campus in Zhejiang Province, in a historic ceremony in February 2012. In December 2011, the national education ministry in China approved preliminary plans for construction, authorizing the equivalent of $236 million (US). To be operational in 2013, the institution plans to enroll 5,000 full-time students by fall 2016. All classes will be taught in English by American professors and accreditation based on US standards. Students will earn degrees issued by Kean University, which will supply all academic personnel, programs and course materials. Wenzhou is responsible for construction and supporting all operations.

- Kean University will soon break ground on a new, 102,275-square-foot, mixed-use building that will serve as a gateway to the campus, at the corner of Morris Avenue and Green Lane. Designed by Gruskin Group, one of the nation’s leading design firms, the six-story building will feature a café and retail space on the first floor, classroom and administration space on floors two through five, and a conference center and rooftop terrace on the sixth floor. Slated for completion by fall 2013, the building will also serve as the home for Kean’s new Robert Busch School of Design, and the university’s ever-expanding business programs.

- Kean University continues to invest resources into growing its programs in environmental and life sciences, and sustainability studies. In 2012, Kean will take over management of 41 acres of pristine environmental land and facilities in Oak Ridge, NJ. The university is currently working with the NJ Department of Environmental Protection on a 20-year, $1-per-year lease of the Regional Highlands Center (RHC) at Mt. Paul. There, Kean faculty and students will have their own living laboratory for world-class research. Educational offerings will include: the ecology and sustainability of terrestrial and aquatic natural resources (e.g., fisheries, wildlife, watersheds and native species); biogeochemical processes tied to landscape management, and effects of climate change on ecosystems.

- The state-of-the-art NJ Center for Science, Technology and Mathematics (NJCSTM) opened in June 2010. The building contains six stories of technology-oriented classrooms, laboratories and a 320-seat auditorium. Its design includes a geothermal system for heating and cooling, glass curtain facades and a rooftop garden. Aligned with the university’s Blue Goes Green campaign, the building is a candidate for LEED Gold Certification (US Green Building Council), as an environmentally-friendly structure.

- Work continues on the 70,000-square-foot three-story Gateway classroom and office building on the Kean Ocean campus. Completion by fall 2012 is expected. Kean Ocean now boasts over 1,600 students, an increase of over 500% since opening in 2006.

- Kean has teamed up with the NJ Center for Teaching and Learning to train teachers in the Progressive Science Initiative (PSI). PSI aims to increase the number of science teachers and to increase the proficiency of New Jersey students on science exams. Approximately 90 teachers have completed PSI training since its inception in 2010.

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**Freshman Class Profile**

(Fall 2011)

Average SAT (regular admit, combined reading and math) .... 1,019
Average class rank (regular admit) ................ 60th percentile
Minorities (Asian, Black, Hispanic combined) ......... 56% (all admit)

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<td>Full-time faculty ............352</td>
<td>Undergraduate........13,462</td>
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<tr>
<td>Student/faculty ratio........19:1</td>
<td>Graduate/Professional..2,725</td>
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<tr>
<td>Average class size ..........21</td>
<td>Residential Students ....1,960</td>
</tr>
<tr>
<td></td>
<td>Alumni (approx.) ....79,785</td>
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</tbody>
</table>
Montclair State University offers a comprehensive array of undergraduate and graduate programs to a highly diverse population of students in an expansive university setting, combined with an intensive focus on student learning and success. Founded in 1908, Montclair State's six colleges and schools provide 18,500 undergraduate and graduate students with one of the best comprehensive university educations in the region.

Undergraduate academic programs conform to the highest disciplinary standards with a focus on knowledge, values, communication, and critical thinking skills gained through study in the liberal arts and sciences. Undergraduate co-curricular opportunities add a valuable dimension to the university experience and engage students actively in campus life.

The University offers close to 300 majors, minors, and concentrations at the baccalaureate level; master's degrees, certificates and certification programs in nearly 100 fields; and seven doctoral programs. The University also offers accelerated five-year combined bachelor's/master's degree programs in a number of fields to provide students with a greater variety of degree options.

Montclair State was the first of the state colleges in New Jersey to be approved to offer master's degrees and one of the first approved to offer doctoral degrees. Programs reflect contemporary practices within each field of study and are designed to accommodate the unique needs of graduate students.

Campus growth includes new, state-of-the-art facilities and improvements including The Heights, the largest residential complex in the state, which opened in Fall 2011 and houses close to 2,000 students; the high-definition upgrade of the DuMont Television Center, including the most technologically advanced broadcast and production equipment; the renowned John J. Cali School of Music building; and the complete renovation of Conrad J. Schmitt Hall, which accommodates the Foreign Languages and Linguistics, and Mathematics programs.

With 17 varsity sports for men and women, Montclair State University competes in the NCAA Division III conference. To date, the University has captured five NCAA Division III national championships and had over 260 athletes named All-Americans.

**Sourcebook 2012**
Montclair State University

Recent Accomplishments

- Montclair State established the School of Communication and Media combining existing degree programs in Communication Studies, Broadcasting and Filmmaking with new offerings that include Multi-platform Journalism and enriched Television and Digital Media degree programs.

- A new PhD in Family Studies has been approved and will be offered through the Department of Family & Child Studies in the College of Education and Human Services, beginning Fall 2013.

- Montclair State’s First-Year Writing Program was awarded a 2011-2012 Writing Program Certificate of Excellence from the Conference on College Composition and Communication, an association within the National Council of Teachers of English.

- The Center for Autism and Early Childhood Mental Health, which offers educational and clinical services and research around the issues of autism, infant and childhood development and mental health, opened in 2011. It serves as an educational and community hub for clinical treatment, professional development, training and research.

- The University is the new broadcast home of NJTV’s nightly news program and will serve as the headquarters for the public media network’s news division.

- The US Department of State recognized Montclair State as a Top Producer of US Fulbright Scholars for 2011-2012. The University also welcomed its largest contingent of Fulbright scholars to campus with over 17 graduate students from overseas countries.

- Graduate programs in secondary teacher education and elementary teacher education were ranked in the top 20 in the nation in the 2011 US News & World Report rankings of America’s Best Graduate Schools.

- Montclair State ranks in the top 2% nationally of producers of undergraduate degrees for minorities, according to a June 2011 report in Diverse Issues in Higher Education magazine.

- The Hispanic Outlook in Higher Education Magazine included the University in its “Top 100 Colleges for Hispanics” for the fourteenth year in a row. Montclair State had the highest ranking for New Jersey.

- For the third consecutive year, the University was selected by G.I. Jobs magazine as a Military Friendly School.

- Montclair State was again named to Princeton Review’s Guide to 286 Green Colleges.

- The Montclair State men’s soccer team was ranked fourth in the National Soccer Coaches Association Top 25 Division III national poll, competing in the Final Four Championship tournament in San Antonio.
New Jersey City University is recognized for its urban mission, as well as its model undergraduate curriculum that combines cooperative education with a firm foundation in the traditional liberal arts. The University also offers an array of outstanding master’s programs in the fine arts, professional studies, business, and education. In response to student and employer needs, numerous online undergraduate and graduate courses are also offered.

The University opened as a teacher training school in 1929, grew to become a liberal arts college in 1968, and in 1998 achieved university status.

Although the founding principles of this urban institution -- access and excellence -- have not changed since the first day of class, New Jersey City University's physical presence has changed dramatically. The size of the campus has expanded six-fold; the number of buildings and facilities has grown from one structure to 27; the academic focus has blossomed from normal school training to 41 undergraduate degree major programs and 27 graduate degree programs offered in three colleges; and the student body has grown and diversified from 330 area residents to about 8,500 students from across New Jersey, the United States, and 39 countries around the globe.

The NJCU campus is ideally located just across the Hudson River from Manhattan. The setting offers abundant opportunities for study and job placement in metropolitan-area corporations, government, and the nonprofit sector.

The University makes graduate business education convenient and accessible to working professionals in the Jersey City waterfront financial district. Offerings at NJCU's site in the Harborside Financial Center include graduate-level courses in business, which can lead to a master of business administration or a master of science degree in finance or accounting.

NJCU is collaborating with the City of Jersey City and NJ Transit on a redevelopment plan—the Bayside Project—to bring sweeping change to the west side of its home city. Remediation of the University's 21-acre future West Campus was initiated in 2010 and will be completed by the end of 2012.
Recent Accomplishments

- The US Department of Education has awarded New Jersey City University, New Jersey's only four-year public Hispanic-Serving Institution (HSI), $9 million to enact a five-year plan that will enhance science, technology, engineering, and mathematics (STEM) programs and bolster articulation programs with nearby community colleges, allowing students holding associate-level degrees to complete baccalaureate degrees in STEM programs at NJCU. The $9 million Title V award is the largest grant received to date by NJCU. The grant will allow NJCU to focus on twin program goals: increasing the number of science majors and improving the persistence, retention, and graduation rates of science majors at the University.

- The future NJCU West Campus, an award-winning redevelopment project that will generate new opportunities for the University, the region, and state, moved another step closer to reality. Remediation of the 21-acre future West Campus was initiated in 2010 and will be completed by the end of 2012. The West Campus will ultimately be a fully integrated, pedestrian-friendly, mixed-use development.

- Seventeen students from NJCU participated in Study India, a unique immersion program offered in collaboration with the H.R. College of Commerce and Economics in Mumbai. The 13-day program, which was held in January 2012, follows an educational exchange that brought 24 H.R. College students to NJCU and the New Jersey metropolitan area in May 2011 through NJCU's Gateway to the Global Village Program and Friends of India, a Hudson County-based organization of professional women. The NJCU students experienced educational, cultural, and business aspects of life in India.

- NJCU began an ongoing relationship with the National Park Service through its Campus Without Borders initiative of the William J. Maxwell College of Arts and Sciences. Four students were placed in internships on Ellis Island. Two NJCU students won national design competitions based on the theme, “Honor History—Envision the Future,” marking the 125th anniversary of the Statue of Liberty National Monument. An exhibit of 20 commemorative posters by students and alumni were featured in the Great Hall on Ellis Island. The artwork will be featured through October 28, 2012 in commemorative logos marking the Statue’s 125th anniversary.

- Actors Shakespeare Company at NJCU served over 1,000 elementary, middle and high school students in Jersey City with comprehensive, varied, arts education programming.

- NJCU’s Deborah Cannon Partridge Wolfe College of Education and the New Jersey Department of Education’s Office of Governance and Leadership Development presented a two-day Educational Leadership Institute at NJCU in July. "Performance, Evaluation and Accountability: A New Age in School Leadership” was attended by 500 educators from primary and secondary schools and institutions of higher education.

- The College of Professional Studies increased outreach to Chinese students in collaboration with the International Academic Alliance (IAA). The agreement between NJCU and IAA has yielded a steady flow of international students at both the graduate and undergraduate levels in accounting and finance. As a result of this agreement, more than 40 Chinese students are currently enrolled in the graduate business programs and 20 at the undergraduate level.

- NJCU has received internal approval and external approval from the Middle States Commission on Higher Education to include the Doctor of Science (D.Sc.) Program in Civil Security Leadership, Management and Policy within the scope of its accreditation, effective upon state approval.
Ranked by *US News & World Report* as sixth in the Best Regional Universities North category, Ramapo College of New Jersey is sometimes mistaken for a private college. This is, in part, due to its unique interdisciplinary academic structure, its size of 5,926 students, and its pastoral setting in the foothills of the Ramapo Mountains on the New Jersey/New York border.

Established in 1969, Ramapo College offers bachelor’s degrees in the arts, business, humanities, social sciences and the sciences, as well as in professional studies, including nursing and social work. Ramapo College offers courses leading to teacher certification at the elementary and secondary levels. The College offers five graduate programs as well as articulated degree programs with the University of Medicine and Dentistry of New Jersey and New York Chiropractic College.

Undergraduate students choose to concentrate their studies in one of five schools within more than 750 course offerings and 40 academic programs.

The College’s mission is focused on four essential “pillars” of education: international, intercultural, interdisciplinary and experiential learning. As a member of the New Jersey State Consortium for International Studies (NJCIS), its international mission includes a wide range of study abroad and student exchange links with institutions all over the world. Additional experiential programs include internships, co-op, and service learning.

Dr. Peter P. Mercer became the College’s fourth president in July 2005. The College, like all the state colleges and universities in New Jersey, is governed by a Board of Trustees appointed by the Governor. A. J. Sabath is chair of the Board.
Recent Accomplishments

- **Accelerated MBA.** Ramapo College recently introduced a new accelerated, 20-month MBA program designed to provide practical, relevant and hands-on experience, with a tightly integrated curriculum and extensive opportunities to apply essential management skills and knowledge in real world settings, including an international immersion consulting experience. The Ramapo College MBA program is designed for early career professionals to advance their careers and incorporates unmet needs that research has identified in traditional graduate business education, including: building cultural intelligence; developing leadership skills; honing integration skills; learning effective implementation; acting innovatively; balancing financial and nonfinancial objectives; thinking critically and communicating clearly; and understanding risk.

- **Capital Campaign.** In November 2011, the Ramapo College Foundation launched a $40 million capital campaign with a $3 million donation to renovate sections of the aging academic complex, endow a Center of Excellence in British Studies and a Dean’s Scholarship Fund in the Salameno School of American and International Studies. The $40 million goal was surpassed in January 2012, but the campaign continues. Alumni, faculty, staff, area business and College benefactors have all contributed to the campaign. Other major recent gifts included $6 million for the College’s new Anisfield School of Business and $2 million to build the Adler Center for Nursing Excellence.

- **A Great Place to Work.** In July, the Chronicle of Higher Education named Ramapo College of New Jersey one of the great colleges in the nation to work. The results, in the Chronicle’s fourth annual report on “The Academic Workplace,” are based on a survey of nearly 44,000 employees at 310 colleges and universities. In all, only 111 of the 310 institutions achieved “Great College to Work For” recognition, with Ramapo College, the only institution recognized in New Jersey, earning this accolade in two categories. Ramapo was honored for its Teaching Environment and Tenure Clarity and Process.

- **A “Military Friendly School.”** Ramapo College has been recognized as a “Military Friendly School” in the GI Jobs 2012 Guide to Military Friendly Schools. Of the more than 8,000 colleges, universities and trade schools nationwide, only 1,518 schools were recognized as military friendly. Ramapo was noted for its services to veterans that include reasonable transfer of credit, financial benefits, veterans clubs, credit for military training and nationally recognized testing programs, flexible class schedules, and membership in the Servicemembers Opportunities Colleges (SOC). In 2010, President Mercer was appointed the AASCU representative to the SOC National Advisory Board.
The Richard Stockton College of New Jersey, known as New Jersey's “Distinctive Public College,” offers an outstanding interdisciplinary approach to graduate and undergraduate education in liberal arts and professional studies.

Selected among the first 300 institutions nationwide for voluntary Carnegie Foundation classification in Community Engagement, the college has also been ranked among the best master’s universities in the north by US News & World Report. In addition, Stockton is recognized as one of the best colleges in the northeast by The Princeton Review for its “great ethnic diversity on campus ... great camaraderie ... small class sizes, no teaching assistants” and faculty who include “a Pulitzer prize-winner, a Guggenheim Fellow, Fulbright Scholars and nationally-recognized experts in their fields.” Stockton has also earned the top score among New Jersey public institutions who participated in the Sustainable Endowments Institute's Sustainability Report Card. The College earned an “A” for its use of energy in relation to climate change.

The College offers 13 master’s programs: American studies; education; educational leadership; instructional technology; business administration; communication disorders; occupational therapy; nursing; criminal justice; social work; computational science; the nation’s first Masters of Arts in Holocaust and Genocide Studies; and the state’s first Professional Science Master’s program in Environmental Science. The College offers a doctoral program in Physical Therapy, and post-master’s New Jersey Standard Supervisor and Principal endorsement programs.
### Freshman Class Profile

(Fall 2011)

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### Recent Accomplishments

- The College received its first five-million dollar gift from Woodbine philanthropist Michael Azeez. The Comprehensive Campaign has also generated several million-dollar gifts to benefit student scholarships.
- Welcoming its largest incoming class ever at 973 freshmen, the College offered premium housing options to some upper-division and graduate students at its four-star resort and conference center: Stockton Seaview.
- Third semester retention, four- and six-year completion rates remained higher than state and national averages at 84% for all freshmen and 90% for EOF freshmen retention; 42% four-year and 66% six-year graduation rates.
- The College continues to lead the state with the highest percentage of courses taught by full-time, tenure-track and tenured faculty members at 70% in both Fall 2010 and 2011.
A leading comprehensive university, Rowan University serves nearly 12,000 students on its main campus in Glassboro, New Jersey, and on its branch campus in Camden. Additionally, the University owns nearly 600 acres of land one mile west of the main campus for expansion, and that site is home to the South Jersey Technology Park, which opened in late 2008.

While Rowan’s roots are in teacher preparation, today it offers a broad range of programs from the bachelor to doctoral levels in eight academic colleges: Business; Communication; Education; Engineering; Fine & Performing Arts; Liberal Arts & Sciences; Medicine; and Graduate and Continuing Education, which offers on- and off-campus and online degree completion and certificate programs for traditional and non-traditional students.

Henry and Betty Rowan’s $100 million gift in 1992—at the time, the largest ever bestowed on a public college or university in the United States—helped Rowan refine and expand the University’s role in its service to students and the region. Rowan, once known primarily as a local school, has emerged as a highly respected regional institution that also draws students from more than 30 other states and abroad.

Today, Rowan continues to develop its programs and its facilities to meet the needs of students in the 21st century. Among several major projects underway, Rowan anticipates welcoming the first class of Cooper Medical School of Rowan University in fall 2012 and the continued development of Rowan Boulevard, linking the campus to downtown Glassboro.
Freshman Class Profile  
(Fall 2011)  
Average SAT (regular admit, combined reading and math) .. 1172  
Average class rank (regular admit) .............................. 80th percentile  
Minorities (Asian, Black, Hispanic combined) ...... 24% (all admit)  

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<td>Residential Students ..... 3,937</td>
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<td>Alumni (approx.)........ ... 66,218</td>
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</table>

Recent Accomplishments

- Began accepting students for the first class of Cooper Medical School of Rowan University, slated to open in fall 2012. The medical school, a partnership with Cooper University Hospital, is the first new four-year allopathic school in New Jersey in 30 years and the first ever in South Jersey. The medical school structure, located in Camden near Cooper, was recently enclosed.

- Entered a partnership with Gloucester County College for a dual-enrollment initiative through which students will be accepted at both schools concurrently. That initiative will provide students who successfully complete their associate degree at GCC to seamlessly transfer to Rowan or to complete two more years at GCC and earn a Rowan bachelor’s degree there.

- Expanded the Rowan Boulevard project, a $300 million, public-private initiative that links the University to historic downtown Glassboro. In the fall, Rowan opened the Whitney Center, home to 300+ students, including 80 honors students, with a first-floor dedicated to retail space. The Whitney Center will welcome two food outlets in the near future. Rowan Boulevard also includes additional apartment space for 884 students and a 36,000-square-foot, two-story Barnes & Noble Collegiate Superstore, with a six-story hotel/conference center planned. The Borough of Glassboro and commercial real estate developer SORA Holdings are teaming with Rowan on the effort.

- Began conducting a national search for the seventh president of the University, who will lead Rowan during a time of change.

- Again ranked among top tier schools in US News & World Report’s Best Regional Universities (North region), with its College of Engineering moving up to 16th in the nation among all colleges and universities whose engineering programs offer a bachelor’s or master’s degree as their highest degree.

- For the first time, was named a “Top Producer” of US Fulbright students, making it one of the nation’s leading institutions participating in the prestigious scholarship program. Rowan, which has had 11 students win Fulbright scholarships between 2000 and 2011, had three recent graduates in the program in 2011.
Thomas Edison State College provides flexible, high-quality, collegiate learning opportunities for self-directed adults. One of New Jersey’s 12 senior public institutions of higher education and the only college in New Jersey dedicated exclusively to adults, the College offers associate, baccalaureate and master’s degree programs in more than 100 areas of study. The College also offers undergraduate, graduate and noncredit professional certificates.

For 40 years, the College has pioneered the use of the latest technologies to develop flexible, high-quality educational programs for adults, and has served as a national leader in the assessment of adult learning. Forbes magazine identified the College as one of the top 20 schools in the nation in the use of technology to create learning opportunities for adults.

The entire academic program at the College revolves around the unique needs of adults, removing the barriers that limit many adult students who cannot sacrifice their personal and professional responsibilities to pursue their education. Students earn credit through a variety of methods designed exclusively for adult learners, including online courses, guided independent study, examination programs, courses delivered via mobile devices such as flash drives, maximizing the transfer of credits earned from other regionally accredited institutions, earning credit for professional and/or military training, and by demonstrating college-level knowledge acquired outside a traditional classroom.
Thomas Edison State College

<table>
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<tr>
<th>Faculty/Alumni</th>
<th>Enrollment</th>
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<td>Mentors/subject matter experts..672</td>
<td>Undergraduate ..................19,140</td>
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<tr>
<td>Alumni........................36,898</td>
<td>Graduate/Professional.........1,111</td>
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</table>

**Explanation of Undergraduate Tuition and Fees**

*Tuition* is payment for all costs directly associated with the academic delivery of a Thomas Edison State College education to registered students. *Fees* are designated as payment for administrative services associated with activities in support of that educational process and for materials used by students for courses and other activities undertaken by them. Thomas Edison State College offers one annual tuition plan, the Comprehensive Tuition Plan, for students who want access to all components of the tuition package. For students who have determined that their particular situation is one where only certain components of the Comprehensive Tuition Plan are required, there is an Enrolled Options Plan. A complete listing of tuition and fees is included in the College’s information packet available by calling (888) 442-8372, or by visiting the College’s website at [www.tesc.edu](http://www.tesc.edu).

**Recent accomplishments**

- Thomas Edison State College’s accelerated 2nd Degree BSN program prepares graduates for the National Council Licensure Exam for RNs (NCLEX). Students complete professional nursing requirements through online and on-ground courses at Thomas Edison State College in Trenton, NJ and clinical nursing experiences completed at Capital Health’s facilities in Trenton and Hopewell Township, NJ.

- Thomas Edison State College was again recognized as one of the top institutions in the country serving members of the US military and veterans by two publications that have ranked institutions that serve military students. *Military Times EDGE* magazine named Thomas Edison State College as one of the top 20 most popular institutions in the country on the *Military Times EDGE* “Best for Vets: 2011” list focusing on online and nontraditional schools. The College is also featured in the [GI Jobs 2012 Guide to Military Friendly Schools](http://www.gijobs.com).

- Three of Thomas Edison State College’s bachelor degree programs were cited among the top best buys in the country, according to national surveys conducted by GetEducated.com. The College’s Bachelor of Arts degree in Criminal Justice, Bachelor of Arts degree in Computer Science and Bachelor of Science in Organizational Leadership degree were each ranked as one of the top three best buys in the country for online, regionally accredited degree programs.

- Thomas Edison State College launched several new programs, including a District Leadership area of study for its Master of Arts in Educational Leadership degree program, a School Business Administrator and a Homeland Security Management area of study for Master of Science in Management degree program and Polysomnography area of study (sleep diagnostics) for Associate in Applied Science degree program. The College also developed an undergraduate certificate in Polysomnography.

- Thomas Edison State College Foundation was awarded five grants totaling $160,000 for a simulation lab for the W. Cary Edwards School of Nursing’s Accelerated 2nd Degree BSN Program. The awards include grants provided by Bristol Myers Squibb; the Roma Bank Community Foundation; Janssen Pharmaceuticals; the Fred C. Rummel Foundation; and the Provident Bank Foundation.
William Paterson University, located on 370 wooded hilltop acres in suburban Wayne, provides a challenging, supportive, intellectual environment for more than 11,500 undergraduate and graduate students from 33 states and 37 countries. Founded in 1855 as an institution dedicated to the professional preparation of teachers, today William Paterson offers more than 250 undergraduate and graduate academic programs, ranging from liberal arts and sciences to pre-professional and professional programs, through five academic colleges: Arts and Communication; Cotsakos College of Business; Education; Humanities and Social Sciences; and Science and Health. In fall 2011, the University launched its first doctoral program: the doctor of nursing practice.

The University’s facilities provide students with a variety of opportunities for real-world experience, including the newly expanded and renovated Science Complex, a state-of-the-art facility designed to encourage an interactive learning environment with research and laboratory spaces configured to allow for collaboration between faculty and students. Other significant facilities include the Russ Berrie Professional Sales Laboratory, the Financial Learning Center, and the Nel Bolger, RN, Nursing Laboratory, among others. The recently expanded and renovated University Commons, including the John Victor Machuga Student Center, is the hub of campus life.

William Paterson’s distinguished resident faculty includes 37 Fulbright scholars, as well as nationally recognized musicians, artists and scholars. Students benefit from individualized attention from faculty mentors, small class sizes, and numerous research, internship, and clinical experiences. The University has been nationally recognized for its leadership in the American Democracy Project, and serves as coordinator for the statewide VALE (Virtual Academic Library Environment) initiative. It receives wide acclaim for its cultural programs, including the Jazz Room Series and Distinguished Lecturer Series.
William Paterson University

Freshman Class Profile
(Fall 2011)
Average SAT (regular admit, combined reading and math) .. 1053
Average class rank (regular admit) ...................... 61st percentile
Minorities (Asian, Black, Hispanic combined) ... 50.3% (all admit)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students/Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty .......... 389</td>
<td>Undergraduate ........... 10,085</td>
</tr>
<tr>
<td>Student/faculty ratio ....... 16:1</td>
<td>Graduate/Professional .. 1,433</td>
</tr>
<tr>
<td>Average class size .......... 21</td>
<td>Residential Students .... 2,384</td>
</tr>
<tr>
<td></td>
<td>Alumni (approx.) ........ 61,984</td>
</tr>
</tbody>
</table>

Recent Accomplishments

- The University completed a major expansion and renovation of its science complex featuring a 67,000-square-foot addition with contemporary classrooms and research facilities designed to encourage interactive learning, as well as new computer labs and greenhouses. Research and laboratory spaces are configured to allow collaboration between faculty and students.

- The University launched its first doctoral degree, the doctor of nursing practice. Other new programs include bachelor’s degrees in legal studies, environmental sustainability, and sport management; a certificate in learning technologies; and minors in film studies, international cinema, health studies, public health, and linguistics.

- William Paterson hosted the New Jersey-Zhejiang Investment and Trade Symposium in celebration of the 30th anniversary of the sister relationship between the State of New Jersey and Zhejiang Province in China. The event attracted more than 500 leading business and government officials to campus.

- The University continues to develop international partnerships, including recent agreements with Zhejiang University of Technology in China, Edinburgh Napier University in Scotland, and Windesheim University in the Netherlands.

- The University received nearly $9 million in sponsored grant funding in FY 11, an 18.8 percent increase over the previous year. Notable awards include projects funded by the US Department of Education, the National Science Foundation, and the US Department of Justice.

- The University’s Financial Planning Program has been rated among the top ten financial planning programs in the US by *Financial Planning* magazine. William Paterson students placed second in the Financial Planning Association’s 2011 national competition.

- Ontel Products pledged $1 million to the University in support of students and faculty. The company’s founder and CEO is entrepreneur and William Paterson alumnus Chuck Khubani ’83. The gift will support scholarships for high-achieving incoming students for the Cotsakos College of Business, and faculty development initiatives that enhance teaching excellence, research, and scholarship.

- University radio station WPSC 88.7 FM organized “College Radio Day” on October 11, 2011 to celebrate the importance of college radio. More than 325 college radio stations nationwide participated in the daylong event created by William Paterson University communication professor Rob Quicke to showcase the best programming by college DJs.

- The Middle States Commission on Higher Education has reaffirmed the University’s accreditation through 2020-21.

- WPU is featured in the *GI Jobs 2012 Guide to Military Friendly Schools* and was also featured in last year’s *Guide*.

- A new University Core Curriculum was instituted for freshmen and transfer students entering in Fall 2011. It is designed to provide the foundational skills and knowledge necessary for students to succeed in an increasingly diverse and interdependent global environment, while integrating student choice and flexibility and reducing the required number of credits for general education.
Currently, the nine institutions enroll 93,813 undergraduate students during their regular fall and spring terms, as well as about 13,970 graduate and post-baccalaureate students. They are the state’s primary source of baccalaureate degrees.

The full-/part-time mix of students attending the state colleges and universities is changing dramatically. About 67% of state college/university undergraduate students are full-time.

### Undergraduate Enrollment

Fall Figures (Full-time/Part-time Combined)

<table>
<thead>
<tr>
<th>Institution</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College of NJ</td>
<td>5,971</td>
<td>5,938</td>
<td>5,918</td>
<td>5,895</td>
<td>6,094</td>
<td>6,205</td>
<td>6,244</td>
<td>6,237</td>
<td>6,460</td>
<td>6,504</td>
</tr>
<tr>
<td>Kean University</td>
<td>9,970</td>
<td>10,179</td>
<td>9,947</td>
<td>10,035</td>
<td>9,990</td>
<td>10,441</td>
<td>11,240</td>
<td>12,072</td>
<td>13,052</td>
<td>13,462</td>
</tr>
<tr>
<td>Montclair State Univ.</td>
<td>10,939</td>
<td>11,915</td>
<td>11,818</td>
<td>12,174</td>
<td>12,365</td>
<td>13,017</td>
<td>13,725</td>
<td>14,139</td>
<td>14,383</td>
<td>14,590</td>
</tr>
<tr>
<td>NJ City University</td>
<td>6,183</td>
<td>6,112</td>
<td>6,018</td>
<td>6,004</td>
<td>6,158</td>
<td>6,285</td>
<td>6,104</td>
<td>6,522</td>
<td>6,588</td>
<td>6,639</td>
</tr>
<tr>
<td>Ramapo College</td>
<td>5,143</td>
<td>5,242</td>
<td>5,278</td>
<td>5,233</td>
<td>5,188</td>
<td>5,393</td>
<td>5,561</td>
<td>5,776</td>
<td>5,796</td>
<td>5,715</td>
</tr>
<tr>
<td>Richard Stockton</td>
<td>6,261</td>
<td>6,540</td>
<td>6,578</td>
<td>6,571</td>
<td>6,726</td>
<td>6,767</td>
<td>6,671</td>
<td>6,813</td>
<td>7,062</td>
<td>7,240</td>
</tr>
<tr>
<td>Rowan University</td>
<td>8,324</td>
<td>8,135</td>
<td>8,385</td>
<td>8,484</td>
<td>8,430</td>
<td>8,912</td>
<td>9,037</td>
<td>9,665</td>
<td>9,918</td>
<td>10,437</td>
</tr>
<tr>
<td>Thomas Edison</td>
<td>9,009</td>
<td>10,011</td>
<td>10,750</td>
<td>10,906</td>
<td>12,733</td>
<td>15,963</td>
<td>16,797</td>
<td>17,220</td>
<td>17,722</td>
<td>19,140</td>
</tr>
<tr>
<td>Wm. Paterson Univ.</td>
<td>9,198</td>
<td>9,302</td>
<td>9,422</td>
<td>9,110</td>
<td>8,862</td>
<td>8,830</td>
<td>8,741</td>
<td>9,179</td>
<td>9,860</td>
<td>10,085</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>70,998</strong></td>
<td><strong>73,374</strong></td>
<td><strong>74,114</strong></td>
<td><strong>74,412</strong></td>
<td><strong>76,546</strong></td>
<td><strong>81,813</strong></td>
<td><strong>84,120</strong></td>
<td><strong>87,723</strong></td>
<td><strong>90,841</strong></td>
<td><strong>93,812</strong></td>
</tr>
</tbody>
</table>

* Preliminary

Additionally, other students may be enrolled during special sessions (e.g., summer) and in “study abroad” programs.

### Degrees Conferred

For AY 2010-2011, the state colleges and universities conferred 17,291 bachelor’s degrees—about one-half of the state’s total—and 3,559 master’s degrees. Thomas Edison State College granted 525 associate degrees.

Time-to-degree completion rates for full-time, first-time, degree-seeking freshmen improved over the past ten years.
Admissions/Applications

Requirements

Students seeking admission to the colleges and universities need to have completed a total of 16 units (year-long courses) of high school study in the college preparatory areas of English, mathematics, social sciences, natural sciences and foreign languages. Minimum admission requirements at most state colleges include: 4 units of English, 3 units of mathematics (including at least one algebra course), 2 units of social sciences, and 2 units of laboratory science. Specific requirements vary somewhat from college to college, and special admission conditions may apply. Contact admissions offices for more precise information.

In addition, students seeking admission to one of the eight traditional institutions must take the SAT or the test provided by the American College Testing Program (ACT). See pages on individual institutions for freshman SAT averages for regularly admitted students.

An Indicator of Demand: Number of Annual Fall Semester Applications to the State Colleges & Universities

First-time, full-time freshmen applications (aggregate of the eight traditional state colleges/universities)

As shown below, a sizeable contingent of state college/university students came by way of transfer from other institutions in New Jersey and outside the state.

New Transfer Students Enrolled at the State Colleges & Universities*

<table>
<thead>
<tr>
<th>Fall 2011 New Transfers from:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ two-year public institutions</td>
<td>5,945</td>
</tr>
<tr>
<td>NJ two-year private institutions</td>
<td>54</td>
</tr>
<tr>
<td>NJ four-year public institutions</td>
<td>473</td>
</tr>
<tr>
<td>NJ four-year private institutions</td>
<td>322</td>
</tr>
<tr>
<td>Out-of-state institutions</td>
<td>1,716</td>
</tr>
<tr>
<td>Vocational</td>
<td>11</td>
</tr>
<tr>
<td>Unknown</td>
<td>114</td>
</tr>
<tr>
<td>Total New Transfer Students</td>
<td>8,635</td>
</tr>
</tbody>
</table>

*excluding Thomas Edison State College

Source: CHE SURE system
As State-supported institutions, New Jersey’s state colleges and universities are able to offer students an education at a cost well below that of a private college or university. Tuition rates, fees and expenses are established by each college’s board of trustees, and are subject to change.

During the 2011-2012 academic year, full-time undergraduate students who are New Jersey residents paid from about $219 to $331 per credit hour for tuition and fees, depending upon the institution of choice. Undergraduate tuition and fees for 2011-2012 range from $10,200 to $13,887 for full-time state resident students. Annual room and board charges average approximately $9,700, and vary from campus to campus. Today, an average budget for a residential student (including tuition, fees, room and board, books and other expenses) is about $28,000 per year.

Recent studies indicate that those who complete college, on average, earn 74% more than those who have only completed high school. The trend toward greater disparity in earnings between college graduates and high school graduates (estimated to be about $1,000,000 over a lifetime, on average) is expected to continue, given today’s knowledge and technology-oriented economy.

**Putting the Tuition/Fees Bill in Context**

For AY 2011-2012, a full-time undergraduate student at one of the eight traditional New Jersey state colleges and universities has a tuition/fees tab averaging $11,620. Additionally, the student spends, on average, about $3,200 on transportation, and $1,900 on books. Various programs are available to help defray tuition, fees, and some other costs for needy students.

- **Sticker Price vs. Institution’s Actual Cost of Full-time Baccalaureate Education**

  Total institutional spending on educating a full-time undergraduate student at one of the eight traditional state colleges and universities equals about $21,000 per year on average. Tuition and fees cover around 65% of the amount spent.

- **Sticker Price vs. Students’ Actual Out-of-Pocket Expenses**

  Full-time students at state colleges receive, on average, over $3,000 in grants per year from one or more of three sources: federal grants/work study, state grants, and institutional grants. Thus, the net—or out-of-pocket—education cost for the typical, full-time student is about $8,000. Moreover, not factored in are government loans, which must be paid back, and miscellaneous other forms of aid that further defray the cost.

  The upshot is that while New Jersey state colleges/universities have certainly become more costly over the past decade, in the dynamic context of rising costs—especially in public higher education—and rising student financial aid to help with costs, the state colleges/universities remain affordable.
What Keeps Institutions Affordable?

- Higher education in New Jersey, unlike K-12 education, is not available free of charge. While the State of New Jersey, through various means, pays part of the educational cost of college, it does not pay the full cost.

<table>
<thead>
<tr>
<th>Tuition &amp; Mandatory Fees Comparison Among States: AY 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>(In-state, undergraduate, full-time students)</td>
</tr>
<tr>
<td>Institutions Surveyed</td>
</tr>
<tr>
<td>NY: SUNY Buffalo, Binghamton, Stony Brook, Purchase, Oneonta, Brockport: mean = $7,070</td>
</tr>
<tr>
<td>CT: Western Connecticut State University, Eastern Connecticut State University: mean = $8,874</td>
</tr>
<tr>
<td>NJ: Eight traditional state colleges/universities: mean = $11,620</td>
</tr>
<tr>
<td>MD: Salisbury University: $7,332</td>
</tr>
<tr>
<td>PA: Bloomsburg, Slippery Rock, Clarion, East Stroudsburg: mean = $8,773</td>
</tr>
</tbody>
</table>

**Peer Data:**
- OH: Bowling Green: $10,028,
- DE: University of Delaware: $11,432,
- VA: William & Mary: $13,123; James Madison: $8,448.

*Note: Purchase is 2009-2010 figure.*

**Source:** ASCU Staff Survey, January 2012.

- Tuition and fees for a full-time, in-state student at the eight traditional institutions are, on average, higher than at comparable public colleges and universities in nearby states such as Pennsylvania, Maryland, New York and Connecticut.

- When comparing the level of state support to the amount of tuition and fee revenues, student tuition and fees make up about two-thirds of what the state defines as a college’s “education and general expenses.” Various state allocations cover most of the balance. In recent years, the state’s share has been shrinking, both in actual dollars and as a percentage of educational costs.

**Source:** NJ Commission on Higher Education and ASCU calculations.
The cost to a state college or university of providing a quality education to a full-time, undergraduate student averages about $21,000 per year, with the costs increasing due to rapidly rising costs of personnel, technology and facilities.

Tuition Rates over the Past Ten Years

To keep tuition within reach, the state must adequately fund public higher education. As tuition goes up, the state risks the exclusion of students in the middle ranges of the economic spectrum.

Tuition at the state colleges/universities is considered a good value because it is a fraction of the actual cost of education, and yields high returns, especially given the stature of each of the institutions.

In addition to directly funding institutions, the state provides Tuition Aid Grants and other special grants to students with demonstrated financial need. The state colleges/universities have strongly supported continued funding of these programs as a top priority. They help keep the doors of opportunity open.

### Tuition Rates Over the Past Ten Years

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Actual</th>
<th>Inflation-Adjusted*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>$4,532</td>
<td>$4,407</td>
</tr>
<tr>
<td>2003-2004</td>
<td>$4,989</td>
<td>$4,772</td>
</tr>
<tr>
<td>2004-2005</td>
<td>$5,354</td>
<td>$4,959</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$5,745</td>
<td>$5,133</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$6,198</td>
<td>$5,400</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$6,573</td>
<td>$5,509</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$7,054</td>
<td>$5,912</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$7,365</td>
<td>$6,001</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$7,532</td>
<td>$6,053</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$7,838</td>
<td>$6,270</td>
</tr>
</tbody>
</table>

* Undergraduate tuition figures reflect averages for the eight traditional institutions; fees are not included. Inflation-adjusted figures are calculated using 2002 as the base year. 2011/2012 CPI based on December 2011 CPI as reported by US BLS.
Specifically, and based on the assumption the state will provide adequate support for institutional operations, the Association supports: the preservation of the Tuition Aid Grant (TAG) program as the cornerstone of state student financial assistance; state assistance to minimize the borrowing requirements of lower-income students; availability of some kinds of financial assistance for part-time students; availability of merit-based incentives to attract well-prepared students and support graduation goals; and programs designed to help middle-income families pay for college.

While tuition as a percentage of per capita disposable income remained relatively constant during the 1980’s, it increased during the 1990’s and in recent years. Today, families are spending increasingly much more of their disposable income on tuition.

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition as a Percentage of State Per Capita Disposable Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>12.6%</td>
</tr>
<tr>
<td>2003</td>
<td>13.3%</td>
</tr>
<tr>
<td>2004</td>
<td>13.9%</td>
</tr>
<tr>
<td>2005</td>
<td>14.4%</td>
</tr>
<tr>
<td>2006</td>
<td>15.1%</td>
</tr>
<tr>
<td>2007</td>
<td>15%</td>
</tr>
<tr>
<td>2008</td>
<td>15.3%</td>
</tr>
<tr>
<td>2009</td>
<td>15.9%</td>
</tr>
<tr>
<td>2010</td>
<td>16.4%</td>
</tr>
<tr>
<td>2011</td>
<td>17.1%</td>
</tr>
<tr>
<td>2012</td>
<td>17%</td>
</tr>
</tbody>
</table>

**What Makes Tuition Rise Faster Than Inflation?**

Besides rising costs and unfunded salary obligations (see pages 41, 42), two principal factors make tuition and fees increase faster than the CPI:

** Appropriations Reductions **

Cutbacks in state appropriations during difficult economic times have caused the burden of cost to dramatically shift toward students and families. An inverse relationship exists between what the state provides and what the higher education consumer has to pay.

** College/University-Funded Facilities **

New Jersey is one of only seven states that, in recent years, has budgeted zero dollars on higher education capital projects. Consequently, the institutions must largely finance such projects independently, incurring significant annual debt-service payment requirements. In the end, students pay these costs. As a direct result of borrowing money to overcome this policy shortcoming, New Jersey's state colleges/ universities are among the most leveraged institutions of their kind in the nation, with $1.6 billion in outstanding debt. However, due to high education demand and prudent resource management, bond ratings remain strong.
Student Financial Aid

About 65% of first-time full-time students at the state colleges and universities receive some form of financial aid from state and federal student aid programs. Eligible students may be aided through a combination financial-aid package, consisting of:

- federal, state and institutionally-funded scholarships and grants;
- loans, which are repaid after graduation; and
- part-time, work/study funds.

Individual colleges also allocate some of their own funds to help students pay education expenses through campus-based scholarships, contractual tuition waiver programs for dependents of employees, and statutorily mandated tuition-waiver programs for senior citizens, the unemployed, and National Guard members. Annual total institutional contributions exceeded $50 million.

2010-2011 State Grant and Scholarship Distribution by Sector (excluding EOF)

For AY 2010-2011, state grants and scholarships totaling $307.35 million were distributed among the various higher education sectors. Of this amount, the Tuition Aid Grant (TAG) program represents the largest component of financial aid, and is the state's premier need-based grant program for full-time resident students. Students with the lowest incomes typically receive the maximum TAG award—up to 100% of the prior year’s tuition at public institutions, or up to 50% at private institutions. TAG accounted for about 90% of the total grant/scholarship funding available to full-time students in New Jersey.

State college/university students represented the largest number of aid recipients at four-year institutions, but received 26.3% of available grant/scholarship aid. Students at independent colleges and universities received the largest awards per student.
Financial Aid Programs Available to Students at New Jersey Institutions

State Government

www.hesaa.org

Student Assistance Hotline............................................ (800) 792-8670
(Monday-Thursday 8 a.m.-8 p.m./Friday 8 a.m.-5 p.m.)
TDD System for Hearing Impaired................................. (609) 588-2526
(Monday-Friday 8 a.m.-5 p.m.)
NJBEST: toll free...............................................................(877) 4NJBEST

■ Tuition Aid Grant (TAG)
* NJ resident undergraduate demonstrating financial need.
* Applicants must have been legal residents of New Jersey for 12 consecutive months.
* Variable annual grants renewable subject to student eligibility and cost of attendance.

■ Educational Opportunity Fund (EOF)
* Supports educationally and economically disadvantaged students for undergraduate, graduate and professional study.
* Offers two scholarships for medical school and law school attendance.

■ Edward J. Bloustein Distinguished Scholars and Urban Scholars
* NJ resident demonstrating high academic achievement based on high school records/SAT scores.
* Up to $1,000 annually, based on satisfactory undergraduate academic progress.
* Recipients of this award will be selected for consideration by their secondary schools.

Note: These programs are no longer accepting new students.

■ Part-Time TAG for County Colleges
* NJ resident demonstrating financial need, enrolled at a New Jersey county college.
* Applicant must have been a legal resident of New Jersey for 12 consecutive months.
* Degree-seeking student enrolled for 6-11 credits per term.
* Variable annual grant renewable subject to student eligibility and cost of attendance.

■ NJ STARS Program
The NJ STARS Program is an initiative created by the State of New Jersey that provides New Jersey's highest achieving students with free tuition for up to 18 credits per semester at their home county college. To be eligible, a student must:
* Be a US citizen or eligible non-citizen and a New Jersey resident for at least twelve consecutive months immediately preceding high school graduation;
* Graduate in the top 15% of their high school class;
* Complete a rigorous high school curriculum;
* Demonstrate college readiness by taking a college placement test;
* File a Free Application for Federal Student Aid (FAFSA) within established state deadlines;
* Enroll in a degree program no later than the fifth semester immediately following high school graduation;
* Maintain continuous full-time enrollment (at least 12 college-level credits per term);
* Attain a cumulative GPA of at least 3.0 after two semesters of enrollment.
**NJ STARS II Program**

The NJ STARS II Program is a continuation of the NJ STARS Program that provides successful NJ STARS students with funding to transfer to a New Jersey four-year public college or university to earn a baccalaureate degree. To be eligible, a student must:

* Receive an associate degree from his or her home county college and attain a cumulative GPA of 3.25 or higher upon graduation;
* File a Free Application for Federal Student Aid (FAFSA) within established state deadlines;
* Enroll full-time in a baccalaureate degree program no later than the second semester immediately following county college graduation;
* Maintain continuous full-time enrollment at the four-year public institution for up to four semesters.

For the 2011-2012 academic year, the NJ STARS II Program provides two award levels. A student with a GPA equal to or greater than 3.25 and less than 3.50 receives up to $3,000 per semester, whereas a student with a GPA of 3.50 or higher receives up to $3,500 per semester.

NJ STARS II awards cover tuition for up to 18 credits per semester, except for Tuition Aid Grant recipients who receive NJ STARS II awards based on tuition and approved fees.

The amount of the 2011-2012 NJ STARS II award is determined after applying all other state and Federal grant and scholarship aid to these charges. The state funds 50% of the NJ STARS II award, while 50% is provided by the four-year public institution. NJ STARS II students are responsible for any remaining balance.

**Survivor Tuition Benefits**

* Provides tuition benefits to spouses or dependents of New Jersey firefighters, emergency service workers, or law enforcement officers killed in the line of duty.
* Must enroll at least half time at an approved New Jersey institution of higher education.

*Note: This program is no longer accepting new students.*

**Law Enforcement Officer Memorial Scholarship Program (LEOM)**

* Available to dependent children of New Jersey law enforcement officers killed in the line of duty.
* Must enroll as a full-time undergraduate at an approved NJ institution of higher education.

**Other State Loan, Scholarship and Savings Programs**

**New Jersey World Trade Center Scholarship**

* child or spouse of an individual who died as a result of the terrorist attacks against the US on September 11, 2011.
* must be a US citizen or eligible non-citizen.
* must be a full-time undergraduate student.
* eight-year time limitation for application.
NJ CLASS Loan
During FY 2011 the NJCLASS program approved over $52 million in low interest student loans to students attending the nine New Jersey State Colleges/Universities. Funds were distributed among the institutions as follows:

<table>
<thead>
<tr>
<th>Loan Volume</th>
<th>Number of Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College of New Jersey</td>
<td>$11,920,543</td>
</tr>
<tr>
<td>Kean University</td>
<td>3,965,474</td>
</tr>
<tr>
<td>Montclair State University</td>
<td>8,246,948</td>
</tr>
<tr>
<td>New Jersey City University</td>
<td>691,350</td>
</tr>
<tr>
<td>Ramapo College of New Jersey</td>
<td>5,037,967</td>
</tr>
<tr>
<td>The Richard Stockton College of NJ</td>
<td>8,127,511</td>
</tr>
<tr>
<td>Rowan University</td>
<td>9,669,083</td>
</tr>
<tr>
<td>Thomas Edison State College</td>
<td>36,710</td>
</tr>
<tr>
<td>William Paterson University</td>
<td>4,283,735</td>
</tr>
<tr>
<td>Total</td>
<td>$51,979,321</td>
</tr>
</tbody>
</table>

NJBEST (New Jersey Better Educational Savings Trust) is the State of New Jersey’s college savings program, helping families invest in a child’s educational future.

* Either the contributor or the beneficiary must be a New Jersey resident.
* A beneficiary may receive up to a $1,500 scholarship if he/she attends college in NJ; the first $25,000 in NJBEST savings is exempt from consideration in the award of state need-based aid.
* Earnings are exempt from state and federal income tax, if used for higher education.
* No age or income limit.
* The minimum contribution to open an account is $25. Account contributions may not exceed $305,000.
* Savings may be used for full-time or part-time postsecondary institutions, in-state or out-of-state, that participate in approved state and federal student aid programs.
* Age-based investment strategy.

Veterinary Medical Education Program provides seats for New Jersey residents at out-of-state schools of veterinary medicine. *This program is no longer accepting new students.*

The Primary Care Physician/Dentist Loan Redemption Program offers state funds to match federal funding for supervised care in medically underserved areas of the state.

Nursing Faculty. This program is intended to address the current and projected critical shortage of nurse faculty in the State of New Jersey. It provides an incentive for persons to enter graduate nursing education programs by offering student loan redemption in exchange for full-time faculty employment at a school of nursing in the State of New Jersey for a five-year period following completion of the approved graduate degree program.

John R. Justice Loan Redemption Program. To qualify for loan repayment assistance, an applicant must: 1) be currently employed full-time as an eligible prosecutor or public defender; 2) have eligible outstanding student loan debt in good standing with each lender; 3) sign a service agreement committing to remain employed as an eligible public defender or prosecutor for at least three years.
Federal Government

www.ed.gov/prog_info/SFA/FAFSA
Federal Assistance Hotline............................... (800) 4-FEDAID
TDD System for Hearing Impaired.................(800) 730-8913
(Weekdays 8 a.m.-12 midnight/Saturdays 9 a.m.-6 p.m.)

■ Federal Pell Grant
  * US citizen or eligible noncitizen undergraduate.
  * Variable annual grants, based on financial need, renewable for up to 12 semesters (or its equivalent) of an undergraduate program.

■ Federal Supplemental Educational Opportunity Grant (FSEOG)
  * US citizen or eligible noncitizen undergraduate with exceptional financial need.
  * Variable annual grants, renewable for duration of undergraduate program.

■ Federal Direct: Subsidized Stafford Loan Program
  * Loans made to students who demonstrate need; interest paid by the government during periods of in-school, grace and authorized deferments; interest is the responsibility of the borrower at all other times.
    – Rates for undergraduate students with subsidized loans
    – Loans disbursed after July 1, 2010 rate is fixed at 4.5%
    – Loans disbursed after July 1, 2011 rate is fixed at 3.4%
    – Loans disbursed after July 1, 2012 rate is fixed at 6.8%
    Remains at 6.8% for graduate/professional.
  * US citizen or eligible noncitizen resident enrolled at least half-time at a participating postsecondary school.
  * Repayment begins 6 months following graduation, withdrawal or less than half-time enrollment.
  * Various repayment terms available.
  * Annual loan limits vary.

■ Federal Direct: Unsubsidized Stafford Loan Program
  * Students who may not qualify for the Direct: Subsidized may be eligible.
  * Loans made to students, interest is the responsibility of the borrower at all times. Interest can be paid while in school or borrower can have the interest capitalized, or added to the loan principal.
  * US citizen or eligible noncitizen resident enrolled at least half-time at a participating postsecondary school.
  * Repayment begins 6 months following graduation, withdrawal or less than half-time enrollment.
  * Various repayment terms available.
  * Annual loan limits vary.
  * 6.8% interest rate for both undergraduate and graduate borrower.
■ **Federal Plus Loan**
  * Parents of eligible undergraduate students.
  * Graduate/professional students are also eligible.
  * Fixed 7.9% interest rate loan; no interest subsidy.

■ **Federal Perkins Loan**
  * US citizen or eligible noncitizen; campus-based program.
  * Undergraduate loans (up to $5,500 per year) to a total of $27,500.
  * Graduate loans (up to $8,000 per year) to a total of $60,000 including undergraduate loans.
  * Repayable at 5% interest, with up to 10 years following graduation to pay.

■ **Federal Work Study (FWS)**
  * US citizen or eligible noncitizen with financial need; campus-based program.
  * Part-time paid work, on or off campus, averaging 15 hours weekly during school year.

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## Institutional Budgets

### Components of the State College/University Budgets

The institutions’ budgets are supported, in part, by direct and indirect state appropriations. The state provides approximately 20% of total college/university spending. When funding for fringe benefits is included, the state provides about 30% of the total.

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**Adjusted for CPI, State Support for NJ State Colleges/Universities is Declining**

![Graph showing adjusted state support for NJ state colleges/universities is declining](image)

**NOTE:** Inflation-adjusted figures are based on changes in the Consumer Price Index for Northeast urban consumers. 2002 is the base year. FY 2011 total includes new funding for the development of a medical school at Rowan University.

**Sources:** Direct State Adjusted Appropriations.

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Student tuition and fees and other “general services income” are other important sources of income for the colleges.
Typically, about two-thirds of the colleges’ aggregate budgets go toward salary and wages; the remainder of the budget is spent in areas such as purchase of supplies, equipment and services, utilities, travel, professional fees, telephone systems, printing and postage.

When attempting to compare college budgets, it is essential to understand that each campus’s unique history, circumstances, location and mission result in different costs within similar categories. There are, for example, different levels of staff/faculty seniority; varying types of programs and courses offered (and special equipment needed); different physical plant costs (and debts to be serviced); and regional “cost of business” differentials.

The state colleges/universities, which generally lack large, unrestricted endowments, rely principally on income from tuition and state appropriations. Tuition increases are lower with greater state support. There is an inverse relationship between direct state appropriations and student tuition, fees and other charges.

### State Salary Obligations: Consequences for College Budgets and Tuition

- A college is a labor-intensive enterprise. High quality education requires high quality people. Employee salaries are the primary cost factor for the state colleges. When there is significant state underfunding of this primary cost area, it reverberates throughout the institution.

- The state negotiates all salary and benefit agreements with all employee bargaining units. Unit members constitute a large majority of the institutions’ total work force. These units represent, collectively, thousands of state college employees. In theory, state financial support for negotiated increases in employee compensation is annually funded in the state budget. During most of the 1990’s, and in years since then, at most, only a fraction of negotiated salary funds was provided to the institutions. To meet salary obligations in full, the campuses have been forced to spend critical, limited, operating dollars. In the table to the right, note the relationship between the percentage of salary obligations funded and the percentage of tuition increases. **When state obligations are funded (or not substantially increased), tuition increases at a slower rate.**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Funded Salary Obligations</th>
<th>Avg. Tuition Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>25.9%</td>
<td>10.0%</td>
</tr>
<tr>
<td>1993</td>
<td>53.5%</td>
<td>7.2%</td>
</tr>
<tr>
<td>1994</td>
<td>93.1%</td>
<td>3.7%</td>
</tr>
<tr>
<td>1995</td>
<td>95.6%</td>
<td>4.9%</td>
</tr>
<tr>
<td>1996</td>
<td>76.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>1997</td>
<td>0.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>1998</td>
<td>0.0%</td>
<td>10.2%</td>
</tr>
<tr>
<td>1999</td>
<td>0.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>2000</td>
<td>52.6%</td>
<td>7.1%</td>
</tr>
<tr>
<td>2001</td>
<td>46.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>2002</td>
<td>24.3%</td>
<td>8.0%</td>
</tr>
<tr>
<td>2003</td>
<td>0.0%</td>
<td>9.5%</td>
</tr>
<tr>
<td>2004</td>
<td>0.0%</td>
<td>9.0%*</td>
</tr>
<tr>
<td>2005</td>
<td>49.0%</td>
<td>7.3%</td>
</tr>
<tr>
<td>2006</td>
<td>47.0%</td>
<td>7.3%*</td>
</tr>
<tr>
<td>2007</td>
<td>0.0%</td>
<td>7.9%*</td>
</tr>
<tr>
<td>2008</td>
<td>14.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>2009</td>
<td>35.0%</td>
<td>7.3%</td>
</tr>
<tr>
<td>2010</td>
<td>0%</td>
<td>3.0%*</td>
</tr>
<tr>
<td>2011</td>
<td>0%</td>
<td>3.9%*</td>
</tr>
<tr>
<td>2012</td>
<td>0%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

* CPI (inflation adjustment) is an estimate.
* 2010 Adjusted Appropriation includes American Recovery & Investment funding (ARRA).
** 2012 total includes about $2.8 million for Rowan University Medical School.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Direct State Adjusted Appropriation</th>
<th>Indirect, State-paid Employee Benefits*</th>
<th>General Operations Budget (excluding benefits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College of New Jersey</td>
<td>$29,317,000</td>
<td>$24,676,000</td>
<td>$192,069,000</td>
</tr>
<tr>
<td>Kean University</td>
<td>$32,837,000</td>
<td>$26,075,000</td>
<td>$213,893,000</td>
</tr>
<tr>
<td>Montclair State University</td>
<td>$38,613,000</td>
<td>$38,027,000</td>
<td>$296,384,000</td>
</tr>
<tr>
<td>New Jersey City University</td>
<td>$26,056,000</td>
<td>$21,868,000</td>
<td>$117,277,000</td>
</tr>
<tr>
<td>Ramapo College of New Jersey</td>
<td>$16,130,000</td>
<td>$15,828,000</td>
<td>$116,344,000</td>
</tr>
<tr>
<td>Richard Stockton College of NJ</td>
<td>$19,839,000</td>
<td>$19,462,000</td>
<td>$165,812,000</td>
</tr>
<tr>
<td>Rowan University</td>
<td>$49,123,000</td>
<td>$28,934,000</td>
<td>$257,465,000</td>
</tr>
<tr>
<td>Thomas Edison State College</td>
<td>$1,821,000</td>
<td>$6,449,000</td>
<td>$55,208,000</td>
</tr>
<tr>
<td>William Paterson University</td>
<td>$32,748,000</td>
<td>$27,423,000</td>
<td>$184,905,000</td>
</tr>
</tbody>
</table>

* Employee benefits remain with the state; they are not paid to state colleges/universities.

Source: Institutions’ FY 2013 Budget Request.
New Jersey Ranks 36th Nationally in Higher Education Appropriations

Educational Appropriations per FTE (constant adjusted 2011 dollars)

Percent Change by State, Fiscal 2006-2011

Note: Dollars adjusted by 2010 HECA, Cost of Living Adjustment, and Enrollment Mix.

Source: State Higher Education Finance Report, FY 2010
        State Higher Education Executive Officers, April 2011
College Cost Containment/Revenue Enhancement Efforts

The institutions have taken numerous cost containment and revenue enhancement steps in an effort to keep tuition affordable to students and make sure the taxpayer share of college costs is wisely spent. In many cases this is done in conjunction with environmental sustainability goals.

The College of New Jersey

- Realized savings in the procurement of goods and services by seeking innovative ways to enhance revenues. Specifically, the College:
  - Exercised ability to rebid major contracts and participate in cooperative purchasing arrangements with other state colleges.
  - Implemented a surplus property program that eliminates costs of unused goods and provides source of revenues.
  - Contracted with transportation companies to efficiently manage transportation costs of faculty/student groups.

- TCNJ is poised to embark on a public-private partnership that will develop a Campus Town to the College. This mixed-use facility will yield additional housing for students as well as retail amenities for the entire campus and external community. The project is being designed and constructed by a private developer who was selected through competitive bid and who will pay TCNJ an annual ground lease.

Kean University


- Three buildings on campus use geothermal heating and cooling systems, and four buildings are sub-metered, allowing the university to view consumption in real-time and to identify possible savings. Solar panels are in place in two buildings.

- Kean University signed a memorandum of understanding with the Environmental Protection Agency as part of its efforts to reduce the university’s carbon footprint. The university will participate in the EPA’s WasteWise program to reduce waste and boost recycling on campus. Kean’s aerobic in-vessel digester recycles all food waste on campus as part of its Blue Goes Green campaign.

Montclair State University

- Montclair State completed the state’s first public private construction partnership under the Economic Stimulus Act. The $211 million Heights project, New Jersey’s largest collegiate residence and dining complex, was financed by tax-exempt bonds issued by the New Jersey Economic Development Authority at no cost to taxpayers.

- Montclair State received $1.05 million in grant funding to build a solar energy facility that will produce extra solar renewable energy credits that can be sold.

- The University continues to add Building Automation Systems to new capital building projects that economically maintain and manage mechanical systems.

- New geothermal systems for select buildings are being implemented to supplement heat and air conditioning.
New Jersey City University

- Realized across-the-board divisional budget reductions.
- Consolidated University functions to maximize efficiencies.
- Continued to participate in a state consortium for the purchase of its electricity and has now joined for the purchase of gas, enabling a further reduction in cost because of the increased buying power and the current market rates.
- Designed, as part of a campus-wide capital renewal initiative, energy conservation measures anticipated to create significant lifecycle savings.
- Is currently studying the feasibility of a cogeneration facility to generate electricity and steam, which in turn will provide the University with heat and chilled water. NJCU anticipates working with a private partner, who would be responsible for the design and construction of the facility.
- Is transitioning to a new telephone provider for local and long distance calls which will result in significant savings.
- Restructured its vendor contracts to increase commission revenue.
- Leased computer and scientific labs to community colleges.
- Provides professional development opportunities to educators through continuing education offerings.
- Has created several innovative partnerships to offer professional development activities for visiting international scholars and professionals.

Ramapo College of New Jersey

- Reduced approximately $3 million in annual operating expenses through the elimination of vacant positions, reducing travel costs, renegotiating service contracts and other miscellaneous operating expenses.
- Renegotiated gas and electric commodity supply contract, saving approximately $1,325,000 over a 12-month period.
- Due to favorable market rates, realized a net present value savings of $425,000 through the refinancing of several outstanding bond issues.
- Expanded online offerings, generating an additional $320,000 in annual revenue while increasing accessibility and efficient use of campus facilities.

The Richard Stockton College of New Jersey

- The College continues to lead the state with solar and geothermal renewable energy installations, reducing energy expenditures by nearly $1 million in 2010.
- By renovating its former recreational aquatic wing rather than constructing new facilities, the College yielded four new classrooms and dozens of offices alongside a two-story art gallery, an excellent example of adaptive facilities re-use.
- The College also partially enclosed a two-story atrium in a formerly inaccessible space between its C and D wings, demonstrating additional adaptive facilities re-use and construction savings.
- All new construction and adaptive re-use projects include installation of low-energy demand lighting, higher efficiency HVAC and, wherever possible, sustainable materials.
Rowan University
- Refinanced a portion of existing University debt, realizing a net present value savings of $3.8 million.
- Opted not to fill several vacant positions and slowed the hiring process, closely evaluating each open slot to determine the necessity of filling it in the short term.
- Continued to purchase natural gas contracts at favorable rates, thereby reducing energy costs on campus.

Thomas Edison State College
- Used innovative computer technology for Internet-based data storage and other online services to reduce computer hardware and maintenance costs.
- Replaced College's ten year old online student services portal to allow our students to more easily track their academic programs, register for courses, and pay their bills.
- Installed a new Web Advisor program to integrate with new portal software that will work with the College’s new learning platform, MoodleRooms.
- Implemented a new open-source Learning Management System application to increase reliability and expand capacity to allow its expanding student body to use this system efficiently, thus saving $135,000 over three years.
- Consolidated four programs into the new Division of Enrollment Management and Learner Services to streamline operations and speed up decision making.
- Defrayed storage costs associated with paper-based records by imaging student records to streamline the operations of the Registrar and Bursar’s Offices.
- Now in its 13th year, TESC’s successful Smart Buy program produced $300,000 in purchasing savings in FY 2011, for a total savings of $2.7 million since its inception.

William Paterson University
- Limited undergraduate and graduate tuition and fees increases to 2 percent, the smallest percentage increase on campus in 30 years.
- Completed a solar energy installation on its campus that currently ranks among the top ten largest installations at higher education institutions in the United States, according to the Association for Sustainability in Higher Education. Phase two of the project, which will add 500 kilowatts, will be completed in 2012. The overall project is expected to save millions of dollars in energy costs for the University while supplying 15 to 20 percent of the institution’s energy needs.
- Was awarded a $1.12 million federal grant, administered through the New Jersey Board of Public Utilities, to fund an upgrade of the controls for heating, ventilation, and air conditioning systems on campus. The University will be able to reduce annual electrical usage by more than 1 million kilowatt hours.
- Created, and is managing and serving as the fiscal agent for the Virtual Academic Library Environment (VALE), which combines the purchasing power of 51 public and private higher education institutions and the State Library to enable shared purchases of electronic databases and other scholarly resources at prices well below what individual institutions would pay if they made these purchases separately. This consortium enables faculty, staff, and students at the institutions to have broader and more convenient access to scholarly materials at much lower cost.
William Paterson University continues to collaborate with NJ Transit to increase the frequency and routing of public transportation through the campus and promote use of public transportation. This collaboration and increased use of mass transit reduces the demand for expanded parking facilities on the campus, and reduces the University’s shuttle system costs while at the same time increasing access.

By offering online Winter Session courses between the fall and spring semesters that do not require access to University facilities, the University has increased accessibility and instructional capacity without incurring the expenses of access to traditional instructional facilities.

William Paterson has created a dedicated event scheduling office to market the campus to outside organizations seeking to rent campus facilities.

The University’s Office of Continuing and Professional Education has significantly increased revenues from non-credit-bearing instructional offerings.

### How the Public Views the State Colleges and Universities

**Management Question:**
How well-managed are New Jersey’s state colleges and universities?

- **61% Well run**

**Quality Question:**
Do students get an excellent, good, fair or poor education at New Jersey’s state colleges and universities?

- **81% Excellent/Good**

**Source:** Polls conducted by Penn, Schoen & Berland Associates in 2007 (Management) and 2011 (Quality).

### Examples of Collaboration for Savings, Effectiveness

The institutions, functioning in a very competitive market, also have learned how to stretch their resources. For example:

- They participate in NJEdge.net, a cooperative that allows public and private institutions economies of scale, to achieve new levels of technology-enabled inter-institutional collaboration.

- They have banded together to purchase cooperatively several kinds of insurance, including accident and property, and in doing so have saved the institutions hundreds of thousands of dollars, annually.

- They are sharing information about saving millions on water and energy costs, including through geothermal and solar panel installations, cogeneration plants, high efficiency lighting, low-flow water dispensers, automated utility control systems, low-maintenance landscaping, and long-term energy contracts.
Looking Forward to Doing More ... with Less Regulation and Reformed State Policies

- The state can free up the colleges from unproductive regulation to enhance innovation and to help improve productivity. State colleges face burdensome regulations and millions of dollars in unfunded state mandates that tie their hands in contracting, purchasing, construction, personnel management and that drain time, energy and money that can be used to improve service and accountability. The more the state can do to free up the colleges to be directly accountable, and cut red tape, the greater will be the benefit to students, public service and transparency.

- The colleges and universities will continue to use their freedom to improve productivity, keep costs in check to preserve college affordability, and build new programs prudently to serve the state. At the same time, the institutions can continue eliminating unproductive programs, recruit the best faculty and staff, raise private monies to support student financial aid and new technology, and continue to improve as national models for excellence, accountability and ethical best practices. They can expand partnerships and business, schools, labor and local communities to broaden college access and to keep talented citizens here.
Elements of State College/University Economic Value

Applied Research  
Business Incubation and Consultation  
Career Advancement  
Downtown Revitalization  
Economic Forecasting  
Financial Strategizing  
Global Trade Facilitation  
Healthy Communities Promotion  
Industry Attraction  
Jobs Creation  
Knowledge Dissemination/Preservation  
Lifelong Learning Opportunities  
Market Research  
New Ideas Generation  
Opinion Surveys  
Professional Credentialing  
... and much more

A Catalyst for Economic Development

Apart from their multifaceted role in the economic development of the state, New Jersey’s state colleges and universities have a conservatively estimated impact of $3-4 billion annually on the regional economy. With about 108,000 students, over 10,000 employees, and an aggregate operating budget exceeding $1.5 billion, these nine institutions directly and indirectly buy products and services that help provide income for many New Jersey businesses and residents beyond campus boundaries.

- **Student Spending:**
  Approximately 108,000 students are enrolled at the nine institutions, including undergraduate and graduate, full- and part-time students. Commonly used multipliers for the impact of student spending are from 2.0x to 2.5x (Seneca/Rubin 1992 study on out-migration). Applying a conservative $11,500 per-student spending estimate to the more conservative multiplier yields a total impact of about $2.8 billion.

- **Employee Spending:**
  Over 10,000 employees—the vast majority of whom are state residents—are part of this equation. As a group, the state colleges and universities together would rank among the Garden State’s top 25 employers. Employee spending, with a conservative multiplier, is an estimated $850 million to over $1 billion.
Employee Fringe Benefits:
Much of the approximately $244 million spent by the state on state college/university employee fringe benefits enters the local economy through area physicians’ offices, pharmacies and hospitals.

Total Budget:
The aggregate annual institutional operating budgets exceed $1.5 billion. This quantity, with even a fairly conservative multiplier, would indicate a multi-billion dollar annual impact.

Capital Expenditures:
Ongoing capital construction projects at the state colleges and universities help contribute to the state’s workforce development needs.

Higher Education Governance & Accountability

Each state college and university is governed by a trustee board which has policy-making authority over the institution’s programs, operations, facilities, finances, faculty and students. Legislation enacted over the past two decades has increased trustee board authority and responsibility. New Jersey has also enacted law to make good fiscal and accounting practices a matter of public policy.

The State College Autonomy Laws of 1986 transferred authority and decision-making from state government to state college boards of trustees. The legislature’s goals included campus self-determination and more direct accountability to the public. By law, the complete transfer of these authorities occurred over three years (1986-1989). As a result, institutions can now administer their own budgets; accept grants and contributions; manage their property; invest institutional funds; and retain unexpended balances for later use. Further, the law accentuated each institution’s ability to establish academic programs and departments, set tuition and fees, and name the institution.

The Higher Education Restructuring Act of 1994 represented a shift in higher education coordination away from a centralized, bureaucratic model of decision-making toward a more decentralized, collaborative approach. The Act eliminated the State Department and Board of Higher Education, creating the less-regulatory New Jersey Commission on Higher Education and the New Jersey Presidents’ Council. The law was significantly amended in 2010 to provide for a Secretary of Higher Education and Board of Trustee accountability standards within a Sarbanes-Oxley framework.
State College/University Trustee Boards

Each board of trustees, by law, has between seven and fifteen lay members. A trustee’s full term is six years. Each board of trustees recommends potential new members to the governor, who has the power to appoint trustees, with the advice and consent of the State Senate. In addition, state statute provides for two student representatives (one with voting privileges) on each board. Statute also delineates an *ex officio*, nonvoting, board membership for the institution’s president.

Trustee boards meet regularly. Meetings are accessible to the public under New Jersey’s Open Public Meetings Act. Board members serve without compensation, but are entitled to reimbursement for all reasonable and necessary expenses related to performance of their duties.

In making policy decisions, trustee boards interact with a number of state entities, including:

- The Office of the Secretary of Higher Education and the Presidents’ Council (*state-level coordination of higher education; see page 53 for further detail*);
- the New Jersey Association of State Colleges and Universities (*advocacy and coordinated efforts*);
- the governor’s Office of Employee Relations (*collective bargaining, contract implementation and conflict resolution*);
- the state Department of the Treasury (*budget and fiscal policy*);
- the Attorney General’s office (*legal representation*);
- the New Jersey Educational Facilities Authority (*capital projects*); and
- the Higher Education Student Assistance Authority (*student aid*).

The Public Accountability of the Nine State Colleges and Universities is Multifaceted

The nine state colleges and universities are directly accountable to the public and elected officials. This “multi-faceted” accountability includes:

- Governance by nonpartisan, lay trustees, who are appointed representatives of the state.
- Statutory responsibilities to release many types of information to the public.
- Reporting responsibilities to municipal, county, state and federal authorities.
- Periodic reviews by the state.
- Requirements concerning board meetings, which must be announced and open to the public—including meetings during which proposed tuition increases are considered.
- Visitation and review by various national accrediting bodies.
- Requirements to submit annually to audits by independent, professional accounting firms.
- Responsiveness to requests from the Office of the State Comptroller and the Office of the State Auditor.
A New Era for Fiscal Accountability

For years, the New Jersey State Colleges and Universities have been surpassing statutory and regulatory fiscal accountability requirements and implementing best practices based on Sarbanes-Oxley (SOX), the federal accountability law for publicly traded companies. In 2003, the widely respected National Association of College and University Business Officials (NACUBO) made recommendations for SOX governance. Acceptance of NACUBO’s recommendations by college leaders many years ago have helped put New Jersey state colleges and universities ahead of the curve in fiscal responsibility policy.

SOX-aligned fiscal responsibility policies are common to all ASCU-member institutions. They include:

- Employment of external auditors to assess financial operations, compliance, internal controls, and to issue annual financial statements;
- Adherence to Generally Accepted Accounting Principles (GAAP);
- Utilization of the Audit of Colleges and Universities guidelines published by the Committee on College and University Accounting and Auditing of the American Institute of Certified Public Accountants.

Other commonly-used SOX-aligned provisions include: “whistleblower” policies, ongoing assessment of fiscal controls and risks, debt policy development, and the institution of an audit committee of the board.

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**Accountability Facts**

- Each state college/university adheres to SOX principles and ethics standards, and is subject to multiple external audits.
- A 2005 NCHEMS study updated in 2007 found that New Jersey’s state colleges and universities (public baccalaureate and master's institutions) rank **third highest** among the 50 states when it comes to “productivity relative to their resources.”
- By a **4:1 margin**, likely voters say that presidents and nonpartisan trustee boards would make the best decision about investing new funds in higher education, as opposed to New Jersey state government.

State agency coordinating higher education: Secretary of Higher Education

The Office of the Secretary of Higher Education is the state agency which supersedes the former NJ Commission on Higher Education pursuant to Governor Christie's Reorganization Plan No. 005-2011. The newly-created body, under the Secretary of Higher Education, serves as the principal advocate for an integrated system of higher education which provides a broad scope of higher education programs and services. The system includes both 31 public and 35 independent institutions and enrolls over 440,000 full- and part-time credit-seeking students statewide.

The Office of the Secretary of Higher Education also provides coordination, planning and policy development for the state’s higher education system and is responsible for institutional licensure and the administration of the Educational Opportunity Fund and other programs.

The New Jersey Presidents’ Council

The Presidents’ Council was established in law under the Higher Education Restructuring Act of 1994. The president of each public institution of higher education, as well as each independent institution that receives direct state aid, serves as an *ex officio* member of the Council. The Council’s Executive Board includes:

- presidents of Rutgers, New Jersey Institute of Technology (NJIT), and the University of Medicine and Dentistry of New Jersey (UMDNJ);
- three state college/university presidents;
- five county college presidents; and
- three independent college/university presidents.

The statutory responsibilities* of the Council include transmitting to the governor, legislature and Secretary of Higher Education a general budget policy statement regarding overall state higher education funding levels; making recommendations concerning institutional licensure and university status; providing public information and research on higher education issues; reviewing and making recommendations to the Secretary concerning proposals for new programs that exceed or change the programmatic mission of an institution; reviewing and commenting on proposals for new programs that demand significant added resources; and encouraging cooperation among institutions.

*Full statutory responsibilities of both bodies are articulated in P.L. 1994, c.48, and concerning the state coordinating agency, are modified and superseded by Governor Christie’s Reorganization Plan No. 005-2011.*

Governor’s Higher Education Council

The Council serves as an advisory body to the governor on all higher education matters and provides recommendations on statewide initiatives for the higher education system. It has five members and is chaired by John L. McGoldrick, Esq.
Dr. Susan A. Cole  
**MONTCLAIR STATE UNIVERSITY**

- Assumed office in September 1998 as the eighth president of Montclair State University.
- Served as President of Metropolitan State University in Minneapolis/St. Paul, Minnesota from 1993 to 1998 and, prior to that, as Vice President for University Administration and Personnel at Rutgers, The State University of New Jersey; Associate University Dean for Academic Affairs at Antioch University; and a faculty member at The City University of New York.
- Currently serves on the boards of Liberty Science Center, the American Association of State Colleges and Universities, the Montclair Art Museum and the New Jersey Performing Arts Center Council of Trustees.
- Appointed by Governor Christie as New Jersey’s representative to the Education Commission of the States, and by US Secretary of the Interior Ken Salazar to the Paterson Great Falls National Historical Park Advisory Commission. Served on Governor Christie’s Executive Transition Team and chaired its Education Subcommittee.
- Served on the Property Tax Convention Task Force, appointed by Governor McGreevey, as co-chair of Governor McGreevey’s Higher Education Transition Team and on his Education Cabinet, as co-chair of Governor DiFrancesco’s World Class Economy Task Force, and as a member of Governor Whitman’s trade missions to South America and Asia.
- Earned three degrees in English and American literature: a BA degree from Barnard College, Columbia University, and an MA and a PhD from Brandeis University.
- Writes and speaks extensively about current issues in American higher education.

Dr. Dawood Farahi  
**KEAN UNIVERSITY**

- Was selected the 17th president of Kean University at a special meeting of the board of trustees on February 24, 2003.
- Has spent more than 20 years of his career at Kean University, where he has served as a professor, chair of the Department of Public Administration, and special assistant to the president for operations.
- Formerly served as chair of the faculty senate, special assistant to the president for technology, and special assistant for enrollment services.
- Was selected Kean University’s “Teacher of the Year” in 1996, and “Graduate Teacher of the Year” in 1993.
- Earned a PhD from the University of Kansas, where he was a Fulbright scholar.

Dr. R. Barbara Gitenstein  
**THE COLLEGE OF NEW JERSEY**

- Has more than 30 years of experience as a college professor and administrator in both the public and private sectors.
- Came to The College of New Jersey in 1999 from Drake University, where she served as provost and executive vice president.
- Serves as the vice chair for the Middle States Commission on Higher Education and is the presidential sponsor for the New Jersey chapter of American Council on Education’s Network of Women Leaders in Higher Education.
Currently serves as a board member of the Mercer County Chamber of Commerce and the New Jersey Chamber of Commerce.

Was the recipient of the 2002 "Women of Distinction Award" by the Girl Scouts of Delaware-Raritan Council, and was honored by the Executive Women of New Jersey at their 2002 “Salute to Policymakers” dinner for her contributions to the advancement of women. In May 2003, the YWCA of Princeton honored Dr. Gitenstein at their “Tribute to Women” in recognition of her outstanding achievements, contributions to the community and model character.

Received a BA with honors in English from Duke University, and a PhD in English and American Literature from the University of North Carolina, Chapel Hill.

Was honored by Kidsbridge Children’s Museum as its first Humanitarian Awards Celebration in 2007. Was recognized by the Women’s Political Caucus of New Jersey as a woman of achievement.

**Dr. Carlos Hernandez**  
**NEW JERSEY CITY UNIVERSITY**

- Named president of **New Jersey City University** in April 1993. Dr. Hernandez has led the institution's expansion of scope, underscored its urban mission, and attained university designation in 1998.
- Previously served the institution as acting president (September 1992-January 1993); as provost (1988-1992); and as vice president for academic affairs (1983-1988). He joined the faculty of the university in 1973 as an instructor of psychology.
- Holds a doctorate in psychology from the Graduate Center, City University of New York. He received a bachelor’s degree from York College, CUNY.
- Serves on the Academic Issues Committee of the New Jersey Presidents’ Council.
- Is a member of the boards of the Eastman Fund, Liberty Science Center, the Liberty HealthCare System, Inc., and the Provident Bank.
- Serves on the Board of Directors of the Hudson County Chamber of Commerce.
- Serves on the editorial board of **Hispanic Outlook in Higher Education**.
- Co-chairs the Hudson County Chapter of the Alliance for Action.
- Serves on the Board of Trustees of the Council for Adult and Experiential Learning.
- Serves on the Board of Directors of NJEDge.

**Dr. Ali A. Houshmand**  
**ROWAN UNIVERSITY**

- Assumed position of interim president of **Rowan University** on July 1, 2011.
- Prior to that, he served as Rowan’s provost and senior vice president for academic affairs for almost five years.
- Previously served as associate provost for academic affairs, dean of the Goodwin College of Professional Studies and interim provost and senior vice president for academic affairs at Drexel University. Also was a faculty member and administrator at the University of Cincinnati and a staff analyst for United Airlines.
- Earned a bachelor’s degree in mathematics and a master’s degree in mathematical statistics from the University of Essex in England and a master’s degree and a PhD in industrial and operations engineering from the University of Michigan.
- Was chief academic officer during a period in which Rowan students’ academic profile rose and retention and graduation rates steadily improved.
Established the College of Graduate and Continuing Education (CGCE) and hired its first dean. The college annually offers more than 1,000 courses to more than 13,000 students (includes traditional on-campus graduate, summer session, online and off-campus courses, etc.). In CGCE, the RN-to-BSN program alone has grown about 700 percent in just a few years, and it now offers classes at four health systems and Gloucester County College, as well as at Rowan.

Recipient of 2006 Champion of Creativity Award. This award is presented by the American Creativity Association annually to an individual who has been an outstanding proponent of creativity and has put forth extraordinary effort in the service of creativity and innovation as evidenced by his or her vigorous advocacy for the development and support of programs or environments that support and encourage creativity and/or courage and persistence as an advocate or sponsor of a valuable concept, service or product.

**Dr. Peter P. Mercer**

**RAMAPO COLLEGE OF NEW JERSEY**

Became Ramapo College’s fourth president on July 1, 2005. Under his leadership, the College developed and implemented a Strategic Plan focused on enhancing academic excellence, investing in the future, and enriching college life and community presence.

During Dr. Mercer’s presidency, Ramapo has been recognized by *US News & World Report* as one of “America’s Best Colleges” and by *Kiplinger's Personal Finance Magazine* as one of the “100 Best Values in Public Colleges.”

A campus-wide building program during Dr. Mercer’s presidency has resulted in the completion of the Anisfield School of Business, the Bill Bradley Sports and Recreation Center, three residence halls, the Sharp Sustainability Education Center, the Salameno Spiritual Center, and a refurbishment of much of the College’s academic wings.

Previously served as dean of the law school and then as vice president (administration) and general counsel at the University of Western Ontario, where he was a professor of law.

Serves as faculty member of the Seminar for New Presidents held at Harvard University each July and as principal instructor in the Senior University Administrators Course held at the Banff Center, Banff, Alberta.

Is a member of the Boards of Directors of the New Jersey Commerce and Industry Association, the Meadowlands Chamber of Commerce, and the American Association of State Colleges and Universities Advisory Board of Servicemembers Opportunity Colleges.

Is the editor of *Products Liability in Canada* (Oceana, 1988) and co-author of *An Introduction to Business Associations in Canada* (Carswell, 1984). Dr. Mercer’s recent publications have focused on the legal profession and professional ethics.

Holds a PhD from the University of Cambridge, an LLM from the University of Cambridge, and an LLB from the University of Western Ontario.

Appointed a Paul Harris Fellow by Rotary International.

Served as a visiting research scholar at the University of Michigan, and as a faculty member at the University of Calgary, the University of Detroit and the University of Windsor.

Received Teacher of the Year awards at the University of Calgary and the University of Western Ontario and a Distinguished Service Award from the Canadian Association of University Business Officers.

Conducted research studies commissioned and published by the Canadian and Ontario governments. Among the agencies were the Addiction Research Foundation of Ontario, the Law Reform Commission of Canada, and the Ministry of Finance.
Dr. George A. Pruitt
THOMAS EDISON STATE COLLEGE

- Became president of Thomas Edison State College in 1982. Prior to that, served as executive vice president for the Council for Adult and Experiential Learning in Columbia, Maryland.
- Earlier, served in executive leadership positions at Illinois State University, Towson State University, Morgan State University, and Tennessee State University.
- Holds bachelor’s and master’s degrees from Illinois State University and a doctorate from The Union Institute and University in Cincinnati.
- Currently serves as chair of the board of directors of Structured Employment Economic Development Corporation (SEEDCO), chair of the board of directors of Capital City Partnership, and member, board of directors of the Greater Mercer County Chamber of Commerce.
- Currently serves as a vice chair on a national Commission on Higher Education Attainment focusing on improving retention and attainment at institutions of higher learning throughout the country.
- Served on the Governor’s New Jersey Higher Education Task Force, the board of directors of the American Association of State Colleges and Universities (AASCU), the board of directors of Sun National Bank, the board of trustees of Rider University, the board of directors of Trenton Savings Bank, the board of directors of the American Council on Education (ACE), the board of trustees of the Union Institute and University, as past chair of the board of directors of the Mercer County Chamber of Commerce, and as a member of the National Advisory Committee on Institutional Quality and Integrity of the US Department of Education.
- Was identified by the Exxon Education Foundation as one of the nation’s most effective college presidents.
- Served as a consultant to the University of Transkei in Umtate, South Africa, for the American Council on Education’s South Africa Project; also lectured at the Salzburg Seminar in Austria.
- Was cited as Mercer County’s “Citizen of the Year” in 1997, and was also named Illinois State University’s “Distinguished Alumnus” and inducted into the University’s College of Education Hall of Fame.
- Was recognized as one of the nation’s most entrepreneurial college presidents in a study funded by the Kauffman Foundation.
- Under his leadership, Thomas Edison State College developed and implemented a new Strategic Vision Plan focused on transforming academics, quality assurance, asset development and stewardship in public policy and on securing the college’s position as a worldwide leader in higher education for adults.
- Was honored by New Jersey State Conference of the National Association for the Advancement of Colored People (NAACP) in 2011 with the Distinguished Educator Award.
- Earned the New Jersey State Nurses Association’s 2009 President’s Award for his work as a champion for the nursing profession.
- Was honored by the African American Chamber of Commerce of New Jersey (AACCNJ) with the 2012 Education Award.

Dr. Herman J. Saatkamp, Jr.
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

- Assumed the presidency of The Richard Stockton College of New Jersey in June 2003. Prior to that, was dean of the School of Liberal Arts and Professor of Philosophy, Medical and Molecular Genetics, American Studies and Philanthropic Studies at Indiana University/Purdue University at Indianapolis.
Under his leadership, Stockton has embarked on a comprehensive development strategy, designed to take the college—ranked in the Top Tier of Northern Colleges and Universities and among the top fifteen public institutions by *US News and World Report*, and is classified as a "highly selective college" by *Princeton Review* — to even greater heights in academic and student services, fundraising and community relations, leveraging Stockton's role as an economic force in southern New Jersey.

Was elected the first college president to serve as Chair of the Chamber of Commerce of Southern New Jersey in the organization's 130-plus year history. He also served as President, Board of Directors, for the NextGen Aviation and Research Technology Park, a 400,000 square foot laboratory/research facility planned on a 55-acre site next to the Federal Aviation Administration’s William J. Hughes Technical Center in Egg Harbor Township that will bring an estimated 2,000 jobs to the region.

Is a Senior Fellow for the Center of Bioethics at the University of Pennsylvania Medical School.

The recipient of over $1 million in grant funding to support his research in American philosophy (principally *The Works of George Santayana*, MIT Press) and in understanding genetic explanations of animal behavior, Dr. Saatkamp is considered one of the foremost experts on the writings of Santayana.

Serves on numerous boards and organizations, including the Chamber of Commerce of Southern New Jersey’s Committee on State Affairs; the Atlantic County Chamber of Commerce; the Atlantic City Rotary Club; the Boys and Girls Clubs of Atlantic City; and the Bay Atlantic Symphony, which awarded him the first-ever Golden Baton Award in 2008.

Serves on the Community Advisors Council and the 2007-2010 Campaign Cabinet Committee of the United Way of Atlantic County, and on the New Jersey Campus Diversity Initiative of the Bildner Foundation.

His white paper, "Initial Thoughts on a 21st Century Global Agenda," was submitted to the American Association of State Colleges and Universities’ Presidential Commission on Global Competition to recommend policies and practices for AASCU in October, 2008.

Appointed to the NCAA Division III Presidents’/Chancellors’ Advisory Group in 2010.

Named Educator of the Year by the Research and Development Council of New Jersey as part of its Thomas A. Edison Patent Awards Celebration at the Liberty Science Center in 2011.

Was named by NJBIZ to the 2012 Power 100 List.

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**Dr. Kathleen Waldron**

**WILLIAM PATERSON UNIVERSITY**

Became the seventh president of **William Paterson University** on August 2, 2010.

Previously served as president of Baruch College of the City University of New York (CUNY) from 2004-2009, and as dean of the School of Business, Public Administration, and Information Sciences at Long Island University’s Brooklyn Campus from 1998 to 2004.

Prior to that, served for 14 years in several executive positions at Citigroup, including president of Citibank International in Miami and vice president for Citibank Global Private Bank.

Currently serves on the boards of The Tinker Foundation, the Commerce and Industry Association of New Jersey, and the Hamilton Partnership for Paterson, and serves on the Council of Presidents, the New Jersey Association of Colleges and Universities, and the Commissioner of Education’s Task Force on College Readiness.
Has served as a member of the US Presidential Committee on the Fulbright Program, a member of the board of directors of Shands Hospital in Gainesville, Florida, a member of the Florida International Bankers Association, a director of the Fulbright Association, and a board member of Accion International, a micro-credit lending organization.

Earned her BA in history from Stony Brook University, and MA and PhD in Latin American history from Indiana University.

Served as a Fulbright Fellow at the Universidad Catolica Andres Bello in Caracas, Venezuela in 1981, has published several articles on Venezuelan history, and was an editor of the *Handbook of Latin American Studies*.

Has spoken at various professional meetings about diversity in higher education and leadership and is a frequent speaker on the subject of women in leadership.
Dr. Fred J. Abbate  
THOMAS EDISON STATE COLLEGE

- Former President and Chief Executive Officer of the New Jersey Utilities Association (NJUA), a position he held from 1995 to July 2006.
- Holds a PhD from Columbia University, a master’s degree from Boston College, and an AB from Fairfield University.
- Prior to joining NJUA, he held numerous executive and managerial positions for Atlantic Energy. As a loaned executive from the Utility in 1993-1994, he served as Director of Leadership New Jersey, the state’s best known public policy leadership program.
- Chaired the New Jersey Utility Education Committee, charged with designing and implementing the state’s $40 million education program on energy deregulation.
- Former Chairman of the New Jersey Department of Labor’s Employer Council.
- Served on the Governor’s Commission on Quality Education, and the Arts Task Force on Core Curriculum Standards.
- Also served as Vice Chairperson of the New Jersey State Council on the Arts, and on the Board of Advisors of the Bloustein School of Planning and Public Policy at Rutgers University.
- Mr. Abbate currently serves as Secretary to ASCU.

Dr. Robert A. Altman  
THE COLLEGE OF NEW JERSEY

- A member of the Board of Trustees of The College of New Jersey since 2006, has over 30 years experience serving New Jersey higher education through board service in the public sector.
- Has been a member, and chair, of the Board of Trustees of Mercer County Community College, of Montclair State University, and of the New Jersey Association of State Colleges and Universities (ASCU).
- As Chair of ASCU, he served ex officio as a member of the New Jersey Board of Higher Education, and was a member of Governor Whitman’s Task Force on Restructuring Higher Education in New Jersey.
- Between 1980 and 1995, as Vice President of ETS, he supervised the on-going test development, statistics, research for, and operation of various programs, and led the expansion of ETS's international activities, including those in China, Japan, Korea, and the former Soviet Union.
- Is involved in Princeton Adult School (where he serves as Treasurer) and the AARP/IRS Volunteer Income Tax Assistance program, where he serves as a volunteer tax preparer and site coordinator in Princeton and Hamilton.
- Earned an AB at Harvard College and a MA and PhD at Columbia University.

Emma N. Byrne  
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

- Has been a member of the Stockton Board of Trustees since 2005, and is the current Chair of the Development Committee. She is the retired Director of Corporate Communications and Federal Affairs for Public Service Enterprise Group (PSEG) of Newark, New Jersey.
- Joined PSEG in 1997, following nearly four years as State Director for US Senator Bill Bradley.
Early in 1999, was allowed a leave of absence by PSEG to join the Bradley for President Campaign as a senior advisor. She returned to PSEG in April 2000, following 13 months with the campaign.

Served in the administration of Governor James Florio from January 1990 to May 1993, first as Press Secretary to the Governor, the first woman to hold that position, and then as Director of the New Jersey Division of Consumer Affairs.

Is a graduate of the College of Saint Elizabeth where she received an AB in History and served as a member of the College Board of Trustees and President of the Alumnae Association.

Is a member of the Board of Directors of The Shakespeare Theatre of New Jersey and of the UMDNJ Dental School Foundation, and was a founding board member of Gilda’s Club of North Jersey.

Rose Cali
MONTCLAIR STATE UNIVERSITY

Born and raised in New Haven, Connecticut, but has been a resident of New Jersey since 1974.

1980 graduate of Montclair State University (magna cum laude), she devotes her available time as a volunteer in leadership and philanthropic roles primarily in education, arts and human services.

Has been a member of the Montclair State University Board of trustees since 1991 and in 1994 became co-chair of the university’s first capital campaign, which exceeded its goal of $8 million by 25%, raising $10 million. She also served on the committee of a Second Century capital campaign for the university, which raised $60 million, having exceeded its goal by 20%.

In 1997, she founded and became the first CEO of the Yogi Berra Museum and Learning Center. Previous career experiences include historical site research, volunteer services coordination, and public relations.

Recent volunteer involvement includes participation on the boards of the Liberty Science Center and the Montclair Public Library Foundation Advisory Board, leadership of the board of Big Brothers/Big Sisters of Essex, Hudson, and Union counties, and the role of co-chair of a $2.5 million capital campaign for the Library. Mrs. Cali also currently serves on the Arts Education Committee of the New Jersey Performing Arts.

Dr. Henry A. Coleman
NEW JERSEY CITY UNIVERSITY

A member of the New Jersey City University Board of Trustees since 1999.

Currently serves as NJCU’s Vice Chair of the Board and Chair of the Finance, Audit and Planning Committee.

Holds a doctorate and a master’s degree in economics from Princeton University. He received a bachelor’s degree from Morehouse College.

Currently a professor of public policy in the Public Policy Program at the Edward J. Bloustein School of Planning and Public Policy at Rutgers, the State University of New Jersey.

For almost 13 years, he served as the Director of the Center for Government Services, then a component of the Bloustein School of Planning and Public Policy.

Serves on the boards of several other organizations including: the New Jersey Public Policy Research Institute, New Jersey Policy Perspective, New Jersey Future, the Institute on Taxation and Economic Policy, the Fund for New Jersey, the Lincoln Institute of Land Policy, and the Center on Budget and Policy Priorities.

Dr. Coleman is the immediate Past Chair of ASCU.
James J. Gruccio, Sr., Esq.
ROWAN UNIVERSITY

- Has been a member of the Board since 2000. He assumed the helm of the University’s governing body effective September 14, 2011. During his time on the Board, he has served as vice chairman and secretary of the Board and chairman of the Board’s legal committee and budget and finance committee.
- Earned a B.S. in international politics and philosophy from St. Joseph’s University and a juris doctorate from Villanova University.
- A board-certified civil trial attorney and a member of the law firm Gruccio, Pepper, DeSanto and Ruth, in Vineland.
- Mr. Gruccio focuses his career on business transactions and complex litigation, including business litigation. He also serves as counsel to numerous institutions and governmental agencies.
- He is the court-appointed administrator of the fund established for alleged victims in the case involving Kiddie Kollege Day Care Center, Franklinville, closed in 2006 because of mercury issues.
- In addition to having held numerous municipal attorney and solicitor positions in the City of Vineland, he also has served on the Federal Magistrate Appointment Committee and the New Jersey Supreme Court Committee on the Unauthorized Practice of Law.
- He has served as president and trustee of the Cumberland County Bar Association, in numerous other capacities for the County and State Bar Association and for other professional organizations.

Frederick L. Gruel
WILLIAM PATERSON UNIVERSITY

- Is the President and CEO of AAA New Jersey Auto Club and has been with the company for over twenty-six years.
- Prior to that, Mr. Gruel held several positions in higher education including Vice President of Administration and Finance at Thomas Edison State College, and Assistant Director, Office of Community College Programs for the State of New Jersey, Department of Higher Education.
- Earned a BS from Fordham University and an MBA from Florida State University.
- Appointed to the William Paterson University Board in 1992, and served as its Chair from 1996-2000 and Vice Chair from 2000-2004. He has also chaired several Board committees, including the Finance and Audit, Institutional Development, and Nominating Committees.
- Chair of the Newark Regional Business Partnership (NRBP).
- Mr. Gruel is Chair of ASCU.

Adam J. Sabath
RAMAPO COLLEGE OF NEW JERSEY

- Is the current Chair of Ramapo College’s Board of Trustees.
- Is owner of the Advocacy Group, LLC, a lobbying and government affairs firm.
- Received his bachelor’s degree in Social Work from Ramapo College. Mr. Sabath joined the Board in 2005.
- From 2007 to 2009, Mr. Sabath served as Vice Chair of the Board.
- Previously worked as the Chief of Staff to Senate President Richard J. Codey, and prior to that served as Commissioner of the New Jersey Department of Labor and Workforce Development.
- Mr. Sabath is currently Vice Chair of ASCU.
Donald J. Soriero, Esq.

KEAN UNIVERSITY

- Appointed to the Kean University Board of Trustees in March 2006.
- Currently an attorney with an office in Middletown, New Jersey.
- Previously employed as Vice President of Tax Audits and Disputes by Schering-Plough Corporation until his retirement in 2008. Prior to working for Schering-Plough Corporation, he was a tax attorney with Johnson & Johnson for 13 years.
- A member of the American Bar Association and the New Jersey Bar Association, Mr. Soriero has previously served as counsel to the Middletown Township Housing Authority, the Lincroft Senior Citizens Housing Corporation, and the Monmouth County Planning Board. He was also a member of the Middletown Township Planning Board, serving as its chairman for several years. He has also been a part-time instructor at Rutgers University in New Brunswick, New Jersey.
- Holds a Bachelor of Science degree from Villanova University and a Juris Doctor degree from New York Law School.
The Association

Mission

The New Jersey Association of State Colleges and Universities (formerly New Jersey State College Governing Boards Association), based in Trenton, is a nonprofit, nonpartisan, higher educational association serving New Jersey’s nine-member state college/university group. The Association is a nongovernmental entity created in 1985 by the New Jersey legislature [NJSA 18A:64-45 et.seq.] to advance and support higher education in New Jersey.

The Association’s primary mission is to advocate higher education as a public good and the collective value of the state colleges/universities in serving the public interest and the State of New Jersey.

In fulfilling this purpose, the Association advises the executive and legislative branches of state government, and others, on higher education policy, achieving its mission by:

- **Articulating** how the state colleges/universities serve the public good through educational, social, and economic development.
- **Providing** research and information services to advance the policy and resource needs of the state colleges/universities.
- **Enhancing**, through collaborative efforts, the ability of the state colleges/universities to achieve effective institutional performance, autonomous governance and public accountability; and
- **Convening** forums of diverse constituencies to develop common opinion about the value of public investment in higher education and the contributions of the state colleges/universities.

Governance

The Association is governed by an 18-member board, consisting of a trustee and the president from each of the nine institutions. The presidents serve as *ex officio*, non-voting members of the board. Trustee members are appointed by and serve at the pleasure of their respective local boards. The Association meets four times annually, in compliance with the state’s Open Public Meetings Act. Expenses are defrayed through membership dues, in accordance with state law and Association bylaws.

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* Interim President

▲ *Ex Officio Members
Major Activities

Acting as an advocate for the state colleges/universities in the state capital, the Association analyzes and monitors public policy issues and legislation affecting its member institutions. In cooperation with trustees, students, faculty and campus administrators, ASCU plays an active role in developing and proposing state higher education policy to better serve New Jersey's citizens.

The Association has been an active participant in implementing landmark legislation, in 1986 and 1994, which transferred important fiscal and administrative authority from state government to the campuses, emphasizing self-governance and direct accountability.

Serving as a primary information resource for the state college group, the Association provides analyses of higher education policy issues, such as access and affordability; higher education finance; laws affecting self-governance; and the institutions’ role in New Jersey's emerging public policy agenda.

Recent policy research efforts including reports on governance, student financial aid, and college costs. (See pages 71-72 for a list of Association publications.)

The Association further serves as a forum to forge a shared body of opinion on the value of higher education to the public good, on the needs of the institutions, and on their contributions to the Garden State. The Association conducts numerous conferences and meetings with public officials, college presidents, trustees, faculty, students, alumni, and business and community leaders. These forums help trustees and presidents meet their responsibilities as policy stewards.

Leadership for Change

Throughout its 26-year history, the Association has sought to be a force for positive change in higher education in New Jersey and nationally. Examples include:

- Speaking out in support of state and federal college opportunity programs.
- Helping boards of trustees to develop and publicize accountability/transparency benchmarks.
- Calling upon the state to reexamine how student financial aid programs are prioritized.
- Bringing attention to citizens’ views on higher education with the goals of state and institutional policy that aligns with public opinion.
- Coordinating public pledges by presidents and trustees committing to progress in college affordability and productivity.
- Forming a program that enables citizens to voice their views on higher education to federal and state elected officials.
- Creating a national model for focusing federal and state resources on the needs of student veterans.
- Pointing out the need for fundamental reform in the way that four-year public higher education is financed in the 21st century.

For a complete listing of ASCU accomplishments since its founding, go to www.njascu.org/25_Years_Accomplishments.pdf
**Operation College Promise**

**Our Mission . . . Serving Those Who’ve Served**

*Operation College Promise (OCP)* originated as a web-based resource (www.OperationCollegePromise.com) developed by the New Jersey Association of State Colleges and Universities (NJASCU) in 2008 to centralize transition information for servicemembers on a comprehensive website. This effort, which was cited as a national model by the American Council on Education (ACE) and the American Association of State Colleges and Universities (AASCU), led to the creation of a task force of veterans’ service providers from each of the nine campuses to research existing programs and services. In 2009, OCP was one of only 20 applicants awarded an ACE/Walmart Foundation “Success for Veterans” grant. Today, the project has partner institutions across the nation and has established a National Advisory Council (NAC) to support its rapidly expanding mission.

ACE/Walmart funding permitted OCP to develop, enhance and disseminate “Promising Practices,” even as they continue to evolve among institutions in New Jersey and across the nation. To date, OCP has hosted more than a dozen events, reaching more than 500 professionals in 20 states. OCP regularly testifies before the New Jersey Legislature on its innovative offerings and was awarded a Senate Resolution for its efforts on behalf of veterans and servicemembers. The project collaborated with the New Jersey State Senate to establish the first “Veterans’ Education Awareness Week,” on November 13-19, 2011. A federal resolution designating this week has been introduced in Congress.

Major projects include the development of the nation’s first resource manual for veterans’ service providers (*The OCP Field Guide*) as well as the first *Certificate for Veterans’ Service Providers (CVSP)* program. The CVSP training has been offered at four different locations including The Richard Stockton College, Ramapo College of New Jersey, Texas State University—San Marcos, and the University of North Carolina—Charlotte.

OCP launched its Speaker Series in March 2011 with a screening of “Warrior Champions” at William Paterson University, along with theatrical performances of “Into the Fire” and the “Telling Project” at Richard Stockton College of New Jersey. Also, Eric Greitens, author of *The Heart and The Fist* visited Montclair State University.

OCP’s outreach to servicemembers continues to include frequent participation in the New Jersey National Guard’s mandatory “Yellow Ribbon” Post and Pre-deployment programming. Veterans and servicemembers access updated information on existing and emerging programs and services through the OCP website and monthly e-newsletter.

To begin the process of evaluating the progress of student veterans’ progress toward degree, OCP partnered with the Pat Tillman Foundation to survey institutions across the nation on a pilot evaluation of the Graduation Probability Indices (GPI)™ - a methodology developed by OCP. This report, cited in the *Chronicle of Higher Education* and the *New York Times*, is available on the OCP website, www.OperationCollegePromise.com.

The nine NJASCU state institutions have established a solid foundation for incoming veterans that is attracting an influx of new student veterans in numbers even beyond expectations. In New Jersey alone, the Operation College Promise project currently supports more than 12,000 (12% of total student body) active-duty or veteran students, as well as dependents on NJASCU campuses. This number jumped an average of 60% from the Fall of 2009 to the Fall of 2010.
The project has also reached over 500 veterans service providers through live presentations and thousands more through electronic means. To date, direct outreach to servicemembers exceeds 4,000 live and thousands more electronically. Nearly every higher education institution in New Jersey and approximately 100 others have accessed OCP programming since its inception in 2008.

For more information on Operation College Promise, visit www.OperationCollegePromise.com, or call (609) 989-1100.
Michael W. Klein, JD, PhD
EXECUTIVE DIRECTOR/CEO

- was appointed executive director of the New Jersey Association of State Colleges and Universities effective January 2012.
- joined the staff in September 1998, after serving five years in former Governor Whitman’s administration as an assistant counsel to the governor; deputy director of legislative affairs for the Department of the Treasury; and special assistant to the commissioner of Community Affairs.
- received a bachelor’s degree with honors from Princeton University, a juris doctor degree from Boston College Law School, and a certificate in nonprofit management from the Kellogg School of Management at Northwestern University.
- is a PhD candidate at New York University, in higher and postsecondary education.
- was a 2010-2011 Associate of the National Center for Public Policy and Higher Education, and was a fellow at the Higher Education Law Roundtable, Institute for Higher Education Law & Governance at the University of Houston Law Center, 2003.
- has published and lectured on campus-based intellectual property policies, collective bargaining in higher education, governance structures, and the interplay between labor law and economic decision-making.
- was a 2002 fellow in Leadership New Jersey.
- was sworn in as a member of the US Supreme Court Bar in 2001.
- serves as a trustee and president of the Family Guidance Center/Family & Children’s Services, a nonprofit mental-health organization.

Barbara Berreski, Esq.
DIRECTOR OF GOVERNMENT & LEGAL AFFAIRS

- was appointed ASCU Director of Government and Legal Affairs effective January 2012.
- was previously employed, since 1991, with the New Jersey Department of Law & Public Safety, most recently serving as a Deputy Attorney General in the Division of Law.
- is a member of the bar of the US Supreme Court, the Third Circuit Court of Appeals, the Supreme Court of New Jersey, and the District Court of New Jersey.
- received a BA from the University of Pennsylvania and was awarded a Juris Doctorate by Temple University Law School.
- has been cited for her contributions to the department by former Attorney General Deborah J. Poritz.
- was awarded a certificate in Negotiations and Dispute Resolution by the New Jersey Attorney General Advocacy Institute.
- has served, since 2006, as a member of the Advisory Board of the Governor’s Office on Voluntarism.
Paul R. Shelly, MSW
DIRECTOR OF COMMUNICATIONS AND MARKETING

- joined the staff in 1989. Previously, he held communications positions with the New Jersey Department of Human Services and the New Jersey School Boards Association.
- received a bachelor’s degree from Moravian College and a master’s degree in social work (community organization) from Boston University.
- has published articles on education, higher education, and communications topics in local, statewide and national media.
- is licensed in New Jersey as a clinical social worker, and has served as a graduate-level field instructor for both Boston University School of Social Work and Rutgers University School of Social Work.
- serves on the boards of the Greater Trenton Behavioral Health Care; Saturday Evening Dance Club; and Jersey Shore Chapter, Surfrider Foundation.

Wendy A. Lang, MA
DIRECTOR OF PROGRAMS AND POLICY INITIATIVES

- joined the ASCU staff in the fall of 2007.
- owned and administered an independent consulting firm providing public relations, governmental relations, fundraising and event management services to a broad variety of public and private clients from 2000-2006.
- served from 1997-1999 as the Education Policy Advisor to Governor Christine Todd Whitman.
- staffed the Senate Education Committee, and Senate Women’s, Children and Family Services Committee from 1994-1997.
- was Chief of Staff to Senator John H. Ewing from 1992-1994.
- received a master’s degree in International Affairs from Drew University and a bachelor’s degree in Political Science.
- has represented the State of New Jersey on education policy issues at the National Conference of State Legislators (NCSL); the Education Commission of the States (ECS); and the National Governors Association (NGA).
- directs ASCU’s student veteran initiative, Operation College Promise.
- has published and regularly presents on policies regarding student veterans on campus.

Patricia A. Stearman
DIRECTOR OF BUDGET AND ADMINISTRATION

- joined the staff in 2006, with previous accounting experience with the New Jersey Association of Mental Health Agencies, and extensive experience in accounting systems with a large, public accounting firm.
- performs office management functions, including administration of payroll and fringe benefits, cash management, support staff functions.
- coordinates year-end audit and works with auditors in the production of financial statements and required federal documents.
- provides primary support in the preparation and maintenance of the Association’s annual budget, monitors expenses, purchasing and grant reconciliation.
- provides financial management of Operation College Promise grants.
- coordinates support of office computer equipment.
- obtained Bachelor of Science degree in Accounting from Indiana University of Pennsylvania.
- trained as an instructor for Microsoft Office products.
Charlene R. Pipher
EXECUTIVE ASSISTANT
- joined the staff in 1988, with previous experience in secretarial work and operation of a housecleaning business.
- serves as the Association's database and website manager, performs layout and design of ASCU publications and promotions, in addition to providing administrative support to the executive director.
- provides logistical support in coordinating meetings for the Association's board, the state college/university Council of Presidents, the fiscal and academic vice presidents, and numerous other groups from campus administrators to government support staff.

Theresa M. Toth
SECRETARIAL ASSISTANT
- joined the staff in July 2004, following work experience as administrative assistant to the president/CEO of a dental plan organization and, previously, to the Vice President for Sales of a large manufacturing company.
- provides secretarial support to the professional staff.
- serves as a receptionist.
- assists with preparation of materials and other logistics to support meetings convened at the ASCU office.

Institutional Spokespersons

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact Person</th>
<th>Phone Numbers</th>
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</thead>
<tbody>
<tr>
<td>The Association</td>
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<tr>
<td>William Paterson University</td>
<td>Stuart Goldstein</td>
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</tr>
</tbody>
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Policy Issues

- **How to Fix a Broken System: Funding Public Higher Education and Making It More Productive.** Summary of a special program of the Princeton University Policy Research Institute for the Region in conjunction with New Jersey Association of State colleges and Universities. (May 2010)

- **Public Policy Agenda.** Articulates the Association's formally endorsed position on important higher education policy issues. (January 2010)

- **Securing New Jersey Through Higher Education** (August 2009)

- **New Jersey College Promise: A Renewed Commitment to Students & Families in New Jersey** (June 2008)

- **Policy Outlook.** Newsletter series focused on initiatives to influence statewide policy on higher education. (Issued periodically beginning in October 2004.)

- **College Countdown.** Newsletter series focused on the **NJ College Bound 2008** project. (Issued periodically, Fall 1999 to Summer 2003.)

- **New Jersey’s Students: New Jersey’s Future.** Brief paper on state college affordability, access, and demand. (November 2001)

- **In Service to New Jersey: New Jersey's State Colleges and Universities—Challenges and Solutions for 2002-2006.** Wide-ranging briefing paper on issues pertinent to the state colleges and universities. (Fall 2001)

- **Building New Jersey State College/University Capacity: A Priority Investment in New Jersey’s Future.** Staff paper outlining a strategic agenda for financing higher education in the 21st century. (May 2001)


- **Trust in the Future: New Strategies for College Opportunity and Affordability in New Jersey.** Commissioned policy paper, written by Jamie Merisotis and Melissa Clinedinst, of the Institute for Higher Education Policy, Washington D.C., supporting state college affordability and recommending creation of a College Opportunity Trust Fund and other mechanisms to reward students benefiting from financial aid, if they complete their degrees within a specified time period. (June 2000)

- **Creating a Public Agenda: Accountability and the New Jersey State Colleges and Universities.** Commissioned policy paper, written by Richard J. Novak of the Center for Public Higher Education Trusteeship and Governance, Association of Governing Boards of Universities and Colleges, Washington D.C., containing recommendations for change that would support building a “public agenda” for higher education accountability, and enable the institutions to grow to meet increases in state college demand. (June 2000)

Trustee Issues

Sourcebooks

- 1991-2011

Association Activities

- Serving the State Colleges and Universities and the Citizens of New Jersey.
  A brochure on the Association’s mission, major activities and governance (February 2012).

- Annual Reports

  2010-2011  Commitment, Continuity and Change: Goals Achieved, Possibilities Ahead.  
  (December 2011)
  2009-2010  New Horizons, New Ideas.  (December 2010)
  2008-2009  Engaging Citizens to Advance College Opportunity for All.  (December 2009)
  2007-2008  Meeting a Commitment to Students and Families.  (February 2009)
  2006-2007  Renewing a Promise.  (December 2007)
  2005-2006  Fulfilling Commitments in Tumultuous Times.  (October 2006)
  2004-2005  Striving to Expand College Opportunity.  (October 2005)
  2000-2001  Putting Together the Elements of a Dream.  (December 2001)
  1997-1998  Turning Challenges into Opportunities.  (September 1998)
  1988-1989  Fulfilling the Promise.  (September 1989)

Requests for publications should be directed to:

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New Jersey City University
Ramapo College of New Jersey
The Richard Stockton College of New Jersey
Rowan University
Thomas Edison State College
William Paterson University

Websites: New Jersey Association of State Colleges & Universities—www.njascu.org
Operation College Promise—www.operationcollegepromise.com